

THE SCHOOL DISTRICT OF STURGEON BAY
Regular Board of Education Meeting
Wednesday, June 17, 2020

*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

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)*

CONSENT AGENDA:

1. Approve Minutes
 - a. Regular Meeting May 20, 2020
 - b. Special meeting June 3, 2020
2. Approve May bills
3. Accept grants and donations
4. Approve resignations and retirements
5. Designate newspaper as paper of record
6. Second review of English Language Arts Curriculum Materials
Note: The first review took place at the April 15 regular Board of Education meeting
7. Approve Second readings of the following employee handbook-related items:
Note: First readings took place at the May 20 regular Board of Education meeting
 - A. Professional Staff Employee Handbook
 - B. Professional Staff Salary and Supplemental Pay Guide
 - C. Support Staff Employee Handbook
8. Approve fundraising calendars for 2020-2021
 - A. Sturgeon Bay High School
 - B. TJ Walker Middle School
9. Approve Sturgeon Bay High School Student-Parent Handbook
10. Approve Sturgeon Bay High School Faculty and Staff Handbook
11. Approve TJ Walker Middle School Student-Parent Handbook
12. Approve TJ Walker Middle School Faculty and Staff Handbook
13. Approve Elementary Student-Parent Handbook
14. Approve Elementary Faculty and Staff Handbook
15. Approve Early Graduation Requests
16. Approve Wisconsin Association of School Boards (WASB) Membership Renewal
17. Approve Overnight Athletic Trips for the 2020-2021 School Year

OPERATIONS AGENDA:

1. Consent Agenda items requiring attention (if any)
2. Special Presentation by Door County Medical Center
3. Approve Service Contract for 2020-2021 with Door County Medical Center
4. Approve First Grade Teacher (one-year position)
5. Approve Fourth Grade Teacher
6. Approve TJ Walker Special Education Teacher
7. Approve Technology Department Director
8. Approve World Language Club Advisor
9. Approve High School Assistant Football Coach
10. Approve High School Head Girls Swim Coaches
11. Approve Secondary-Level Teacher Associate
12. Achievement Gap Reduction School Board Review (informational item)
13. Approve 2020-2021 Board meeting calendar
14. Approve Meal Price Increases
15. Approve Asbestos Abatement Flooring Project at Sunrise Elementary
16. Approve Extension of Automated Sawyer Elementary School HVAC System
17. Approve Kobussen Transportation Contract Adjustment
18. Approve Preliminary 2020-2021 Budget
19. Facility Project Update (informational item)
20. 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. Food Services
 - viii. Community Engagement
 - ix. Other
 - e. Superintendent
21. 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 10, 2020
RE: Background Information for the June 17, 2020 Meeting

Reminder: We will hold the meeting in the Council Chambers on the second floor at City Hall. This will help us address the various audio and/or technology challenges of having much of the group together in person with some group members attending remotely.

CONSENT AGENDA:

1. Approve Minutes

- a. Regular Meeting May 20, 2020
- b. Special meeting June 3, 2020

2. Approve May bills

- 3. Accept Grants and Donations** – Jenny Spude has reported the following donations to the food service department and/or family lunch balance support: the Door-Kewaunee Retired Educators Association (DKREA) donated \$197; Kaye Carter donated \$100; Linda and Butch Georgenson donated \$200; and a \$500 donation from donors who wished to remain anonymous was also received.

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):** Nick Kita has resigned as an assistant football coach. Ashley Hietpas is resigning from her 4K teaching position at Sunset Elementary at the end of the current school year. Brittany Sperberg has resigned from her middle school Band teaching position. Susan Kraus is resigning from her teacher associate position at Sunset Elementary. Melissa Haack has resigned from coaching 7th grade volleyball.

A motion to approve the resignations and thank these individuals for their service is recommended.

5. Designate newspaper as paper of record

Allison Buchanan from Quarles and Brady has worked with Ann DeMeuse on a rather unique situation involving legal notices. Allison has let us know that in order for the *Peninsula Pulse* to qualify as the District's Official newspaper, one of the requirements is that at least 50% of the circulation of the newspaper needs to be a paid subscription.

I'll add an additional reference Allison had sent Ann below:

[Section 985.03\(1\)\(a\)](#) provides qualifications for newspapers in order to be designated official municipal newspapers under Section 985.05, and provides, in part, that the newspaper must have a "bona fide paid circulation." [Section 985.01\(1b\)](#) provides that a "bona fide paid circulation" means the paid circulation of a newspaper where both (a) the publisher of the newspaper sells 50% or more of the circulation of the newspaper, and (b) the publisher of the newspaper has actual subscribers at each publication of not less than 1,000 copies in 1st and 2nd class cities or 300 copies in 3rd and 4th class cities, villages and towns.

We will continue to utilize the *Peninsula Pulse* in a variety of ways from job postings to other submissions, but find ourselves having to go with the *Advocate* for this official designation at this time.

A motion to designate the *Door County Advocate* as our newspaper of record is recommended.

6. Second review of English Language Arts Curriculum Materials

Note: The first review took place at the April 15 regular Board of Education meeting when the Board received information and a presentation. Additionally, I'd remind us that there is now a desire to wait with the grade 6-8 materials and delay this part of the purchase until additional information can be gathered.

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

Note: First readings took place at the May 20 regular Board of Education meeting

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

8. Approve fundraising calendars for 2020-2021:

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 are 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.

9. Approve Sturgeon Bay High School Student-Parent Handbook

10. Approve Sturgeon Bay High School Faculty and Staff Handbook

11. Approve TJ Walker Middle School Student Handbook

12. Approve TJ Walker Middle School Faculty and Staff Handbook

13. Approve Elementary Student-Parent Handbook

14. Approve Elementary Faculty and Staff Handbook

15. Approve Early Graduation Requests

There are a few 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 2018-2019 Report to the Membership, a copy of complimentary subscriptions and publications we receive as part of our membership, and the dues invoice. The dues schedule has been held flat since this past year, keeping our annual dues to \$4,336.

A motion to approve our Wisconsin Association of School Boards membership renewal for 2020-2021 is recommended.

17. Approve Overnight Athletic Trips for the 2020-2021 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 Boys Soccer: Tournament at the Prairie School in Racine September 4-5, 2020
- Varsity Boys Soccer: Tournament at Cedarburg High School September 25-26, 2020
- Varsity Wrestling: “War on the Shore” Holiday Wrestling Tournament at UW-Oshkosh December 28-29, 2020
- Varsity Girls Soccer: Tournament at Pius XI High School in Milwaukee May 14-15, 2021

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. Special Presentation by Door County Medical Center (informational item)

Hospital leaders have been before the Board in the past. Updating the various contracts and summarizing services for the Board are among the items they have planned to cover in a presentation of about 10 minutes going back to the March 18, 2020 meeting, but we had postponed it in light of navigating the COVID-19 situation.

3. Approve Service Contract for 2020-2021 with Door County Medical Center

Over the course of about the past year, there have been discussions not only about the hospital's desire to update the cost for providing School Nurse services to the four mainland school districts in the county, but the desire of districts to simplify the various service contracts and approaches to having one main contract. The contract and related supporting documents are in the meeting packet. *(The exception would continue to be the job training program hosted by the hospital that our district serves as the fiscal agent for on behalf of the group.)*

The updated service contract would begin July 1, 2020 and be part of the next fiscal year.

A motion to approve the 2020-2021 service contract with Door County Medical Center is recommended.

4. Approve First Grade Teacher (one-year position)

As of the preparation of the meeting packet, interviews have been scheduled and/or held, but we are still working through the process. We hope to have a candidate secured in time for Board approval in the June 17, 2020 meeting.

5. Approve Fourth Grade Teacher

As of the preparation of the meeting packet, interviews have been scheduled and/or held, but we are still working through the process. We hope to have a candidate secured in time for Board approval in the June 17, 2020 meeting.

6. Approve TJ Walker Special Education Teacher

Ms. Brianna Lane grew up in Stevens Point and earned her Bachelor's degree at the University of Stevens Point where she majored in Special Education and minored in Emotional Behavior Disorder. In December of 2019, Ms. Lane earned her Master's in Special Education with a minor in Teaching English as a Second Language from Lesley University.

Brianna believes in challenging her comfort zone and has challenged herself professionally by seeking out experiences working with youth in Milwaukee, Boston, and Revere, Massachusetts. During her career, Brianna has been drawn to middle schoolers because of the unique challenge of preparing them for high school. She has six years teaching experience at the middle school level teaching special education at Silver Lake Intermediate in Oconomowoc, Southern Door Middle School and Susan B. Anthony Middle School in Revere, Massachusetts.

Brianna has co-teaching experience, implementing the Zones of Regulation, designing multi-age grouping and training in Orton Gillingham reading practices.

Brianna Lane had lived in Sturgeon Bay for two years while working at Southern Door before leaving the area. She is quite familiar with Sturgeon Bay and looks forward to the opportunity of working with our students, staff and community.

A motion to approve Brianna Lane as a special education teacher at TJ Walker Middle School is recommended.

7. Approve Technology Department Director

As of the preparation of the meeting packet, first round interviews have been held on Tuesday, June 9, but we are still working through the process. We plan to have finalists come to the district early during the week of the Board meeting. We hope to have candidate secured in time for Board approval in the June 17, 2020 meeting.

8. Approve World Language Club Advisor

Principal Nickel recommends Libbie Gerondale (incoming Spanish teacher) as the advisor for our World Language Club.

A motion to approve Libbie Gerondale as the advisor for the World Language Club is recommended.

9. Approve High School Assistant Football Coach

Athletic Director Todd Meikle and Principal Bob Nickel recommend Mr. Stephen Jacobson to fill the open Assistant Football coaching position. (Mr. Jacobson teaches Social Studies at TJ Walker Middle School and has a variety of coaching experience.)

A motion to approve Stephen Jacobson as a high school assistant football coach is recommended.

10. Approve High School Head Girls Swim Coaches

Athletic Director Todd Meikle and Principal Bob Nickel recommend Krista Moyer and Kelly Oram-Rankin to fill the open Varsity Girls Swim coaching position. They will function as co-head coaches (and split the appropriate coaching stipend).

A motion to approve Krista Moyer and Kelly Oram-Rankin as the high school head girls swim coaches is recommended.

11. Approve Secondary-Level Teacher Associate

Principals Nickel and Smullen and the interview committee have recommended Samantha Routhieaux for the specialized TA position with our secondary students with multiple disabilities. Sam has nine years of experience working for Northern Door Children's Center and has worked closely with students requiring extra care and services. Her experience includes collaborating with Gibraltar teachers and specialists. Sam's references rate her as being in the top 10% of employees and that we are lucky to get her. Her references further report that she develops excellent rapport with students, can work with anyone, is very organized, and goes out of her way to help others.

A motion to approve Samantha Routhieaux as a teacher associate is recommended.

12. 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.

13. Approve 2020-2021 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 fourth week of January in 2020, we could keep our usual 3rd Wednesday meeting date again this next year. We typically do not have a learning session meeting in January due to the annual convention.
- Our annual retreat is scheduled in place of the February learning session again this next year.

A motion to approve the Board meeting calendar for the 2020-2021 fiscal year is recommended.

14. Approve Meal Price Increases

From Food Service Director Jenny Spude:

Meal pricing had a slight increase for high/middle schools in the 2017-2018 school year. Since then I've left any pricing for SBSB students and staff the same. Elementary hasn't increased in approximately five years. As another point of reference, where else can someone buy a well-balanced lunch under 600 calories for under \$4.00?

I recommend the following, beginning with the 2020-2021 school year:

- Meal pricing would increase from \$2.95 to \$3.00 for high/middle.
- Meal pricing would increase from \$2.75 to \$2.90 for elementary.
- Meal pricing would increase from \$3.60 to \$3.95 for adults.

As a point of reference, St. John Bosco students have not received an increase but when we started providing lunch their pricing was set higher. Their pricing is and has been \$3.30 MS, \$3.20 Elem, \$3.95 Adult for past two school years.

A motion to approve the meal price increases beginning with the 2020-2021 school year is recommended.

15. Approve Asbestos Abatement Flooring Project at Sunrise Elementary

Jake and John are working on obtaining information so the Board is able to take action on this item next week.

16. Approve Extension of Automated Sawyer Elementary School HVAC System

Jake and John are working on obtaining information so the Board is able to take action on this item next week.

17. Approve Kobussen Transportation Contract Adjustment

The administration has received input from district legal counsel and is preparing a document for the Board, which would contain a recommendation.

A motion to approve a Kobussen Transportation contract adjustment is anticipated.

18. Approve Preliminary 2020-2021 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 2020-2021 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 2020-2021 is recommended.

19. Facility Project Update (informational item)

Please see the information in the monthly Superintendent report.

20. Reports

21. Adjourn

THE SCHOOL DISTRICT OF STURGEON BAY

Regular Board of Education Meeting

Wednesday, May 20, 2020

President Hooker called the regular meeting to order at 7:06 PM in the high school library with a roll call vote. Virtual attendance by Alger, Stephani, Chisholm, Holland, Hougaard, Miller, Stephens, & Jennerjohn. On site: Hooker and Tjernagel. Virtual attendance by R. Nickel, Smullen, B. O’Handley, Smejkal, Holtz, A DeMeuse, N DeMeuse. The Pledge of Allegiance was recited.

Motion: Alger/Jennerjohn to adopt the agenda as presented with roll call vote (7:09 PM). 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): None.

BOARD REORGANIZATION (7:11 PM):

1. Review Board Policy 0152-Officers and determine nomination and voting process: After discussion, nominations will be by voice versus paper and will include a roll call vote.
2. Election of President, Vice President, Treasurer & Clerk:
 - President nomination: Jennerjohn nominates Teri Hooker. **Motion:** Stephens/Alger to close nominations and cast a unanimous ballot for Terri Hooker as President. Roll Call Vote. Motion carried unanimously.
 - Vice-President Nomination: Alger nominates Keith Miller. **Motion:** Chisholm/Jennerjohn to close nominations and cast a unanimous ballot for Keith Miller as Vice-President. Roll Call Vote. Motion carried unanimously.
 - Treasurer Nomination: Jennerjohn nominates Amy Stephens. **Motion:** Holland/Jennerjohn to close nominations and cast a unanimous ballot for Amy Stephens as Treasurer. Roll Call Vote. Motion carried unanimously.
 - Clerk: Stephens nominates Tina Jennerjohn **Motion:** Chisholm/Stephens to close nominations and cast a unanimous ballot for Tina Jennerjohn as Clerk. Roll Call Vote. Motion carried unanimously
 - a. **Motion:** Stephens/Chisholm to appoint Ann DeMeuse as Board Secretary. Roll Call Vote. Motion carried unanimously. **Motion:** Jennerjohn/Holland to appoint Amy Stephens as the CESA representative. Roll Call Vote. Motion carried unanimously. **Motion:** Chisholm/Alger to appoint Jessica Holland for Legislative representative. Roll Call Vote. Motion carried unanimously. **Motion:** Jennerjohn/Stephens to appoint Chad Hougaard as the EEN representative. Roll Call Vote. Motion carried unanimously.
 - b. **Motion:** Jennerjohn/Hougaard to appoint Amy Stephens as the delegate to the WASB convention and Beth Chisholm as the alternate. Roll Call Vote. Motion carried unanimously.
 - c. **Motion:** Miller/Jennerjohn to designate the official board meeting day as the third Wednesday of the month. Roll Call Vote. Motion carried with Hougaard opposed.
3. **Motion:** Stephens/Chisholm 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 2020-21 year. Roll Call Vote. Motion carried unanimously.
4. **Motion:** Hougaard/Stephens to authorize Jake Holtz with the investment powers for the district. Roll Call Vote. Motion carried unanimously.

5. **Motion:** Stephani/Holland to designate the Peninsula Pulse as the official newspaper for the district. Roll call vote. Motion carried unanimously (7:35 PM).
6. **Motion:** Stephens/Jennerjohn 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. Roll Call Vote. Motion carried unanimously (7:41 PM)

CONSENT AGENDA:

1. Approve minutes from April 15, 2020 and May 6, 2020
2. Approve April bills
3. Accept grants and donations: Jenny Spude reports the following donations to the food service program: Lucile Kile donated \$200 and Deanah Downey donated \$250. Jenny also reports that the Midsummer Aloha Classic donated \$250 in support of the Waseda Farms Growing and Learning Lab.
4. Approve resignations and retirements: Nicole Herbst resigned from the AODA advisor co-curricular position and also as a Dance Team coach. Dave Bubnik has resigned as our girls swim coach. Kayleen Smeaton has resigned from her 4th grade teaching position at Sunrise effective the end of the school year due to a family relocation. Carrie Lundy is resigning from her part-time Physical Education teaching position at the end of the school year.

Motion: Hougaard/Chisholm to accept and approve the consent agenda items as presented (7:44 PM). Roll call vote. Motion carried unanimously.

OPERATIONS AGENDA:

1. Consent Agenda items requiring attention (if any): None
2. Public Hearing on Request for DPI Waiver pursuant to Wis. Stat. § 118.38 due to the COVID-19 Public Health Emergency for a Waiver of School District Requirements Regarding Required Instructional Hours for Students for the 2019-2020 School Year only - Per guidance from a recent Boardman & Clark legal memo (745 PM):

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.

The President opened the meeting to questions related to the proposed Request for DPI Waiver pursuant to Wis. Stat. § 118.38 due to the COVID-19 Public Health Emergency for a Waiver of School District

Requirements Regarding Required Instructional Hours for Students for the 2019-2020 School Year only. No public participation. There were no questions.

3. Approve Resolution for Requesting a Waiver of School District Requirements Regarding Required Instructional Hours for Students for the 2019-2020 School Year only due to the COVID-19 Public Health Emergency

While the COVID-19 closure is well-known, as is the unprecedented school building closure, school districts still need to work through the process of requesting a waiver for the required instructional hour's requirement. Here is some information from a recent Boardman & Clark legal memo:

Governor Evers signed an emergency order which suspends the requirements in DPI's administrative rule related to the hours of instruction. The DPI will now waive the hour requirement for any district that requests a waiver due to the COVID-19 public health emergency. The DPI has provided an expedited waiver process and a simple waiver request form is available on its website. Note that the DPI waiver does not require a district to provide dates or minutes of instruction.

Mike Thompson, DPI Deputy Superintendent, clarified that a district does not need to seek a waiver if the district will meet the minimum-mandated hours of instruction requirements through alternative learning opportunities. He added that each district is responsible for determining if the hours are met - DPI will not ask for documentation or audit the process used to document the minutes. Even if a district meets the instructional hours requirement, the district may still wish to consider seeking a waiver as a district's instructional hours may affect compensatory education calculations for students with disabilities at the end of the school closure. DPI will continue to offer the simplified waiver request for all districts until June 30, 2020. The waiver form for this purpose is located at:

Motion: Hougaard/Stephens to approve the resolution as presented (7:49 PM). Roll call vote. Motion carried unanimously.

4. First reading of Professional Handbook & Salary and Supplemental Pay guide

As a first reading, no formal action is required by the Board (7:50 PM).

5. First reading of Support Staff Handbook

As a first reading, no formal action is required by the Board at this time (7:51 PM).

6. Approve 2020-2021 Health Insurance Plans

One thing worth noting is that the plan identified as Option #2 (on the first insurance-related four-page attachment in the packet) has a \$50/\$100 increase in HSA contribution to align with the mandated increase in deductible level from the federal government. Holtz provided a more detailed overview. Motion: Hougaard/Alger to approve the health insurance plan offerings for 2020-2021 as presented (7:53 PM). Roll call vote. Motion carried unanimously.

7. Approve 2020-2021 Dental Insurance Plan

After discussion, motion Hougaard/Alger to approve the dental insurance plan offering for 2020-2021 as presented (7:56 PM). Roll call vote. Motion carried unanimously.

8. Approve Elementary Special Education Teacher

Motion: Stephens/Alger to approve Leah Corso as an Elementary Special Education Teacher beginning with the 2020-2021 school year (7:57 PM). Roll call vote. Motion carried unanimously.

9. Approve Elementary Physical Education Teacher

Motion: Hougaard/Chisholm to approve Sam Mueller as a Physical Education Teacher beginning with the 2020-2021 school year (7:59 PM). Roll call vote. Motion carried unanimously.

10. Approve TJ Walker Art Teacher

Motion: Hougaard/Jennerjohn to approve Mariah Stahlke as the Art teacher at TJ Walker Middle School beginning with the 2020-2021 school year (8:02 PM). Roll call vote. Motion carried unanimously.

11. Approve Sturgeon Bay High School Special Education Teacher

Motion: Stephens/Holland to approve Steven Umentum as the special education teacher at the high school beginning with the 2020-21 school year (8:04 PM). Roll call vote. Motion carried unanimously.

12. Approve Professional Staff Member Leave of Absence Request

Motion: Stephens/Hougaard to approve the professional staff member leave of absence request for the 2020-2021 school year (8:07 PM). Roll call vote. Motion carried unanimously.

13. Approve Special Education/Pupil Services Director

Motion: Chisholm/Miller to approve Lindsay Ferry as our Special Education and Pupil Services Director beginning with the 2020-2021 fiscal year (8:08 PM) Roll call vote. Motion carried unanimously.

14. Approve 2020-2021 Compensation for Returning Non-teacher Employees

After discussion, motion by Jennerjohn/Stephens to approve a 2.47% increase for the categories of Hourly Employees, Unclassified Employees & Administrative Employees; award the hourly IT staff member premium pay (similar to maintenance and food service staff) retroactive to Feb. 10, 2020 and to increase the Food Service Director from 195 days/contract year to 220 days/contract year (8:13 PM). Roll call vote. Motion carried unanimously.

15. Approve 2020-2021 CESA 7 Service Contract

Motion Stephens/Stephani to approve the 2020-2021 CESA 7 Service contract as presented (8:22 PM). Roll call vote. Motion carried unanimously.

16. Approve E-Rate Service Contract with CESA 11

Motion Jennerjohn/Hougaard to approve the 2020-2021 CESA 11 E-Rate Service contract as presented (8:23 PM). Roll call vote. Motion carried unanimously.

17. Approve Kobussen Transportation Contract Adjustment

Waiting for information from attorney so discussion tabled.

18. Approve Resolution Establishing Parameters for the Sale of Not to Exceed \$10,000,000 General Obligation School Building and Improvement Bonds, Series 2020

Resolution was reviewed along with supporting information.

Motion: Stephens/Jennerjohn to approve the Resolution Establishing Parameters for the Sale of Not to Exceed \$9,950,000 General Obligation School Building and Improvement Bonds, Series 2020 (8:26 PM). Roll call vote. Motion carried unanimously.

Motion: Stephens/Stephani to reconsider the previous motion to approve the Resolution Establishing Parameters for the Sale of Not to Exceed \$9,950,000 General Obligation School Building and Improvement Bonds, Series 2020. Roll call vote. Motion carried unanimously.

Motion: Stephens/Hougaard to amend the original motion to state to approve the Resolution Establishing Parameters for the Sale of Not to Exceed \$10,000,000 General Obligation School Building and Improvement Bonds, Series 2020. Roll call vote. Motion carried unanimously.

Motion: Stephens/Hougaard to approve the Resolution Establishing Parameters for the Sale of Not to Exceed \$10,000,000 General Obligation School Building and Improvement Bonds, Series 2020. Roll call vote. Motion carried unanimously

19. Approve AODA Advisor (Co-curricular position) at Sturgeon Bay High School

Motion Holland/Hougaard to approve Jenni O’Handley and Morgan Kiedrowski as the AODA advisors at Sturgeon Bay High School (8:46 PM). Roll call vote. Motion carried unanimously.

20. Approve Contract with the City of Sturgeon Bay for a School Resource Officer

Motion Stephens/Chisholm to approve the Contract with the City of Sturgeon Bay for a School Resource Officer (8:47 PM). Roll call vote. Motion carried with Hougaard and Jennerjohn abstaining.

21. Approve Sturgeon Bay High School WIAA Membership Renewal

Motion Jennerjohn/Hougaard to approve our membership renewal with the WIAA for the 2020-2021 school year (8:50 PM). Roll call vote. Motion carried unanimously.

22. Facility Project Update (informational item)

Update provided (8:52 PM).

23. Receive Draft of 2020-2021 Board meeting calendar (informational item)

Draft provided as informational at this time. The Board would officially approve a meeting calendar in next month’s meeting (8:53 PM).

24. Reports:

a. Legislative – US Department of Education has changes to Title 9. New regulations will take effect in the next school year.

b. CESA – none

Jennerjohn dropped off at 9:17 PM, back on at 9:18 PM

c. Committee/Seminars – none.

d. Administrative Reports presented.

e. Superintendent’s Report presented.

25. Adjourn Motion: Hougaard/Stephens to adjourn at 9:25 PM. Motion carried unanimously.

Date: _____

President’s Signature: _____

THE SCHOOL DISTRICT OF STURGEON BAY
Board of Education Learning Session
Wednesday, June 3, 2020

5:00 P.M. Board of Education Meeting

Middle School Commons

CALL TO ORDER:

1. Roll Call at 5:00 PM: Virtual attendance by Holland. On-site attendance by Hooker, Alger, Stephani, Chisholm, Miller, Stephens & Jennerjohn. Hougaard excused. Also on-site attendance by Superintendent Tjernagel, Smejkal, B. O’Handley, Smullen, B. Nickel, Holtz & Ferry.
2. **Motion:** Stephens/Stephani to adopt the agenda (5:05 PM). Roll call vote. Motion carried unanimously.

AGENDA AND DISCUSSION

1. Introduction: Lindsay Ferry, Special Education/Pupil Services Director beginning with the 2020-2021 school year.
2. Literacy Support Presentation (5:13 PM): staff provided.
3. Budget Wrap-up for 2019-2020 and Planning for 2020-2021 (6:25 PM): Information provided by Holtz.
4. Post-Employment Benefit Process Discussion: Information presented. Work continues.
5. Summer School Update: Conceptual ideas and target work groups provided.
6. Motion: Chisholm/Stephani to adjourn at 8:29 PM. Roll call vote. Motion carried unanimously.

Date: _____

President’s Signature: _____

CHECK DATE	CHECK NUMBER	CHE TYP	AMOUNT	ACCOUNT NUMBER	VENDOR	INVOICE DESCRIPTION
05/06/2020	99550	R	49.00	10 E 800 411 253000 000	CULLIGAN SERVICE	Account# 8566801- April Billing
05/06/2020	99551	R	4,789.32	10 E 800 310 162000 000	DOOR COUNTY YMCA	Boys swim team pool rental 11/18/19 - 2/20/20
05/06/2020	192000291	A	132.25	10 E 100 480 221500 000	DEMEUSE, NELSON	4/27/2020 Mileage 2020 1st quarter 230 miles * 0.575 = \$132.14
05/06/2020	192000291	A	90.00	10 E 100 480 221500 000	DEMEUSE, NELSON	4/27/2020 Personal Cell phone usage
05/06/2020	99552	R	144.00	21 E 400 310 161911 000	GIBSON, MICHELLE	Refund for fundraising activities from cancelled DC Trip
05/06/2020	99553	R	272.25	10 E 120 472 110000 000	HEINEMANN	LLI My Writing Book Package (18-pack) for Sawyer reading intervention groups Account# 2STURGEON
05/06/2020	192000292	A	36.13	72 L 400 000 161908 000	HERBST, NICOLE	5/4/2020 Fibers class-yarn
05/06/2020	192000292	A	57.99	10 E 400 449 241000 000	HERBST, NICOLE	5/4/2020 Tripod for video taping
05/06/2020	192000293	A	250.00	10 E 800 310 239000 000	KAIN, ROBIN	4/27/2020-5/1/2020 Childcare
05/06/2020	192000293	A	250.00	10 E 800 310 239000 000	KAIN, ROBIN	5/4/2020-5/8/2020 Childcare
05/06/2020	99554	R	4,410.96	10 E 800 310 256210 000	KOBUSSEN BUSES LTD	March food route transportation
05/06/2020	99554	R	13,232.88	10 E 800 310 256210 000	KOBUSSEN BUSES LTD	April food route transportation
05/06/2020	99555	R	269.50	27 E 800 411 221300 341	LRP PUBLICATIONS	Customer# 714209
05/06/2020	192000294	A	49.00	10 E 120 310 221300 000	MARTENS, KARLIE	4/24/2020 Professional Development
05/06/2020	99556	R	85.76	10 E 400 411 121000 000	NASCO	Account# 412-956-00 art supplies- printmaking
05/06/2020	99556	R	2.31	10 E 400 449 121000 000	NASCO	Account# 412-956-00 art supplies- printmaking
05/06/2020	99556	R	313.24	10 E 200 411 121000 000	NASCO	Account# 412-956-00 art supplies
05/06/2020	99556	R	42.79	10 E 200 411 121000 000	NASCO	Account# 412-956-00 art supplies
05/06/2020	99556	R	96.61	10 E 200 449 121000 000	NASCO	Account# 412-956-00 art supplies
05/06/2020	99556	R	10.02	10 E 200 411 121000 000	NASCO	Account# 412-956-00 art supplies
05/06/2020	99556	R	22.62	10 E 200 449 121000 000	NASCO	Account# 412-956-00 art supplies
05/06/2020	192000297	A	6,036.87	50 E 800 415 257220 000	PRAIRIE FARMS	MILK- March 2020
05/06/2020	192000295	A	450.00	10 E 800 291 221300 000	RICE, CORINNE	1/6/2020-5/5/2020 NWTC Spring Semester Classes
05/06/2020	192000295	A	600.00	10 E 800 291 221300 000	RICE, CORINNE	1/6/2020-5/5/2020 NWTC Spring Semester Classes
05/06/2020	192000296	A	19.27	10 E 100 411 124000 000	RICHARD, AMY	8/26/2019-4/10/2020 Purchases made on my own credit card for school/work.
05/06/2020	192000296	A	33.98	10 E 120 411 112000 000	RICHARD, AMY	8/26/2019-4/10/2020 Purchases made on my own credit card for school/work.

CHECK DATE	CHECK NUMBER	CHE TYP	AMOUNT	ACCOUNT NUMBER	VENDOR	INVOICE DESCRIPTION
05/06/2020	192000296	A	21.94	10 E 120 411 112000 000	RICHARD, AMY	8/26/2019-4/10/2020 Purchases made on my own credit card for school/work.
05/06/2020	192000296	A	15.49	10 E 120 411 112000 000	RICHARD, AMY	8/26/2019-4/10/2020 Purchases made on my own credit card for school/work.
05/06/2020	192000296	A	24.95	10 E 120 411 112000 000	RICHARD, AMY	8/26/2019-4/10/2020 Purchases made on my own credit card for school/work.
05/06/2020	192000296	A	19.80	10 E 100 411 124000 000	RICHARD, AMY	8/26/2019-4/10/2020 Purchases made on my own credit card for school/work.
05/06/2020	192000296	A	21.98	10 E 100 411 124000 000	RICHARD, AMY	8/26/2019-4/10/2020 Purchases made on my own credit card for school/work.
05/06/2020	192000296	A	17.09	10 E 100 411 124000 000	RICHARD, AMY	8/26/2019-4/10/2020 Purchases made on my own credit card for school/work.
05/06/2020	192000296	A	45.99	10 E 100 411 124000 000	RICHARD, AMY	8/26/2019-4/10/2020 Purchases made on my own credit card for school/work.
05/06/2020	192000296	A	14.99	10 E 100 411 124000 000	RICHARD, AMY	8/26/2019-4/10/2020 Purchases made on my own credit card for school/work.
05/06/2020	99557	R	324.00	27 E 800 370 436000 341	SUNSHINE HOUSE INC	PreVoc Training
05/06/2020	99558	R	1,334.26	10 E 800 411 162000 000	SWIMOUTLET.COM	Customer ID# 1864240 Custom printed swimsuits
05/06/2020	99558	R	58.26	10 E 800 411 162000 000	SWIMOUTLET.COM	Customer# 1864240 Swim goggles
05/06/2020	99558	R	270.00	10 E 800 411 162000 000	SWIMOUTLET.COM	Customer# 1864240 Swimsuits
05/06/2020	99559	R	64.39	10 E 400 411 125500 000	TEACHERS PAY TEACHER	rhythm and assessment materials for band TPT Quote ID: 167999
05/12/2020	99560	R	100.00	98 L 000 000 811677 000	AMERIPRISE FINANCIAL	PRD ID 102503; M ROSE XXX-XX-2793
05/12/2020	99561	R	5.00	98 L 000 000 811671 000	AXA EQUITABLE	J Schopf \$10
05/12/2020	99562	R	53.00	98 L 000 000 811690 000	CROSSROADS AT BIG CR	Employee Donations
05/12/2020	99563	R	253.85	98 L 000 000 811680 000	GURSTEL LAW FIRM PC	Case No. 12-CV-224; File #802986
05/12/2020	99564	R	50.00	98 L 000 000 811660 000	SB LUNCH PROGRAM	Payroll accrual
05/12/2020	99565	R	233.00	98 L 000 000 811690 000	UNITED WAY	Employee Donations
05/13/2020	99566	R	25.00	10 R 800 292 162000 000	ADAMS, JAMES	Reimbursement for SBSB spring sports
05/13/2020	99590	R	25.00	10 R 800 292 162000 000	ADAMS, JAMES	Reimbursement for SBSB spring sports- Track
05/13/2020	99591	R	25.00	10 R 800 292 162000 000	ALGER, SCOTT	Reimbursement for SBSB spring sports- Track
05/13/2020	99567	R	25.00	10 R 800 292 162000 000	ALLEN, MICHAEL	Reimbursement for SBSB spring sports
05/13/2020	99592	R	50.00	10 R 800 292 162000 000	ANDERSON, SCOTT OR A	Reimbursement for SBSB spring sports- Track (Cate and Seth)
05/13/2020	99568	R	25.00	10 R 800 292 162000 000	ARNEMAN, KEVIN	Reimbursement for SBSB spring sports
05/13/2020	99619	R	4,750.00	21 E 400 411 165910 000	ASSOCIATED BANK	Gift Cards for Class of 2020
05/13/2020	99593	R	50.00	10 R 800 292 162000 000	BARKER, JACQUELINE	Reimbursement for SBSB spring sports- Track (Elizabeth and

CHECK DATE	CHECK CHE		ACCOUNT				VENDOR	INVOICE
	NUMBER	TYP	AMOUNT	NUMBER				DESCRIPTION
05/13/2020	99594	R	25.00	10 R 800 292 162000 000			BELL, KIM	Mallory) Reimbursement for SBSB spring sports- Track
05/13/2020	99595	R	25.00	10 R 800 292 162000 000			BILODEAU, JOSEPH	Reimbursement for SBSB spring sports- Track
05/13/2020	99596	R	25.00	10 R 800 292 162000 000			BOHN, KRISTINA	Reimbursement for SBSB spring sports- Track
05/13/2020	99569	R	25.00	10 R 800 292 162000 000			BRASCHNEWITZ, LARS	Reimbursement for SBSB spring sports
05/13/2020	99570	R	25.00	10 R 800 292 162000 000			BRAUN, JOHN	Reimbursement for SBSB spring sports
05/13/2020	99597	R	25.00	10 R 800 292 162000 000			BRENDEMUEHL, NICOLE	Reimbursement for SBSB spring sports- Track
05/13/2020	99571	R	25.00	10 R 800 292 162000 000			BRIDENHAGEN, KIM	Reimbursement for SBSB spring sports
05/13/2020	99598	R	25.00	10 R 800 292 162000 000			BURK, DEBRA	Reimbursement for SBSB spring sports- Track
05/13/2020	99572	R	25.00	10 R 800 292 162000 000			CARTER, WENDI	Reimbursement for SBSB spring sports
05/13/2020	99599	R	25.00	10 R 800 292 162000 000			CLEMENT, JILL	Reimbursement for SBSB spring sports
05/13/2020	99600	R	25.00	10 R 800 292 162000 000			CONDRA, JAMES	Reimbursement for SBSB spring sports- Track
05/13/2020	99601	R	25.00	10 R 800 292 162000 000			DEGRAVE, COLLEEN	Reimbursement for SBSB spring sports- Track
05/13/2020	99602	R	25.00	10 R 800 292 162000 000			DENAMUR, JEREMY	Reimbursement for SBSB spring sports- Track
05/13/2020	99603	R	25.00	10 R 800 292 162000 000			DIETZEL, AMY	Reimbursement for SBSB spring sports- Track
05/13/2020	99604	R	25.00	10 R 800 292 162000 000			DVORK, RANDY OR PAUL	Reimbursement for SBSB spring sports- Track
05/13/2020	99605	R	25.00	10 R 800 292 162000 000			ELIYA, RONEN	Reimbursement for SBSB spring sports- Track
05/13/2020	99606	R	25.00	10 R 800 292 162000 000			FAIRCHILD, ERIC	Reimbursement for SBSB spring sports- Track
05/13/2020	99607	R	25.00	10 R 800 292 162000 000			FALLER, KAREN	Reimbursement for SBSB spring sports- Track
05/13/2020	99573	R	25.00	10 R 800 292 162000 000			FERNANDEZ, SUSAN	Reimbursement for SBSB spring sports
05/13/2020	99608	R	25.00	10 R 800 292 162000 000			FISH, MIKE	Reimbursement for SBSB spring sports- Track
05/13/2020	99609	R	78.35	50 L 000 000 815000 000			FRANK, JAMES	school food service balance refund for student
05/13/2020	99609	R	25.00	10 R 800 292 162000 000			FRANK, JAMES	Reimbursement for SBSB spring sports
05/13/2020	99610	R	25.00	10 R 800 292 162000 000			GIESE, LOTTIE	Reimbursement for SBSB spring sports
05/13/2020	99620	R	25.00	10 R 800 292 162000 000			GREGORY, WILLIAM OR	Reimbursement for SBSB spring sports- Track
05/13/2020	99611	R	25.00	10 R 800 292 162000 000			HACHT, JASON	Reimbursement for SBSB spring sports- Softball
05/13/2020	99611	R	25.00	10 R 800 292 162000 000			HACHT, JASON	Reimbursement for SBSB spring sports- Track
05/13/2020	99612	R	25.00	10 R 800 292 162000 000			HARTZELL, KELLY	Reimbursement for SBSB spring sports
05/13/2020	99574	R	25.00	10 R 800 292 162000 000			HENRY, CLINT	Reimbursement for SBSB spring

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05/13/2020	99621	R	25.00	10 R 800 292 162000 000	HODGES, ANTHONY OR H	sports Reimbursement for SBSB spring sports- Track
05/13/2020	99622	R	25.00	10 R 800 292 162000 000	HOOKER, WILLIAM OR T	Reimbursement for SBSB spring sports- Track
05/13/2020	99623	R	50.00	10 R 800 292 162000 000	HUNSADER, PHILLIP	Reimbursement for SBSB spring sports- Track (Piper and Kolin)
05/13/2020	99624	R	25.00	10 R 800 292 162000 000	JEANQUART, JACKIE	Reimbursement for SBSB spring sports- Track
05/13/2020	99575	R	25.00	10 R 800 292 162000 000	JENNERJOHN, JULIE	Reimbursement for SBSB spring sports
05/13/2020	99625	R	25.00	10 R 800 292 162000 000	JOHANSKI, MATTHEW	Reimbursement for SBSB spring sports- Track
05/13/2020	99626	R	25.00	10 R 800 292 162000 000	KELSEY, JEANNINE	Reimbursement for SBSB spring sports- Track
05/13/2020	99627	R	25.00	10 R 800 292 162000 000	KLOTZ, JONATHAN	Reimbursement for SBSB spring sports- Track
05/13/2020	99613	R	43.60	50 L 000 000 815000 000	LAVIOLETTE, GRETNA	school food service balance refund for student
05/13/2020	99613	R	25.00	10 R 800 292 162000 000	LAVIOLETTE, GRETNA	Reimbursement for SBSB spring sports
05/13/2020	99628	R	25.00	10 R 800 292 162000 000	LECLOUX, TERRY	Reimbursement for SBSB spring sports- Track
05/13/2020	99576	R	25.00	10 R 800 292 162000 000	LEMIEUX, BILLY	Reimbursement for SBSB spring sports
05/13/2020	99577	R	25.00	10 R 800 292 162000 000	LENIUS, DANIEL	Reimbursement for SBSB spring sports
05/13/2020	99629	R	25.00	10 R 800 292 162000 000	LENIUS, DANIEL	Reimbursement for SBSB spring sports- Track
05/13/2020	99630	R	25.00	10 R 800 292 162000 000	LYONS, JASON	Reimbursement for SBSB spring sports- Track
05/13/2020	99631	R	50.00	10 R 800 292 162000 000	MARSH, JON OR DAWN	Reimbursement for SBSB spring sports- Track (Austin and Alexander)
05/13/2020	99632	R	25.00	10 R 800 292 162000 000	MATHISON, ALLAN OR B	Reimbursement for SBSB spring sports- Track
05/13/2020	99614	R	25.00	10 R 800 292 162000 000	MELEEN, HOLLY	Reimbursement for SBSB spring sports
05/13/2020	99578	R	25.00	10 R 800 292 162000 000	MEYER, CATHY	Reimbursement for SBSB spring sports
05/13/2020	99615	R	25.00	10 R 800 292 162000 000	MOATS, JASON	Reimbursement for SBSB spring sports
05/13/2020	99579	R	25.00	10 R 800 292 162000 000	NICHELSON, JENNIFER	Reimbursement for SBSB spring sports
05/13/2020	99580	R	25.00	10 R 800 292 162000 000	OLSON, CHARLES	Reimbursement for SBSB spring sports
05/13/2020	99581	R	25.00	10 R 800 292 162000 000	OLSON, SHANE	Reimbursement for SBSB spring sports
05/13/2020	99633	R	25.00	10 R 800 292 162000 000	ORTIZ, YADER	Reimbursement for SBSB spring sports- Track
05/13/2020	99634	R	50.00	10 R 800 292 162000 000	PUDLO, MARK	Reimbursement for SBSB spring sports- Track (Russell and Henry)
05/13/2020	99582	R	25.00	10 R 800 292 162000 000	REETHS, TINA	Reimbursement for SBSB spring sports

CHECK DATE	CHECK CHE		AMOUNT	ACCOUNT				VENDOR	INVOICE	
	NUMBER	TYP		NUMBER					DESCRIPTION	
05/13/2020	99583	R	25.00	10	R	800	292	162000 000	REICHEL, DANIEL	Reimbursement for SBSB spring sports
05/13/2020	99616	R	25.00	10	R	800	292	162000 000	REINHARDT, BERNARD	Reimbursement for SBSB spring sports- Softball
05/13/2020	99616	R	25.00	10	R	800	292	162000 000	REINHARDT, BERNARD	Reimbursement for SBSB spring sports- Track
05/13/2020	99635	R	25.00	10	R	800	292	162000 000	RIECHERS, KRISTIN	Reimbursement for SBSB spring sports- Track
05/13/2020	99636	R	25.00	10	R	800	292	162000 000	RUX, ROWLAND	Reimbursement for SBSB spring sports- Track
05/13/2020	99584	R	25.00	10	R	800	292	162000 000	SCHNEIDER, STEVE	Reimbursement for SBSB spring sports
05/13/2020	99637	R	25.00	10	R	800	292	162000 000	SCHULZ, JACOB OR PAM	Reimbursement for SBSB spring sports- Track
05/13/2020	99638	R	25.00	10	R	800	292	162000 000	SHEFCHIK, JAYNE OR R	Reimbursement for SBSB spring sports- Track
05/13/2020	99639	R	25.00	10	R	800	292	162000 000	SHORTREED, MARCI	Reimbursement for SBSB spring sports- Track
05/13/2020	99585	R	25.00	10	R	800	292	162000 000	SPRITKA, WAYNE	Reimbursement for SBSB spring sports
05/13/2020	99640	R	25.00	10	R	800	292	162000 000	STEPHENS, AMY	Reimbursement for SBSB spring sports- Track
05/13/2020	99641	R	25.00	10	R	800	292	162000 000	STERNARD, MICHELLE	Reimbursement for SBSB spring sports- Track
05/13/2020	99586	R	25.00	10	R	800	292	162000 000	TEBON, JEFF	Reimbursement for SBSB spring sports
05/13/2020	99642	R	25.00	10	R	800	292	162000 000	TORRES, LUIS OR YVON	Reimbursement for SBSB spring sports- Track
05/13/2020	99587	R	25.00	10	R	800	292	162000 000	ULLMAN, TERRY	Reimbursement for SBSB spring sports
05/13/2020	99588	R	50.00	10	R	800	292	162000 000	VANDERLEEST, CATHY	Reimbursement for SBSB spring sports- Lucas and Tanner
05/13/2020	99589	R	25.00	10	R	800	292	162000 000	VANLIESHOUT, TERI	Reimbursement for SBSB spring sports
05/13/2020	99643	R	25.00	10	R	800	292	162000 000	WALKER, JON	Reimbursement for SBSB spring sports- Track
05/13/2020	99644	R	25.00	10	R	800	292	162000 000	WILKE, LEEANN OR BRI	Reimbursement for SBSB spring sports- Track
05/13/2020	99617	R	25.00	10	R	800	292	162000 000	WODACK, MARY OR BRYA	Reimbursement for SBSB spring sports
05/13/2020	99618	R	25.00	10	R	800	292	162000 000	ZUEHLKE, DANIELLE	Reimbursement for SBSB spring sports
05/14/2020	192000298	A	25.00	10	R	800	292	162000 000	BARGANZ, DENA	Reimbursement for SBSB spring sports- track
05/14/2020	192000299	A	25.00	10	R	800	292	162000 000	BENZINGER, MELISSA	Reimbursement for SBSB spring sports- track
05/14/2020	192000300	A	25.00	10	R	800	292	162000 000	FRANGIPANE, CASIE	Reimbursement for SBSB spring sports- Baseball
05/14/2020	192000301	A	25.00	10	R	800	292	162000 000	GIBSON, MICHELLE	Reimbursement for SBSB spring sports- track
05/14/2020	192000302	A	25.00	10	R	800	292	162000 000	HEMMINGER, ERIN	Reimbursement for SBSB spring sports- girls soccer
05/14/2020	192000303	A	230.10	50	L	000	000	815000 000	HERBST, NICOLE	School food service balance refund for student
05/14/2020	192000304	A	25.00	10	R	800	292	162000 000	HINTZ, HEIDI	Reimbursement for SBSB spring sports- track

CHECK DATE	CHECK NUMBER	CHE TYP	AMOUNT	ACCOUNT NUMBER	VENDOR	INVOICE DESCRIPTION
05/14/2020	192000305	A	50.00	10 R 800 292 162000 000	HUBBARD, ELIZABETH	Reimbursement for SBSB spring sports- track
05/14/2020	192000306	A	25.00	10 R 800 292 162000 000	KLAUBAUF, LAURA	Reimbursement for SBSB spring sports- track
05/14/2020	192000307	A	25.00	10 R 800 292 162000 000	LEROY, MICHAEL	Reimbursement for SBSB spring sports- track
05/14/2020	192000308	A	25.00	10 R 800 292 162000 000	MAY-CIHLAR, GRETCHEN	Reimbursement for SBSB spring sports- softball
05/14/2020	192000309	A	25.00	10 R 800 292 162000 000	NELSON, MEREDYTH	Reimbursement for SBSB spring sports- track
05/14/2020	192000310	A	25.00	10 R 800 292 162000 000	PROPSOM, MATTHEW	Reimbursement for SBSB spring sports- baseball
05/14/2020	192000311	A	25.00	10 R 800 292 162000 000	SERAFICO, MARY	Reimbursement for SBSB spring sports- girls soccer
05/14/2020	192000312	A	25.00	10 R 800 292 162000 000	TELLSTROM, JAMES	Reimbursement for SBSB spring sports- girls soccer
05/14/2020	192000313	A	25.00	10 R 800 292 162000 000	ULBERG, REBECCA	Reimbursement for SBSB spring sports- softball
05/14/2020	192000314	A	50.00	10 R 800 292 162000 000	WIND, CLIFFORD	Reimbursement for SBSB spring sports- track
05/15/2020	99645	R	110.00	10 E 800 310 231500 000	BUELOW VETTER BUIKEM	Account# 3101.86522
05/15/2020	99646	R	1,975.00	27 E 800 310 223300 019	CARAVEL AUTISM HEALT	Client# 929277
05/15/2020	99647	R	310.40	10 E 800 581 295000 000	CDI COMPUTER DEALERS	Chromebook purchase- 64 touchscreens with Chrome mgmt and white glove
05/15/2020	99647	R	0.00	27 E 800 480 158100 341	CDI COMPUTER DEALERS	Chromebook purchase- 64 touchscreens with Chrome mgmt and white glove
05/15/2020	99647	R	16,000.00	21 E 800 480 295000 640	CDI COMPUTER DEALERS	Chromebook purchase- 64 touchscreens with Chrome mgmt and white glove
05/15/2020	99648	R	733.08	10 E 800 355 263300 000	CELLCOM WISCONSIN RS	Account# 003-00319495
05/15/2020	192000315	A	4,350.00	10 E 800 386 431000 000	CESA #9	Regular Course Enrollments
05/15/2020	99649	R	298.65	10 E 800 355 263300 000	CHARTER COMMUNICATIO	Account# 8245 11 120 0173238
05/15/2020	192000316	A	375.00	10 E 800 324 253000 000	COMMUNICATIONS ENGIN	Account# AA02021- Sawyer Elementary School
05/15/2020	192000316	A	375.00	10 E 800 324 253000 000	COMMUNICATIONS ENGIN	Account# AA02021- TJ Walker Middle School
05/15/2020	99650	R	290.93	10 E 800 411 253000 000	DOOR COUNTY TREASURE	Customer# 31000 Salt picked U P
05/15/2020	99650	R	551.44	10 E 800 348 254500 000	DOOR COUNTY TREASURE	Customer# 31000 Fuel
05/15/2020	99651	R	6,500.00	10 E 800 321 295000 000	DOOR COUNTY TREASURE	Customer# 31000 Fiber Maintenance
05/15/2020	99652	R	10,560.96	27 E 800 310 218100 011	DOOR COUNTY MEDICAL	OT/PT 04.2020
05/15/2020	99652	R	1,349.76	27 E 800 310 218200 011	DOOR COUNTY MEDICAL	OT/PT 04.2020
05/15/2020	99653	R	1,446.78	10 E 800 730 270000 000	DWD-UI	Account# 696368-000-4
05/15/2020	99654	R	262.59	50 E 800 324 257220 000	ECOLAB	Account# STUR0010-0005, Corp Ref# 91797
05/15/2020	99655	R	1,309.69	21 R 400 291 163908 000	FISCHER, MARK & TANY	Reimbursement of WAM Band payments for cancelled European Music Tour for June 2020
05/15/2020	99656	R	267.69	10 E 800 432 222200 031	FOLLETT SCHOOL SOLUT	Library Books-SR Rev War Events
05/15/2020	99656	R	222.64	10 E 800 432 222200 031	FOLLETT SCHOOL SOLUT	Library Books-SW
05/15/2020	99656	R	520.53	10 E 800 432 222200 031	FOLLETT SCHOOL SOLUT	Library Books-MS

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05/15/2020	99656	R	265.29	10 E 800 432 222200 031	FOLLETT SCHOOL SOLUT	Library Books-MS
05/15/2020	99657	R	600.00	10 E 800 943 162000 000	GIBALTAR AREA SCHOO	Project 180 Presenter- Michael McGowan
05/15/2020	99658	R	5.00	50 E 800 415 257220 549	GORDON FOOD SERVICE	Customer# 100133592
05/15/2020	99658	R	17.50	50 E 800 415 257220 549	GORDON FOOD SERVICE	Customer# 100100181
05/15/2020	99658	R	6.25	50 E 800 415 257220 000	GORDON FOOD SERVICE	Customer# 100060533
05/15/2020	99658	R	7.50	50 E 800 415 257220 000	GORDON FOOD SERVICE	Customer# 100117268
05/15/2020	99658	R	11.25	50 E 800 415 257220 000	GORDON FOOD SERVICE	Customer# 100060533
05/15/2020	99658	R	8.75	50 E 800 415 257220 000	GORDON FOOD SERVICE	Customer# 100068974
05/15/2020	99659	R	279.53	10 E 200 411 136000 000	IASCO	MS Tech Supplies Customer ID# 54235
05/15/2020	192000317	A	694.94	10 E 800 310 256270 000	KOBUSSEN BUSES LTD	Busing Services for March 2020
05/15/2020	192000317	A	302.77	10 E 800 310 256240 000	KOBUSSEN BUSES LTD	Busing Services for March 2020
05/15/2020	192000317	A	257.68	80 E 800 310 256290 000	KOBUSSEN BUSES LTD	Busing Services for March 2020
05/15/2020	192000317	A	23,423.14	10 E 800 310 256210 000	KOBUSSEN BUSES LTD	Busing Services for March 2020
05/15/2020	192000317	A	1,381.14	27 E 800 341 256750 011	KOBUSSEN BUSES LTD	Busing Services for March 2020
05/15/2020	99660	R	345.95	27 E 800 310 223300 019	KYLES CONSULTING LLC	Monthly invoicing for April 2020
05/15/2020	99661	R	2,177.81	21 R 400 291 163908 000	LENIUS, DANIEL	Reimbursement of HS WAM Band payments for cancelled Europe Tour- June 2020
05/15/2020	99662	R	124.00	21 E 200 411 161923 000	PERKINS DISTRIBUTING	Fundraising items for MS Student Council
05/15/2020	99663	R	290.00	10 E 800 411 253000 000	PIKE SYSTEMS INC	District-wide sanitation supplies
05/15/2020	192000318	A	9,986.60	10 E 800 480 295000 000	POWERSCHOOL GROUP LL	Invoice for services from Quote# Q-331846 Customer ID# 10004785
05/15/2020	192000319	A	7,854.35	50 E 800 415 257220 000	PRAIRIE FARMS	MILK- April 2020
05/15/2020	99664	R	686.30	10 E 800 411 253000 000	SAN-A-CARE INC	Hand sanitizer
05/15/2020	99665	R	336.08	21 R 400 291 163900 000	STURGEON BAY BAND PA	Rebate from Russ Davis Wholesale for HS/MS Band fruit sale
05/15/2020	192000320	A	8,068.69	10 E 800 336 253300 000	STURGEON BAY UTILITI	April 2020 Utilities
05/15/2020	192000320	A	940.06	10 E 800 337 253300 000	STURGEON BAY UTILITI	April 2020 Utilities
05/15/2020	192000320	A	350.63	10 E 800 338 253300 000	STURGEON BAY UTILITI	April 2020 Utilities
05/15/2020	192000320	A	25.30	10 E 800 339 253300 000	STURGEON BAY UTILITI	April 2020 Utilities
05/15/2020	99666	R	136.98	21 E 400 411 161923 000	SCATURO BAKING COMPA	Staff Appreciation Meal from HS Student Council
05/15/2020	99667	R	115.00	10 E 800 411 221900 000	SHEFCHIK, NATALIE	Nurses Aide Certificate Exam Reimbursement
05/15/2020	99669	R	447.49	10 E 800 411 221200 142	ST JOHN BOSCO CATHOL	Title IV Reimbursement
05/15/2020	99670	R	59.67	27 E 800 411 223300 341	STAPLES ADVANTAGE	supplies
05/15/2020	99670	R	42.36	27 E 800 411 223300 341	STAPLES ADVANTAGE	supplies
05/15/2020	99671	R	447.48	10 E 800 480 221200 142	ST PETERS LUTHERAN S	Title IV Reimbursement
05/15/2020	99668	R	28.00	21 R 400 291 161912 000	STUDE, CONNIE	Refund for Flashes Yearbook charge
05/15/2020	99672	R	45.00	50 E 800 324 257220 000	TIP TOP CLEANERS	April Laundry- Food Service
05/15/2020	99673	R	20.83	10 E 800 353 263300 000	UNITED PARCEL SERVIC	Shipper# 586902 April Shipping Charges
05/15/2020	192000321	A	1,823.80	10 E 800 354 258000 000	US BANK EQUIPMENT FI	Customer Credit Account#

