

**THE SCHOOL DISTRICT OF STURGEON BAY**  
**Regular Board of Education Meeting**  
**Wednesday, February 19, 2025**  
**Amended 2025-02-12**

*As noted in Board Policy 0166 "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."*

6:00 P.M.      Board of Education Meeting

Sturgeon Bay High School Library

**CALL TO ORDER:**

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

**STUDENT COUNCIL REPRESENTATIVE REPORT:**

**PUBLIC COMMENT SECTION:** *As noted in Board Policy 0167.3 Public Participation at Board Meetings - Individuals who wish to address the Board should be residents of the School District of Sturgeon Bay or parents of students open-enrolled into the district. Speakers are asked to share their name, address, and be aware that comments may be limited to three minutes at the discretion of the Board President.*

**CONSENT AGENDA:**

1. Approve Meeting Minutes
  - A. Regular Meeting of January 15, 2025 [see attachment](#)
  - B. Annual Board Retreat of February 5, 2025
2. Approve January Bills [see attachment](#)
3. Accept Grants and Donations [see attachment](#)
4. Approve Resignations and Retirements
5. Accept Academic and Career Planning (ACP) Plan\* [see attachment](#)
6. NEOLA Board Policy Updates Vol. 33 No. 2 (Second Reading)
  - A. Policy 0164V2 - Meetings (Revised) [see attachments](#)
  - B. Policy 0174.1 - Annual Report (Revised)
  - C. Policy 2131 - Educational Outcome Goals and Expectations (Revised)
  - D. Policy 2340 - District-Sponsored Trips (Revised)
  - E. Policy 3120.04/4120.04- Employment of Substitutes (Revised)
  - F. Policy 3120.08 - Employment of Personnel for Co-Curricular/Extra-Curricular Activities (Revised)
  - G. Policy 3431/4431 - Employee Leaves (Revised)
  - H. Policy 5200 - Attendance (Revised)
  - I. Policy 5330 - Administration of Medication/Emergency Care (Revised)
  - J. Policy 5430 - Class Rank (Revised)
  - K. Policy 5460 - Graduation Requirements (Revised)
  - L. Policy 5505 - Academic Honesty (Revised)
  - M. Policy 5610 - Suspension and Expulsion (Revised)
  - N. Policy 5771 - Search and Seizure (Revised)
  - O. Policy 6423 - Use of Credit Cards (Revised)
  - P. Policy 7540.05 - Assistive Technology and Services (Revised)
  - Q. Policy 7544 - Use of Social Media (Revised)
  - R. Policy 8395 - Student Mental Health Services (Revised)
  - S. Policy 8500 - Food Services (Revised)
  - T. Policy 8510 - Wellness (Revised)
  - U. Policy 8531 - Free and Reduced-Price Meals (Revised)

- V. Policy 8540 - Vending Machines (Revised)
- W. Policy 8550 - Competitive Food Sales (Revised) [see attachment](#)
- X. Policy 8600 - Transportation (Revised)
- Y. Policy 8601 – (NEW) Controlled Substance and Alcohol Policy for Employees that Transport Students
- Z. Policy 8640 – (RESCIND) Transportation for Field and Other District-Sponsored Trips
- AA. Policy 8651 – (RESCIND) Nonroutine Use of School Buses
- BB. Policy 8660 - Transportation by Private Vehicle for District-Sponsored Activities or Trips (Revised)
- CC. Policy 8680 - Transportation Services Contracts (Revised)

### **OPERATIONS AGENDA:**

1. Consent Agenda items requiring attention (if any) [see attachment](#)
2. Approve High School Coaching Positions (Assist. Softball, Asst. Track)
3. Approve Set Build/Construction Lead
4. Approve New Hire of Associate(s)
5. **Approve High School Math Teacher** [see attachment](#)
6. Approve Non-Classified Contract Renewal\*
7. Approve Administrative Contract Renewal\*
8. Professional Staff Annual Compensation Review Update (informational item) [see attachment](#)
9. Achievement Gap Reduction School Board Mid-Year Review (informational item)
10. NEOLA Board Policy Update (First Reading)
  - A. Policy 2264 (RESCIND) Nondiscrimination on the Basis of Sex in Education Programs or Activities [see attachment](#)
  - B. Policy 2266 Nondiscrimination on the Basis of Sex in Education Programs or Activities
11. Reports:
  - a. Legislative [see attachment](#)
  - b. CESA
  - c. Committee/Seminars
  - d. Administrative
    - i. High School
    - ii. Middle School
    - iii. Sunrise Elementary School
    - iv. Sawyer Elementary School
    - v. Special Education/Pupil Services
    - vi. Teaching, Learning and Technology
    - vii. Business Manager
    - viii. Other
  - e. Superintendent
12. Closed Session –
  - a. 19.85(1) (c) Considering employment, promotion, compensation, or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility.
    - i. Mid-Year Performance Evaluation of District Administrator
  - b. Return to open session
13. 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.*

*\*Annual approval*

To: Board of Education  
From: Dan Tjernagel and Ann DeMeuse  
Date: February 11, 2025  
RE: Background Information for the February 19, 2025, Regular Meeting

## **STUDENT COUNCIL REPRESENTATIVE REPORT: Izzy Jimenz-Seyfer**

**PUBLIC COMMENT SECTION** *As noted in Board Policy 0167.3 Public Participation at Board Meetings- Individuals who wish to address the Board should be residents of the School District of Sturgeon Bay or parents of students open-enrolled into the district. Speakers are asked to share their name, address, and be aware that comments may be limited to three minutes at the discretion of the Board President.*

## **CONSENT AGENDA:**

### **1. Approve Meeting Minutes**

- a. Regular Meeting of January 15, 2025
- b. Board Retreat Feb. 5, 2025

[see attachment](#)

### **2. Approve January Bills**

[see attachment](#)

### **3. Grants and Donations**

#### ➤ Robert H Nickel Auditorium

- \$5,000
  - Gretchen Schmelzer in memory of Steve Schmelzer
  - Brian and Amy Stephens (over 3 years)
- \$1,500
  - Dr. Jennifer Olson (Olson Dental)
- \$737
  - SBHS Class of 1958
- \$500
  - Susan Austad
  - Debbie & John Kiedrowski
  - Rick & Nancy Jeanquart Charitable Foundation
  - Dale & Jeanne Schopf
  - Madelyn Jeanquart
  - Sydney Jeanquart
  - Grant Jeanquart
  - Marina Jeanquart
  - Jaclyn Peterson
  - Tomberlin Family
  - Spaude Family
  - Kristin Kohn
- \$100
  - Jack & Cindy Follick
  - John & Jane Stevenson Charitable Fund
  - Rev James & Michelle Gomez
  - Margaret Lockwood Gallery
  - Brigitte and Chad Shefchik
  - Mark and Laurie Thiede
  - Lucy Kile

- Todd and Dee Dee Brauer
  - \$50
    - Sydney Maxwell
    - Carmen Youra
    - Pam Pfister
    - Kelly Hamilton
    - In honor of Jendean Olson
  - \$25
    - Tim & Judy Smith
  - \$20
    - Diane & Craig Rodd
    - Kristin Englebert
    - Darlene and Art Hohlfelder
- \$500 SB PTO for District Author Visit
- \$500 towards the playground from Debbie & John Kiedrowski
- \$500 towards Youth as Resources Grant - Middles & Littles from Door County Service Club Coalition
- \$500 towards MS Dance Team from Just in Time Charitable Foundation
- \$77 for lunch program from Shawn Wautier
- \$77 for Sunrise ID/Autism Program from Shawn Wautier
- \$351 for 1st & 2nd grade Weidner Center trip from SB PTO
- \$265 for 4K tickets to Buckets N Boards Comedy Percussion show from SB PTO
- Raibrook donated towards the Spanish III Field Trip

Thank you to these groups and the individuals associated with them for their generosity.

- 4. Resignations and Retirements:** Lynette Tank is resigning from her Safe Harbor special education associate position at Sawyer. John Mayberry is retiring from his maintenance position. Beth Hubbard is retiring from her Reading Interventionist position. Kelly Vannoy will be retiring from her Special Education Teacher Associate position at the end of the school year.

[see resignation letters](#)

*Reminder: Prior to next month's March Board meeting we will hold an informal reception honoring our retirees and 25-year employees. We then will recognize these individuals during the formal recognition portion of the Board meeting itself.*

## **5. Accept Academic and Career Planning (ACP) Plan**

Per the DPIs administrative code for PI26, School Boards are required to:

- (1) Indicate on a pupil's transcript the name of each course completed by the pupil, the number of high school credits earned for each course, whether a course is eligible for postsecondary credit, and, if applicable, a course's participating postsecondary institution.
- (2) Annually review and, if necessary, update the long-range plan and education for employment program under s. PI 26.03. This review shall evaluate pupil postsecondary outcomes. At the conclusion of the review, the school board shall prepare a report on the school district's education for employment program. The report shall describe the education for employment program's current progress and future goals related to improving pupil postsecondary outcomes.
- (3) Publish its long-range plan under s. PI 26.03 (1) and the report under sub. (2) on the school district's website.

[see report](#)

- (4) Annually notify parents of its education for employment program. The notice shall inform parents of the information and opportunities available to pupils under s. PI 26.03 (2) and (3), including the availability of programs at technical colleges.

[see report](#)

Items 1, 3 & 4 are carried out by Career Readiness Team members: Principal Nerby, Counselors O'Handley, Kiedrowski, Londo and Martens, and Tech. Integration Specialist Jen Hanson. Significant assistance, data and review also provided by David Gordon and Lauren Baumann (Youth Apprenticeship Coordinator and School-based Coach- CESA7).

Item 2 requires School Board review and approval annually. Attached in your packet is the updated Sturgeon Bay High School ACP Plan.

A motion to approve the ACP Plan as presented is recommended.

## **6. NEOLA Board Policy Updates Vol. 33 No. 2 (Second Reading)**

- A. Policy 0164V2 - Meetings (Revised)
- B. Policy 0174.1 - Annual Report (Revised)
- C. Policy 2131 - Educational Outcome Goals and Expectations (Revised)
- D. Policy 2340 - District-Sponsored Trips (Revised)
- E. Policy 3120.04/4120.04- Employment of Substitutes (Revised)
- F. Policy 3120.08 - Employment of Personnel for Co-Curricular/Extra-Curricular Activities (Revised)
- G. Policy 3431/4431 - Employee Leaves (Revised)
- H. Policy 5200 - Attendance (Revised)
- I. Policy 5330 - Administration of Medication/Emergency Care (Revised)
- J. Policy 5430 - Class Rank (Revised)
- K. Policy 5460 - Graduation Requirements (Revised)
- L. Policy 5505 - Academic Honesty (Revised)
- M. Policy 5610 - Suspension and Expulsion (Revised)
- N. Policy 5771 - Search and Seizure (Revised)
- O. Policy 6423 - Use of Credit Cards (Revised)
- P. Policy 7540.05 - Assistive Technology and Services (Revised)
- Q. Policy 7544 - Use of Social Media (Revised)
- R. Policy 8395 - Student Mental Health Services (Revised)
- S. Policy 8500 - Food Services (Revised)
- T. Policy 8510 - Wellness (Revised)
- U. Policy 8531 - Free and Reduced-Price Meals (Revised)
- V. Policy 8540 - Vending Machines (Revised)
- W. Policy 8550 - Competitive Food Sales (Revised)
- X. Policy 8600 - Transportation (Revised)
- Y. Policy 8601 – (NEW)Controlled Substance and Alcohol Policy for Employees that Transport Students
- Z. Policy 8640 – (RESCIND)Transportation for Field and Other District-Sponsored Trips
- AA. Policy 8651 – (RESCIND) Nonroutine Use of School Buses
- BB. Policy 8660 - Transportation by Private Vehicle for District-Sponsored Activities or Trips (Revised)
- CC. Policy 8680 - Transportation Services Contracts (Revised)

[see draft policies](#)

A motion to approve the Consent Agenda items as presented is recommended.

## **OPERATIONS:**

### **1. Consent Agenda items requiring attention (if any)**

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

### **2. Approve High School Coaching Positions**

#### **A. Softball Assistant Coach-split contract part 1**

Principal Nerby and Athletic Director Dupuis recommend Alexis Potvin (to split assistant contract 50/50) as our high school assistant softball coach. Alexis is currently a teacher in the district and is eager to help grow the softball program.

A motion to approve Alexis Potvin as an Assistant Softball Coach (split contract) is recommended.

#### **B. Softball Assistant Coach-split contract part 2**

Principal Nerby and Athletic Director Dupuis recommend Rachel Miller (to split assistant contract 50/50) as our high school assistant softball coach. Rachel is currently a teacher in the district and is eager to help grow the softball program.

A motion to approve Rachel Miller as an Assistant Softball Coach (split contract) is recommended.

#### **C. Assistant Track Coach**

Principal Nerby and Athletic Director Dupuis recommend Demi Ploor as one of our High School assistant track coaches. Demi participated in track all four years in high school, specifically pole vault and throws. Demi continued her career in track and field at UW-Stout, where she continued pole vaulting and throwing for four years. Demi also coached pole vault and throws for a season at Sevastopol.

A motion to approve Demi Ploor as an Assistant Track Coach is recommended.

### **3. Approve Set Build/Construction Lead**

Principal Nerby is excited to recommend Jimmy Balistreri to be hired as the Set Build/Construction Lead and serve as Technical Director of the Sturgeon Bay High School Spring Musical. Jimmy is married to Sophie Widman, our newly approved High School Theater Director. Jimmy grew up in Plymouth, WI and earned his Bachelor of Arts in Theater at Ripon College. He then spent a year working at TAP Theater as their Production Manager & Resident Designer which involved building and designing their sets while he completed his Master of Arts from UC-Irvine in Lighting Design. Jimmy currently works as a freelance lighting designer and AEA Stage Manager. He has experience working as a lighting designer and stage manager with Northern Sky Theatre, TAP Theater, The Milwaukee Repertory Theater, Milwaukee Chamber Theater, Renaissance TheaterWorks, and UW-Green Bay. He will be working independently to build the set and will train students in lighting and other technical elements to prepare them for careers in theater; his experience will be invaluable to our production.

A motion to approve Jimmy Balistreri as the Set Build/Construction Lead is recommended.

#### **4. Approve New Hire of Associate(s)**

##### **A. Cassandra Ettner – Special Education Teacher Associate**

Director of Special Education and Pupil Services is pleased to recommend Cassandra Ettner for the special education teacher associate position for the Virtual Learning Program. Cassandra has worked in education for the past twelve years in the School District of Delavan. Cassandra served as a special education teacher associate as well as a High School Registrar. Cassandra shared that she and her husband have vacationed in Door County every summer for the past several years with the eventual goal of retiring to the area once they were able. This past fall, Cassandra was able to make the move and while her husband is eager to retire, Cassandra is eager to return to the Schools. Welcome to the area Cassandra, and welcome to our team! A motion to approve Cassandra Ettner as a Special Education Teacher Associate with the Virtual Learning Program is recommended.

#### **5. Approve High School Math Teacher**

From Principal Nerby: Mr. Brandon Joly is completing his Master's Degree in Statistics from the University of Iowa, where he has spent the past two years serving as a teaching assistant teaching college level math classes. Prior to attending Iowa for his masters, Mr. Joly attended and graduated from Beloit College with a double major in Mathematics Education and Spanish, graduating Summa Cum Laude.

Mr. Joly holds a math certification through DPI as well as a substitute teaching license. He has done long-term substitute teaching in the past. In addition to his teaching background, Mr. Joly holds certification as a referee where he primarily focuses on soccer. In high school, he even played against Sturgeon Bay when he played for Freedom. He comes from a long line of educators with both his parents, and a brother, already serving in the education field.

Dr Joseph Lang, Mr. Joly's Professor said, "Brandon was selected to serve as the lead teaching assistant because of his excellent credentials and teaching style. Brandon stood out as a gifted teacher, and I was struck by how engaged his students were in the learning activities he crafted. He clearly developed a very strong rapport with his students."

During the interview process, it was clear that Mr. Joly has enthusiasm and passion for mathematics and is eager to meet the needs of his students. He did his homework and was very familiar with Sturgeon Bay High School, our course offerings, and our strong math reputation around the state. This passion, as well as his ability to speak Spanish, will serve our students and community positively as we move forward. We look forward to Mr. Joly bringing his expertise and knowledge to the Math department.

A motion to approve Brandon Joly at Sturgeon Bay High School as a Mathematics Teacher beginning with the 2025-2026 school year, pending successful completion of the formal background check process, is recommended.

#### **6. Approve Non-Classified Contract Renewal\***

A motion to renew the contracts for our Human Resource Specialist, Bookkeeper/Payroll Clerk, Student Information and Data Specialist and Superintendent/Board Assistant is recommended.

**7. Approve Administrative Contract Renewal\***

Discussion occurred at the January 15, 2025, closed session meeting following the regular Board of Education meeting. As a reminder, administrators must receive a preliminary notice of nonrenewal at least five months prior to expiration of the contract, which is why we give initial attention to this in January. If no formal notice of renewal or non-renewal is given at least four months prior to expiration of the contract, the contract continues for two years. Rather than simply have a lack of action constitute renewal, formal action would be appropriate.

As another reminder, even though contracts are brought forward for renewal as per the timelines that align with state statute, the Board has neither entertained compensation recommendations nor decided on compensation until later in the school year. Typically, the Board approves individual teacher contracts in the April board meeting, and then approves the compensation of hourly employees, unclassified contracts, and administrators in May.

A motion to renew the contracts of the High School Principal, Middle School Principal, Sunrise School Principal, Sawyer School Principal, Director of Special Education & Pupil Services, Director of Teaching, Learning, & Technology, Director of Buildings and Grounds, Director of Food Service, Business Manager, and Superintendent is recommended.

**8. Professional Staff Annual Compensation Review Update (informational item)**

We held the annual compensation review meeting on Monday, February 3, 2025. I have included the minutes from the meeting in the board meeting packet rather than try to capture certain highlights in this space.

As a quick reminder, returning teacher contracts are typically approved in the April Board meeting in order to meet the May 15 statutory deadline. On a different but related note, non-teacher compensation usually comes before the Board in the May Board meeting.

This is simply an informational item, so no formal action is necessary at this time. The Board will continue to work through various components of teacher compensation in the coming months and as summarized in the meeting minutes document.

[see meeting notes](#)

**9. Achievement Gap Reduction School Board Mid-Year Review (informational item)**

The Board has received the Achievement Gap Reduction (AGR) report completed by Director Weber; in addition to the end-of-the-year report, mid-year reports have been added in recent years. The report deals with math and reading for kindergarten through third grade. The AGR program, formerly known as SAGE (Student Achievement Guarantee in Education) may sound more familiar to some board members, staff members, and parents.

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

[See report](#)



## **10. NEOLA Board Policy Update (First Reading)**

### **A. Policy 2264 (RESCIND) Nondiscrimination on the Basis of Sex in Education Programs or Activities**

### **B. Policy 2266 Nondiscrimination on the Basis of Sex in Education Programs or Activities**

Information from NEOLA:

On January 9, 2025, a federal district court issued a decision vacating the 2024 Final Rule. Consistent with the court's order, the 2024 Title IX regulations and these resources are not effective in any jurisdiction.

As such, we [Neola] recommend districts continue to implement their policies that comply with the 2020 Title IX regulations, including Neola Policy and Administrative Guideline 2266 . . . consideration should be given to rescinding or suspending Policy/Administrative Guideline 2264, as well as removing any text from Policy/Guideline 2266 which limited its application to complaints alleging conduct occurring prior to August 1, 2024.

Training and response to complaints and allegations of discrimination and/or harassment on the basis of sex should focus on the 2020 Title IX regulations.