CHECK DATE	CHECK NUMBER	CHE TYP	AMOUNT	ACCOUNT NUMBER	VENDOR	INVOICE DESCRIPTION
						1268355
05/15/2020	99674	R	50.68	21 E 400 411 163900 000	WARNER-WEXEL	HS Band Concession Items
05/15/2020	192000322	A	42.00	10 E 800 310 239000 000	WIS DRUG TESTING & C	Background checks- April 2020
05/15/2020	99675	R	600.00	10 E 400 449 241000 000	WOODY'S SIGNS	50 yard signs for senior class
05/20/2020	99676	R	28.00	21 R 400 291 161912 000	STUDE, CONNIE	Refund for Flashes Yearbook charge
05/21/2020	192000327	A	1,040.98	10 E 800 331 253300 000	CENTERPOINT ENERGY	Customer# 34642 April 2020
05/21/2020	99677	R	623.22	10 E 800 348 256510 000	DOOR COUNTY COOPERAT	Customer# 784909 April 2020
05/21/2020	99678	R	360.00	10 E 800 943 162000 000	DOOR COUNTY READING	DCRC 2019-20 memberships for SBSB Staff- 24 @ \$15
05/21/2020	99679	R	34.50	80 E 800 310 231000 000	EGGERT, PAULA	Instruction time- SBSB Community Programming Winter 2020
05/21/2020	192000328	A	430.47	10 E 400 411 163300 000	FLS BANNERS LTD	Theater Arts T-Shirts
05/21/2020	99680	R	16.95	10 E 800 411 253000 000	HERLACHE SMALL ENGIN	Equipment parts
05/21/2020	192000323	A	250.00	10 E 800 310 239000 000	KAIN, ROBIN	5/11/2020-5/15/2020 Childcare
05/21/2020	192000323	A	250.00	10 E 800 310 239000 000	KAIN, ROBIN	5/18/2020-5/21/2020 Childcare
05/21/2020	192000329	A	2,000.00	10 E 800 480 221500 000	LEXIA LEARNING SYSTE	Core 5 Reading Subscription Renewal 08/01/20 - 07/31/21
05/21/2020	99681	R	34.50	80 E 800 310 231000 000	MALCORE, MELISSA	Payment for instruction- SB Community Programming Winter 2020
05/21/2020	99682	R	750.00	10 E 400 310 241000 000	MAY, ERIKA	HS Forensics team assistance
05/21/2020	99683	R	152.56	10 E 800 411 239000 000	NASCO	Account# 412-956-00 thermometers
05/21/2020	99684	R	1,225.00	10 E 800 310 231500 000	NEOLA INC	Continuing update for School Board Policies- Account# 4102
05/21/2020	192000324	A	25.00	27 E 803 411 158111 341	ORTHOBER, BRYNN	4/29/2020-5/2/2020 Repayment for \$25 cancellation fee for Autism conference cancellation. Sharon approved cancelling due to COVID-19
05/21/2020	99685	R	530.60	50 E 800 415 257220 000	PAN O GOLD	Account# 40014 04/30/2020
05/21/2020	99686	R	172.88	10 E 800 411 253000 000	PIKE SYSTEMS INC	Sanitation Supplies
05/21/2020	99686	R	294.32	10 E 800 411 253000 000	PIKE SYSTEMS INC	Sanitation Supplies
05/21/2020	192000325	A	175.00	10 E 800 386 221300 000	SMULLEN, MARK	5/15/2020 Cesa 5 Conference Payment - \$175
05/21/2020	192000326	A	605.00	21 E 400 411 161923 000	WINKEL, JOAN	5/7/2020 Student council rewards
05/21/2020	192000330	A	1,111.54	10 E 800 354 258000 000	WISCONSIN DOCUMENT I	Account# GB3909
05/21/2020	99687	R	393.07	10 E 800 351 239000 000	WISCONSIN MEDIA	Account# 17600
05/21/2020	99688	R	106.00	10 E 400 411 125500 000	WOLTER ENGRAVING SER	Engraving for senior awards
05/21/2020	99689	R	169.65	10 E 800 943 162000 000	WIS SCHOOL MUSIC ASS	9 Virtual State Solos 2020
05/26/2020	99690	R	100.00	98 L 000 000 811677 000	AMERIPRISE FINANCIAL	PRD ID 102503; M ROSE XXX-XX-2793
05/26/2020	99691	R	5.00	98 L 000 000 811671 000	AXA EQUITABLE	J Schopf \$5
05/26/2020	99692	R	53.00	98 L 000 000 811690 000	CROSSROADS AT BIG CR	Employee Donations
05/26/2020	99693	R	253.69	98 L 000 000 811680 000	GURSTEL LAW FIRM PC	Case No. 12-CV-224; File #802986
05/26/2020	99694	R	50.00	98 L 000 000 811660 000	SB LUNCH PROGRAM	Payroll accrual
05/26/2020	99695	R	232.98	98 L 000 000 811690 000	UNITED WAY	Employee Donations
05/27/2020	99696	R	3,382.50	98 L 000 000 811634 000	MADISON NATIONAL LIF	Group Life - Bill # 1394491

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05/27/2020	99697	R	642.91	98 L 000 000 811639 000	MADISON NATIONAL LIF	Short-Term Disability Ins. - Bill # 1394492
05/27/2020	99697	R	2,825.89	98 L 000 000 811635 000	MADISON NATIONAL LIF	LTD Insurance - Bill #1394492
05/27/2020	99697	R	435.64	98 L 000 000 811639 000	MADISON NATIONAL LIF	Short-Term Disability Ins. - Bill #1394492
05/27/2020	99698	R	216.23	98 L 000 000 811637 000	MADISON NATIONAL LIF	Voluntary Life - 18 Pay - Bill # 1394490
05/27/2020	99698	R	218.90	98 L 000 000 811637 000	MADISON NATIONAL LIF	Voluntary Life - 24 Pay - Bill #1394489
05/27/2020	99698	R	175.70	98 L 000 000 811637 000	MADISON NATIONAL LIF	Voluntary Life - 24 Pay - Bill #1394489
05/27/2020	99699	R	468.30	98 L 000 000 811646 000	UNITEDHEALTHCARE SPE	303472; Accident Insurance
05/27/2020	99699	R	831.03	98 L 000 000 811648 000	UNITEDHEALTHCARE SPE	303472; Critical Illness Ins.
05/27/2020	99699	R	376.42	98 L 000 000 811646 000	UNITEDHEALTHCARE SPE	303472; Accident Insurance
05/28/2020	99700	R	25.00	10 R 800 292 162000 000	SCHNEIDER, STEVE	Reimbursement for SBSD spring sports
05/29/2020	99701	R	177.23	10 E 800 355 263300 000	AT&T	Account# 920 743-5493 930 7
05/29/2020	99702	R	570.00	10 E 800 310 239100 000	CROSSFIT ARMATI	April and May SBSD memberships
05/29/2020	99703	R	160.00	10 E 800 310 239100 000	DOOR COUNTY YMCA	May Membership- Group 1
05/29/2020	99703	R	260.00	10 E 800 310 239100 000	DOOR COUNTY YMCA	May Membership- Group 2
05/29/2020	192000331	A	450.00	10 E 800 291 264400 000	GORDON, KIM	5/26/2020 NWTC Summer Class - Legal Issues
05/29/2020	99704	R	125.00	21 E 400 310 163906 000	GRAHL, MORIAH	SBHS musical orchestra pit stipend
05/29/2020	192000332	A	46.45	21 R 800 291 160989 000	HERBST, NICOLE	refund of fundraising earning due to Italy-Greece 2020 trip cancellation
05/29/2020	99705	R	725.68	21 E 400 411 165910 000	JEANQUART, JACKIE	Senior Night Prizes Reimbursement
05/29/2020	192000333	A	250.00	10 E 800 310 239000 000	KAIN, ROBIN	5/26/2020-5/29/2020 Childcare expense
05/29/2020	192000334	A	134.98	21 R 800 291 160989 000	MEIKLE, HOLLY	refund of fundraising earning due to Italy-Greece 2020 trip cancellation
05/29/2020	192000335	A	85.98	21 R 800 291 160989 000	MEIKLE, TODD	refund of fundraising earning due to Italy-Greece 2020 trip cancellation
05/29/2020	99706	R	125.00	21 E 400 310 163906 000	MORAGA, KENT	SBHS musical- pit orchestra stipend
05/29/2020	99707	R	305.12	10 E 800 411 239000 000	NASCO	Account# 412-956-00 thermometers
05/29/2020	99708	R	125.00	21 E 400 310 163906 000	NEIGEL, FRANK	SBHS musical- pit orchestra stipend
05/29/2020	99709	R	13,496.17	10 E 800 389 431000 000	NWTC-GREEN BAY CAMPU	Youth Options- Organization ID# 01004570
05/29/2020	99710	R	1,016.35	10 E 800 389 431000 000	NWTC BOOKSTORE	Youth Options- Account# 82010
05/29/2020	99711	R	125.00	21 E 400 310 163906 000	RAUCH, KATHY	SBHS musical orchestra pit stipend
05/29/2020	99712	R	35.97	10 E 110 411 110500 000	REALLY GOOD STUFF	Birthday Bracelets for KG- Account# 9061499
05/29/2020	99712	R	285.60	10 E 120 411 111000 000	REALLY GOOD STUFF	Classroom supplies- Account# 9061499
05/29/2020	99713	R	9.95	21 E 400 411 162216 000	RIDDELL/ALL AMERICAN	Order# 441514045
05/29/2020	99713	R	526.35	21 E 400 411 162216 000	RIDDELL/ALL AMERICAN	Order# 441679164
05/29/2020	99713	R	243.79	21 E 400 411 162216 000	RIDDELL/ALL AMERICAN	Order# 441724975

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05/29/2020	192000336	A	174.36	21 R 800 291 160989 000	WIND, CLIFFORD	refund of fundraising earning due to Italy-Greece 2020 trip cancellation
05/05/2020	201900229	W	16.00	21 E 400 411 135300 000	SYNCHRONY BANK/AMAZO	Credit Card Payment AP Invoice.
05/05/2020	201900229	W	156.97	10 E 800 449 253000 000	SYNCHRONY BANK/AMAZO	Credit Card Payment AP Invoice.
05/05/2020	201900229	W	3,152.44	10 E 800 411 253000 000	SYNCHRONY BANK/AMAZO	Credit Card Payment AP Invoice.
05/05/2020	201900229	W	32.95	10 E 800 449 253000 000	SYNCHRONY BANK/AMAZO	Credit Card Payment AP Invoice.
05/05/2020	201900229	W	26.94	50 E 800 411 257000 000	SYNCHRONY BANK/AMAZO	Credit Card Payment AP Invoice.
05/05/2020	201900229	W	37.95	50 E 800 411 257000 000	SYNCHRONY BANK/AMAZO	Credit Card Payment AP Invoice.
05/05/2020	201900229	W	44.43	50 E 800 411 257000 000	SYNCHRONY BANK/AMAZO	Credit Card Payment AP Invoice.
05/05/2020	201900229	W	268.99	10 E 800 411 253000 000	SYNCHRONY BANK/AMAZO	Credit Card Payment AP Invoice.
05/05/2020	201900229	W	57.01	10 E 400 411 241000 000	SYNCHRONY BANK/AMAZO	Credit Card Payment AP Invoice.
05/05/2020	201900229	W	287.49	10 E 800 449 253000 000	SYNCHRONY BANK/AMAZO	Credit Card Payment AP Invoice.
05/05/2020	201900229	W	19.75	10 E 800 999 239000 000	SYNCHRONY BANK/AMAZO	Credit Card Payment AP Invoice.
05/05/2020	201900229	W	22.99	10 E 800 411 253000 000	SYNCHRONY BANK/AMAZO	Credit Card Payment AP Invoice.
05/05/2020	201900229	W	0.01	10 E 800 411 253000 000	SYNCHRONY BANK/AMAZO	Credit Card Payment AP Invoice.
05/05/2020	201900229	W	151.09	10 E 800 480 295000 000	SYNCHRONY BANK/AMAZO	Credit Card Payment AP Invoice.
05/05/2020	201900229	W	47.74	10 E 800 411 253000 000	SYNCHRONY BANK/AMAZO	Credit Card Payment AP Invoice.
05/05/2020	201900229	W	143.46	10 E 800 411 253000 000	SYNCHRONY BANK/AMAZO	Credit Card Payment AP Invoice.
05/05/2020	201900229	W	29.98	10 E 800 411 253000 000	SYNCHRONY BANK/AMAZO	Credit Card Payment AP Invoice.
05/05/2020	201900229	W	52.96	50 E 800 411 257000 000	SYNCHRONY BANK/AMAZO	Credit Card Payment AP Invoice.
05/05/2020	201900229	W	37.95	50 E 800 411 257000 000	SYNCHRONY BANK/AMAZO	Credit Card Payment AP Invoice.
05/05/2020	201900229	W	51.96	10 E 800 411 253000 000	SYNCHRONY BANK/AMAZO	Credit Card Payment AP Invoice.
05/05/2020	201900229	W	80.80	50 E 800 411 257000 000	SYNCHRONY BANK/AMAZO	Credit Card Payment AP Invoice.
05/05/2020	201900229	W	35.03	50 E 800 411 257000 000	SYNCHRONY BANK/AMAZO	Credit Card Payment AP Invoice.
05/05/2020	201900229	W	14.47	10 E 800 411 253000 000	SYNCHRONY BANK/AMAZO	Credit Card Payment AP Invoice.
05/05/2020	201900229	W	388.38	10 E 400 449 241000 000	SYNCHRONY BANK/AMAZO	Credit Card Payment AP Invoice.
05/05/2020	201900229	W	1,819.62	10 E 400 412 132000 000	SYNCHRONY BANK/AMAZO	Credit Card Payment AP Invoice.
05/05/2020	201900229	W	39.96	10 E 400 411 136360 000	SYNCHRONY BANK/AMAZO	Credit Card Payment AP Invoice.
05/05/2020	201900229	W	54.12	10 E 200 449 136000 000	SYNCHRONY BANK/AMAZO	Credit Card Payment AP Invoice.

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05/05/2020	201900229	W	130.23	10 E 800 411 253000 000	SYNCHRONY BANK/AMAZO	Invoice. Credit Card Payment AP
05/05/2020	201900229	W	141.69	21 E 400 411 166321 000	SYNCHRONY BANK/AMAZO	Invoice. Credit Card Payment AP
05/05/2020	201900229	W	-12.99	21 E 800 411 125000 000	SYNCHRONY BANK/AMAZO	Invoice. Credit Card Payment AP
05/05/2020	201900229	W	31.02	10 E 400 411 136431 000	SYNCHRONY BANK/AMAZO	Invoice. Credit Card Payment AP
05/05/2020	201900229	W	96.00	10 E 400 450 136431 000	SYNCHRONY BANK/AMAZO	Invoice. Credit Card Payment AP
05/05/2020	201900229	W	42.41	10 E 400 411 136431 000	SYNCHRONY BANK/AMAZO	Invoice. Credit Card Payment AP
05/05/2020	201900229	W	59.82	10 E 200 449 136000 000	SYNCHRONY BANK/AMAZO	Invoice. Credit Card Payment AP
05/05/2020	201900229	W	-38.97	21 E 800 411 125000 000	SYNCHRONY BANK/AMAZO	Invoice. Credit Card Payment AP
05/06/2020	201900261	W	452.40	10 E 800 339 253300 000	ADVANCED DISPOSAL	Invoice. Credit Card Payment AP
05/06/2020	201900261	W	706.40	10 E 800 339 253300 000	ADVANCED DISPOSAL	Invoice. Credit Card Payment AP
05/06/2020	201900261	W	291.00	10 E 800 339 253300 000	ADVANCED DISPOSAL	Invoice. Credit Card Payment AP
05/06/2020	201900261	W	240.00	10 E 800 339 253300 000	ADVANCED DISPOSAL	Invoice. Credit Card Payment AP
05/06/2020	201900266	W	124.38	10 E 800 411 253000 000	AIR FILTER FACTORY	Invoice. Credit Card Payment AP
05/06/2020	201900271	W	12.95	10 E 800 324 253000 000	AIRGAS SAFETY INC	Invoice. Credit Card Payment AP
05/06/2020	201900271	W	34.60	10 E 800 324 253000 000	AIRGAS SAFETY INC	Invoice. Credit Card Payment AP
05/06/2020	201900272	W	213.60	10 E 400 450 136431 000	AIRGAS SAFETY INC	Invoice. Credit Card Payment AP
05/06/2020	201900278	W	9.96	10 E 400 310 241000 000	APPLE INC	Invoice. Credit Card Payment AP
05/06/2020	201900278	W	20.00	10 E 800 480 295000 000	APPLE INC	Invoice. Credit Card Payment AP
05/06/2020	201900278	W	10.54	10 E 400 310 241000 000	APPLE INC	Invoice. Credit Card Payment AP
05/06/2020	201900258	W	-358.00	10 E 800 370 431000 000	BYU INDEPENDENT STUD	Invoice. Credit Card Payment AP
05/06/2020	201900256	W	48.93	50 E 800 415 257220 000	COSTCO WHOLESALE	Invoice. Credit Card Payment AP
05/06/2020	201900256	W	125.82	50 E 800 415 257220 000	COSTCO WHOLESALE	Invoice. Credit Card Payment AP
05/06/2020	201900259	W	98.00	27 E 800 435 156600 341	GEMIINI	Invoice. Credit Card Payment AP
05/06/2020	201900270	W	74.54	10 E 800 411 253000 000	HAMILTON CASTER & MA	Invoice. Credit Card Payment AP
05/06/2020	201900277	W	128.00	21 E 400 411 163902 000	INSTRUMENTALIST AWAR	Invoice. Credit Card Payment AP
05/06/2020	201900268	W	216.44	10 E 800 411 253000 000	KULLY SUPPLY	Invoice. Credit Card Payment AP
05/06/2020	201900264	W	9.95	10 E 800 355 263300 000	METROFAX	Invoice. Credit Card Payment AP
05/06/2020	201900274	W	-2,400.00	21 E 200 310 163901 000	MILWAUKEE BUCKS	Invoice. Credit Card Payment AP

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05/06/2020	201900257	W	74.20	50 E 800 415 257220 549	PICK'N SAVE ROUNDYS	Invoice. Credit Card Payment AP
05/06/2020	201900262	W	1,164.27	10 E 800 419 249000 000	SIGNS.COM	Invoice. Credit Card Payment AP
05/06/2020	201900263	W	-170.00	10 E 800 310 264400 000	SKYWARD	Invoice. Credit Card Payment AP
05/06/2020	201900263	W	-170.00	10 E 800 310 264400 000	SKYWARD	Invoice. Credit Card Payment AP
05/06/2020	201900265	W	72.97	10 E 110 411 241000 000	TARGET	Invoice. Credit Card Payment AP
05/06/2020	201900279	W	529.20	10 E 800 480 295000 000	TEAMVIEWER.COM	Invoice. Credit Card Payment AP
05/06/2020	201900267	W	-683.58	10 E 800 411 253000 000	ULINE	Invoice. Credit Card Payment AP
05/06/2020	201900267	W	647.94	10 E 800 411 253000 000	ULINE	Invoice. Credit Card Payment AP
05/06/2020	201900267	W	683.58	10 E 800 411 253000 000	ULINE	Invoice. Credit Card Payment AP
05/06/2020	201900275	W	31.64	21 E 400 411 161912 000	US BANK	Invoice. Credit Card Payment AP
05/06/2020	201900275	W	10.99	10 E 800 411 162000 000	US BANK	Invoice. Credit Card Payment AP
05/06/2020	201900275	W	-350.00	10 E 800 310 221300 000	US BANK	Invoice. Credit Card Payment AP
05/06/2020	201900275	W	-350.00	10 E 800 310 221300 000	US BANK	Invoice. Credit Card Payment AP
05/06/2020	201900273	W	2.60	10 E 800 353 263300 000	US POSTMASTER	Invoice. Credit Card Payment AP
05/06/2020	201900276	W	4.82	10 E 400 411 241000 000	WALMART COMMUNITY	Invoice. Credit Card Payment AP
05/06/2020	201900260	W	225.00	10 E 800 941 239000 000	WIS ASSOC SCHOOL PER	Invoice. Credit Card Payment AP
05/06/2020	201900269	W	352.00	10 E 800 411 253000 000	ZORO.COM	Invoice. Credit Card Payment AP
05/13/2020	201900238	W	172.73	98 L 000 000 811640 000	WEA TRUST ADVANTAGE	WEA Auto Insurance
05/13/2020	201900238	W	35.63	98 L 000 000 811641 000	WEA TRUST ADVANTAGE	WEA Home Owner's Ins
05/13/2020	201900238	W	1,110.00	98 L 000 000 811642 000	WEA TRUST ADVANTAGE	WEA Roth IRA
05/13/2020	201900238	W	2,368.65	98 L 000 000 811642 000	WEA TRUST ADVANTAGE	WEA Roth TSA
05/13/2020	201900238	W	257.18	98 L 000 000 811676 000	WEA TRUST ADVANTAGE	WEA Tax Sheltered Annuity (% calc)
05/13/2020	201900238	W	4,140.00	98 L 000 000 811676 000	WEA TRUST ADVANTAGE	WEA Tax Sheltered Annuity
05/13/2020	201900239	W	335.00	98 L 000 000 811672 000	WISCONSIN DEFERRED C	Plan #98971-01 Employee Contributions
05/13/2020	201900239	W	240.00	98 L 000 000 811672 000	WISCONSIN DEFERRED C	Plan #98971-01 Roth Employee Contributions
05/20/2020	99668	V	-28.00	21 R 400 291 161912 000	STUDE, CONNIE	Refund for Flashes Yearbook charge
05/27/2020	201900240	W	172.73	98 L 000 000 811640 000	WEA TRUST ADVANTAGE	WEA Auto Insurance
05/27/2020	201900240	W	35.63	98 L 000 000 811641 000	WEA TRUST ADVANTAGE	WEA Home Owner's Ins
05/27/2020	201900240	W	1,110.00	98 L 000 000 811642 000	WEA TRUST ADVANTAGE	WEA Roth IRA
05/27/2020	201900240	W	2,368.65	98 L 000 000 811642 000	WEA TRUST ADVANTAGE	WEA Roth TSA
05/27/2020	201900240	W	257.18	98 L 000 000 811676 000	WEA TRUST ADVANTAGE	WEA Tax Sheltered Annuity (% calc)
05/27/2020	201900240	W	4,140.00	98 L 000 000 811676 000	WEA TRUST ADVANTAGE	WEA Tax Sheltered Annuity
05/27/2020	201900241	W	335.00	98 L 000 000 811672 000	WISCONSIN DEFERRED C	Plan #98971-01 Employee

CHECK DATE	CHECK NUMBER	CHE TYP	AMOUNT	ACCOUNT NUMBER	VENDOR	INVOICE DESCRIPTION
05/27/2020	201900241	W	240.00	98 L 000 000 811672 000	WISCONSIN DEFERRED C	Contributions Plan #98971-01 Roth Employee
06/01/2020	201900242	W	12,224.63	98 L 000 000 811901 000	DEAN HEALTH INC	Contributions Health Insurance
06/01/2020	201900242	W	123,118.42	98 L 000 000 811630 000	DEAN HEALTH INC	Health Insurance
06/01/2020	201900242	W	17,219.44	10 E 800 290 292000 000	DEAN HEALTH INC	Health Insurance
06/01/2020	201900245	W	400.64	98 L 000 000 811647 000	UNITEDHEALTHCARE INS	Customer #620572; Invoice #426068548808
06/01/2020	201900243	W	141.68	98 L 000 000 811647 000	UNITEDHEALTHCARE INS	Customer #620572; Invoice #426068548808
06/01/2020	201900244	W	400.64	98 L 000 000 811647 000	UNITEDHEALTHCARE INS	Customer #620572; Invoice #426068548808
05/28/2020	99584	V	-25.00	10 R 800 292 162000 000	SCHNEIDER, STEVE	Reimbursement for SBSB spring sports
05/31/2020	201900252	W	1.27	10 E 800 355 263300 000	CENTURYLINK	MONTHLY CHARGES
05/31/2020	201900255	W	31,531.02	50 E 800 415 257220 000	GORDON FOOD SERVICE	MAY FOOD
05/31/2020	201900255	W	9,105.62	50 E 800 415 257220 549	GORDON FOOD SERVICE	MAY FOOD
05/31/2020	201900254	W	170,939.54	98 L 000 000 811611 000	INTERNAL REVENUE SER	FED TAXES
05/31/2020	201900254	W	90,554.57	98 L 000 000 811612 000	INTERNAL REVENUE SER	FED TAXES
05/31/2020	201900253	W	34,593.28	98 L 000 000 811613 000	WISCONSIN DEPARTMENT	STATE TAXES
05/31/2020	201900251	W	488.25	10 E 800 331 253300 000	WISCONSIN PUBLIC SER	GAS FOR HEAT
			710,659.31	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	2,600.00	148,295.83	150,895.83
21	SPECIAL REVENUE - GIFTS	0.00	4,293.35	21,681.80	25,975.15
27	SPECIAL EDUCATION	0.00	0.00	16,431.34	16,431.34
50	FOOD SERVICE FUND	352.05	0.00	55,987.31	56,339.36
72	TRUST FUNDS	36.13	0.00	0.00	36.13
80	COMMUNITY SERVICE FUND	0.00	0.00	326.68	326.68
98	PAYROLL CLEARING FUND	460,654.82	0.00	0.00	460,654.82
***	Fund Summary Totals ***	461,043.00	6,893.35	242,722.96	710,659.31

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



Daniel Tjernagel <dtjernagel@sbsdmail.net>

Fwd: Coaching Resignation

1 message

Robert Nickel <rnickel@sturbay.k12.wi.us>
To: Daniel Tjernagel <dtjernagel@sbsdmail.net>

Mon, May 18, 2020 at 6:39 PM

For the next board meeting.

----- Forwarded message -----

From: **Nick Kita** <nickkita95@gmail.com>

Date: Mon, May 18, 2020 at 5:21 PM

Subject: Coaching Resignation

To: Robert Nickel <rnickel@sbsdmail.net>, Todd Meikle <tmeikle@sbsdmail.net>

Hello,

I am writing this email to let you know that I will not be able to coach football again this year. I have a busy fall with a wedding of my own that we are planning and setting up on our own. I also have many other weddings that I am apart of. I cannot justify to myself to coach and not have 100% dedication to the student athletes, other coaches, the program, and the school. I am 100% interested in more coaching opportunities in the future but I don't think it's fair for everyone to have a shell of myself this year. Thank you for the opportunity the last 2 years. I have loved working with the kids, other coaches and staff at Sturgeon Bay!

Thank you
Nick Kita

--

Robert Nickel, Principal

Sturgeon Bay High School

1230 Michigan Street

Sturgeon Bay, WI 54235

E: rnickel@sturbay.k12.wi.us

V: 920.746.2802

F: 920.746.3888

Certified Tourism Ambassador

From: **Ashley Hietpas** <ahietpas@sbsdmail.net>

Date: Fri, May 29, 2020 at 1:47 PM

Subject: Letter of Resignation

To: Ann Smejkal <asmejkal@sbsdmail.net>

Good Afternoon Ann,

Please accept this letter as my official resignation from my position as 4K teacher with the Sturgeon Bay School District. After much contemplation, I have decided to focus my attention on my family's needs at home.

I have thoroughly enjoyed the past five years here at Sunset Elementary and am honored to have had the chance to touch the lives of so many children. It has been a pleasure to learn from them as it has been to teach them. Thank you very much for this wonderful opportunity.

Please let me know if you need any additional information.

Thank you,

Ashley Hietpas

----- Forwarded message -----

From: **Brittany Sperberg** <bsperberg@sbsdmail.net>

Date: Wed, Jun 3, 2020 at 12:11 PM

Subject: Notice of Resignation

To: Mark Smullen <mismullen@sturbay.k12.wi.us>

Hi Mark,

This is my official email letting you know that I will not be returning next year, and will be resigning from my position.

I've enjoyed my time at Sturgeon Bay and it was definitely a hard decision to make. Thank you for giving me the opportunity to work for Sturgeon Bay School District and all of your support during my time here!

Thanks,
Brittany

Ms. Brittany Sperberg
Band Director
T. J. Walker Middle School
[19 N. 14 Avenue](#)
[Sturgeon Bay, WI 54235](#)
920.746.5766

June 4, 2020

To Principal Ann and the Sturgeon Bay School District,

This is a notice to inform you of my resignation with Sturgeon Bay School District for the upcoming school year in September 2020.

My family and I will be moving to Green Bay to be closer to family.

I want to thank you for the opportunity to serve the children of Sunset School both academically and socially. They were certainly wonderful kids to work with ~ which brought me such joy!

Best Wishes to Sunset~

Sincerely,

Susan J. Kraus

715.923.8889

Sturgeon Bay School District

EMPLOYMENT HANDBOOK

FOR

PROFESSIONAL STAFF MEMBERS

DATE JULY 1, 202019

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Salary and Supplemental Pay Guide Appendices:

A – Salary Ladder

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)

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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)

(Witness Signature)

(Date)

Updated 5/12/2020

School District of Sturgeon Bay



20~~19~~20-20~~20~~21

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.

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 202019-202120

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

(Effective beginning with the 2019-2020 School Year)

	% 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	<u>7.0%</u>	<u>\$2,760.87</u>	<u>\$3,155.27</u>	<u>\$3,549.67</u>
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	\$3,155.26
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 -	<u> %</u>	<u> \$</u>	<u> \$</u>	<u> \$</u>
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	\$3,155.27	\$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>
<u>HS Yearbook</u>	<u>%</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
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
Plays & Set Construction: By Arrangement	By Arrangement			
Public School Music-Instrumental	6.59.0%	\$2,563.67	\$2,958.07	\$3,352.47
Public School Music-Vocal (Includes Swing Group)	6.59.0%	\$2,563.67	\$2,958.07	\$3,352.47
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

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Appendix D – Additional Employment Pay Schedule

Formerly titled "Non-teaching Employment Pay"

Hourly Rates from Teachers			
Item		2015-16 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 2020-2021

Approved 11-20-19

AUGUST 2020				
M	T	W	TH	F
17	18	19	20	21
25	25	26	27	28

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 2020				
M	T	W	TH	F
7	1	2	3	4
14	8	9	10	11
21	15	16	17	18
28	22	23	24	25
	29	30		

FEBRUARY 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

OCTOBER 2020				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

MARCH 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	31		

NOVEMBER 2020				
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				

APRIL 2021				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

DECEMBER 2020				
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	

MAY 2021				
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				

JANUARY 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

JUNE 2021				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18

Quarter:	I	45 days	Ends 11/4/20
	II	43 days	Ends 1/15/21
	III	44 days	Ends 3/19/21
	IV	48 days	Ends 6/4/21
	TOTAL	180 days	

School begins Tuesday, September 1

In-service/No School: Oct. 9, Feb. 19, & May 28

No School due to breaks:
Nov. 26-29; Dec. 24 - Jan. 3; March 27 - April 4;
& May 31

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 are a member of the health insurance plan and 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, 201920

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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 (~~12~~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 only when school is in session, payment would 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)

(Date)

Witness

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 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 2020-2021

Approved 11-20-19

AUGUST 2020				
M	T	W	TH	F
17	18	19	20	21
25	25	26	27	28

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 2020				
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		

FEBRUARY 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

OCTOBER 2020				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

MARCH 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	31		

NOVEMBER 2020				
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				

APRIL 2021				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

DECEMBER 2020				
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	

MAY 2021				
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				

JANUARY 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

JUNE 2021				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18

Quarter:	I	45 days	Ends 11/4/20
	II	43 days	Ends 1/15/21
	III	44 days	Ends 3/19/21
	IV	48 days	Ends 6/4/21
	TOTAL	180 days	

School begins Tuesday, September 1

In-service/No School: Oct. 9, Feb. 19, & May 28

No School due to breaks:
Nov. 26-29; Dec. 24 - Jan. 3; March 27 - April 4;
& May 31

**Sturgeon Bay High School
Fundraising Calendar
2020-21**

Anticipated Sales

Month of Sale	Item(s) to be Sold	Selling Group
June	Grocery Bagging at Econo Foods	Cheer Team
July - November	DC Triathlon, Clipper Football Camp, Century Ride, Fall 50	Football Team
July	2020 Door County Triathlon Water Station and Transition Security	Track
July	Aloha Golf Outing	Boys/Girls Golf
August	Golf Outing	Girls Basketball
August	Bagging Groceries	Boys/Girls Cross Country
August	Clipper Soccer Cards	Boys Soccer
August	Renards and Kringles	Volleyball
September	Flower Bulbs	HS/MS Choirs
September	Seroogy, Coffee/Tea, Clipper Apparel and Accessories, Geometers	HS FBLA
September	Double Good Popcorn	HS FBLA
September	Pride Pump	HS FBLA
September	Signed Za'Darius Smith Helmet	HS Tech Ed
September	Century Ride	Student Council
September	Cash for Caps	Student Council
September	Powder Puff Game	Student Council
September	Pizza Sale	Boys Soccer
October	2020 Fall 50 Parking and Rest Station	HS Track
October	Pumpkin Patch - Work Detail	HS Band
October	Cheesecakes	HS Band
November	Door County Candles	HS/MS Choirs
November	Love Your Melon	Letterman Club
November	Fruit	HS/MS Bands
November	Candy Cane Sale	Student Council
November	Talent Show	Student Council
November	Marchant Meats, Bag Groceries, Host NWBBL, March Madness Raffle Cards	Boys Basketball
January	Snap! Raise	HS Track
January	Hansen's Pizzas	HS Band
January	March Madness Raffle Card	Girls Soccer
January	March Madness Raffle Card	Boys Soccer
March	Hansen's Cheese, Chocolate, etc.	HS/MS Choirs
March	Mattress Sale and \$20 Fundraising Cards	Baseball
March	DormCo	HS FBLA
March	Assist Concessions at Special Olympics Basketball Tournament	HS FBLA
March	Pride at the Pump / Jimmy Johns	HS Track
March	Fried Fish	Fishing Club
March	Flower Sale (Live Plants)	HS Band
March	Cookie Dough Sale	Girls Soccer
May	Raffle Tickets, Triathlon, Fall 50, 1/2 Marathon	SB/SEV Wrestling
TBD	Jimmy Johns	Student Council
TBD	Pride Pump	Student Council
TBD	Pride Pump / Golf Outing	Weight Room

**TJ Walker
Fundraising Calendar
2020-2021**

<i>Month of Sale</i>	<i>Item(s) to be Sold</i>
All Year	Snacks, Coffee/hot chocolate and trinkets
All Year	Clipper Apparel & free recycled school supplies
All Year	Snack Cart
May - February	Seroogys
May	Grocery Bagging
June	Grocery Bagging
July	Grocery Bagging
May/June	Renards Pizza
August	Jimmy John's
September	Century Ride Saturday PM and Sunday AM/PM
October	Fall 50
October	Century Ride
December	Sonny's Pizza
January-May	Grocery Bagging/Brat Barn-Fry
September	Flower bulbs
March	Hansen's cheese/chocolate
November	Door County Candles
January and April	Grocery bagging
October	Fall 50
July	Door County Triathlon
January	Renards Pizza
April	Culver's Night

Deadline: May 1, 2019

Selling Group

School Store

School Store

ID Students

8th Grade DC

8th Grade DC

8th Grade DC

8th Grade DC

8th Grade DC

8th Grade DC

8th Grade DC

8th Grade DC

Destination Imagination

8th Grade DC

Destination Imagination

MS Choirs

MS Choirs

MS Choirs

MS Choirs

MS Choirs

~~MS Choirs~~

Washington DC

Destination Imagination

MEMO

To: Board of Education
Copy: Dan Tjernagel
From: Bob Nickel
Date: June 4, 2020
Re: Updated Sturgeon Bay High School Student / Parent Handbook

The 2020-21 Sturgeon Bay High School Student / Parent Handbook will be emailed as part of the board packet.

The changes to the 2020-21 edition are as follows:

- 2020-21 Exam Schedules (page 9) have been updated.
- Sharon Sanderson's name has been replaced by Lindsay Ferry's name on page 14.
- Reference to top ten percent was removed in the "Credit and Grade Transfer Regulations" section on page 20.
- The WIAA felony rule replaced the Sturgeon Bay felony rule on page 6 of the Co-Curricular Code of Conduct.
- The following documents in the Appendix have been updated:
 - 2020-21 Co-Curricular Code
 - 2020-21 Sturgeon Bay High School Calendar
 - 2020-21 Sturgeon Bay High School Student Fees Schedule
 - 2020-21 Sturgeon Bay High School Directory.

Student / Parent Handbook 2020-21



Home of the Clippers

**Sturgeon Bay High School
1230 Michigan Street
Sturgeon Bay, WI 54235
Phone: 920.746.2800
Fax: 920.746.3888
www.sturbay.k12.wi.us**

2020-21 Student / Parent Handbook Acknowledgment Receipt

By signing my name to this sheet, I acknowledge that:

- the current edition of the Sturgeon Bay High School Student / Parent Handbook is posted online at www.sturbay.k12.wi.us/high/.
- a printed copy of this document is available upon request from the High School Office staff.
- it is my responsibility to read the entire document 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 Sturgeon Bay High School.
- I am agreeing to follow the Sturgeon Bay High School Acceptable Use Policy as detailed in the “Internet, Network, and Computer Safety” section.

I also understand that I must turn in a signed (by both student and parent) Sturgeon Bay High School Co-Curricular Responsibility Agreement prior to participating in any Category I or Category II activities. Category I activities include interscholastic athletics. Category II activities include school organizations and activities.

My signature does not necessarily indicate my agreement with the information contained in the Student / Parent Handbook. However, it does indicate that I understand that I am responsible for all of the information contained within it and that I will be held accountable for it.

Student Name (please print): _____

Student Signature: _____

Date: _____

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2020-21 Bell Schedules

Regular Bell Schedule

8:00 – 8:05	Warning Bell
8:05 – 9:45	Block 1 (Pledge / Announcements)
9:45 – 9:55	Morning Break
9:55 – 10:00	Passing Time
10:00 – 11:35	Block 2
10:00 – 10:45	Block 2A
10:45 – 10:50	Passing Time
10:50 – 11:35	Block 2B
11:35 – 12:00	Lunch
12:00 – 12:05	Passing Time
12:05 – 1:40	Block 3
12:05 – 12:50	Block 3A
12:50 – 12:55	Passing Time
12:55 – 1:40	Block 3B
1:40 – 1:45	Passing Time
1:45 – 3:20	Block 4

Two-Hour Delay Bell Schedule

10:00 – 10:05	Warning Bell
10:05 – 11:15	Block 1 (Pledge / Announcements)
11:15 – 11:40	Lunch
11:40 – 11:45	Passing Time
11:45 – 12:55	Block 2
11:45 – 12:18	Block 2A
12:18 – 12:23	Passing Time
12:23 – 12:55	Block 2B
12:55 – 1:00	Passing Time
1:00 – 2:10	Block 3
1:00 – 1:33	Block 3A
1:33 – 1:38	Passing Time
1:38 – 2:10	Block 3B
2:10 – 2:15	Passing Time
2:15 – 3:20	Block 4

Morning 60-Minute Homeroom Bell Schedule

8:00 – 8:05	Warning Bell
8:05 – 9:30	Block 1 (Pledge / Announcements)
9:30 – 9:40	Morning Break
9:40 – 9:45	Passing Time
9:45 – 10:45	Homeroom
10:45 – 10:50	Passing Time
10:50 – 12:10	Block 2
10:50 – 11:28	Block 2A
11:28 – 11:33	Passing Time
11:33 – 12:10	Block 2B
12:10 – 12:35	Lunch
12:35 – 12:40	Passing Time
12:40 – 2:00	Block 3
12:40 – 1:18	Block 3A
1:18 – 1:23	Passing Time
1:23 – 2:00	Block 3B
2:00 – 2:05	Passing Time
2:05 – 3:20	Block 4

Morning 45-Minute Homeroom Bell Schedule

8:00 – 8:05	Warning Bell
8:05 – 9:30	Block 1 (Pledge / Announcements)
9:30 – 9:40	Morning Break
9:40 – 9:45	Passing Time
9:45 – 10:30	Homeroom
10:30 – 10:35	Passing Time
10:35 – 12:00	Block 2
10:35 – 11:15	Block 2A
11:15 – 11:20	Passing Time
11:20 – 12:00	Block 2B
12:00 – 12:25	Lunch
12:25 – 12:30	Passing Time
12:30 – 1:55	Block 3
12:30 – 1:10	Block 3A
1:10 – 1:15	Passing Time
1:15 – 1:55	Block 3B
1:55 – 2:00	Passing Time
2:00 – 3:20	Block 4

Afternoon 60-Minute Homeroom Bell Schedule

8:00 – 8:05	Warning Bell
8:05 – 9:30	Block 1 (Pledge / Announcements)
9:30 – 9:40	Morning Break
9:40 – 9:45	Passing Time
9:45 – 11:05	Block 2
9:45 – 10:23	Block 2A
10:23 – 10:28	Passing Time
10:28 – 11:05	Block 2B
11:05 – 11:30	Lunch
11:30 – 11:35	Passing Time
11:35 – 12:55	Block 3
11:35 – 12:13	Block 3A
12:13 – 12:18	Passing Time
12:18 – 12:55	Block 3B
12:55 – 1:00	Passing Time
1:00 – 2:00	Homeroom
2:00 – 2:05	Passing Time
2:05 – 3:20	Block 4

Afternoon 45-Minute Homeroom Bell Schedule

8:00 – 8:05	Warning Bell
8:05 – 9:30	Block 1 (Pledge / Announcements)
9:30 – 9:40	Morning Break
9:40 – 9:45	Passing Time
9:45 – 11:10	Block 2
9:45 – 10:25	Block 2A
10:25 – 10:30	Passing Time
10:30 – 11:10	Block 2B
11:10 – 11:35	Lunch
11:35 – 11:40	Passing Time
11:40 – 1:05	Block 3
11:40 – 12:20	Block 3A
12:20 – 12:25	Passing Time
12:25 – 1:05	Block 3B
1:05 – 1:10	Passing Time
1:10 – 1:55	Homeroom
1:55 – 2:00	Passing Time
2:00 – 3:20	Block 4

2020-21 Exam Schedules

Quarter 1 Exam Schedule

Exam Day 1

Tuesday, November 3, 2020

8:00	Warning Bell
8:05 – 8:50	Block 1 Class (Announcements)
8:50 – 8:55	Passing Time
8:55 – 9:40	Block 2 Class
8:55 – 9:15	Block 2A Class
9:15 – 9:20	Passing Time
9:20 – 9:40	Block 2B Class
9:40 – 9:45	Passing Time
9:45 – 10:30	Block 3 Class
9:45 – 10:05	Block 3A Class
10:05 – 10:10	Passing Time
10:10 – 10:30	Block 3B Class
10:30 – 10:35	Passing Time
10:35 – 11:15	Block 4 Class
11:15 – 11:40	Lunch
11:40 – 11:45	Passing Time
11:45 – 1:25	Block 3 Exam
11:45 – 12:33	Block 3A Exam
12:33 – 12:38	Passing Time
12:38 – 1:25	Block 3B Exam
1:25 – 1:40	Passing Time
1:40 – 3:20	Block 4 Exam

Exam Day 2

Wednesday, November 4, 2020

8:00	Warning Bell
8:05 – 9:50	Block 1 Exam
9:50 – 10:05	Passing Time
10:05 – 11:45	Block 2 Exam
10:05 – 10:53	Block 2A Exam
10:53 – 10:58	Passing Time
10:58 – 11:45	Block 2B Exam
11:45	Dismissal
11:45 – 3:45	Teacher Work Day

Quarter 2 Exam Schedule

Exam Day 1

Thursday, January 14, 2021

8:00	Warning Bell
8:05 – 9:50	Block 1 Exam
9:50 – 10:05	Passing Time
10:05 – 11:45	Block 2 Exam
10:05 – 10:53	Block 2A Exam
10:53 – 10:58	Passing Time
10:58 – 11:45	Block 2B Exam
11:45	Dismissal
11:45 – 3:45	Teacher Work Day

Exam Day 2

Friday, January 15, 2021

8:00	Warning Bell
8:05 – 9:50	Block 3 Exam
8:05 – 8:55	Block 3A Exam
8:55 – 9:00	Passing Time
9:00 – 9:50	Block 3B Exam
9:50 – 10:05	Passing Time
10:05 – 11:45	Block 4 Exam
11:45	Dismissal
11:45 – 3:45	Teacher Work Day

Quarter 3 Exam Schedule

Exam Day 1

Thursday, March 18, 2021

8:00	Warning Bell
8:05 – 8:50	Block 1 Class (Announcements)
8:50 – 8:55	Passing Time
8:55 – 9:40	Block 2 Class
8:55 – 9:15	Block 2A Class
9:15 – 9:20	Passing Time
9:20 – 9:40	Block 2B Class
9:40 – 9:45	Passing Time
9:45 – 10:30	Block 3 Class
9:45 – 10:05	Block 3A Class
10:05 – 10:10	Passing Time
10:10 – 10:30	Block 3B Class
10:30 – 10:35	Passing Time
10:35 – 11:15	Block 4 Class
11:15 – 11:40	Lunch
11:40 – 11:45	Passing Time
11:45 – 1:25	Block 3 Exam
11:45 – 12:33	Block 3A Exam
12:33 – 12:38	Passing Time
12:38 – 1:25	Block 3B Exam
1:25 – 1:40	Passing Time
1:40 – 3:20	Block 4 Exam

Exam Day 2

Friday, March 19, 2021

8:00	Warning Bell
8:05 – 9:50	Block 1 Exam
9:50 – 10:05	Passing Time
10:05 – 11:45	Block 2 Exam
10:05 – 10:53	Block 2A Exam
10:53 – 10:58	Passing Time
10:58 – 11:45	Block 2B Exam
11:45	Dismissal
11:45 – 3:45	Teacher Work Day

Quarter 4 Exam Schedule

Exam Day 1

Thursday, June 3, 2021

8:00	Warning Bell
8:05 – 9:50	Block 1 Exam
9:50 – 10:05	Passing Time
10:05 – 11:45	Block 2 Exam
10:05 – 10:53	Block 2A Exam
10:53 – 10:58	Passing Time
10:58 – 11:45	Block 2B Exam
11:45	Dismissal
11:45 – 3:45	Teacher Work Day

Exam Day 2

Friday, June 4, 2021

8:00	Warning Bell
8:05 – 9:50	Block 3 Exam
8:05 – 8:55	Block 3A Exam
8:55 – 9:00	Passing Time
9:00 – 9:50	Block 3B Exam
9:50 – 10:05	Passing Time
10:05 – 11:45	Block 4 Exam
11:45	Dismissal
11:45 – 3:45	Teacher Work Day

Introductory Information

Welcome

Welcome to Sturgeon Bay High School! The administration, faculty, and staff are looking forward to the upcoming school year with great anticipation. Sturgeon Bay High School has a proud tradition of excellence in a variety of areas and seeks to build on this success by providing high-quality opportunities for student learning and growth. We encourage each student to take full advantage of the opportunities available in order to develop his/her potential to the fullest. We will assist in any way we can.

This handbook outlines the basic rights, responsibilities, policies, procedures, and rules that exist at Sturgeon Bay High School. Students are expected to familiarize themselves with the information contained in this handbook and, if they have any questions regarding particular school expectations, to seek clarification from a faculty member, counselor, or administrator. Parents are also strongly encouraged to read the entire handbook to become familiar with the information contained in it and to likewise seek clarification if they have questions or concerns.

By working together, I have no doubt that this school year will be a successful one.

Mr. Robert Nickel
Principal

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.

Preamble

There is a strong commitment at Sturgeon Bay High School for the creation and maintenance of a school environment that presents our students with the opportunity to study and learn under the best possible conditions. Sturgeon Bay High School offers an educational program designed to meet the academic, career, and social needs of its students. Just as students have the right to expect this program to be of high quality and one in which they can fully develop their knowledge and skills, the school also expects all students to participate in a positive and productive manner. The maintenance of a good learning atmosphere depends on a sustained and cooperative effort on the part of students, parents/guardians, teachers, and administrators.

The expectations contained in this handbook are applicable in situations in which students are involved:

- school activities on property owned by the Sturgeon Bay Board of Education
- travel on school transportation
- off-site, school-sponsored activities
- on- or off-site, school-related activities which are the result or cause of disruptive behavior on school grounds.

While we have attempted to make this handbook as comprehensive as possible, it is impossible to foresee all situations and circumstances that may occur during the course of the year. Consequently, the administration reserves the right to make additions and/or modifications to this handbook where such additions and/or modifications do not conflict with Board of Education

policies. Any additions or changes regarding student expectations will be communicated to the student body through morning announcements, school assemblies, homerooms, and/or written handouts.

The success of the expectations stated in this handbook requires the exercise of good faith by students, parents, and school district personnel, as well as basic respect for the worth of each individual and the individual's ability to contribute to society.

Non-Discrimination

It is the policy of the School District of Sturgeon Bay that no student may be denied admission to any public school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil service, recreational, or other program or activity because of the person's age, sex, race, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability or handicap as required by s. 118.13, Wis. Stats. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race and national origin), and Section 504 of the Rehabilitation Act of 1973.

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 questions or 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
1230 Michigan Street
Sturgeon Bay, WI 54235
920.746.2801

Inquiries related to Section 504 of the Rehabilitation Act of 1972, which prohibits discrimination on the basis of handicap, should be directed to:

Mrs. Lindsay Ferry
Special Education and Pupil Services Director
School District of Sturgeon Bay
1230 Michigan Street
Sturgeon Bay, WI 54235
920.746.2804

Student Records Notice

Parents/guardians and adult students shall be notified annually of the following:

- their rights to inspect, review, and obtain copies of student records
- their rights to request the amendment of the student's school records if they believe the records are inaccurate, misleading, or otherwise in violation of the student's rights of privacy

- their rights to consent to the disclosure of the student's school records, except to the extent state and federal law authorizes disclosure without consent
- the categories of student record information which have been authorized as directory data and their right to deny the release of such information to members of the public, media, military recruiters, or institutions of higher education without prior written consent
- their right to file a complaint with the Family Policy Compliance Office of the U. S. Department of Education.

Notice of student records provisions will be made to parents/guardians and adult students at the beginning of each school year by public announcement, written notices, or paid advertisement. Contact the principal if you have any questions regarding the student records policy.

Due Process

Each student has the right to due process in the application of school policies and rules. Any student who believes that a policy or rule has been wrongfully interpreted or applied has the responsibility to put such grievance in writing and submit it to the principal. Any grievance not filed within five school days after the occurrence of the event or incident is waived. If the grievance involves any type of consequence that has been assigned to a student by a teacher or administrator, the student is obligated to comply with the consequence pending his/her submission of this written appeal.

Upon receipt of a written grievance, a meeting will be set within five school days of the filing of a grievance by the principal to hear and discuss the grievance.

Appeals to decisions rendered as a result of the filing of a grievance will be in accordance with the school's administrative structure. Exact procedures for appeal will be explained at the time of the grievance meeting.

Academic Information

Grade Point Average and Class Rank

GPA is calculated based on a weighted 4.0 scale. The following scale will be used to determine GPAs at Sturgeon Bay High School:

A = 4.000	B+ = 3.333	C+ = 2.333	D+ = 1.333	F = 0.000
A- = 3.667	B = 3.000	C = 2.000	D = 1.000	
	B- = 2.667	C- = 1.667	D- = 0.667	

A student who earns a grade of B- or above in any advanced placement course, technical college course (except College Technical Math 1A), or university course will have additional quality points of 0.0125 added to his/her grade point average for each 0.5 credit earned.

See “Credit and Grade Transfer Regulations” for additional information.

The Board of Education shall recognize two honor graduates categories at the commencement ceremony. High honor graduates will be those students who have earned a cumulative GPA of 4.0 or higher at the end of fourteen (14) quarters. These students will be identified with a gold cord worn at graduation. Honor graduates will be those students who have earned a cumulative grade point average of 3.667 to 3.999 at the end of fourteen (14) quarters. These students will be identified with a silver cord worn at graduation. The students shall be ranked in descending order from the highest to lowest GPA.

The Board of Education shall also designate the student with the highest GPA as valedictorian and the student with the second-highest GPA as salutatorian at the end of fourteen (14) quarters. To qualify for either of these designations, a student must have completed the last six (6) of the fourteen (14) quarters at Sturgeon Bay High School. To maintain either of these designations, a student must remain in full-time status at Sturgeon Bay High School for the two (2) quarters following either designation.

GPA and class rank will be updated at the end of each transcribed grading period rounded up to three decimal places. In case of a tie, each student with the same class rank when rounded up to three decimal places will remain tied in the final class rank and for any accompanying honors.

Graduation Requirements

Minimum Credit Requirement

A student must earn a minimum of 26 credits in order to graduate from Sturgeon Bay High School. Included in the credit requirements are the following:

- 4 credits of English
 - English 9 or English 9 – Honors
 - English 10 or English 10 – Honors
 - American Literature or American Literature – Honors
 - Grade 12:
 - Option 1: English 12
 - Option 2: English Composition 1 and Oral Communication (NWTC courses)
 - Option 3: Creative Writing
 - Option 4: AP English Literature and Composition

- 3 credits of Mathematics
 - Option 1: Algebra I, Geometry, Probability and Statistics, Algebra II or College Technical Math 1A (NWTC course)
 - Option 2: Pre-Algebra, Basic Geometry and Statistics, College Technical Math 1A (NWTC course) or Algebra I

- 3 credits of Science
 - Earth Science
 - Biology
 - 1 credit from any of the following:
 - Computer Programming I
 - Food and Nutrition
 - Sustainable Living
 - Astronomy
 - Ecology
 - Meteorology and Climate Change
 - Concepts of Chemistry
 - Chemistry
 - Concepts of Physics
 - Physics
 - Human Biology 102 (UWGB course)
 - Renewable Energy Technology (NWTC course)

- 3 credits of Social Science
 - World Cultures or Modern European History
 - Required: U. S. History
 - Required: American Studies

- 1.5 credits of Physical Education
 - Fitness Foundations – required for all students
 - 1 credit from any of the following:
 - Lifeguard Training
 - Lifetime Fitness – may be repeated but not during the same time of a successive school year
 - Physical Education Graduation Requirement Substitution Option – may be used once (equivalent of 0.5 credit)
 - Recreational Sports – may be repeated but not during the same time of a successive school year
 - Strength and Conditioning – may be repeated within the same school year or at any time in a successive school year
 - Swimming

- 0.5 credit of Health – may be met by taking the course in Grade 7 or 8, but no high school credit is awarded if completed before Grade 9

- 0.5 credit of Personal Money Management

- Elective credits necessary to bring the total credits earned to a minimum of 26
- Additional requirements and recommendations are as follows:
 - Students must serve and document completion of 40 hours of community service. Students may begin accumulating these service hours during the summer prior to the beginning of the freshman year.
 - Students must achieve a minimum cumulative grade point average of 1.5 after eight semesters of high school enrollment.
 - It is recommended that students complete eight semesters of attendance.

Transfer Students

Students who transfer to Sturgeon Bay High School shall not be denied the opportunity to graduate from high school in a timely fashion (four years) because of non-compliance with the above requirements provided that said transfer student has successfully completed all course work previously started in high school and was on schedule (credit-wise) to graduate and in compliance with graduation requirements in his/her previously attended high school.

Students Identified with Special Educational Needs

Students identified with special educational needs or having disabilities as defined in SS. 115 shall not be denied the opportunity to graduate with a Sturgeon Bay High School diploma in a timely fashion for failure to fully comply with the course requirements. Students whose integrated education is guided by an individualized education program (IEP) per SS.115.8 will be graduated with a Sturgeon Bay High School diploma based upon the substantial completion of the course requirements noted above (which may include academic modifications stipulated in the IEP), completion of all other non-modified regular education requirements, and – if required – support of graduation as documented in letters of recommendation from the faculty. These students are entitled to participate in graduation ceremonies. Students whose integrated education is guided by an IEP may be allowed to complete their educational program at the conclusion of Semester 1 of the senior year or up to a year after their senior year with a Sturgeon Bay High School diploma provided this stipulation appears in the current IEP. These students are entitled to participate in graduation ceremonies with their grade-level peers. Students identified with special education who have successfully attended and participated in primarily designated special education programs in the district and have met their IEP requirements may receive a certificate of attendance. Students who receive these certificates are entitled to participate in graduation ceremonies with their grade level peers.

Commencement Ceremony Participation

A commencement ceremony will be held each spring for the graduating class of Sturgeon Bay High School. Students who have completed all requirements for graduation may participate in the commencement ceremony.

Participation

Only those students who have met all district graduation requirements as set forth in this policy, are wearing the prescribed cap and gown, and have complied with all administrative behavioral expectations shall be permitted to participate in the commencement ceremony.

Satisfaction of Obligations

In order for a student to participate in the commencement ceremony, all fines, fees, and similar obligations arising from student participation in school programming must be satisfied by the end of Semester 1 of the student's senior year. If these obligations cannot be satisfied by the end of Semester 1 of the student's senior year, the parent/guardian must work with the principal to develop a plan to satisfy these obligations no later than the last day of the senior year. A student will be denied participation in the commencement ceremony if a plan is not developed or if the obligations described in the plan are not satisfied by the last day of the senior year.

Prescribed Cap and Gown

Students who wish to participate in the commencement ceremony must wear the prescribed cap and gown. The only other items allowed to be worn include the valedictorian and salutatorian medallions, high honors and honor cords, and National Honor Society cords/stoles.

Behavioral Expectations

In order to be eligible to participate in the commencement ceremony, a student must:

- be registered as a full-time student (enrolled in the equivalent of three full blocks of coursework) in the semester immediately prior to graduation
- not have met or exceeded the statutory definition of a habitual truant in the semester immediately prior to graduation.

Approval for Early Graduation

Students who have received Board of Education approval for early graduation are exempt from the eligibility requirements for participation in the commencement ceremony.

Diploma Distribution

The Board of Education shall select the person(s) to present diplomas to the graduating class.

Early Graduation

In exceptional cases, a student may arrange to graduate after completing the first semester of his/her senior year, in accordance with the following procedures:

- A student may apply for January (early) graduation during the second semester of his/her junior year. All applications must be received by the last day of school of the junior year.
- The request form must be filled out and signed by the student and parent(s)/guardian(s) and turned in to the School Counseling Office.
- The request form will be reviewed by the principal and school counselor to ensure graduation requirements are met.
- All requests for early graduation must be acted upon by the principal prior to the start of the school year.
- Approval of early graduation is contingent upon the student satisfying all credit requirements and completing a three-and-one-half-year enrollment requirement.
- No formal diploma shall be issued or commencement ceremony held in January. Early graduates shall be permitted to participate in spring commencement activities if they so desire. The school records shall indicate completion of all graduation requirements for the purpose of employment or post-high school training.

- Early graduates shall not be permitted to take part in any organized school activity (such as athletics, clubs, school dances, field trips, etc.) with the exception of spring commencement activities. They shall, however, be permitted to attend school functions open to the public, just as any other member of the adult community.
- Any request to graduate prior to January of the senior year shall be considered on an annual basis.

Students should be aware that post-secondary institutions do not always look favorably upon early graduation. Students should contact the post-secondary institution of choice to determine what, if any, restrictions may apply to early graduation.

Credit and Grade Transfer Regulations

The following regulations are in effect regarding transfer students, Sturgeon Bay High School students, and Sturgeon Bay High School Virtual Program students:

- All conversions will be reviewed by the high school counselor and principal.
- All credit and grades for transfer will be converted to the existing grade and credit system approved for Sturgeon Bay High School graduation requirements.
- Weighted grades will transfer only when Sturgeon Bay High School offers the same course for weighted credit.
- A student who earns a grade of B- or above in any advanced placement course, technical college course (except College Technical Math 1A), or university course will have additional quality points of 0.0125 added to his/her grade point average for each 0.5 credit earned.
- Grade point averages will be calculated according to the system currently used at Sturgeon Bay High School.
- Pass/fail grades will not be included in grade point average calculation but may be recorded for credit on the transcript.
- The principal will determine the credit awarded for courses taken in another country or from study abroad. Credits will not be included in grade point average calculation.
- Courses taken prior to Grade 9 will not be included in grade point average calculation but may be included on the transcript for post-secondary considerations.
- Grades received by a student for courses taken through post-secondary institutions for dual credit will be included in grade point average calculation. For each 1 credit of post-secondary study, the student will be granted 0.25 credit on the high school transcript.
- Grades received by a student for courses taken through a home-based educational program will not be used in grade point average calculation.
- If a student repeats a core or elective course, both grades will appear on the transcript. However, only the highest grade will count toward grade point average calculation.
- Coursework completed for credit recovery includes the following regulations:
 - Before enrollment, the course intended for credit recovery must be approved by the principal.
 - For each 1 credit of high school credit recovery coursework, the student will be granted 1 credit on the high school transcript.
 - Grades earned for credit recovery courses will be applied to the Sturgeon Bay High School grade scale.
 - Course vendor guidelines will be used to determine the percentage of a course that must be completed in order to earn a passing grade.
 - Courses completed for credit recovery will be included in the grade point average calculation.
- Sturgeon Bay High School offers a Virtual Student Program which includes the following regulations:

- A student in this program is defined as one whose school day consists of more than 50 percent online work.
- A student exclusively enrolled in this program will not be considered in class rank or be eligible for designation as valedictorian, salutatorian, high honors, or honors graduates. A Virtual Student Program student interested in pursuing any of these designations must re-enroll as a traditional student for the junior and senior year.
- Before enrollment, a course intended for use in the Virtual Student Program must be approved by the principal.
- For each 1 credit of high school online study, the student will be granted 1 credit on the high school transcript.
- Grades earned for online courses will be applied to the Sturgeon Bay High School grade scale.
- All online courses in which a student enrolls will be entered on the transcript and included in the grade point average calculation. The only exception is for a course the student drops within the course vendor's drop policy.
- Course vendor guidelines will be used to determine the percentage of a course that must be completed in order to earn a passing grade.
- Sturgeon Bay High School students may supplement their educational program through completion of online coursework from outside course vendors. The following regulations apply to this coursework:
 - No more than 50 percent of a student's class schedule may include online coursework.
 - A student who supplements his/her educational program through completion of online coursework from outside course vendors will maintain consideration in class rank and be eligible for designation as valedictorian, salutatorian, high honors, or honors graduates.
 - For each 1 credit of high school online study, the student will be granted 1 credit on the high school transcript.
 - Grades earned for online courses will be applied to the Sturgeon Bay High School grade scale.
 - Before enrollment, a course intended to supplement the student's educational program must be approved by the principal.
 - All online courses in which a student enrolls will be entered on the transcript and included in the grade point average calculation. This includes any course that causes the student to have more than a full schedule or any course for which time is not allowed during the daily schedule. The only exception is for a course the student drops within the course vendor's drop policy.
 - Course vendor guidelines will be used to determine the percentage of a course that must be completed in order to earn a passing grade.
- Summer institutes or mini-courses may be considered for credit depending on the number of hours but will not be included in grade point average calculation. In order to count for credit, this coursework needs to be approved prior to completion.
- Religious classes taken at a parochial school may be listed on the transcript but will not receive credit or be included in grade point average calculation.
- Restrictions or criteria may be waived for extenuating circumstances only by the principal.

Grade Scale

Official grade reports are issued at the end of each quarter. Progress reports are issued at the midpoint of each quarter.

Teachers at Sturgeon Bay High School use a common grade scale; however, the methods by which grades are calculated may differ from teacher to teacher (e.g., weighting of various categories of

performance including class participation, homework, tests, quizzes, projects, semester exam, etc.). At the beginning of each course, teachers are required to inform students of the method by which grades will be calculated.

The Sturgeon Bay High School common grade scale is as follows:

A = 93 – 100	B+ = 88 – 89	C+ = 78 – 79	D+ = 68 – 69	F = 0 – 59
A- = 90 – 92	B = 83 – 87	C = 73 – 77	D = 63 – 67	
	B- = 80 – 82	C- = 70 – 72	D- = 60 – 62	

Honor Roll

Students who achieve high standards academically are recognized on the A honor roll at the end of each semester. In order to be eligible for the A honor roll, a student must earn at least a 3.5 grade point average with no Ds or Fs.

PowerSchool

Sturgeon Bay High School uses PowerSchool to manage student information. Through the PowerSchool parent portal, parents/guardians have access to daily school announcements, attendance records, student schedules, current grades, assignments, progress reports, and report cards. Lunch balances may be checked, and lunch payments may be made through the parent portal.

Teachers are expected to enter scores into the electronic gradebook within three days of the due date of an assignment. Often scores will be entered before the three-day time period. However, there may be a delay for more complex assignments, such as term papers and/or other major projects, as these assignments may require extended time for grading.

For questions about a grade, contact the teacher of that course. For questions about PowerSchool, please feel free to contact the High School Office.

Class Schedules

All students are encouraged to enroll in a minimum of seven total credits each school year. In order to be considered full-time, a student must be enrolled in the equivalent of three full-block periods each quarter.

When making course selections each year, it is imperative that students and parents consider the district's graduation requirements, the interests and capabilities of the student, and his/her future career plans.

Since the initial student selection of courses plays a major role in determining the total number of course sections offered, teacher and staff placements, and budget allocations for textbooks, materials, and supplies, it is important that schedule changes are minimized to the extent possible. During the course selection process, each student will have a one-on-one meeting with a school counselor. A draft of the schedule will be created for each student. Parents will be given a specified amount of time at the end of the school year to check the schedule and raise questions or concerns. After a published deadline, the schedule will become final. After a schedule is finalized, the only changes that will be made will be due to serious academic concerns (e.g., failing a required course).

Courses may be repeated, but the previous course title will remain on the transcript. Credit will not be duplicated for repeated courses. The highest grade earned will be recorded on the transcript. The only exception to this rule is for courses in which the content may change (e.g., Social Issues and Current Events, etc.).

Online Learning – Supplemental

In order to offer as many academic opportunities as possible, Sturgeon Bay High School students may choose to enroll in an online course. Because online courses do not originate at Sturgeon Bay High School, there is a per-course, per-semester tuition charge for each course. Some courses are one semester in length while others are two semesters. The district pays the tuition charges for all online courses. Any fee charged to extend the deadline for an online course is the responsibility of the parent/student. Online learning is very different from face-to-face learning, and any student interested in online learning must meet with the principal and/or counselor to discuss this option.

See “Credit and Grade Transfer Regulations” for additional information.

Online Learning – Virtual Student Program

Occasionally students find that the regular mode of academic programming does not meet their individual preferences for education. Often these students opt for a home-based educational program (i.e., homeschool) and are no longer considered members of the Sturgeon Bay High School student body. As an option, Sturgeon Bay High School offers a Virtual Student Program, in which students complete some or all of their coursework online but do not report to the school building to do so. Enrollment in this program guarantees that students are still members of the Sturgeon Bay High School student body and may fully participate in all school activities.

Virtual Program students are required to meet Sturgeon Bay High School graduation requirements. Coursework is primarily completed online from a variety of sources available to the district. Tuition for online courses is paid by the school district. Any fee charged to extend the deadline for an online course is the responsibility of the parent/student. A student who fails an online course may be required to return to the building for traditional educational programming.

Virtual Program students may also choose an academic program that involves a combination of online as well as face-to-face courses. The program allows for some flexibility, and regular meetings with the school counselor are required in order to maintain accurate academic progress records as well as continually updated academic and career plans.

See “Credit and Grade Transfer Regulations” for additional information.

Early College Credit Program (Dual-Credit Program for Universities)

Currently, Wisconsin’s Youth Options and Course Options programs enable public school students to attend courses from institutions of higher education and to receive high school and/or post-secondary credit for doing so. As of July 1, 2018, these programs will no longer exist; Course Options will be replaced by Part Time Open Enrollment, and Youth Options will be replaced by the Early College Credit Program (ECCP).

The ECCP offers students in all high school grades the opportunity to enroll in one of the following institutions of higher education for the purpose of taking one or more courses: an institution within the UW System, a tribally controlled college, or a private, nonprofit institution of higher education located in Wisconsin. The ECCP also explicitly permits attendance in a summer semester or session and allows a course to be taken for both high school and college credit.

Procedures

Students in all high school grades – rather than just those in Grades 11 and 12 – will be eligible to participate under the ECCP.

In order to take advantage of the ECCP, a student must submit an application to an institution of higher education in the school semester preceding the student's potential enrollment. The student must indicate whether he/she will be taking the course(s) for high school credit or post-secondary credit or both, if applicable. In addition, the student must specify that, if he/she is admitted, the institution may disclose the student's grades, the courses that he/she is taking, and his/her attendance record to the school in which the student is enrolled. In addition, a student who intends to enroll in an institution of higher education under the ECCP must notify the Board of Education of his/her intention no later than March 1 if the student intends to enroll in the fall semester and no later than October 1 if the student intends to enroll in the spring semester. This notice must include the titles of the courses in which the student intends to enroll, the number of credits of each course, and whether the student will be taking the courses for high school or post-secondary credit.

If a student specifies in this notice that he/she intends to take a course for high school credit, the Board of Education shall determine whether the course is comparable to a course offered in the school district, whether the course satisfies any of the high school graduation requirements, and the number of high school credits to award the student for the course, if any. The Board of Education shall then notify the student of its determinations in writing before the beginning of the semester in which the student will be enrolled.

Further, if a student is not admitted by the institution of higher education to attend the course that he/she specified in the notice, but the student is admitted to attend a different course, the student must immediately notify the Board of Education, and, as soon as practicable, the Board of Education must inform the student of its determinations about the course. A student who disagrees with the Board of Education determinations may appeal to the State Superintendent of Public Instruction.

Tuition Costs

Under the ECCP, the student and/or the student's school district will be responsible for paying tuition costs depending upon whether a student is taking a course for high school credit and whether the course is comparable to a course offered in the school district.

A student will not be responsible for any portion of tuition for courses taken for high school credit, provided that the course is not comparable to a course offered in the school district. The school district will be responsible for 75 percent of the actual cost of tuition for such courses. The school district is responsible for initially paying 100 percent of the actual cost of tuition to the institution of higher education but may recover up to 25 percent of the cost through state reimbursement (to the extent that funds are available).

A student will be responsible for 25 percent of the actual cost of tuition when the student takes a course only for post-secondary credit. The school district will also be responsible for 25 percent of the actual cost of tuition, with the remaining 50 percent to be covered by state reimbursement (again, to the extent that funds are available). The school district is responsible for initially making the full tuition payment to the institution. The district is then permitted to recover 25 percent of the total cost of tuition directly from the student and up to 50 percent of the total cost of tuition through state reimbursement.

Board of Education guidelines limit the number of credits for which the board will pay to the equivalent of 18 post-secondary semester credits per student.

Start College Now (Dual-Credit Program for Technical Colleges)

High school students in good academic standing and who have no record of significant disciplinary problems may have the opportunity to take college courses at Northeast Wisconsin Technical College. If the Board of Education determines a technical college course is eligible for high school credit and the course is not comparable to any course offered by the school district, the school district will pay for the course. Once a student graduates from high school, he/she can transfer those credits to any of the Wisconsin Technical Colleges.

Juniors and seniors interested in this option should meet with the school counselor to discuss career plans and connect with the Start College Now program. The deadline for applying is March 1 for the fall semester and October 1 for the spring semester. Courses that meet the requirements can be taken at any time throughout the week, during the regular academic school year. Start College Now is not available during the summer.

Attendance Information

Attendance

In accordance with Wisconsin State Statute, all children between 6 and 18 years of age must attend school full-time unless they have a legal excuse, fall into one of the exceptions outlined in state law, or have graduated from high school.

Regular attendance is essential to success in one's studies. Many failures in school are a direct result of poor student attendance. Since class participation can make up a substantial part of the grade and learning in each subject, continued absence will consequently cause lower grades.

Wisconsin Statute 118.15-16 places the ultimate responsibility for regular school attendance with each student's parents. The parent of a student is responsible for reporting an absence, its cause, and, if required, for sending information upon the student's return. (Note: Students who are 18 years of age or older and are living independently may request exemption from this parent-reporting requirement. Contact the principal for more information.) Parents are asked to consider the negative impact of school absences on student learning and are encouraged to minimize all absences to the extent possible.

Absence Reporting

Parents are asked to call the school attendance line – 920.746.3865 – by 9:00 a.m. to report the absence and state the reason. Prompt attention to this will eliminate confusion and problems later concerning the absence. If circumstances make it impossible to call by 9:00 a.m., then the call should be made as soon as possible. A message may be left on the attendance line voicemail 24 hours a day. An email from a parent/guardian is not preferred. Excuses are generally not accepted after 48 hours.

Forged written notes and/or fraudulent telephone excuses that do not originate from the parents/guardians will not be tolerated and will result in suspension and/or truancy sanctions.

Attendance and Co-Curricular Participation

A student must be in class for the full day on the day of a co-curricular practice or contest to be eligible to compete or participate. Students arriving late or leaving early due to illness are not eligible to participate. A principal-approved exception may be made if the student produces medical or legal documentation for the absence or if the absence is due to extraordinary circumstances.

A student suspended in school or out of school on the day of a co-curricular activity is also suspended from participation in co-curricular activities on the day of the suspension or that weekend. Exceptions may be made for absences resulting from medical or legal appointments (with prior notification) or with the prior approval of the principal or athletic director in the case of special circumstances.

Students must also be in attendance at school during the school day in order to attend co-curricular events as a spectator unless prior administrative approval is given.

Excused Absences

Excused absences are granted for the following:

- personal illness
- illness in the family
- family emergencies
- personal appointments of a professional nature
- death in the family
- funerals
- religious holidays
- court appearances
- special educational events
- approved school activities
- family vacations
- special circumstances that show good cause and are approved in advance by the principal.

If there is a question about whether or not an absence will be excused, please call the administrative assistant at 920.746.3865 for clarification prior to the absence. Absenteeism from school for reasons other than those cited shall be regarded as unexcused.

Absences/tardies due to oversleeping and/or vehicle problems are not considered excused.

According to Wis. Stat. sec. 118.15(3), a parent/guardian may excuse his/her child for a total of ten days in a school year. If an absence is related to a medical appointment, legal situation, college visit, or other reason deemed appropriate by the principal, the absence will not be counted as part of the ten days if the student provides documentation upon return to school. Once the ten-day limit has been reached, any further absences not documented as stated above will be coded as excessive absenteeism. Excessive absenteeism could result in a truancy citation. School attendance is one of the data pieces reported to the state. Parents/Guardians are asked to help the district keep absenteeism at a minimum so that district evaluation and student achievement are not negatively affected by the high school attendance rate.

It is the student's responsibility to request work missed due to an excused absence from school. The timeline for submitting make-up work following a period of illness is two days granted for the first day missed plus one day granted for each additional day missed. In the case of anticipated absences, all make-up work must be completed upon return to school.

Leaving the Building or Grounds

With the exception of the open campus lunch period, students must remain in the school building during school hours and may not leave without permission of the High School Office staff. Students must present valid notes and expect phone confirmation of such notes when requesting to leave during school hours. Students are required to sign out and sign in when leaving and returning to school during the school day.

The open campus lunch period is a privilege. If students choose to leave campus at lunch, they accept full responsibility for returning to school on time for their afternoon classes – without excuse. Exemplary behavior in the community is expected when students leave campus at lunch. The open campus privilege may be restricted or revoked if problems arise due to a student's misuse of this privilege.

Tardies

Students are expected to be in class on time. If a student is late to class without a pass, the classroom teacher will record the tardy when attendance is taken. The individual classroom teacher will hold the student accountable (e.g., talk to the student about the problem, assign a detention, etc.). If the student is chronically tardy, the teacher will complete a behavior referral and submit it to the principal. The student will then be assigned an administrative detention as a result of his/her chronic tardiness.

Absences/tardies due to oversleeping and/or vehicle problems are not considered excused.

Truancy, Online Truancy, and Habitual Truancy

Truancy

A student is considered truant when the student is absent from school without an acceptable excuse. When a student has been truant for all or part of five days in which school is held during a semester, a citation requiring a court appearance will be issued. The difference between truancy and habitual truancy is based on the chronic nature of the absences.

Online Truancy

A student may be considered truant for lack of progress in an online course. In order to enroll in an online course, the student must sign an Enrollment Agreement, which contains the following section on truancy:

- 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. The minimum attendance requirement is to successfully submit at least one appropriately completed assignment for each online course every calendar week, except designated vacation weeks. Any student not meeting that expectation will be contacted by their local education guide for corrective action. Not meeting the minimum attendance requirement for any three weeks in a semester for any course (or combination of courses if enrolled in more than one course) 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.

Habitual Truancy

According to Wisconsin State Statute, a student is considered habitually truant after the student is absent from school without an acceptable excuse for all or part of five or more days in which school is held during a semester. The difference between truancy and habitual truancy is based on the chronic nature of the absences. When a student nears habitual truancy, the school will notify the parent by mail, and a parent meeting will be requested to discuss the student's truancy. If the student's truancy continues, consequences include but are not limited to the following:

- referral to police for municipal citation
- referral to the Department of Human Services
- detention
- in-school suspension

- loss of work permit.

If a student attends Sturgeon Bay High School on an open enrollment agreement, that agreement may be terminated if the student is truant. This would result in the student continuing his/her education at the high school in the district where he/she lives.

Unexcused Absences

Absences for reasons not listed above under “Excused Absences” and/or absences in which a student has not followed the correct attendance procedures are considered unexcused. If a student is not present and the reason for absence has not been reported, an attempt to notify the parents will be made by the school.

When a student is unexcused absent from school, he/she will be required to make up time before or after the school day as a result of the absence. Parents will also be notified in writing of the unexcused absence and the consequences. In addition, referrals for counseling may be made and/or parent meetings required in order to further discuss the student’s situation.

Withdrawal from School

Students who move from the school district or withdraw from school for other reasons must report this information to the principal. A student who is not transferring into another approved educational program or school must be 18 years old before legally withdrawing from school.

All students must complete a checkout procedure when withdrawing from school so that grades and credits earned may be properly recorded and forwarded to other schools or employers. As part of this procedure, all financial obligations to the district must be fully satisfied upon withdrawal from school.

Student Conduct Information

General School Conduct and Discipline

Students have the right to take advantage of instructional and related activities in an atmosphere where students can learn and teachers can teach. Each individual has the responsibility to behave in a way that will not infringe upon the rights of others. The school cannot function effectively without the students, staff, faculty, and administration working together to achieve the same goals. Students have the responsibility to abide by all reasonable district, building, and classroom rules established by school officials and to follow the reasonable directives of school administrators, faculty, and staff members. The directives of administrators, faculty, and staff members shall be presumed reasonable and, therefore, the burden of proving the directive unreasonable will be upon the student. If a student disagrees with a staff member's directive, then it is the student's responsibility to follow the provisions outlined in the "Due Process" section of this handbook in order to show that the directive was unreasonable.

Alcohol and Other Drugs

By policy, the Board of Education will not tolerate the following on any school property or at any school-sponsored activity:

- possession of drug-related paraphernalia
- possession and/or use of drugs or look-alike drugs, alcohol, inhalants, or other controlled substances
- distribution and/or sale of drugs or look-alike drugs, alcohol, inhalants, or other controlled substances
- sale, resale, or distribution of prescription drugs or over-the-counter drugs.

This policy is in effect 24 hours a day, 365 days a year. The administration will take the steps outlined below when the Student Alcohol and Other Drug Abuse policy is violated. In each case, the police and the parent/guardian will be contacted. Any or all of the alternatives listed below each type of violation may also be applied.

First Violation

Possession of drug-related paraphernalia:

- Confiscate drug-related paraphernalia.
- Suspend in-school.
- Suspend out-of-school.

Use of or under the influence of drugs, alcohol, inhalants, or other controlled substances:

- Suspend out-of-school.
- Refer for expulsion.
- Recommend or require parent/guardian seek ATODA assessment/counseling.

Possession of or use of drugs or look-alike drugs, alcohol, inhalants, or other controlled substances:

- Confiscate product.
- Suspend out-of-school.
- Refer for expulsion.
- Recommend or require parent/guardian seek ATODA assessment/counseling.

Selling and/or distribution of drugs, look-alike drugs, prescription drugs, or over-the-counter drugs; alcohol; inhalants; or other controlled substances:

- Confiscate product.
- Suspend out-of-school.
- Refer for expulsion.
- Recommend or require parent/guardian seek ATODA assessment/counseling.

Second Violation

- Alternatives listed in related section(s) above with the following modifications:
 - Require parent/guardian seek ATODA assessment/counseling.

Third Violation

- Suspend out-of-school and pursue expulsion hearing.

Assemblage

Students have the right to peaceably assemble for the expression of opinions and beliefs, within certain guidelines. Student assemblies that are not permitted by law, that disrupt normal operation of Sturgeon Bay High School, that prevent any student from securing regular access to school facilities or classes, and/or which are inconsistent with school goals for teaching/learning are not permitted. The times and locations of all student assemblies must be approved by the administration. Students may not miss their scheduled classes for any assembly unless cleared by an administrator or classroom teacher.

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 principal's designee. Reports of bullying may be made verbally or in writing and may be made confidentially. All such reports, whether verbal or written, 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 or principal's 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.

Cell Phones / Two-Way Communication Devices

As per Wisconsin State Statute, students may not use or be in possession of electronic paging or two-way communication devices (e.g., cell phones, smartphones, etc.) while on school-owned, -rented, or -controlled property without the prior approval of administration for legitimate uses. "Legitimate use" possession of cell phones is approved to high school students but only under the following conditions:

- For non-instructional and/or social purposes, cell phones may only be used on school property before school, during snack break, over the lunch period, during passing times, or after school.
- As a general rule, cell phones may not be used in the classroom during class sessions. However, cell phones may be used for instructional and/or other purposes at the discretion of the staff member supervising the class.
- Cell phones may not be used during homeroom periods, special assembly periods, and other times as designated by the principal.
- Under no circumstances are cell phones to be used by students in restrooms or locker rooms.
- Cell phones may never be used in a manner that interferes with the rights of others or which violates any federal, state, or local law or ordinance.

"Using" a cell phone is defined as but not limited to the following:

- Sending and/or receiving text messages or posts to forms of social media.
- Making and/or receiving calls.

- Taking or viewing pictures or other graphic images.
- Browsing the Internet and/or uploading or downloading files.
- Allowing the cell phone to give notification of a text message, call, or alarm (e.g., vibration, ring tone, or any other audible notification).
- Using any of the other features commonly found on cell phones (clock, calculator, games, etc.).

If a student violates any of these restrictions, the staff member who observed the violation will confiscate the student's cell phone and turn it over to the principal. The cell phone will be returned only after serving a 45-minute detention or paying a \$5 fine.

A student found to be using a cell phone during an exam will be given a grade of zero on that exam. (See the definition of "using" printed above.) There will be no opportunity to make up the exam. The phone will be confiscated and returned only after serving a 45-minute detention or paying a \$5 fine.

All fines collected will be deposited in the Student Council trust fund.

Repeated violation of this rule or lack of cooperation on the part of the student will result in more serious disciplinary action.

The school is not responsible for damage to or loss or theft of a cell phone that is brought into school or onto school grounds.

Classroom Code of Conduct

Students must adhere to the Classroom Code of Conduct, which was adopted by the Board of Education in the spring of 1999 in accordance with Wisconsin State Statutes. This code outlines behavior that may lead to the short- and long-term removal of students from class and the procedure that is to be followed for doing so. The Classroom Code of Conduct is printed at the back of this handbook.

Possible administrative actions for conduct violations:

- conference with student
- verbal and/or written notification to parents
- conference with student and parents
- detention time assigned
- restriction of privileges
- counseling referral (school or community)
- in-school suspension
- out-of-school suspension
- removal from class or activity (short-term or long-term)
- restitution
- co-curricular suspension
- referral to law enforcement
- referral to outside agencies
- pre-expulsion meeting
- recommendation of expulsion.

Dances

Middle school students are not permitted except as spectators. With permission, an allowance may be made for a guest who graduated one year before the current graduating class. See the principal for more information.

School policy allows each Sturgeon Bay High School student to bring one student who attends another high school to a school-sponsored dance, provided that the following information is completed, submitted, and authorized prior to the event.

The guest student must attend the dance with the Sturgeon Bay High School host student. The host is responsible for the guest's behavior. Failure to follow the guidelines could result in the guest being denied entrance into the dance. Should the guest or host conduct be in violation of Sturgeon Bay High School rules and expectations, the guest and host will be removed from the dance, ticket money will not be refunded, and the guest and host may face disciplinary action.

In order to attend:

- the student guest and his/her parent/guardian agree to the following: "I agree to abide by Sturgeon Bay High School rules and expectations as stated in the Student/Parent Handbook. I understand that failure to follow the guidelines outlined on this form could result in my being denied entrance into the dance. Should my conduct be in violation of Sturgeon Bay High School rules and expectations, I will be removed from the dance, ticket money will not be refunded, and I may face disciplinary action."
- the student guest's high school administrator approves the guest as follows: "The student named above is currently in Grade X at X School. He/She is in good standing and is recommended for attendance at a Sturgeon Bay High School dance."
- the student host and parent/guardian approve the guest as follows: "By my signature and the signature of my parent/guardian, I acknowledge that the student named on this form is my guest and will attend the dance with me. I understand that failure to follow the guidelines outlined on this form could result in my guest being denied entrance into the dance. Should my guest's or my conduct be in violation of Sturgeon Bay High School rules and expectations, my guest and I will be removed from the dance, ticket money will not be refunded, and we may face disciplinary action."

Detention

Detention requires the student to serve time at school outside normal school hours. Generally, detention is assigned as a consequence for truancy, tardiness, disrespectful or disruptive behavior, lack of cooperation, and other rule violations of a less-serious nature.

Any student assigned a detention is responsible for reporting to the designated location at the specified time. Teachers may assign detention as a consequence for classroom misbehavior or incomplete assignments. Detention is to be served with the individual assigning the consequence unless prior arrangements have been made.

Administrative detentions (i.e., those assigned through the office as opposed to those assigned by a teacher) are normally held on Tuesdays and Thursdays from 3:30 – 5:00 p.m. There may be variation based on other scheduled activities for the week. The location of the detention will vary depending on the particular teacher supervisor. Detention locations will be announced during morning announcements.

- Students will be given at least 24 hours' notice prior to being assigned an after-school detention. Students may waive this notice and choose to serve a detention on the same day

it is assigned. Because students receive advanced notice, they are expected to make all necessary transportation arrangements and other notifications required to be able to serve the detention.

- Students are expected to work quietly while serving a detention. If a student needs to work with a particular teacher during part or all of a scheduled detention, the student may arrange this in the office. It is expected that the student will return to the detention room after working with the teacher if the full detention time has not been served.
- Students may reschedule detentions at the discretion of the principal. This must be done prior to the scheduled time of the detention.
- Parents may request that detentions be rescheduled or scheduled on days other than Tuesdays or Thursdays. If a parent request to reschedule is not received, the student is expected to serve the detention at the designated time.
- Unserved detentions will not be rescheduled. Unserved detentions will be converted to community service time which must be served before graduation. This community service time will be in addition to the 40 hours required for graduation.

Disorderly Conduct

Students are expected to conduct themselves in a safe and orderly manner at all times. Any type of conduct which interferes with teaching and learning or which disrupts the good order of the school is unacceptable.

Dress

Students are expected to dress in a manner that maintains student safety, prevents learning distractions, and encourages a high-quality learning environment. Any attire that disrupts teaching and learning, interferes with school activities, compromises safety, or conflicts with the district's educational mission will not be allowed.

In all cases involving questionable dress, the principal's decision will be final. Students who are deemed to be non-compliant with the expectations for dress will be required to change their attire. In the case of repeated violations, a required parent meeting with the principal may be necessary.

The following guidelines relate to student dress:

- Shoes must be worn at all times in and around the school building. (Bedroom slippers are not considered shoes.)
- Bandanas, hats, hoods, other head coverings, and sunglasses are not to be worn in the school building.
- Blankets may not be worn in the school building.
- Heavy coats, jackets, and/or other heavy apparel may only be worn when arriving to and departing from school. These items should remain in lockers during the school day.
- Backpacks may not be carried into classrooms and should remain in lockers.
- Clothing that depicts or advertises alcohol, tobacco, tobacco products, tobacco look-alike products, or drug products; clothing that displays slogans with vulgar or sexual content; clothing that demeans an individual's or group's ethnicity or culture; and/or clothing that disrupts the learning environment at school may not be worn to school or to school-sponsored activities.
- Clothing which is excessively baggy is not permitted.
- Regarding revealing clothing:
 - Skirts that are extremely short are not permitted.
 - Shirts/Tops that are extremely revealing are not permitted.

- Shirts/Tops that expose the midriff or lower back while standing or sitting are not permitted.
- Shirts/Tops must have straps wide enough so that undergarments are not be visible.
- Backless or strapless shirts/tops are not permitted.
- Gang-affiliated jewelry, dress, or identification may not be worn to school.
- Jewelry or articles worn on the body or clothing which could pose a hazard to self or others are not permitted. Such items can include but are not limited to spiked wristbands, spiked dog collars, or items that have a point and/or protrude.
- Wallet and/or pocket chains may not be worn.
- Students have the responsibility for wearing safety or special-purpose equipment whenever it is required.

The WIAA has ruled that bare-chested individuals are not allowed in attendance at any regular season or state tournament series indoor events.

Expulsion

Expulsion is the most serious consequence that the school may impose. An expulsion cancels the right of the student to attend school or to participate in any school activities for the period of expulsion. According to Wisconsin State Statute, the Board of Education may expel a student from school for the following offenses:

- repeated refusal or neglect to obey school rules
- knowingly communicating a threat to destroy school property by means of explosives
- behavior at school or while under school supervision which endangers the property, health, or safety of others
- behavior away from school that endangers the property, health, or safety of others either at school or under school supervision
- behavior that endangers the property, health, or safety of any employee or Board of Education member of the district in which the student is enrolled
- repeated behavior by a student at least 16 years old that disrupts the ability of school authorities to maintain order or an educational atmosphere at school or at school-supervised activities
- possession of a firearm at school or while under the supervision of school authorities.

Food and Drink

The Sturgeon Bay High School Commons is the primary area designated for eating and drinking. Students are encouraged to consume all food and drink in this area. Open containers of food and drink are not allowed in the computer labs or Library. Failure to follow this rule may result in the confiscation and loss of the food or drink item.

The degree to which food and drink are permitted outside of the Commons during the school day is directly dependent upon the student body's commitment to maintaining a clean building and school grounds of which all can take pride. Individual teachers may permit snacks in the classroom at their discretion if the privilege is not abused. If building cleanliness begins to suffer, then all food and drink will be confined to the Commons at the discretion of the principal.

General Classroom Guidelines

Though specific rules and expectations will vary in different classrooms, depending upon the teacher, the following are several general guidelines that are universal for all classes:

- Students should be in their assigned class and ready to work when the bell rings to begin class.
- Students should have all the necessary materials with them. Backpacks, purses, and non-essential items should be left in the student's locker.
- Students should continue to study if the teacher is required to temporarily leave the classroom.
- Students should cooperatively participate in all class activities to the best of their abilities.
- The teacher, not the bell, dismisses the class at the end of each block.
- During class time, students may not leave the room without first obtaining teacher permission and a hall pass.
- Students are also expected to learn and follow any rules as they pertain to the individual classrooms and teachers.

Harassment

Students have the right to attend school without fear of physical threat and harm or verbal abuse. The Sturgeon Bay School District does not tolerate harassment in any form and will take all necessary and appropriate action to eliminate it. It is the policy of the district to maintain and ensure a learning environment free of any form of harassment or intimidation toward and between students and to encourage victims of harassment to come forward. Individuals who engage in harassment are subject to discipline up to and including suspension, expulsion, and referral to law enforcement.

“Harassment” means any behavior towards students based in whole or in part on sex; race; religion; national origin; ancestry; creed; pregnancy, marital, or parental status; sexual orientation; or physical, mental, emotional, or learning disability which substantially interferes with a student's school performance or creates an intimidating, hostile, or offensive school environment. Objectionable behavior becomes harassment when the behavior persists after a warning has been issued; however, one-time incidents of disrespectful or abusive behavior are also subject to discipline depending upon the severity. Students have the responsibility to refrain from conduct that does not respect the rights, dignity, and safety to all individuals and to express their thoughts and feelings in a manner that does not offend, slander, or ridicule others.

Any student who believes that he/she has been subjected to harassment by another student, employee, or volunteer is strongly encouraged to directly inform the person engaging in harassing conduct that such conduct is offensive and must stop. A student who does not wish to communicate directly with the person whose conduct is offensive and/or who continues to be harassed after direct communication should report the incident to the principal, school resource officer, teacher, counselor, or staff member. All complaints will be thoroughly investigated, appropriate action taken, and a response given to the complainant within 15 days of the receipt of the complaint. If the complainant is not satisfied with the action taken, a written appeal may be filed with the superintendent. Additional information regarding harassment complaint procedures is available in the High School Office.

Identification

Students have a responsibility to identify themselves when requested by school personnel or activity supervisors. Refusal to do so and/or misrepresentation of one's identification will result in disciplinary action being taken.

Internet, Network, and Computer Safety

Students are required to follow the Sturgeon Bay High School Acceptable Use Policy regarding use of the school computer network:

- 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.
- If I notice any strange or suspicious activity on the device I am using, I will report it immediately.
- 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.

Language

Students are expected to use appropriate language at all times while at school or while involved in school activities. Language, gestures, and other forms of communication that are violent, abusive, indecent, profane, boisterous, unreasonably loud, or otherwise disorderly and that tend to cause or provoke a disturbance are inappropriate in a school environment. Serious and/or chronic offenses may result in suspension and a referral to law enforcement for disorderly conduct.

Laser Pointers

Student use of laser pointers in school or on school grounds is strictly prohibited. If a student violates this restriction, the supervising staff member will confiscate the laser pointer and will turn it over to the principal. The student must then meet with the principal or principal's designee to discuss the violation. The laser pointer will not be returned.

Library

The Library is open for student use from 8:05 to 11:35 a.m. and 12:05 to 3:25 p.m. daily. Students may check out up to five items at a time for up to three weeks. Late fees will not be charged for overdue items, but students must pay the replacement cost for any lost or damaged items. During class time, students must have a pass to come to the Library. Students in study hall or on study hall release must report to study hall first and request a Library pass. All students should sign in upon entering the Library.

Water with a screw cap will be allowed at the tables only. No other food or beverage is allowed in the Library.

Students may use digital devices to listen to music. However, students may not play games or watch movies unless doing so for a class assignment. If a student is in the Library with nothing to do or is noisy and disruptive, he/she will be sent back to class.

Students may access digital library resources from home via the school website. The following login information should be used for all library databases: username – sturbay, password – clippers.

Medication

The use of over-the-counter or prescription medication at school requires parental authorization and the permission of the principal or principal's designee. All medications brought to school are to be administered to students by school personnel. An authorization form may be obtained in the High School Office.

A student may carry in his/her 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 his/her parent or guardian (if the student is a minor).
- The principal has a copy of the written approval of the physician and parents.

A student may carry in his/her possession an insulin pump for treatment of diabetes. A medical protocol must be on file in the High School Office for those students prescribed an insulin pump.

Personal Digital Devices

Personal digital devices may be used with headphones at the discretion of the supervising staff member. If a student violates this restriction, the supervising staff member will confiscate the device and turn it over to the principal. The device will be returned only after serving a 45-minute detention or paying a \$5 fine.

Students caught using personal digital devices during an exam will be given a grade of zero on that exam. There will be no opportunity to make up the exam. This rule does not apply to handheld electronic calculators used appropriately during an exam. This rule does apply to handheld electronic calculators used inappropriately during an exam.

All fines collected will be deposited in the Student Council trust fund.

Repeated violation of this rule or lack of cooperation on the part of the student will result in more serious disciplinary action.

The school is not responsible for damage to or loss or theft of any item brought into school or onto school grounds. If such loss or damage does occur, the student should immediately report it to the administration.

Personal Property

Students have the responsibility to use discretion and caution when choosing to bring to school valuable personal property including but not limited to notebook or netbook computers, cell

phones, personal digital devices, and calculators. Students are responsible for securing any property they choose to bring to school. Students should avoid bringing to school large sums of money.

Combination locks/lockers are provided to all students with the expectation that they be used. This includes locks/lockers provided in the Band Room for students' personal musical instruments and related equipment as well as locks/lockers provided in the Phy. Ed. locker room for clothing and related items. Only school locks will be permitted on student locker doors.

The school is not responsible for damage to or loss or theft of any item brought into school or onto school grounds. If such loss or damage does occur, the student should immediately report it to the administration.

Searches

Lockers and Other Storage Areas Provided for Student Use

All lockers and other storage areas provided for student use remain the property of the district. These lockers and storage areas are subject to inspection, access for maintenance, and search according to Board of Education policy. A student using the locker or storage area has no expectation of privacy in that locker or storage area or the contents contained in the locker or storage area. No student shall lock or otherwise impede access to any locker or storage area except with a lock provided by or approved by the principal. Unapproved locks will be removed and destroyed. The principal may search student lockers and storage areas and the contents contained in the locker or storage area at any time for any justifiable reason. The principal may, at any time, request assistance of the Sturgeon Bay Police Department having jurisdiction over the facilities of the district. The law enforcement officer must have probable cause, however, to conduct a search of the lockers and storage areas and the contents contained in the locker or storage area.

Desks and Other Storage Areas

A desk or any other storage area in the school provided for student use as well as the contents contained in the desk or storage area may be searched when the principal has reasonable suspicion for a search.

Vehicles Parked on School Property

Any vehicle brought on district premises by a student may be searched when the principal has reasonable suspicion to justify the search. One of the conditions for granting permission for a student to bring a student-operated vehicle onto school premises is written consent by the student driver, the owner of the vehicle, and the parent/guardian of the student to allow search of that vehicle. Refusal by any of the parties to provide or allow access to a vehicle at the time of a search request shall be cause for terminating the privilege without further hearing. Searches of vehicles of staff members or visitors shall be conducted by law enforcement personnel.

Vehicles Parked near School Property

There is no expectation of privacy in the air space surrounding vehicles parked near school property. If a properly trained dog alerts to a vehicle, probable cause will have been determined, and the vehicle can be legally searched by law enforcement officers. Based on the results of the search, law enforcement consequences may be applied. School consequences may not be applied since the vehicle was not parked on school property.

Student

1. The personal search of a student may be conducted by the principal when there is reasonable suspicion for a search of that student. Authorized searches of the student's person are:
 - a. the student's pockets
 - b. purses, briefcases, or any other object in the possession of the student
 - c. a "pat down" of the exterior of the student's clothing and the removal of any item identified
 - d. removal of an article of exterior clothing such as a jacket.
2. Strip searches are not to be conducted by any official, employee, or agent of the district.
3. Personal searches shall be conducted in a private room by a person of the same gender as the student and designated by the principal. At least one but not more than three additional staff members of the same gender as the student being searched shall witness but not participate in the search.

At the request of the student to be searched, an additional person of the same gender as the student designated by the student, and then reasonably available on school premises, shall witness the search. The student's parents shall be notified of the search as soon as reasonably possible.

Use of Breath-Test Instruments

The principal may arrange for a breath test for blood-alcohol to be conducted on a student whenever there is individualized reasonable suspicion to believe the student has consumed an alcoholic beverage. The principal shall first attempt to contact the Sturgeon Bay Police Department and arrange for it to conduct the test.

Use of Dogs

The Board of Education has authorized the use of specially-trained dogs to detect the presence of drugs and devices such as bombs on school property under the following conditions:

- The presence of the dogs on school property must be authorized, in advance, by the principal or be pursuant to a court order or warrant.
- The dog must be handled by a law enforcement officer or a contracted person specially trained to safely and competently work with the dog.
- The dog is represented by the sheriff or chief of the law enforcement agency providing the service as capable of accurately detecting drugs and/or devices.
- The dog will be allowed to examine a student's possessions, including vehicles, but any search of a student's person will be based upon individualized reasonable suspicion.
- The dog may be allowed to examine school property such as lockers as permitted by the building principal. Any limitation as to areas of school property to be examined by the dog shall be established by the principal at the time the use of dogs is authorized.

Items Found

Anything found in the course of a search which is evidence of a student violation of school rules or federal/state laws may be seized and admitted as evidence in any suspension or expulsion proceeding if it is tagged for identification at the time it is seized and kept in a secure place by the principal until it is presented at the hearing. It may also be turned over to any law enforcement officer after proper notation and receipt.

Study Hall Guidelines

Study halls are provided to give students a quiet place to study and complete schoolwork. The following general guidelines apply to all study halls, although students are also responsible for following any additional guidelines specific to their particular assigned study hall:

- Be in your assigned seat when the bell rings.
- Start working immediately, and keep busy the entire period.
- Bring sufficient work to occupy your time for the entire period.
- Socializing is not permitted in study hall. Students may work quietly together on schoolwork at the discretion of the study hall supervisor.
- Do not leave your assigned seat without the permission of the study hall supervisor.
- Keep your area clean. Pick up any waste paper and other debris before leaving.
- Avoid all types of disturbances. Students who deliberately attempt to disrupt the learning environment of the study hall will be disciplined accordingly.

Study Hall Release Privilege

Requirements for study hall release privilege are as follows:

1. The student must be in Grade 11 or 12.
2. The student must be in good standing, which is defined as follows:
 - a. The student did not earn a grade of C+ or lower in any class during the quarter prior to the request. (If the student earned a grade of C+ or lower in any class, he/she may apply for study hall release after documenting acceptable grades in all classes on the mid-quarter progress report.)
 - b. The student is not earning a C+ or lower in any class during the current quarter of the request. (Mid-quarter progress reports will be checked. Release privilege will be revoked for the remainder of the quarter for a student who is earning a C+ or lower in any class.)
3. The student must maintain good attendance. If the student accumulates more than one period of unexcused absence in a quarter, he/she loses the release privilege for the remainder of the quarter.
4. The student must exhibit good conduct. Chronic behavior problems or one-time problems of a more serious nature may result in the suspension or revocation of the release privilege.
5. The student must have no outstanding financial obligations owed to the school.
6. The student may not be granted release from more than one study hall in a quarter.
7. If the student has been granted release privilege, he/she is free to leave the building but may choose to stay. If a student chooses to stay, he/she must report to study hall for attendance purposes. A pass to another classroom may then be given to the study hall supervisor.
8. Study hall release privilege must be renewed each quarter. At the beginning of each new quarter, the student must attend regular study hall until release privileges have been granted for the new quarter.

Suspension

Suspension is the temporary exclusion of the student from school and activities. A suspension may be assigned for more serious conduct violations including but not limited to fighting; alcohol, drug, and tobacco possession or use; serious incidents of disorderly conduct; actions considered to be violations of federal, state, or municipal law; repeated refusal to follow school rules; and/or defiance of legitimate school authority.

A suspension can be either in school or out of school and cannot exceed five days unless an expulsion hearing is pending. Students will be told the reason for the suspension and may appeal the decision as per the provisions outlined in the “Due Process” section of this handbook. Parents will be notified promptly of the suspension and the reason(s).

A student who has been placed on out-of-school suspension will not be allowed in the school building or on school grounds during the duration of the suspension. A student who has been placed on out-of-school suspension will remain in the High School Office until arrangements have been made for the parents or guardians to pick up the student or for the student to travel home. Any student under suspension will not be allowed to participate in co-curricular events as either a participant or a spectator.

Tobacco / Tobacco Products / Look-Alike Tobacco Products / Vaping Devices

A student may not use or possess any tobacco, tobacco products, or look-alike tobacco products including vaping devices anywhere on the school premises, at any school-sponsored activity, or on school transportation.

Students who possess tobacco, tobacco products, or look-alike tobacco products including vaping devices on school grounds, at a school-sponsored activity, or on school transportation will receive the following consequences:

First Violation

- Confiscation of the product.
- Notification to the parent/guardian and police.
- One-half day in-school suspension.

Second Violation

- Confiscation of the product.
- Notification to the parent/guardian and police.
- One day in-school suspension.

Third Violation

- Confiscation of the product.
- Notification to the parent/guardian and police.
- One day out-of-school suspension.

Students who use tobacco, tobacco products, or look-alike tobacco products including vaping devices on school grounds, at a school-sponsored activity, or on school transportation will receive the consequences listed above including notification to the Sturgeon Bay Police Department.

Video Surveillance

The Board of Education has authorized the use of video surveillance and electronic monitoring equipment at various school sites throughout the school. Any person who takes action to block, move, or alter the location and/or viewing angle of a video camera shall be subject to disciplinary action.

Violence / Threats

The staff and administration of Sturgeon Bay High School are committed to providing students with a safe environment at school, and acts of physical violence will not be tolerated. Incidents of serious physical violence will result in an automatic suspension from school for all active participants and a referral being made to law enforcement. In addition, verbal threats, bullying, and other types of verbal intimidation will not be tolerated. In chronic or severe cases of violence/intimidation, a recommendation of expulsion referral may be made.

Weapons

No person may possess, use, or store a dangerous weapon or look-alike weapon in or on school property, in school vehicles, or at school activities. A dangerous weapon or look-alike weapon is defined as any object which, by the manner in which it is used or intended to be used, is capable of inflicting harm or could reasonably appear to be capable of inflicting bodily harm or endangering the health and safety of students or staff. Examples include but are not limited to firearms (loaded or unloaded), knives, razors, martial arts devices, ammunition, explosive devices, metal knuckles, and/or any other object that is used or may be used to inflict bodily harm. Any student who violates this policy shall be referred to law enforcement and face possible expulsion by the Board of Education.

Student Activities Information

Co-Curricular Activities

Co-curricular activities can be a valuable part of a student's education, and all students are encouraged to participate. Sturgeon Bay High School offers the following co-curricular activities to students:

Category I – Interscholastic Athletics

Athletic Trainers	Dance	Swimming and Diving
Baseball	Football	Track and Field
Basketball	Golf	Volleyball
Cheerleading	Soccer	Wrestling
Cross-Country	Softball	

Category II – School Organizations and Activities (Clubs / Competitive / Performance-Based)

Academic Competition Teams	Forensics	Math Team
AODA Peer Leaders	FTA	Mock Trial
Audio/Visual Club	Gender and Sexuality Alliance	Musical
Chess Club	History Club	Service Club
City Rhythm	HOSA	Student Council
Clipper Clays	Intramurals	Tech Challenge
FBLA	Jazz Band	World Language Club

Category III – Honorary Positions (One-Time or Special Events)

Badger Boys / Girls State	National Honor Society	Rotary Youth Leadership
Homecoming Court	Prom Court	Sadie Hawkins Court

Participation in co-curricular activities is a privilege, and all students participating in school-sponsored co-curricular programs or activities must adhere to the provisions set forth in the Co-Curricular Code of Conduct adopted by the Board of Education. The Co-Curricular Code of Conduct is printed at the back of this handbook.

Publications

Student publications shall serve as educational tools, as media for reporting school events, as means of expression for students, as forums for discourse of issues, and as sources of entertainment and enlightenment in the Sturgeon Bay School District. Student journalists have the responsibility to exercise responsible journalism in a manner that is not obscene, libelous, disruptive of the learning environment or the orderly operation of the school, and/or contrary to sound journalism practices. The regulation of student publications shall be vested with the building administration through a qualified faculty advisor.

Independently produced publications, posters, and other types of non-school-sanctioned literature for display or distribution on school premises must be approved by the building administration and stamped as “approved” beforehand.

Sportsmanship

Sturgeon Bay High School, the Packerland Conference, and the WIAA require good sportsmanship by student-athletes, coaches, parents, and all spectators at interscholastic athletics events. Good sportsmanship is demonstrated by respecting and positively supporting the student-athletes, coaches, spectators, and officials. Profanity; racial, sexist, or ethnic comments; and any other intimidating action that is directed at officials, student-athletes, coaches, or spectators will not be tolerated and will be grounds for removal from interscholastic athletic events.

(Note: For the safety of fans, players, and officials, spectators must not stand on the Gym floor during games.)

Student Council

The establishment and effective operation of a school council can provide students with the opportunity to participate in the orderly workings of the democratic processes of our society and to assist in improving the general welfare of all students.

The Student Council is encouraged to make recommendations to the school administration on any topic of student concern.

Miscellaneous Information

Announcements

Pertinent information is provided daily to students and staff through announcements read at the beginning of Block 1 and again at the end of the school day. All requests to have announcements read must be submitted through email (preferred) or in writing to the High School Office by 7:50 a.m. on the day the announcement is to be read. Announcements must have the approval of a faculty advisor or the principal. The daily announcements will be displayed on a monitor outside the High School Office. All students are responsible for the information contained in the daily announcements.

Fire Drills and Tornado Drills

Fire drills are practiced at regular intervals during all months of the school year. Tornado drills are practiced during the spring months. Students have the responsibility to conduct themselves in an appropriate manner whenever drills and alert procedures are being practiced or during an actual emergency situation. Fire and tornado evacuation routes are posted in each room. Students should become familiar with these routes and ask the teacher or supervisor of each room for clarification if they have questions.

During fire and tornado drills, students must move quickly and quietly to the designated evacuation point or safe area. No talking is permitted during drills so that participants can hear additional instructions that may be given during the drill. During fire drills, students must move away from the building while making sure not to obstruct driveways or access routes for emergency vehicles.

Police Interviews

All interviews, interrogations, or questioning of students at school will be conducted with full regard of fundamental fairness and protection of legal rights. They shall be conducted as discreetly as possible. Parents shall be notified by the principal or law enforcement officer prior to police questioning of students, if at all possible, or at the earliest possible convenience afterward. Depending on the situation, the principal may or may not be present during the session.

In the absence of parental consent, the principal will release students to law enforcement officials only if a warrant is issued, if the arresting officer provides a written statement that he/she has seen the student commit a specific offense, or if the officer is in "hot pursuit."

School Lunch Program

Sturgeon Bay School District serves meals under the National School Lunch Program. To apply for free or reduced-price meals, heads of households must fill out the application and return it to the school. Applications are available in the High 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 he/she has been discriminated against, he/she should write immediately to the Secretary of Agriculture, Washington D.C. 20250.

In order to use the school lunch program, it is necessary to open a student account. Money must then be deposited to the account. Purchases made at breakfast and at lunch time are withdrawn from the student account. The automatic dialer will contact parents/guardians when the family lunch account is low.

School Song

We're loyal to you, Sturgeon Bay.
We'll ever be true, Sturgeon Bay.
We'll back you to stand,
we're the best in the land,
we're a strong, mighty team when we fight.
You rah!

And whether we win or we lose,
good sportsmanship is what we choose.
We'll know no defeat; no, never.
Our school will stand together.
Rah! Rah! for you, Sturgeon Bay.
Rah!

Student Parking

Student parking is provided in the parking lot behind Sturgeon Bay High School. Students are expected to drive in a safe, responsible manner at all times and to follow all school policies related to parking. Failure to do so will result in disciplinary action being taken including but not limited to the denial of parking privileges for a specified period of time and possible legal sanctions.