As the 2020 regulations, Policy 2266, and the pertinent training requirements remain in effect, note that the statutory obligations of Title IX remain unaffected by the current litigation, such that trained and prepared individuals will still be needed to receive, process, and address instances of sex discrimination or harassment.

In addition, Wisconsin school districts should be mindful that reverting to the Policy/Administrative Guideline 2266 based on the 2020 regulations does not alter the legal status of gender identity protection in our federal Seventh Circuit. Discrimination on the basis of gender identity violates Title IX under Seventh Circuit decisions.

This letter is to clarify that, effective immediately, the United States Department of Education's (ED) Office for Civil Rights (OCR) will enforce Title IX under the provisions of the 2020 Title IX Rule, rather than the recently invalidated 2024 Title IX Rule. Accordingly, lawful Title IX enforcement includes, inter alia, the definition of sexual harassment, the procedural protections owed to complainants and respondents, the provision of supportive measures to complainants, school-level reporting processes, and the interpretation of "sex" to mean the objective, immutable characteristic of being born male or female as outlined in the 2020 Title IX Rule.

*Additional information from the US Dept. of Education:*

*On January 9, 2025, the United States District Court for the Eastern District of Kentucky issued a decision vacating the 2024 Title IX Rule, which prohibited ED from enforcing it in any jurisdiction.<sup>1</sup> Prior to that decision, federal courts in other jurisdictions enjoined the 2024 Title IX Rule, which amounted to a prohibition against its enforcement in 26 states.<sup>2</sup> Indeed, "every court presented with a challenge to the [2024 Title IX Rule] has indicated that it is unlawful."<sup>3</sup>*

*In OCR's view, the Eastern District of Kentucky's decision expressed the proper textual and original meaning of Title IX, and it correctly repudiated the 2024 Title IX Rule's expanded "meaning of 'on the basis of sex' to include 'gender identity,'" which, if left in place, would "turn Title IX on its head."<sup>4</sup> Likewise, the court rejected the 2024 Title IX Rule's statement that*

*discrimination on the basis of sex also includes discrimination on the basis of sex stereotypes, sex characteristics, and sexual orientation.*<sup>5</sup>

*Equally fatal to the 2024 Title IX Rule, on January 20, 2025, President Trump issued an Executive Order, *Defending Women from Gender Ideology Extremism and Restoring Biological Truth to the Federal Government*, that directly contradicts the vacated rule’s novel and expansive meaning of “on the basis of sex.” President Trump ordered all agencies and departments within the Executive Branch to “enforce all sex-protective laws to promote [the] reality” that there are “two sexes, male and female,” and that “[t]hese sexes are not changeable and are grounded in fundamental and incontrovertible reality.” As a constitutional matter, the President’s interpretation of the law governs because he alone controls and supervises subordinate officers who exercise discretionary executive power on his behalf.<sup>6</sup> That unified control extends to ED and OCR; therefore, Title IX must be enforced consistent with President Trump’s order.*

*In light of these federal court decisions and President Trump’s *Defending Women Executive Order*, the binding regulatory framework for Title IX enforcement includes the principles and provisions of the 2020 Title IX Rule and the longstanding Title IX regulations outlined in 34 C.F.R. 106 et seq., but excludes the vacated 2024 Title IX Rule. Accordingly, open Title IX investigations initiated under the 2024 Title IX Rule should be immediately reoriented to comport fully with the requirements of the 2020 Title IX Rule.* [see draft policies](#)

## **11. Reports**

## **12. Closed Session –**

- a. 19.85(1) (c) Considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility.
  - i. Mid-Year Performance Evaluation of District Administrator
- b. Return to open session

## **13. Adjourn**

*\*Annual approval*

THE SCHOOL DISTRICT OF STURGEON BAY

Regular Board of Education Meeting

Wednesday, January 15, 2025

President Stephani called the regular meeting to order at 6:02 PM in the high school library. Present: Spritka, Schulz, Howard (6:18), Kruse, Stephani, Jennerjohn, Chisholm, Haus, & Meyer. Also present were: Superintendent Tjernagel, K Nerby, L. Ferry, M. Smullen, K Smullen, K. DeVillers J. Holtz, J Paye-Weber & A DeMeuse.

**Motion: Chisholm/Kruse to adopt the noting we will be going into closed session per 19.85(1) (c) Considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility.**

- a. Probationary teacher performance
- b. Non-classified & Administrative contract renewal
- c. Mid-Year Performance Evaluation of District Administrator

**And will return to open session. Motion carried unanimously.**

PUBLIC COMMENT SECTION: None.

STUDENT COUNCIL REPRESENTATIVE REPORT: No report due to exam week.

CONSENT AGENDA:

- 1. Approve Minutes
  - a. December 18, 2024 Regular Board of Education Meeting
- 2. Approve December bills
- 3. Accept Grants and Donations
  - Robert Nickel Auditorium Fund
    - A. Hollingshead Family \$500
    - B. Samara Philipp Christian \$200
    - C. Mary Rousseau - \$100
    - D. Martha & Larry Burris - \$100
    - E. Anonymous - \$25
    - F. Dan & Sue Lalko - \$100
    - G. Cathy Grier - \$50
    - H. Cap & Mary Wulf - \$2,000
    - I. Brad & Louise Andreae - \$500
    - J. Bob & Irene Gray - \$500
    - K. James & Cynthia Flanagan - \$500
    - L. Peg & Jim Meyer - \$100
    - M. The Reichel Family - \$5,000
    - N. Richard & Janice Kohn - \$100
    - O. Richard & Carrie Hauser - \$500
    - P. Charlotte Schroeder - \$50
    - Q. Jeff & Nancy Davis - \$50
    - R. Catherine Smullen - \$25
    - S. Wulf Brothers - \$500
    - T. Trongruethai Meissner - \$25
    - U. Deb Whitelaw Gorski - \$25
    - V. Pat & Bob Scieszinski - \$50
    - W. Linda Roberts - \$200
    - X. PLFAG Door County - \$500
    - Y. Haley Lemke & Hope Herbst - \$100
    - Z. Nicole & Aaron Carmody - \$100
    - AA. Mary & Roy Aiken - \$50

- Raibrook donated for the Tech Ed Equipment Grant
- \$199 Holland Nellis Charitable Fund for TJ Walker student, teacher or club support
- \$150 Kelly Swingen for Stride Program
- \$100 Sue MacLean to help families with meal expenses
- \$500 Hainesville Lutheran Church Women for families who cannot afford school meals
- \$33.60 Chuck Schommer for Clipper Clays
- \$513.99 Knights of Columbus for Special Education
- \$50,000 Anonymous Donation to Clipper Clays Range Project
- Playground Fund
  - A. \$500 volunteer grant (Kendra Vandertie)
  - B. Raibrook awarded a grant

Thank you to these groups and the individuals associated with them for their generosity.

4. Approve resignations and retirements: Susan Guthrie is resigning from her associate position at Sunrise. Julie Doucette is retiring from her Speech-Language Pathologist position.
5. Special Update – UGG-EDGAR (Second Reading)
  - A. 3440/4440 Job-Related Expenses
  - B. 6110 Grant Funds
  - C. 6111 Internal Controls
  - D. 6114 Cost Principles -Spending Federal Funds
  - E. 7310 Disposition of Personal Property
  - F. 7450 Property Inventory
6. Annual Notice of Educational Options\*
 

Annually, by January 31, each School Board shall publish a class 1 notice, under Ch. 985, and post on its Internet site a description of the educational options available to children in the School District, including public schools, private schools participating in a parental choice program, charter schools, virtual schools, full-time or part-time open enrollment in a nonresident school district, the youth apprenticeship program under s. 106.13, and the early college credit program. The School Board shall include in the notice the most recent state assessment performance category assigned to each school within the School District boundaries, including charter schools established and private schools participating in a parental choice program. The notice published by the School Board shall inform parents that the full school and School District accountability report is available on the School Board's Internet site.

**Motion: Jennerjohn/Haus to approve the consent agenda items as presented. Motion carried unanimously.**

#### OPERATIONS AGENDA:

1. Consent Agenda items requiring attention (if any)
 

*This is a standing agenda item and utilized only if needed.*
2. Approve Open Enrollment Capacity\*: For the 2025-2026 school year, we are recommending setting no limits for regular education class enrollments. For special education services, as well as speech and language services, for the 2025-2026 school year, we are recommending setting limits as presented in the one-page Open Enrollment document in the meeting packet.

**Motion: Haus/Jennerjohn to approve establishing no regular education class limits for the 2025-2026 school year with special education limits as presented. Motion carried unanimously.**

3. **Motion: Kruse/Haus to approve Zach Albers as an assistant track coach at the high school level.**  
**Motion carried unanimously.**
4. April 2025 Election Update\*: Board Member Chisholm has provided her Declaration of Non-Candidacy for the 2025 election. Commissioner Stephani and Schulz have filed their candidacy paperwork. We have also received Declaration of Candidacy paperwork from Andrew Starr. Additionally, there is not an operational referendum on the schedule to be on the ballot.
5. Neola Board Policy Updates Vol. 33 No. 2 (First Reading)
  - A. Policy 0164V2 - Meetings
  - B. Policy 0174.1 - Annual Report
  - C. Policy 2131 - Educational Outcome Goals and Expectations
  - D. Policy 2340 - District-Sponsored Trips
  - E. Policy 3120.04/4120.04- Employment of Substitutes
  - F. Policy 3120.08 - Employment of Personnel for Co-Curricular/Extra-Curricular Activities
  - G. Policy 3431/4431 - Employee Leaves
  - H. Policy 5200 - Attendance (Revised)
  - I. Policy 5330 - Administration of Medication/Emergency Care
  - J. Policy 5430 - Class Rank
  - K. Policy 5460 - Graduation Requirements
  - L. Policy 5505 - Academic Honesty
  - M. Policy 5610 - Suspension and Expulsion
  - N. Policy 5771 - Search and Seizure
  - O. Policy 6423 - Use of Credit Cards
  - P. Policy 7540.05 - Assistive Technology and Services
  - Q. Policy 7544 - Use of Social Media
  - R. Policy 8395 - Student Mental Health Services
  - S. Policy 8500 - Food Services
  - T. Policy 8510 - Wellness
  - U. Policy 8531 - Free and Reduced-Price Meals
  - V. Policy 8540 - Vending Machines
  - W. Policy 8550 - Competitive Food Sales
  - X. Policy 8600 - Transportation
  - Y. Policy 8601 - Controlled Substance and Alcohol Policy for Employees that Transport Students
  - Z. Policy 8640 - Transportation for Field and Other District-Sponsored Trips
  - AA. Policy 8651 - Nonroutine Use of School Buses
  - BB. Policy 8660 - Transportation by Private Vehicle for District-Sponsored Activities or Trips
  - CC. Policy 8680 - Transportation Services Contracts
6. Reports:
  - a. Legislative – none
  - b. CESA – none
  - c. Committee/Seminars – none.
  - d. Administrative Reports presented.
  - e. Superintendent’s Report presented.
7. **Closed Session – Motion: Jennerjohn/Haus to adjourn to closed session at 6:59 PM noting the board will go into closed session per 19.85(1) (c) Considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility.**
  - a. **Probationary teacher performance**
  - b. **Non-classified & Administrative contract renewal**

**c. Mid-Year Performance Evaluation of District Administrator**  
**And will return to open session. Motion carried unanimously with a roll call vote.**

**Motion: Jennerjohn/Meyer to return to open session at 7:41 PM. Motion carried unanimously.**

No action taken on closed session items (probationary teacher performance, non-classified and administrative contract renewal and mid-year performance evaluation of District Administrator).

**8. Adjourn Motion: Haus/Schulz to adjourn at 7:43 PM. Motion carried unanimously.**

Respectfully submitted,  
Ann DeMeuse  
Administrative Assistant

Date: \_\_\_\_\_

President's Signature: \_\_\_\_\_

Recordings of the Board meetings can be located at: <https://www.sturbay.k12.wi.us/district/board-of-education>

**THE SCHOOL DISTRICT OF STURGEON BAY**  
**Board of Education Annual Retreat**  
**Wednesday, February 5, 2025**

8:30 A.M. Board of Education Annual Retreat – Community Room Sturgeon Bay City Hall

**Call to Order:** The meeting was called to order at 8:37 AM.

**Board members present:** Mike Stephani, Tina Jennerjohn, Jake Schulz, Allison Haus, Cathy Meyer, Damion Howard & Angie Kruse. Excused: Wayne Spritka, Beth Chisholm. Admin team members present: Tjernagel, Holtz, Weber, K Smullen, M Smullen, Nerby, Ferry, DeVillers.

**Motion to Adopt Agenda:** Motion Jennerjohn/Haus to adopt the agenda as presented. Motion carried unanimously.

**Agenda:**

1. **Annual Education Convention highlights:** Education Convention attendees shared information from the breakout sessions and keynote addresses.
2. **Strategic Action Plan & Priorities**
  - i. Teaching & Learning: Core Admin. Team gave presentation. Discussion followed.
  - ii. Community Engagement: Options presented. Discussion followed. Work group will continue to dialogue future opportunities.
  - iii. Facilities, Finance, & Operations: Discussed
3. **Board vision/reflecting/future planning:**
  - i. Follow-up to anything from the morning: Discussed
  - ii. Presentations/discussions with Principals and Directors
  - iii. Future Priorities? Other Items for the Board to address? Any remaining items or future priority ideas were discussed.
4. **Motion to adjourn:** Haus/Meyer to adjourn at 3:04 PM. Motion carried unanimously.

Respectfully submitted by,  
Ann DeMeuse,  
Board Recording Secretary

Date: \_\_\_\_\_

President's Signature: \_\_\_\_\_



CHECK		CHECK CHE		ACCOUNT				INVOICE	
DATE	NUMBER	TYP	AMOUNT	NUMBER				VENDOR	DESCRIPTION
01/02/2025	242500470	A	4,629.66	27 E 800 370 436000	341			ADVOCATES FOR HEALTH	December 2024 Support
01/02/2025	242500471	A	478.98	50 E 800 411 257000	000			BELSON CO	Food Service Supplies
01/02/2025	242500471	A	1,935.10	10 E 800 411 253000	000			BELSON CO	Maintenance Supplies
01/02/2025	242500472	A	401.04	10 E 800 432 222200	031			BOUND TO STAY BOUND	BTSB Library Books
01/02/2025	242500473	A	132.00	21 E 400 411 162105	000			BSN SPORTS REMIT	HS Girls Basketball Apparel
01/02/2025	242500478	A	41.45	10 E 200 411 135200	000			CARSTENS, PAIGE	10/14/2024-12/16/2024 FACE supplies - Walmart
01/02/2025	242500478	A	35.35	10 E 200 411 135200	000			CARSTENS, PAIGE	12/5/2024-12/16/2024 FACE supplies - Walmart
01/02/2025	242500478	A	53.55	10 E 200 411 135200	000			CARSTENS, PAIGE	12/3/2024-12/16/2024 FACE supplies - Walmart
01/02/2025	242500478	A	69.84	10 E 200 411 135200	000			CARSTENS, PAIGE	11/26/2024-12/16/2024 FACE supplies - Walmart
01/02/2025	242500478	A	86.75	10 E 200 411 135200	000			CARSTENS, PAIGE	11/20/2024-12/16/2024 FACE supplies - Walmart
01/02/2025	242500478	A	30.83	10 E 200 411 135200	000			CARSTENS, PAIGE	11/17/2024-12/16/2024 FACE supplies - Walmart
01/02/2025	242500478	A	55.27	10 E 200 411 135200	000			CARSTENS, PAIGE	10/29/2024-12/16/2024 FACE supplies - Walmart
01/02/2025	242500478	A	40.42	10 E 200 411 135200	000			CARSTENS, PAIGE	10/22/2024-12/16/2024 FACE supplies - Walmart
01/02/2025	242500478	A	18.08	10 E 200 411 135200	000			CARSTENS, PAIGE	10/21/2024-12/16/2024 FACE supplies - Walmart
01/02/2025	242500478	A	30.07	21 E 200 411 161931	000			CARSTENS, PAIGE	11/25/2024-12/16/2024 Allied Arts supplies - Walmart
01/02/2025	242500478	A	239.08	10 E 200 450 135200	000			CARSTENS, PAIGE	11/10/2024-12/16/2024 FACE supplies - Joanns
01/02/2025	242500478	A	89.90	21 E 200 411 161931	000			CARSTENS, PAIGE	10/2/2024-12/16/2024 Allied Arts supplies - joanns
01/02/2025	242500478	A	7.50	10 E 200 411 135200	000			CARSTENS, PAIGE	9/13/2024-12/16/2024 FACE supplies - Econo
01/02/2025	242500478	A	39.52	10 E 200 411 135200	000			CARSTENS, PAIGE	9/13/2024-12/16/2024 FACE supplies - Econo
01/02/2025	242500478	A	26.84	10 E 200 411 135200	000			CARSTENS, PAIGE	9/13/2024-12/16/2024 FACE supplies - Econo
01/02/2025	242500478	A	13.25	10 E 200 411 135200	000			CARSTENS, PAIGE	9/13/2024-12/16/2024 FACE supplies - Econo
01/02/2025	242500478	A	36.70	21 E 200 411 161931	000			CARSTENS, PAIGE	10/2/2024-12/16/2024 Allied Arts Supplies - Joanns
01/02/2025	242500478	A	51.73	21 E 200 411 161931	000			CARSTENS, PAIGE	10/2/2024-12/16/2024 Allied Arts Supplies - Joanns
01/02/2025	242500478	A	65.55	21 E 200 411 161931	000			CARSTENS, PAIGE	10/2/2024-12/16/2024 Allied Arts Supplies - Joanns
01/02/2025	242500478	A	62.23	21 E 200 411 161931	000			CARSTENS, PAIGE	10/2/2024-12/16/2024 Allied Arts Supplies - Joanns
01/02/2025	242500478	A	9.98	21 E 200 411 161931	000			CARSTENS, PAIGE	10/19/2024-12/16/2024 Allied Arts supplies - Goodwill
01/02/2025	242500478	A	54.92	21 E 200 411 161931	000			CARSTENS, PAIGE	10/19/2024-12/16/2024 Allied Arts supplies - Goodwill
01/02/2025	242500478	A	10.94	21 E 200 411 161931	000			CARSTENS, PAIGE	11/1/2024-12/16/2024 Allied Arts Supplies - Walmart, Kohls, St. Vincent de Paul