Parking in the school lot is a privilege, not a right. Students who choose to park in the school lot are expected to follow these guidelines:

- All student vehicles parked in the school lot must be registered with the High School Office and must display a parking permit. If a student has not registered his/her vehicle and obtained a permit, then that student may not park his/her vehicle anywhere on district property.
- Parking permits will be issued according to the guidelines printed on the Student Parking Permit Application.
- Students parking in the lot must abide by the rules and procedures printed on the Student Parking Permit Application.
- Parking permits may be revoked for reasons listed on the Student Parking Permit Application.
- Vehicles not owned by Sturgeon Bay High School students/parents will not be permitted in the lot during school hours.
- Motorcycles, mopeds, and bicycles are to be parked in designated areas only. Snowmobiles are not permitted on campus.
- Students who do not have parking lot privileges must park on the street. Students may not park in the lots of neighboring businesses, homeowners' driveways, or the lot behind T. J. Walker Middle School.

Transcripts

A transcript is the school's cumulative, permanent record of a student's academic progress. The following definitions and regulations relate to transcript processing by the staff at Sturgeon Bay High School:

Class Rank

Class rank is calculated at the end of each grading period. Class rank information is available upon request in the High School Office and is also published on the unofficial and official transcript.

Official Transcript

This type of transcript is sent electronically from the Sturgeon Bay High School Office – through an online transcript processing service – to a post-secondary institution, scholarship organization, or employer. The transcript contains the cumulative, permanent academic record. To maintain the integrity of the document, an official transcript is never released to the student or the student's parent/guardian.

Unofficial Transcript

This type of transcript may be released directly to the student or to the student's parent/guardian if the student is not yet 18 years of age. The transcript contains the cumulative, permanent academic record. The transcript is clearly marked "Unofficial."

Transcript Release

In order to request a transcript, the student must create an account in Parchment, the online transcript processing service. A link to Parchment is posted on the school website.

Fees

For current students, there are no fees associated with transcript processing. For alumni, there is a \$5 fee associated with transcript process.

Processing Time

Transcripts are normally processed within 48 hours of the initial request.

Transportation Privileges

High school students who reside more than two-thirds mile from school, who have a disability which makes it a necessity for them to ride to school, and students who reside or must walk from an area of the district designated by the state as an "unusually hazardous area" are eligible to ride the school bus to and from school. In addition, buses and/or other school vehicles may be used to transport high school students to field trip sites or co-curricular events.

All students are responsible for exercising safe practices and courteous conduct at all times when coming to, waiting for, riding on, and leaving a school bus or other school vehicle. Since safety is the prime concern, no misbehavior will be tolerated. Student expectations for riding a school bus are as follows:

- Obey the bus driver at all times.
- Obey all rules of safety while boarding and leaving the bus.
- Be courteous and respectful to others in both words and actions.
- Do not distract the driver with noise, actions, or behaviors.
- Remain seated at all times while the bus is in motion.
- Keep bus aisles free from obstructions.
- Possession of illegal and unlawful substances and objects and other substances and objects forbidden by school rules are forbidden on the bus.
- Respect the property of others.
- Remain silent at railroad crossings.
- No food or drink of any kind may be consumed while on the bus without authorization.
- The use of electronic devices is restricted at the request of authorized parties.

Students who violate bus rules are subject to disciplinary action including but not limited to suspension of riding privileges and/or police referral as follows:

- First violation: A written warning will occur. A copy of the bus discipline referral will be mailed by the bus contractor to the residence of the parents/guardians of the student. The bus contractor will also provide a copy of the referral to the district, and the referral will be documented at the school.
- Second violation: Bus privileges will be suspended for a period of 1 to 3 days.
- Third violation: Bus privileges will be suspended for a minimum of 5 days.
- Fourth violation: Bus privileges will be suspended for the remainder of the current school year and, at the discretion of the administration, may be extended into the following year.

Based on the severity of an infraction relating to bus rules, bypassing any and/or all steps may occur including the expulsion of a student's right to ride the bus. The district has the right and authority to further extend consequences to the school, extra-curricular, and co-curricular settings.

Students and parents/guardians are to be advised that district buses are equipped with video recording equipment. Recordings may be used for disciplinary purposes.

Visitors

Any persons other than Sturgeon Bay High School students, staff, or Board of Education personnel are regarded as visitors and must register in the High School Office before moving within the building or visiting school grounds during lunchtime.

Parents/Guardians are always welcome to visit the school and classes. Students are not allowed to bring visitors to school.

Website

The Sturgeon Bay School District maintains a website with information pertinent to both the district as well as the high school. The website address is www.sturbay.k12.wi.us. Use the school links across the top of the home page to access information about Sturgeon Bay High School as well as the other schools in the district.

Work Permits

Students have the right to enhance their education through constructive, profitable employment/work outside of the classroom. They have the responsibility to keep academic

performance their first priority, comply with statutory compulsory attendance laws, and follow established procedures when seeking work opportunities.

Students requesting a work permit must bring the following to the High School Office:

- birth certificate or baptismal certificate
- written parental permission
- written notice from the employer stating the job description and hours to be worked
- Social Security card
- \$10 fee.

Students aged 16 years or older do not need a work permit.

Work permits are not issued to students who have been determined to be habitually truant (as defined by Wisconsin State Statute), and the permit may be revoked if a student becomes habitually truant.

Appendix

[Code of Classroom Conduct](#)

[Co-Curricular Code of Conduct](#)

[National Honor Society Procedures for Selection, Appeal, Discipline, and Dismissal](#)

[SBHS School Calendar](#)

[SBHS Student Fees Schedule](#)

[SBHS Staff Directory](#)

**CODE OF CLASSROOM CONDUCT
PURSUANT TO SECTION 118.164, WISCONSIN STATUTES**

STATEMENT OF PRINCIPLE

The School District of Sturgeon Bay recognizes and accepts its responsibility to create, foster, and maintain an orderly and safe class environment conducive to teaching and to the learning processes. Every member of the school community is expected to cooperate in this central mission. Staff, including administrators and teachers, 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 learn. 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 School District of Sturgeon Bay has a legal duty to make its schools as free as possible of the dangers of violence, weapons, drugs, and other behavior harmful to the educational environment. This duty is enforced through the district's policy on suspension and expulsion, which provides procedures by which students may be removed from the school community either temporarily, or in the case of certain expulsions, permanently.

But equally important, The School District of Sturgeon Bay owes its students, as a group, the opportunity to attend school as free as reasonably possible from unnecessary and unwarranted distraction and disruption, particularly by those relatively few students who, for whatever reason, are unwilling, unready, or unable to avail themselves of the opportunity for an education. Such behavior, while not necessarily so serious or pervasive to warrant suspension or expulsion, can be nearly as destructive to the educational environment. Such behavior warrants, at a minimum, that the student be removed temporarily from the class or activity ("short-term removal" or "temporary removal"). Such removal serves the multiple purposes of eliminating (or minimizing) the disruption, of reinforcing the district's strong commitment to an appropriate educational environment, and of allowing a "cooling off" period, for disciplinary or other reasons, short of suspension or expulsion.

In other circumstances, the student's conduct, or the best interests of the student and the other members of the class, may warrant longer-term removal from the class ("long-term removal"). Long-term removal may, but need not always, be for disciplinary purposes.

Beginning August 1, 1999, a teacher employed by the School District of Sturgeon Bay may temporarily remove a pupil from the teacher's class if the pupil violates the terms of this Code of Student Conduct (the "Code"). In addition, long-term removal of a student will be possible if the building administrator upholds a teacher's recommendation that a student be removed from the class for a longer period of time. Removal from class under this Code does not prohibit the district from pursuing or implementing other disciplinary measures, including but not limited to detentions, suspension or expulsion, for the conduct for which the student was removed.

1. What are the grounds for disciplinary removal from class?

A student may be removed from class for conduct or behavior which (a) violates the district's policies regarding suspension or expulsion; (b) violates the behavioral rules and expectations set forth in the student handbooks; (c) is disruptive, dangerous or unruly; (d) which otherwise interferes with the ability of the teacher to teach effectively; or (e) which is incompatible with effective teaching and learning in the class.

Removal is a serious measure and should not be imposed in an arbitrary, casual, or inconsistent manner. Behavioral expectations are always more constructive and more likely to be followed, where their terms are communicated as clearly as possible to students and staff. However, it is neither possible nor necessary to specify every type of improper or inappropriate behavior or every inappropriate circumstance that would justify removal under this Code. A teacher's primary responsibility is to maintain an appropriate educational environment for the class as a whole. Therefore, notwithstanding the provision of this Code, in every circumstance the teacher should exercise his/her best judgment in deciding whether it is appropriate to remove a student temporarily from class.

In ordinary circumstances and in practical terms, a teacher's decision to remove a student temporarily from class will stand. However, there may be circumstances when the building administrator may, exercising his/her discretion, overrule the teacher's decision to remove the student and return the student to class.

(a) Behavior that violates the district's policies on suspension and expulsion.

The district policies regarding suspension and expulsion are set for in Codes JGD/JGE and JGD/JGE-R. It should be noted that decisions regarding suspension are made by building administrators, and recommendations for expulsion are made by the district's central administration. Thus, a teacher's decision to remove a student from class for behavior that violates the district's policies regarding suspension and expulsion may but does not necessarily mean that the student will also be suspended or expelled.

(b) Behavior that violates the behavioral rules and expectations in the student handbooks and/or district board policies.

The student handbooks contain behavioral expectations for the individual schools in the district. These rules and expectations are generally explained and discussed with the students near the beginning of each school year. Such discussions should include an explanation of this Code, and the district's policy regarding removal.

(c) Behavior which is disruptive, dangerous, or unruly.

Notwithstanding any inconsistent or contrary provisions in the district's policies regarding suspension and expulsion or in the student handbooks, for the purposes of this Code, the following behavior, by way of example and without limitation, may be determined to be disruptive, dangerous, or unruly so as to warrant removal from class:

- possession or use of a weapon or other item that might cause bodily harm to persons in the classroom
- possession of personal property prohibited by school rules and otherwise disruptive to the teaching and learning of others

- theft of or willful damage to school equipment or property or the property of others
- being under the influence of alcohol or other controlled substances or controlled substance analogs, or otherwise in violation of district student alcohol and other drug policies
- dressing or grooming in a manner that presents a danger to health or safety, advertises alcohol, tobacco or drugs, has slogans with vulgar, violent, or sexually suggestive themes or may signify gang affiliations or causes interference with classroom order
- disruption and intimidation caused by gang or group symbols or gestures, gang or group posturing to provoke altercations or confrontations
- use of profanity or obscene gestures
- verbal or physical harassment or threats such as taunting, baiting, inciting and/or encouraging a fight or disruption, or hazing
- sexual harassment (physical or verbal)
- physical confrontations such as pushing, striking, or fighting with a student or staff member
- behavior that interferes with another person's work or school performance or creates an intimidating, hostile, or offensive classroom environment
- behavior that causes the teacher or other students fear of physical or psychological harm including throwing objects in the classroom, confronting staff argumentatively
- interfering with the orderly operation of the classroom by using, threatening to use, or counseling others to use violence, force, coercion, threats, intimidation, fear, or disruptive means
- defiance of authority (willful refusal to follow directions or orders given by the teacher), including repeated disruption or violation of classroom rules, repeated classroom interruptions, excessive or disruptive talking, making loud noises or refusing to follow directions, repeatedly reporting to class without bringing necessary materials to participate in class activities
- obstruction of classroom activities or other intentional action taken to attempt to prevent the teacher from exercising his/her assigned duties

(d) Behavior which interferes with the ability of the teacher to teach effectively.

Students are required to cooperate with the teacher by listening attentively, obeying all instructions promptly, and responding appropriately when called upon. A student's non-compliance may, in turn, distract others either by setting a bad example or by diverting the class from the lesson to the student's inappropriate behavior. By way of example and without limitation, a student may be removed for behavior which constitutes:

- Open defiance of the teacher, manifest in words, gestures, or other overt behavior
- Open disrespect of the teacher, manifest in words, gestures, or other overt behavior
- Other behavior likely or intended to sabotage or undermine the instruction

(e) Behavior which is inconsistent with class decorum and the ability of others to learn.

In addition, there may be grounds for removal for behavior which, though not necessarily violative of the provisions of (a) through (d) [above], is inconsistent with basic classroom decorum. Such behavior may, in the determination of the teacher, warrant removal because of its interference with the ability of others to learn effectively. Such behavior may include, without limitation, sleeping in class, blatant inattention, or other overt or passive refusal or inability to engage in class activities.

2. What are other, non-disciplinary reasons for removal of a student from class?

In some cases, a teacher may believe that a student should be removed from the class for the good of the

student and in the best interests of the class as a whole. Such reasons may, but need not, be disciplinary in nature, and include, for purposes of illustration and without limitation, irreconcilable personality differences or issues between the student and other students, or in rare circumstances, between the student and the teacher.

3. Who may remove a student from class?

Any student may be temporarily removed from class under this Code by a teacher of that class. For the purpose of this Code, “student” means any student enrolled in the district, exchange student, or student visitor to the district’s schools.

Any student may be removed on a long-term basis from a class based upon the request of a teacher as upheld and implemented in the discretion of the building administrator.

For the purposes of this Code, a “class” is any class, meeting, or activity which students attend or in which they participate while in school under the control or direction of the district. This definition of “class” includes, without limitation, regular classes, special classes, resource room sessions, labs, library time, counseling groups, assemblies, study halls, lunch, or recess. “Class” also includes regularly scheduled district-sponsored extracurricular activities either during or outside of school hours. Such activities include, by example and without limitation, district-sponsored field trips, after-school clubs, and sporting activities.

A “teacher” is any certified instructor, counselor, nurse, or administrator in the employ of the district.

For the purposes of this Code, a “teacher of that class” is a certified instructor, teacher aide, or any other instructional staff member. This definition includes, without limitation, anyone assigned student supervision. Where there is more than one teacher in a class, any teacher may remove a student from that class, upon informing the other teacher(s) of his/her intent to do so. It is advisable, though not absolutely required, that all teachers of a class assent to the removal of the student. A “building administrator” means a principal of a school or other individual duly designated by the building administrator or superintendent.

4. What procedures must be followed in temporarily removing a student from class?

Except where the behavior is extreme, a teacher should generally warn a student that continued misbehavior may lead to temporary removal from class. When the teacher determines that removal is appropriate, the teacher should take one of the following courses of action:

(a) Instruct the student to go to the office. The teacher should submit an Incident Report/Behavioral Referral form with the student or as soon as possible. Immediately contact the office regarding the student’s removal.

(b) Obtain coverage for the class and escort the student to the main office.

(c) Seek assistance from the office or other available staff. When assistance arrives, the teacher or the other adult should accompany the student to the office.

In the event Option (b) or (c) above is selected, the teacher will complete a Behavioral Referral form and send it to the office as soon as practical and possible.

When the student arrives at the main office, the building administrator or designee should give the student

an opportunity to briefly explain the situation. If the building administrator or designee is not available immediately upon the student's arrival, the student should be taken to the removal area, and the administrator or designee should speak to the student as soon as practicable thereafter.

As soon as practicable, but in any event within 24 hours of the removal, the teacher or building administrator shall attempt to inform the student's parents that the student was removed from class. Such notice may be by telephone. The parents of the student shall be sent written notice of the removal postmarked within two business days of the removal. Such written notice shall specify the class from which the student was removed, the duration of the removal, and the basis for the removal as stated by the teacher. The building administrator or designee shall keep written logs or records regarding unsuccessful attempts to contact the parents in accordance with this provision.

5. Where shall students be sent pending and during short-term removal from class?

Prior to the initiation of the 1999-2000 school year, each building administrator shall designate a room or other suitable place where students shall remain during any period of removal from the classroom (the "short-term removal area").

Students who are removed by their teachers must immediately and directly go, or be taken, to the main office. For the duration of the removal, the student shall stay in the short-term removal area. In the discretion of the building administrator or designee, the student may instead be sent to another appropriate class, program, or educational setting, provided the student is supervised in such alternative setting. The building administrator should also take steps to ensure that the students are supervised while in the short-term removal area. In general, students should be required to do work of an academic nature while in the short-term removal area. Such work should ordinarily be related to the work in the class from which the student was removed or may be related to the student's misconduct (e.g. writing an apology or account of the situation). In no event should students' time in the removal area be recreation or other free time.

6. How long shall a short-term removal last?

Removal is a serious matter, and should not be taken lightly either by the teacher or the student. In most cases, a student shall remain in the short-term removal area for at least the duration of the class or activity from which she or he was removed. Prior to allowing the student to resume his/her normal schedule, the building principal or designee shall speak to the student to determine whether the student is, or appears to be, ready and able to return to class without a recurrence of the behavior for which the student was removed. In the event it is not deemed appropriate to return the student to regular classes, the building administrator or designee shall either retain the student in short-term removal, or, where necessary, appropriate and practicable, shall take steps to have the student sent home.

7. What are the procedures for long-term removal?

Long-term removal is an extremely serious step, which should not be undertaken hastily or for less than compelling reasons. Such a step could have profound consequences for the affected student and his/her class, as well as any new class or teacher to which the student may then be assigned. For these reasons, long-term removal should not ordinarily be considered or implemented except after a thorough consultation, including a thorough consideration of alternatives between the teacher(s) and the building principal or designee. For the same reasons, long-term removal should not ordinarily be considered on the basis of a single incident. The ultimate decision regarding long-term removal rests with the administration.

Where a teacher believes that the best interests of the student and/or the class require long-term removal,

the teacher should so notify the appropriate administrator in writing. Such statement should set forth as clearly and completely as possible (a) the basis for the removal request; (b) the alternatives, approaches, and other steps considered and/or taken to avoid the need for the removal; (c) the impact, positive and negative, on the removed student; and (d) the impact, positive and negative, on the rest of the class.

Upon receipt of such statement, the appropriate administrator may, in his/her discretion, consult with the teacher and/or other district staff. In most cases it is appropriate to inform the student and his/her parents of the request for long-term removal and discuss that possibility.

Following consideration of the teacher's statement and any other information, the administrator shall, in his/her discretion, take one of the following steps:

(a) Place the student in an alternative education program as defined by law.

(b) Place the student in another class in the school or in another appropriate place in the school.

(c) Place the student in another instructional setting.

(d) Return the student to, or retain the student in, the class from which he or she was removed or proposed to be removed. (Without good reason, a student will not be returned to the class of a teacher if the student has: [a] committed an assaultive act upon the teacher or [b] repeated a threat of harm upon the teacher.)

In any event, a student in long-term removal must continue to receive an educational program and services comparable to, though not necessarily identical with, those of the class from which he/she was removed. Such program need not be in the precise academic subject of the student's former class.

Long-term removal is an administrative decision not subject to a formal right of appeal. However, the parents of the student, and/or the student, shall have the right to request a meeting with the administrator and/or the teacher(s) who made the request for removal. Where possible, such meeting shall take place within five business days of the request for a meeting. At the meeting, the administrator shall inform the parents and/or student as fully as possible regarding the basis for the removal, the alternatives considered, and the basis for any decision. However, nothing in this Code shall prevent the administrator from implementing a removal to another class, placement, or setting prior to any meeting and notwithstanding the objection of the parent(s) or student.

8. What discretion or flexibility is appropriate for individual teachers, administrators, and schools?

It is expected that administrators and teachers will meet prior to the implementation of this Code to arrive at a consensus regarding how its provisions should be interpreted and applied. However, this Code and the procedures regarding removal are intended primarily as tools to assist teachers to maintain an appropriate educational environment in their classes.

9. To what extent is removal applicable to students identified as disabled under the IDEA?

Some different rules and considerations apply for students identified as requiring special education services under the IDEA or Section 504. In particular, placement for such students is a decision of the student's IEP team, subject to stringent procedural safeguards, and cannot be made unilaterally by teachers or the administration. In addition, most students covered by the IDEA should have a behavior plan, which will address: (a) whether and to what extent the student should be expected to conform to the behavioral

requirements applicable to non-disabled students; and (b) alternative consequences or procedures for addressing behavioral issues. It is highly advisable that all IEP teams address these issues, and this Code, at least annually, setting forth the consensus of the IEP team regarding behavioral expectations and consequences.

Notwithstanding these issues, students identified as requiring special education services under the IDEA or Section 504 may, in general, be temporarily removed from class under the same terms and conditions as non-disabled students.

For the reasons noted above, no change in placement for more than ten school days may be made for a student with disabilities outside of the IEP process.

Prior to the 1999-2000 school year, a copy of this Code shall be sent to each parent in the School District of Sturgeon Bay. In addition, this Code shall be provided to, and discussed with, students of the School District of Sturgeon Bay early in the 1999-2000 school year.

Adopted May 19, 1999

**STURGEON BAY HIGH SCHOOL
STURGEON BAY, WISCONSIN**

**CO-CURRICULAR CODE OF CONDUCT
ELIGIBILITY CRITERIA AND STANDARDS**

Non-Discrimination Policy

It is the policy of the School District of Sturgeon Bay that no student may be denied admission to any public school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil service, recreational, or other program or activity because of the person's age, sex, race, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability or handicap as required by s. 118.13, Wis. Stats. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race and national origin), and Section 504 of the Rehabilitation Act of 1973.

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 questions or complaints concerning Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of the above mentioned reasons, contact:

Mr. Daniel Tjernagel
Superintendent
School District of Sturgeon Bay
1230 Michigan Street
Sturgeon Bay, WI 54235
920.746.2800

Inquires related to Section 504 of the Rehabilitation Act of 1972, which prohibits discrimination on the basis of handicap, should be directed to:

Mrs. Lindsay Ferry
Director of Pupil Services
School District of Sturgeon Bay
1230 Michigan Street
Sturgeon Bay, WI 54235
920.746.2804

Statement of Philosophy

The School District of Sturgeon Bay sponsors and encourages student participation in co-curricular activities as a means of providing opportunities for personal growth, skill development, socialization, creativity, and mental, physical, and competitive experience. The school district recognizes these activities as an important part of the education of our students.

The School District of Sturgeon Bay considers involvement in co-curricular activities a privilege. Student participation carries with it certain responsibilities and expectations. It is the purpose of the policies in this Co-Curricular Code of Conduct to establish standards for participation in co-curricular activities.

Goals of Co-Curricular Activity Participation

The co-curricular activity program is an integral part of the educational curriculum. It provides opportunities for learning experiences difficult to duplicate in regular school activities. Some of the major objectives of the co-curricular programs are to help students develop positive character development and learn:

- responsibility
- personal and organizational/team pride
- cooperation
- respect for others
- to place the organization/team above personal goals and desires
- skill development
- self-control and discipline
- good sportsmanship
- good habits in health and fitness
- to serve as role models
- honesty and integrity

Responsibilities

The opportunities to participate in the co-curricular activity program are privileges extended to all students who are willing to assume certain responsibilities. These responsibilities include all students associated with any activity. We expect these students to be a credit to themselves, their family, school, and community. A student is expected to display high standards of behavior, practice good sportsmanship, show respect for others, be neat and well groomed at all times, have good attendance, and to abstain from the use and/or possession and/or buying and/or selling of illegal drugs or look-alike drugs, alcohol, and/or tobacco products.

Categories of Participation

For purposes of establishing equitable standards to apply to the many co-curricular activities offered to students in the School District of Sturgeon Bay, three categories of participation are defined:

Category I – Interscholastic Athletics

Athletic Trainers	Dance	Swimming and Diving
Baseball	Football	Track and Field
Basketball	Golf	Volleyball
Cheerleading	Soccer	Wrestling
Cross-Country	Softball	

Category II – School Organizations and Activities (Clubs / Competitive / Performance-Based)

Academic Competition Teams	Forensics	Mock Trial
AODA Peer Leaders	History Club	Musical
Audio/Visual Club	HOSA	Service Club
Chess Club	Humanities Club	Student Council
City Rhythm	Intramurals	Tech Challenge
Destination Imagination	Jazz Band	World Language Club
FBLA	Literacy Club	
FTA	Math Team	

Category III – Honorary Positions (One-Time or Special Events)

Badger Boys / Girls State	National Honor Society	Rotary Youth Leadership
Homecoming Court	Prom Court	Sadie Hawkins Court

School Eligibility Rules

Eligibility criteria are established for the best interest of the students, the co-curricular group, and the school. The student who complies with these rules demonstrates a desire to dedicate himself/herself to self-improvement as well as to enhance the best interest of teammates, coaches, advisors, and the school. From the date of initial signing, these eligibility rules will be enforced on a year-round basis. Violations of the co-curricular code are cumulative through four years of high school. Unless otherwise noted, all co-curricular participants must observe these eligibility criteria at all times.

Academics

1. A student must pass ALL courses in which he/she is enrolled in order to maintain full eligibility. Full eligibility shall be determined by a student's grades earned on the 4½-week progress report and the 9-week report card according to the following provisions.
 - A student receiving a failing grade on the 4½-week progress report will be given one calendar week from the date that the report is mailed in order to raise his/her grade(s). If the student does not document passing grades in all classes during this week, he/she will be considered ineligible until passing grades are documented on the 9-week report card.
 - A student receiving a failing grade on the 9-week report card will be considered ineligible until passing grades are documented in all classes on the next term's 4½-week progress report.
 - This process of grade evaluation will continue through the four terms of the school year. A student receiving a failing grade at the end of the fourth term may regain eligibility at the start of the fall co-curricular season through successful completion of a summer school course or correspondence course. The summer school or correspondence course must be approved by the high school guidance counselor or principal and must be comparable to the course in which the student received the failing grade. Students exercising this option must be registered in the summer school or correspondence course no later than July 15. Students will not regain full eligibility until the course is completed and grade is on record in the High School Office.

- Incomplete grades (I) shall count as failures until made up. (Exceptions may be made by the principal in cases of illness or injury.) All incomplete grades must be made up two weeks after grades become public.
- The minimum academic eligibility requirements for special education students may be waived by the principal upon consultation with and agreement by the student's special education teacher, parents, pupil services director, and the regular education teacher of the failed course (if applicable).

School Attendance

2. A student must be in class for the full day on the day of a practice or contest to be eligible to compete or participate. Exceptions may be made for absences resulting from medical or legal appointments or with prior administrative approval in the case of special circumstances.

Team/Organization / Activity Expectations

3. No student may participate in any co-curricular activities until both the student and his/her parent/guardian has signed and submitted a copy of the Student/Parent Co-Curricular Responsibility Agreement, acknowledging that the student and his/her parent/guardian agree to abide by the rules and provisions of the Co-Curricular Code.
4. Students who are dropped from one activity for disciplinary reasons or who quit are not eligible to compete in another activity for that particular season without mutual agreement of coaches and/or advisors. However, any student who does not make the final roster of a team may compete in another activity during that season.
5. Students shall be clean and well groomed (to be determined by the coach or advisor) throughout the season. Unusual clothing or uncleanness during the season shall cause the student to be subject to restrictions as the coach or advisor and/or administration shall impose after reasonable counseling has been attempted.
6. A student who travels to an out-of-town activity with a school group must return with the group. The only exception to this rule is that if a parent is present at the out-of-town site, he/she may request that the student return with the parent. This request must be made in writing. Bus waiver forms may be obtained from the coach or High School Office.
7. Any student who is injured during an activity or contest shall report the injury to the coach/advisor at once. If a student is treated at a hospital or medical facility, a release from a physician is required before the student resumes practice or competition.
8. Each student is responsible for the school equipment issued to him/her. Lost equipment must be paid for by the student to whom it was issued prior to any involvement in another school activity. Any student possessing school equipment not issued to that student faces disciplinary action which may prevent his/her further involvement.
9. A student, when he/she joins an activity, is expected to dedicate the time specified for practice by the coach/advisor. Regular attendance in classes, practice, and games or meets is required.

10. If the number of students trying out for an activity is more than the facilities and/or equipment can accommodate, selection will be made by the coach on the basis of ability shown.
11. (Category I participants only) Students participating in interscholastic athletics must also abide by specific rules of eligibility as stipulated by the Wisconsin Interscholastic Athletic Association (W.I.A.A.). Those specific rules are summarized in a separate document and will be handed out at the Parent-Athlete Co-Curricular meeting and at anytime upon request. Copies of the W.I.A.A. rules are available from the athletic director or in the High School Office.
12. (Category I participants only) Athletes may participate in organized non-school activities as long as they are not participating in the same sport (W.I.A.A. Rule) and this activity does not interfere with the practice or game schedule of the school team. A student athlete will become ineligible for the remainder of the sports season for breaking this policy.
13. (Category I participants only) At least one parent or guardian must attend a Parent-Athlete Co-Curricular rules meeting prior to the start of the student's first season of participation each school year. No student may begin practice until this requirement has been met.

Parents unable to attend the general meeting due to extenuating circumstances must arrange an appointment with the head coach, athletic director, and/or principal to discuss the co-curricular standards and sign a copy of the rules.

14. (Category I participants only) In addition to the signed Student/Parent Co-Curricular Responsibility Agreement, the following documents must be completed and submitted before an athlete may start practice or receive any equipment:
 - Athletic Permit Card or Alternative Year Permit Card (An athlete must have a physical by a licensed physician every other year. In alternate years, the Alternate Year Athletic Permit Card must be completed. Exception: managers and statisticians.)
 - Insurance Waiver Form or Proof of Insurance
 - Emergency Information Card

General Conduct

15. No student may use, possess, buy, sell, or transmit any tobacco products (including look-alike tobacco products and electronic smoking devices), alcohol, illegal drugs, or look-alike drugs.
16. If a student-athlete hosts a get-together and if alcohol and/or drugs or look-alike drugs are present and being consumed, the student-athlete host is in violation of the Co-Curricular Code of Conduct to the same degree as if the student-athlete host used and/or possessed and/or bought and/or sold drugs or look-alike drugs, and/or alcohol, and/or tobacco products.
17. General conduct (citizenship) by student-athletes in and out of school must be positive and exemplary. Students must display and practice good school and community citizenship at all times; their behavior should not bring discredit to themselves, their parents/guardians, the school, or the team. Examples of behaviors that would be considered to be violations of this clause include, but are not limited to, the following:

- vandalism or property destruction
- theft
- physical assault
- disorderly conduct
- serious or persistent violations of school rules that results in out-of-school suspension
- behavior that results in the issuance of a municipal citation or a misdemeanor charge by the Police and/or Sheriff's Department for any activity other than minor driving offenses.

WIAA Felony Rule: Any student charged and/or convicted of a felony shall, upon the filing of felony charges, become ineligible for all further participation until the student has paid his/her debt to society and the courts consider the sentence served (including probation, community service, etc.).

A suspension from co-curricular activities shall take place during an appeal for the violation, citation, or criminal charge within the school or legal system.

18. A student becomes eligible when his/her suspension is completed.

Determination of Violation

The building administrator and/or the athletic director will investigate reported violations of the Co-Curricular Code of Conduct. Students alleged to have violated the code will be given the opportunity to present information on their behalf before any penalties or consequences are imposed.

If the investigation leads to an initial determination that a violation has occurred, the building administrator and/or athletic director will so inform the student. The student may request a meeting with his/her parent and the building administrator and athletic director or designee to further discuss the violation before a final decision is made. Parental participation is strongly encouraged. This meeting must take place at least one day prior to the next scheduled activity or within three school/business days (whichever comes first) unless the building administrator and/or athletic director agree to modify this deadline. If the student and/or parent choose not to request a meeting, the initial determination will stand, and the student will be declared ineligible.

Appeal Process

The following appeal process shall be used (student is ineligible to compete pending appeal):

1. The initial appeal of the penalty must be directed to the building principal in writing within five school/business days. The building principal will refer the appeal to the superintendent.
2. The superintendent will meet with the student and his/her parent(s) in a timely manner to hear testimony and receive other information on behalf of the student. The high school administration may also present testimony and other information at the appeal meeting. The superintendent may also direct questions to the student, parent(s), administration, or any other individuals presenting information related to the appeal. After each side has had an opportunity to be heard, the superintendent will render a decision within three school or business days.
3. The superintendent has the authority to uphold or overturn the penalty imposed by the high school administration.

4. Decisions of the superintendent may be appealed to the Board of Education. This appeal should be made in writing and directed to the superintendent within five school/business days after receipt of the superintendent's decision. The superintendent will forward the appeal to the Board of Education president.

Penalties for Violation of Co-Curricular Activity Eligibility Rules

If a student violates the Co-Curricular Code of Conduct, he/she will be held accountable for the violation in each co-curricular activity in which the student is participating. If a student is not involved in a co-curricular activity at the time of the violation, he/she will be held accountable during the next season of participation. If a penalty cannot be satisfied during a current season of participation, the penalty will be prorated over the course of the next season of participation. Penalties will be imposed in each category of participation according to the following guidelines:

Category I

First Offenses: 25 percent of the scheduled contests

In addition, if the violation is a drug-, alcohol-, or tobacco-related offense, it is recommended that the student have a chemical assessment offered by a state-certified mental health and/or AODA agency at student and/or parent/guardian expense.

Second Offenses: 50 percent of the scheduled contests

Any student subjected to a penalty because of a second offense related to drugs, alcohol, or tobacco is required to have a chemical assessment by a state-certified mental health and/or AODA agency at student and/or parent/guardian expense during the suspension and before the student participates in the suspended activity.

Third Offenses: 100 percent of the scheduled contests

Any student subjected to a penalty because of a third offense related to drugs or look-alike drugs, alcohol, or tobacco is required to have a chemical assessment by a state-certified mental health and/or AODA agency at student and/or parent/guardian expense during the suspension and before the student is eligible to participate in the suspended activity and successfully complete a prescribed program as deemed appropriate by the building administrator in conjunction with a community agency prior to further participation.

Fourth and Subsequent Offenses: Calendar-year suspension from all areas of co-curricular participation (twelve [12] months from date of penalty)

Any student subjected to a penalty because of four or more offenses related to drugs or look-alike drugs, alcohol, or tobacco is required to have a chemical assessment by a state-certified mental health and/or AODA agency at student and/or parent/guardian expense during the suspension and before the student is eligible to participate in the suspended activity and successfully complete a prescribed program as deemed appropriate by the building administrator in conjunction with a community agency prior to further participation.

The following chart summarizes the number of Category I contests that would be missed due to a first and second offense of the Co-Curricular Code of Conduct:

Percent of Violation	No. of Contests	No. of Contests Penalized
25 percent	1 – 6	1
	7 – 11	2
	12 – 15	3
	16 – 19	4
	20 or more	5
50 percent	1 – 3	1
	4	2
	5 – 7	3
	8 – 9	4
	10 – 11	5
	12 – 13	6
	14 – 15	7
	16 – 17	8
	18 – 19	9
	20 or more	10

If a student does not successfully complete the season of a Category I activity in which he/she is serving a suspension, any penalties served during that season will not be counted, and the student's entire consequence will be carried over into the next season of participation.

Category II

First Offenses: Ineligible for 15 calendar days

In addition, if the violation is a drug-, alcohol-, or tobacco- related offense, it is recommended that the student have a chemical assessment offered by a state-certified mental health and/or AODA agency at student and/or parent/guardian expense.

Second Offenses: Ineligible for 30 calendar days

Any student subjected to a penalty because of a second offense related to drugs, alcohol, or tobacco is required to have a chemical assessment by a state-certified mental health and/or AODA agency at student and/or parent/guardian expense during the suspension and before the student participates in the suspended activity.

Third Offenses: Ineligible for 60 calendar days

Any student subjected to a penalty because of a third offense related to drugs or look-alike drugs, alcohol, or tobacco is required to have a chemical assessment by a state-certified mental health and/or AODA agency at student and/or parent/guardian expense during the suspension and before the student is eligible to participate in the suspended activity and successfully complete a prescribed program as deemed appropriate by the building administrator in conjunction with a community agency prior to further participation.

Fourth and Subsequent Offenses: Ineligible for one calendar year

Any student subjected to a penalty because of four or more offenses related to drugs or look-alike drugs, alcohol, or tobacco is required to have a chemical assessment by a state-certified mental health and/or AODA agency at student and/or parent/guardian expense during the suspension and before the student is eligible to participate in the suspended activity and successfully complete a prescribed program as deemed appropriate by the building administrator in conjunction with a community agency prior to further participation.

Category III

Due to the honorary nature of election to any Category III activity, students who violate the Code of Conduct for infractions involving the use, possession or distribution of alcohol, illegal drugs, or tobacco, or for conduct that results in charges for a misdemeanor or felony shall be removed from consideration of the position/honor. If selection has already been made, the student shall be removed from the elected position and forfeit his/her right to participate in the activity for one calendar year.

Parent Expectations Accountability Agreement

As the parent/guardian of a student athlete, I hereby understand and agree to my role regarding the following expectations:

1. Create a positive atmosphere for my student athlete both at home and throughout the community.
2. To personally hold my student athlete and myself accountable for our commitment to success. This specifically includes helping with Booster Club and additional program fundraisers in which my student athlete is participating.
3. I will at all times be a positive influence and role model for my student athlete at home and throughout the community.
4. I will maintain the highest level of sportsmanship at all times during all competitive sports functions to help instill in my student athlete the importance of good sportsmanship.
5. I will trust and support the administration, the coaches, and their staff members who are making decisions based on the best interest of my student athlete, the program, the school district, and our community.

Adopted July 15, 1992

Re-adopted May 21, 1997

Revised April 17, 2002

Re-adopted May 15, 2002

Revised June 30, 2004

Re-adopted July 21, 2004

Revised September 15, 2004

Re-adopted October 20, 2004

Categories revised July 17, 2008

Categories revised July 8, 2010

Categories revised July 8, 2011

General Conduct Rule No. 15 updated June 16, 2015

Parent Expectations Accountability Agreement added June 6, 2018

WIAA "Felony Rule" added, Sturgeon Bay felony language removed November 21, 2019

**2020-2021 High School Athletic Eligibility Information Bulletin**

To: Student-Athletes and Their Parents

From: Wisconsin Interscholastic Athletic Association and _____

(School)

Your high school is a member of the Wisconsin Interscholastic Athletic Association. The following rules and regulations are developed by the member schools of the WIAA and govern the participation by boys and girls in school athletics and in some instances, impact upon sports activities outside the school.

This information bulletin is a **summary** of the WIAA OFFICIAL HANDBOOK as it pertains to those rules and regulations. Both student-athletes and their parents should have an understanding of these requirements. Equally important is that student-athletes and/or parents talk to their principal or athletic director if they have any question about these regulations. For additional information on Rules of Eligibility see the WIAA Handbook, or visit the WIAA website at www.wiaawi.org.

This bulletin does not discuss specific penalties for all violations. The reason is that penalties vary depending upon the nature of the violation. In addition, schools often have established penalties or periods of ineligibility, which are greater than the minimum prescribed by WIAA rules.

There also are exceptions and other permissive provisions in some rules. Student-athletes and their parents should discuss all athletic eligibility related situations with the school principal or athletic director who, if necessary, will get a decision, interpretation, or opinion from the WIAA office.

Student-athletes, as well as parents are asked to read this bulletin, and then sign it and have their signature statement (attached) on file at their school prior to practicing and competing.

These are WIAA eligibility rules, which are **current for the 2020-2021 school year**:

AGE

A student shall be ineligible for interscholastic competition if he/she reaches his/her 19th birthday before August 1 of any given school year.

ACADEMICS

A student-athlete must meet school and DPI requirements defining a full-time student and have received no more than one failing grade (including incompletes) in the most recent school issued grade reporting period. Note: Some member schools adopt code and academic policies and other participation requirements which are more stringent than WIAA minimum requirements. In those instances, the school's requirements prevail and must be applied as written.

ATTENDANCE

A student-athlete is eligible for interscholastic competition at a member school if he/she is carried on the attendance rolls as a duly enrolled full-time Grade 9, 10, 11 or 12 student in that member school. (Subject to satisfying all other eligibility requirements.)

Note: A full-time student is further defined as one where the member school is responsible for programming 100% of the student's school day. The student is eligible for like or similar awards, privileges and services as all the other students and meets all obligations and responsibilities as other students, without exception.

- A. A student must complete eligibility in the four consecutive years starting with Grade 9 and the three consecutive years starting with Grade 10, unless there are documented extenuating circumstances and a waiver has been provided.
- B. A student is ineligible if he/she has graduated from a school offering studies through Grade 12 or its equivalent.
- C. A student who graduated in May or June retains eligibility for (a) any portion of a spring athletic schedule not completed by the end of the academic year and (b) the school's summer athletic schedule.
- D. A student is ineligible if he/she has not been enrolled in some school by the 17th day of a semester or trimester, except upon request of a school in special cases involving sickness, accident, military service, social services assignment, e.g.
- E. A student-athlete may not participate in school sports in more than four different years, and a student-athlete may not participate in the same sport more than one season each school year.

DETERMINING RESIDENCE FOR PUBLIC SCHOOL STUDENTS

A full-time student, whether an adult or not, is eligible for varsity interscholastic competition only at the school within whose attendance boundaries his/her parents reside, within a given school district, with these additional provisions:

- A. Board of Education approved full-time student(s), paying their own tuition and residing full time with parents in their primary residence shall be afforded eligibility. Transfer students are subject to provisions outlined in the transfers section of this document and in the Senior High Handbook.
- B. The residence of a student's guardians shall determine eligibility in cases where both parents of a student are deceased. The execution of guardianship papers in situations where one or both parents are living does not by itself make a student eligible.
- C. In the event of a divorce or legal separation, whether pending or final, a student's residence at the beginning of the school year shall determine eligibility, except in situations involving transfer after the fourth consecutive semester following entry into grade 9. For the purpose of this rule, attendance at one day of school and/or attendance at one athletic practice shall determine 'beginning of school year.' Under this rule, a student who transfers after the beginning of the school year shall be ineligible at the new school unless approval is granted by the Board of Control in accordance with the transfer and/or waiver provisions as described in the WIAA HS Handbook.

- D. A student whose tuition is paid by the school within whose attendance boundaries parents reside or by the state and is enrolled in a district approved program may be eligible at either school (first priority to school of residence) but (a) may not participate at both schools in the same year and (b) academic ineligibility accompanies student upon transfer. Transfer restrictions may also apply.
- E. A student whose tuition is paid by the school within whose attendance boundaries parents reside or by the state or who is participating full time in a legislated open enrollment option must meet all statutory timeline requirements. This provision extends the opportunity to decline attendance at the new school and continue at his/her school of residence. If the student begins the school year at the new school and then transfers back to school of residence after attending one or more days of school or one or more athletic practices, he/she shall be subject to transfer provisions as outlined in the transfer Section of this document.
- F. A student may continue being eligible in the same school even though parent(s) and/or student move from within that school's attendance boundaries, provided enrollment is continuous (unbroken in that school).
- G. After a student-athlete has not participated and/or has had their eligibility restricted for one calendar year due to reasons relating to residence and/or transfer, he/she becomes eligible.
- H. A student-athlete will not be eligible if his/her attendance at a particular school resulted from undue influence (special consideration because of athletic ability) on the part of any person.
- I. A student-athlete who has been declared ineligible at a school for disciplinary reasons, academic reasons or due to another State Association's provision retains that ineligibility status if he/she transfers to another school.
- J. Except in situations involving transfer after a student's sixth consecutive semester, a full-time student whose residence in a given district and attendance at a member school does not conform with any of the provisions outlined above shall be eligible for nonvarsity competition only, for one calendar year, unless a waiver is provided as outlined in the WIAA HS Handbook under Waivers. Transfer students are subject to transfer provisions as outlined in the transfer section of this document and in the Senior High Handbook.

DETERMINING RESIDENCE FOR NONPUBLIC SCHOOL STUDENTS

A full-time student, whether an adult or not, is eligible for varsity interscholastic competition only if the student is residing full time with parents in their primary residence with these additional provisions:

- A. In the event of a divorce or legal separation, whether pending or final, a student's residence at the beginning of the school year shall determine eligibility except in situations involving transfer after a student's fourth consecutive semester. For the purpose of this rule, attendance at one day of school and/or attendance at one athletic practice shall determine 'beginning of school year'. Under this rule, a student who transfers after the beginning of the school year shall be ineligible at the new school unless approval is granted by the Board of Control in accordance with the waiver provisions as described in the WIAA HS Handbook under Waivers. Transfer restrictions may also apply.
- B. Residing full time with guardians shall determine eligibility in cases where both parents of a student are deceased. The execution of guardianship papers in situations where one or both parents are living does not by itself make a student eligible.
- C. A student may continue being eligible in the same school even though parent(s) and/or student move from within that school's traditional attendance area, provided enrollment is continuous (unbroken in that school).
- D. A student who has been in attendance in a nonpublic, self-contained school (i.e. grades K-12 or 7-12) for at least one complete school year prior to reaching Grade 9 and has not broken enrollment during that time is eligible in that nonpublic school upon entering Grade 9.
- E. Except in situations involving mid-year transfer and/or transfer after the fourth consecutive semester students attending member residential schools shall be eligible at the member school provided they reside at the school or reside full time with parents in their primary residence.
- F. Except in situations involving transfer after a student's sixth consecutive semester, a full-time student attending a nonpublic school but not residing in accordance with any of the provisions outlined above shall be eligible for nonvarsity competition only, for one calendar year, unless a waiver is provided as outlined in the WIAA HS Handbook under Waivers.

TRANSFERS

A full-time student may be afforded up to eight consecutive semesters of interscholastic eligibility upon entry into Grade 9. **Transferring schools at any time may result in restrictions being imposed on eligibility, or in some cases a denial of eligibility.** For the purpose of this rule, attendance at one day of school and/or attendance at one athletic practice shall determine 'beginning of school year.' These additional provisions relate to transfer cases:

- A. A student who transfers from any school into a member school after the sixth consecutive semester following entry into Grade 9 shall be ineligible for competition at any level for one calendar year, but may practice, unless the transfer is made necessary by a total and complete change in residence by parent(s). The calendar year (365 days) will be determined from a student's first day of attendance at the new school.
- B. Students entering 9th and/or 10th grade at the beginning of the school year and who are within the first four consecutive semesters of high school will be afforded unrestricted eligibility provided all other rules governing student eligibility are met.
- C. Students entering 11th grade are restricted to nonvarsity opportunities for one calendar year.
- D. Students entering 12th grade as transfer students are ineligible to compete at any level for one calendar year, but may practice.
- E. 9th grade students who transfer after the beginning of the school year and with written consent from both schools directly involved shall be restricted to nonvarsity opportunities for the remainder of the school year. Restrictions are removed upon entering 10th grade.
- F. 10th or 11th grade students who transfer after the beginning of the school year and with written consent from both schools directly involved shall be restricted to nonvarsity opportunities for one calendar year (365 days beginning with first day of attendance at the new school).
- G. In the event of divorce or legal separation, whether pending or final, residence at the beginning of the school year shall determine eligibility for students entering 9th and/or 10th grade. In situations involving transfer after the sixth consecutive semester following entry into grade 9 the student is ineligible to compete at any level for one calendar year, but may practice.
- H. District policies with respect to intra-district transfer do not supercede WIAA transfer rules in situations involving post-sixth semester transfers. Intra-district transfers occurring after the sixth consecutive semester following entry into grade 9 result in the student being

ineligible for competition at any level for one calendar year (365 days beginning with first day of attendance at the new school), but may practice.

- I. Unless transfer, including an accompanying total and complete change of parents' residence, is effective at the outset of a semester, a student cannot establish eligibility at his/her new school until the fifth calendar day of such transfer.
- J. If within the first six consecutive semesters following entry into grade 9, a student who transfers more than once in any given school year shall be ineligible for all interscholastic competition for the remainder of that current school year and will be eligible for nonvarsity opportunities only for the balance of the calendar year. In situations involving transfer after the sixth consecutive semester following entry into grade 9 the student is ineligible to compete at any level for one calendar year, but may practice.
- K. A student may not have eligibility in more than one member school at the same time. A parent or parents who move from a primary residence within one school's attendance boundaries, to a secondary residence within another school's attendance boundaries, may be required by the Board of Control to provide evidence of a total and complete move.
- L. A student who transfers from any school, whether or not a member school, with a status of ineligibility for disciplinary reasons, academic reasons and/or as a result of another State Association's regulation or sanction, retains such status at his/her new school for the same period as decreed by the former school. A student who transfers due to expulsion or removal for disciplinary reason from the previous school is ineligible for the length of the expulsion as determined by the previous school's Board of Education.
- M. No eligibility will be granted for a student whose residence within a school's attendance boundaries, with or without parents, or whose attendance at a school has been the result of undue influence (special consideration due to athletic ability or potential) on the part of any person, whether or not connected with the school.

PHYSICAL EXAMINATION and PARENT'S PERMISSION

A student-athlete whether an adult or not, must have written permission of parents to participate in school athletics, an emergency information form, and he/she must have a physical examination (signed by a licensed physician, physician's assistant or advanced practice nurse prescriber) every other school year.

A physical examination taken April 1 and thereafter is valid for the following two school years. Physical examination taken before April 1 is valid only for remainder of that school year and the following school year.

TRAINING and CONDUCT

A student-athlete must follow his/her school's code of conduct (training rules) on a year-round basis.

- A. A student-athlete who violates his/her school's code of conduct during the season of a sport (start of practice to final game) must be suspended from competition for a period of time specified in the code (minimum of one meet) if the violation involves (a) possession and/or use of alcohol, (b) possession and/or use of tobacco, including chewing tobacco and (c) use, possession, buying or selling of controlled substances, street drugs and performance enhancing substances (PES).
- B. The member school will determine minimum penalties for violation of any other provisions of its code of conduct, including out of season offenses and for any other unacceptable conduct contrary to the ideals, principals and standards of the school and this Association including but not limited to criminal behavior.
- C. Any student charged and/or convicted of a felony shall, upon the filing of felony charges, become ineligible for all further participation until the student has paid his/her debt to society and the courts consider the sentence served (including probation, community service, etc.).
- D. A student-athlete who violates his/her school's code of conduct at times other than during the actual season of a sport must be disciplined by the school, the nature of such discipline to be determined by the school as indicated in its code of conduct.
- E. A student-athlete who violates any part of the school or WIAA's code of conduct resulting in suspension for any portion of WIAA-sponsored tournament competition must be immediately declared ineligible for the remainder of tournament series in that sport. During the WIAA Tournament, an ineligible athlete may not suit up.
- F. A student-athlete, disqualified from a contest for flagrant or unsportsmanlike conduct, is also suspended from the next competitive event at the same level of competition as the disqualification.
- G. Any player who in the judgment of the official, intentionally spits on, strikes, slaps, kicks, pushes or aggressively physically contacts an official at any time shall be immediately ineligible for competition a minimum of 90 calendar days from the date of the confrontation. In addition, the player is ineligible to compete for the first 25% of the next season in that same sport.
- H. A school must provide an opportunity for the student to be heard prior to a penalty being enforced (except for felony charges). If a student appeals a suspension, according to the school's appeal procedure, the student is ineligible during the appeal process.
- I. Schools/individuals are prohibited during the regular season and the WIAA tournament series from practicing for regional, sectional, and state tournament preparation at sites and facilities hosting WIAA tournaments.

AMATEUR STATUS

A student-athlete must be an amateur in all recognized sports of this association in order to compete in any WIAA sport.

- A. A student-athlete may not accept, receive or direct to another, reimbursement in any form of salary, cash or share of game or season proceeds for athletic accomplishments, such as being on a winning team, being selected for the school varsity team, or being a place winner in an individual tournament, e.g.
- B. A student-athlete may receive: a medal, cup, trophy or plaque from the sponsoring organization regardless of cost; school mementos valued not more than \$200; an award valued not more than \$100 retail for participation in an athletic contest in a WIAA recognized sport; and may retain non-school competition apparel worn by the student as part of the team uniform.
- C. A student-athlete may not receive compensation or benefit, directly or indirectly, for the use of name, picture, and/or personal appearance, as an athlete because of ability, potential and/or performance as an athlete.
- D. A student-athlete may not receive free and/or reduced rates on equipment, apparel, camps/clinics/instruction and competitive opportunities that are not identical for any and all interested students.

- E. A student-athlete may not be identified (with or without permission) as an athlete, provide endorsement as an athlete or appear as an athlete in the promotion of a commercial/advertisement and/or profit-making event, item, plan, or service.
- F. A student-athlete may not participate in school athletics or in sports activities outside the school under a name other than his/her own name.

SPORTS ACTIVITIES OUTSIDE OF SCHOOL

Athletes may compete in not more than two non-school competitions with prior school approval during each regular sport season. The contest(s) will not count against the individual maximum for the athlete in that sport. Nonschool competition will not be allowed during the respective WIAA tournament series in a sport. Violation of this rule results in loss of eligibility for the remainder of the season (including the WIAA tournament series) and forfeiture of the two non-school opportunities.

- A. WIAA rules do not prevent athletes from practicing with nonschool teams or from receiving private skills instruction during the school season. However, they may not participate officially or unofficially (including "banditing") in more than two nonschool competitions or races, including scrimmages against other teams (with school approval).
 - (1) This restriction applies to normal nonschool games as well as "gimmicks," such as reduced numbers competition (3-on-3 basketball, 6 player soccer, e.g.), specific skill contests (punt, pass, and kick, shooting contests, free throws, 3 point, e.g.), fun runs, etc.
 - (2) During the season, athletes may participate in a skills contest with approval of the school. Specific skill contests (punt, pass, and kick, shooting contests e.g., free throws, 3 point, drive, chip and putt) isolate separate skills outside of the traditional competition setting. The skill contest may not include physical contact or extreme fatigue as the actual sport competition. Fun runs are not considered skills contests. There can be no school coach involvement. All other eligibility rules including amateur status apply.
 - (3) A student who was a member of a school team during the previous year may not delay reporting for the school team beyond the school's official opening day of practice in order to continue nonschool training and/or competition.
- B. During the school year before and/or after the school season of a sport and in the summertime, members of a school's team may voluntarily assemble with their teammates (without school and/or school coach involvement) at their own discretion.
- C. A student-athlete or his/her parents must pay 100% of the fee for specialized training or instruction such as camps, clinics, and similar programs.
- D. A student-athlete may not be instructed except during the school season of a sport and approved summer contact days by the person who will be his/her coach in that sport in the following school season. All sports except football are exempt from this rule, BUT only (a) during the summer months and (b) if the program involved is not limited to individuals who are likely to be candidates for the school team in that sport in the following season.
- E. A student-athlete must not participate in an all-star game or similar contest except for summertime activities (a) within the same league or program (e.g., softball game between divisions of same league) or (b) in which a team is selected to represent a league in post-season play (e.g., Babe Ruth league team). Some post-season all-star opportunities may be permitted for 12th graders who have completed high school eligibility in a particular sport. Check with your Athletic Director to be certain.
- F. Schools/individuals are prohibited during the regular season and the WIAA tournament series from practicing for regional, sectional, and state tournament preparation at sites and facilities hosting WIAA tournaments.

USE OF STUDENT IMAGE

The participation of student-athletes in school and WIAA tournaments may result in the use of student-athlete images in promotion of school and WIAA events.

In order to facilitate good communication, all questions regarding athletic participation at your school should be addressed to your athletic administrator.

4/2020

Detach and Return to Athletic Director

PARENT-ATHLETE RULES OF ELIGIBILITY SIGN-OFF FORM – 2020-2021

I certify that I have read, understand, and agree to abide by all of the information contained in this bulletin. I further certify that if I have not understood any information contained in this document, I have sought and received an explanation of the information prior to signing this statement.

School Name

Parent/Guardian's Signature

Please Print Name

Date

Student-Athlete's Signature

Please Print Name

Date

This form must be completed and submitted to the Athletic Director prior to a student being declared eligible to practice and compete.

STURGEON BAY HIGH SCHOOL

STUDENT / PARENT CO-CURRICULAR RESPONSIBILITY AGREEMENT

I wish to participate as a member of a Sturgeon Bay co-curricular team or group. I am aware that participation in this activity may cause injury. I also understand that the rules and regulations contained in the Co-Curricular Code of Conduct, as well as the rules and regulations of the coaches/advisors, are necessary and are an important part of the co-curricular program, and I agree to abide by all such rules and regulations.

This agreement is in effect and binding from the date of the signature through the remainder of the student's years of high school eligibility as a student in the Sturgeon Bay School District.

Signature of Student

Date

I certify that I have read, understand, and agree to abide by all of the information contained in the High School Athletic Eligibility Information Bulletin as published by the WIAA. I further certify that if I have not understood any information contained in this document, I have sought and received an explanation of the information prior to signing this statement.

Signature of Student-Athlete

Date

A Fact Sheet for HIGH SCHOOL ATHLETES

HEADS UP CONCUSSION

WHAT IS A CONCUSSION?

A concussion is a brain injury that affects how your brain works. It can happen when your brain gets bounced around in your skull after a fall or hit to the head.

This sheet has information to help you protect yourself from concussion or other serious brain injury and know what to do if a concussion occurs.

WHAT SHOULD I DO IF I THINK I HAVE A CONCUSSION?



REPORT IT. Tell your coach, parent, and athletic trainer if you think you or one of your teammates may have a concussion. It's up to you to report your symptoms. Your coach and team are relying on you. Plus, you won't play your best if you are not feeling well.



GIVE YOUR BRAIN TIME TO HEAL.

A concussion can make everyday activities, such as going to school, harder. You may need extra help getting back to your normal activities. Be sure to update your parents and doctor about how you are feeling.

WHY SHOULD I TELL MY COACH AND PARENT ABOUT MY SYMPTOMS?

- Playing or practicing with a concussion is dangerous and can lead to a longer recovery.
- While your brain is still healing, you are much more likely to have another concussion. This can put you at risk for a more serious injury to your brain and can even be fatal.



Centers for Disease
Control and Prevention
National Center for Injury
Prevention and Control

GOOD TEAMMATES KNOW:

IT'S BETTER TO MISS ONE GAME THAN THE WHOLE SEASON.

HOW CAN I TELL IF I HAVE A CONCUSSION?

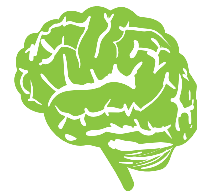
You may have a concussion if you have any of these symptoms after a bump, blow, or jolt to the head or body:

-  **Get a headache**
-  **Feel dizzy, sluggish or foggy**
-  **Be bothered by light or noise**
-  **Have double or blurry vision**
-  **Vomit or feel sick to your stomach**
-  **Have trouble focusing or problems remembering**
-  **Feel more emotional or “down”**
-  **Feel confused**
-  **Have problems with sleep**

Concussion symptoms usually show up right away, but you might not notice that something “isn’t right” for hours or days. A concussion feels different to each person, so it is important to tell your parents and doctor how you are feeling.

The information provided in this document or through linkages to other sites is not a substitute for medical or professional care. Questions about diagnosis and treatment for concussion should be directed to a physician or other health care provider.

HOW CAN I HELP MY TEAM?



PROTECT YOUR BRAIN.

Avoid hits to the head and follow the rules for safe and fair play to lower your chances of getting a concussion. Ask your coaches for more tips.



BE A TEAM PLAYER. You play an important role as part of a team. Encourage your teammates to report their symptoms and help them feel comfortable taking the time they need to get better.



Centers for Disease Control and Prevention
National Center for Injury Prevention and Control

To learn more, go to www.cdc.gov/HEADSUP

A Fact Sheet for HIGH SCHOOL PARENTS



This sheet has information to help protect your teens from concussion or other serious brain injury.

What Is a Concussion?

A concussion is a type of traumatic brain injury—or TBI—caused by a bump, blow, or jolt to the head or by a hit to the body that causes the head and brain to move quickly back and forth. This fast movement can cause the brain to bounce around or twist in the skull, creating chemical changes in the brain and sometimes stretching and damaging the brain cells.

How Can I Help Keep My Teens Safe?

Sports are a great way for teens to stay healthy and can help them do well in school. To help lower your teens' chances of getting a concussion or other serious brain injury, you should:

- Help create a culture of safety for the team.
 - › Work with their coach to teach ways to lower the chances of getting a concussion.
 - › Emphasize the importance of reporting concussions and taking time to recover from one.
 - › Ensure that they follow their coach's rules for safety and the rules of the sport.
 - › Tell your teens that you expect them to practice good sportsmanship at all times.
- When appropriate for the sport or activity, teach your teens that they must wear a helmet to lower the chances of the most serious types of brain or head injury. There is no "concussion-proof" helmet. Even with a helmet, it is important for teens to avoid hits to the head.

How Can I Spot a Possible Concussion?

Teens who show or report one or more of the signs and symptoms listed below—or simply say they just "don't feel right" after a bump, blow, or jolt to the head or body—may have a concussion or other serious brain injury.

Signs Observed by Parents

- Appears dazed or stunned.
- Forgets an instruction, is confused about an assignment or position, or is unsure of the game, score, or opponent.
- Moves clumsily.
- Answers questions slowly.
- Loses consciousness (*even briefly*).
- Shows mood, behavior, or personality changes.
- Can't recall events *prior to* or *after* a hit or fall.

Symptoms Reported by Teens

- Headache or "pressure" in head.
- Nausea or vomiting.
- Balance problems or dizziness, or double or blurry vision.
- Bothered by light or noise.
- Feeling sluggish, hazy, foggy, or groggy.
- Confusion, or concentration or memory problems.
- Just not "feeling right," or "feeling down."

Talk with your teens about concussion. Tell them to report their concussion symptoms to you and their coach right away. Some teens think concussions aren't serious or worry that if they report a concussion they will lose their position on the team or look weak. Remind them that *it's better to miss one game than the whole season.*



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GOOD TEAMMATES KNOW:

IT'S BETTER TO MISS ONE GAME THAN THE WHOLE SEASON.

Concussions affect each teen differently. While most teens with a concussion feel better within a couple of weeks, some will have symptoms for months or longer. Talk with your teens' health care provider if their concussion symptoms do not go away or if they get worse after they return to their regular activities.



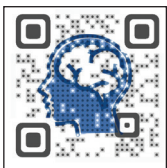
Plan ahead.

What do you want your teen to know about concussion?

What Are Some More Serious Danger Signs to Look Out For?

In rare cases, a dangerous collection of blood (hematoma) may form on the brain after a bump, blow, or jolt to the head or body and can squeeze the brain against the skull. Call 9-1-1 or take your teen to the emergency department right away if, after a bump, blow, or jolt to the head or body, he or she has one or more of these danger signs:

- One pupil larger than the other.
- Drowsiness or inability to wake up.
- A headache that gets worse and does not go away.
- Slurred speech, weakness, numbness, or decreased coordination.
- Repeated vomiting or nausea, convulsions or seizures (shaking or twitching).
- Unusual behavior, increased confusion, restlessness, or agitation.
- Loss of consciousness (passed out/knocked out). Even a brief loss of consciousness should be taken seriously.



You can also download the CDC *HEADS UP* app to get concussion information at your fingertips. Just scan the QR code pictured at left with your smartphone.

What Should I Do If My Teen Has a Possible Concussion?

As a parent, if you think your teen may have a concussion, you should:

1. Remove your teen from play.
2. Keep your teen out of play the day of the injury. Your teen should be seen by a health care provider and only return to play with permission from a health care provider who is experienced in evaluating for concussion.
3. Ask your teen's health care provider for written instructions on helping your teen return to school. You can give the instructions to your teen's school nurse and teacher(s) and return-to-play instructions to the coach and/or athletic trainer.

Do not try to judge the severity of the injury yourself. Only a health care provider should assess a teen for a possible concussion. You may not know how serious the concussion is at first, and some symptoms may not show up for hours or days. A teen's return to school and sports should be a gradual process that is carefully managed and monitored by a health care provider.

➤ **Teens who continue to play while having concussion symptoms or who return to play too soon—while the brain is still healing—have a greater chance of getting another concussion. A repeat concussion that occurs while the brain is still healing from the first injury can be very serious and can affect a teen for a lifetime. It can even be fatal.**

Revised 12/2015



Centers for Disease
Control and Prevention
National Center for Injury
Prevention and Control

To learn more, go to www.cdc.gov/HEADSUP

Concussion Management Plan

For:

STURGEON BAY HIGH SCHOOL

1230 MICHIGAN STREET

STURGEON BAY, WI 54235

Prepared by:

ALYSSA LEE

LICENSED ATHLETIC TRAINER

04/03/2018

1. Overview

1.1. In response to the growing concern over concussion in athletics there is a need for High Schools to develop and utilize a "Concussion Management Plan". While regional limitations in the availability of specifically trained school and medical personnel are acknowledged, the following document serves as a standard for concussion management.

1.2. The following components will be outlined as part of a comprehensive concussion management plan:

1.2.1. Concussion Overview (section 2)

1.2.2. Concussion Education for Student-Athletes and Parent(s)/Guardian(s) (section 3)

1.2.3. Concussion Education for Coaches (section 4)

1.2.4. Concussion Education for Teachers and Staff (section 5)

1.2.5 Pre-season concussion assessment (section 6)

1.2.6. Concussion action plan (section 6)

1.2.7. Appendix A: Statement Acknowledging Receipt of Concussion Education for Participant

1.2.8. Appendix B: Statement Acknowledging Receipt of Concussion Education for Parent/Guardian(s)

1.2.9. Appendix C: Statement Acknowledging Receipt of Concussion Education for Coaches

1.2.10. Appendix D: Post Concussion Instructions

1.2.11. Appendix E: Sports Concussion Assessment Tool with BESS – Version 3 (SCAT 3)

1.2.12. Appendix F: Post-Concussion Symptom Score

1.2.13. Appendix G: Return to School Recommendations

1.2.14. Appendix H: Return-To-Learn Recommendations

1.2.15. Appendix I: Return to Play Protocol

1.2.16. Appendix J: Memo- Implementation of NFHS Playing Rules Changes Related to Concussion and Concussed Athletes

1.2.17. Appendix K: Treatment Algorithm for Sports Related Concussion

2. What is a Concussion?

2.1. Concussion, or mild traumatic brain injury (mTBI), in accordance with the 3rd International Conference on Concussion in Sport (2008), is defined as a complex pathophysiological process affecting the brain, induced by traumatic biomechanical forces. Common elements include but are not limited to:

- Confusion
- Anterograde Amnesia
- Disorientation
- Delayed Motor Response
- Slurred/Incoherent Speech
- Nausea/Vomiting
- Light Sensitivity
- Disequilibrium
- Retrograde Amnesia
- Emotional Liability
- Dizziness
- Headache
- Loss of Consciousness (LOC)
- Blurred Vision
- Feeling 'in a fog', 'zoned out'
- Vacant Stare (Glassy eyed)
- Delayed Verbal Response
- Inability to Focus
- Excessive Drowsiness
- Noise Sensitivity
- Double Vision

3. Concussion Education for Student Athletes and Parent(s)/Guardian(s)

3.1. As part of the athletics paperwork process, student-athletes shall be presented with a discussion about concussions and given a copy of the CDC's "Heads Up: Concussion in High School Sports – A fact sheet for Athletes".

3.1.1. This information will be presented by the schools Licensed Athletic Trainer in cooperation and consultation with the athletic trainers supervising physician. Additional, local medical resources may also participate as needed.

3.2. As part of the athletics paperwork process, parent/guardian(s) shall be presented with a copy of the CDC's "Heads Up: Concussion in High School Sports – A Fact sheet for parents".

3.3. These materials are available free of charge from the CDC. To order or download go to the CDC concussion webpage or use the following link: <http://www.cdc.gov/concussion>.

3.4. All student-athletes and their parents/guardians will sign a statement in which the student-athlete accepts the responsibility for reporting their injuries and illnesses to the coaching/athletic training staff, parents, or other health care personnel including signs and symptoms of concussion. This statement will also acknowledge having received the above-mentioned educational handouts. **See Appendix A and B.**

3.5. All student-athletes shall be **required** to participate in the above education prior to their participation in any sport at Sturgeon Bay High School.

4. Concussion Education for Coaches

4.1. It is required that each year that coaches, Licensed Athletic Trainers, and the schools nurse shall review the concussion management plan and a copy of the CDC's "Heads Up: Concussion in High School Sports – A Guide for Coaches" <http://www.cdc.gov/concussion>.

4.2. All coaches, Licensed Athletic Trainers, other medical staff, administrative personnel and school nurses shall review appropriate handouts regarding concussion

4.2.1. As determined by Sturgeon Bay High School Administration, review of this information is required once a year.

4.2.2. All coaches will sign a statement acknowledging they have received and understand the above mentioned educational handout. **See Appendix C.**

5. Concussion Education for School Administration, Teachers, and School Nurse

5.1. It is recommended that each year school administrative staff, teachers, and school nurses shall review the concussion management plan, the Return to School Recommendations (**See Appendix F**), and Return-To-Learn Recommendations (**See Appendix G**).

5.2. All high school faculty will complete a 20 minute module through SAFE School called "Concussion Awareness" that will review signs, symptoms, and treatment of concussions.

5.2.1. As determined by Sturgeon Bay High School Administration, review of this information is required once a year.

6. Pre-season concussion assessment

6.1. Optimally a concussion history should be included as part of all of a student/athlete's pre-participation physical health examinations with their health care professional.

6.2. It has been established that every two years, student-athletes complete a baseline assessment prior to the beginning of the school year or their individual sports seasons as appropriate.

6.2.2. Neurocognitive Testing. Pre-season neurocognitive testing of all athletes is required and will be accomplished through a computerized system. Sturgeon Bay High School has chosen to partner with Door County Medical Center and ImPACT® applications for this purpose.

6.2.2.1. The ImPACT® program is designed to measure specific brain functions that may be altered following a concussion. The program is designed in such a way as to allow athletes to be tested pre-season so that post injury performance may be compared to the athlete's own baseline.

6.2.2.2. Neurocognitive testing may be administered by the schools Licensed Athletic Trainer or other designated school personnel trained in test administration in a controlled environment.

7. Concussion Action Plan

7.1. When a student-athlete shows any signs, symptoms or behaviors consistent with a concussion, the athlete shall be removed immediately from practice or competition and evaluated by the Licensed Athletic Trainer or other health care professional with specific training in the evaluation and management of concussion.

7.1.1. School personnel, including coaches are encouraged to utilize a pocket guide on the field to assist them in recognizing a possible concussion. An example pocket guide is available as part of the CDC toolkit "Heads Up: Concussion in High School Sports" available at <http://www.cdc.gov/concussion>.

7.2. Where possible, the athlete shall be evaluated on the sideline by the Licensed Athletic Trainer or other appropriate health care professional. The sideline evaluation will include using the SAC (Sideline Assessment of Concussion tool) or the SCAT 3 (Sports Concussion Assessment Tool version 3).

7.2.1. The SCAT 3 is comprised of a symptom checklist, standard and sport specific orientation questions, the Standardized Assessment of Concussion (SAC), and an abbreviated form of the Balance Error Scoring Scale (BESS) (See Appendix E)

7.3. A student-athlete displaying any sign or symptom consistent with a concussion shall be withheld from the competition or practice and shall not return to activity until receiving clearance from an appropriate health-care professional. The student-athlete's parent/guardian(s) shall be immediately notified of the situation.

7.4. The student-athlete will receive serial monitoring for deterioration. Student-athletes and their parent/guardian shall be provided with written instructions upon dismissal from the practice/game. **See Appendix D for a copy of the instructions.**

7.5. In accordance with Sturgeon Bay High School emergency action plans, immediate referral to Emergency Medical Services should be provided for any of the following "Red Flag Signs or Symptoms".

7.5.1. Loss of Consciousness

7.5.2. Seizure like activity

7.5.3. Slurring of speech

7.5.4. Paralysis of limb(s)

7.5.5. Unequal pupils or dilated and non-reactive pupils

7.5.6. At any point where the severity of the injury exceeds the comfort level of medical personnel

7.6. Consultation with a team of health care professionals experienced in concussion management shall occur for all student-athletes sustaining a suspected concussion. This consultation may occur by telephone between the local health care professional and a provider experienced in concussion management.

7.7. For the purposes of this document, a health care professional is defined as one who is trained in management of concussion and who is:

7.7.1. A licensed physician (MD/DO)

7.7.2. Advanced nurse practitioner

7.7.3. Neuropsychologist

7.7.4. Physician assistant (PA) working under the direction of a physician (MD/DO)

7.7.5. Licensed athletic trainer working under the direction of a physician (MD/DO)

7.8. Subsequent management of the student-athlete's concussion shall be at the discretion of the treating health care professional, and may include the following:

7.8.1. When possible, repeat neurocognitive testing with comparison to baseline test results.

7.8.2. Student-athlete should repeat daily post-concussion symptom score to determine progress of healing (See **Appendix F**)

7.8.2 Medication management of symptoms, where appropriate

7.8.3 Provision of recommendations for adjustment of academic coursework, including the possible need to be withheld from coursework obligations while still symptomatic. See **Appendix G & H for list of possible accommodations required.**

7.8.4. Direction of return to play protocol, to be coordinated with the assistance of the licensed athletic trainer. See **Appendix I for return to play protocol.**

7.8.5. Final authority for Return-to-Play shall reside with the attending health care professional (see 7.7), or their designee. Return to competition will not occur without clearance by an appropriate health care professional.

7.9 The incident, evaluation, continued management, and clearance of the student-athlete with a concussion shall be documented.

APPENDIX A: Statement Acknowledging Receipt of Education and Responsibility to report signs or symptoms of concussion to be included as part of the "Participant Disclosure and Consent Document".

I, _____ (*student/athlete name*), of Sturgeon Bay High School acknowledge that I have to be an active participant in my own healthcare. As such, I have the direct responsibility for reporting all of my injuries and illnesses to the sports medicine staff of Sturgeon Bay High School (e.g. team physician, athletic training staff). I recognize that my true physical condition is dependent upon an accurate medical history and full disclosure of any symptoms, complaints, prior injuries, and/or disabilities experienced. I hereby affirm that I have fully disclosed in writing any prior medical conditions and will also disclose any future conditions to the sports medicine staff at Sturgeon Bay High School.

I further understand that there is a possibility that participation in my sport may result in a head injury and/or concussion. I hereby acknowledge having received education about the signs, symptoms and risks of sport related concussion. I also acknowledge my responsibility to report to my coaches, parent(s)/guardian(s) any signs or symptoms of a concussion.

Signature of Student-Athlete

Date

APPENDIX B: Statement Acknowledging Receipt of Education and Responsibility to report signs or symptoms of concussion to be included as part of the "Participant Disclosure and Consent Document".

I, the parent/guardian of _____ (*student/athlete name*), of Sturgeon Bay High School acknowledge that I have to be an active participant in my child's healthcare. As such, I have the direct responsibility for reporting any of my child's injuries and illnesses to the sports medicine staff of Sturgeon Bay High School (e.g. team physician, athletic training staff). I recognize that my child's true physical condition is dependent upon an accurate medical history and full disclosure of any symptoms, complaints, prior injuries, and/or disabilities experienced. I hereby affirm that I have fully disclosed in writing any of my child's prior medical conditions and will also disclose any future conditions to the sports medicine staff at Sturgeon Bay High School.

I further understand that there is a possibility that child's participation in sport may result in a head injury and/or concussion. I hereby acknowledge having received education about the signs, symptoms and risks of sport related concussion. I also acknowledge my responsibility to properly care for and report any signs or symptoms of a concussion that my child may exhibit.

Signature of Parent/Guardian(s)

Date

APPENDIX C: Statement Acknowledging Receipt of Education and Responsibility to report signs or symptoms of concussion to be included as part of the “Coach Disclosure and Consent Document”.

I, _____ (*coaches name*), of Sturgeon Bay High School acknowledge that I have to be an active participant in the health and welfare of the student athletes under my watch. As such, I have the direct responsibility for reporting all of my athlete’s injuries and illnesses to the sports medicine staff of Sturgeon Bay High School (e.g. team physician, athletic training staff).

I hereby acknowledge having received education about the signs, symptoms and risks of sport related concussion. I also acknowledge my responsibility to report to my sports medicine staff, coaches, parent(s)/guardian(s) any signs or symptoms of a concussed athlete.

Signature and Printed Name of Coach

Date



APPENDIX C: Immediate Post Concussion Instructions

The following instructions are to be given to each athlete and their parent/guardian after sustaining a concussion, as identified in section 6.4 of the Sturgeon Bay School District Concussion Management Plan

Athlete _____ Date of injury _____
 Sport _____ Home phone number _____
 Parent/guardian name _____

Your son/daughter has sustained a head injury while participating in _____. In some instances, the signs of a concussion do not become obvious until several hours or even days after the injury. Please be especially observant for the following signs and symptoms.

- | | |
|---|--|
| 1. Headache (especially one that increases in intensity)* | 7. Decreased or irregular pulse or respiration* |
| 2. Seizure activity* | 8. Difficulty awakening, or losing consciousness suddenly* |
| 3. Nausea and vomiting* | 9. Dizziness |
| 4. Blurry or double vision* | 10. Changes in gait or balance |
| 5. Difference in pupil size from right to left* | 11. Memory loss |
| 6. Slurred speech* | 12. Ringing in the ears |

***Seek medical attention at the nearest emergency department**

The best guideline is to note symptoms that worsen and behaviors that seem to represent a change in your son/daughter. If you have any questions or concerns about the symptoms you are observing, contact your family physician for instructions or seek medical attention at the closest emergency department. Otherwise, you can follow the instructions outlined below.

It is OK to	Do NOT
<ul style="list-style-type: none"> Go to sleep Drink plenty of water Eat a light diet Rest (no strenuous activity or sports) Use ice pack on head/neck for comfort 	<ul style="list-style-type: none"> Wake every 1 – 2 hours (rest is essential) No impact, contact, or strenuous activity Drive while symptomatic Drink alcohol Take Ibuprofen, aspirin, naproxen or other NSAIDS

Please remind your child to check in with the Licensed Athletic Trainer (LAT) every day after school until cleared.

Recommendations provided by _____ Phone number _____
 Date _____ Time _____

Alyssa Lee, LAT	920.495.4177		
DCMC Emergency Department	920.743.5566	DCMC Sturgeon Bay Clinic	920.746.0510
DCMC Fish Creek Clinic	920.868.3511	DCMC Algoma Clinic	920.487.3496



Concussion Defined

Concussions are injuries to the brain caused by physical trauma to the head or body. Concussions are characterized by immediate and transient post-traumatic impairment of neural function. This alteration of the brain can present as any number of signs and/or symptoms, such as those listed in Appendix C. Signs and Symptoms may last for a few minutes or much longer. A person does NOT have to lose consciousness to have a concussion.

Every head injury should be taken seriously and each dealt with appropriately. No two are exactly alike. The effects of head injuries can be cumulative and recovery time from one to the next is frequently longer.

Return to Play Criteria

It is imperative that no athlete resume strenuous activity until completely symptom free for 48 hours. We recommend a gradual return to activity following the guidelines below:

1. Rest until completely symptom free for 48 hours
2. Work slowly back into independent, non-contact aerobic exercise
3. Begin non-contact sport-specific training
4. Work up to game speed, non-contact drills
5. Begin full-contact training/games

If symptoms return at any time during this progression, activities should be stopped for the day. The athlete may attempt the same activities again the next day only if symptom free. Athletes should be able to comfortably complete a full practice session before returning to play in games.

General Recommendations

The recommendations in Appendix D are in no way a substitute for the direct care of a licensed physician.

- No aspirin, ibuprofen or any other anti-inflammatory medication until directed by a licensed physician.
- Continue to drink plenty of fluids.
- A physical examination and mental rest are strongly encouraged.
- No alcoholic beverages should be consumed.
- It is strongly recommended that operating a vehicle not be attempted while symptomatic

Door County Medical Center
323 S 18th Avenue
Sturgeon Bay, WI 54235
920.743.5566

Appendix E: Sideline Concussion Assessment Tool with BESS



Sideline Concussion Assessment Tool

Name: _____
 Age: _____ Gender: Male Female
 School: _____ Sport: _____
 Exam Date: _____ Time: _____

Symptom Evaluation								
Rate your symptoms from 0 (None) to 6 (Severe)								
	0	1	2	3	4	5	6	
Headache	0	1	2	3	4	5	6	
Nausea	0	1	2	3	4	5	6	
Vomiting	0	1	2	3	4	5	6	
Balance problems	0	1	2	3	4	5	6	
Dizziness	0	1	2	3	4	5	6	
Fatigue	0	1	2	3	4	5	6	
Visual problems	0	1	2	3	4	5	6	
Light sensitivity	0	1	2	3	4	5	6	
Noise sensitivity	0	1	2	3	4	5	6	
Numbness or tingling	0	1	2	3	4	5	6	
Feeling mentally foggy	0	1	2	3	4	5	6	
Feeling slowed down	0	1	2	3	4	5	6	
Difficulty concentrating	0	1	2	3	4	5	6	
Difficulty remembering	0	1	2	3	4	5	6	
Drowsiness	0	1	2	3	4	5	6	
Sleeping more than usual	0	1	2	3	4	5	6	
Trouble falling asleep	0	1	2	3	4	5	6	
Irritability	0	1	2	3	4	5	6	
Sadness	0	1	2	3	4	5	6	
Nervousness	0	1	2	3	4	5	6	
Feeling more emotional	0	1	2	3	4	5	6	
Total Number of Symptoms								_____ / 20
Symptom Sensitivity Total								_____ / 120
Do symptoms worsen with physical activity?								YES <input type="checkbox"/> NO <input type="checkbox"/>
Do symptoms worsen with mental activity?								YES <input type="checkbox"/> NO <input type="checkbox"/>

Physical Signs Score	
Loss of Consciousness Witnessed Unresponsiveness	YES <input type="checkbox"/> NO <input type="checkbox"/>
Post Traumatic Amnesia Poor Recall of Events After injury	YES <input type="checkbox"/> NO <input type="checkbox"/>
Retrograde Amnesia Poor Recall of Events Before injury	YES <input type="checkbox"/> NO <input type="checkbox"/>

Orientation		
I am going to ask you a few questions, please listen to them carefully and give your best effort (1 point for each correct answer)		
What year is it?	0	1
What month is it?	0	1
What is today's date?	0	1
What day of the week is it?	0	1
What time is it? (within 1 hour)	0	1
Orientation Score	_____ / 5	

Immediate Memory						
Read the list of words and ask athlete to repeat the list in any order. Repeat the list again for trial 2 & 3. Do not advise them of the Delayed Recall portion of the test						
List	Trial 1		Trial 2		Trial 3	
Elbow	0	1	0	1	0	1
Apple	0	1	0	1	0	1
Carpet	0	1	0	1	0	1
Saddle	0	1	0	1	0	1
Bubble	0	1	0	1	0	1
Immediate Memory Total					_____ / 15	

Concentration			
Digits Backwards			
Read the string of numbers and ask athlete to repeat them in reverse order. For example if I say 7-1-9, you would say 9-1-7. If correct, go the the next string length. If incorrect, read trial 2. 1 point for each correct string length. Stop after incorrect on both trials			
5-2-6	4-1-5	0	1
1-7-9-5	4-9-6-8	0	1
4-8-5-2-7	6-1-8-4-3	0	1
8-3-1-9-6-4	7-2-4-8-5-6	0	1
Months in Reverse Order			
Tell me the months of the year in reverse order. Start with the last month of the year and work backwards. 1 point for the entire correct sequence.			
Dec Nov Oct Sep Aug Jul Jun May Apr Mar Feb Jan	0	1	
Concentration Total			_____ / 15

Delayed Recall				
Do you remember the list of words I had you repeat back to me earlier? Tell me as many words from that list that you can remember, in any order. Circle each word correctly recalled.				
Elbow	Apple	Carpet	Saddle	Bubble
Delayed Recall Total				_____ / 5

Balance Error Scoring System (BESS)		
Balance testing is comprised of three 20 second tests. Athletes' stance consists of eyes closed, hands resting on hips, and consistent foot position. Shoes should not be worn.		
Test the non-dominate foot	Left <input type="checkbox"/> Right <input type="checkbox"/>	Types of errors
Stance	Score	<ul style="list-style-type: none"> Opening eyes Step, Stumble, or Fall Lift hands from hips Move out of test position for > 5 sec Move hip in > 30° of abduction
Double Leg Stance	_____ / 10	
Single Leg Stance (non dominate foot forward)	_____ / 10	
Tandem Stance (non dominate foot forward)	_____ / 10	
BESS Total	_____ / 30	

Scoring Summary	
Orientation	_____ / 5
Immediate Memory	_____ / 15
Concentration	_____ / 5
Delayed Recall	_____ / 5
Total Score	_____ / 30

Appendix F: Post-Concussion Symptom Score

Post-Concussion Symptom Score

Address each symptom based on how you have felt on an average 24 hour period during since you have sustained your concussion. Rate your symptoms on a scale of 0 to 6. Zero (0) means you have never experienced the symptom, 1 means you experienced the symptom briefly, 3 means the symptom has been present for about half of the preceding 24-hour period, and 6 means the symptom has been continuous through preceding 24 hour period(Piland et al 2003).

Symptom Checklist *(To be completed by patient)*

Symptom	None	Mild	Moderate	Severe
Headache	0	1 2	3 4	5 6
Nausea	0	1 2	3 4	5 6
Vomiting	0	1 2	3 4	5 6
Balance Problems	0	1 2	3 4	5 6
Dizziness	0	1 2	3 4	5 6
Fatigue	0	1 2	3 4	5 6
Trouble falling asleep	0	1 2	3 4	5 6
Sleeping more than usual	0	1 2	3 4	5 6
Sleeping less than usual	0	1 2	3 4	5 6
Drowsiness	0	1 2	3 4	5 6
Sensitivity to light	0	1 2	3 4	5 6
Sensitivity to noise	0	1 2	3 4	5 6
Irritability	0	1 2	3 4	5 6
Sadness	0	1 2	3 4	5 6
Nervousness	0	1 2	3 4	5 6
Feeling more emotional	0	1 2	3 4	5 6
Numbness or tingling	0	1 2	3 4	5 6
Feeling slowed down	0	1 2	3 4	5 6
Feeling mentally foggy	0	1 2	3 4	5 6
Difficulty concentrating	0	1 2	3 4	5 6
Difficulty remembering	0	1 2	3 4	5 6
Visual Problems	0	1 2	3 4	5 6
Total Symptom Score				

APPENDIX G: Return to School Recommendations

In the early stages of recovery after a concussion, increased cognitive demands, such as academic coursework, as well as physical demands may worsen symptoms and prolong recovery. Accordingly, a comprehensive concussion management plan will provide appropriate provisions for adjustment of academic coursework on a case-by-case basis. The following provides a framework of possible recommendations that may be made by the managing health care professional:

Inform teacher(s) and administrator(s) about your injury and symptoms. School personnel should be instructed to watch for:

- Increased problems with paying attention, concentrating, remembering or learning new information
- Longer time needed to complete tasks or assignments
- Greater irritability, lessened ability to cope with stress
- Worsening symptoms (e.g., headache, tiredness) when doing schoolwork

Injured Student _____ Date _____

Until fully recovered, the following supports are recommended: *(check all that apply)*

May return immediately to school full time

Not to return to school. May return on (date) _____

Return to school with supports as checked below. Review on (date) _____

Shortened day. Recommend ___ hours per day until (date) _____

Shortened classes (i.e., rest breaks during classes). Maximum class length: _____ minutes

Allow extra time to complete coursework/assignments and tests

Reduce homework load by _____%

Maximum length of nightly homework: _____ minutes

No significant classroom or standardized testing at this time

No more than one test per day

Take rest breaks during the day as needed

Other: _____

Managing Health Care Professional

Name _____

Office Phone _____

E-mail _____

Alt. Phone _____

Health Care Professional Signature _____

Date _____

APPENDIX H: Return- to- Learn Recommendations

Return-to-Learn "Rest Phase" (for students having post-concussive symptoms)

- Cognitive rest:
 - No school attendance
 - No homework
 - No use of computers, video games, or texting
 - No reading
 - No loud music
- Physical rest:
 - No sports, physical exercise, or gym class
 - No horseplay
- Guided "Self-Pacing":
 - Baking, drawing, coloring, playing with cards as tolerated

Return-to-Learn "Homework Phase" (as concussive symptoms decrease)

- Avoid cognitive activities that worsen symptoms.
- Perform a trial of homework with parent observation for several minutes with multiple breaks.
- Start with timed study sessions with breaks after each session gradually increasing times (for example, study 10 minutes, take 5-minute break, repeat for 30 minutes)
- STOP if concussive symptoms occur with study.
- Goal: 2 hours of cyclic studying without symptoms

Return-to-Learn "School Re-Entry Phase" (post-concussion symptoms mostly resolved, able to study without provoking symptoms)

- Attend half-days at school (mainly core classes)
- Quiet breaks throughout the school day
- Eliminate nonessential work & computer use
- Preprinted class notes
- No testing!!!
- Avoid tasks that worsen symptoms:
 - No gym or recess
 - No choir or band
- Quiet lunch environment

Return-to-Learn "Full School Return Phase" (concussion symptoms virtually gone)

- Gradually increase hours at school until full day is tolerable.
- Gradually increase school work & computer use.
- Prioritize assignments & give extra time to complete.
- Start make-up test taking as tolerated. Recommend 1 test per day at the beginning.
- No gym
- Ease back into band, choir, & regular lunch room.
- Avoid overloading with homework & placing undo pressure on student to complete assignments.

Return-to-Learn “Full School Day + Return to Athletics Phase”

- Continue making up academic workload.
- Limit academic pressure placed on student.
- Full test taking
- Full return to choir & band
- Return-to-Play protocol for gym & sports

Help Strategies for Educators

- Maintain sensitivity & understanding for students dealing with this “hidden” injury.
- Reassure students/parents that having this injury will not result in failure.
- Notify “Concussion Management Team” of a student’s diagnosis—in case this group is unaware of the problem.
- Accept academic accommodations that are provided through proper channels (physician, principal, guidance counselors, school nurse, other teachers, etc.)
- Keep documentation of students’ progress/compliance.
- **Difficulty with Attention & Concentration:**
 - Allow for breaks of rest in quiet area
 - Write out short & specific instructions
 - Front row seat with proper lighting & quiet room
 - Lessen work load into small portions of an assignment
 - Encourage communication with parents & educators
- **Difficulty with Memory & Comprehension:**
 - Teacher-generated notes or tape record class
 - Provide visual learning aides
 - Mnemonic devices, repetition, & rehearsal
 - Multiple-choice or open-book tests
 - Use fact sheets
- **Difficulties with Noise or Light:**
 - Consider dimming lights in classroom; allowing hat or sunglasses.
 - Avoid lunch cafeteria, school assemblies/rallies.
 - Decrease computer use.
- **Difficulties with Emotions or Behavior:**
 - Avoid putting student “on the spot” in front of peers.
 - Allow for rest breaks—if student gets overloaded.
 - Seek help before emotions worsen.
 - Monitor peer relationships.
- **If post-concussive symptoms persist:**
 - Response to Intervention Protocol (RTI)
 - 504 plan
 - Individualized Education Plan (IEP)

Specific Responsibilities of School Personnel

- **School administrators:**
 - Develop, review, & enforce concussion management policy with school staff & coaches.
 - Oversee emergency care & communication plans for students who sustain concussion at school or in sport.
 - Oversee plans to meet concussed students' needs in conjunction with all members of the Concussion Management Team.
 - Maintain open communication with parents & students.
 - If needed, obtain FERPA release for communication with students' medical physicians.
- **Guidance counselors & teachers:**
 - Provide plan of academic accommodation to all teachers.
 - Communicate with student & parents as needed regarding academic progress.
 - Assist students in the return-to-learn process through daily evaluation & observation.
 - Implement "Help Strategies" when needed—based on presence of post-concussive symptoms.
- **Athletic team:**
 - Develop, oversee, & enforce concussion return-to-sport protocol.
 - Help educate athletes & parents regarding concussion.
 - Remove any athlete exhibiting signs/symptoms of concussion.
 - Communicate with team physician, parents, & school concussion management team about students' return-to-sport progress.

APPENDIX I: Return to Play Protocol, to be included in “Return to Play Clearance Form”.

All “Steps” are to be under the direction of the health care professional and the guidance of the Licensed Athletic Trainer. This is a minimum timetable.

Athlete must have no contact until seen by a physician.

Athlete must be symptom-free, meaning **NO** headache, nausea, vomiting, sensitivity to light or noise, fatigue, drowsiness, sleep disorders, nervousness, difficulty concentrating and remembering, numbness/tingling in extremities, dizziness, blurred vision, irritability or depression during these stages.

Athlete should refrain from physical education activities until directed by licensed physician.

Graded Symptoms Tested Daily

Stage	Functional Exercise or Activity	Objective	Recommended Tests Administered Before Advancing to Next Stage
1. No structured physical or cognitive activity	Only basic activities of daily living (ADLs). When indicated, complete cognitive rest followed by gradual reintroduction of schoolwork.	Rest and recovery, avoidance of overexertion	Initial Post-injury test battery: <ul style="list-style-type: none"> • Symptom checklist • Computer based neuropsychological testing
2. Light aerobic physical activity	Light cardiovascular work (10 minutes)	Increase heart rate, maintain condition, assess tolerance of activity	<ul style="list-style-type: none"> • Symptom checklist
3. Moderate aerobic physical activity and non-contact training drills at half speed	Cardiovascular work with sprint intervals (20 minutes)	Begin assimilation into team dynamics, introduce more motion and non-impact jarring activities	<ul style="list-style-type: none"> • Symptom checklist
4. Non-contact training drills at full speed	High Intensity Cardiovascular work with Sport Specific Drills (30 minutes)	Ensure tolerance of all regular activities short of physical contact.	<ul style="list-style-type: none"> • Symptom checklist • Computer based neuropsychological testing
5. Full contact practice	Full Contact Practice	Assess functional skills by coaching staff, ensure tolerance of contact activities	<ul style="list-style-type: none"> • Symptom checklist
6. Return to play	Regular game competition		

If, at any time symptoms return, stop activity. Rest until symptom free for 24 to 48 hours. Return to Step 1 of the protocol. If symptoms persist, consult a physician.

APPENDIX J: Memo -Implementation of NFHS and WIAA Playing Rule Changes Related to Concussion and Concussed Athletes

In its various sports playing rules, the National Federation of State High School Associations (NFHS) and the Wisconsin Interscholastic Athletic Association (WIAA) have implemented a standard rule change in all sports dealing with suspected concussions in student athletes. The basic rule in all sports (the rule may be worded slightly differently in each to reflect the language of the sport) states:

Any athlete who exhibits signs, symptoms or behaviors consistent with a concussion (such as loss of consciousness, headache, dizziness, confusion, or balance problems) shall be immediately removed from the contest and shall not return to play until cleared by an appropriate health-care professional. (Please see NFHS Suggested Guidelines for Management of Concussion in the Appendix of each NFHS Rules Book)

The WIAA has taken additional steps to insure athlete safety and has added to the above rule by stating:

A student who displays symptoms of a concussion and/or is rendered unconscious may not return to practice or competition without a physician's written approval.

The responsibility for observing signs, symptoms, and behaviors that are consistent with a concussion rests with school personnel, medical staff and sports officials. In conjunction with the *Southern Door School District Concussion Management Plan* and the rules stated above the following guidelines are given:

Role of the contest official in administering the new rules:

- Officials are to review and know the signs, symptoms and behaviors consistent with a concussion.
- Officials are to direct the removal an athlete who demonstrates signs, symptoms or behaviors consistent with concussion from the contest according the rules and protocol regarding injured contestants for the specific sport.

Role of school personnel in administering the new rules:

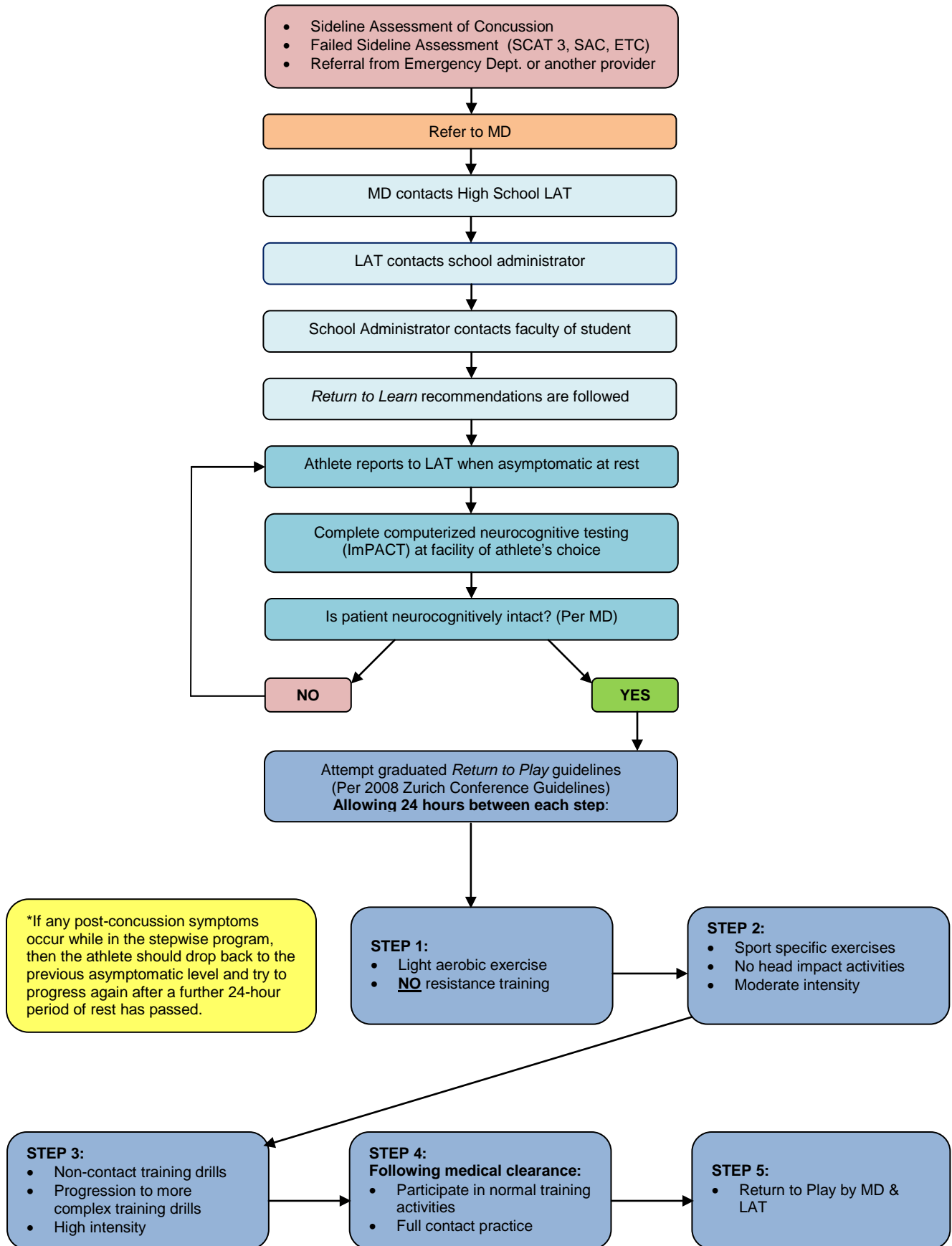
- All coaches, licensed athletic trainers, and administrative personnel are required to complete a course dealing with concussion. The NFHS course *Concussion in Sport* is available free of charge at www.nfhslearn.com and satisfies this requirement.
- All coaches and licensed athletic trainers are required to annually review the *Southern Door School District Concussion Plan* and the CDC publication *Heads up: Concussion in High School Sports – a Guide for Coaches* available at http://www.cdc.gov/concussion/HeadsUp/high_school.html.
- A student athlete who demonstrates signs, symptoms or behaviors consistent with concussion shall be removed immediately from the contest and shall not return to play until cleared by an appropriate health-care professional. All athletes assessed and determined to have symptoms consistent with having suffered a concussion must have a physician's written clearance prior to returning to competition or practice.

Appropriate health-care professional:

An appropriate health-care professional is one who is trained in the management of concussion **AND** who is:

- A licensed physician (MD/DO)
- Advanced nurse practitioner
- Neuropsychologist
- Physician assistant (PA) working under the direction of a physician (MD/DO)
- Licensed athletic trainer working under the direction of a physician (MD/DO)

APPENDIX K: Treatment Algorithm for Sport-Related Concussion with Computerized Neurocognitive Testing Available



Links to resources:

- 2011 State of Wisconsin Senate Bill 243 – <http://docs.legis.wisconsin.gov/2011/proposals/sb243>
- 20-minute program designed to educate coaches about recognizing & managing sports concussions – <http://concussionorcasinc.com/>
- Centers for Disease Control and Prevention – Fact Sheets for Coaches, Parents, Athletes, School Nurse – www.cdc.gov/ConcussionInYouthSports
- Halstead M, McAvoy K, Devore C, Carl, R, et al. Return to Learning Following a Concussion. *Pediatrics*, August 28, 2014 – <http://pediatrics.aappublications.org/content/early/2013/10/23/peds.2013-2867>
- "Heads up to Schools: Know your ABC's. Return to school after a concussion fact sheet from CDC – www.cdc.gov/concussion
- McCrory P, Meeuwisse, W, Aubry M, Cantu B, et al. Consensus on Concussion in Sport: The 4th International Conference on Concussion in Sport Held in Zurich, November 2012. *British Journal of Sports Medicine*, March 2013 – <http://bjsm.bmj.com>
- National Federation of High School Sports "Concussion in Sports" – www.nfhslearn.com
- Wisconsin Interscholastic Athletic Association – www.wiaawi.org
- Utah High School Activities Association – www.uhsaa.org



Sturgeon Bay High School National Honor Society

Procedures for Selection, Discipline, and Dismissal

Eligibility for membership in the National Honor Society is based on scholarship, leadership, service, and character. The procedures for selection used by Sturgeon Bay High School are aligned with the procedures set out by the National Association of Secondary School Principals, the organization that governs the National Honor Society.

A committee of five teachers, referred to as the Faculty Council, is given the authority of selecting candidates for membership. The adviser, functioning as the student advocate, provides all necessary information regarding each candidate and then facilitates the meeting where this information is reviewed.

Determination of Eligible Candidates

To be eligible for candidacy, a student must be at least a second-semester sophomore and have a cumulative grade point average (GPA) of 3.667 or above. A cumulative GPA of at least 3.667 satisfies the scholarship component of candidacy in the Sturgeon Bay High School chapter. The adviser will obtain a list of current GPAs after the first semester of the school year.

Students who have earned a cumulative GPA of 3.667 or better will be notified of eligibility. A copy of this document – Procedures for Selection, Discipline, and Dismissal – will accompany the student letter. (This document is also printed in the Student / Parent Handbook, a copy of which is provided to every student on the first day of school each year.)

Completion of the Student Activity Information Form

As part of the notification process, students will be instructed to complete a Student Activity Information Form (SAIF). This form is the document whereby students supply the necessary leadership and service information used in the selection process. This form is not an application for membership, and no student is selected for membership simply by completing the form.

The SAIF is available electronically on the school website. Each student should save as a word document (not a google doc.), complete his/her form electronically, print a completed copy of the form, and return the printout to the chapter adviser. Please use a paperclip. Do not staple. A parent/guardian signature is required.

A deadline will be set for returning the completed SAIF. Students who choose not to return a completed form or return the form after the deadline will no longer be considered for membership during the current school year.

Review of Character

The adviser will consult with the principal regarding any concerns of character for those candidates who have submitted completed SAIFs. Examples of concerns of character include but are not limited to violations as described in the Sturgeon Bay High School Student / Parent Handbook, the Sturgeon Bay High School Code of Classroom Conduct, and the Sturgeon Bay High School Co-Curricular Code of Conduct. The code documents are printed in the Student / Parent Handbook. Information provided by the principal will be used by the Faculty Senate in their determination of a student's candidacy.

Review of Leadership and Service

The Faculty Council will set minimum standards for leadership and service. The adviser will provide for the Faculty Council copies of the completed SAIF for each candidate. The Faculty Council will review each candidate's leadership and service components. Those candidates who meet or exceed the minimum standards for leadership and service will be selected for membership.

Students will be notified of their selection or non-selection for membership.

Appeals Process

This process applies only to seniors as non-selected underclassmen may have additional opportunities for selection.

Any senior who submitted a SAIF but who was not selected for membership may choose to appeal the Faculty Senate's decision using the process outlined below:

- Within five school days of the date of the non-selection letter, the candidate must:
 - Initiate a meeting with the adviser regarding the Faculty Council's feedback/concerns regarding the candidate's SAIF.
 - Submit a typed letter to the adviser, written to the Faculty Council, addressing the concerns of the Faculty Council. Concerns should be explained as specifically as possible.

- Within five school days of receipt of the candidate's letter of appeal, the adviser will:
 - Initiate a Faculty Council meeting
 - Provide copies of the candidate's letter to the Faculty Council
 - Personally hand a decision letter from the Faculty Council to the candidate and mail a copy to the candidate's home address.

All decisions from the Faculty Council's appeals meeting shall be considered final.

Induction Ceremony

A candidate cannot become an actual member of the National Honor Society without participating in the induction ceremony. The details of the ceremony will be communicated to the selected candidates and their parents/guardians.

Maintenance of High Standards

Current members of the National Honor Society are instructed during the ceremony to uphold the ideals of the Society. National Honor Society members should understand that they are subject to discipline and/or dismissal if they do not maintain the standards of scholarship, leadership, service, and character that were used as a basis for their selection. Described below is the procedure that is followed in disciplining members of and dismissing members from the Sturgeon Bay High School chapter of the National Honor Society.

The chapter adviser periodically reviews the standing of members for compliance with Society standards. Examples of this include a cumulative grade point average below 3.667 or violations as described in the Sturgeon Bay High School Student / Parent Handbook, the Sturgeon Bay High School Code of Classroom Conduct, and the Sturgeon Bay High School Co-Curricular Code of Conduct. The Faculty Council is called together to review situations in which a current member is in jeopardy of dismissal from the Society. When a member falls below the standards, the adviser will initiate the appropriate process outlined below:

1. Members who fall below the standards that were the basis for their selection shall be promptly warned in writing by the chapter adviser and given a reasonable amount of time to correct the deficiency, except that in the case of flagrant violation of school rules or the law, a member does not have to be warned.
2. The Faculty Council shall determine when an individual has exceeded a reasonable number of warnings.
3. In all cases of pending dismissal, a member shall have a right to a hearing before the Faculty Council.
4. For purposes of dismissal, a majority vote of the Faculty Council is required.
5. A member who has been dismissed may appeal the decision of the Faculty Council to the principal and thereafter under the same rules for disciplinary appeals in the school district.
6. The National Association of Secondary School Principals shall hear no appeals in dismissal cases.

Dismissal from the Society is a reality and not a threat. Once a student is dismissed, he/she is never again eligible for membership in or benefits of the Society.

Sturgeon Bay High School 2020-21 Calendar

Freshman Parent Orientation	Monday, August 24 – 7:00 p.m.
High School Open House	Wednesday, August 26 – 4:30 to 6:30 p.m.
First Day of School	Tuesday, September 1
Picture Day	Wednesday, September 9
Homecoming	Friday, September 18
Homecoming Dance	Saturday, September 19 – 7:00 to 11:00 p.m.
Quarter 1 Parent-Teacher Conferences	Thursday, October 8 – 4:30 to 7:00 p.m.
Teacher In-Service / No Classes	Friday, October 9
HS Choir Broadway Cabaret Fundraiser	Saturday, October 24 – 7:00 p.m.
Quarter 1 Exams	Tuesday, November 3, and Wednesday, November 4
<i>November 3: Classes for Blocks 1, 2, 3, and 4 in a.m. Exams for Blocks 3 and 4 in p.m.</i>	
<i>November 4: Exams for Blocks 1 and 2 in a.m. Students released at 11:45 a.m. Buses will run only at the end of the day on November 4. Please note that this early release is only for high school students.</i>	
Early Release Day	Friday, November 6 <i>Students released at 11:45 a.m. Buses will run at noon on November 6.</i>
Thanksgiving Break	Thursday and Friday, November 26 and 27
Winter Band Concert	Monday, December 7 – 7:00 p.m.
MS/HS Winter Choral Concert	Monday, December 14 – 7:00 p.m.
Winter Break	Thursday, December 24 through Friday, January 1
Classes Resume	Monday, January 4
Quarter 2 / Semester 1 Exams	Thursday, January 14, and Friday, January 15
<i>January 14: Exams for Blocks 1 and 2 in a.m. Students released at 11:45 a.m. Buses will only run at the end of the day.</i>	
<i>January 15: Exams for Blocks 3 and 4 in a.m. Students released at 11:45 a.m. Buses will run at noon on January 15.</i>	
Sadie Hawkins Dance	Saturday, January 30 – 7:00 to 11:00 p.m.
Solo and Ensemble Festival	Saturday, February 13 at Sturgeon Bay
Teacher In-Service / No Classes	Friday, February 19
Quarter 3 Parent-Teacher Conferences	Thursday, February 25 – 4:30 to 7:00 p.m.
Middle School / High School Band Pops Concert	Saturday, February 27 – 4:00 p.m.
Academic Awards / NHS Induction Ceremonies	Monday, March 1 – 7:00 p.m.
Grade 11 ACT Testing	Tuesday, March 9
Grade 11 ACT Testing – Makeup Day	Tuesday, March 23
Quarter 3 Exams	Thursday, March 18, and Friday, March 19
<i>March 18: Classes for Blocks 1, 2, 3, and 4 in a.m. Exams for Blocks 3 and 4 in p.m.</i>	
<i>March 19: Exams for Blocks 1 and 2 in a.m. Students released at 11:45 a.m. Buses will run at noon on March 19.</i>	
Spring Break	Monday, March 29, through Friday, April 2
Classes Resume	Monday, April 5
Grade 10 Forward Exam	Tuesday, April 6
Grades 9 and 10 Aspire Testing	Wednesday, April 14
High School Musical	Wednesday, April 21 – 10:00 a.m. – Senior Citizens only
	Thursday, April 22 – 7:00 p.m. / Friday, April 23 – 7:00 p.m. /
	Saturday, April 24 – 2:00 p.m.
Prom	Saturday, May 1 – 7:00 to 11:00 p.m.
Post Prom	Saturday, May 1 – 11:30 p.m. to 1:30 a.m. – Apple Valley Lanes
Spring Band Concert	Wednesday, May 5 – 7:00 p.m.
Spring Choral Concert	Wednesday, May 19 – 7:00 p.m.
Senior Awards Ceremony	Wednesday, May 26 – 6:30 p.m.
Teacher In-Service / No Classes	Friday, May 28
High School Commencement Ceremony	Sunday, May 30 – 4:00 p.m.
Memorial Day / No Classes	Monday, May 31
Quarter 4 / Semester 2 Exams	Thursday, June 3, and Friday, June 4
<i>June 3: Exams for Blocks 1 and 2 in a.m. Students released at 11:45 a.m. Buses will only run at the end of the day.</i>	
<i>June 4: Exams for Blocks 3 and 4 in a.m. Students released at 11:45 a.m. Buses will run at noon on June 4.</i>	

**Sturgeon Bay High School
2020-21 Student Fees Schedule**

Activity Passes:

Students	\$20.00
Adults	\$30.00
Family (includes parents and children in Grades K – 8)	\$55.00
Senior Citizens (district residents aged 60+)	Free for Life

Co-Curricular Participation Fee

Fees charged for maximum of
two activities per student

Meals:

Breakfast	\$1.75
Second Breakfast	\$1.95
Main Menu Item	\$3.00
Second Main Menu Item	\$3.00
Clipper Salads	\$3.00
Clipper Entree	\$3.00
Second Entree	\$1.60
Milk	\$0.35

Course-Related Fees

See the Supply List and Course Description Booklet

Parking	\$40.00 per Year
Parking Fine	\$15 per Incident
Registration Fee	\$30.00

**Sturgeon Bay High School
2020-21 Staff Directory**

Main High School Number: 920.746.2800

Name	Position or Department	Room	Phone	Email @sturbay.k12.wi.us
Alumbaugh, Beth	Teaching Associate	105	920.746.3881	balumbaugh
Anschutz, Nanette	Educational Interpreter	105	920.746.2809	nanschutz
Biggs, Mary	Library Associate	High School Library	920.746.3866	mbiggs
Blahnik, Brock	Social Science Department	201	920.746.5768	bblahnik
Bryfczynski, Michael	Technology and Engineering Department	Wood Shop	920.746.5757	mbryfczynski
Buhk, Jolene	DCSCTP Job Coach	Door County Medical Center	920.746.3721	jbuhk
Canilho, Amélia	World Language Department	113	920.746.5745	acamilho
DeMeuse, Ann	Administrative Assistant	District Office	920.746.2807	ademeuse
Desotelle, Robert	Teaching Associate	210	920.746.3840	rdesotelle
Gerondale, Elizabeth	World Language Department	111	920.746.3852	egerondale
Gibson, Michelle	Business and Information Technology Department	108	920.746.5758	mgibson
Hathaway, Joanne	Teaching Associate	107	920.746.3881	jmhathaway
Herbst, Nicole	Art Department	129	920.746.5763	nherbst
Hill, Leslie	Music Department – Choral	Choir Room / 130	920.746.5742	lhill
Hintz, Heidi	Music Department – Instrumental	High School Band Room	920.746.3874	hhintz
Jacobson, Abby	English Department	101	920.746.5767	ajacobson
Jandrin, John	Social Science Department	203	920.746.3883	jjandrin
Kiedrowski, Morgan	Counselor – Grade 9	Middle School Office	920.746.3875	mkiedrowski
Kiekhaefer, Craig	Science Department	214	920.746.5746	ckiekhaefer
Kiekhaefer, Rebecca	Mathematics Department	211	920.746.5770	rkiekhaefer
LeRoy, Michael	Science Department	205	920.746.5748	mleeroy
McFarlane, Scott	Mathematics Department	216	920.746.5741	smcfarlane
Meikle, Holly	English Department	104	920.746.5752	hmeikle
Meikle, Todd	Athletic Director	High School Office	920.746.1830	tmeikle
	Physical Education Department	High School Gym		

Mellen, Barry	Social Science Department	204	920.746.5726	bmellen
<i>Vacant</i>	School Resource Officer	High School Office	920.746.3860	
Mueller, Samuel	Physical Education Department	Sunset School	920.7465918	smueller
Myers, Robert	School Psychologist	Sunrise School	920.746.5811	rmyers
Nelson, Gail	Teaching Associate	105	920.746.5854	gnelson
Nickel, Mary	Data Specialist	High School Office	920.746.3876	mnickel
Nickel, Robert	Principal	High School Office	920.746.2802	rnickel
O'Handley, Jennifer	Counselor – Grades 10 through 12	High School Office	920.746.3867	johandley
Pahl, Brian	Technology and Engineering Department	110 / Metal Shop	920.746.5774	bpahl
Parkansky, Donna	Special Education Department	116	920.746.3840	dparkansky
Pfaff, Jacqueline	Special Education Department	210	920.746.5733	jpgaff
Pichette, Linnea	Pupil Services Secretary	Special Education Office	920.746.2816	lpichette
Rankin, Michele	High School Secretary	High School Office	920.746.2819	mrankin
Sanderson, Sharon	Special Education and Pupil Services Director	Special Education Office	920.746.2804	ssanderson
Schartner, Robert	English Department	106	920.746.5754	rschartner
Schriner-Schmitt, Edward	Special Education Department	199	920.746.5872	eschmitt
Selle, Holly	Library Media Specialist	Library	920.746.3882	hselle
Smejkal, Ann	District Assessment Coordinator	Sunset School Office	920.746.2815	asmejkal
Smith, Trevor	Mathematics Department	209	920.746.5764	tasmith
Spude, Jennifer	Food Services Director	High School Kitchen	920.746.3877	jspude
Sullivan, John	Director of Building and Grounds	128	920.746.1834	jsullivan
Tess, Robert	Science Department	202	920.746.5772	rtess
Tjernagel, Dan	Superintendent	District Office	920.746.2801	dtjernagel
Townsend, Natalie	Family and Consumer Education Department	208	920.746.3850	ntownsend
Umentum, Steven	Special Education Department	199	920.746.5719	sumentum
Walle, Anna	English Department	103	920.746.5727	awalle
Wautier, Shannon	Special Education Department	105 / 107	920.746.3881	swautier
Wind, Clifford	Mathematics Department	213	920.746.3872	cwind
Winkel, Joan	Teaching Associate	199	920.746.5874	jwinkel

MEMO

To: Board of Education
Copy: Dan Tjernagel
From: Bob Nickel
Date: June 4, 2020
Re: Updated Sturgeon Bay High School Faculty and Staff Handbook

The 2020-21 Sturgeon Bay High School Faculty and Staff Handbook will be emailed as part of the board packet.