CHECK	CHECK CHE	ACCOUNT	INVOICE
DATE	NUMBER TYP	AMOUNT NUMBER	VENDOR DESCRIPTION
01/02/2025	242500478 A	67.37 21 E 200 411 161931 000	CARSTENS, PAIGE 11/1/2024-12/16/2024 Allied Arts Supplies - Walmart, Kohls, St. Vincent de Paul
01/02/2025	242500478 A	57.90 21 E 200 411 161931 000	CARSTENS, PAIGE 11/1/2024-12/16/2024 Allied Arts Supplies - Walmart, Kohls, St. Vincent de Paul
01/02/2025	242500479 A	90.00 10 E 800 310 162000 000	CLAFLIN, BRENT JV2 BBK Official
01/02/2025	242500480 A	100.00 10 E 800 310 162000 000	CORY-YAEGGI, JOSHUA BBK - 12-20-24 varsity official
01/02/2025	105070 R	512.62 10 E 800 348 254500 000	DOOR COUNTY TREASURE Fuel Charges
01/02/2025	105070 R	1,211.84 10 E 800 348 256510 000	DOOR COUNTY TREASURE Fuel Charges
01/02/2025	105071 R	995.48 27 E 800 310 218200 011	DOOR COUNTY MEDICAL November PT Services
01/02/2025	242500481 A	240.00 10 E 800 355 263300 000	DEMEUSE, ANN Personal Cell Phone Data Reimbursement 7/1/24 - 12/31/24
01/02/2025	242500482 A	240.00 10 E 800 355 263300 000	DEMEUSE, NELSON Personal Cell Phone Data Reimbursement 7/1/24 - 12/31/24
01/02/2025	105072 R	1,500.00 10 E 800 355 263300 000	DEPARTMENT OF ADMINI TEACH Services
01/02/2025	242500483 A	240.00 10 E 800 355 263300 000	DEVILLERS, KATHRYN Personal Cell Phone Data Reimbursement 7/1/24 - 12/31/24
01/02/2025	242500484 A	100.00 10 E 800 310 162000 000	DIETZ, LARRY Varsity BBK official 12-24-20
01/02/2025	105073 R	50.00 10 E 800 310 239000 000	DOUCETTE, JULIE Memorial Gift
01/02/2025	242500485 A	18,327.41 10 E 800 324 253000 000	EAGLE MECHANICAL Installed Water Heater
01/02/2025	242500486 A	240.00 10 E 800 355 263300 000	FERRY, LINDSAY Personal Cell Phone Data Reimbursement 7/1/24 - 12/31/24
01/02/2025	242500487 A	240.00 10 E 800 355 263300 000	GORDON, KIM Personal Cell Phone Data Reimbursement 7/1/24 - 12/31/24
01/02/2025	242500488 A	240.00 10 E 800 355 263300 000	GUSTAFSON, JAMES Personal Cell Phone Data Reimbursement 7/1/24 - 12/31/24
01/02/2025	242500489 A	200.00 10 E 800 355 263300 000	HANSON, JENNIFER Personal Cell Phone Data Reimbursement 7/1/24 - 12/31/24
01/02/2025	242500490 A	240.00 10 E 800 355 263300 000	HOLTZ, JACOB Personal Cell Phone Data Reimbursement 7/1/24 - 12/31/24
01/02/2025	242500491 A	240.00 10 E 800 355 263300 000	LALUZERNE, ASHLEY Personal Cell Phone Data Reimbursement 7/1/24 - 12/31/24
01/02/2025	242500492 A	80.00 10 E 800 310 162000 000	MALLIEN, KOREY JV2 BBK Official
01/02/2025	242500493 A	100.00 10 E 800 310 162000 000	MCQUILLAN, SHAWN Varsity BBK official 12-24-20
01/02/2025	242500494 A	90.00 10 E 800 310 162000 000	MEIKLE, REX JV1 BBK Official
01/02/2025	105074 R	5,846.03 10 E 800 354 258000 000	METRO SALES INC Meter Reads
01/02/2025	105075 R	3,058.38 21 E 400 411 163906 000	MUSIC THEATRE INTERN Royalties, production rights, and production materials for "Pippin"- Account# 0000543
01/02/2025	242500495 A	240.00 10 E 800 355 263300 000	NERBY, KEITH Personal Cell Phone Data Reimbursement 7/1/24 - 12/31/24
01/02/2025	242500496 A	240.00 10 E 800 355 263300 000	PAYE-WEBER, JENNIFER Personal Cell Phone Data

CHECK	CHECK CHE	ACCOUNT	INVOICE
DATE	NUMBER TYP	AMOUNT NUMBER	DESCRIPTION
			Reimbursement 7/1/24 - 12/31/24
01/02/2025	105076 R	988.00 10 E 800 310 162000 000	PHOTOS BY MATT INC Senior Winter Sports Banners
01/02/2025	242500497 A	12,465.37 10 E 800 336 253300 000	STURGEON BAY UTILITI November 2024 Utilities
01/02/2025	242500497 A	1,646.37 10 E 800 337 253300 000	STURGEON BAY UTILITI November 2024 Utilities
01/02/2025	242500497 A	1,225.95 10 E 800 338 253300 000	STURGEON BAY UTILITI November 2024 Utilities
01/02/2025	242500497 A	84.64 10 E 800 339 253300 000	STURGEON BAY UTILITI November 2024 Utilities
01/02/2025	242500498 A	175.00 10 E 800 310 264400 000	SKYWARD 2024 Skyward Virtual User Group Registration Fee
01/02/2025	242500499 A	240.00 10 E 800 355 263300 000	SMULLEN, CATHERINE Personal Cell Phone Data Reimbursement 7/1/24 - 12/31/24
01/02/2025	242500500 A	240.00 10 E 800 355 263300 000	SMULLEN, MARK Personal Cell Phone Data Reimbursement 7/1/24 - 12/31/24
01/02/2025	242500501 A	34.63 21 E 400 411 161916 000	STENZEL, SHELLEY 12/9/2024-12/23/2024 World Language Club supplies
01/03/2025	105077 R	300.00 21 E 400 310 163908 000	STEWART, DR. JOHN BAMA Honor Band clinician fee
01/09/2025	242500502 A	4,063.00 10 E 400 310 221300 000	ACT INC PREACT Scoring
01/09/2025	105078 R	150.00 10 E 400 310 125400 000	ANDERSON, JANET Winter Choir Concert Accompanist
01/09/2025	105078 R	150.00 10 E 200 310 125400 000	ANDERSON, JANET Winter Choir Concert Accompanist
01/09/2025	105079 R	724.00 10 E 800 324 253000 000	ANDERSON, MITCHELL Clipper Baseball Maintenance
01/09/2025	105079 R	424.00 10 E 800 310 162000 000	ANDERSON, MITCHELL Baseball/softball services 2024 season
01/09/2025	105080 R	186.83 10 E 800 355 263300 000	AT&T Acct # 92074354939307 Nov. 20 - Dec 19 2024
01/09/2025	105081 R	900.00 50 E 800 324 257220 000	BACKUS ENTERPRISES Hood Cleaning
01/09/2025	105082 R	250.00 10 E 800 310 162000 000	BROOKFIELD CENTRAL H Wrestling tournament 1-4-25
01/09/2025	105083 R	56.14 10 E 800 411 253000 000	DOOR COUNTY COOPERAT Fuel Charges
01/09/2025	105083 R	3,318.80 10 E 800 348 256510 000	DOOR COUNTY COOPERAT Fuel Charges
01/09/2025	105084 R	42.52 10 E 400 411 136000 000	DOOR COUNTY HARDWARE December Charges
01/09/2025	105084 R	5.99 21 E 400 411 161924 000	DOOR COUNTY HARDWARE December Charges
01/09/2025	105084 R	57.98 10 E 200 450 136000 000	DOOR COUNTY HARDWARE December Charges
01/09/2025	105084 R	69.99 10 E 400 450 136431 000	DOOR COUNTY HARDWARE December Charges
01/09/2025	105084 R	706.01 10 E 800 411 295000 000	DOOR COUNTY HARDWARE December Charges
01/09/2025	105085 R	100.00 10 E 800 310 162000 000	ELLENBECKER, TOM TE - BBK V official 1-2-25
01/09/2025	242500503 A	831.60 10 E 800 310 239000 000	ERC INC December Monthly EAP Services
01/09/2025	242500504 A	150.00 10 E 400 411 136000 000	FIRST TECHNOLOGIES I HS Tech Ed Machine Part
01/09/2025	242500505 A	888.15 10 E 800 432 222200 031	FOLLETT CONTENT SOLU Library Books-MS Who Was
01/09/2025	242500505 A	198.69 10 E 800 432 222200 031	FOLLETT CONTENT SOLU Library Books-MS
01/09/2025	105086 R	6,025.00 10 E 800 411 239000 000	INNOVATIVE PRINTING Mailers & Envelopes
01/09/2025	242500506 A	76.80 10 E 400 411 125500 000	INSTRUMENTAL MUSIC C jazz music
01/09/2025	242500506 A	4.26 10 E 400 411 125500 000	INSTRUMENTAL MUSIC C solo ensemble music and euphonium repair
01/09/2025	242500506 A	10.74 10 E 800 310 125000 000	INSTRUMENTAL MUSIC C solo ensemble music and euphonium repair
01/09/2025	242500506 A	1.69 10 E 400 411 125500 000	INSTRUMENTAL MUSIC C solo ensemble music and euphonium repair
01/09/2025	242500506 A	4.26 10 E 800 310 125000 000	INSTRUMENTAL MUSIC C solo ensemble music and euphonium repair
01/09/2025	105087 R	468.95 10 E 800 419 249000 000	JOSTENS Diploma products
01/09/2025	242500507 A	818.21 10 E 800 411 162000 000	JOSTENS REMIT Emblem Inserts
01/09/2025	242500508 A	18.25 10 E 400 411 125400 000	J W PEPPER & SON INC Solo & Ensemble music
01/09/2025	242500509 A	345.95 27 E 800 310 223300 019	KYLES CONSULTING LLC SBS/MAC monthly Service fee

CHECK		CHE	ACCOUNT				INVOICE	
DATE	NUMBER	TYP	AMOUNT	NUMBER			VENDOR	DESCRIPTION
01/09/2025	242500510	A	80.00	10 E 800 310 162000	000		MALLIEN, KOREY	JV2 BBK Official
01/09/2025	242500510	A	100.00	10 E 800 310 162000	000		MALLIEN, KOREY	12-28 BBK Varsity Official
01/09/2025	242500510	A	85.00	10 E 800 310 162000	000		MALLIEN, KOREY	KM - BBK JV1 official 1-2-25
01/09/2025	242500510	A	100.00	10 E 800 310 162000	000		MALLIEN, KOREY	1-4-25 GBK Varsity official
01/09/2025	242500511	A	88.44	10 E 800 342 253000	000		MAYBERRY, JOHN	7/4/2024-12/29/2024 Building Checks - 7/4, 7/7, 7/14, 7/21, 7/28, 8/4, 8/11, 8/18, 8/25, 9/2, 9/8, 9/15, 9/22, 9/29, 10/6, 10/13, 10/20, 10/27, 11/3, 11/10, 11/17, 11/24, 12/1, 12/8, 12/15, 12/22, 12/29 - 4.4 mile per date Snow 11/21, 12/10, 12/11 - 4.4 miles per date 30 total days @ 4.4 miles
01/09/2025	105088	R	175.00	21 E 800 411 161942	000		NORTHERN WI CLAY TAR	2025 Conference Awards
01/09/2025	242500512	A	4,197.97	50 E 800 415 257220	000		PRAIRIE FARMS	Monthly Acct # 47-471
01/09/2025	242500513	A	100.79	10 E 120 411 241000	000		QUILL LLC	Toner for fax machine
01/09/2025	242500514	A	85.00	10 E 800 310 162000	000		SANCHEZ, ALEXANDER	AS - BBK JV2 official 1-2-25
01/09/2025	105089	R	85.00	10 E 800 310 162000	000		SAVOIE, JEFF	JS - BBK JV1 official 1-2-25
01/09/2025	242500515	A	100.00	10 E 800 310 162000	000		SEEHAFER, JOEL	12-28 BBK Varsity Official
01/09/2025	105090	R	1,345.94	10 E 800 411 122000	142		ST JOHN BOSCO CATHOL	Title IV Reimbursement
01/09/2025	242500516	A	101.66	10 E 200 411 241000	000		STAPLES ADVANTAGE	Office Supplies
01/09/2025	242500517	A	100.00	10 E 800 310 162000	000		STONEBURNER, TY	1-4-25 GBK Varsity official
01/09/2025	242500518	A	1,841.31	10 E 800 353 263300	000		SUNSHINE HOUSE INC	District Mailing
01/09/2025	105091	R	78.74	10 E 800 353 263300	000		UNITED PARCEL SERVICE	Monthly Parcel Service Acct # 586902
01/09/2025	242500519	A	598.45	10 E 800 324 253000	000		VANS FIRE & SAFETY I	Inspection Job #37978716
01/09/2025	242500520	A	100.00	10 E 800 310 162000	000		WALKER, WAYNE	12-28 BBK Varsity Official
01/09/2025	242500520	A	100.00	10 E 800 310 162000	000		WALKER, WAYNE	1-4-25 GBK Varsity official
01/09/2025	105092	R	108.00	50 E 800 415 257220	549		WASEDA FARMS COUNTRY	Breakfast - Eggs
01/09/2025	242500521	A	225.00	10 E 800 310 239000	000		WIS DRUG TESTING & C	Background Checks (15)
01/15/2025	105093	R	54.06	98 L 000 000 811680	000		DEPT OF REVENUE - NC	Notice #: 3994 645 240 615
01/15/2025	105094	R	248.38	98 L 000 000 811680	000		MESSERLI & KRAMER PA	Case No. 11CV142; File #12-02077
01/15/2025	105095	R	807.75	98 L 000 000 811660	000		SB LUNCH PROGRAM	Payroll accrual
01/15/2025	105096	R	34.61	98 L 000 000 811680	000		WISCTF	Remittance IDs - 429469
01/16/2025	242500522	A	219.00	10 E 800 324 253000	000		A-1 ELEVATOR SERVICE	Quarterly Elevator Maintenance - TJ Walker
01/16/2025	242500522	A	147.00	10 E 800 324 253000	000		A-1 ELEVATOR SERVICE	Quarterly Elevator/ Lift Maintenance - Sunrise
01/16/2025	105097	R	145.72	50 E 800 415 257220	549		BAILEYS HARBOR FISH	Smoked Salmon
01/16/2025	242500523	A	903.50	10 E 800 411 162000	000		BSN SPORTS REMIT	Athletic Supplies
01/16/2025	105098	R	1,032.14	10 E 800 355 263300	000		CELLCOM WISCONSIN RS	ACCT# 003 - 00319495
01/16/2025	242500524	A	3,440.48	10 E 800 386 221300	000		CESA 7	Full Learning Services
01/16/2025	242500525	A	85.00	10 E 800 310 162000	000		CLAFLIN, BRENT	1-7-25 BBK JV2 official
01/16/2025	242500526	A	100.00	10 E 800 310 162000	000		CORY-YAEGGI, JOSHUA	1-10-25 Girls Varsity Official
01/16/2025	242500526	A	85.00	10 E 800 310 162000	000		CORY-YAEGGI, JOSHUA	1-14 BBK JV1 Official
01/16/2025	105099	R	256.00	50 E 800 415 257220	549		COUNTRY OVENS LTD	Cherry De-Lite - Breakfast
01/16/2025	105100	R	558.20	10 E 800 411 253000	000		CULLIGAN SERVICE	Bottled Water / Jug Deposit
01/16/2025	105101	R	250.00	10 E 800 310 239100	000		DOOR COUNTY YMCA	Monthly Memberships
01/16/2025	105101	R	560.00	10 E 800 310 239100	000		DOOR COUNTY YMCA	Monthly Memberships
01/16/2025	105101	R	260.00	10 E 800 310 239100	000		DOOR COUNTY YMCA	Monthly Memberships
01/16/2025	105101	R	580.00	10 E 800 310 239100	000		DOOR COUNTY YMCA	Monthly Memberships

CHECK	CHECK CHE	ACCOUNT	INVOICE
DATE	NUMBER TYP	AMOUNT NUMBER	VENDOR DESCRIPTION
01/16/2025	242500527 A	100.00 10 E 800 310 162000 000	DILLENBURG, TYLER 1-14 BBK Varsity Official
01/16/2025	242500528 A	72.10 10 E 800 310 162000 000	DUPUIS, JONATHAN 1/8/2025 Packerland Conference AD Meeting
01/16/2025	242500529 A	100.00 10 E 800 310 162000 000	ELLENBECKER, STEPHEN 1-2 BBK Varsity official (no Contract)
01/16/2025	242500530 A	117.42 10 E 800 432 222200 031	FOLLETT CONTENT SOLU Library Books-SR
01/16/2025	105102 R	25.00 10 R 800 292 162000 000	GALLAGHER, PARKER Refund of Basketball Fee
01/16/2025	242500531 A	35,069.85 10 E 800 310 256210 000	KOBUSSEN BUSES LTD December Bussing Service
01/16/2025	242500531 A	967.78 10 E 800 310 256270 000	KOBUSSEN BUSES LTD December Bussing Service
01/16/2025	242500531 A	5,283.90 10 E 800 310 256240 000	KOBUSSEN BUSES LTD December Bussing Service
01/16/2025	242500531 A	1,613.37 80 E 800 310 256290 000	KOBUSSEN BUSES LTD December Bussing Service
01/16/2025	242500532 A	90.00 10 E 800 310 162000 000	KOSS, KELLY 1-14 BBK JV2 Official
01/16/2025	105103 R	500.00 21 E 200 310 166329 000	LAMERS TOUR & TRAVEL Deposit for 2025 Washington DC Trip
01/16/2025	242500533 A	185.00 10 E 800 310 162000 000	MALLIEN, KOREY 1-7-25 BBK JV1 and Varsity official
01/16/2025	242500533 A	185.00 10 E 800 310 162000 000	MALLIEN, KOREY 1-10-25 Girls Varsity and JV Official
01/16/2025	105104 R	100.00 10 E 140 310 125000 000	MAUER, JEFF SR Concert Accompanist
01/16/2025	242500534 A	85.00 10 E 800 310 162000 000	MEIKLE, REX 1-7-25 BBK JV1 official
01/16/2025	242500535 A	90.00 10 E 800 310 162000 000	MERKLE-SCHUBERT, DEB 1-14 BBK JV1 Official
01/16/2025	105105 R	2,630.08 10 E 800 354 258000 000	METRO SALES INC ACCT # GB3909 Contract # 3239-02
01/16/2025	242500536 A	100.00 10 E 800 310 162000 000	MILLER, DAVID 1-14 BBK Varsity Official
01/16/2025	105106 R	250.00 10 E 800 943 162000 000	NEW LONDON HIGH SCHO 1-11-25 wrestling invitational
01/16/2025	105107 R	392.23 50 E 800 415 257220 000	PAN O GOLD School Lunch Food Acct # 40014
01/16/2025	105108 R	210.42 10 E 800 351 239000 000	PENINSULA PULSE Job Postings
01/16/2025	105108 R	218.43 10 E 800 351 239000 000	PENINSULA PULSE December Legal Notices
01/16/2025	242500537 A	97.61 10 E 140 411 125000 000	PFISTER, CHERYL 11/13/2024 Christmas Parade supplies
01/16/2025	242500538 A	100.00 10 E 800 310 162000 000	PHILLIPS, AUSTIN 1-14 BBK Varsity Official
01/16/2025	105109 R	240.00 50 E 800 415 257220 549	PINKY PROMISE COFFEE Coffee
01/16/2025	105110 R	221.25 10 E 140 411 125000 000	PIONEER DRAMA SERVIC Scripts and royalty fees for 5th grade play.
01/16/2025	242500539 A	3,581.78 10 E 800 411 253000 000	SAN-A-CARE INC Maintenance Supplies
01/16/2025	242500540 A	85.00 10 E 800 310 162000 000	SANCHEZ, ALEXANDER 1-7-25 BBK JV2 official
01/16/2025	242500541 A	90.00 10 E 800 310 162000 000	SAVOIE, JEFF 1-14 BBK JV2 Official
01/16/2025	242500542 A	144.82 10 E 120 411 143000 000	SCHOOL SPECIALTY, LL PE Equipment
01/16/2025	242500543 A	100.00 10 E 800 310 162000 000	SOLUM, LUCAS 1-7-25 BBK Varsity official
01/16/2025	105111 R	26.46 10 E 400 411 241000 000	SUPREME SCHOOL SUPPL HS student passes
01/16/2025	242500544 A	100.00 10 E 800 310 162000 000	TIMM, TODD 1-2 BBK Varsity official
01/16/2025	242500545 A	75.71 10 E 800 342 232100 000	TJERNAGEL, DANIEL 11/1/2024 PAC Mtg at The Gatherings 43 in Denmark
01/16/2025	242500545 A	70.35 10 E 800 342 232100 000	TJERNAGEL, DANIEL 12/13/2024 December 2024 PAC Mtg at CESA 7
01/16/2025	242500545 A	72.10 10 E 800 342 232100 000	TJERNAGEL, DANIEL 1/10/2025 January 2025 PAC Mtg at Lambeau Field
01/16/2025	105112 R	511.45 10 E 800 353 263300 000	UNITED MAILING SERVI December Mailing Services
01/16/2025	105113 R	245.00 10 E 200 310 221300 000	UW STEVENS POINT CON WAFCS Conference
01/16/2025	242500546 A	2,089.62 10 E 800 354 258000 000	US BANK Monthly Lease Charges
01/16/2025	242500547 A	100.00 10 E 800 310 162000 000	WALKER, WAYNE 1-7-25 BBK Varsity official
01/16/2025	242500548 A	135.00 10 E 800 310 239000 000	WIS DRUG TESTING & C Background Checks
01/17/2025	105114 R	133.00 50 E 800 324 257220 000	J.B. TRUCK SERVICE L Food Service Truck Maintenance

CHECK		CHE	ACCOUNT				INVOICE	
DATE	NUMBER	TYP	AMOUNT	NUMBER			VENDOR	DESCRIPTION
01/23/2025	105115	R	470.00	10 E 800 411 162000	000		BADGER SPORTING GOOD	Mat Tape
01/23/2025	242500549	A	339.72	10 E 800 411 253000	000		BELSON CO	Dish Soap
01/23/2025	242500549	A	1,935.10	10 E 800 411 253000	000		BELSON CO	Maintenance Supplies
01/23/2025	242500550	A	100.00	10 E 800 310 162000	000		BERG, PAIGE	1-17-25 GBK varsity official
01/23/2025	105116	R	960.00	10 E 800 326 219000	297		BOYS & GIRLS CLUB OF	December Facility Rental
01/23/2025	105116	R	960.00	10 E 800 326 219000	297		BOYS & GIRLS CLUB OF	January Facility Rental
01/23/2025	242500551	A	95.20	10 E 400 342 221300	000		BRYFCZYNSKI, MICHAEL	1/17/2025 Mileage to get lumber from Algoma and trailer
01/23/2025	242500552	A	725.00	10 E 800 411 162000	000		BSN SPORTS REMIT	Athletic Supplies
01/23/2025	105117	R	320.64	10 E 400 411 135200	000		CARD SERVICES	December 2024 Food Supplies
01/23/2025	105117	R	32.90	21 E 200 411 161939	000		CARD SERVICES	December 2024 Food Supplies
01/23/2025	242500553	A	120.00	10 E 800 310 162000	000		CLAFLIN, BRENT	MS GBK (2 games)
01/23/2025	105118	R	654.74	50 E 800 415 257220	000		COBORN'S INCORPORATE	December 2024 Food Supply
01/23/2025	105118	R	241.58	50 E 800 415 257250	000		COBORN'S INCORPORATE	December 2024 Food Supply
01/23/2025	105118	R	159.49	50 E 800 415 257220	549		COBORN'S INCORPORATE	December 2024 Food Supply
01/23/2025	242500554	A	85.00	10 E 800 310 162000	000		CORY-YAEGGI, JOSHUA	1-17-25 GBK JV1 official
01/23/2025	105119	R	382.74	27 E 800 310 218200	011		DOOR COUNTY MEDICAL	December PT Services
01/23/2025	105119	R	11,466.84	27 E 800 310 218200	011		DOOR COUNTY MEDICAL	December Nursing Services
01/23/2025	105120	R	1,592.65	10 E 800 439 222200	031		DEMCO	Elementary Library Signage
01/23/2025	105121	R	279.24	50 E 800 324 257220	000		ECOLAB	Pest Control
01/23/2025	242500555	A	160.89	10 E 800 432 222200	031		FOLLETT CONTENT SOLU	Library Books-SW
01/23/2025	105122	R	500.00	21 E 400 310 163907	000		GAINES, DR. ADAM	Jazz Festival 2025 Clinician
01/23/2025	242500556	A	175.00	10 E 800 310 125000	000		INSTRUMENTAL MUSIC C	Tuba - Ultrasonic Clean and Flush and Valve Repair
01/23/2025	242500557	A	344.99	10 E 200 411 125500	000		J W PEPPER & SON INC	JW Pepper MS Pops Concert Music
01/23/2025	242500557	A	99.99	10 E 400 411 125400	000		J W PEPPER & SON INC	Spring Concert repertoire
01/23/2025	242500558	A	100.00	10 E 800 310 162000	000		LASEE, DAVID	1-17-25 GBK varsity official
01/23/2025	242500559	A	85.00	10 E 800 310 162000	000		MALLIEN, KOREY	1-17-25 GBK JV1 official
01/23/2025	242500560	A	100.00	10 E 800 310 162000	000		MARKER, JAMES	1-17-25 GBK varsity official
01/23/2025	242500561	A	100.00	10 E 800 310 162000	000		MCQUILLAN, SHAWN	Varsity BBK official 12-24-20
01/23/2025	105123	R	57.93	10 E 800 354 258000	000		METRO SALES INC	Staple Refill
01/23/2025	105124	R	911.40	10 E 800 389 431000	000		NWTC-GREEN BAY CAMPU	Tuition & Fees
01/23/2025	105125	R	66.48	10 E 800 411 253000	000		O'REILLY AUTO PARTS	Wiper Blades
01/23/2025	105126	R	3,797.75	10 E 800 411 162000	000		RIDDELL/ALL AMERICAN	FB Helmets
01/23/2025	242500562	A	254.93	10 E 120 411 110500	000		SCHOOL SPECIALTY, LL	School Specialty--Kindergarten Paper Order
01/23/2025	242500563	A	175.00	10 E 800 310 162000	000		SHEFCHIK, JOHN	1-16 MS and HS wreslting
01/23/2025	242500564	A	114.99	10 E 800 355 263300	000		SPECTRUM BUSINESS	ACCT # 243155001 Monthly Charges
01/23/2025	242500564	A	307.18	10 E 800 355 263300	000		SPECTRUM BUSINESS	Acct #171231301 Monthly Charges
01/23/2025	105127	R	124.06	10 E 800 324 253000	000		STERICYCLE	DOCUMENT DESTRUCTION SERVICES CUSTOMER #1000893652
01/23/2025	242500565	A	3,231.22	10 E 800 331 253300	000		SYMMETRY ENERGY SOLU	CUST ID # 34642 Natural Gas billing
01/23/2025	105128	R	300.00	10 E 200 310 241000	000		THORSON, DAWN	2025 Outdoor Trailer Storage Fee
01/23/2025	105128	R	100.00	21 E 800 310 161942	000		THORSON, DAWN	2025 Outdoor Trailer Storage Fee
01/23/2025	105128	R	100.00	21 E 400 310 161950	000		THORSON, DAWN	2025 Outdoor Trailer Storage Fee
01/23/2025	105129	R	1,587.96	10 E 800 411 253000	000		ULINE	Maintenance Supplies
01/23/2025	105130	R	34.10	10 E 800 353 263300	000		UNITED PARCEL SERVIC	Shipper # 586902 Monthly

CHECK	CHECK CHE	ACCOUNT	INVOICE
DATE	NUMBER TYP	AMOUNT NUMBER	DESCRIPTION
			Parcel Service
01/23/2025	105131 R	132.00 50 E 800 415 257220 549	WASEDA FARMS COUNTRY Breakfast - Eggs
01/24/2025	105132 R	688.56 50 E 800 324 257220 000	J.B. TRUCK SERVICE L Food Service Truck Maintenance
01/28/2025	105133 R	16.00 98 L 000 000 811690 000	CROSSROADS AT BIG CR Employee Donations
01/28/2025	105133 R	16.00 98 L 000 000 811690 000	CROSSROADS AT BIG CR Employee Donations
01/28/2025	105134 R	111.15 98 L 000 000 811680 000	DEPT OF REVENUE - NC Notice #: 3994 645 240 615
01/28/2025	105135 R	4,171.30 98 L 000 000 811634 000	MADISON NATIONAL LIF Group Life - February Coverage
01/28/2025	105136 R	2,795.47 98 L 000 000 811635 000	MADISON NATIONAL LIF LTD & STD Ins. - February Coverage
01/28/2025	105136 R	1,257.22 98 L 000 000 811639 000	MADISON NATIONAL LIF LTD & STD Ins. - February Coverage
01/28/2025	105136 R	312.00 98 L 000 000 811637 000	MADISON NATIONAL LIF Voluntary Life Ins. - 18 Pay - February Coverage
01/28/2025	105137 R	458.44 98 L 000 000 811637 000	MADISON NATIONAL LIF Voluntary Life - 24 Pay - February Coverage
01/28/2025	105138 R	285.61 98 L 000 000 811680 000	MESSERLI & KRAMER PA Case No. 11CV142; File #12-02077
01/28/2025	105139 R	837.75 98 L 000 000 811660 000	SB LUNCH PROGRAM Payroll accrual
01/28/2025	105140 R	1,426.78 98 L 000 000 811647 000	SUPERIOR VISION INSU Vision Insurance - February Coverage
01/28/2025	105141 R	233.00 98 L 000 000 811690 000	UNITED WAY Employee Donations
01/28/2025	105141 R	233.00 98 L 000 000 811690 000	UNITED WAY Employee Donations
01/28/2025	105142 R	34.61 98 L 000 000 811680 000	WISCTF Remittance IDs - 429469
01/30/2025	242500566 A	2,953.55 10 E 400 450 136431 000	ALGOMA LUMBER COMPAN Lumber for Resale
01/30/2025	242500567 A	300.00 10 E 800 310 162000 000	ANDRES, DANIEL 1-25 Wrestling official
01/30/2025	242500568 A	647.96 10 E 800 310 256240 000	BABLER BUS SERVICE I Charter Service for Wrestling
01/30/2025	242500568 A	927.04 21 E 400 310 162222 000	BABLER BUS SERVICE I Charter Service for Wrestling
01/30/2025	105143 R	1,007.00 10 E 800 449 162000 000	BEFOUR Wrestling Scale/Case
01/30/2025	242500569 A	300.00 10 E 800 310 162000 000	BLANCHARD, TROY 1-25 Wrestling official
01/30/2025	105144 R	198.00 10 E 800 360 222200 031	BREAKOUT INC Breakout EDU
01/30/2025	105145 R	60.00 21 E 400 310 163901 000	CARLTON, NATHAN Tuba Christmas Green Bay Registration Fees
01/30/2025	242500570 A	68.34 10 E 200 450 135200 000	CARSTENS, PAIGE 12/16/2024-1/14/2025 Classroom materials - FACE
01/30/2025	242500570 A	38.60 10 E 200 411 135200 000	CARSTENS, PAIGE 12/16/2024-1/14/2025 Classroom materials - FACE
01/30/2025	242500570 A	57.06 10 E 200 411 135200 000	CARSTENS, PAIGE 12/16/2024-1/14/2025 Classroom materials - FACE
01/30/2025	242500570 A	47.42 10 E 200 450 135200 000	CARSTENS, PAIGE 12/16/2024-1/14/2025 Classroom materials - FACE
01/30/2025	242500571 A	1,032.22 27 E 800 386 436000 341	CESA 7 Audiology Services
01/30/2025	105146 R	524.48 10 E 800 348 254500 000	DOOR COUNTY TREASURE Fuel Charges
01/30/2025	105146 R	1,274.52 10 E 800 348 256510 000	DOOR COUNTY TREASURE Fuel Charges
01/30/2025	105147 R	8,300.00 10 E 800 321 295000 000	DOOR COUNTY TREASURE Yearly TSM/Unitrends Backup Fee & Fiber Maintenance
01/30/2025	105148 R	2,210.00 21 E 800 310 161942 000	DOOR COUNTY ROD & GU 2025 Memberships - Clipper Clays
01/30/2025	105149 R	1,267.69 10 E 800 439 222200 031	DEMCO Library Signage
01/30/2025	105150 R	460.80 10 E 140 411 125000 000	DISCOUNT SCHOOL SUPP Living Wax Museum tri fold display boards
01/30/2025	242500572 A	1,935.45 27 E 800 480 223300 341	DOCUSIGN INC Premier Support and eSignature Business Pro Edition
01/30/2025	242500573 A	100.00 10 E 800 310 162000 000	FINNERTY, JAY GBK varsity official 1-23-25



CHECK	CHECK CHE	ACCOUNT	INVOICE
DATE	NUMBER TYP	AMOUNT NUMBER	VENDOR DESCRIPTION
01/30/2025	242500574 A	258.54 10 E 800 432 222200 031	FOLLETT CONTENT SOLU Library Books-MS Who Was
01/30/2025	242500575 A	844.47 10 E 400 411 143000 000	GOPHER SPORTS HS Physical Education Supplies
01/30/2025	242500576 A	22.97 10 E 800 411 162000 000	HARDING, MORGAN Track Supplies
01/30/2025	242500577 A	100.00 10 E 800 310 162000 000	HEGLUND, TROY GBK varsity official 1-23-25
01/30/2025	242500578 A	768.80 10 E 800 342 252100 000	HOLTZ, JACOB 1/21/2025-1/24/2025 State Ed Convention 2025 expenses - hotel, meals, mileage
01/30/2025	242500578 A	2,668.48 10 E 800 342 231000 000	HOLTZ, JACOB 1/21/2025-1/24/2025 State Ed Convention 2025 expenses - hotel, meals, mileage
01/30/2025	242500578 A	1,319.00 10 E 800 342 232100 000	HOLTZ, JACOB 1/21/2025-1/24/2025 State Ed Convention 2025 expenses - hotel, meals, mileage
01/30/2025	242500578 A	215.60 10 E 800 342 252100 000	HOLTZ, JACOB 1/21/2025-1/24/2025 State Ed Convention 2025 expenses - hotel, meals, mileage
01/30/2025	242500578 A	425.00 10 E 800 310 252100 000	HOLTZ, JACOB 1/16/2025 WASBO Accounting Conf registration
01/30/2025	242500579 A	300.00 10 E 800 310 162000 000	HORST, ROBERT 1-25 Wrestling official
01/30/2025	242500580 A	34.14 10 E 400 411 125500 000	INSTRUMENTAL MUSIC C music and repairs
01/30/2025	242500580 A	55.86 10 E 800 310 125000 000	INSTRUMENTAL MUSIC C music and repairs
01/30/2025	242500580 A	55.00 10 E 400 411 125500 000	INSTRUMENTAL MUSIC C jazz music
01/30/2025	242500581 A	468.95 10 E 800 419 249000 000	JOSTENS REMIT Diploma products
01/30/2025	242500582 A	120.00 10 E 800 310 162000 000	KIRCHMAN, TODD 1-16-25 MS (GBK) official - 7th and 8th (2 games)
01/30/2025	242500583 A	300.00 10 E 800 310 162000 000	KUST, JOSEPH 1-25 Wrestling official
01/30/2025	242500584 A	19.99 21 E 140 411 170006 006	LAURENT, JILLIAN 1/14/2025 Rechargeable Hand Warmers
01/30/2025	242500585 A	85.00 10 E 800 310 162000 000	MALLIEN, KOREY GBK JV1 Official 1-23-25
01/30/2025	242500586 A	100.00 10 E 800 310 162000 000	MEIKLE, REX GBK (MS) official (2 games) 1-23-25
01/30/2025	105151 R	672.70 50 E 800 415 257220 000	MIKE'S COUNTRY MEATS Beef Jerky
01/30/2025	105152 R	20.00 21 E 400 411 163906 000	MUSIC THEATRE INTERN Pippin music
01/30/2025	242500587 A	12,750.25 10 E 800 480 295000 000	POWERSCHOOL GROUP LL Enrollment Registration 04/16/25-04/15/26
01/30/2025	242500588 A	6,638.40 10 E 800 417 258000 000	QUILL LLC District Copy Paper
01/30/2025	242500588 A	170.33 10 E 400 411 241000 000	QUILL LLC HS supplies
01/30/2025	105153 R	1,687.50 10 E 800 324 253000 000	RASS EXCAVATING & MA Snow Removal
01/30/2025	105154 R	1,233.00 21 E 200 411 166329 000	RENARD'S CHEESE STOR Class of 2029 Washington DC Trip Fundraiser
01/30/2025	242500589 A	100.00 10 E 800 310 162000 000	RODELL, NICK GBK Varsity Official 1-23-25
01/30/2025	105155 R	194.68 50 E 800 415 257220 000	ROSEWOOD DAIRY INC Bulk Curds
01/30/2025	242500590 A	300.00 10 E 800 310 162000 000	SALEWSKI, DONOVAN 1-25 Wrestling official
01/30/2025	242500591 A	12,620.31 10 E 800 336 253300 000	STURGEON BAY UTILITI December 2024 Utilities
01/30/2025	242500591 A	1,232.91 10 E 800 337 253300 000	STURGEON BAY UTILITI December 2024 Utilities
01/30/2025	242500591 A	870.87 10 E 800 338 253300 000	STURGEON BAY UTILITI December 2024 Utilities
01/30/2025	242500591 A	53.40 10 E 800 339 253300 000	STURGEON BAY UTILITI December 2024 Utilities
01/30/2025	105156 R	1,911.00 10 E 800 310 231000 000	SCHOOL PERCEPTIONS SP Parent Survey
01/30/2025	242500592 A	300.00 10 E 800 310 162000 000	SHEFCHIK, BRUCE 1-25 Wrestling official
01/30/2025	105157 R	150.00 10 E 800 310 162000 000	WAUSAU WEST HIGH SCH 1-18-25 Girls Wrestling Tournament
01/30/2025	105158 R	492.00 21 E 100 411 164900 000	WEIDNER CENTER 1st & 2nd Grade Field Trip
01/30/2025	242500593 A	50.00 10 E 400 310 124000 000	WISCONSIN MATH COUNC State Contest Registration
01/30/2025	105159 R	876.40 10 E 800 943 120000 000	WIS SCHOOL MUSIC ASS ACCOUNT #10806 DISTRICT FESTIVAL REGISTRATION

CHECK	CHECK CHE	ACCOUNT	INVOICE
DATE	NUMBER TYP	AMOUNT NUMBER	VENDOR DESCRIPTION
01/06/2025	202401700 W	390.51 10 E 800 324 253000 000	AIRGAS USA LLC Credit Card Payment AP Invoice.
01/06/2025	202401698 W	15.81 21 E 200 411 223900 030	AMAZON.COM Credit Card Payment AP Invoice.
01/06/2025	202401701 W	178.49 10 E 400 342 221300 000	CHULA VISTA RESORT Credit Card Payment AP Invoice.
01/06/2025	202401701 W	98.00 10 E 800 342 264400 000	CHULA VISTA RESORT Credit Card Payment AP Invoice.
01/06/2025	202401692 W	40.59 10 E 120 411 110000 000	COBORN'S INCORPORATE Credit Card Payment AP Invoice.
01/06/2025	202401692 W	70.04 21 E 200 411 161941 000	COBORN'S INCORPORATE Credit Card Payment AP Invoice.
01/06/2025	202401684 W	123.42 50 E 800 415 257250 000	COSTCO WHOLESALE Credit Card Payment AP Invoice.
01/06/2025	202401684 W	147.51 50 E 800 415 257250 000	COSTCO WHOLESALE Credit Card Payment AP Invoice.
01/06/2025	202401682 W	99.38 27 E 800 310 221300 341	CPI Credit Card Payment AP Invoice.
01/06/2025	202401682 W	127.16 27 E 800 310 221300 341	CPI Credit Card Payment AP Invoice.
01/06/2025	202401685 W	85.45 10 E 800 439 222200 031	DANCING BEAR Credit Card Payment AP Invoice.
01/06/2025	202401697 W	60.00 21 E 200 411 164907 000	THE DOLLAR TREE Credit Card Payment AP Invoice.
01/06/2025	202401708 W	45.00 27 E 140 411 158116 341	DOOR COUNTY MARITIME Credit Card Payment AP Invoice.
01/06/2025	202401705 W	1,961.76 10 E 800 339 253300 000	GFL ENVIRONMENTAL Credit Card Payment AP Invoice.
01/06/2025	202401704 W	4.47 21 E 400 411 161924 000	HOME DEPOT Credit Card Payment AP Invoice.
01/06/2025	202401681 W	-39.99 10 E 800 342 162000 000	KALAHARI RESORT Credit Card Payment AP Invoice.
01/06/2025	202401681 W	-66.20 10 E 800 342 162000 000	KALAHARI RESORT Credit Card Payment AP Invoice.
01/06/2025	202401681 W	47.75 10 E 800 342 221300 000	KALAHARI RESORT Credit Card Payment AP Invoice.
01/06/2025	202401681 W	209.00 10 E 800 342 221300 000	KALAHARI RESORT Credit Card Payment AP Invoice.
01/06/2025	202401681 W	-51.22 10 E 800 342 221300 000	KALAHARI RESORT Credit Card Payment AP Invoice.
01/06/2025	202401681 W	260.22 10 E 800 342 221300 000	KALAHARI RESORT Credit Card Payment AP Invoice.
01/06/2025	202401696 W	40.00 21 E 400 411 164912 000	KWIK TRIP Credit Card Payment AP Invoice.
01/06/2025	202401695 W	30.00 21 E 400 411 164912 000	MCDONALDS Credit Card Payment AP Invoice.
01/06/2025	202401703 W	17.60 21 E 400 411 161924 000	MENARDS Credit Card Payment AP Invoice.
01/06/2025	202401687 W	9.95 10 E 800 355 263300 000	METROFAX Credit Card Payment AP Invoice.
01/06/2025	202401689 W	21.08 10 E 800 411 253000 000	PICK'N SAVE ROUNDYS Credit Card Payment AP Invoice.
01/06/2025	202401689 W	13.16 10 E 120 415 110400 000	PICK'N SAVE ROUNDYS Credit Card Payment AP Invoice.
01/06/2025	202401709 W	44.88 27 E 800 411 158100 341	PIZZA HUT Credit Card Payment AP Invoice.