The changes to the 2020-21 edition are as follows:

- Personnel
 - All changes known as of June 4, 2020, have been made.
- Departmental
 - All changes known as of June 4, 2020, have been made.
- Homeroom Advisors and Locations
 - The section has been updated to reflect staff member and room location changes.
- Student Organizations and Advisors
 - The section has been updated to reflect advisor changes.
- Athletic Teams and Head Coaches
 - The section has been updated to reflect coaching changes.
- Sturgeon Bay High School Staff Directory
 - The section link has been updated based on changes known as of June 4, 2020.
- Guidelines for Building and District Operation
 - The “Reporting Absences” section (page 16) has been updated.
 - The “Audio/Visual Equipment Use” section (page 17) has been updated.
- Guidelines for Classroom Operation
 - No changes.
- Emergency Procedures
 - No changes.
- Wisconsin Educator Effectiveness System
 - The link to the Sturgeon Bay timeline will be updated when ready.

Page 2

- Schedules
 - All documents are updated or will be updated throughout the summer.

Faculty and Staff Handbook 2020-21



Home of the Clippers

**Sturgeon Bay High School
1230 Michigan Street
Sturgeon Bay, WI 54235
Phone: 920.746.2800
Fax: 920.746.3888
www.sturbay.k12.wi.us**

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Preliminary Pages

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.

Board of Education Policy [2105](#) – Mission of the District.

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 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 questions or 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
1230 Michigan Street
Sturgeon Bay, WI 54235
920.746.2801

Inquiries related to Section 504 of the Rehabilitation Act of 1972, which prohibits discrimination on the basis of handicap, should be directed to:

Mrs. Lindsay Ferry
Special Education and 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 policies:

[4362](#) – Employee Anti-Harassment

[5517](#) – Student Anti-Harassment

[1422](#) – Nondiscrimination and Equal Employment Opportunity

Personnel

Board of Education

Teri Hooker	President
Keith Miller	Vice President
Amy Stephens	Treasurer
Tina Jennerjohn	Clerk
Scott Alger	
Beth Chisholm	
Jessica Holland	
Chad Hougaard	
Michael Stephani	

District Administration, Services, and Support

Dan Tjernagel	Superintendent
Ann DeMeuse	Administrative Assistant
Ann Smejkal	Director of Teaching and Learning
John Sullivan	Director of Building and Grounds
Jacob Holtz	Business Manager
Kim Gordon	Payroll and Benefits Specialist
Corinne Rice	Business Office Assistant
Mary Nickel	Data Specialist
Jennifer Spude	Food Services Director
Holly Selle	Librarian
Mary Biggs	High School Library Associate
Lindsay Ferry	Special Education and Pupil Services Director
Robert Myers	School Psychologist
Linnea Pichette	Pupil Services Secretary
Jolene Buhk	DCSCTP Job Coach
Contracted with DCMC	School Nurse
Vacant	School Resource Officer
Vacant	Technology Coordinator
Nelson DeMeuse	Computer Support Specialist
John Quaderer	Transportation Coordinator

Building Administration, Services, and Support

Robert Nickel	Principal
Ann DeMeuse	Administrative Assistant
Michele Rankin	High School Secretary
Todd Meikle	Athletic Director
Donald Mallien	Building Engineer
Morgan Kiedrowski	School Counselor – Grade 9
Jennifer O’Handley	School Counselor – Grades 10 through 12

Faculty and Teaching Associates

Beth Alumbaugh	Special Education Teaching Associate
Nanette Anschutz	Educational Interpreter
Mary Biggs	Library Associate
Brock Blahnik	Social Science
Michael Bryfczynski	Technology and Engineering
Amélia Canilho	World Language
Robert Desotelle	Special Education Teaching Associate
Elizabeth Gerondale	World Language
Michelle Gibson	Business and Information Technology
Joanne Hathaway	Special Education Teaching Associate
Nicole Herbst	Art
Leslie Hill	Music (Choral) / Auditorium Supervisor
Heidi Hintz	Music (Instrumental)
Abby Jacobson	English
John Jandrin	Social Science
Craig Kiekhaefer	Science
Rebecca Kiekhaefer	Mathematics
Michael LeRoy	Science
Scott McFarlane	Mathematics
Holly Meikle	English
Todd Meikle	Physical Education
Barry Mellen	Social Science
Samuel Mueller	Physical Education
Gail Nelson	Special Education Teaching Associate
Brian Pahl	Technology and Engineering
Donna Parkansky	Special Education
Jacqueline Pfaff	Special Education
Robert Schartner	English
Edward Schrinier-Schmitt	Special Education
Holly Selle	Librarian
Trevor Smith	Mathematics
Robert Tess	Science
Natalie Townsend	Family and Consumer Education
Steven Umentum	Special Education
Anna Walle	English

Shannon Wautier
Clifford Wind
Joan Winkel

Special Education
Mathematics
Special Education Teaching Associate

Departmental Organization

Art	Nicole Herbst
Business and Information Technology	Michelle Gibson
English	Abby Jacobson Holly Meikle Robert Schartner Anna Walle
Family and Consumer Education	Natalie Townsend
Library Media Center	Holly Selle Mary Biggs (Associate)
Mathematics	Rebecca Kiekhaefer Scott McFarlane Trevor Smith Clifford Wind
Music	Leslie Hill (Choral) Heidi Hintz (Instrumental)
Physical Education	Todd Meikle Samuel Mueller
School Counseling	Morgan Kiedrowski (Grade 9) Jennifer O'Handley (Grades 10 through 12)
Science	Craig Kiekhaefer Michael LeRoy Robert Tess
Social Science	Brock Blahnik John Jandrin Barry Mellen
Special Education	Beth Alumbaugh (Associate) Nanette Anschutz (Educational Interpreter) Robert Desotelle (Associate) Joanne Hathaway (Associate) Gail Nelson (Associate) Donna Parkansky Jacqueline Pfaff Edward Schriener-Schmitt Steven Umentum Shannon Wautier Joan Winkel (Associate)

Technology and Engineering

Michael Bryfczynski
Brian Pahl

World Language

Amélia Canilho
Elizabeth Gerondale

Homeroom Advisors and Locations

Freshmen (Class of 2024)

Amélia Canilho	Room 113
Michael LeRoy	Room 205
Elizabeth Gerondale	Room 111
Brian Pahl	Room 110
Robert Tess	Room 202
Natalie Townsend	Room 208
Steven Umentum	Room 199

Sophomores (Class of 2023)

Michael Bryfczynski	Room 207
Michelle Gibson	Room 108
Nicole Herbst	Room 129
Abby Jacobson	Room 101
John Jandrin	Room 203
Trevor Smith	Room 209

Juniors (Class of 2022)

Leslie Hill	Room 206
Craig Kiekhaefer	Room 214
Scott McFarlane	Room 216
Barry Mellen	Room 204
Anna Walle	Room 103
Clifford Wind	Room 213

Seniors (Class of 2021)

Brock Blahnik	Room 201
Heidi Hintz	Band Room
Rebecca Kiekhaefer	Room 211
Jacqueline Pfaff	Room 210
Robert Schartner	Room 106
Edward Schriener-Schmitt	Library

Holly Meikle	Room 104	Graduation Activities Advisor
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Selected Students

Donna Parkansky	Room 116
Shannon Wautier	Room 105

Unassigned for 2020-21

Todd Meikle

Dance Manager

Joan Winkel	Room 199
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Student Organizations and Advisors

AODA / Project 180	Jennifer O’Handley and Morgan Kiedrowski
Audio/Visual Club	Nicole Herbst
Chess Club	Amélia Canilho
City Rhythm	Leslie Hill
City Rhythm – Assistant	Christine Henkel
Clipper Clays	Matthew Propsom
Forensics	Courtney Elm
Future Business Leaders of America	Michelle Gibson
Future Teachers of America	Clifford Wind
History Club	Barry Mellen
HOSA – Future Health Professionals	Natalie Townsend
Intramurals	Todd Meikle
Jazz Band	Heidi Hintz
Math Team	Clifford Wind
Mock Trial	Brock Blahnik
Musical	Leslie Hill
Musical Set Design and Construction	Brian Pahl
National Honor Society	Abby Jacobson
Service Club	Holly Meikle
Student Council	John Jandrin
World Language Club	Elizabeth Gerondale
Yearbook	Nicole Herbst

Athletic Teams and Head Coaches

Athletic Director	Todd Meikle
Baseball	John Berns
Basketball – Boys	James Benesh
Basketball – Girls	Erik Tauschek
Cheerleading	Rachel Mallien
Cross Country	Leanne Pinkert
Dance Team	Jennifer Propsom
Football	James Adams
Golf – Boys	Erik Tauschek
Golf – Girls	Erik Tauschek
Soccer – Boys	Todd Maas
Soccer – Girls	Robert Desotelle
Softball	James Benesh
Swimming – Boys	Jeffrey Norton
Swimming – Girls	Kelly Rankin and Krista Moyer
Track and Field	Michael LeRoy
Volleyball	Stacy Judas
Wrestling	Trevor Hasenjager

Sturgeon Bay High School Staff Directory

This [directory](#) of all personnel associated with Sturgeon Bay High School lists names, job titles, locations, phone numbers, and email addresses.

Guidelines for Building and District Operation

Absences / Substitute Teachers

Reporting Absences and Requesting Substitutes

The district uses Frontline – Absence Management for sub calling. (Absence Management is accessed with the same log-in information as is used for Frontline – Professional Development.) Follow these steps for obtaining a sub:

- All absences – pre-planned or unplanned, paid or unpaid, sub needed or no sub needed – must first be entered into Skyward. While entering the absence in Skyward, if a sub is needed, check the “Sub Needed” box.
- Once the box is checked, the system will redirect to the Absence Management software. Re-entry of the absence information is needed. Once the information is entered into Absence Management, the system will assist in locating a sub. Remember that if for some reason the absence is not approved by the building principal, the absence will need to be deleted from Absence Management.
- Absence Management will only be used to obtain and track subs for the district. It will not be used to track absences. Again, all absences must be entered in Skyward.

Advance Absence Process (more than 24-hour notice)

- Enter the absence in Skyward for approval by the building principal.
- Skyward will ask if a sub is needed. If so, indicate that a sub is needed. The system will redirect to Absence Management.
- Create the absence in Absence Management so a substitute can be contacted. (A teacher can arrange his/her own sub. If that is the case, assign the sub to the absence.)

Unplanned Absence Process (less than 24-hour notice)

- *Note: In the case of physical inability to enter the absence, call the substitute phone (920.493.1820) and speak with or leave a message for Angie Anderson. She and the building secretary will locate a sub. The absence will still need to be entered in Skyward at a later time.*
- Enter the absence in Skyward for approval by the building principal.
- Skyward will ask if a sub is needed. If so, indicate that a sub is needed. The system will redirect to Absence Management.
- Create the absence in Absence Management so a substitute can be contacted. (A teacher can arrange his/her own sub. If that is the case, assign the sub to the absence.)

Regular Teacher’s Preparations for Substitutes

- An up-to-date seating chart should be kept on the desk at all times. If there is no regular seating plan, one should be developed for times when a substitute is needed.
- An attendance roster should be available to the substitute so he/she may take attendance and record absences and tardies. In lieu of a roster, substitute teachers may log into PowerSchool to take attendance.
- Lesson plans should be written as specifically as possible.

Announcements

Announcements will be made over the PA system at the beginning of Block 1. The daily bulletin will be created in PowerSchool and is thus available electronically to teachers and staff.

Announcements should be submitted through email by 7:50 a.m. on the morning that the announcement is to be read. All student-generated announcements must be approved by the teacher or staff member in charge or by the principal. All announcements should be written exactly as intended to be read over the PA system so that the announcer does not need to edit.

Audio/Visual Equipment Use

Audio/Visual multimedia equipment is available for staff use in the High School Commons. Cables 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.

Auditorium Use

The Auditorium is equipped with professional-level sound, lighting, and audio-visual equipment. This facility is managed by a supervisor who oversees the scheduling and operation of the facility and equipment. Staff members who are interested in using the Auditorium must complete a request through the online Facility Scheduler tool.

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. Budgets are normally frozen on March 1 of the current school year.

Bus Transportation

Field Trips (See additional information in "Field Trips " below.)

- Requests must be made through the district's transportation management software.
- 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.
- If the field trip request is weather dependent, alternate dates should be submitted with the original request.
- 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.
- The bus driver has the responsibility to make the final determination on safety issues. It is the teacher's (or other chaperone's) responsibility to make sure students are quiet and remain in their seats.
- Food and drink are not permitted on the bus unless prior approval has been obtained from the Transportation Department or the individual bus driver.

- Side trips or deviations that were not included in the original request are not permitted. For all out-of-town trips, a roster of all participants (i.e., students, teachers, and chaperones) must be provided to the Transportation Department 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.
- An adult chaperone must accompany students on all class field trips.

Co-Curricular

- 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.
- All side trips (e.g., restaurant stop) must be discussed with the driver before departure.
- 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.
- 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.
- 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.
- 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.
- Food and drink will be allowed on the bus as long as 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.

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. 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.).

Classrooms and Keys

Classroom doors should be closed and locked at all times even when the room is in use. 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. Keys or fobs should never be given to students.

Closing School (Inclement Weather or Emergency)

If it becomes necessary to close school due to inclement weather or other emergency situations, notification will be sent through SchoolMessenger. It may also be necessary to communicate closing or other information through the use of SchoolMessenger. Staff members who change their primary contact telephone numbers should notify the principal as soon as possible so that SchoolMessenger contact information may be kept up to date at all times.

Co-Curricular Event-Free Days and Times

As a general rule, high school activities and/or athletic practices shall conclude by 5:15 p.m. and middle school activities and/or athletic practices by 5:00 p.m. on Wednesday evening during the school year. No school activities will be allowed in the school buildings or on school grounds on Sunday before 2:00 p.m. Any school activity scheduled by school personnel shall be optional for students. Any school event scheduled in conflict to the above shall be cleared by the principal and the district administrator.

Dress Code for Professional Staff

Teaching is a profession, and teacher attire should reflect the significance of the profession. While a more casual approach to teacher attire may be taken on Fridays or days before vacations, teacher dress should routinely fall in the business casual category.

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 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.

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 Facilities Scheduler. 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 Facilities Scheduler. Failure to reserve facilities through this system may result in an event or activity being cancelled or moved to a less-than-desirable location.

Field Trips

As per Board of Education policy, no field trip off school property may be taken without the approval of the principal. Any field trip involving the use of a school vehicle or bus requires additional approval. 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 so as 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 involving transportation of students. Forms are available online and 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.

Fundraising

Any student fundraising campaign that takes place off campus must receive prior approval by the Board of Education. In-house fundraisers are permitted with the approval of the principal.

Injury

According to current insurance coverage, the following should occur should an employee be injured at work: Report the injury to the immediate supervisor, then call the EMC On-Call Nurse at 844.322.4668.

Leaving the Building

Teachers who need to leave the building for business or personal reasons must receive permission from the principal prior to departure.

Lesson Plans

Teachers must prepare lesson plans on a weekly basis. The GANAG format is the district preference for lesson planning.

Lost and Found Articles

Articles that are found should be returned to the High School Office where a “lost and found” area is located. Students should be instructed to take all found articles to the office and inquire there for lost articles. Unclaimed money or other valuables are generally returned to the finder when not claimed by the owner.

Money Collection

All purchases of workbooks and other consumable items will be handled through the High School Office. Teachers should not collect money for workbooks and other consumable items. Money for other purposes collected from students, including 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

Use of any media (books, movies, video clips, music, etc.) in the classroom should always be done in support of the content. In selecting media for use in course content, teachers need to be aware of the age level of the students and the appropriateness of that material for their use. It is in a teacher’s very best interest to notify parents when planning to use materials with adult themes or ratings. For example, if a teacher feels an R-rated movie is well suited to the content, the teacher needs to mail a letter to parents well in advance so they are aware the movie will be used in the classroom and giving them and their students an opportunity to opt out of the viewing. Although students often choose on their own to enjoy adult-themed media, incorporating it into a lesson is a completely different situation. Teachers should be proactive and make sure parents are informed well in advance. Do not trust students to convey the message. It is the teacher’s responsibility as the instructor to inform parents. In addition, the principal should also be notified of the plans well in advance. For specific guidelines regarding the teaching of controversial issues, refer to

board policy. 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.

Parent Newsletter

Approximately once each month, Clipper Connection – the Sturgeon Bay High School parent newsletter – is mailed to each student’s parent/guardian. Teachers interested in publicizing an event or communicating to parents/guardians should submit articles to the principal by the advertised deadline for each issue.

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.

Vans

School-owned vans may be used to transport six or fewer passengers plus the driver for school-related purposes or activities. Staff members are expected to use school-owned vans when available for approved workshops, conferences, etc. School-owned vans may be reserved through the Facilities Scheduler. Keys are stored in the High School Office. The driver and all passengers must wear seat belts. Vans must be refueled after use. Door County Highway Department pumps must be used. Directions for accessing the pumps are stored in each van.

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 the Business Office.
- If the packing slip is missing, contact the Business Office staff 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.

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. The district does not reimburse for sales tax.

Shared Classroom

One classroom is considered shared space and is not necessarily assigned to a particular teacher:

- Room 206 – a classroom with tables, a computer, and a flat panel screen.

This classroom is available for use by all teachers. Room reservations are handled through the Facilities Scheduler.

Social Media and Messaging – Use and Abuse

Clipper Connection (the parent newsletter) and print forms of media provide a venue for staff members to highlight student activities and accomplishments. While valuable, these outlets do not provide the timely release of information that is unique to social media. The district Facebook page provides the opportunity for more immediate release of information. Staff members are encouraged to forward pictures and articles to the school social media advisor for use on the district Facebook page.

Staff members are urged to use extreme caution when contacting students through various forms of social media and messaging including email, texts, Facebook, etc.

Each student is issued a school email account. Staff-to-student communication via email should make use of school accounts only, and the content of these emails should be related to school activities only.

Student cell phone numbers are often harvested for a specific purpose (field trip, fan bus, rehearsal, etc.). Staff contact via student cell phone numbers should be related to school activities only. Staff should consider use of a general messaging system (e.g., [Remind](#)) in order to facilitate communication via text. There is no reason for a staff member to use his/her personal cell phone number to contact a student via his/her personal cell phone number for any purpose other than a school-related activity.

Students often build personal Facebook pages. Staff members are urged to use extreme caution when posting information on student Facebook pages or messaging a student on his/her personal Facebook page.

As social media evolves, the number of applications available for communication increases exponentially. As a staff member, a basic rule to follow is this: “If you are contacting a student about anything other than a specific school activity, you are risking crossing that student’s personal boundary.”

Staff Workroom

The Staff Workroom is available for use by all staff and is designed for staff and teacher preparation work. Service learners completing photocopying or other work for teachers should use the space and copiers in the Staff Workroom. As a back-up, the copier in the High School Office may be used.

Staff Meetings and Communication***Leadership Council***

The Leadership Council – a small group of staff members representing the larger staff population – meets monthly to discuss educational initiatives, building goals and events, staff and principal concerns, and any other issues brought forth by the represented staff. The Leadership Council meeting is scheduled 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.

Staff and Professional Learning Community (PLC) Meetings

Full staff and Professional Learning Community (PLC) meetings will be held once each month. All staff members are expected to be in attendance unless permission for absence has been granted by the principal prior to the meeting.

Weekly Staff Bulletin

A weekly bulletin is published by the principal. This bulletin includes a calendar of the current week's events, announcements, and an overview of future events.

Student Chaperone Behavior

No teacher or other employee of the School District of Sturgeon Bay shall be under the influence of or consume any alcoholic drink or illegal drug when accompanying or supervising students on a school-sponsored or school-related activity. Anyone guilty of violating this directive is liable for disciplinary action that may include termination of employment with the district.

Teacher Attendance – Work Day

All teachers shall report for work by 7:45 a.m. The workday extends until 3:45 p.m. Teachers are expected to be in their rooms or in hallways adjoining their rooms and available to students from 7:45 to 8:00 a.m. and from the end of the class day until 3:45 p.m.

Technology Use

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 is 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.

Telephone

For school-related long distance calls, a long distance access code is not needed. For personal long distance calls, staff members are required to use personal calling cards or cell phones.

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.

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.

Guidelines for Classroom Operation

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 items, 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.

Assignments / Homework

All assignments should be made with a definite purpose in mind. It is suggested that daily assignments not be increased in size because of a vacation or weekend. Check occasionally to see if too much or too little independent practice is being assigned. Busy work is not educationally sound.

Attendance Reporting

It is extremely important for teachers to be timely and accurate in taking attendance. Attendance should be recorded electronically each period using PowerSchool. The only exceptions to this requirement are for Study Halls meeting in the Commons, classes in which there is a substitute teacher, and times of computer failure. In the event of one of these circumstances, please record attendance on a paper attendance sheet, and send it to the High School Office with a trustworthy student. Teachers should remember to make the appropriate corrections to attendance as needed (e.g., a student arrives late with an excused pass).

Books

Books are furnished by the Board of Education on a rental basis. Students are responsible for the good care of their textbooks. Lost or damaged books, or those subjected to excessive wear and tear, must be paid for by the student to whom they were issued. Teachers are required to have an accurate list of textbooks assigned to each of their students.

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. (See Board of Education Policy [4362](#) – Employee Anti-Harassment and Policy [5517](#) – Student Anti-Harassment for more information.) 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.

Co-Curricular Code of Conduct

Sturgeon Bay High School requires that all students in co-curricular activities maintain a passing grade in all courses. This rule exceeds the minimum standards established by the WIAA. This rule is also in effect for all co-curricular activities. Any time a student represents Sturgeon Bay High School other than for classroom purposes, he/she must meet eligibility requirements. Coaches or sponsors may set additional eligibility requirements for their particular activity. The Co-Curricular Code of Conduct is posted on the school website.

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 by the teacher. 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 using the online referral tool in PowerSchool. 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 for misbehavior unless all of the following apply:

- The teacher is able to monitor the student while in the hallway.
- The student is not disruptive to other classes while in the hallway.
- The removal is for a very short amount of time.

If it becomes necessary to remove a student from class for the remainder of the period in order to maintain the learning environment for others, the teacher must do all of the following:

- Instruct the disruptive student to report directly to the High School Office.
- Notify the office immediately by telephone that the student has been sent.
- Complete a referral in PowerSchool, and forward it to the principal as soon as possible.
- 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 in order to 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 referral tool in PowerSchool. A copy of the Code of Classroom Conduct is available [here](#) as well as in [Schoolology](#) / SBHS Faculty and Staff / Faculty and Staff Handbook.

Exam Guidelines

The Sturgeon Bay High School instructional staff has agreed that quarter and semester final exams are a valuable educational experience. With this in mind, teachers are required to follow these guidelines regarding quarter and semester final exams. Copies of the exam guidelines and bell schedules are available in [Schoolology](#) / SBHS Faculty and Staff / Schedules / Exams – Guidelines and Bell Schedules.

Google Accounts

Each teacher is assigned a Google account (e.g., jsmith@sbsdmail.net). This account has an associated email feature as well as document features. Students are also assigned Google accounts with the same features. Teacher email accounts also have a working alias (e.g., jsmith@sturbay.k12.wi.us).

Grading Information and Procedures

Grade Scale

Teachers at Sturgeon Bay High School use a common grade scale; however, the methods by which grades are calculated may differ from teacher to teacher (e.g., weighting of various categories of performance including class participation, homework, tests, quizzes, projects, semester exam, etc.). The Sturgeon Bay High School common grade scale is as follows:

A = 93 – 100	B+ = 88 – 89	C+ = 78 – 79	D+ = 68 – 69	F = 0 – 59
A- = 90 – 92	B = 83 – 87	C = 73 – 77	D = 63 – 67	
	B- = 80 – 82	C- = 70 – 72	D- = 60 – 62	

Gradebook

The PowerSchool student information system is used at Sturgeon Bay High School. PowerSchool features an integrated electronic gradebook. Parents may use the Internet to access teachers' gradebooks and monitor their students' progress. In order to help facilitate this communication

between school and home, it is imperative that all teachers use the electronic gradebook and input student scores regularly (minimally within three days of a regular assignment's due date). Teachers are reminded to log off whenever finished using the gradebook. If this is not done properly, students could possibly get into the system.

The High School Leadership Council has determined that the PowerSchool electronic gradebook will be set to round grades to the nearest whole percentage. Teachers may override the calculated grade based on professional judgment.

Progress Reports

Students' progress reports will be sent to parents of all students at the midpoint of each grading period. Progress report grades are due in PowerSchool by 4:00 p.m. on those dates specified on the high school calendar. Again, it is imperative that teachers maintain an up-to-date gradebook to ensure that the progress report grades are accurate. Although required progress reports will be mailed four times per school year, progress reports may be sent anytime during the quarter. Parents want timely information regarding their children's performance. There is no valid excuse for not sending a report on a student who is doing unsatisfactory work.

Report Cards – Quarter and Semester Grades

A final evaluation of student work is to be determined at the end of each 9-week quarter or 18-week semester on the basis of letter grades A through F. Teachers who are teaching quarter classes will assign final grades at the end of Quarters 1, 2, 3, and 4. Teachers who are teaching semester classes will assign final grades at the end of Semesters 1 and 2. The report card shows the grade earned in each course. Enough grades should be recorded in the gradebook to fairly determine a final quarter or semester grade. The more grades in the gradebook, the more evidence there will be to support the final grade and to help students and parents understand why the final grade was earned. A grade report on a report card should be an accurate reflection of the quarter or semester work. Each student should know why he/she received the grade. Inform the students that any questions about grades should first be directed to the teacher. Students have the right to question their grades, and teachers have the responsibility of justifying grades as well as demonstrating to students how grades are calculated.

Report Cards – Grade Changes

If a grade needs to be changed after the report card has been mailed, a grade change request must be submitted to the principal. After report card mailing, a grade change in the gradebook will not register in the student's historical (saved) grades. Only the teacher who originally issues the grade may change that grade.

Report Cards – Quarter or Semester Grades Other than A through F

P (Passing)

A P (passing) grade may be issued in special cases to indicate student performance was adequate for passing and earning credit for the course. There is no effect on GPA or rank-in-class calculations. A grade of P does not indicate poor performance. It is primarily used in select courses where a traditional grade is difficult to determine.

S (Satisfactory)

An S (passing) grade may be issued in special cases when a student works at his/her best level of performance but fails to meet class requirements. This grade allows credit for graduation but is not transferable.

I (Incomplete)

An I (incomplete) is issued to indicate that a student has incomplete work at the end of a grading period that will affect his/her final grade. Normally two weeks is the maximum amount of time an I may remain on the record. After two weeks, an I must be changed to an A through F. It is the teacher's responsibility to change the I to a final grade. A grade change request must be sent to the principal.

IP (In Progress)

An IP (in progress) is issued for an online student whose coursework is currently in progress. A grade of IP is used only by the principal and only for online courses. The IP grade is not to be used by the teaching staff or for face-to-face courses.

Graduation Requirements

Twenty-six credits of required and elective courses are needed to earn a Sturgeon Bay High School diploma.

Graduation requirements are defined in Board of Education Policy 5460 – Graduation Requirements and Administrative Rule 5460A – Graduation Requirements. Both documents are posted at [Schoolology](#) / SBHS Faculty and Staff / Faculty and Staff Handbook.

Library Media Center

The Library is open for student use daily except during the lunch period. Students may check out up to five items at a time for up to three weeks. Late fees will not be charged for overdue items, but students must pay the replacement cost for any lost or damaged items. During class time, students must have a pass to come to the Library. Students in Study Hall or on Study Hall release must report to Study Hall first and request a Library pass. All students should sign in upon entering the Library. Water with a screw cap will be allowed at the tables only. No other food or beverage is allowed in the Library. Students may use digital devices to listen to music. However, students may not play games or watch movies unless doing so for a class assignment. If a student is in the Library with nothing to do or is noisy and disruptive, he/she will be sent back to class.

Students may access digital library resources from home via the school website. The following login information should be used for all library databases: username – sturbay, password – clippers.

Make-Up Work and Incompletes

It is the responsibility of each student to arrange for make-up work when he/she is absent. Each individual teacher sets the amount of time allowed to complete make-up work; however, at a minimum, students must be given two days for the first day missed plus one day for each additional day missed due to illness. In the case of pre-arranged absences, all make-up work should be completed upon return to school. An I (incomplete) is issued to indicate that a student has incomplete work at the end of a grading period that will affect his/her final grade. Normally

two weeks is the maximum amount of time an I may remain on the record. After two weeks, an I must be changed to an A through F. It is the teacher's responsibility to change the I to a final grade. A grade change request must be submitted to the principal.

The High School Leadership Council has determined that teachers should exercise compassion in accepting late assignments. Late assignments may be subject to a reduced grade, but no teacher should have an "absolutely no late work accepted" policy.

The High School Leadership Council has further determined there is no requirement on the student to submit all assignments for a required course in order for the student to pass that course. Missing assignments will be counted as a zero, and the final grade will be calculated accordingly. The final grade will not be overridden with an F simply because there are missing assignments and the course is required for graduation.

Parent-Teacher Conferences

Teachers are expected to be present at all conferences. This includes all coaches unless the team is at a game/meet that particular afternoon/evening. Any absences except illness should have prior approval of the principal. In case of absence, the instructor should post a sheet for later phone contact.

During a conference:

- Begin the conference by talking about the student and what has been observed.
- Show the parent you know the child and can offer feedback on how he/she is doing as well as areas for improvement.
- Do not begin the conference by going directly to the gradebook to look at grades, percentages, etc.
- Do not begin the conference by asking or telling the parent to do something (e.g., check homework each night, address tardiness, etc.). These concepts may be worked into the conversation at a later point.
- Do not offer feedback such as, "Your son needs to do better on tests and quizzes."

Parties

Parties in classrooms are not permitted unless they have a direct connection to a planned curriculum unit of instruction and have prior approval of the principal.

Schoology (Course Management System)

The staff at Sturgeon Bay High School has adopted Schoology as the online course management tool. Each teacher has a Schoology account and uses the account with some or all courses. Additionally, there is a Schoology course managed by the principal. The course functions as a document warehouse with contents used throughout the school year (e.g., calendar, handbook, in-service schedules, etc.). In order to access the course, a teacher must have the principal's course access code.

Student / Parent Handbook

Each year an updated copy of the Student / Parent Handbook is made available to each student at Sturgeon Bay High School as well as to each parent. 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. The Student / Parent Handbook is available on the school website.

Student Schedule Changes

All schedule or program changes must be made through the School Counseling Department. No teacher should accept any student into any course or class without a properly executed schedule change notice from the School Counseling or High School Office. At no time should a teacher inform any student that he/she cannot be in a class or that he/she has been removed from a class without first discussing the situation with the principal and school counselor.

Supervision

General

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. Teachers should never leave student groups alone unless an emergency has arisen.

Co-Curricular

Many times during the school year it may be necessary to have students return to school in the evening or on a weekend for a class or club activity. It is absolutely essential that the teacher or coach sponsoring the student activity also plan for teacher supervision of the activity. Under no circumstances are students to be permitted in the building after school hours without a teacher or coach present. Supervision of students is not the responsibility of the custodians.

Study Hall

Study Halls are intended to be places for quiet study and should be conducted and supervised as regular classes. Study Halls are not free periods for either students or staff. Students are expected to be in attendance and on time daily. Roll must be taken and reported to the High School Office. Students must remain in their assigned Study Hall unless proper arrangements have been made previously for them to see another teacher or use the Library Media Center. Students must have a pass to leave a Study Hall. Students should not be dismissed from any class to go to the Commons to use the vending machines. All Study Hall students should:

- Be in their assigned seats when the bell rings.
- Start working immediately, and keep busy the entire period.
- Bring sufficient work to occupy their time for the entire period.
- Refrain from talking without the permission of the Study Hall supervisor.
- Obtain permission from the supervisor to ask a question or work with another student but keep the conversation from being heard by others in the Study Hall.
- Remain in their assigned seat unless given permission to move by the Study Hall supervisor.
- Keep the Study Hall clean, picking up any waste paper and other debris before leaving.
- Avoid all types of disturbances.

Students who deliberately attempt to disrupt the learning environment of the Study Hall will be disciplined accordingly.

Library Media Center Rules – Study Hall

The Library is open for student use daily except during the lunch period. Students may check out up to five items at a time for up to three weeks. Late fees will not be charged for overdue items, but students must pay the replacement cost for any lost or damaged items. During class time, students must have a pass to come to the Library. Students in Study Hall or on Study Hall release must report to Study Hall first and request a Library pass. All students should sign in upon entering the Library.

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. If a student is late to class without a pass, the classroom teacher will record the tardy when attendance is taken. On the first and second occasions that a student is tardy to class during a quarter, the individual classroom teacher will hold the student accountable (i.e., talk to the student about the problem; assign a detention, etc.). On the third tardy and any subsequent tardies in a quarter, the teacher will complete a Behavior Referral and submit it to the principal. The student will then be assigned an administrative detention as a result of his/her chronic tardiness.

Visitors

All visitors must report to the High School Office for a visitor's pass before going anywhere in the building and must wear a visitor tag when in the building. The tag is to be returned to the office when the visitor is ready to leave the building. Students are not allowed to bring visitors to school.

Teachers who suspect that an unauthorized visitor is present in the building should notify the office immediately.

Wellness Policy

Board policy 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. See Board of Education Policy 8510 – Wellness for more information.

Emergency Procedures

Child Abuse and Neglect

State law requires staff members to report suspected cases of child abuse or neglect. Failure to report could result in a possible fine and/or civil suit. This is a serious obligation. (See Board of Education Policy [8462](#) – Student Abuse and Neglect and Policy [8462](#) – Child Abuse or Neglect for more information.)

Crisis Management

A “Run, Hide, Fight” brochure is posted in each classroom and in other public areas around the building. The brochure details procedures to be followed for these emergency situations:

- Evacuation (Run)
- Lockdown (Hide, Fight)
- Modified Lockdown
- Medical Emergency
- Bomb Threat.

Fire Drills

A chart showing fire evacuation exits is posted in [Schoology](#) / SBHS Faculty and Staff / Safety Information. 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 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.

General 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.
- Move clear of the building. Cross the driveways to the lawn opposite the exits, but do not go into the street.
- Return to the building when you hear the all-clear signal.

The teacher should be the last person to leave the room. Make a final check to be sure all students have left the building.

Health Room

Students who become ill during the day may choose to rest in the High School Office. The secretary or principal must be notified when a student is placed in this area.

Student with Suicidal Tendencies – Staff Response

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. (See Board of Education Policy 5350 – Suicide Intervention Process for more information.)

Procedure

- 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 and incident to an available Pupil Services staff member, such as the school counselor or school psychologist. The building principal shall also be notified as soon as possible.
- 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.
- 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.
- 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.
- 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.
 - 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.
 - 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.
 - The parent/guardian will be apprised of the seriousness of the situation and referred to a mental health provider.
 - The parent/guardian will be requested to sign a statement that he/she has been notified of the situation and the school's recommendation.
- 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.
- 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.
- 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.
- 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.

Tornado / Disaster Drill (Weather)

The following procedure will be used in the high school when room evacuation is necessary due to dangerous weather conditions such as high wind or tornado alert.

- The alert will be given over the PA system. If electrical power is out, the office staff will canvass the building with a verbal notice.
- When the decision has been made to move students to safer areas, each classroom will evacuate to the specific locations.
- All persons moving into a protected area are to remain close to the walls. If a tornado is approaching, all are to sit covering their heads with hands, books, or arms until the all-clear is sounded.

Tornado and Fire Evacuation Sites

A chart showing tornado and fire evacuation location sites is posted in [Schoolology](#) / SBHS Faculty and Staff / Safety Information.

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. Teachers in the Sturgeon Bay School District follow a specific timeline for Educator Effectiveness work during the school year. Documentation for the full three-year evaluation cycle (Supporting Year 1, Supporting Year 2, and Summary Year) is housed in Frontline Education Professional Development.

Schedules

The following documents are posted in [Schoolology](#) / SBHS Faculty and Staff:

High School Staff Directory

Bell Schedules

Regular Bell Schedule

Two-Hour Delay Bell Schedule

Morning Homeroom Bell Schedules

Afternoon Homeroom Bell Schedules

Quarter and Semester Final Exam Guidelines

Quarter and Semester Exam Schedules

Quarter 1 Exam Schedule

Quarter 2 Exam Schedule

Quarter 3 Exam Schedule

Quarter 4 Exam Schedule

Calendars

District Calendar

SBHS Calendar – One-Page Parent Version

SBHS Meeting Calendar

Master Schedule

Supervision Duties

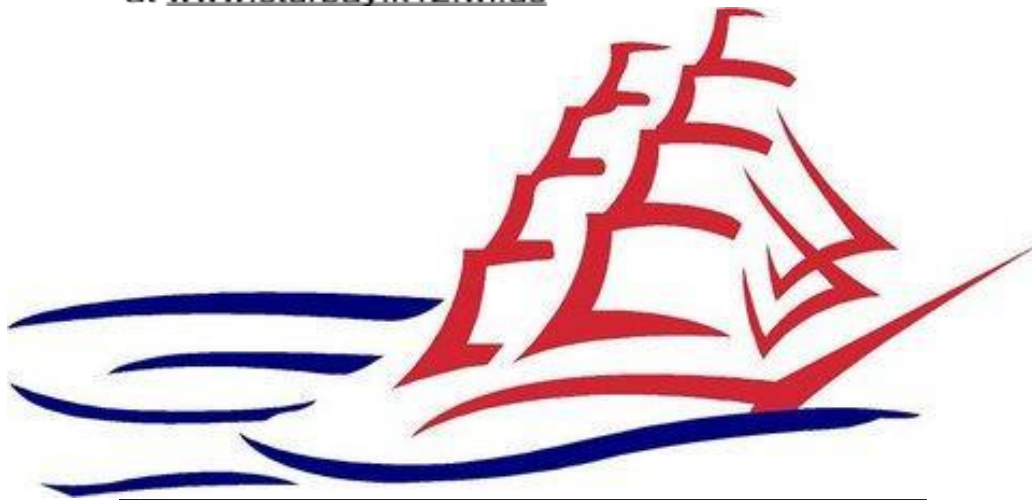
Evaluation Cycle

T. J. Walker Middle School

Student Handbook

2020-2021

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.

Each student will also be assigned an assignment notebook, which is designed to help your youngster stay organized by keeping a written record of assignments, due dates, and calendars etc. It can also be used to facilitate communication between home and school, so please page through it often with your child.

Success in school is directly related to your efforts. 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.

PHILOSOPHY

We, the students and staff of Thomas J. Walker Middle School, believe that school is a place to explore new and exciting things. Here, students have the opportunity to grow physically, emotionally, intellectually, morally, and socially under the guidance of their teachers and all other staff members. T. J. Walker Middle School is a place where every individual is treated with respect, and people are rewarded for trying new experiences.

We want to encourage an atmosphere of a “learning community” in our school. This means that **all of us** must exercise good judgment as we interact with each other. An important aspect of getting along with others is to have the skills and willingness to hold ourselves accountable when disagreements or conflicts arise. We must be responsible to acquire and internalize these skills if these are areas of lesser strengths. They are learned just like other school subjects and lessons in life. We must practice good social skills until they become a natural part of us, and as this happens, we can model and teach these to others. In this manner, a community of mutual respect and tolerance becomes the standard for our day-to-day task of educating everyone in our school.

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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T.J. WALKER MAP FOR STUDENT DELIVERY/PICK-UP 24

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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 on the basis of 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 on the basis of 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

Teri Hooker (President)
Tina Jennerjohn (Clerk)
Scott Alger

Keith Miller (Vice-President)
Chad Hougaard
Mike Stephani

Amy Stephens (Treasurer)
Beth Chisholm
Jessica Holland

Sturgeon Bay Public Schools Administrators

Dan Tjernagel (746-2801)..... District Administrator
Ann Smejkal (746-2818)..... Elementary Principal
Brian O'Handley (746-5906)..... Elementary Principal
Mark Smullen (746-2803)..... Middle School Principal
Robert Nickel (746-2802)..... High School Principal
Lindsay Ferry (746-2804)..... Director of Pupil Services
Jake Holtz (746-2805)..... Business Manager
John Sullivan (746-5814)..... Building & Grounds
Jenny Spude (746-3877)..... Food Service Director
John Quaderer (818-0785)..... Kobussen Bus Supervisor

T. J. Walker Middle School Staff

Beth Alumbaugh..... Special Education Aide
Nan Anschutz Special Education Aide
New (746-5854) Special Education
Amelia Canilho (746-5745) Spanish Teacher
Gretchen Cihlar (746-3862) Library Media Specialist Aide
Courtney Elm (746-3863) English Language Arts – 7
Megan Erickson (746-2809) Special Education
Melissa Haack (746-5739)..... English Language Arts – 8
Nora Hanks ELL Aide
Sarah Hansen (746-5755)..... Mathematics – 8
Jennifer Hanson (746-5728) Computer Applications
Scott Hockers(746-5738) Industrial Technology
Theresa Hrubecky (746-3891) Special Education
Stephen Jacobson (746-3868)..... Social Studies – 6
Kasee Jandrin (746-5769) English Language Arts – 6
Debra Jeanquart (746-5744) Mathematics – 6
Stacy Judas (746-5807)..... Social Studies – 8
Morgan Kiedrowski (746-3875) Counselor
Jennifer Lasee (746-5773) Science – 6 & 7
Lori Mellen (746-2806)..... Secretary
Linda Mirkes (746-5816) Speech & Language
Brittany Murray Special Education Aide
Robert Myers (746-5811) School Psychologist
Gail Nelson Special Education Aide
Dennis Orns Special Education Aide
Emily Orns (746-5735) Family/Consumer Education
Matt Propsom (746-5725)..... Science – 6 & 8
Ann Quale (746-5761) Social Studies - 7
Jeanne Schopf (746-5924) Secondary Interventionist
Holly Selle (746-3882)..... Library Media Specialist
Craig Sigl (746-3897)..... Mathematics - 7
Mark Smullen (746-2803) Middle School Principal
New (746-5766) Instrumental Music
Amber Spude (746-5753) Vocal/General Music
Mariah Stahlke (746-5765)..... Art
Terri Stoneman..... Special Education Aide
Jody Wheat (746-3869)..... Health/Physical Education

T. J. Walker Middle School School Calendar 2020-21

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

Aug. 25	6 th Grade Orientation 6:30 – 8:00 PM
Aug. 26	Open House 4:30 – 6:30 PM
Sept. 1	First Day of School
Sept. 3	Allied Arts Parent Meeting 6:30 – 7:00 PM
Sept. 3	8 th Grade Parent/Student DC Meeting 7:00 PM
Sept. 9	School Pictures
Sept. 18	Middle School Dance 7:00 – 9:00 PM
Oct. 1	Allied Arts Trip to Milwaukee
Oct. 9	Teacher In-Service/No Classes
Oct. 12	Term 1 Parent Teacher Conferences 4:30-7:00 PM
Oct. 20	Fall Band & Choir Concert 7:00 PM
Oct. 30	Middle School Dance 7:00 – 9:00 PM
Nov. 6	½ Day Teacher In-Service PM/End of 1 st Quarter
Nov. 19	Allied Arts Dress Rehearsal 7:15 AM – 3:30 PM
Nov. 26 & 27	Thanksgiving Break – No Classes
Dec. 1	Senior Citizen Allied Arts Performance & Luncheon 10:30 AM
Dec. 4	Public Allied Arts Performance 7:00 PM
Dec. 5	Public Allied Arts Performance 2:00 PM
Dec. 14	MS/HS Choir Concert 7:00 PM
Dec. 15	Winter Band Concert 7:00 PM
Dec. 23	Last Day of School before Winter Vacation
Jan. 4	Classes Resume
Jan. 8	Middle School Dance 7:00 – 9:00 PM
Jan. 15	½ Day Teacher In-Service PM/End of 2 nd Quarter
Jan. 30	Ski Brule Trip
Feb. 13	7 th & 8 th Grade Band & Choir Solo/Ensemble Festival at Southern Door
Feb. 18-19	6 th Grade Science Field Trip to CWES
Feb. 19	Teacher In-Service/No Classes
Feb. 27	POPS Concert 4:00 PM
Mar. 1	Term 3 Parent Teacher Conferences 4:30-7:00 PM
Mar. 22 – 26	Spring Fever Week
Mar. 19	½ Day Teacher In-Service PM/End of 3 rd Quarter
Mar. 29 – Apr. 2	Spring Break – No Classes
April 30	MS Choir Concert 7:00 PM
May 9 – 14	8 th Grade Washington DC Trip
May 18	Spring Band Concert 7:00 PM
May 20	6 th Grade Band & Choir Solo/Ensemble 3:45 PM
May 28	Teacher In-Service/No Classes
May 31	Memorial Day – No Classes
May 27	All School Track Meet
June 1	8 th Grade Band Trip – Wisconsin Dells
June 4	8 th Grade Awards Ceremony 10:00 AM
June 4	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. By visiting your child's PowerSchool Learning account you will have access to homework assignments for all his/her classes. 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 lunch room software program in the lunchroom. Cash is not accepted in the lunch room 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 – 8:02
1A	8:05 – 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 – 12:30
Lunch	12:30 – 1:08
3A	1:11 – 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. Tylenol will be dispensed if written parental permission is on file.

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 the emergency contact information, given at registration in August, changes 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. In addition, students need gym shoes (tennis, jogging, etc.), hair ties (girls) and sweat tops and/or bottoms when the weather is colder. Names should be written on personal property to help prevent loss of items. Students may be required to shower after participation.

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 and a gifted/talented resource teacher.

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. In the interest of maintaining computer ethics, all students using the Internet for any purpose while at school must have a signed copy of the internet user policy on file. 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 a number of 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 (12:30 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 in order 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 absolutely 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, including oversized trousers (“baggies”) 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 as a result 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 in regards to 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. In order 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.

By definition, 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 taking into account 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, paper money with a picture of a school mascot, as a reward for positive behavior, like helping a student with a math problem, holding a door for others and displaying kindness to others. All students can earn Clipper Bucks by Respecting Others and the School. Teachers and other staff members hand out one, two and five dollar bills when they see students go above and beyond. 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 hold 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 the duty of the entire student body and faculty at all times.</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

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 particular 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. Each individual 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 in order 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 in order 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.

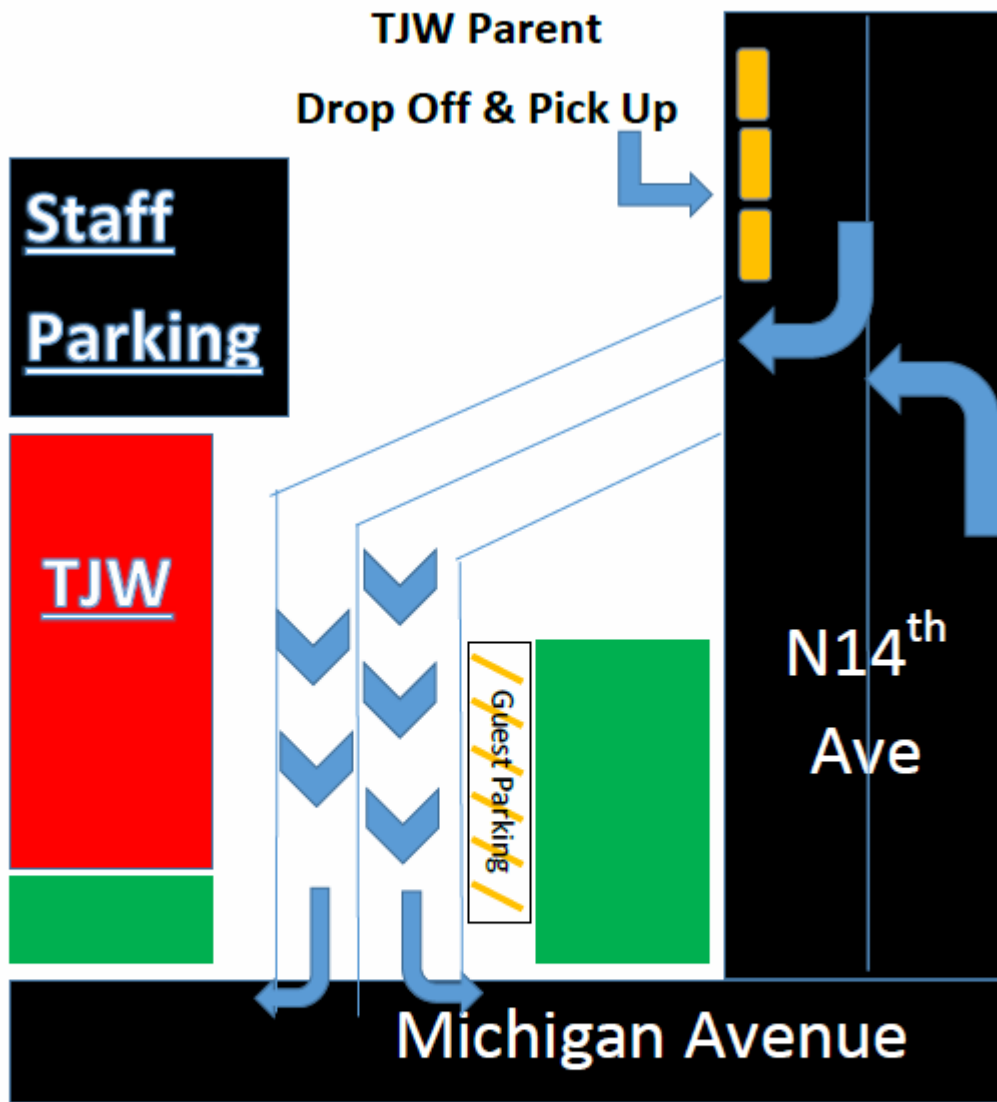
User Fees: The Board of Education has approved charging user fees for all participants in athletics. Each athlete will be required to pay the fee before participating. Parents who qualify for free and reduced lunch may request to waive the participation fee by completing a Disclosure of Free and Reduced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

Sportsmanship: Athletics and other competitions provide an excellent avenue for developing a student’s character in the area of 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 some kind of 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 makes arrangements for parents 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 8:05 – 10:15		
	Math/ELA Block	“Skinny” Block
1A	8:05 – 9:09	8:05 – 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 8:05 – 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 10:05 – 11:36		
	Math/ELA Block	“Skinny” Block
1A	10:05 – 10:50	10:05 – 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 8:05 – 10:00		
	Math/ELA Block	“Skinny” Block
1A	8:05 – 9:02	8:05 – 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 8:05 – 9:22		
	Math/ELA Block	“Skinny” Block
1A	8:05 – 8:45	8:05 – 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 as a result 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 similar to 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 pocket knife 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 is in need of 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 with regard to 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 in an attempt 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 of 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
Faculty Handbook***

2020-2021



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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 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 questions or 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
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 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.

Board of Education Policy Code: 2110

Section 2: Personnel

Sturgeon Bay Public Schools Board of Education

<i>Teri Hooker (President)</i>	<i>Keith Miller (Vice-President)</i>	<i>Amy Stephens (Treasurer)</i>
<i>Tina Jennerjohn (Clerk)</i>	<i>Chad Hougaard</i>	<i>Beth Chisholm</i>
<i>Scott Alger</i>	<i>Mike Stephani</i>	<i>Jessica Holland</i>

Sturgeon Bay Public Schools Administrators

<i>Dan Tjernagel (746-2801)</i>	<i>District Administrator</i>
<i>Ann Smejkal (746-2818)</i>	<i>Elementary Principal</i>
<i>Mark Smullen (746-2803)</i>	<i>Middle School Principal</i>
<i>Robert Nickel (746-2802)</i>	<i>High School Principal</i>
<i>Lindsay Ferry (746-2804)</i>	<i>Director of Pupil Services</i>
<i>Jacob Holtz (746-2805)</i>	<i>Business Manager</i>
<i>John Sullivan (746-5814)</i>	<i>Building & Grounds</i>
<i>Jennifer 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

Middle School Office	920-746-2810
<i>8th Gr. Special Education (746-5854)</i>	<i>Special Education</i>
<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>Gretchen Cihlar (746-3862)</i>	<i>Library Media Specialist Aide</i>
<i>Courtney Elm (746-3863)</i>	<i>English Language Arts – 7</i>
<i>Megan Erickson (746-2809)</i>	<i>Special Education</i>
<i>Melissa Haack (746-5739)</i>	<i>English Language Arts – 8</i>
<i>Sarah Hansen (746-5755)</i>	<i>Mathematics – 8</i>
<i>Jennifer Hanson (746-5728)</i>	<i>Computer Applications</i>
<i>Scott Hockers (746-5738)</i>	<i>Industrial Technology</i>
<i>Theresa Hrubecky (746-3891)</i>	<i>Special Education</i>
<i>Stephan 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 (746-5708)</i>	<i>Social Studies – 8</i>
<i>Morgan Kiedrowski (746-3875)</i>	<i>Counselor</i>
<i>Jennifer Lasee (746-5773)</i>	<i>Science – 6 & 7</i>
<i>Lori Mellen (746-2806)</i>	<i>Secretary</i>
<i>Linda Mirkes (746-5816)</i>	<i>Speech & Language</i>
<i>Sam Mueller (746-5918)</i>	<i>Physical Education</i>
<i>Brittany Murray (746-3891)</i>	<i>Special Education Aide</i>
<i>Robert Myers (746-5811)</i>	<i>School Psychologist</i>
<i>Gail Nelson (746-5854)</i>	<i>Special Education Aide</i>

Dennis Orns (746-2809) *Special Education Aide*
 Emily Orns (746-5735)..... *Family/Consumer Education*
 Matt Propsom (746-5725) *Science – 6 & 8*
 Ann Quale (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*
 New (746-5766) *Instrumental Music*
 Amber Spude (746-5753) *Vocal/General Music*
 Mariah Stahlke (746-5765) *Art*
 Terri Stoneman (746-2809)..... *Special Education Aide*
 Jody Wheat (746-3869)..... *Health/Physical Education*

Grade Level Teams

6th GRADE

Theresa Hrubecky
 Stephen Jacobson
 Kasee Jandrin
 Deb Jeanquart
 Matt Propsom
 HR – Jeanne Schopf
 HR – Band Teacher

7th GRADE

Courtney Elm
 Megan Erickson
 Jennifer Lasee
 Ann Quale
 Craig Sigl
 HR – Scott Hockers
 HR – Emily Orns
 HR – Mariah Stahlke

8th GRADE

Melissa Haack
 Sarah Hansen
 Stacy Judas
 Special Education Teacher
 HR – Emily Orns

HR – Amber Spude
HR – Jody Wheat

TJW Committee Rosters

Leadership Team

Jennifer Hanson – Elective Staff
Deb Jeanquart - 6
Morgan Kiedrowski - Counselor
Emily Orns – Elective Staff
Matt Propsom- 8
Ann Quale – 7
Jeanne Schopf - Interventionist
Craig Sig - 7
Mark Smullen – Principal*
Amber Spude – Elective Staff

Family Engagement

Kasee Jandrin
Jen Lasee
Jeanne Schopf
Amber Spude*

PBIS Tier 1

Megan Erickson
Stephen Jacobson
Deb Jeanquart
Morgan Kiedrowski*
Emily Orns

PBI Tier II

Scott Hockers*
Ann Quale

Technology

Melissa Haack
Jennifer Hanson*
Holly Selle
Craig Sigl
Mariah Stahlke
Mark Smullen
Jody Wheat

ACP

Jennifer Hanson
Morgan Kiedrowski*
Emily Orns

Co-Curricular Assignments

Volleyball: 7th - Open 8th – Marnie Ostrand

7th & 8th Football: James Evers, Casey Rabach

Boys Basketball: 7th – Brock Blahnik 8th - Chad Ulberg

Girls Basketball: 7th - Open 8th - Mark Felhofer

Wrestling: Leif Lautenbach

Head Track: Scott Hockers

Asst. Track: Jen Lasee & Morgan Kiedrowski

Yearbook: Jennifer Hanson

Student Council: Deb Jeanquart

Battle of the Books: Kasee Jandrin

Jazz Band: Open

Una Voce: Amber Spude

Math Team: Sarah Hansen

Recess Supervision: Scott Hockers, 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 at all possible.
- 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.

- Properly orient students on what is expected of them when a substitute teacher must fill in, especially in regards to conduct (repeat often).

- Have an up-to-date seating chart available.
- Have lesson plans, class record books, and duty schedules available.
- Have worthwhile alternative activities available that a guest teacher can find, follow, and implement.
- Procedures for all drills, evacuations, and building security must be readily available for the guest teacher.

Announcements

Announcements will be read at the beginning of 2A. Only special announcements will be made at the end of the day. Announcements will be made at other times only in an emergency situation. 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 as long as 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. In-Service is when we update our curriculum. All updates must be approved through building principal or curriculum director.

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 locked at all times 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 a 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 so as 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.
3. Discuss Cool Tools of the Week (included in announcements).
4. Hand out Pass to Play notices and other office forms for distribution.
5. On a weekly basis, check grades of your homeroom kids to see how they are doing. (Does not need to be done during homeroom).

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 students.

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 proceeding 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 in order 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

About once a month our parent newsletter, *The Link*, 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 two days 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 the part of a professional. Collared shirt tucked in pants with a belt.
2. Act the part of a professional. Respectful and open to others points of view.
3. Communicate in the language of a professional. Appropriate language at all times.
4. Don't allow students to refer to other staff members by their first names.
5. Respect student and staff confidentiality at all times.

This is our profession. We should be proud of it. Let's 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 as a means 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 papers, themes, projects, etc. The teaching value of assignments or tests diminishes when not returned promptly.

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 resource (1 out for bathroom or locker at a time). Do not allow students to go to library or locker. Have reading materials available in your classroom. They can get a book during their resource time.
3. Enrichment may also be used for making up tests, music lessons, or working with another teacher. These activities may occur during reading time provided they have a pass from the 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. If Chromebooks are in the room, students are allowed to use them for homework purposes only.
5. Move about the room assisting students and monitoring Chromebook/computer use.
6. Provide some structure for low-achieving students by:
 - Checking Grades Together
 - Keeping agenda up to date
 - Assist with organization of HW and assignments completed.
 - Direct them on what to do next
 - 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 have an effect on 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 and High School staffs collaborate at this time. Middle School staff are responsible for notifying the middle and high school principal if the meeting date changes. Minutes must be kept for this meeting.
- **Vertical 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.
- **Committee Meetings** – 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.
- **Staff Meetings** - Regular staff meetings will be held once each month on the fourth Wednesday of the month. 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.
- **Faculty Bulletin** - Each week the principal will publish a 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 – Work Day

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 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. 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 (ie. 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

Any and 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 at least 3:30 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 may be asked to submit those plans to the principal. Teachers must indicate the standards and benchmarks that are being met or taught in the lesson. Teachers will be trained on where and how to save our district's curriculum electronically. This the electronic curriculum will include Units, Topics and Learning Targets linked to Standards.

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 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 in advance 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 situation. 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 September 11, each grade level academic team shall divide among its teachers, the student files for that particular 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 so as 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 of 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 general 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 6-12 PLC, Committees, Vertical Teams and Staff Meeting/Grade Level meetings. In order 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 5 minute update from the Principal, staff then work for 40 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 two days 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 - Any and 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 in order 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 in regards to 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 in an effort 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 in order to be effective:

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 expected from all students at all times. 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 gather at the door waiting to leave. Take advantage of the time allotted for meaningful education experiences. Remember, the bell doesn't 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 accompanies 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. Don't allow students to refer to other staff members by their first names.
5. Respect student and staff confidentiality at all times.

This is our profession. We should be proud of it. Let's 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 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. 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 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. 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 in order 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, at all times, 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 in order to monitor their student's progress. In order 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). Make sure to call 9-911 since pulling the fire alarm does not alert the fire department. We would rather you be overly cautious than not – do not wait for an administrator to assess things if there is any doubt. If a small-scale fire occurs (ie. 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 by the principal.

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 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). Make sure to call 9-911 since pulling the fire alarm does not alert the fire department. We would rather you be overly cautious than not – do not wait for an administrator to assess things if there is any doubt. If a small-scale fire occurs (ie. Paper in a trashcan) 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 you.

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 to 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 also 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

Supervisor: Matt Propsom (Orange Vest)

6th Grade: Kasee Jandrin, Deb Jeanquart, Stephen Jacobson

7th Grade: Craig Sigl, Ann Quale, Jennifer Lasee & Courtney Elm

8th Grade: Melissa Haack, Stacy Judas and Sarah Hansen

Spec. Ed Students: TBD, Nanette Anschutz, Terri Stoneman Gail Nelson, Megan Erickson, Dennis Orns, Joe Schriener-Schmidt Theresa Hrubecky and Brittany Murray

PA Announcer: Morgn Kiedrowski (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: Craig Sigl & Lori Mellen (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: Lori Mellen, Terri Stoneman, Gretchen May-Cihlar, Holly Selle, Amber Spude, and TBD

Reunion Area (E) – Hall between Church & Senior Center

Guard Entry: Scott Hockers & Mariah Stahlke (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: Jody Wheat (Orange Vest)

First Aid Assistant: Dena Barganz, Megan Erickson & Theresa Hrubecky

Responsibilities: Tend to injured students. If no injuries, help in the parent registration area.

Church Main Entry (G): Jen Hanson & Emily Orns (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

Morgan Kiedrowski 414-303-2123	Lori Mellen 920-495-5238	Gretchen Cihlar 920-333-0517	Craig Sigl 920-412-5898
Jeanne Schopf 920-493-0962 920-493-0963	Melissa Haack 920-743-6499 920-493-0628	Matt Propsom 920-559-2538 920-746-5143	Kasee Jandrin 920-743-0023
Deb Jeanquart 920-743-6206 920-256-3050	Amber Spude 920-495-2543	Mariah Stahlke 920-495-2915	Scott Hockers 920-530-8635
Jennifer Hanson 920-857-7225	Ann Quale 920-743-0926 920-256-0006	Emily Orns 620-230-5150	Terri Stoneman 920-743-8951 920-366-0308
Holly Selle 920-818-0068 920-495-8322	Jennifer Lasee 920-493-6135	Jody Wheat 920-743-2068 920-559-1243	Theresa Hruby 920-901-0507
Stacy Judas 920-559-9704	Amelia Canilho 920-743-0985	Mary Nickel 920-493-0822	Megan Erickson 414-610-3877
Linda Mirkes 920-559-2905	Nannette Anschutz 920-559-3314	Courtney Elm 920-905-2460	Beth Alumbaugh 920-290-5334
Nora Hanks 920-493-7941	Sarah Hansen 920-495-3016	Stephen Jacobson 608-290-3826	Brittany Murray 907-687-1983
Gail Nelson 920-495-0249	Dennis Orns 417-499-2161	Joe Schriener-Schmidt 608-284-0821	

**T.J. Walker Middle School CPR & FIRST
AID Training**

Staff	First Aid	CPR
Nan Anschutz	Expired	Expired
Gretchen Cihlar	Expired	Expired
Courtney Elm	No	No
Megan Erickson	No	No
Melissa Haack	Expired	Expired
Sarah Hansen	No	No
Jennifer Hanson	No	No
Linda Hollrith Mirkes	No	No
Scott Hockers	No	No
Theresa Hrubecky	No	No
Stephen Jacobson	?	?
Kasee Jandrin	Expired	Expired
Deb Jeanquart	No	No
Stacy Judas	No	YES
Morgan Kiedrowski	No	No
Jennifer Lasee	Expired	Expired
Lori Mellen	Expired	Expired
Brittany Murray	?	?
Gail Nelson	?	?
Dennis Orns	?	?
Emily Orns	No	No
Matt Propsom	Expired	Expired

Ann Quale	Expired	Expired
Jeanne Schopf	Expired	Expired
Joe Schriener-Schmidt	?	?
Holly Selle	Expired	Expired
Craig Sigl	No	No
Mark Smullen	Expired	Expired
Amber Spude	No	No
Mariah Stahlke	?	?
Terri Stoneman	Expired	Expired
Jody Wheat	Expired	Expired

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 making contact with 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 expectations 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 in order to monitor their student's progress. In order 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-: 79-72
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 accompanies 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 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 doesn't 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 for misbehavior unless all of the following apply:

1. The teacher is able to monitor the student while in the hallway.
2. The student is not disruptive to other classes while in the hallway.
3. The removal is for a very short amount of time.

If it becomes necessary to remove a student from class for the remainder of the period in order 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 in order to 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 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 four weeks of GANAG-format lesson plans (course of own choice). Plans should be linked to a documented observation.	Teacher completes at least one unit of GANAG-format lesson plans (course of own choice).
	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

Teaching Staff	2020-2021	2021-2022	2022-2023
New 8th Gr. Special Ed	Supporting Year 1	Supporting Year 2	Summary Year
New Band	Supporting Year 1	Supporting Year 2	Summary Year
New Social Studies	Supporting Year 1	Supporting Year 2	Summary Year
Mariah Stahlke	Supporting Year 1	Supporting 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
Linda Hollith Mirkes	Supporting 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
Emily Orns	Summary Year	Supporting Year 1	Supporting Year 2
Matt Propsom	Supporting Year 2	Summary Year	Supporting Year 1
Ann Quale	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
Amber Spude	Summary Year	Supporting Year 1	Supporting Year 2
Jody Wheat	Supporting Year 2	Summary Year	Supporting 1

Section 8: Schedules

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

Block 1 8:05 – 10:15		
	Math/ELA Block	“Skinny” Block
1A	8:05 – 9:09	8:05 – 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 8:05 – 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 10:05 – 11:36		
	Math/ELA Block	“Skinny” Block
1A	10:05 – 10:50	10:05 – 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 8:05 – 10:00		
	Math/ELA Block	“Skinny” Block
1A	8:05 – 9:02	8:05 – 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 8:05 – 9:22		
	Math/ELA Block	“Skinny” Block
1A	8:05 – 8:45	8:05 – 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

Shop (Tech Ed Room) Room Supervision (7:30 – 7:50 AM)

- Scott Hockers MWF

Supervise before school 7:30 am - 7:50 am in front lobby

- Melissa Haack

Supervise after school front doors (3:24 – 3:34)

- Melissa Haack

Bus Supervision (3:24 – 3:37 PM) – 1 per day

- Ann Quale
- **OPEN**

Breakfast Supervision in High School (7:50 – 8:02AM) – 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

Gym Supervision (7:30 – 7:50 AM) – 1 per day (* May leave at 3:24 PM on days supervising unless there is a planned meeting)

- **Monday** – Jody Wheat & Jeanne Schopf
- **Tuesday** - Jennifer Lasee and Courtney Elm
- **Wednesday** – Stacy Judas & **OPEN**
- **Thursday** – Stephen Jacobson & Sarah Hansen
- **Friday** – Morgan Kiedrowski & Scott Hockers

Study Table Supervision Paid Stipend until 4:15 pm

- **Gr. 6 OPEN**
- **Gr. 7** Terri Stoneman
- **Gr. 8 OPEN**

T. J. Walker Middle School School Calendar 2020-21

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

Aug. 25	6 th Grade Orientation 6:30 – 8:00 PM
Aug. 26	Open House 4:30 – 6:30 PM
Sept. 1.....	First Day of School
Sept. 3.....	Allied Arts Parent Meeting 6:30 – 7:00 PM
Sept. 3.....	8 th Grade Parent/Student DC Meeting 7:00 PM
Sept. 9.....	School Pictures
Sept. 18.....	Middle School Dance 7:00 – 9:00 PM
Oct. 1	Allied Arts Trip to Milwaukee
Oct. 9	Teacher In-Service/No Classes
Oct. 12	Term 1 Parent Teacher Conferences 4:30-7:00 PM
Oct. 20.....	Fall Band & Choir Concert 7:00 PM
Oct. 30.....	Middle School Dance 7:00 – 9:00 PM
Nov. 6	½ Day Teacher In-Service PM/End of 1 st Quarter
Nov. 19	Allied Arts Dress Rehearsal 7:15 AM – 3:30 PM
Nov. 26 & 27	Thanksgiving Break – No Classes
Dec. 1.....	Senior Citizen Allied Arts Performance & Luncheon 10:30 AM
Dec. 4.....	Public Allied Arts Performance 7:00 PM
Dec. 5.....	Public Allied Arts Performance 2:00 PM
Dec. 14.....	MS/HS Choir Concert 7:00 PM
Dec. 15.....	Winter Band Concert 7:00 PM
Dec. 23.....	Last Day of School before Winter Vacation
Jan. 4.....	Classes Resume
Jan. 8.....	Middle School Dance 7:00 – 9:00 PM
Jan. 15	½ Day Teacher In-Service PM/End of 2 nd Quarter
Jan. 30	Ski Brule Trip
Feb. 13	7 th & 8 th Grade Band & Choir Solo/Ensemble Festival at Southern Door
Feb. 18-19.....	6 th Grade Science Field Trip to CWES
Feb. 19.....	Teacher In-Service/No Classes
Feb. 27.....	POPS Concert 4:00 PM
Mar. 1	Term 3 Parent Teacher Conferences 4:30-7:00 PM
Mar. 22 – 26	Spring Fever Week
Mar. 19.....	½ Day Teacher In-Service PM/End of 3 rd Quarter
Mar. 29 – Apr. 2.....	Spring Break – No Classes
April 30	MS Choir Concert 7:00 PM
May 9 – 14.....	8 th Grade Washington DC Trip
May 18.....	Spring Band Concert 7:00 PM
May 20.....	6 th Grade Band & Choir Solo/Ensemble 3:45 PM
May 28.....	Teacher In-Service/No Classes
May 31.....	Memorial Day – No Classes
May 27.....	All School Track Meet
June 1	8 th Grade Band Trip – Wisconsin Dells
June 4	8 th Grade Awards Ceremony 10:00 AM
June 4	½ Day (11:56 release) (Last Day of School)

TJ Walker Middle School Important Grading and Mailing Dates 2020-21

Thursday, August 20	September Parent Newsletter Mailing
Friday, September 29.....	October Newsletter Articles Due
Monday, October 5	Progress Reports Due
Monday, October 12	Parent Teacher Conferences 4:30 – 7:00 PM
Friday, October 23	Last Day of Exploratory 1
Monday, October 26.....	November Newsletter Articles Due
Friday, November 6.....	End of 1st Quarter
Monday, November 9	Grades Due 8:00 AM
Tuesday, November 10	1st Quarter Report Cards
Friday, November 20.....	December Newsletter Articles Due
Monday, December 7	Progress Reports Due (4:00 PM) Newsletter Articles Due
Wednesday, December 16.....	Progress Reports and January Newsletter Mailing
Friday, December 18.....	January Newsletter Articles Due
Friday, December 18.....	Last Day of Exploratory 2
Friday, January 15	End of 1st Semester
Monday, January 25.....	Grades Due (4:00 PM) and February Newsletter Articles Due
Sunday, February 18	Last Day of Exploratory 3
Friday, February 26	Progress Reports Due and March Newsletter Articles Due
Monday, March 2.....	Parent Teacher Conferences 4:30 – 7:00 PM
Friday, March 19	April Newsletter Articles Due
Friday, March 19	End of 3rd Quarter
Friday, March 26	3rd Quarter Grades Due
Friday, April 16	Last Day of Exploratory 4 Rotation
Monday, April 26.....	May Newsletter Articles Due
Friday, May 7.....	Progress Report Due
Friday, June 4	Last Day of Exploratory 5
Friday, June 4	End of Semester 2 and Summer Newsletter Articles Due (Grades due prior to Teacher Checkout June 4)
Monday, June 7.....	Summer School Begins
Tuesday, June 8.....	Report Cards and Summer Newsletter Mailing

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, MySpace, YouTube, 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 or not 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.

Sturgeon Bay Elementary Schools

2020/2021 Parent Handbook



Revised June 2020

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

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Elementary School Phone Numbers

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

Sunrise 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

Terry 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

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	tolsen@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

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 edawidiuk@sturbay.k12.wi.us	Brenda Hartl 746-2817 bhartl@sturbay.k12.wi.us	Colleen Elliott 746-2814 celliott@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.w.us	Linnea Pichette 746-2816 lpichette@sturbay.k12.w.us	Linnea Pichette 746-2816 lpichette@sturbay.k12.w.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 rulberg@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 Teacher		TBD 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 Vandenbogat 746-5810 cvandenbogat@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 arockendorf@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 bdggendorf@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	TBD (Kindergarten) 746-5766 @sturbay.k12.wi.us	Cheryl Pfister 746-5926 cyouara@sturbay.k12.wi.us	Cheryl Pfister 746-5926 cyouara@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 cjvogel@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 746-5855 kamos@sturbay.k12.wi.us	Jill Forbes 746-2817 jforbes@sturbay.k12.wi.us	Ria Buesing 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		TBD 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

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

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 Sawyer and Sunset neighborhoods 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:

Sunset: Erie Street

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

Sunset Kindergarten and Sawyer

- Wave 1 – All Buses – 2:40
- 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 (Sunset 746-2811, 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”. (Sunset uses safe, kind, and helpful). 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 head bands, 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

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.** Fieldtrips 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.**

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 fieldtrip 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 considering 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 & 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

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).

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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
- Fund Raising 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 Rtl 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 districts 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. Sharon Sanderson, 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 Mrs. Ria Buesing (Sunrise) 746-5749 or Mrs. 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 Sunset and Sawyer Schools, 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 746-2815.

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 affect. 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 2020-2021

Approved 11-20-19

AUGUST 2020				
M	T	W	TH	F
17	18	19	20	21
25	25	26	27	28

SEPTEMBER 2020				
M	T	W	TH	F
7	1	2	3	4
14	8	9	10	11
21	15	16	17	18
28	22	23	24	25
	29	30		

OCTOBER 2020				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

NOVEMBER 2020				
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				

DECEMBER 2020				
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	

JANUARY 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

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

FEBRUARY 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

MARCH 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	31		

APRIL 2021				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

MAY 2021				
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 2021				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18

Quarter:	I	45 days	Ends 11/4/20
	II	43 days	Ends 1/15/21
	III	44 days	Ends 3/19/21
	IV	48 days	Ends 6/4/21
	TOTAL	180 days	

School begins Tuesday, September 1

In-service/No School: Oct. 9, Feb. 19, & May 28

No School due to breaks:
 Nov. 26-29; Dec. 24 - Jan. 3; March 27 - April 4;
 & May 31

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.

*Sturgeon Bay Elementary
Schools*

2020/2021 Staff Handbook



Revised May 2020

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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 2020-2021

Approved 11-20-19

AUGUST 2020				
M	T	W	TH	F
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No school--Full day of in-service
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9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

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M	T	W	TH	F
			1	2
5	6	7	8	9
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19	20	21	22	23
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17	18	19	20	21
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31				

JANUARY 2021				
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				1
4	5	6	7	8
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	TOTAL	180 days	

School begins Tuesday, September 1

In-service/No School: Oct. 9, Feb. 19, & May 28

No School due to breaks:
Nov. 26-29; Dec. 24 - Jan. 3; March 27 - April 4;
& May 31

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

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. |

Sawyer Plan for Indoor Recess

- | | |
|---------|---|
| 7:20 AM | Take outdoor clothes off and store; associate will supervise. Go to 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.

Upon occasion “zero” days will be determined by the principal due to special activities. No specials will be held on a zero day.

Staff Absences

The district uses Frontline – Absence Management for sub calling. (Absence Management is accessed with the same log-in information as is used for Frontline – Professional Development.) Follow these steps for obtaining a sub:

- All absences – pre-planned or unplanned, paid or unpaid, sub needed or no sub needed – must first be entered into Skyward. While entering the absence in Skyward, if a sub is needed, check the “Sub Needed” box.
- Once the box is checked, the system will redirect to the Absence Management software. Re-entry of the absence information is needed. Once the information is entered into Absence Management, the system will assist in locating a sub. Remember that if for some reason the absence is not approved by the building principal, the absence will need to be deleted from Absence Management.
- Absence Management will only be used to obtain and track subs for the district. It will not be used to track absences. Again, all absences must be entered in Skyward.

Advance Absence Process (more than 24-hour notice)

- Enter the absence in Skyward for approval by the building principal.
- Skyward will ask if a sub is needed. If so, indicate that a sub is needed. The system will redirect to Absence Management.
- Create the absence in Absence Management so a substitute can be contacted. (A teacher can arrange his/her own sub. If that is the case, assign the sub to the absence.)

Unplanned Absence Process (less than 24-hour notice)

Note: In the case of physical inability to enter the absence, call the substitute phone (920.493.1820) and speak with or leave a message for Angie Anderson. She and the building secretary will locate a sub. The absence will still need to be entered in Skyward at a later time.

- Enter the absence in Skyward for approval by the building principal.
- Skyward will ask if a sub is needed. If so, indicate that a sub is needed. The system will redirect to Absence Management.
- Create the absence in Absence Management so a substitute can be contacted. (A teacher can arrange his/her own sub. If that is the case, assign the sub to the absence.) Student Hours

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 session: 7:40 AM – 2:35 PM

Full-day 4K and Kindergarten: Monday - Friday
Full day session: 7:40 AM – 2:35 PM

Sawyer

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. Officer Meilke 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 Lock Down:** 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.
- **Lock Down:** 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.

Lock Down Drill Parent Letter

Today students at our elementary school participated in a lock down 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 lock down *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 when ever 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 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 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 head bands, 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.
- **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.

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 detail

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 the 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 of 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
- ssworkrequest@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 Tom Olsen in 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 Power School, 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 E.B.D. 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 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.

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 managed through the use of the district adopted curriculum template. Teachers are expected to keep their units of instruction up do 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, Words Their Way.

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 in 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 nametags, 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)

- | | |
|---|--|
| <p style="text-align: center;">Includes:</p> <ul style="list-style-type: none"> ● Courses ● Grade/progress reports ● Transcripts ● Registration form/directory info ● Extracurricular activities ● Attendance record ● Immunizations records* ● Lead screening records* | <p style="text-align: center;">Storage:</p> <ul style="list-style-type: none"> ● 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)

- | | |
|--|--|
| <p style="text-align: center;">Includes:</p> <ul style="list-style-type: none"> ● 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 | <p style="text-align: center;">Storage:</p> <ul style="list-style-type: none"> ● Yellow file ● Managed and stored in individual building offices up to 1 year after graduation |
|--|--|

Pupil Physical Health Records

- | | |
|---|---|
| <p style="text-align: center;">Includes:</p> <ul style="list-style-type: none"> ● Emergency medical cards ● Accident reports ● Physical exam cards ● 1st aid/med. logs | <p style="text-align: center;">Storage:</p> <ul style="list-style-type: none"> ● Yellow behavior file ● Managed and stored in building office for up to 1 year after graduation |
|---|---|
-

- Medical authorization form
- Dental/vision/hearing forms
- 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

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.

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 PTG. 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.

- Fund Raising 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 Voice Mail

To remotely check your voice mail **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 your normally would.

To remotely access your voice mail **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 your 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.



Wisconsin Association of School Boards

Wisconsin Association of School Boards, Inc.
122 West Washington Avenue, Suite 400
Madison, Wisconsin 53703-2761

INVOICE
MEMBERSHIP DUES
2020-2021

TO:
Sturgeon Bay

1230 Michigan St
Sturgeon Bay, WI 54235-1431 US
(920) 746-3888

Invoice #: 20760
Date: 5/22/2020
Due: 6/21/2020
Terms: Net30
PO #:

COMMENTS OR SPECIAL INSTRUCTIONS:

QTY	DESCRIPTION	UNIT PRICE	TOTAL
1	#17 WASB Membership Dues 2020-21	4,336.00 USD	4,336.00 USD
	SUBTOTAL		4,336.00 USD
	SALES TAX		0.00 USD
	SHIPPING & HANDLING		0.00 USD
	TOTAL DUE		4,336.00 USD
	BALANCE DUE:		4,336.00 USD

WASB Membership Dues Schedule 2020-21

Professional Staff		2020-21	Dues	2020-21
From	To	Dues	Credit	Net Dues*
1	5	\$1,553	-\$45	\$1,508
6	10	\$1,742	-\$51	\$1,691
11	15	\$1,840	-\$54	\$1,787
16	20	\$1,951	-\$57	\$1,894
21	25	\$2,181	-\$64	\$2,118
26	30	\$2,319	-\$68	\$2,252
31	35	\$2,451	-\$71	\$2,380
36	40	\$2,606	-\$76	\$2,530
41	45	\$2,752	-\$80	\$2,672
46	50	\$2,915	-\$85	\$2,830
51	55	\$3,084	-\$90	\$2,994
56	60	\$3,280	-\$96	\$3,185
61	70	\$3,477	-\$101	\$3,375
71	80	\$3,696	-\$108	\$3,589
81	90	\$3,931	-\$114	\$3,816
91	100	\$4,194	-\$122	\$4,072
101	112	\$4,466	-\$130	\$4,336
113	125	\$4,765	-\$139	\$4,626
126	138	\$5,058	-\$147	\$4,911
139	150	\$5,382	-\$157	\$5,225
151	163	\$5,716	-\$166	\$5,549
164	175	\$6,113	-\$178	\$5,935
176	201	\$6,483	-\$189	\$6,295
202	225	\$6,918	-\$202	\$6,717
226	251	\$7,350	-\$214	\$7,136
252	275	\$7,837	-\$228	\$7,609
276	313	\$8,338	-\$243	\$8,095
314	350	\$8,882	-\$259	\$8,623
351	425	\$9,443	-\$275	\$9,168
426	500	\$10,060	-\$293	\$9,767
501	600	\$10,689	-\$311	\$10,378
601	700	\$11,426	-\$333	\$11,094
701	850	\$12,153	-\$354	\$11,799
851	1000	\$12,954	-\$377	\$12,577
1001	1500	\$13,769	-\$401	\$13,368
1501	2000	\$14,689	-\$428	\$14,261
2000	OVER	\$15,679	-\$457	\$15,222

*The WASB By-laws allowed for a three percent increase in the dues schedule for 2020-21.

To help support our members during the Covid19 crises, the WASB Board of Directors authorized a credit to each member's dues in an amount equal to the difference between the 2019-20 and 2020-21 dues schedules. The amount billed includes that credit.

Professional staff includes classroom teachers, supervisors, principals, assistant superintendents, administrators, and other professional or certified employees, as reported to the Department of Public Instruction in September, 2019.

PROPOSAL FOR OVERNIGHT/EXTENDED STUDENT TRIPS

Type of Trip: Boys Soccer Trip at Cedarburg High School, Cedarburg, WI.

Proposed Departure Date: 9/25/20 Return Date: 9/26/20

Proposer: Todd Meikle

Position: AD

Date by which response is needed: 7/1/20

Proposal Date: 5/15/2020

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, September 25th, 2020

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 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 5-15-20

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: 9/4/20 Return Date: 9/5/20

Proposer: Todd Meikle

Position: AD

Date by which response is needed: 7/1/20

Proposal Date: 5/15/2020

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 4th, 2020

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 5-15-20

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 2020

Proposed Departure Date: 12/28/20 Return Date: 12/29/20

Proposer: Todd Meikle

Position: AD

Date by which response is needed: 7/1/20

Proposal Date: 5/15/2020

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 5-15-20

Signature of the Requestor Date

Approved:

Principal Date

Date

Board of Education Date

PROPOSAL FOR OVERNIGHT/EXTENDED STUDENT TRIPS

Type of Trip: Girls Soccer Tournament at Pius XI High School, 135 N 76th St, Milwaukee, WI 53213

Proposed Departure Date: 5/14/21 Return Date: 5/15/21

Proposer: Todd Meikle

Position: AD

Date by which response is needed: 7/1/20

Proposal Date: 5/15/2020

A. Purpose

1. What is the major place to be visited or an event to be attended?
Soccer Tournament at Pius XI High School, 135 N 76th St, Milwaukee, WI 53213
2. How is the trip related to the educational program of the District?
Skills development and competition vs. Division 2 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?
Female soccer student/athletes ranging from grades 9-12 and the coaching staff.
2. How many students in total?
Around 15-20 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: Robert Desotelle
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 tournaments the past couple years and this is the Girls first overnight trip.
6. What other staff members will be going?
Paid and volunteer coaching staff members (2-3 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, May 14th, 2020

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?

Pius XI High School, 135 N 76th St, Milwaukee, WI 53213

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 Milwaukee 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.

\$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 Girls 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?

Girls 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.

Pius XI High School-(414)-290-7000

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 5-15-20

Signature of the Requestor Date

Approved:

Principal Date

Date

Board of Education Date

MASTER SERVICES AGREEMENT

THIS MASTER SERVICES AGREEMENT (“Agreement”) is entered into by and between **DOOR COUNTY MEMORIAL HOSPITAL (“DCMH”)** and **STURGEON BAY SCHOOL DISTRICT (“District”)** (each a **“Party”**, or collectively, the **“Parties”**). This Agreement shall be effective as of July 1, 2020 (**“Effective Date”**).

RECITALS

WHEREAS, DCMH is an acute care hospital located in Sturgeon Bay, WI that provides quality health care services throughout Sturgeon Bay, WI and the surrounding communities;

WHEREAS, District is a school district in Wisconsin that is in need of certain health care services as more fully described in this Agreement;

WHEREAS, District desires to purchase, and DCMH desires to furnish, certain health care services from time to time as set forth in Addenda attached to this Agreement; and

WHEREAS, DCMH and District desire to enter into this Agreement to set forth the terms under which DCMH will provide certain services to District.

NOW, THEREFORE, in consideration of the above Recitals and the mutual covenants contained herein, the sufficiency of which is hereby acknowledged, the Parties agree as follows:

I. SERVICES AND OBLIGATIONS

1.1 Services. DCMH shall perform the services identified on Addenda to this Agreement on behalf of District (**“Services”**).

1.2 Insurance.

1.2-1 General Liability Insurance. Both Parties shall maintain and keep in force for the term of this Agreement, in adequate amounts, comprehensive general liability insurance covering the acts or omissions of such Party. Each Party shall furnish proof of insurance to the other Party upon request.

1.2-2 Professional Liability Insurance. DCMH shall maintain and keep in force for the term of this Agreement professional liability insurance in at least the minimum amounts required under Wisconsin law, covering incidents, claims and suits arising from performance of the professional services pursuant to this Agreement. DCMH shall furnish proof of such insurance to District upon request.

1.3 Qualifications. DCMH shall ensure that all personnel performing the Services have the training and experience, and to the extent applicable, licensure, certifications or registrations, necessary to perform the Services (**“Personnel”**). DCMH shall also ensure that Personnel performing Services have such other

qualifications as may be identified in the applicable Addenda to this Agreement. Personnel shall perform Services consistent with generally accepted standards of their respective professions and all applicable law. DCMH represents that all Personnel have undergone and satisfied an initial and ongoing Caregiver Background Checks as required by Wisconsin Law.

- 1.4 **Information.** District shall use its best efforts to furnish accurate and complete information to DCMH as necessary for DCMH to perform the Services. DCMH shall not be responsible for any errors, losses or inability to perform the Services due to District's failure to furnish accurate and complete information.
- 1.5 **Liaisons.** For all Services, DCMH and District shall identify liaisons to coordinate with each other as necessary in connection with the Services.
- 1.6 **Compliance with Laws and Regulations.** Each Party shall comply with all applicable laws, rules and regulations, the requirements of applicable accrediting bodies, including, but not limited to, the requirements of all applicable governmental agencies, including, but not limited to, the Wisconsin Department of Health Services, the U.S. Department of Health and Human Services, and the U.S. Food and Drug Administration.

II. COMPENSATION

- 2.1 **Compensation.** District shall compensate DCMH for the Services performed by DCMH as described in the applicable Addendum. The Parties agree that the compensation in each Addendum shall be fair market value for the Services and shall not be determined in any way that varies with, or takes into account, the volume or value of any referrals or other business generated between the Parties.

III. TERM AND TERMINATION

- 3.1 **Term.** The initial term of this Agreement shall be for a period of one (1) year commencing on the Effective Date ("**Initial Term**"), unless terminated earlier as provided in this Agreement. Thereafter, this Agreement shall automatically renew for additional one (1) year terms (each a "**Renewal Term**"), until terminated in accordance with this Agreement. The term of this Agreement shall include the Initial Term and any and all Renewal Terms thereafter ("**Term**").
- 3.2 **Termination.** This Agreement may be terminated as follows:
 - 3.2-1 **Termination by Agreement.** This Agreement and/or individual Addenda may be terminated by mutual written agreement of the Parties.
 - 3.2-2 **Early Termination.** This Agreement and/or individual Addenda may be terminated by either Party without cause or penalty by delivering written notice of termination to the other Party at least sixty (60) days prior to

such termination. If only individual Addenda are to be terminated, such notice shall specify the individual Addenda to be terminated.

3.2-4 Termination With Cause. If either Party commits a material breach of any of the provisions of this Agreement, the non-breaching Party may terminate this Agreement and/or individual Addenda relating to the breach upon thirty (30) days written notice to the breaching Party; provided, however, that the breaching Party shall have the right to cure such breach within thirty (30) days after receiving written notice of such breach. If the breach is cured in such thirty (30) day period, this Agreement and the applicable Addenda shall continue in full force and effect.

3.2-5 Termination Due to Change of Law. Notwithstanding anything in this Agreement to the contrary, if on the advice of legal counsel: (i) a Party determines that this Agreement may be interpreted to violate any present or future Law (as defined in Section 5.2); or (ii) a Party determines that this Agreement jeopardizes its tax-exempt status or the tax-exempt status of any of its bonds; the Party making such determination may terminate this Agreement upon thirty (30) days advance written notice of the intent to terminate and the basis for the determination to the other Party. The Parties shall use good faith efforts during such thirty (30) day period to avoid termination by amending this Agreement in such a manner so that it complies with applicable Law or does not jeopardize the applicable Party's tax-exempt status or the tax-exempt status of its bonds, as applicable.

3.3 Effect of Termination. Termination of this Agreement shall result in the termination of all Addenda to this Agreement. Termination of an individual Addendum shall not result in the termination of this Agreement or other Addenda, unless otherwise indicated. Upon termination of this Agreement, neither Party shall have any further obligations under this Agreement, except for obligations accruing and becoming payable prior to termination or that are expressly made to or by their nature extend beyond termination. If this Agreement terminates during the Initial Term, and applicable law prohibits the Parties from entering into a new agreement with each other for the same or substantially the same services until the conclusion of such Initial Term, the Parties shall not enter into a new agreement with each other for the same or substantially the same Services until the conclusion of such Initial Term. Upon termination of an individual Addendum, neither Party shall have any further obligations under such Addendum, except for obligations accruing and becoming payable prior to the date of termination or obligations that are expressly made to or by their nature extend beyond the termination of such Addendum.

IV. CONFIDENTIALITY/PRIVACY

4.1 Confidential/Proprietary Information. During the Term of this Agreement, each Party will acquire valuable proprietary data and other confidential information with respect to the other Party's activities. The Parties agree that such proprietary data and other confidential information may include, but is not limited to, the following: business and financial methods and practices, pricing and marketing techniques, file or database materials, computer programs and data on suppliers, as well as similar information relating to current or future affiliates. The Parties acknowledge that the restrictions set forth in this Section 4.1 are reasonable and necessary for the protection, goodwill and business of each Party, and that a Party will suffer irreparable injury if the other Party engages in the conduct prohibited hereby. Each Party will also ensure that any of its respective employees or agents gaining access to the other Party's proprietary or confidential information shall abide by the terms of this Section 4.1. Each Party represents that its experience and abilities are such that observance of these terms will not cause it any undue hardship or unreasonably interfere with its ability to operate. This Section 4.1 shall survive the termination of this Agreement.

4.1-1 Restriction on Unauthorized Disclosure. Neither Party will, without the express written consent of the other Party, directly or indirectly communicate or divulge, or use for its own benefit or the benefit of any other person, firm, association or corporation, any of the other Party's proprietary data or other confidential information, which was communicated to or otherwise learned by a Party in the course of the relationship covered by this Agreement, unless such information: (i) is in the public domain through no fault of the receiving Party; (ii) previously known by the third party to whom it is disclosed; or (iii) independently developed by the receiving party without regard to the disclosing party's proprietary or confidential information. Each Party may, however, disclose such matters to the extent that disclosure is required: (i) in the course of carrying out Services pursuant to this Agreement; or (ii) by a court or governmental agency of competent jurisdiction or applicable law. The Parties specifically agree to access, disclose and share pupil/student records only in accordance with Wisconsin's Pupil Records Law the federal Family Educational Rights and Privacy Act (FERPA), and other applicable laws.

4.1-2 Patient Health Care Records. The Parties recognize and agree that patient health care records, as defined under Wis. Stat. § 118.125, created in the course of the performance of the Services and/or maintained by the District are considered pupil records, subject to Wisconsin's Pupil Records Law and FERPA, and not HIPAA.

4.2 HIPAA. To the extent applicable, each Party shall comply with the Standards for Privacy of Individually Identifiable Health Information and all other regulations

promulgated under Section 264 of the Health Insurance Portability and Accountability Act of 1996 (“HIPAA”) and other state or federal health information privacy and security laws, including by not limited to, the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232(g), otherwise known as FERPA (collectively, “Privacy Laws”) in effect as of the Effective Date or as amended from time to time. Upon request, the Parties shall amend this Agreement to conform with any new or revised Privacy Laws in order to ensure that the Parties are at all times in conformance with all Privacy Laws.

V. COMPLIANCE/ STANDARDS

- 5.1 **Ethical and Religious Directives.** The Parties acknowledge that DCMH is operated in accordance with the *Ethical and Religious Directives for Catholic Healthcare Services* as promulgated, from time to time, by the United States Conference of Catholic Bishops, Washington, D.C., of the Roman Catholic Church (the “Ethical and Religious Directives”), and that the principles and beliefs of the Roman Catholic Church are a matter of conscience to DCMH. It is the intent and agreement of the Parties that neither this Agreement nor any part hereof shall be construed to require DCMH to violate the Ethical and Religious Directives in its operations and all parts of this Agreement must be interpreted in a manner that is consistent with the Ethical and Religious Directives.
- 5.2 **Compliance with Laws, Regulations, and Accreditation.** The Parties believe and intend that this Agreement complies with all relevant federal and state laws as well as relevant regulations and accreditation standards, including but not limited to, Federal Health Care Program (as defined under 42 U.S.C. § 1320a-7b(f) fraud and abuse laws (including the Anti-Kickback Statute) and the Stark Law, and all of the rules and regulations promulgated pursuant to, and all of the cases or opinions interpreting, such statutes and laws (collectively, “Laws”).
- 5.3 **No Inducement to Refer.** District shall not be obligated or required to refer any patients to DCMH or its affiliates, to obtain or receive any medical diagnosis, care or treatment from DCMH or its affiliates, or to purchase any health care related services or products from DCMH or its affiliates. Neither Party is entering into this Agreement with any expectation that unlawful patient referrals will occur between the Parties or that other business will be generated between the Parties.

VI. STATUS OF THE PARTIES

- 6.1 **Relationship of the Parties - Independent Contractors.** Except as set forth in this Agreement, no action taken by either Party, or its officers, employees or agents pursuant to this Agreement, shall be deemed to create any partnership, joint venture, association or syndicate between the Parties, nor shall any such action be deemed to confer upon either Party any express or implied right or authority to assume, or create any obligation or responsibility on behalf of, or in

the name of, the other Party. The Parties are independent entities, contracting with each other solely for the purpose of carrying out the terms of this Agreement.

VII. GENERAL PROVISIONS

- 7.1 **Amendments.** This Agreement may be amended only by an instrument in writing signed by the Parties.
- 7.2 **Assignment.** Neither Party may assign this Agreement or the rights or obligations under this Agreement without the specific written consent of the other Party.
- 7.3 **Counterparts; Facsimile and pdf Signatures.** This Agreement may be executed in multiple originals, each of which shall be considered an original for all purposes and, collectively, shall be considered to constitute this Agreement. Signatures transmitted by facsimile or in Portable Document Format (pdf) may be considered an original for all purposes, including, without limitation, the execution of this Agreement and enforcement of this Agreement.
- 7.4 **Entire Agreement.** This Agreement, including all Addenda, supersedes all previous contracts or agreements between the Parties for the same Services, and constitutes the entire Agreement between the Parties. Neither Party shall be entitled to benefits other than those specifically enumerated in this Agreement.
- 7.5 **Governing Law.** This Agreement shall be construed and governed by the laws of the State of Wisconsin. Unless otherwise required by law, the Parties shall submit to the jurisdiction of the courts within Door County, Wisconsin.
- 7.6 **Indemnification.** Each Party agrees to indemnify and hold the other harmless from any and all claims, suits, damages, fines, penalties, judgments, liabilities and expenses (including reasonable attorney's fees and court costs) arising from (i) any negligent or willful act or omission of the Party, its agents, or employees; (ii) any breach of this Agreement by the Party, its agents, or employees; or (iii) any violation of a law by the Party, its agents, or employees. Notwithstanding anything to the contrary in this Agreement, a Party's obligations with respect to indemnification for acts described in this Section shall not apply to the extent that such application would nullify any existing insurance coverage of such Party or as to that portion of any claim of loss in which an insurer is obligated to defend or satisfy. This Section 7.6 shall survive the termination of this Agreement.
- 7.7 **Interpretation.** The Parties acknowledge that: (i) each Party has reviewed the terms of this Agreement; (ii) the rule of construction to the effect that any ambiguities are resolved against the drafting Party shall not be employed in the interpretation of this Agreement; and (iii) the terms of this Agreement shall be construed fairly as to all Parties and not in favor of or against any Party, regardless of which Party was generally responsible for the preparation of this

Agreement. References to Addenda or Sections in this Agreement shall be references to such Addenda or Sections of this Agreement unless otherwise noted. The headings and subheadings in this Agreement are inserted for convenience of reference only and shall not affect the interpretation of this Agreement. In the event of any conflict between the terms of this Agreement and any Addendum, the terms in the Addendum shall control, unless otherwise expressly stated.

- 7.8 Nondiscrimination.** Neither Party nor its employees or agents shall discriminate against any worker, employee, applicant, or any member of the public because of race, creed, color, religion, age, sex, handicap, national origin or other classification protected under applicable federal, state or local law, regulation or ordinance.
- 7.9 Notice.** Notices or communications herein required or permitted shall be given to each respective Party by registered or certified mail, by overnight courier service (e.g. UPS), by electronic mail or by hand delivery, at the address listed under the Party's signature to this Agreement unless such Party shall designate a new address by written notice. The notice shall be deemed to be received as follows: in the case of actual delivery, on the date of its receipt by the Party entitled to it; in the case of overnight courier service, on the next business day following mailing; in the case of electronic mail, when transmitted if sent before 5:00 p.m. sender's time or the following business day if sent after 5:00 p.m. sender's time; and, in the case of certified or registered mail, three (3) days after the date of its mailing.
- 7.10 Severability.** If any term, covenant, or condition of this Agreement or the application thereof to any person or circumstance shall be invalid or unenforceable, the remainder of this Agreement and the application of such term or provision to any person or circumstances, other than those to which it is held invalid or unenforceable, shall not be affected thereby and all other terms shall be valid and enforceable to the fullest extent permitted by law.
- 7.11 Third Party Rights.** Except as otherwise expressly stated in this Agreement, the Parties do not intend to create any enforceable rights in any third party under this Agreement and there are no third party beneficiaries to this Agreement.
- 7.12 Waiver of Breach.** The waiver by either Party of a breach or violation of any provision of this Agreement shall not operate as nor be construed to be a waiver of any subsequent breach of this Agreement.

[Signatures appear on the next page]

VIII. EXECUTION

WHEREOF, a duly authorized officer and representative of each Party have executed this Agreement on the dates as indicated below.

DOOR COUNTY MEMORIAL HOSPITAL STURGEON BAY SCHOOL DISTRICT

By: _____
Brian Stephens
President & CEO

By: _____
Name: Dan Tjernagel
Title: District Administrator

Date: _____

Date: _____

Address for notices:
Door County Memorial Hospital
323 South 18th Avenue
Sturgeon Bay, WI 54235
Attn: Brian Stephens
President and CEO

Address for notices:
1230 Michigan Street
Sturgeon Bay, WI 54235

ADDENDUM FOR OCCUPATIONAL AND PHYSICAL THERAPY SERVICES

Addendum 3

This Addendum 3 (“**Addendum**”) is attached to and incorporated into the Master Services Agreement between Door County Memorial Hospital (“**DCMH**”) and Sturgeon Bay School District (“**District**”) dated _____ (“**Agreement**”). This Addendum shall be effective as of the Addendum Effective Date identified below. Terms used, but not defined, in this Addendum, shall have the same meaning as such terms are defined in the Agreement. In the event of any conflict between this Addendum and the Agreement, the terms of this Addendum shall control unless expressly indicated.

1. Addendum Effective Date: The Addendum Effective Date shall be _____, 2020 or the date of last signature to this Addendum, whichever is the last to occur in time (if no date is indicated, the date of last signature shall be the **Addendum Effective Date**).
2. Services. Commencing on the Addendum Effective Date, DCMH shall furnish the Occupational and Physical Therapy Services (“**Services**”) on behalf of District as noted in Attachment 1 attached hereto and incorporated herein by reference. District shall furnish the equipment necessary for the Services after discussion between DCMH and the Special Education Director. DCMH shall furnish miscellaneous supplies necessary for the Services (e.g., school supplies, exercise supplies for treatment, etc.).
3. Schedule and Location: DCMH shall provide the Services at the District’s facilities and other venues to be mutually agreed upon by the Parties. DCMH will provide the Services at times mutually agreed upon by the Parties.
4. Compensation: The cost for Services shall be at a rate of \$72.96 per hour for direct treatment, charting and prep, meeting, consults, and screening. Compensation shall be based on time records maintained by DCMH. The fee for mileage expense will be \$6.81 per trip. The billing for Services will be sent to the Director of Special Education, with payment to be received by DCMH by the 30th day of the month for charges incurred during the previous month. These charges will increase annually at the consumer price index amount as determined by the Federal Government for all Goods and Services (not adjusted for seasonal variations). Invoices will reflect the Services performed, the time period covered, and the location, including the District facility or facilities, where the Services were performed.
5. Additional Terms: Yes No If yes, the additional terms provided in Attachment 1 to this Addendum shall apply to the Services under this Addendum.

[Signatures follow on the next page]

WHEREOF, a duly authorized officer and representative of each Party has executed this Addendum on the dates as indicated below.

DCMH: DOOR COUNTY MEMORIAL HOSPITAL

DISTRICT: STURGEON BAY SCHOOL DISTRICT

By: _____
Brian Stephens
President & CEO

By: _____
Name: Dan Tjernagel
Title: District Administrator

Date: _____

Date: _____

Attachment 1 to Addendum 3 of Master Services Agreement

Occupational and Physical Therapy Services to be provided by DCMH. DCMH agrees to make available and to provide Occupational and Physical Therapy services (the “**Services**”) to the children of the District through licensed and occupational therapists (each a “**Therapist**”) as described in PI 11.24(7) – (10) of the Wisconsin Administrative Code. It is understood that referrals will come from the school’s pupil services or special education director as described in subchapter V of chapter 115 of the Wisconsin Statutes and PI 11.35 of the Wisconsin Administrative Code. The Therapist will provide direct and indirect therapy (including documentation, meetings, room/equipment prep, home program creation, phone calls, etc.), instruction and provide information to staff that will enable them to carry out special programs within the school setting, and partake in the team approach for treatment and care of the child. The Therapist will also be responsible for completing any forms required by DPI and/or the Director of Special Education of the school. The Director of Special Education shall act as the District’s direct contact for the Therapist, and will work with the Therapist to establish appropriate scheduling as needed.

ADDENDUM FOR SCHOOL NURSE SERVICES

Addendum 1

This Addendum 1 (“**Addendum**”) is attached to and incorporated into the Master Services Agreement between Door County Memorial Hospital (“**DCMH**”) and Sturgeon Bay School District (“**District**”) dated _____ (“**Agreement**”). This Addendum shall be effective as of the Addendum Effective Date identified below. Terms used, but not defined, in this Addendum, shall have the same meaning as such terms are defined in the Agreement. In the event of any conflict between this Addendum and the Agreement, the terms of this Addendum shall control unless expressly indicated.

1. Addendum Effective Date: The Addendum Effective Date shall be _____, 2020 or the date of last signature to this Addendum, whichever is the last to occur in time (if no date is indicated, the date of last signature shall be the **Addendum Effective Date**).
2. Services. Commencing on the Addendum Effective Date, DCMH shall furnish the School Nurse Services (“**Services**”) on behalf of District as noted in Attachment 1 attached hereto and incorporated herein by reference. District shall furnish a work station/office that complies with all applicable privacy and security laws, a telephone, a computer, and all supplies (e.g., first aid supplies and other supplies for student care/needs) necessary for DCMH’s RN and LPN to render Services on-site.
3. Schedule and Location: DCMH shall provide the Services at the District’s facilities and other venues to be mutually agreed upon by the Parties. DCMH will furnish the RN and/or LPN to provide the Services for District as mutually agreed upon by the Parties from time to time, as reasonably necessary to satisfy the District’s need for Services on a given day during the regular District school year and as needed at other times based on the mutual agreement of the Parties.
4. Compensation: District shall pay DCMH for the Services as noted in Attachment 1 at the rate of \$40.00 per hour for Services of the RN and the rate of \$40.00 per hour for the Services of a LPN with an annual increase of five percent (5%) for each Renewal Term. Compensation shall be based on time records maintained by DCMH. Invoices for Services will be sent to the District Superintendent, with payment to be received by DCMH by the last day of the month for charges incurred during the previous month. Invoices will reflect the Services performed, the time period covered, and the District facility or facilities where Services were performed.
5. Additional Terms: Yes No If yes, the additional terms provided in Attachment 1 to this Addendum shall apply to the Services under this Addendum.

[Signatures follow on the next page]

WHEREOF, a duly authorized officer and representative of each Party has executed this Addendum on the dates as indicated below.