CHECK		CHECK CHE		ACCOUNT				INVOICE	
DATE	NUMBER	TYP	AMOUNT	NUMBER				VENDOR	DESCRIPTION
01/06/2025	202401694	W	36.94	10 E 800 411 171000	000			SONNY'S PIZZERIA LLC	Credit Card Payment AP Invoice.
01/06/2025	202401694	W	455.49	21 E 200 411 161941	000			SONNY'S PIZZERIA LLC	Credit Card Payment AP Invoice.
01/06/2025	202401691	W	14.95	10 E 120 411 110000	000			TARGET	Credit Card Payment AP Invoice.
01/06/2025	202401691	W	50.00	10 E 120 411 110000	000			TARGET	Credit Card Payment AP Invoice.
01/06/2025	202401691	W	44.35	21 E 400 411 161907	000			TARGET	Credit Card Payment AP Invoice.
01/06/2025	202401706	W	15.96	10 E 800 411 239100	000			TARGET.COM	Credit Card Payment AP Invoice.
01/06/2025	202401693	W	50.01	10 E 140 411 110000	000			THE GNOSHERY	Credit Card Payment AP Invoice.
01/06/2025	202401693	W	62.50	27 E 140 411 158116	341			THE GNOSHERY	Credit Card Payment AP Invoice.
01/06/2025	202401686	W	75.67	10 E 800 342 221300	000			US BANK	Credit Card Payment AP Invoice.
01/06/2025	202401686	W	29.90	10 E 800 480 222200	031			US BANK	Credit Card Payment AP Invoice.
01/06/2025	202401686	W	142.15	10 E 800 342 221300	000			US BANK	Credit Card Payment AP Invoice.
01/06/2025	202401686	W	129.88	10 E 800 342 221300	000			US BANK	Credit Card Payment AP Invoice.
01/06/2025	202401686	W	533.29	10 E 800 449 253000	000			US BANK	Credit Card Payment AP Invoice.
01/06/2025	202401686	W	4.99	27 E 120 411 158109	341			US BANK	Credit Card Payment AP Invoice.
01/06/2025	202401686	W	17.88	10 E 200 342 221300	000			US BANK	Credit Card Payment AP Invoice.
01/06/2025	202401686	W	6.98	10 E 200 342 221300	000			US BANK	Credit Card Payment AP Invoice.
01/06/2025	202401686	W	26.82	10 E 200 342 221300	000			US BANK	Credit Card Payment AP Invoice.
01/06/2025	202401686	W	26.82	10 E 200 342 221300	000			US BANK	Credit Card Payment AP Invoice.
01/06/2025	202401686	W	668.73	10 E 200 342 221300	000			US BANK	Credit Card Payment AP Invoice.
01/06/2025	202401686	W	22.35	10 E 200 342 221300	000			US BANK	Credit Card Payment AP Invoice.
01/06/2025	202401686	W	27.94	10 E 200 342 221300	000			US BANK	Credit Card Payment AP Invoice.
01/06/2025	202401686	W	12.00	10 E 400 411 241000	000			US BANK	Credit Card Payment AP Invoice.
01/06/2025	202401686	W	84.12	27 E 400 411 158110	341			US BANK	Credit Card Payment AP Invoice.
01/06/2025	202401699	W	1,777.50	10 E 800 355 263300	000			US CELLULAR	Credit Card Payment AP Invoice.
01/06/2025	202401690	W	118.76	10 E 800 324 253000	000			VALVOLINE INSTANT OI	Credit Card Payment AP Invoice.
01/06/2025	202401690	W	119.65	10 E 800 324 253000	000			VALVOLINE INSTANT OI	Credit Card Payment AP Invoice.
01/06/2025	202401690	W	82.59	10 E 800 324 253000	000			VALVOLINE INSTANT OI	Credit Card Payment AP Invoice.
01/06/2025	202401690	W	104.99	10 E 800 324 253000	000			VALVOLINE INSTANT OI	Credit Card Payment AP Invoice.

CHECK	CHECK CHE	ACCOUNT	INVOICE
DATE	NUMBER TYP	AMOUNT NUMBER	VENDOR DESCRIPTION
01/06/2025	202401683 W	26.20 27 E 120 411 152001 347	WALMART Credit Card Payment AP Invoice.
01/06/2025	202401683 W	80.68 10 E 800 411 239100 000	WALMART Credit Card Payment AP Invoice.
01/06/2025	202401683 W	32.44 10 E 800 411 253000 000	WALMART Credit Card Payment AP Invoice.
01/06/2025	202401683 W	13.08 10 E 400 411 126000 000	WALMART Credit Card Payment AP Invoice.
01/06/2025	202401683 W	106.96 10 E 120 411 110000 000	WALMART Credit Card Payment AP Invoice.
01/06/2025	202401683 W	15.12 10 E 120 411 110000 000	WALMART Credit Card Payment AP Invoice.
01/06/2025	202401683 W	61.96 10 E 120 411 110000 000	WALMART Credit Card Payment AP Invoice.
01/06/2025	202401683 W	47.71 10 E 140 411 115000 000	WALMART Credit Card Payment AP Invoice.
01/06/2025	202401683 W	33.30 21 E 140 411 170006 000	WALMART Credit Card Payment AP Invoice.
01/06/2025	202401683 W	25.50 10 E 400 411 126000 000	WALMART Credit Card Payment AP Invoice.
01/06/2025	202401683 W	101.88 21 E 400 411 164912 000	WALMART Credit Card Payment AP Invoice.
01/06/2025	202401683 W	29.44 27 E 200 411 158113 341	WALMART Credit Card Payment AP Invoice.
01/06/2025	202401683 W	16.90 10 E 200 411 126000 000	WALMART Credit Card Payment AP Invoice.
01/06/2025	202401683 W	12.78 10 E 120 411 110000 000	WALMART Credit Card Payment AP Invoice.
01/06/2025	202401683 W	21.73 10 E 120 415 110400 000	WALMART Credit Card Payment AP Invoice.
01/06/2025	202401683 W	11.04 10 E 800 411 239100 000	WALMART Credit Card Payment AP Invoice.
01/06/2025	202401683 W	19.02 10 E 120 411 111000 000	WALMART Credit Card Payment AP Invoice.
01/06/2025	202401683 W	10.79 27 E 120 411 158109 341	WALMART Credit Card Payment AP Invoice.
01/06/2025	202401702 W	150.00 10 E 400 310 221300 000	WI TECHNOLOGY EDUCAT Credit Card Payment AP Invoice.
01/06/2025	202401702 W	150.00 10 E 400 310 221300 000	WI TECHNOLOGY EDUCAT Credit Card Payment AP Invoice.
01/06/2025	202401702 W	150.00 10 E 200 310 221300 000	WI TECHNOLOGY EDUCAT Credit Card Payment AP Invoice.
01/06/2025	202401707 W	159.90 10 E 800 480 295000 000	ZOOM VIDEO COMMUNICA Credit Card Payment AP Invoice.
01/06/2025	202401688 W	111.95 10 E 800 411 253000 000	ZORO.COM Credit Card Payment AP Invoice.
01/06/2025	202401688 W	413.05 10 E 800 411 253000 000	ZORO.COM Credit Card Payment AP Invoice.
01/06/2025	202401688 W	54.91 10 E 800 411 253000 000	ZORO.COM Credit Card Payment AP Invoice.
01/06/2025	202401688 W	2,213.04 10 E 800 411 253000 000	ZORO.COM Credit Card Payment AP Invoice.
01/06/2025	242500492 V	-80.00 10 E 800 310 162000 000	MALLIEN, KOREY JV2 BBK Official
01/14/2025	105063 V	-284.49 98 L 000 000 811680 000	BRUCK LAW OFFICES S. CASE #: 24SC000354 - File #298632
01/15/2025	202401520 W	0.00 98 L 000 000 811675 000	WEA MEMBER BENEFITS TSA Retirement Benefit

CHECK	CHECK CHE	ACCOUNT	INVOICE
DATE	NUMBER TYP	AMOUNT NUMBER	VENDOR DESCRIPTION
01/15/2025	202401517 W	61.09 98 L 000 000 811640 000	WEA TRUST ADVANTAGE WEA Auto Insurance
01/15/2025	202401517 W	695.00 98 L 000 000 811642 000	WEA TRUST ADVANTAGE WEA Roth IRA
01/15/2025	202401517 W	16.00 98 L 000 000 811643 000	WEA TRUST ADVANTAGE WEA Umbrella Ins
01/15/2025	202401517 W	2,987.00 98 L 000 000 811642 000	WEA TRUST ADVANTAGE WEA Roth TSA
01/15/2025	202401517 W	2,711.44 98 L 000 000 811676 000	WEA TRUST ADVANTAGE WEA Tax Sheltered Annuity
01/15/2025	202401518 W	195.00 98 L 000 000 811672 000	WISCONSIN DEFERRED C Plan #98971-01 Employee Contributions
01/15/2025	202401518 W	145.16 98 L 000 000 811672 000	WISCONSIN DEFERRED C Plan #98971-01 Employee Contributions
01/15/2025	202401518 W	200.00 98 L 000 000 811672 000	WISCONSIN DEFERRED C Plan #98971-01 Roth Employee Contributions
01/15/2025	202401519 W	97.30 98 L 000 000 811680 000	WIS DEPT OF REVENUE Payroll accrual
01/13/2025	202401521 W	1,022.41 50 E 800 415 257250 000	PEPSI-COLA OF GREEN HS Vending
01/20/2025	242500493 V	-100.00 10 E 800 310 162000 000	MCQUILLAN, SHAWN Varsity BBK official 12-24-20
01/21/2025	202401524 W	849.34 50 E 800 415 257250 000	PEPSI-COLA OF GREEN HS Kitchen
01/20/2025	202401526 W	2,353.90 10 E 800 331 253300 000	WISCONSIN PUBLIC SER ACCT # 0401972111-00007
01/24/2025	202401525 W	932.05 10 E 800 331 253300 000	WISCONSIN PUBLIC SER ACCT # 0401972111-00005
01/24/2025	202401535 W	9.89 10 E 140 411 241000 000	AMAZON.COM Spelling Bee Awards
01/24/2025	202401536 W	9.89 10 E 140 411 241000 000	AMAZON.COM Spelling Bee Awards
01/24/2025	202401537 W	25.99 10 E 140 411 241000 000	AMAZON.COM Spelling Bee Awards
01/24/2025	202401538 W	9.89 10 E 140 411 241000 000	AMAZON.COM Spelling Bee Awards
01/24/2025	202401539 W	43.96 50 E 800 415 257220 000	AMAZON.COM Amazon Payment AP Invoice
01/24/2025	202401539 W	9.99 10 E 800 411 253000 000	AMAZON.COM Amazon Payment AP Invoice
01/24/2025	202401539 W	25.56 50 E 800 415 257250 000	AMAZON.COM Amazon Payment AP Invoice
01/24/2025	202401539 W	42.76 50 E 800 415 257250 000	AMAZON.COM Amazon Payment AP Invoice
01/24/2025	202401539 W	44.18 50 E 800 415 257250 000	AMAZON.COM Amazon Payment AP Invoice
01/24/2025	202401539 W	65.80 10 E 800 411 253000 000	AMAZON.COM Amazon Payment AP Invoice
01/24/2025	202401539 W	119.98 10 E 800 411 253000 000	AMAZON.COM Amazon Payment AP Invoice
01/24/2025	202401539 W	14.99 10 E 800 411 253000 000	AMAZON.COM Amazon Payment AP Invoice
01/24/2025	202401539 W	27.80 10 E 800 411 253000 000	AMAZON.COM Amazon Payment AP Invoice
01/24/2025	202401539 W	12.59 10 E 800 411 253000 000	AMAZON.COM Amazon Payment AP Invoice
01/24/2025	202401539 W	44.54 10 E 800 411 253000 000	AMAZON.COM Amazon Payment AP Invoice
01/24/2025	202401539 W	213.00 10 E 800 411 295000 000	AMAZON.COM Amazon Payment AP Invoice
01/24/2025	202401539 W	22.68 10 E 800 411 295000 000	AMAZON.COM Amazon Payment AP Invoice
01/24/2025	202401539 W	29.00 10 E 800 411 295000 000	AMAZON.COM Amazon Payment AP Invoice
01/24/2025	202401539 W	22.00 50 E 800 411 257000 000	AMAZON.COM Amazon Payment AP Invoice
01/24/2025	202401539 W	25.98 50 E 800 415 257250 000	AMAZON.COM Amazon Payment AP Invoice
01/24/2025	202401539 W	18.95 50 E 800 415 257220 549	AMAZON.COM Amazon Payment AP Invoice
01/24/2025	202401539 W	99.90 50 E 800 415 257220 000	AMAZON.COM Amazon Payment AP Invoice
01/24/2025	202401539 W	49.95 50 E 800 415 257220 000	AMAZON.COM Amazon Payment AP Invoice
01/24/2025	202401539 W	19.99 50 E 800 415 257220 549	AMAZON.COM Amazon Payment AP Invoice
01/24/2025	202401539 W	18.99 50 E 800 415 257220 549	AMAZON.COM Amazon Payment AP Invoice
01/24/2025	202401539 W	-49.85 21 E 200 411 161939 000	AMAZON.COM Amazon Payment AP Invoice
01/24/2025	202401539 W	239.96 10 E 800 411 253000 000	AMAZON.COM Amazon Payment AP Invoice
01/24/2025	202401539 W	9.98 10 E 400 411 241000 000	AMAZON.COM Amazon Payment AP Invoice
01/24/2025	202401540 W	26.99 27 E 400 411 158105 341	AMAZON.COM Noise-canceling headphones
01/24/2025	202401541 W	34.05 27 E 400 411 158110 341	AMAZON.COM Wipes
01/24/2025	202401542 W	9.99 27 E 400 411 158110 341	AMAZON.COM Bathroom Supplies
01/24/2025	202401543 W	36.99 27 E 400 411 158110 341	AMAZON.COM Bathroom Supplies
01/24/2025	202401544 W	13.99 27 E 140 411 158111 341	AMAZON.COM Classroom supplies
01/24/2025	202401545 W	11.24 27 E 140 411 158111 341	AMAZON.COM Classroom supplies
01/24/2025	202401546 W	13.99 27 E 140 411 158111 341	AMAZON.COM Classroom supplies
01/24/2025	202401547 W	27.30 27 E 140 411 158111 341	AMAZON.COM Classroom supplies
01/24/2025	202401548 W	17.49 27 E 140 411 158111 341	AMAZON.COM Classroom supplies
01/24/2025	202401549 W	13.20 27 E 140 411 158111 341	AMAZON.COM Classroom supplies
01/24/2025	202401550 W	9.99 27 E 140 411 158111 341	AMAZON.COM Classroom supplies

CHECK	CHECK CHE	ACCOUNT	INVOICE
DATE	NUMBER TYP	AMOUNT NUMBER	VENDOR DESCRIPTION
01/24/2025	202401551 W	69.90 10 E 200 411 122200 000	AMAZON.COM Danger on Midnight River novels for class narrative unit - 10 books needed
01/24/2025	202401552 W	99.98 10 E 400 449 241000 000	AMAZON.COM hs office supplies
01/24/2025	202401553 W	73.39 21 E 140 411 164910 000	AMAZON.COM popcorn club supplies
01/24/2025	202401554 W	35.30 21 E 140 411 164910 000	AMAZON.COM popcorn club supplies
01/24/2025	202401555 W	75.96 10 E 140 411 113000 000	AMAZON.COM 3rd Grade Supplies
01/24/2025	202401556 W	37.98 10 E 140 411 113000 000	AMAZON.COM 3rd Grade Supplies
01/24/2025	202401557 W	39.99 10 E 140 411 113000 000	AMAZON.COM 3rd Grade Supplies
01/24/2025	202401558 W	75.96 10 E 140 411 113000 000	AMAZON.COM 3rd Grade Supplies
01/24/2025	202401559 W	143.92 10 E 140 411 113000 000	AMAZON.COM 3rd Grade Supplies
01/24/2025	202401560 W	26.51 21 E 140 411 170006 006	AMAZON.COM educational mini grant
01/24/2025	202401561 W	26.03 21 E 140 411 170006 006	AMAZON.COM educational mini grant
01/24/2025	202401562 W	19.90 21 E 140 411 170006 006	AMAZON.COM educational mini grant
01/24/2025	202401563 W	12.99 21 E 140 411 170006 006	AMAZON.COM educational mini grant
01/24/2025	202401564 W	19.99 21 E 140 411 170006 006	AMAZON.COM educational mini grant
01/24/2025	202401565 W	18.99 21 E 140 411 170006 006	AMAZON.COM educational mini grant
01/24/2025	202401566 W	7.59 21 E 140 411 170006 006	AMAZON.COM educational mini grant
01/24/2025	202401567 W	22.99 21 E 140 411 170006 006	AMAZON.COM educational mini grant
01/24/2025	202401568 W	23.99 21 E 140 411 170006 006	AMAZON.COM educational mini grant
01/24/2025	202401569 W	19.99 21 E 140 411 170006 006	AMAZON.COM educational mini grant
01/24/2025	202401570 W	7.99 21 E 140 411 170006 006	AMAZON.COM educational mini grant
01/24/2025	202401571 W	19.99 21 E 140 411 170006 006	AMAZON.COM educational mini grant
01/24/2025	202401572 W	7.43 21 E 140 411 170006 006	AMAZON.COM educational mini grant
01/24/2025	202401573 W	7.99 21 E 140 411 170006 006	AMAZON.COM educational mini grant
01/24/2025	202401574 W	19.90 21 E 140 411 170006 006	AMAZON.COM educational mini grant
01/24/2025	202401575 W	49.95 21 E 140 411 170006 006	AMAZON.COM educational mini grant
01/24/2025	202401576 W	7.19 21 E 140 411 170006 006	AMAZON.COM educational mini grant
01/24/2025	202401577 W	19.90 21 E 140 411 170006 006	AMAZON.COM educational mini grant
01/24/2025	202401578 W	7.19 21 E 140 411 170006 006	AMAZON.COM educational mini grant
01/24/2025	202401579 W	7.43 21 E 140 411 170006 006	AMAZON.COM educational mini grant
01/24/2025	202401580 W	38.00 21 E 140 411 170006 006	AMAZON.COM educational mini grant
01/24/2025	202401581 W	6.89 21 E 140 411 170006 006	AMAZON.COM educational mini grant
01/24/2025	202401582 W	35.99 21 E 140 411 170006 006	AMAZON.COM educational mini grant
01/24/2025	202401583 W	55.78 10 E 800 411 219000 297	AMAZON.COM Printer ink
01/24/2025	202401584 W	17.63 21 E 140 411 114000 012	AMAZON.COM I received a grant for \$450 for books for my classroom library.
01/24/2025	202401585 W	69.99 21 E 140 411 114000 012	AMAZON.COM I received a grant for \$450 for books for my classroom library.
01/24/2025	202401586 W	9.99 21 E 140 411 114000 012	AMAZON.COM I received a grant for \$450 for books for my classroom library.
01/24/2025	202401587 W	8.27 21 E 140 411 114000 012	AMAZON.COM I received a grant for \$450 for books for my classroom library.
01/24/2025	202401588 W	74.70 21 E 140 411 114000 012	AMAZON.COM I received a grant for \$450 for books for my classroom library.
01/24/2025	202401589 W	4.94 21 E 140 411 114000 012	AMAZON.COM I received a grant for \$450 for books for my classroom library.
01/24/2025	202401590 W	23.07 21 E 140 411 114000 012	AMAZON.COM I received a grant for \$450 for books for my classroom library.

CHECK	CHECK CHE	ACCOUNT	INVOICE
DATE	NUMBER TYP	AMOUNT NUMBER	VENDOR DESCRIPTION
01/24/2025	202401591 W	22.32 21 E 140 411 114000 012	AMAZON.COM I received a grant for \$450 for books for my classroom library.
01/24/2025	202401592 W	10.49 21 E 140 411 114000 012	AMAZON.COM I received a grant for \$450 for books for my classroom library.
01/24/2025	202401593 W	138.22 21 E 140 411 114000 012	AMAZON.COM I received a grant for \$450 for books for my classroom library.
01/24/2025	202401594 W	4.96 21 E 140 411 114000 012	AMAZON.COM I received a grant for \$450 for books for my classroom library.
01/24/2025	202401595 W	8.27 21 E 140 411 114000 012	AMAZON.COM I received a grant for \$450 for books for my classroom library.
01/24/2025	202401596 W	4.66 21 E 140 411 114000 012	AMAZON.COM I received a grant for \$450 for books for my classroom library.
01/24/2025	202401597 W	7.59 21 E 140 411 114000 012	AMAZON.COM I received a grant for \$450 for books for my classroom library.
01/24/2025	202401598 W	22.82 21 E 140 411 114000 012	AMAZON.COM I received a grant for \$450 for books for my classroom library.
01/24/2025	202401599 W	9.29 21 E 140 411 114000 012	AMAZON.COM I received a grant for \$450 for books for my classroom library.
01/24/2025	202401600 W	6.92 21 E 140 411 114000 012	AMAZON.COM I received a grant for \$450 for books for my classroom library.
01/24/2025	202401601 W	16.00 27 E 200 411 158119 341	AMAZON.COM Classroom supplies/student supplies
01/24/2025	202401602 W	14.99 27 E 200 411 158119 341	AMAZON.COM Classroom supplies/student supplies
01/24/2025	202401603 W	18.99 27 E 200 411 158119 341	AMAZON.COM Classroom supplies/student supplies
01/24/2025	202401604 W	55.99 27 E 200 411 158119 341	AMAZON.COM Classroom supplies/student supplies
01/24/2025	202401605 W	25.69 27 E 200 411 158119 341	AMAZON.COM Classroom supplies/student supplies
01/24/2025	202401606 W	23.99 27 E 200 411 158119 341	AMAZON.COM Classroom supplies/student supplies
01/24/2025	202401607 W	19.00 27 E 200 411 158119 341	AMAZON.COM Classroom supplies/student supplies
01/24/2025	202401608 W	31.98 27 E 200 411 158119 341	AMAZON.COM Classroom supplies/student supplies
01/24/2025	202401609 W	43.99 27 E 200 411 158119 341	AMAZON.COM Classroom supplies/student supplies
01/24/2025	202401610 W	14.01 10 E 120 411 110500 000	AMAZON.COM Kindergarten Supplies
01/24/2025	202401611 W	34.99 10 E 120 411 110500 000	AMAZON.COM Kindergarten Supplies
01/24/2025	202401612 W	6.79 10 E 120 411 110500 000	AMAZON.COM Kindergarten Supplies
01/24/2025	202401613 W	33.98 21 E 200 411 213000 024	AMAZON.COM craft materials P180 project
01/24/2025	202401614 W	20.69 10 E 200 411 124500 000	AMAZON.COM Chop Wood Carry Water
01/24/2025	202401615 W	21.99 10 E 200 411 124500 000	AMAZON.COM Chop Wood Carry Water
01/24/2025	202401616 W	21.99 10 E 200 411 124500 000	AMAZON.COM Chop Wood Carry Water
01/24/2025	202401617 W	35.98 10 E 800 416 214000 000	AMAZON.COM School Nurse Supplies



CHECK	CHECK CHE	ACCOUNT	INVOICE
DATE	NUMBER TYP	AMOUNT NUMBER	VENDOR DESCRIPTION
01/24/2025	202401618 W	7.98 10 E 120 411 241000 000	AMAZON.COM Frequency Data Collection Tools
01/24/2025	202401619 W	31.48 10 E 200 411 136000 000	AMAZON.COM Middle School Tech Supplies
01/24/2025	202401619 W	3.51 10 E 200 449 136000 000	AMAZON.COM Middle School Tech Supplies
01/24/2025	202401620 W	237.15 10 E 200 411 241000 000	AMAZON.COM books
01/24/2025	202401621 W	28.98 10 E 200 411 136000 000	AMAZON.COM Middle School Tech Ed
01/24/2025	202401622 W	13.69 10 E 200 411 136000 000	AMAZON.COM Middle School Tech Ed
01/24/2025	202401623 W	18.10 10 E 200 411 136000 000	AMAZON.COM Middle School Tech Supplies
01/24/2025	202401623 W	2.02 10 E 200 449 136000 000	AMAZON.COM Middle School Tech Supplies
01/24/2025	202401624 W	29.11 10 E 200 411 136000 000	AMAZON.COM Middle School Tech Ed
01/24/2025	202401625 W	99.99 10 E 200 411 136000 000	AMAZON.COM Middle School Tech Ed
01/24/2025	202401626 W	14.38 10 E 200 411 136000 000	AMAZON.COM Middle School Tech Supplies
01/24/2025	202401626 W	1.61 10 E 200 449 136000 000	AMAZON.COM Middle School Tech Supplies
01/24/2025	202401627 W	13.00 10 E 200 411 136000 000	AMAZON.COM Middle School Tech Supplies
01/24/2025	202401627 W	1.45 10 E 200 449 136000 000	AMAZON.COM Middle School Tech Supplies
01/24/2025	202401628 W	16.17 10 E 200 411 136000 000	AMAZON.COM Middle School Tech Supplies
01/24/2025	202401628 W	1.80 10 E 200 449 136000 000	AMAZON.COM Middle School Tech Supplies
01/24/2025	202401629 W	13.88 10 E 200 411 136000 000	AMAZON.COM Middle School Tech Ed
01/24/2025	202401630 W	13.98 10 E 200 411 136000 000	AMAZON.COM Middle School Tech Ed
01/24/2025	202401631 W	9.95 10 E 200 411 136000 000	AMAZON.COM Middle School Tech Ed
01/24/2025	202401632 W	28.78 10 E 400 411 136360 000	AMAZON.COM Classroom Supplies Welding
01/24/2025	202401633 W	29.99 10 E 400 411 136360 000	AMAZON.COM Classroom Supplies Welding
01/24/2025	202401634 W	4.49 10 E 140 411 213000 000	AMAZON.COM Office Supplies
01/24/2025	202401635 W	49.99 10 E 140 411 213000 000	AMAZON.COM Office Supplies
01/24/2025	202401636 W	55.20 10 E 140 411 213000 000	AMAZON.COM Office Supplies
01/24/2025	202401637 W	37.98 10 E 400 411 136000 000	AMAZON.COM Classroom Supplies HTMJAA
01/24/2025	202401638 W	704.58 10 E 120 411 121000 000	AMAZON.COM STEAM supplies
01/24/2025	202401639 W	9.99 27 E 120 411 152001 347	AMAZON.COM EC & Playgroup
01/24/2025	202401640 W	13.72 27 E 120 411 152001 347	AMAZON.COM EC & Playgroup
01/24/2025	202401641 W	13.67 27 E 120 411 152001 347	AMAZON.COM EC & Playgroup
01/24/2025	202401642 W	18.73 27 E 120 411 152001 347	AMAZON.COM EC & Playgroup
01/24/2025	202401643 W	24.49 10 E 800 480 222200 031	AMAZON.COM Tech Supplies
01/24/2025	202401644 W	35.98 10 E 800 480 222200 031	AMAZON.COM Tech Supplies
01/24/2025	202401645 W	23.53 10 E 400 411 136000 000	AMAZON.COM Welding Supplies
01/24/2025	202401645 W	2.46 10 E 400 411 136360 000	AMAZON.COM Welding Supplies
01/24/2025	202401646 W	54.31 10 E 400 411 136000 000	AMAZON.COM Welding Supplies
01/24/2025	202401646 W	5.67 10 E 400 411 136360 000	AMAZON.COM Welding Supplies
01/24/2025	202401647 W	11.71 10 E 400 411 136000 000	AMAZON.COM Welding Supplies
01/24/2025	202401647 W	1.22 10 E 400 411 136360 000	AMAZON.COM Welding Supplies
01/24/2025	202401648 W	34.40 10 E 400 411 136000 000	AMAZON.COM Welding Supplies
01/24/2025	202401648 W	3.59 10 E 400 411 136360 000	AMAZON.COM Welding Supplies
01/24/2025	202401649 W	33.56 10 E 120 411 111000 000	AMAZON.COM School Supplies
01/24/2025	202401650 W	18.99 10 E 120 411 111000 000	AMAZON.COM School Supplies
01/24/2025	202401651 W	25.98 10 E 120 411 111000 000	AMAZON.COM School Supplies
01/24/2025	202401652 W	16.82 10 E 120 411 111000 000	AMAZON.COM School Supplies
01/24/2025	202401653 W	15.98 10 E 120 411 111000 000	AMAZON.COM School Supplies
01/24/2025	202401654 W	16.90 10 E 120 411 111000 000	AMAZON.COM School Supplies
01/24/2025	202401655 W	22.60 10 E 120 411 111000 000	AMAZON.COM School Supplies
01/24/2025	202401656 W	12.12 10 E 120 411 111000 000	AMAZON.COM School Supplies
01/24/2025	202401657 W	29.88 21 E 200 411 161939 000	AMAZON.COM Classroom supplies, holiday sale supplies
01/24/2025	202401658 W	19.97 21 E 200 411 161939 000	AMAZON.COM Classroom supplies, holiday sale supplies
01/24/2025	202401659 W	24.41 21 E 200 411 161939 000	AMAZON.COM Classroom supplies, holiday sale supplies
01/24/2025	202401660 W	39.99 27 E 120 411 158109 341	AMAZON.COM classroom supplies

CHECK	CHECK CHE	ACCOUNT	INVOICE
DATE	NUMBER TYP	AMOUNT NUMBER	DESCRIPTION
01/24/2025	202401661 W	28.40 27 E 120 411 158109 341	AMAZON.COM classroom supplies
01/24/2025	202401662 W	11.75 27 E 120 411 158109 341	AMAZON.COM classroom supplies
01/24/2025	202401663 W	29.99 27 E 120 411 158109 341	AMAZON.COM classroom supplies
01/24/2025	202401664 W	12.98 10 E 200 411 241000 000	AMAZON.COM MS Supplies
01/24/2025	202401665 W	8.49 10 E 200 411 241000 000	AMAZON.COM MS Supplies
01/24/2025	202401666 W	10.96 10 E 200 411 241000 000	AMAZON.COM MS Supplies
01/24/2025	202401667 W	8.79 10 E 200 411 241000 000	AMAZON.COM MS Supplies
01/24/2025	202401668 W	189.98 10 E 200 411 241000 000	AMAZON.COM MS Supplies
01/24/2025	202401669 W	18.99 10 E 200 411 241000 000	AMAZON.COM MS Supplies
01/24/2025	202401670 W	75.99 27 E 800 411 223300 341	AMAZON.COM toner
01/24/2025	202401671 W	79.96 21 E 200 449 161931 000	AMAZON.COM Microphones for Allied Arts
01/24/2025	202401672 W	129.95 21 E 200 449 161931 000	AMAZON.COM Microphones for Allied Arts
01/24/2025	202401673 W	11.98 27 E 800 411 218101 341	AMAZON.COM OT Supplies
01/24/2025	202401674 W	17.46 27 E 800 411 218101 341	AMAZON.COM OT Supplies
01/24/2025	202401675 W	11.98 27 E 800 411 218101 341	AMAZON.COM OT Supplies
01/24/2025	202401676 W	8.95 27 E 800 411 218101 341	AMAZON.COM OT Supplies
01/24/2025	202401677 W	29.74 27 E 800 411 218101 341	AMAZON.COM OT Supplies
01/24/2025	202401678 W	33.31 10 E 140 411 113000 000	AMAZON.COM 3rd Grade Supplies
01/24/2025	202401679 W	72.18 10 E 140 411 113000 000	AMAZON.COM 3rd Grade Supplies
01/24/2025	202401680 W	16.99 21 E 200 411 161931 000	AMAZON.COM Allied Arts Costumes
01/27/2025	202401531 W	18,350.84 98 L 000 000 811901 000	DEAN HEALTH INC Health Insurance - February Coverage
01/27/2025	202401531 W	153,488.18 98 L 000 000 811630 000	DEAN HEALTH INC Health Insurance - February Coverage
01/27/2025	202401531 W	16,940.20 10 E 800 290 292000 000	DEAN HEALTH INC Health Insurance - February Coverage
01/27/2025	202401532 W	13,403.83 98 L 000 000 811632 000	DELTA DENTAL Dental Insurance - February Coverage
01/27/2025	202401532 W	2,335.33 98 L 000 000 811902 000	DELTA DENTAL Dental Insurance - February Coverage
01/27/2025	202401532 W	874.16 10 E 800 290 292000 000	DELTA DENTAL Dental Insurance - February Coverage
01/27/2025	202401533 W	1,397.11 98 L 000 000 811646 000	STANDARD INSURANCE C Accident, Critical Illness, Hospital Indemnity Ins. - February Coverage
01/27/2025	202401533 W	1,492.90 98 L 000 000 811648 000	STANDARD INSURANCE C Accident, Critical Illness, Hospital Indemnity Ins. - February Coverage
01/27/2025	202401533 W	545.96 98 L 000 000 811649 000	STANDARD INSURANCE C Accident, Critical Illness, Hospital Indemnity Ins. - February Coverage
01/29/2025	202401530 W	540.87 98 L 000 000 811675 000	WEA MEMBER BENEFITS TSA Benefit: Tjernagel \$421.36 & Holtz \$119.51
01/29/2025	202401527 W	61.09 98 L 000 000 811640 000	WEA TRUST ADVANTAGE WEA Auto Insurance
01/29/2025	202401527 W	695.00 98 L 000 000 811642 000	WEA TRUST ADVANTAGE WEA Roth IRA
01/29/2025	202401527 W	3,409.00 98 L 000 000 811642 000	WEA TRUST ADVANTAGE WEA Roth TSA
01/29/2025	202401527 W	2,728.33 98 L 000 000 811676 000	WEA TRUST ADVANTAGE WEA Tax Sheltered Annuity
01/29/2025	202401528 W	195.00 98 L 000 000 811672 000	WISCONSIN DEFERRED C Plan #98971-01 Employee Contributions
01/29/2025	202401528 W	145.16 98 L 000 000 811672 000	WISCONSIN DEFERRED C Plan #98971-01 Employee Contributions
01/29/2025	202401528 W	200.00 98 L 000 000 811672 000	WISCONSIN DEFERRED C Plan #98971-01 Roth Employee Contributions
01/29/2025	202401529 W	200.07 98 L 000 000 811680 000	WIS DEPT OF REVENUE Payroll accrual
01/31/2025	202401534 W	0.78 10 E 800 355 263300 000	CENTURYLINK Monthly Charges
01/28/2025	105087 V	-468.95 10 E 800 419 249000 000	JOSTENS Diploma products

CHECK		CHECK CHE	ACCOUNT				VENDOR	INVOICE
DATE	NUMBER	TYP	AMOUNT	NUMBER				DESCRIPTION
01/24/2025	105056	V	-60.00	21 E 400 310 163901 000			TUBA CHRISTMAS GREEN	Tuba Christmas Green Bay Registration Fees
01/31/2025	202401716	W	167.74	10 E 800 310 239000 000			EMPLOYEE BENEFITS CO	EBC Flex Fees/HRA Fees/UM Accts
01/31/2025	202401716	W	765.91	98 L 000 000 811900 000			EMPLOYEE BENEFITS CO	EBC Flex Fees/HRA Fees/UM Accts
01/31/2025	202401716	W	60.00	10 E 800 248 239000 000			EMPLOYEE BENEFITS CO	EBC Flex Fees/HRA Fees/UM Accts
01/31/2025	202401715	W	12,838.04	50 E 800 415 257220 000			GORDON FOOD SERVICE	January 2025 Food Bills
01/31/2025	202401715	W	4,068.15	50 E 800 415 257250 000			GORDON FOOD SERVICE	January 2025 Food Bills
01/31/2025	202401715	W	4,141.71	50 E 800 415 257220 549			GORDON FOOD SERVICE	January 2025 Food Bills
01/31/2025	202401717	W	155,021.70	98 L 000 000 811611 000			INTERNAL REVENUE SER	FEDERAL TAXES
01/31/2025	202401717	W	127,510.96	98 L 000 000 811612 000			INTERNAL REVENUE SER	FEDERAL TAXES
01/31/2025	202401718	W	63,915.89	98 L 000 000 811613 000			WISCONSIN DEPARTMENT	STATE TAXES
01/31/2025	202401720	W	281.56	10 E 800 941 239000 000			WISCONSIN RETIREMENT	STATE RETIREMENT
01/31/2025	202401720	W	124,810.60	98 L 000 000 811621 000			WISCONSIN RETIREMENT	STATE RETIREMENT
01/31/2025	202401720	W	54,567.12	98 L 000 000 811622 000			WISCONSIN RETIREMENT	STATE RETIREMENT
01/31/2025	202401719	W	83,974.72	98 L 000 000 811621 000			WISCONSIN RETIREMENT	STATE RETIREMENT
01/31/2025	202401719	W	33,342.58	98 L 000 000 811622 000			WISCONSIN RETIREMENT	STATE RETIREMENT
			1,191,923.06	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	25.00	258,917.16	258,942.16
21	SPECIAL REVENUE - GIFTS	0.00	0.00	12,524.08	12,524.08
27	SPECIAL EDUCATION	0.00	0.00	22,110.98	22,110.98
50	FOOD SERVICE FUND	0.00	0.00	33,477.69	33,477.69
80	COMMUNITY SERVICE FUND	0.00	0.00	1,613.37	1,613.37
98	PAYROLL CLEARING FUND	863,254.78	0.00	0.00	863,254.78
***	Fund Summary Totals ***	863,254.78	25.00	328,643.28	1,191,923.06

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

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

From: **Lynette Tank** <[ltank@sbsdmail.net](mailto:ltank@sbsdmail.net)>

Date: Mon, Jan 13, 2025 at 8:02 AM

Subject:

To: Kathryn DeVillers <[kdevillers@sbsdmail.net](mailto:kdevillers@sbsdmail.net)>

01/13/2025

Hello Katy,

Please accept this as my formal resignation from Safe Harbor as a Teaching Associate with Sawyer Elementary School. My last day will be Friday, January 24th, 2025 (two weeks from today). I appreciate the support and valuable experiences I have gained during my time here. It has been a pleasure working with you and the staff.