DCMH: DOOR COUNTY MEMORIAL HOSPITAL

DISTRICT: STURGEON BAY SCHOOL DISTRICT

By: _____

Brian Stephens
President & CEO

Date: _____

By: _____

Name: Dan Tjernagel
Title: District Administrator

Date: _____

Attachment 1 to Addendum 1 of Master Services Agreement

School Nurse Services to be provided by DCMH. DCMH shall provide the District the following Licensed Registered Nurse (“RN”) and Licensed Practical Nurse (“LPN”) services (the “Services”):

- a. RN will supervise the LPN and will coordinate the higher level of care services that the District must provide to its student population.
- b. LPN will accept student care assignments, assist with data and provide basic nursing care through prevention, observation, treatment and referrals based on acts with which the LPN is competent.
- c. RN and LPN will promote and protect the optimal health status of students of the District.
- d. LPN will provide assistance to sick and injured students and staff of the District, which shall include administering first aid, investigating and documenting injuries and ensuring accuracy of records.
- e. LPN will dispense authorized over the counter medications and prescription drugs. LPN will develop and implement procedures to ensure that all medications are stored safely.
- f. RN will develop and implement a student health plan.
- g. RN will maintain, evaluate and interpret cumulative health data to accommodate individual needs of students.
- h. RN will develop procedures and provide emergency nursing management of injuries/illnesses.
- i. RN will promote and assist in the control of communicable diseases.
- j. RN will serve as a liaison health professional between the home, District and community.
- k. RN will provide consultation in the formation of health policies, goals and objectives for the District.
- l. RN will participate in and provide any other nursing care as permitted by Wis. Admin. Code sec. N 6.03.
- m. LPN will participate in and provide any other basic nursing care as permitted by Wis. Admin. Code sec. N 6.04.

- n. Provide Nursing Services to the District according to the following Federal and State laws: Section 504 of the Rehabilitation Act of 1972, 34 C.F.R. sec. 104.3(j), Wis. Stat. sec. 121.02(1)(g), and Wis. Admin. Code sec. PI 8.01(2)(g).
- o. Partner with District to develop policy/procedure regarding medication administration, injury/illness management.
- p. Provide trainings per state statutes and student specific needs.
- q. Act as liaison for the District, Health Department, Medical Advisor, parent/guardian and student.

ADDITIONAL TERMS

- A. **Qualifications of DCMH RN and LPN.** Graduate of an accredited School of Nursing; BSN degree required or additional study in Public Health and currently licensed as a Registered Nurse in the State of Wisconsin or currently licensed as a Licensed Practical Nurse in the State of Wisconsin.
- B. **Confidentiality; Access to Information; Health Records.** The RN and LPN shall maintain all health records created and maintained in conjunction with providing the Services under the terms of this Addendum in confidence, complying with federal and state privacy and health record laws. DCMH and District agree to obtain the appropriate authorizations from students or their legal representatives, if applicable, before releasing information obtained from Services provided. District shall permit RN and LPN to have reasonable access to necessary documents, books and records related to fulfilling the terms of this Addendum, subject to all applicable laws and regulations.

ADDENDUM FOR ATHLETIC TRAINER SERVICES

Addendum 2

This Addendum 2 (“**Addendum**”) is attached to and incorporated into the Master Services Agreement between Door County Memorial Hospital (“**DCMH**”) and Sturgeon Bay School District (“**District**”) dated _____ (“**Agreement**”). This Addendum shall be effective as of the Addendum Effective Date identified below. Terms used, but not defined, in this Addendum, shall have the same meaning as such terms are defined in the Agreement. In the event of any conflict between this Addendum and the Agreement, the terms of this Addendum shall control unless expressly indicated.

1. Addendum Effective Date: The Addendum Effective Date shall be _____, 2020 or the date of last signature to this Addendum, whichever is the last to occur in time (if no date is indicated, the date of last signature shall be the **Addendum Effective Date**).
2. Services. Commencing on the Addendum Effective Date, DCMH shall furnish the Athletic Trainer Services (“**Services**”) on behalf of District as noted in Attachment 1 attached hereto and incorporated herein by reference.
3. Schedule and Location: DCMH shall provide the Services at the District’s facilities and other venues to be mutually agreed upon by the Parties. DCMH will provide the Services at times mutually agreed upon by the Parties. The Parties shall work in good faith to identify a schedule and time commitment for the Services. District shall furnish all equipment and supplies necessary for the Services on-site.
4. Compensation: Compensation for Services is noted in Attachment 1 attached hereto and incorporated herein by reference. The Parties agree that the compensation in Attachment 1 is intended to provide for an equal exchange of value for the Services. Accordingly, the Parties shall work to further identify the details for the items listed in the Compensation section of Attachment 1 so that both Parties agree in good faith that the compensation provides for an equal exchange of value for the Services. If either Party believes that an adjustment is needed due to any change in the scope of Services from time to time, such Party may notify the other Party and the Parties shall work in good faith to negotiate any adjustment to the compensation as necessary. In no event shall the Parties take into account the volume or value of any referrals or other business generated by one Party for the other when evaluating the compensation in Attachment 1.
5. Additional Terms: Yes No If yes, the additional terms provided in Attachment 1 to this Addendum shall apply to the Services under this Addendum.

[Signatures follow on the next page]

WHEREOF, a duly authorized officer and representative of each Party has executed this Addendum on the dates as indicated below.

DCMH: DOOR COUNTY MEMORIAL HOSPITAL

DISTRICT: STURGEON BAY SCHOOL DISTRICT

By: _____
Brian Stephens
President & CEO

By: _____
Name: Dan Tjernagel
Title: District Administrator

Date: _____

Date: _____

Attachment 1 to Addendum 2 of Master Services Agreement

Athletic Trainer Services to be provided by DCMH. DCMH shall provide the services of a Licensed Athletic Trainer (“LAT”) at the District facilities and other venues used by the District as mutually agreed upon. The LAT will provide the District with the following Services:

1. LAT will be present at District locations at varying times, dependent on school year and event schedules, to provide coverage for school-specific training demands.
2. LAT will provide prevention, assessment, treatment and referral as well as maintain medical records of all athletic injuries.
3. LAT will be present at varsity events, selected JV/Freshman event, away playoff games and additional sporting events as decided upon by LAT and Athletic Director.
4. Educational sessions and presentations will be provided at Athletic Director’s request for parents, coaches or faculty.
5. Concussion management program including software annual renewal, annual baseline and post testing administration.
6. Performance enhancement offerings throughout the year.
7. LAT will supervise student athletic trainer program for students.

Compensation. Promotional opportunities for DCMH, in lieu of payment for LAT Services will be as follows:

1. Logo banner will be placed in gymnasiums.
2. Logo signage will be placed outside training rooms.
3. Athletic use of Field house, weight room after school and during open hour for Performance Enhancement Program free of charge.
4. Advertising in events program booklet for football and basketball will be without cost.
5. PSA announcements at sporting events will be without cost.
6. Logo calendars will be without cost.

Spring, 2020

RESOLUTION A – Master Services Agreement

CARRIED _____ LOST _____ WITHDRAWN _____ LAID OVER _____

BE IT RESOLVED, that the School District of Sturgeon Bay Board of Education approve the Master Services Agreement between Door County Memorial Hospital as filed with the secretary to the Board of Education June 17, 2020, in accordance with the Rules, Regulations, and Policies of the Board of Education.

STAFF REPORT – EXECUTIVE SUMMARY

(Also, to be used with resolution going directly to the Board)

SUBJECT: Door County Memorial Hospital Services Consolidated Master Services Agreement

Presenters: Patricia Vickman, Superintendent

I. Overall Content/Purpose of Workshop Presentation

The purpose of this report is to present the Board with background information regarding the partnership with Door County Memorial Hospital (also known as Door County Medical Center) and a consolidated Master Services Agreement for services developed by the consortium of Door County schools with the hospital

II. Board Motion Needed (if any):

A Board motion will be needed to approve the Master Services Agreement between schools and the hospital.

III. Major Points in This Report

A. Background

- 1) Door County Medical Center staff will present a workshop on their over 30-year partnership with Southern Door:
 - a. Athletic Training Services (donated) in all county schools
 - b. School Nursing Services (purchased).
 1. Southern Door was the first school to purchase nursing services which are now in all other county schools.
 - c. Special Education services in Occupational and Physical Therapy (purchased)
 - d. Special Education Programs
 1. Door County Career Transitions Program for At-Risk Students
 2. Certified Nursing Assistant (CNA) program with county schools and NWTC
 - e. Evidence of DCMC's commitment to schools through donations and educational programming

B. Consolidated Agreement

- 1) The county superintendents meet on a quarterly basis with DCMC leadership team.
- 2) A consolidated agreement was developed to provide consistency of service expectations, costs, and terms that aligned with the school districts' fiscal years.

- 3) This agreement is being brought forward to all mainland county school boards during March/April, 2020.
- 4) The agreement has been reviewed by the district's legal counsel which also serves all the other county schools.

C. Recommendation Administration recommends approval of the consolidated Master Services Agreement with DCMC and the accompanying addendums for related services.

IV. Impact on District Goals:

Mission Statement: The mission of the Southern Door County School District is to ensure that all children learn. Through our work as a collaborative community our students will develop the knowledge, skills, and confidence to achieve at a high level. We do this so our students can meet future challenges and be contributing members of our global society.

The consolidated agreement with Door County Memorial Hospital (Door County Medical Center) for donated training services, and purchased nursing, and special education therapy services provide the district with medical expertise and services necessary to ensure that student needs are met and in compliance with state and federal guidelines.

V. Budget/Financial and Policy Impact –

Reviewed by District Business Office Yes No

Nursing services are funded through Fund 10 and Fund 80 budgets. Therapy services are funded through IDEA special education federal funding.

Does Board of Education action require an addition, deletion or change to policies?

Yes No

VI. Primary Contact for More Information:

Name: Patricia Vickman Email: pvickman@southerndoor.k12.wi.us Phone: 920-825-7311

ACHIEVEMENT GAP REDUCTION (AGR) DATA-KEEPING TEMPLATE
to support application and reporting

The table below will help you draft your responses for the contract application and collect information required for program evaluations and reports to your school board. Make sure your performance objectives for each grade relate to reducing achievement gaps in math and reading. They must be specific, measurable, and achievable.

- [AGR Five-Year Achievement Guarantee Contract Application](#)
- [AGR Reporting Portal](#)
- [AGR Dropbox](#)
- [AGR website](#)
- [Important dates](#)
- AGR legislation: [Wis. Stat. § 118.44\(4\)](#)

Use these columns to draft responses for the AGR contract application:							At the end of the semester, describe your progress for school board reporting:		
Grade	Subject	Baseline Performance Level	Performance Objective – (expected student growth)	Assessment Methods (formative & summative assessments)	AGR Strategy (class size reduction, instructional coaching, or one-to-one tutoring)	Rationale (Describe how the implemented strategy will help achieve the performance objective)	Fall Semester Progress Toward the Objective (include the number of identified students meeting the objective)	Spring Semester Progress Toward the Objective (provide any performance data from the time before schools closed)	Response to COVID-19 (describe what happened after your school closed—your school’s overall experience of and response to the COVID-19 crisis)
K	Reading	54% of students proficient	80% proficiency	STAR Early Literacy	Small class size, instructional coaching, small group RTI	Increased intensity and frequency of student support	69% proficient	NA	School closed March 18, 2020 in Sturgeon Bay. The next three days were spent brainstorming and planning for remote learning. The week of March 23-27 was Spring Break. Upon returning from break teachers began preparing packets of learning materials to be mailed home every two weeks. In addition we began to deploy teaching activities using the SEESAW app. Instruction continued by utilizing Bloomz to communicate in addition to phone calls, emails and Google Meet. Teaching continued through June 5. While 72% of our students participated in online learning there is no way to assess if learning packets were completed. We were unable to collect any summative data.
K	Math	68% of students proficient	80% proficiency	STAR Math	Small class size, instructional coaching, small group RTI	Increased intensity and frequency of student support	82% proficient	NA	
1	Reading								
1	Math								
2	Reading								
2	Math								
3	Reading								
3	Math								

ACHIEVEMENT GAP REDUCTION (AGR) DATA-KEEPING TEMPLATE
to support application and reporting

The table below will help you draft your responses for the contract application and collect information required for program evaluations and reports to your school board. Make sure your performance objectives for each grade relate to reducing achievement gaps in math and reading. They must be specific, measurable, and achievable.

- [AGR Five-Year Achievement Guarantee Contract Application](#)
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- AGR legislation: [Wis. Stat. § 118.44\(4\)](#)

Use these columns to draft responses for the AGR contract application:							At the end of the semester, describe your progress for school board reporting:		
Grade	Subject	Baseline Performance Level	Performance Objective – (expected student growth)	Assessment Methods (formative & summative assessments)	AGR Strategy (class size reduction, instructional coaching, or one-to-one tutoring)	Rationale (Describe how the implemented strategy will help achieve the performance objective)	Fall Semester Progress Toward the Objective (include the number of identified students meeting the objective)	Spring Semester Progress Toward the Objective (provide any performance data from the time before schools closed)	Response to COVID-19 (describe what happened after your school closed—your school’s overall experience of and response to the COVID-19 crisis)
K	Reading								School closed March 18, 2020 in Sturgeon Bay. The next three days were spent brainstorming and planning for remote learning. The week of March 23-27 was Spring Break. Upon returning from break teachers began preparing packets of learning materials to be mailed home every two weeks. In addition we began to deploy teaching activities using the Bloomz app. Instruction continued by utilizing Bloomz to communicate in addition to phone calls, emails and Google Meet. Teaching continued through June 5. 81% of students participated in online learning. Summative assessment was done regarding engagement during the closure. Standard assessments were not conducted. Some formative assessment was done in a virtual format.
K	Math								
1	Reading	69% Proficient	80% proficiency	STAR Early Literacy	Small class size, instructional coaching, small group RTI	Small group interventions and data based instruction will provide more personalized approach to gaps. Instructional coaches focus on student achievement in each classroom.	72% Proficient		
1	Math	75% Proficient	80% proficiency	STAR Math	Small class size, instructional coaching, small group RTI	Small group interventions and data based instruction will provide more personalized approach to gaps. Instructional coaches focus on student achievement in each classroom.	82% Proficient		

2	Reading	49% Proficient	80% proficiency	STAR Reading	Small class size, instructional coaching, small group RTI	Small group interventions and data based instruction will provide more personalized approach to gaps. Instructional coaches focus on student achievement in each classroom.	66% Proficient	
2	Math	71% Proficient	80% proficiency	STAR Math	Small class size, instructional coaching, small group RTI	Small group interventions and data based instruction will provide more personalized approach to gaps. Instructional coaches focus on student achievement in each classroom.	78% Proficient	
3	Reading							
3	Math							

Source: [Wis. Stat. § 118.44\(4\)](#)

ACHIEVEMENT GAP REDUCTION (AGR) DATA-KEEPING TEMPLATE
to support application and reporting

The table below will help you draft your responses for the contract application and collect information required for program evaluations and reports to your school board. Make sure your performance objectives for each grade relate to reducing achievement gaps in math and reading. They must be specific, measurable, and achievable.

- [AGR Five-Year Achievement Guarantee Contract Application](#)
- [AGR Reporting Portal](#)
- [AGR Dropbox](#)
- [AGR website](#)
- [Important dates](#)
- AGR legislation: [Wis. Stat. § 118.44\(4\)](#)

Use these columns to draft responses for the AGR contract application:							At the end of the semester, describe your progress for school board reporting:		
Grade	Subject	Baseline Performance Level	Performance Objective – (expected student growth)	Assessment Methods (formative & summative assessments)	AGR Strategy (class size reduction, instructional coaching, or one-to-one tutoring)	Rationale (Describe how the implemented strategy will help achieve the performance objective)	Fall Semester Progress Toward the Objective (include the number of identified students meeting the objective)	Spring Semester Progress Toward the Objective (provide any performance data from the time before schools closed)	Response to COVID-19 (describe what happened after your school closed—your school’s overall experience of and response to the COVID-19 crisis)
K	Reading								School closed March 18, 2020 in Sturgeon Bay. The next three days were spent brainstorming and planning for remote learning. The week of March 23-27 was Spring Break. Upon returning from break teachers began preparing lessons using Google Classroom. Instruction continued by utilizing Bloomz to communicate in addition to phone calls, emails and Google Meet. Teaching continued through June 5. Teaching continued through June 5. 89% of students participated in online learning. Summative assessment was done regarding engagement during the closure. Standard assessments were not conducted. Some formative assessments were done utilizing virtual formats.
K	Math								
1	Reading								
1	Math								
2	Reading								
2	Math								
3	Reading	51% Proficient	80% proficiency	STAR Reading	Instructional coaching to improve teacher skills, Small group RTI	Small group interventions and data based instruction will provide more personalized approach to gaps. Instructional coaches focus on student achievement in each classroom.	58% Proficient	NA	

3	Math	74% Proficient	80% proficiency	STAR Math	Instructional coaching to improve teacher skills, Small group RTI	Small group interventions and data based instruction will provide more personalized approach to gaps. Instructional coaches focus on student achievement in each classroom.	79% Proficient	NA	
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Source: [Wis. Stat. § 118.44\(4\)](#)

THE SCHOOL DISTRICT OF STURGEON BAY

2020-2021 Board of Education Planning Calendar

Updated 4/24/2020

July 2020	August 2020	September 2019
<p>Board Meeting 7-15 at 7 PM</p>	<p>Budget Meeting 8-19 at 6:15PM Board Meeting 8-19 at 7 PM</p> <p>New teacher breakfast on Tuesday, 8-18 at 7:30 AM @ Scaturo's All-staff breakfast on Wednesday, 8-26 at 7:30 AM at MS/HS cafeteria New Teacher In-service Aug. 18-20; Regular In-service Aug. 25 –27</p>	<p><i>School Begins September 1</i></p> <p>Board Meeting 9-2, 9-16 Employee Recognition</p>
October 2020	November 2020	December 2020
<p>Budget Hearing; Approve final budget; Certify tax levy <i>WASB Region 3 Mtg. in Green Bay (tbd)</i> Aide certification on Oct. 15 Board Meeting 10-7,10-21 <i>Note: Start session at 6:15 P.M.</i> Parent/Community Volunteers Recognition</p>	<p>Board Meeting 11-4 (?), 11-18</p> <p>Student Recognition</p>	<p>Notice of School Board Election Terms expire April 2021: Hooker, Miller, & Stephens</p> <p>Board Meeting 12-2,12-16 Employee Recognition</p> <p>Holiday gathering (probably the 18th)</p>
January 2021	February 2021	March 2021
<p>WASB Convention – Milwaukee January 20-22, 2021 District Administrator Evaluation Probationary Teacher Reports Board Meeting 1-13 at 7PM Parent/Community Volunteers Recognition</p>	<p><i>Primary Election (?)</i> Administrative Contract Renewal</p> <p>Board Retreat & Goal Setting on 2-3 (Wed)</p> <p>Board Meeting 2-17 at 7 PM Student Recognition</p>	<p>Board Meeting 3-3, *3-17 Employee Recognition <i>*Reception at 6:30 P.M. for retirees & 25-years of service</i></p>
April 2021	May 2021	June 2021
<p>School Board Election - April 6 Hervey Hauser Award recipient consideration New Term of Office Begins April , 2021 Teacher Contract – Renewal Board Meeting 4-7, 4-21 Parent/Community Volunteers Recognition</p>	<p>Board Reorganizational Meeting</p> <p><i>Board of Education Self Eval. (?)</i></p> <p>Board Meeting 5-5, 5-19 Student Recognition</p>	<p>High School Graduation May 30, 2020 at 4:00 p.m. (?)</p> <p><i>School Ends June 4</i></p> <p>Board Meeting *6-2, 6-16 <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 during the school year)

Preliminary Budget Narrative
6/17/2020
Jake Holtz – Business Manager

I am recommending the approval of the presented preliminary budget for the 2020-21 Fiscal Year, which currently shows General Fund Expenses of \$16,525,670 and Revenues of \$16,915,981. 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.

As has been communicated in earlier updates, we continue to be in a healthy financial position heading into the 2020-21 school year. This budget was put together using the worst case revenue scenario we spoke about a couple of months ago. That said, I grow more and more cautiously optimistic each day that state revenues for 20-21 will not change. So, we again will have to have a conversation about under-levying in 20-21.

For expected expenses in the general and special education funds, most everything is staying relatively stable from this past year so, there is not a whole lot to highlight at this point. To note a handful, though:

- In 250, Business Operations, the increase in budget is related mostly to the general increase in transportation costs (contract and fuel). This is about \$35,000 but does not include any extra expenses we might incur as a result of running more routes to keep kids as distanced as possible. There is also an increase due to the changeover in how we are paying our SRO. We were told by the Police Department to budget about \$75,000 – which would be a total increase of \$30,000 from our current budget. The other \$15,000 increase revolves around increased salaries and expected new hires taking full family health insurance.
- In 430, Purchased Services, that increase is simply due to the increase of per pupil Open Enrollment costs – it increases every year.
- For 410, Interfund Transfers, that decrease is related to Special Education. We do still expect to see a small increase in SPED Categorical Aid next year, which would reduce the needed amount to transfer. This also budgets a little more revenue from our IDEA/Flow Thru Grants. Additionally, with a couple retirements (Admin and teachers), we will not see as big of an increase in salaries as we have been the past couple of years.

For other notes, the only other big thing that you'll see is different is Fund 49. This is where we put all of the proceeds from our bond sales (loan) from the referendum. It is also where we spend that money. So, for the next few years, you will see a budget in there. For this \$4,033,656 amount, it is based on a preliminary expense schedule provided to us by Miron and EUA.

Finally, I have a few assumptions and notes on the budget I wanted you to be aware of:

- No extra budgeted money for transportation
 - o We have not had a conversation yet as to what transportation might look like next year. I think we can expect that to look different but, we will need to be able to sit down with

John Q, from Kobussen. He is currently on furlough. And, we may need to start setting building schedules as well. In the end, compared to other school districts, because of our size (10 square miles), I believe this will be a much smaller issue and while we may see extra expenses, they should be comparatively minimized.

- \$450,000 levy into Fund 41
 - o Like we did this past year, this budget reflects \$450,000 being levied into Fund 41. This will be a conversation we will have at a later date but, I wanted to communicate that, if we so choose, we will be able to do that again.

- Revenue is based on worst case scenario
 - o I mentioned this earlier, but these revenues are based on worst case scenario. I expect any projected surplus that assumes we levy to our full authority to grow quite a bit between now and the fall. At that point, again, we can have the conversation as to how much we might under levy again.

- No extra budget for extra staff that might be needed
 - o Like with busing, at this point we are only starting to get a general idea of what next fall might look like. Given expected guidelines, combined with us wanting to provide as much face to face instruction as possible, we may need to look at adding temporary staff members. I do not know what that might look like but, want to get the idea in front of you so you are not surprised if we need to talk about increases in that category.

- No extra budget for 5 day 4k
 - o A combination of wanting to provide the best education we can for our students and wanting to be provided for a lack of day care in our community, we have begun looking at 5 full days of 4k. Again, at this point I am not sure if and/or what extra budget might be needed but at least for 20-21, extra staff may be needed in this category.

- CARES Act grant is included with the revenue
 - o As I've previously mentioned, we will be receiving about \$150,000 in CARES Act relief money. We know some of that will have to go to the private schools in town. So, for the sake of this budget, I have added \$130,000 of that. We could use that to help cover any extra transportation or staffing costs.

The School District of Sturgeon Bay 20/21 Preliminary Budget

Expenses

Fd T	Func	2020-21 Budget	2019-20 Budget	Difference () = Decrease
10 E	110000 Curriculum	\$ 2,430,641.63	\$ 2,367,713.23	\$ 62,928.39
10 E	120 Curriculum	\$ 2,922,112.37	\$ 2,918,447.63	\$ 3,664.74
10 E	130 Vocational	\$ 604,698.96	\$ 583,981.05	\$ 20,717.91
10 E	140 Health and Physical Ed	\$ 384,083.01	\$ 379,786.28	\$ 4,296.73
10 E	160 Co-Curriculars	\$ 358,127.89	\$ 358,127.89	\$ -
10 E	170 Special Needs	\$ 104,857.26	\$ 103,667.96	\$ 1,189.30
10 E	210 Pupil Services	\$ 328,545.07	\$ 322,732.31	\$ 5,812.76
10 E	220 Instructional Services	\$ 734,142.71	\$ 723,311.44	\$ 10,831.27
10 E	230 General Administration	\$ 594,741.04	\$ 589,195.36	\$ 5,545.69
10 E	240 School Building Admin	\$ 931,407.17	\$ 912,911.74	\$ 18,495.43
10 E	250 Business and Operations	\$ 2,479,854.63	\$ 2,396,946.63	\$ 82,908.01
10 E	260 Central Services	\$ 90,000.00	\$ 90,000.00	\$ -
10 E	270 Insurance	\$ 195,000.00	\$ 175,558.00	\$ 19,442.00
10 E	290- Other Support Services	\$ 728,682.05	\$ 732,070.79	\$ (3,388.74)
10 E	410 Interfund Transfers	\$ 1,879,578.74	\$ 1,970,072.80	\$ (90,494.06)
10 E	430 Purchased Services	\$ 1,757,198.00	\$ 1,691,712.20	\$ 65,485.80
10 E	490 Audit Adjustments	\$ 2,000.00	\$ 2,000.00	\$ -
GENERAL FUND (10) TOTALS		\$ 16,525,670.52	\$ 16,318,235.30	\$ 207,435.22
27 E	100 Instruction	\$ 2,428,274.68	\$ 2,396,179.32	\$ 32,095.36
27 E	200 Support Services	\$ 495,634.78	\$ 509,546.81	\$ (13,912.03)
27 E	400 Non-Program Transactions	\$ 57,200.00	\$ 7,200.00	\$ 50,000.00
SPECIAL EDUCATION (27) TOTALS		\$ 2,981,109.46	\$ 2,912,926.13	\$ 68,183.33
TOTAL Fund 10 & Fund 27		\$ 19,506,779.98	\$ 19,231,161.43	\$ 275,618.55

Assumptions/Notes

- No extra budgeted money for transportation
 - \$450,000 levy into Fund 41 (again)
- Revenue is based on 'worst case scenario'
- No extra budget (yet) for extra staff needed
 - No extra budget (yet) for 5 day 4k
 - CARES Act grant is included in revenue

PROJECTED FD 10 REVENUES:
\$16,915,981.00

DIFFERENCE:
\$390,310.48

39 E	280- Debt Services	\$ 142,301.67	\$ 47,362.50	\$ 94,939.17
DEBT SERVICE TOTALS		\$ 142,301.67	\$ 47,362.50	\$ 94,939.17
41 E	Capital Projects Fund	\$ 300,000.00	\$ 275,000.00	\$ 25,000.00
BUILDING FUND TOTALS			\$ 275,000.00	\$ 25,000.00
49 E	Building Fund	\$ 4,033,656.00	\$ -	\$ 4,033,656.00
BUILDING FUND TOTALS			\$ -	\$ 4,033,656.00
50 E	200 Support Services	\$ 578,393.00	\$ 578,393.00	\$ -
50 E	400 Non-Program Transactions	\$ -	\$ -	\$ -
FOOD SERVICE (50) TOTALS		\$ 578,393.00	\$ 578,393.00	\$ -
80E	200 Instruct	\$ 144,470.00	\$ 144,470.00	\$ -
80E	300 Community Services	\$ -	\$ -	\$ -
80E	400 Non-Program Transitions	\$ -	\$ -	\$ -
Community Service Fund 80 TOTALS		\$ 144,470.00	\$ 307,000.00	\$ -

MEMO

To: Board of Education
From: Bob Nickel
Date: June 4, 2020
Re: June 2020 Principal's Report

Teaching and Learning

Academic update. As teachers check out, they will print individual student progress reports for each student who did not complete a course. One of two messages will be written on each printout: "I will help you complete this course during the summer" or "You will need to reschedule this course during the next school year." No student will receive a failing grade. Incompletes will sit on the transcript until students have completed the requirements to earn a passing grade.

English language arts resources. After the June 3 learning session, Mrs. Jacobson reaffirmed the need to purchase these materials for the high school. Approval is scheduled for the June meeting. Any board member who would like to review samples of the materials should visit the High School Office.

Community Engagement

Commencement activities. We have received a significant number of compliments for our rendition of a commencement ceremony. My ultimate goal was to have live interaction with the graduates as opposed to something completely virtual. I accomplished my goal, and the celebration was great! Kudos to all involved in helping to create this event.

Finance / Facilities and Operations

EUA/Miron Individual Meetings. Several individual meetings have been scheduled with EUA and Miron staff members. We are currently redesigning the High School and District Offices, the English Department, the Family and Consumer classroom, the Tech. Ed. Department, and the entrance/pre-function space. All meetings have gone well including the complete redo of the Tech. Ed. Department after more significant conversation. I have been extremely impressed with EUA and Miron staff members.

Meetings/Workshops

Recent and upcoming meetings include the following:

- None.

Upcoming Events

- First day of the 2020-21 School Year – September 1, 2020.



College Credit in High School (CCIHS) Dual Enrollment Program

Dear Sturgeon Bay High School,

We recognize this school year is ending under entirely different circumstances than when it began. As the school year comes to an end, we want to take this moment to thank you not only for your work but also for your partnership with the UW-Green Bay College Credit in High School (CCIHS) program.

The data below shows your school's enrollment of students who have taken a course through the CCIHS program during the 2019-20 academic year. Through this partnership, we are able to offer these credits at a significantly reduced rate of \$100 per credit. Your students are saving approximately \$230 per credit compared to tuition paid by an on-campus, undergraduate resident student.

Course No.	Course Title	Credits	Instructor	Students Enrolled	Total Credits Earned
HUM BIOL 102	Introduction to Human Biology	3	Craig Kiekhaefer	7	21
SPANISH 202	Intermediate Spanish Language II	3	Amelia Canilho	11	33

By enrolling in a CCIHS class this year, your students are saving a combined total of:

\$ 12,315.24

Students who complete a world language course and earn a grade of a B or better will receive 11 retroactive credits. This is an additional savings of:

\$ 39,695.26

In addition to saving money on tuition, your students are accelerating their time towards college degree completion and developing important skills for college success by experiencing the rigor of a college level class in the familiar environment of their own high school.

The UW-Green Bay CCIHS program continues to grow. If you are interested in exploring additional program opportunities, please contact me so we can discuss your school's needs and help you reach your educational goals.

Thank you for continuing to support the UW-Green Bay CCIHS program! We look forward to working with you and assisting your students!

Sincerely,

Crystal Williams

Crystal Williams

williamc@uwgb.edu

Program Specialist, K-12 & Community Relations
College Credit in High School (CCIHS)

Division of Continuing Education and Community Engagement – K-12 & Community Relations
2420 Nicolet Drive, Green Bay, WI 54311

Email: ccihs@uwgb.edu Phone: 920-465-2480 Website: www.uwgb.edu/ccihs
Serving Campuses in Green Bay, Marinette, Manitowoc and Sheboygan

JUNE 2020 TJ WALKER BOARD REPORT

TEACHING & LEARNING

Summer School is from June 8 - 17. This year we have 58 students (6th - 25; 7th - 16; 8th - 17) in the credit recovery program. Each student received a Semester 2 “Incomplete” in one or more classes..

2020-2021 Second Semester Incompletes by Subgroup

	Female	504	ELL	Spec. Ed	Incomplete	Male	504	ELL	Spec. Ed	Incomplete
Gr. 6	16	2	2	1	70	9	1	1	2	30
Gr. 7	8	0	0	0	15	8	0	1	1	32
Gr. 8	8	0	0	0	25	9	0	0	2	27
Totla	32	2	2	1	110	26	1	2	5	89

2020-2021 Second Semester Incompletes by Race

	Female	Black	Latino	White	2 or More	Male	Black	Latino	White	2 or More
Gr. 6	16	0	4	12	0	9	1	2	6	0
Gr. 7	8	0	0	8	0	8	0	2	7	0
Gr. 8	8	0	0	8	0	9	1	0	7	1
“Inc”	32	0	18	94	0	26	2	12	78	1

COMMUNITY ENGAGEMENT: “VIRTUAL”

- 5th Grade Virtual Visit Videos - Thank you Stephen Jacobson and staff.
- Virtual Yearbook Video - Thank you Holly Selle and staff. Hardcover yearbooks arrive June 24.
- 8th Grade Awards Ceremony and Class Video: Thank you Jen Hansen and staff.

FINANCE

Jenny Spude announced 2020-2021 Middle School student meal prices are:

Breakfast \$1.75
 Lunch or Salad \$3.00
 Second Entree \$1.60

Dates:

August 25 - 6th Grade Orientation
 September 1 - First Day of School
 September 24 - Open House
 Oct. 25 - 20 Tentative Washington DC Trip rescheduled dates

JUNE 2020 TJ WALKER BOARD REPORT

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Gr. 8	8	0	0	0	25	9	0	0	2	27
Totla	32	2	2	1	110	26	1	2	5	89

2020-2021 Second Semester Incompletes by Race

	Female	Black	Latino	White	2 or More	Male	Black	Latino	White	2 or More
Gr. 6	16	0	4	12	0	9	1	2	6	0
Gr. 7	8	0	0	8	0	8	0	2	7	0
Gr. 8	8	0	0	8	0	9	1	0	7	1
“Inc”	32	0	18	94	0	26	2	12	78	1

COMMUNITY ENGAGEMENT: “VIRTUAL”

- 5th Grade Virtual Visit Videos - Thank you Stephen Jacobson and staff.
- Virtual Yearbook Video - Thank you Holly Selle and staff. Hardcover yearbooks arrive June 24.
- 8th Grade Awards Ceremony and Class Video: Thank you Jen Hansen and staff.

FINANCE

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Dates:

August 25 - 6th Grade Orientation

September 1 - First Day of School

September 24 - Open House

Oct. 25 - 20 Tentative Washington DC Trip rescheduled dates

Memo

To: Board of Education
From: Brian O’Handley, Principal, Sawyer & Sunrise Elementary Schools
Date: June 5th, 2020
Re: June Report to the Board



Teaching and Learning

3rd Trimester Progress Report Feedback

Final progress reports were mailed to families on June 5th. Due to having to provide remote learning during almost all of the 3rd trimester, staff used a continuum of levels of engagement and evidence of learning to provide feedback for students and families (see below). An explanation for using this feedback was shared with families in April ([link to feedback document](#)), which included the following:

*Given the challenges of learning remotely, third trimester progress reports will not include standards based grades as usual. Instead, written feedback will be given on each student’s level of engagement and learning while learning remotely. These challenges also mean **no students will be retained because of this closure**. Failing grades are not used at the elementary level, so families should not be concerned about their child failing a subject or grade.*

*Teachers are being asked to focus on the essential content they normally provide during the third trimester. Teachers are then being asked to identify meaningful ways to provide instruction for this essential content, and then attempt to provide meaningful feedback of any learning of this essential content. Instead of standards based grades, **written feedback will be given on each student’s level of engagement and learning** while learning remotely.*

Little or no engagement or evidence of learning:

The student did not participate, or had only limited participation while learning remotely. Little or no evidence of learning was shown by the student, including in the core content areas of Math and English Language Arts.

Some engagement and evidence of learning:

The student participated, but participation was inconsistent, while learning remotely. There was some evidence of learning shown by the student, including in the core content areas of Math and English Language Arts.

Consistent engagement and clear evidence of learning:

The student participation was consistent while learning remotely, with clear evidence of learning shown by the student. This evidence of learning was observed in the core content areas of Math and English Language Arts, along with other subjects taught remotely, such as Science and Social Studies.

Progress report feedback has been tallied and grouped by building, and then by the percentage of students at each level of engagement and learning:

Sawyer

- Little or no engagement or evidence of learning: **19%**
- Some engagement and evidence of learning: **20%**
- Consistent engagement and clear evidence of learning: **61%**

Sunrise

- Little or no engagement or evidence of learning: **11%**
- Some engagement and evidence of learning: **35%**
- Consistent engagement and clear evidence of learning: **54%**

Our Elementary Learning Team, consisting of teachers, academic coaches, counselors and administrators, will be meeting this summer and will be using this data to help with planning for any remote learning during the 2020/2021 school year.

Hiring Updates

Interviews were recently held for the year long substitute position for 1st grade teacher Alicia Burris. Interviews were also recently held for Kayleen Smeaton's 4th grade position, with second round interviews scheduled for the week of June 8th. Applicants for both positions this year included several promising candidates to choose from. We're looking forward to announcing the finalists for each position during July's Board of Education meeting.

Our Growing Sawyer and Sunrise Families

Our Sawyer and Sunrise staff families continue to grow. Congratulations to 1st grade teacher Alex Sperber's family as they welcome a new baby to their family this fall. Congratulations as well to 3rd grade teacher Amanda Wilke, along with 1st grade teacher Alicia Burris, as they prepare to welcome new additions to their families in the fall. Finally, Sawyer physical education teacher, Kyle Retzlaff, recently announced his family is also expecting a new member of his family to join them this fall.

During the past 3 years, approximately 16% of Sawyer staff and 41% of Sunrise staff (a combined 31% for both buildings) have taken long-term leave. Thank you to our grade level teams, special ed staff, counselors, support staff, and coaches for the work they have done to support the long-term substitutes who have filled these roles during this time.

Community Engagement

Building & Staff Introduction Videos

Sawyer and Sunrise staff prepared videos to introduce themselves and each building to students joining them this September. Links to these videos can be found below:

- Sunrise Staff Welcome Videos: <https://flipgrid.com/727ce1a4>
- Sawyer Staff Welcome Videos: <https://flipgrid.com/d5b602a7>

Event Cancellations Continue

Events that are normally part of the Sawyer and Sunrise calendars were cancelled this spring. These cancellations included end-of-the-year school celebrations, assemblies, and picnics, the annual Sawyer and Sunrise elementary Big Brothers Big Sisters pizza parties, Ambassador field trips, Madison field trip, DARE field trip, and Earth Day service work at Crossroads. We are looking forward to these events resuming as soon as it is safe to do so.

Finance, Facilities and Operations

Handbook Updates

Elementary parent and staff handbook updates for 2020/2021 are included with this month's report.

Sunrise Asbestos Removal Update

Asbestos removal in the 3rd and 4th grade hallway at Sunrise is scheduled to begin Monday, June 22nd. The 3rd and 4th grade teams worked hard as the school year ended to pack up their classrooms in preparation for this project. The asbestos abatement project marks the start of the Sunrise remodeling portion of the district's facilities upgrade work.

Upcoming Events

- 2020/2021 school year registration Tuesday, August 11th and Wednesday, August 12th
- New teacher in-service, August 18th, 19th and 20th
- Teacher in-service, August 25th, 26th and 27th
- 2020/2021 school year begins Tuesday, September 1st

Board of Education Report

June, 2020

Ann Smejkal, Ph.D.

Sunset School Principal

Director of Teaching and Learning



Thank you on behalf of the literacy team for your time, attention and excellent questions on Wednesday night. I am very proud of how hard this group has worked and the momentum we have built. I know that the data seems daunting and you know that we are not satisfied with being “average” in line with state results. We will keep you updated with our progress. Please send me any further questions you may have.

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. We will plan on a combination of virtual and small group learning.
- Sunset associates have completed a book study with Karlie Martens using the book, “Help for Billy”. It was a great experience and associates had a great number of insights to share.
- Sunset Staff will participate in a number of activities this summer which will include:
 - Data Dig with Eric Larson July 27
 - Collaboration time for continued learning around virtual teaching
 - Learning team planning for next school year
 - Literacy book study
- Academic and PBIS coaches have some scheduled work time this summer as they continue to work supporting our teachers.
- The literacy team will meet after the data dig to begin formulating our three year plan.
- 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.

Community Engagement

- Our year-end celebration was not a possibility this year so each teacher did a Google meet with her class to finish the school year. We will try to set up a visit to Sawyer next fall for the kindergarten teachers to see their kiddos one last time.

Finance/Facilities and Operations

- 4K and Kindergarten teachers have met twice with the EUA and Miron. They have had some valuable input into the plans for the addition and renovations at Sawyer.

June 2020 Business Manager Update
6/17/2020
Jake Holtz

1. Year End Projections

After working our way through May, we saw an increase in our projected surplus of about \$80,000. So, based on our conversation at June's learning session, we will be recommending a summer project to be completed.

There was not a whole lot of change in our revenue – most of the change took place in the expenditures as we saw some more savings resulting from schools being shut down. Additionally, as compared to last month, this month I had a little more time to comb through and make some adjustments for expenses that the Forecast 5 formula was expecting but we know won't happen (some salaries and benefits, capital expenses, etc.).

To highlight a couple changes:

- In benefits, we are seeing an increase in underspending the budget. The big reason for this is we got a refund (in the form of an invoice credit) from Delta Dental this month, as dental offices have been closed (now starting to reopen!).
- As you look at purchased services, we are still over budget. However, that amount decreased largely due to our utility bills decreasing quite a bit. Besides the high school, we have been using considerably less energy at our other buildings during this time. Additionally, we had a warmer April compared to the last couple of years and did not have to do any snow removal this year (30 inches of snow a couple years ago)
- In non-capital supplies, we also saw a bit of a decrease as there wasn't as much needed for our teachers. This includes resale items in our CTE classrooms.
- Finally, we had set aside \$15,000 for athletics to improve their equipment (we did similar budgets for band and Tech Ed). Athletic Director Meikle had hoped to use that to look at updating some weight room equipment this spring and early summer. However, because of the pandemic that did not happen. His hope is that he is able to look at that again in the coming year.

With all that said, based on our conversations on June 5th, my recommendation will be to do the following:

- Commit \$50,000 to the general fund balance
- Recommend approval to use \$150,000 of the general fund money to go towards a capital project
 - o As a reminder, we currently have two big summer projects – asbestos abatement and roofing updates. Currently those are set to be paid out of Fund 41, though nothing is holding us to that. Instead of all of that coming out of Fund 41, we could use this \$150,000 to pay for some of it, Fund 41 for the rest of it; and then add a summer project. No official approval is needed on how we spend any funds.

- Set aside any remaining amount for funding a future post-employment benefit plan.
 - o We know the ending surplus will not be \$387,437. But, under this scenario, and using that number, we would be looking at about \$187,000 going towards any plan.

2. Reopening task force update

Despite a lot of unknowns and some lack of direction from the state, this task force (I feel) has been going relatively well. We have various members from throughout the community, including parents, staff members, administration, board members, health professionals, human resource professionals and representatives from the police department.

At this point, we definitely don't have any kind of plans or guidelines put together but a few highlights:

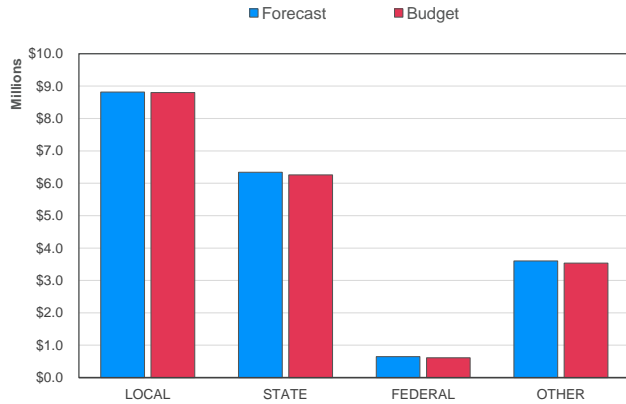
- Any recommendations will need to be 'as practicable'. In other words, for example, we know we can't force kids to wear face masks but, also it may be tough for staff to wear face masks for the entirety of the day.
- Communication will be key and we know it will need to look different across all grade levels. So, staff has started coming up with age appropriate communications and lessons for both their students and their parents.
- The maintenance staff will have to focus on cleaning and disinfecting. Spraying/fogging of disinfectant will have to happen at each school every night. We will also need to figure out 'hot spots' that need to be cleaned more frequently.
- Part of our communication will be that if you are sick – stay home. As parents call in sick, we may need to put more responsibility on our secretaries/staff to dig a little deeper so they can communicate with nurses and other local health officials.
- Hand sanitizer will need to be readily available. Yes, hand washing is more effective – when done correctly. However, it is easier to use hand sanitizer correctly than it is to wash hands correctly (example given of 4 and 5 year olds having to learn how to wash their hands).
- For ventilation, the large assumption is to just keep doors and windows open. For us that isn't feasible for a number of reasons, including school safety and allergies. However, ventilation throughout the schools will be much better using the HVAC systems we have in place, anyway.
- Working to get as many kids on campus is the goal. Beyond that being a better learning environment, parents need to work. So, we will try to avoid alternating days as much as practicable.

General and Special Education Funds | Financial Forecast

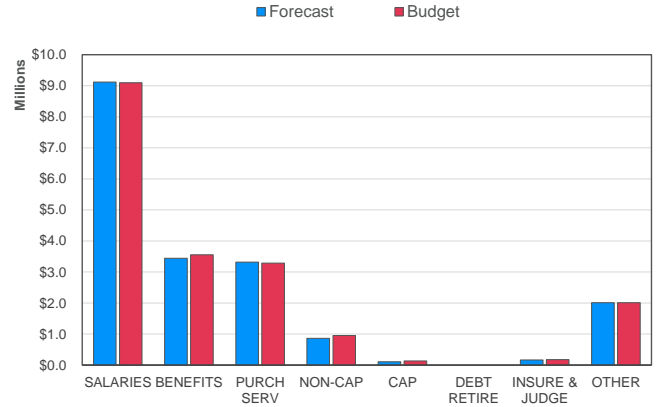
For the Period Ending May 31, 2020

	Prior YTD	Current YTD	Add: Anticipated Revenues / Expenses	Annual Forecast	Annual Budget	Variance Favorable / (Unfavorable)
REVENUES						
Local	\$6,708,722	\$6,597,136	\$2,221,434	\$8,818,570	\$8,803,498	\$15,072
State	\$4,279,019	\$4,452,243	\$1,887,863	\$6,340,106	\$6,256,814	\$83,292
Federal	\$78,749	\$85,986	\$560,447	\$646,433	\$611,601	\$34,833
Other	\$269,814	\$144,517	\$3,459,267	\$3,603,785	\$3,535,819	\$67,965
TOTAL REVENUE	\$11,336,305	\$11,279,882	\$8,129,011	\$19,408,893	\$19,207,732	\$201,161
EXPENDITURES						
Salaries	\$0	\$7,499,096	\$1,618,367	\$9,117,463	\$9,097,787	(\$19,676)
Benefits	\$0	\$2,724,421	\$714,480	\$3,438,901	\$3,551,823	\$112,922
Purchased Services	\$0	\$1,476,949	\$1,838,898	\$3,315,847	\$3,283,497	(\$32,350)
Non-Cap Objects	\$0	\$733,202	\$130,848	\$864,050	\$955,416	\$91,366
Capital Objects	\$0	\$58,555	\$47,929	\$106,484	\$135,000	\$28,516
Debt Retirement	\$0	\$0	\$0	\$0	\$0	\$0
Insurance and Judgements	\$0	\$165,761	\$1,886	\$167,647	\$175,558	\$7,911
Other Objects/Transfers	\$0	\$36,273	\$1,974,569	\$2,010,841	\$2,008,428	(\$2,413)
TOTAL EXPENDITURES	\$0	\$12,694,257	\$6,326,976	\$19,021,233	\$19,207,509	\$186,276
SURPLUS / (DEFICIT)	\$11,336,305	(\$1,414,374)	\$1,802,035	\$387,661	\$223	\$387,437
ENDING FUND BALANCE	(\$3,647,432)	\$2,903,440		\$4,705,474	\$4,318,037	\$387,437

Revenues by Source | Forecast vs. Budget



Expenditures by Object | Forecast vs. Budget





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Dan Tjernagel
Superintendent

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June 17, 2020 Board of Education Meeting Superintendent Report

Prepared by Dan Tjernagel, Superintendent of Schools

Updated June 10, 2020

1. Teaching & Learning

- a. **Teaching and Learning** – I can't say "thank you" enough to all our students, parents, teachers, support staff members, food service members, bus drivers, and admin team members for their efforts over the past 12 weeks of the year—and frankly a number of those efforts continue into the start of what many would call "summer" in the district.

The Board has seen a variety of thank you messages, videos, interviews, etc. where we've attempted to pass along the thanks that people deserve.

It takes many people working together to accomplish—and at times survive—great things.

Thank you to all!

- b. **Graduation** – I want to give Principal Nickel, the SBHS faculty and staff, and President Hooker and well-deserved congratulations, as well as thank you, for their efforts on behalf of the Class of 2020 and their families. I also want to thank our community partners from cable access, the police department, the fire department, Door County Daily News, and Let's Go Door County. Photographer Cassie Gigstead also added a great touch with photographs of each and every graduate.

It was truly amazing to be part of that entire experience from the graduation speeches, to watching the senior slide show and so forth, to getting to talk with every senior as he or she approached us to receive that important diploma.

- c. **Next Fall?** – You've seen my end-of-year letter (and there was a video message, too; some of you know how much I enjoy doing those) that focused on a message of thanks, referenced graduation, and also attempted to give people a little insight into information that will be considered by the school reopening task force and building-level committees. I didn't want to give people the impression that we have it all figured out secretly somewhere, nor did I want to alarm anyone, but I did want to give them some snapshots of the potential reality. I know a little information is sometimes dangerous, but I thought it was better than no information as folks are thinking ahead to next year. As the Board, staff, and some members of the public know, we don't have everything figured out, but when it comes to very important topics I typically do err on the side of sharing a little more information, rather than a little less.

As the Administrative Team and I have discussed, we really want all families who want their student(s) back in school to be able to work with us to make that happen next fall.

We also realize that there are a variety of things that may be beyond our control in the weeks ahead—even once a reasonable array of plans is fine tuned for our district.

As we have more specifics, people should know by now that we'll be happy to share it. I also think that having the Board give some level of stamp of approval on whatever is generated especially at the district level will be appropriate.

County Health Official, Sue Powers, had reached out to superintendents and principals here in Door County on June 5 about scheduling a meeting once the guidance from the state is released (hopefully this month), as well as having a meeting in July and in August.

I'll also be meeting with the Door and Kewaunee County superintendents on June 11 as well about the reopening school situation and potential processes. As I shared with our reopening task force in our June 9 meeting (yesterday as I type this item) we really don't even know what all the rules of engagement are with the situation which is challenging and a bit frustrating to be sure. As you can also imagine, Door County superintendents have been in communication about our processes and keeping each other informed for the overall good of the county.

Additionally, we know there are considerations around following best practices as much "as practicable" or "as feasible" depending which information we are referring to from something like the Cares Act to guidance from the CDC. Group sizes, hand washing, hand sanitizer, cleaning practices, masks, air flow, health precautions vs other school safety precautions, back-up substitute teachers, scheduling, available staff, and much more are just a sampling of things that have been discussed and will continue to be discussed by staff, the Admin tea, and/or the task force and building-level teams.

Finally for now, we know there are many considerations and opinions around what is best for students. Obviously, we want all students (and staff) to be safe. At the same time, at what point is irreparable harm being done to many students by not having them in school to maximize their learning (whether in those critical early years or any year), give them the interaction and emotional support many need, and so forth? This very question or point was raised when Ann, Bob, and I were talking with Noon Rotary recently, so we appreciated the fact that some community and business leaders are well aware of this key concern as well.

That's plenty for now, even though it's not "the answer" we all wish we had at this point. Stay tuned.

2. Community Engagement

- a. **DCEDC Board** – I attended the monthly DCEDC Board meeting on Monday, June 8.
- b. **YMCA Board meetings** – The YMCA Board meeting schedule has been extra active as the YMCA holds its usual meetings, annual meeting, and special meetings around the challenges of operating the YMCA at this time, the difficult reality of trying to operate child care and so forth. These are some very difficult topics in challenging times, but it is good to see how deeply so many people care about our community.

- c. **Covid-19 Countywide All Call Meetings** – These meetings with key individuals and entities from around the county continue every Thursday at 11:00 A.M., with the exception of June 4 due to getting the new testing site up and running. I plan to continue to attend and take notes to share with the admin team and board members. We’ll see what the future of these meetings is.
- d. **YMCA, Boys and Girls Club, District leadership conversations** – We held our most recent and last scheduled meeting on June 3. Topics we discussed included food programming (funding for breakfast and lunch this summer—great news!), supporting summer learning and our summer school as possible, summer programming, what next fall may possibly look like, the potential need for additional space at elementary levels and if the Club may possibly be able to assist with that if needed, and more. The key contacts will stay in touch as topics warrant.
- e. **Social Issues** – Whether a person wants to refer to some of what is happening in society right now as Black Lives Matter, a social justice matter, inequality, racism, or any number of other descriptors, there are definitely underlying issues that arise from time to time. Our nation is far from where many people would like to be on a variety of issues.

I realize when I speak I do so as more than a dad or educator since I serve as the superintendent—a job classification that makes me similar to an elected official in certain ways. Additionally, as the superintendent I commonly speak on behalf of the Board, the district, and as a community leader. As a result, I’m writing this as part of my report, as opposed to some sort of release or other communication at this time.

I know that real change can take time, but I believe we do have stakeholders throughout our school community who would be willing to engage in a discussion about these issues, ranging from a concerned parent and elementary teacher, to a concerned parent and high school teacher (who may have written a dissertation on Culturally Responsive teaching), to a parent and board member, and more. In fact, each of the three people I am referencing as examples happen to be people I’ve corresponded with in just the past week.

I grew up as the oldest son of educators in Marinette and am currently very happy to call Sturgeon Bay my home. I know that I have lived in predominately white communities, attended predominantly white schools, and have worked in predominantly white schools, but I know that Black Lives absolutely matter. Other than my wife, my longest-standing close friend and college roommate is not white and has lived the majority of his life as a black male in Milwaukee.

Most people who know at least a little about me know that the two most important people in my life are my wife and my daughter. Our daughter does not have our skin color or predominantly German and Norwegian DNA. The beautiful hair she has and her brown skin are traced to her Puerto Rican and Haitian roots. As a result, our family has a perspective on these types of social issues that may be different than some others. As you may also guess, there has been a lot of conversation in our home about what is going on, what she has both an opportunity and obligation to address at times in her life, and more.

One of the things our family has discussed is that part of the problem in our world today is that all lives do not matter equally as they should. Frankly, we believe this starts with our

very youngest members of society, including the unborn, and continues to the oldest members of society, and unfortunately way too many points in between. I don't know exactly what the solution is for our society and I don't wish to push our beliefs on anyone, but perhaps if we saw the value in all human lives we could make some much-needed progress—today, tomorrow, and in the years ahead.

3. Finance, Facilities, & Operations

- a. **Capital Project Update** – We held the standing Core Team meeting with EUA and Miron staff on May 22 and June 5 with the next meeting planned for June 19. We held some additional meetings about the high school office and district office aspects of the projects, just as principals and teachers involved in various aspects of the project have had additional meetings.
- b. On the **post-employment benefit** front, we know there was additional conversation in the learning session. Jake will connect with Andy about information Board members asked about, and then as President Hooker put it, since we do well with options once the Board gets to a certain point, that can help the process move forward at some point.
- c. **Child care updates and Elementary Programming** – This item overlaps with all three priority areas, but I'll put it in this section for now. Much of this rests on available funds, plus we anticipate some sort of budget repair bill and also a difficult State biennial budget in another year.

As the Board has heard previously, there have been challenges involving day care programming in our community for a period of time. The recent developments around the YMCA day care offered through the Barker Center certainly have those conversations in the public eye more than at some other times. Depending how that plays out in the end, the impact on potential vacancies, topics from after-school care, to 5-day-per-week 4K, and more will continue to come up.

We have demonstrated throughout the closure that we want to do everything we can to help our employees—and this certainly overlaps with school reopening plans next fall. While I have not and do not see the district fixing the community child care issue, it would be great if we would be able to find a way to help out our staff members who are in a bind provided there is a fairly cost/revenue neutral solution to our tax payers.

Additionally, with the major changes coming at the elementary level, I have shared with you that planning ahead further than what most people would look would be my preference. I've asked our team members to sketch out what some preferred situations could look like in terms of the building changes, known staffing changes, changes (or not) to 4K, what was discussed with the literacy presentation in the learning session, etc.

In light of many other balls up in the air these days, I don't have anything further as I complete this report and much of the Board meeting packet, but I like to continue to keep everyone informed and thinking about what could be ahead of us, and what types of things could receive attention depending where they fall on the list of priorities for the district.

4. Additional Items and/or Updates