Please let me know how I can make this transition as smooth as possible.

Sincerely,  
Lynette Tank

--

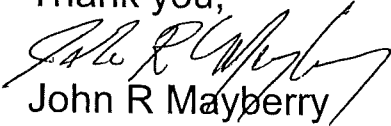
**Katy DeVillers**  
**Sturgeon Bay School District**  
**Principal, Sawyer Elementary School**  
**60 Willow Drive**  
**Sturgeon Bay, Wisconsin 54235**  
**[kdevillers@sbsdmail.net](mailto:kdevillers@sbsdmail.net)**  
**920-746-2815 (office)**  
**920-743-5493 (fax)**


1-23-2025

To Mr John Sullivan,

After months of pondering this decision, I have decided that for the betterment of my physical health, I am ready to retire. This may surprise some. But it is time, as of February 7th, 2025 I will be retiring.

Thank you,

  
John R Mayberry

  
1/24/2025

Elizabeth Hubbard  
1847 Kentucky Street  
Sturgeon Bay, WI 54235  
[bhubbard@sbsdmail.net](mailto:bhubbard@sbsdmail.net)  
[elizabethahubbard@gmail.com](mailto:elizabethahubbard@gmail.com)  
920-493-2159

February 3, 2025

Katy DeVillers  
Sawyer Elementary School  
60 Willow Drive  
Sturgeon Bay, WI 54235

Dear Principal DeVillers, Superintendent Tjernagel, and the Sturgeon Bay School Board,

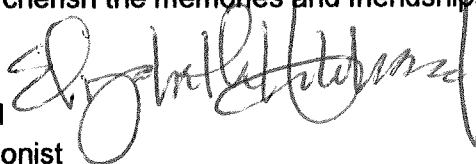
I am writing to formally notify you of my intent to retire from my position as a reading interventionist at Sawyer elementary school at the end of the school year on June 6, 2025. After much reflection, I have decided that it is time for me to begin the next chapter of my life.

It has been a privilege to work with such dedicated colleagues, and help foster a positive learning environment for the students over the years. I am grateful for the opportunities I have had to contribute to the development of young minds, and to be a part of this incredible school community.

Please let me know if there are any necessary steps I need to take to ensure a smooth transition. I am happy to assist in any way I can to support the school during this time.

Thank you for the support, collaboration and inspiration throughout my career with the Sturgeon Bay schools. I will cherish the memories and friendships I've made along the way.

Sincerely,  
Elizabeth Hubbard  
Reading Interventionist  
Sawyer Elementary School

A handwritten signature in black ink, appearing to read 'Elizabeth Hubbard', written over the printed name.



# Sturgeon Bay Schools

## 2024-2025

### Introduction

---

The Sturgeon Bay School District is passionate about educating our students and our families about the many opportunities awaiting them after high school. Our career planning process begins with self-exploration. We believe that post-secondary planning should be a unique process for each student with the goal of determining the most appropriate, cost-effective route to a fulfilling career.

All students will create a portfolio using the online tool Xello. These portfolios will follow them from Grade 6 into adulthood. Students will complete assessments to match their skills, interests, and educational goals with careers that will best use those identified talents and passion. Xello portfolios contain careers of interest, post-secondary education options, short- and long-term goals, learning styles, and 4-year high school plans.

### Career Readiness Vision

---

SCHOOL DISTRICT MISSION/VISION
<i>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.</i>

CAREER READINESS TEAM
Keith Nerby, High School Principal Jennifer O'Handley, Counselor Morgan Kiedrowski, Counselor Jennifer Hanson, Technology Integration Specialist Dakota Londo, Counselor Karlie Martens, Counselor



Career Readiness Data

DISTRICT CAREER READINESS DATA

District career readiness data related to the [Redefining Ready](#) framework’s college, career, and life ready indicators:

- 40 hours of community service required for all students (indicator for career readiness according to framework is 25 hours)
- 20.8% of students enrolled in at least one dual enrollment course (data from 2023-2024)
- 13.5% of students successfully completed at least one Advanced Placement course (data from 2023-2024)
- Secondary attendance rate consistently over the 90% benchmark indicated by Redefining Ready for career readiness
- Maintain a CTE Advisory Group with partnerships with local manufacturing and select other businesses
- Maintain a Business-Education Partnership comprised of schools and businesses in Door County
- CTE Course Information can be found in the [SBHS Course Guide](#)
- Additional data related to performance benchmarks can be found at the [WISE Dash Public Portal](#) - Choose a data type and then use the “Filter Data” button to see information specific to Sturgeon Bay School District
- Career Pathways- [Construction](#), [Business Management](#), [Health Science](#), [Hospitality and Tourism](#), [Information Technology](#), [Manufacturing](#)

Youth Apprenticeship Enrollees: 30

Active Employers: 21

Active Local Consortia: 1

Number of Schools for Enrollees: 1

Expected Completers \* 30

Number of Districts for Enrollees: 1

Completers To Date \*\*

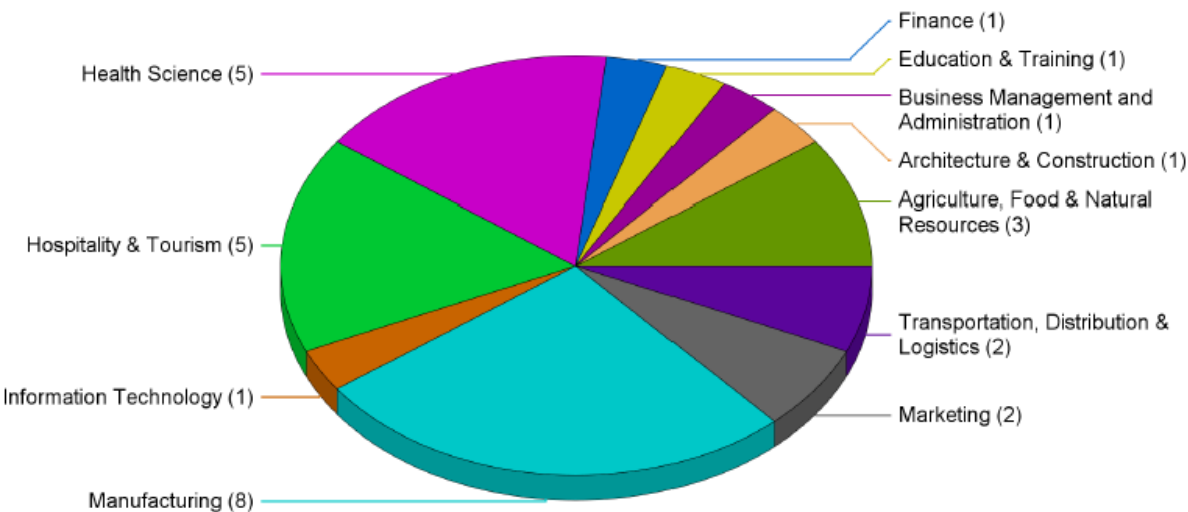
Estimated Wages Earned: \$206,658

Average Wage: \$15.31

\* Enrollees who will graduate at end of year, other enrollees are in a two-year program.

\*\* Students may complete as late as August 31 of the program year.

Enrolled Youth Apprentices by Career Cluster Area



## CURRENT PROGRESS AND FUTURE GOALS FOR IMPLEMENTATION

### Current progress:

- Outlined scope and sequence for ACP activities
- Sophomores and Juniors participate in the Door County Job Fair
- Developed a business and education partnership with representatives from Door County industries and educational institutions
- Implemented a process for every student 6-12 to create an individualized academic and career plan, with review and additional steps completed annually

### Future goals:

- Work with area businesses to facilitate guest speakers consistently across career pathways
- Consider planning a career awareness month for elementary students
- Involve teachers in local industry tours
- Develop career-pathway specific course list available to students and families for help with course selection

## Career Readiness Success Stories

---

### STUDENT SUCCESS STORIES

Use the links below to see profiles of some of our Sturgeon Bay High School students and their involvement in Youth Apprenticeship experiences along with testimonials.

[Ellys YA Student Spotlight](#)  
[Jack Polcen Student Spotlight](#)  
[Hayden YA Student Spotlight](#)  
[Grace YA Student Spotlight](#)  
[Paula YA Student Spotlight](#)  
[Blayre YA Student Spotlight](#)

## Career Readiness in the School District of Sturgeon Bay

---

### ACP CURRICULUM, SUPPORT, AND SERVICES

#### Grade Level Appropriate Career Readiness Activities and Career-based Learning Experiences

- K-5 Career Readiness Activities [K-12 Academic and Career Planning Activities](#)
- 6-12 Career Readiness Activities:  
[Grades 6-12 Xello Lessons and Activities](#)  
[K-12 Academic and Career Planning Activities](#)

#### Whole School Support

- Individualized support, appropriate to the pupil's needs, from school district staff to assist with completing and annually updating an academic career plan.
- In the middle school each student is assigned a Clipper Time teacher that they connect with for SEL lessons and also have their school counselor available for additional help. At the middle school level

most ACP activities are delivered through an exploring careers course in Xello during guidance.

- At the high school level students are assigned a homeroom advisor they can connect with during the homeroom period every Monday. Homeroom teachers meet weekly with approximately 15 students and review progress/documentation of ACP regularly.

## PREPARING FOR THE FUTURE

The ACP program at Sturgeon Bay School District ensures every student is prepared for life after high school no matter what path they plan to take. This includes:

- Career and technical education provided in the school district
- Courses that provide advance placement and/or advanced standing at NWTC's associate degree program upon graduation from high school.
- Early College Credit Program and Start College Now
- Postsecondary education preparation
- Youth apprenticeship or other job training and work experience
- Instruction in skills related to employment *Share how your district helps students develop employability skills, including and Industry-recognized Credentials you offer.*

More information can be found in the [2025-2026 SBHS Course Guide](#)

## CAREER PATHWAYS

Career pathways offered at Sturgeon Bay High School:

- [Architecture and Construction Pathway](#)
- [Business Management and Administration Pathway](#)
- [Health Science Pathway](#)
- [Hospitality and Tourism Pathway](#)
- [Information Technology Pathway](#)
- [Manufacturing Pathway](#)

## LABOR MARKET INFORMATION

Information published through the Job Center of Wisconsin provides up-to-date employment projections, opportunities, as well as barriers. As a school district, having access to this information assists in tailoring specific programming to meet the needs of our local job market.

Analysis of Graphic 5 demonstrates that the employment data provides a snapshot that Leisure and Hospitality (22%) continues to be the largest employer in Door County, followed by Trade, Transportation, and Utilities (18.6%), Education and Health Services (17.2%), and Manufacturing (16%). SBHS offers specific courses that support our local labor market, including CNC Programming, Building Construction, Intro to and Advanced Woodworking, Intro to and Advanced Metals, and Health Occupations. Other core and elective areas also have specific career area focal points to research, explore, and learn about specific high-demand career areas.

[Link to 2023 Door County Workforce Profile.](#)

**Graphic 5: Employment Change by Industry**

	2021 Average Monthly Employment	1-year Numeric Change	1-year Percent Change	2-year Numeric Change	2-year Percent Change	Percent of Total Employment
Construction	701	19	2.8%	47	7.2%	5.2%
Education & Health Services	2,291	91	4.1%	-1	0.0%	17.2%
Financial Activities	355	-1	-0.3%	-53	-13.0%	2.7%
Information	141	19	15.6%	-35	-19.9%	1.1%
Leisure & Hospitality	2,932	413	16.4%	-97	-3.2%	22.0%
Manufacturing	2,142	-50	-2.3%	-144	-6.3%	16.0%
Natural Resources & Mining	205	7	3.5%	23	12.6%	1.5%
Other Services	577	23	4.2%	-136	-19.1%	4.3%
Professional & Business Services	641	45	7.6%	72	12.7%	4.8%
Public Administration	888	-18	-2.0%	-64	-6.7%	6.6%
Trade, Transportation, Utilities	2,484	86	3.6%	18	0.7%	18.6%
<b>All Industries</b>	<b>13,357</b>	<b>632</b>	<b>5.0%</b>	<b>- 370</b>	<b>-2.7%</b>	<b>100.0%</b>

#### PROFESSIONAL DEVELOPMENT FOR STAFF

The Sturgeon Bay School District is committed to supporting our entire staff to become engaged in the career readiness process. We provide the following professional development to staff:

- Teachers of dual credit courses at the high school level annually attend the Northeast Wisconsin Technical College Spring Summit to learn and evaluate curriculum
- ACT Instructional Mastery (AIMS) Training for staff
- CESA 7 guest speakers and trainings during in-service days

#### Career Readiness is for ALL of our Students

##### INDIVIDUALIZED ACP SUPPORT

- Middle and high school counselors hold individual conferences with students in Grades 8, 11, and 12 each year; this includes all students, including English Learners and students with IEP and 504 plans
- Every IEP and 504 plan for students age 14 and up addresses transition plans for post-secondary goals; these plans are annually reviewed and revised by teams consisting of special education staff, families, and sometimes counselors

##### ACCESS FOR ALL STUDENTS

If a pupil is a child with a disability, the pupil's academic and career plan shall be made available to the pupil's individual education program team. The pupil's individualized education program team may, if appropriate, take the pupil's academic and career plan into account when developing the pupil's transition services.

##### CAREER READINESS TECHNOLOGY

- Xello is the primary technology tool for housing career readiness lessons, materials, and student portfolios

- Life readiness is addressed using Second Step and Can Do U, both of which are web-based
- Additional career information is communicated using email and Google Docs

## Get Involved

---

### FAMILY ENGAGEMENT

Sturgeon Bay Schools engages families and caregivers in academic and career planning by:

- Regularly informing families and caregivers about career readiness activities.
- Providing multiple ways for families and caregivers to participate in career readiness activities.
- Regularly informing families and caregivers about the progress of their student's academic and career planning.
- Actively seeking feedback from students, families, and caregivers when regularly evaluating our career readiness activities, programs, and initiatives.

### COMMUNITY PARTNERSHIPS

The School District of Sturgeon Bay is proud to collaborate with over 50 business and community partners.

Our partnerships with local business and industry leaders is critical for the success of our programs and provides our students with industry leaders to assist in their knowledge and learning in numerous areas. With the help of our business partners, we frequently have business leaders visit classrooms and frequently have students participate in community site visits. Our closest business partnerships include:

- Door County Economic Development Council (DCEDC)
- Fincantieri
- Therma-Tron-X
- Door County Medical
- Hatco Corporation
- NEW Industries

### MOST RECENT DATE OF BOARD APPROVAL

Book	Policy Manual
Section	33.2 for review
Title	Copy of MEETINGS
Code	po0164
Status	Second Reading
Adopted	July 17, 2024
Last Revised	February 19, 2025

## 0164 - **MEETINGS**

### **Regular Meetings**

The Board shall hold a meeting at least once each month.

### **Change of Regular Meetings**

If the Board adopts a resolution changing the date, time, or place of a regularly scheduled meeting, the meeting notice shall state the date, time, place, and subject matter of the rescheduled meeting, as well as the name and address of the District. Said notice shall be posted on the front door of the Administrative Office Building and at such places as the Board may determine. Meeting notices of scheduled Board meetings shall be posted in accordance with State law. (See also Policy 0166 - Agenda)

### **Special Meetings**

Special meetings of the Board may be called by the President or by the written request of a majority of the members of the Board provided there is compliance with the notice provision of these bylaws and State law.

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

### **Notice of Meetings**

Public notice of all Board meetings, shall be given pursuant to statute. Such notice shall be given, without cost, to any news media which submits a written request for meeting notices and to a news medium likely to give notice in the District's geographic area. In addition, such notice shall be made public in at least one of the following ways:

- A. posting the notice in at least three (3) public places likely to give notice to persons affected;
- B. posting the notice in at least one (1) public place likely to give notice to persons affected and on the governmental body's website; or
- C. by paid publication in a news medium likely to give notice to persons affected.

The notice shall be given, without cost, to the District's official newspaper, the Peninsula Pulse.

The notice shall list the date, time, place, and subject matter of each regularly scheduled meeting of the Board, including subjects intended for the consideration at any closed session, in the form which is reasonably likely to inform members of the public and the news media. To assure that notice of a meeting is specific enough to apprise the public of the purpose of the meeting, the following factors shall be considered: (1) the time and effort required to provide detailed notice; (2) the level of public interest in the particular subject; and (3) whether the meeting will involve routine or novel issues. The notice shall contain the name and address of the District and its telephone number. The notice shall be given at least twenty-four (24) hours prior to the meeting unless for good cause such notice is impossible or impractical, but in no case may the notice be less than two (2) hours in advance of the meeting.

## Cancellation of Meetings

If a regularly scheduled and legally noticed meeting needs to be canceled (e.g., inclement weather, electrical outage, broken water pipe, lack of quorum, etc.), the Board President or designee shall have the authority to cancel or reschedule the meeting. To the extent practical, a notice of cancellation should be provided, similar to the notice of the meeting.

## Virtual Participation

~~Unless~~ Generally, the Board does not allow virtual participation, unless otherwise determined by the Board, Board President, or due to an order by an authorized authority preventing in-person attendance at a meeting. Board members are expected to attend meetings in person at the location set by the Board for the meeting. A Board member may attend virtually in instances where a member is unable to attend in person due to a scheduled absence from the District or due to a physical restriction preventing attendance. The Board member is responsible for making advance arrangements with the District administration to facilitate participation in the meeting.

**[x ]** A Board member may only attend closed session portions of meetings in person.

Any Board member attending a meeting remotely may vote in accordance with Bylaw 0167.1 – Voting.

Board members are not provided with technology to facilitate remote Board attendance unless the Board authorizes such expenditure.

Any Board member attending a meeting or who intended to attend a meeting remotely but is unable to attend or unable to maintain attendance due to technological complications, such as a poor connection or other equipment failures, will be considered absent for all or part of the meeting. The meeting may continue in the member's absence, provided that a quorum is still present.

© Neola 2023

Legal	19.84, Wis. Stats.
	120.11, Wis. Stats.
	985.05(3), Wis. Stats.

Last Modified by Ann DeMeuse on January 2, 2025

Book	Policy Manual
Section	33.2 for review
Title	Copy of ANNUAL REPORT
Code	po0174.1
Status	Second Reading
Adopted	April 17, 2013
Last Revised	February 19, 2025

#### 0174.1 - **ANNUAL REPORT**

The Board of Education Clerk, or an Administrator if authorized in accordance with (x ) Bylaw 0152 - Officers & Board action **[END OF OPTIONS]**, shall file with the Department of Public Instruction (DPI) (publish) an annual school district report by September 1st in the format prescribed by the Department of Public Instruction DPI as required by law.

120.18, Wis. Stats.

© Neola 2015

**Last Modified by Ann DeMeuse on December 3, 2024**



Book	Policy Manual
Section	33.2 for review
Title	Copy of EDUCATIONAL OUTCOME GOALS AND EXPECTATIONS
Code	po2131
Status	Second Reading
Adopted	April 17, 2013
Last Revised	February 19, 2025

## **2131 - EDUCATIONAL OUTCOME GOALS AND EXPECTATIONS**

Since the mission of the District is to provide a quality education for all of the students, the Board of Education believes the mission is being accomplished when students confirm that they have achieved the following educational goals.

### ***Academic Skills and Knowledge***

- A. Basic skills including the ability to read, write, spell, perform basic arithmetical calculations, learn by reading and listening, and communicate by speaking and writing.
- B. Analytical skills including the ability to think rationally, solve problems, use various learning methods, gather and analyze information, make critical and independent judgments and argue persuasively.
- C. A basic body of knowledge that includes information and concepts in literature, fine arts, mathematics, natural sciences, including knowledge of the elements of agriculture and the conservation of natural resources, and social sciences, including knowledge of the right and responsibilities of the family as a consumer, cooperative marketing and consumers' cooperatives.
- D. The skill and attitudes that will further lifelong intellectual activity and learning.
- E. Knowledge in computer science, including problem-solving, computer applications, and the social impact of computers.

### ***Vocational Skills***

- A. An understanding of the range and nature of available occupations and the required skills and abilities.
- B. Preparation to compete for entry-level jobs not requiring postsecondary school education.
- C. Preparation to enter job-specific vocational training programs.
- D. Positive work attitudes and habits.

### ***Citizenship***

- A. An understanding of the basic workings of all levels of government, including the duties and responsibilities of citizenship.
- B. A commitment to the basic values of our government, including by appropriate instruction and ceremony the proper reverence and respect for and the history and meaning of the American flag, the Declaration of Independence, the U.S. Constitution, and the constitution and laws of the State.
- C. The skills to participate in political life.
- D. An understanding of the functions of organizations in society.

- E. Knowledge of the role and importance of biological and physical resources.
- F. Knowledge of State, National, and world history.
- G. An appreciation and understanding of different value systems and cultures.
- H. An understanding, at all grade levels, of human relations, particularly with regard to American Indians, Black Americans, ~~and~~ Hispanics, Hmong Americans, and Asian Americans.

### **Personal Development**

- A. The skills needed to cope with social change.
  - B. Knowledge of the human body and the means to maintain lifelong health, including:
    - 1. knowledge of the theory and practice of physical education, including the development and maintenance of physical fitness;
    - 2. knowledge of the true and comparative vitamin content of food and healthy values of dairy products and their importance for the human diet;
    - 3. knowledge of physiology and hygiene, sanitation, the effects of controlled substances consistent with ch. 161 and alcohol upon the human system, symptoms of disease and the proper care of the body. No student may be required to take instruction in human growth and development, self-esteem, responsible decision-making, interpersonal relationships, sexual activity, human sexuality, reproduction, contraception, family life, parenting, sex stereotypes and protective behavior if his/her parent files with the teacher or principal a written request that the student be exempted. Instruction in physiology and hygiene shall include instruction on sexually transmitted diseases and shall be offered in every high school.
- 118.019(2)(3)(4), Wis. Stats.
- C. An appreciation of artistic and creative expression and the capacity for self-expression.
  - D. The ability to construct personal ethics and goals.
  - E. Knowledge of morality and the individual's responsibility as a social being, including the responsibility and morality of family living and the value of frugality and other basic qualities and principles referred to in article I, section 22, of the constitution insofar as such qualities and principles affect family and consumer education.
  - F. Knowledge of the prevention of accidents and promotion of safety on the public highways, including instruction on the relationship between highway safety and the use of alcohol and controlled substances under ch. 161.
  - G. The skills needed to make sound decisions, knowledge of the conditions which may cause and the signs of suicidal tendencies, knowledge of the relationship between youth suicide and the use of alcohol and controlled substances consistent with chapter 161 and knowledge of the available community youth suicide prevention and intervention services. Instruction shall be designed to help prevent suicides by students by promoting the positive emotional development of students.
  - H. Knowledge of effective means by which students may recognize, avoid, prevent and halt physically or psychologically intrusive or abusive situations which may be harmful to students, including child abuse, sexual abuse, and child enticement. Instruction shall be designed to help students develop positive psychological, emotional, and problem-solving responses to such situations and avoid relying on negative, fearful, or solely reactive methods of dealing with such situations. Instruction shall include information on available school and community prevention and intervention assistance or services and shall be provided to students in elementary schools.

The Board believes that all students in this District will be able to demonstrate these learnings at a level that is commensurate with their age and capabilities.

The District Administrator is charged with the responsibility for providing, through the District's curriculum and appropriate administrative guidelines, opportunities for each student to accomplish these goals as well as a valid means for assessing the extent to which each is accomplished.

Student achievement of these educational goals represents the Board's highest priority. It should be the highest priority, as well, for the administration and for all members of the staff.

© Neola ~~2007~~24

Legal 118.01, Wis. Stats.

**Last Modified by Ann DeMeuse on December 13, 2024**

Book	Policy Manual
Section	33.2 for review
Title	Copy of DISTRICT-SPONSORED TRIPS
Code	po2340
Status	Second Reading
Adopted	April 17, 2013
Last Revised	May 19, 2025

## 2340 - **DISTRICT-SPONSORED TRIPS**

The Board recognizes the value of organized trips or other excursions away from the classroom as a valuable part of the District's educational programming and a valuable opportunity to obtain additional educational experiences not offered directly in the curriculum offerings. These opportunities occur in four (4) primary forms addressed in this policy: (a) field trips; (b) extra-curricular/co-curricular program-related trips; (c) overnight trips; and (d) other District-sponsored trips.

### **Field Trips**

The Board recognizes that field trips, when used for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. For purposes of this policy, a field trip shall be defined as any planned journey by one (1) or more students away from District premises, which is under the supervision of a professional staff member, approved by Administration and furthers or supplements an integral part of a course of study as planned for and incorporated into that course of study by the teacher. Properly planned and executed field trips should:

- A. supplement and enrich classroom procedures by providing learning experiences in an environment outside the schools;
- B. cultivate new interests among students;
- C. help students relate school experiences to the reality of the world outside of school;
- D. bring the resources of the community - natural, artistic, industrial, commercial, governmental, educational - within the student's learning experience;
- E. afford students the opportunity to study real things and real processes in their actual environment.

### **Extra-Curricular/Co-Curricular Trips**

The Board recognizes that student trips will occur for reasons that are not directly incorporated into the curriculum as part of a class, but rather are part of the extra-curricular/co-curricular activities offered by the District. For example, a District athletic team may travel to away games, or take a trip to an out-of-town tournament. Any such trips must be identified at the beginning of the activity for the school year, or for the particular season. Extra-curricular or co-curricular trips shall be approved by the Administration and athletic director in accordance with the same procedures used for approving field trips. In cases where such advance notice is not possible (such as travel to State tournament competition), the staff member responsible for such activity shall notify the building administrator of the activity and pertinent information.

Extra-curricular trips that extend to an overnight stay are considered overnight travel, other than WIAA athletic teams participating in State tournaments/meets.

### **Overnight Travel**

Overnight travel is defined as a field trip that involves one or more overnight stays. ~~Overnight travel includes foreign travel.~~ The District views overnight travel outside of the District related to the curriculum/program as an adjunct to that curriculum/program. As such it is an important feature of the overall educational program. The District recognizes the importance of overnight travel outside of the District to amplify and enhance studies that occur in the schools' classrooms

through unique enrichment opportunities that are not available locally. Overnight travel shall first be approved by the Principal in accordance with the District's overnight travel guidelines. In the case of foreign travel, the request shall be submitted to the Board for final approval.

[ ] International field trips present special considerations that need to be taken into account when planning these activities. The Board must approve these trips to be considered District-sponsored trips. The Board will only approve international field trips that are affiliated with a sponsoring or commercial organization that specializes in international travel ( ) and that are responsible for establishing the cost of such programs and for collecting payment directly from participating students or their parents. [END OF OPTION]

[ ] Approval of international travel shall also take into account travel warnings for Americans to avoid travel to specified countries. These warnings are issued by the United States Department of State based on current conditions around the world and are updated as deemed necessary. [END OF OPTION]

### **Other District-Sponsored Trips**

Other District-sponsored trips shall be defined as any planned, student-travel activity which is approved as part of the District's total educational program, but not a part of a particular course and not expressly connected to an established extra-curricular/co-curricular activity. These trips may include such trips as summer trip programs, youth service trips, and other types of day trips that are organized by or through school staff or facilitated in some fashion through the District.

### **General Trip Provisions**

Students may be charged fees for District-sponsored trips.

Students on all District-sponsored trips remain under the supervision of this Board and are subject to the District's administrative guidelines.

The Board does not endorse, support, or assume liability in any way for any staff member, volunteer, or parent of the District who takes students on trips not approved by the Board or District Administrator. No staff member may solicit students of this District for such trips within the facilities or on the school grounds of the District without permission from the District Administrator. Permission to solicit neither grants nor implies approval of the trip. Such approval must be obtained in accordance with the District's Administrative Guidelines for Extended Trips.

The District Administrator shall prepare administrative guidelines for the operation of both field and other District-sponsored trips, including athletic trips, which shall ensure:

- A. the safety and well-being of students;
- B. parental permission is sought and obtained before any student leaves the District on a trip;
- C. each trip is properly planned and, if a field trip, is integrated with the curriculum, evaluated, and followed up by appropriate activities which enhance its usefulness;
- D. the effectiveness of field trip activities is judged in terms of demonstrated learning outcomes;
- E. each trip is properly monitored;
- F. student behavior while on all field trips complies with the Student Code of Conduct and on all other trips complies with an approved code of conduct for the trip;
- G. a copy of each student's Emergency Medical Authorization Form is in the possession of the staff member in charge.

A professional staff member shall not change a planned itinerary while the trip is in progress, except where the health, safety, or welfare of the students in the staff member's charge is imperiled.

In any instance in which the itinerary of a trip is altered, the professional staff member in charge shall notify the administrative superior immediately.

### **Trips Not Sponsored by the District**

No staff member, volunteer, coach, or other individual acting in some capacity for the District may solicit students of this District to participate in any trip not sponsored by the District unless that staff individual has received approval of the District Administrator to promote such trips within the facilities or on the school grounds. This includes summer trips abroad or other trips offered through a third-party organizer in which a staff member, volunteer, coach, or other individual acting in some capacity for the District is participating, as well as athletic activities outside the District's athletic program.

If approval is granted to solicit students to participate, that individual must clearly communicate to parents that the trip is not District-sponsored and that that individual is not participating within the staff individual's role representing the District. Coordination and/or participation in such a program shall be consistent with Policy 3210 - Staff Ethics/Policy 4210 - Support Staff Ethics.

#### **Transportation for Field and other District Sponsored Trips**

☒ Transportation shall be provided by regular (Commercial Driver's License (CDL) not required) or special-purpose (CDL required) school vehicles for field and other District-sponsored trips. **[END OF OPTIONAL PARAGRAPH]**

☒ The transportation for all field and other District-sponsored trips is to be by vehicles owned or approved by the District and driven by approved drivers. Exceptions must have the approval of the District Administrator. **[END OF OPTIONAL PARAGRAPH]**

☒ The District shall assume transportation costs for

☐ all field trips.

☒ a certain number of approved field trips ☒ as approved by the District Administrator ☐ as specified in the District Administrator's administrative guidelines. **[END OF OPTION].**

#### **[END OF OPTIONAL PARAGRAPH]**

☒ The District will provide transportation for all other trips including co-curricular, athletic, and other extra-curricular trips ☒ as approved by the District Administrator **[END OF OPTION]. [END OF OPTIONAL PARAGRAPH]**

☒ The District will assume the vehicle cost for all other trips including co-curricular, athletic, and other extra-curricular trips, but the cost of the driver shall be paid

☐ by the sponsoring organization.

☒ from the designated fund.

#### **[END OF OPTIONAL PARAGRAPH]**

☒ The District will provide for the vehicles for all other trips including co-curricular, athletic, and other extra-curricular trips, but a mileage charge will be assessed to cover the cost of the driver and fuel. This charge is to be paid

☐ by the sponsoring organization.

☒ from a designated fund.

**[END OF OPTIONAL PARAGRAPH]**

☒ Transportation may be limited by the availability of vehicles, drivers, and scheduling and will not be available when needed for general school purposes. **[END OF OPTIONAL PARAGRAPH]**

☒ All field trips shall be supervised by members of the staff. All other District-sponsored trips shall be supervised by either staff members or adults from the sponsoring organization. Any time students are on the vehicle, at least one (1) sponsor, chaperone, or staff member is expected to ride in the vehicle as well as to supervise students upon return to the District and while they are waiting for rides home. **[END OF OPTIONAL PARAGRAPH]**

☒ All students are expected to ride the approved vehicle to and from each activity. A special request must be made to the staff member or sponsor by the parent, in writing or in person, to allow an exception. **[END OF OPTIONAL PARAGRAPH]**

☒ District students not affiliated with the trip activity, nondistrict students, and/or children of preschool age shall not be permitted to ride on the trip vehicle.

☒ without the approval of Principal Administration.

**[END OF OPTIONAL PARAGRAPH]**

☒ No student is allowed to drive on any trip. An exception may be made by the principal on an individual basis provided the student has written parental permission.

☒ and does not transport any other student.

**[END OF OPTIONAL PARAGRAPH]**

Transportation by private vehicle shall be in accordance with Policy 8660 - Transportation by Private Vehicle for District-Sponsored Activities or Trips.

~~☒ The District Administrator shall prepare administrative guidelines to ensure that all transportation is in compliance with Board policy on use of District vehicles and/or use of private vehicles.~~ **[END OF OPTIONAL PARAGRAPH]**

Revised 12/18/19

Revised 6/19/24

T.C. 6/21/23

© Neola 2023~~4~~

Legal

121.54(7), Wis. Stats.

Last Modified by Ann DeMeuse on December 13, 2024

Book	Policy Manual
Section	33.2 for review
Title	Copy of EMPLOYMENT OF SUBSTITUTES
Code	po3120.04
Status	
Adopted	April 17, 2013
Last Revised	July 19, 2023
Last Reviewed	February 19, 2025

### **3120.04 - EMPLOYMENT OF SUBSTITUTES**

The Board recognizes the need to procure the services of substitutes in order to continue the operation of the schools as a result of the absence of regular personnel. This policy does not apply to regular contracted teachers hired to serve as permanent substitute teachers and whose employment is governed by Policy 3120 - Employment of Professional Staff.

The District Administrator shall make appropriate arrangements to assure the availability of substitutes for assignment as services are required to replace temporarily-absent regular staff members and to temporarily fill new positions. The Board shall approve all arrangements for the provision of substitutes. Such assignment of substitutes may be terminated, including permanent removal from the substitute teaching roster, when their services are no longer required or for other reasons as determined by the District Administrator that are not arbitrary, capricious, or discriminatory.

Substitutes must possess appropriate certification to teach as a substitute. The District Administrator may determine what licensure is required and make allowances for the use of alternative forms of certification, emergency certification, and other such options as permitted by law. There must also be verification that a satisfactory background check has been conducted by the Department of Public Instruction or appropriate State agency.

In order to retain well-qualified substitutes for service in this District, the Board will offer compensation at a rate set by the Board.

Revised 12/19/18  
Revised 8/17/22  
Revised 1/11/23

© **Neola 2022**

Legal 118.19, Wis. Stats.  
P.I. 3.03(8), Wis. Adm. Code

**Last Modified by Ann DeMeuse on December 18, 2024**



Book	Policy Manual
Section	33.2 for review
Title	Copy of EMPLOYMENT OF PERSONNEL FOR CO-CURRICULAR/EXTRA-CURRICULAR ACTIVITIES
Code	po3120.08
Status	Second Reading
Adopted	April 17, 2013
Last Revised	February 19, 2025

### 3120.08 - **EMPLOYMENT OF PERSONNEL FOR CO-CURRICULAR/EXTRA-CURRICULAR ACTIVITIES**

The Board of Education may find it necessary to employ, on a part-time basis, coaches or activity sponsors. Employment of coaches **in sports governed by WIAA** shall be consistent with WIAA rules and guidelines.

**[ x ]** As openings occur they shall be noticed in appropriate locations. **[END OF OPTIONAL PARAGRAPH]**

**[ x ]** Applications for athletic co-curricular/extra-curricular activities will be made in writing to the **( x )** Activities/Athletic Director **( - )** \_\_\_\_\_. **[END OF OPTIONAL PARAGRAPH]**

**[ ]** The Activities/Athletic Director will vet the candidates and conduct interviews which will include another member of the Administration. **[END OF OPTIONAL PARAGRAPH]**

**[Drafting Note: Select either Option #1 or Option #2]**

#### **Option #1**

**[ ]** The District Administrator shall make a recommendation to the Board for approval.

#### **Option #2**

**[ x ]** The District Administrator or designee is responsible for making recommendation to the Board for approval of paid employment decisions for co-curricular/extra-curricular positions. **END OF OPTIONS]**

The District Administrator shall **require** ~~establish administrative guidelines to ensure~~ that each person employed as a coach or activity sponsor has the appropriate qualifications, has been properly interviewed, and signs a co-curricular contract **that specifies the assignment and the stipend associated with the assignment** ~~which includes the conditions of employment, compensation arrangements, and contract termination procedures, which shall normally allow for termination at will.~~ Any such appointment may be terminated by **( x )** the District Administrator **( - )** the Board **[END OF OPTION]** for any reason **that is not arbitrary or capricious.** There must also be verification that a satisfactory background check has been conducted by the District through appropriate State agencies or other applicable means.

Coaching/**advisory** contracts shall be issued for each coaching assignment and may only cover the period of one season of that assignment. Coaching/**advisory** duties accepted by a ~~member of the teaching~~ **or administrative staff member** staff shall not be incorporated into the staff member's regular teaching contract. There shall be no guarantee or reasonable expectation that a coach will receive an offer to coach in the same position the following school year. Compensation for coaching/**advising** duties shall be determined by the Board. **Nonrenewal procedures are not applicable to coaching/advising assignments.**

Any coach not offered a contract to perform similar coaching duties in any subsequent year may not pursue a grievance through the District grievance Policy 3340.

© Neola 2011-24

**Last Modified by Ann DeMeuse on December 3, 2024**

Book	Policy Manual
Section	33.2 for review
Title	Copy of EMPLOYEE LEAVES
Code	po3431
Status	Second Reading
Adopted	April 17, 2013
Last Revised	February 19, 2025

### 3431 - **EMPLOYEE LEAVES**

The Board recognizes that there may be instances in which employees can not report to work and recognizes that in certain circumstances it is appropriate to provide compensation or job protection during those absences. The leave provided for in this policy is provided in conjunction with other Board leave policies, including Policy 3161 (Unrequested Leaves of Absence/Fitness for Duty), Policy 3430.01 (Family & Medical Leaves of Absence ("FMLA")), Policy 3432 (Employee Sick Leave/Paid Time Off), and Policy 3430 (Leaves of Absence).

#### **A. Bereavement Leave**

Staff members are eligible for bereavement leave as specified in the Employee Handbook.

Bereavement leave may not be used for any other purposes and does not accrue unless there is a qualifying death in the family.

#### **B. Military Leave**

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

#### **C. Leave for Jury Duty**

Staff members who are called to perform their civic responsibility as a potential juror shall be excused for any days or portion of days on which the staff member is required to report. Staff members required to serve on a jury will not be penalized for doing so. Staff members shall inform their Principal/Director when they are called for jury duty or a court appearance and shall call in on each morning to report whether ~~if they is they~~ are required to report to jury duty that day. Staff members who miss work due to jury duty must provide verification from the court that they attended on that date.

Exempt employees will receive full pay and are required to endorse the check received from the court or pay the amount shown on their record slip less travel allowance within fifteen (15) days of return from jury duty.

Teaching staff will be paid regular pay during any work days missed due to jury duty. Teaching staff who receive pay for any time spent on jury duty are required to turn over any pay received from the court to the District.

While on jury duty, staff members are required to report on a daily basis their schedule for the following day and must report to work when excused for a day or more.

Staff members must submit to the Principal/Director a record from the court of the number of days served.

#### **D. \*\*National Board Certification Leave**

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

#### **E. Volunteer Firefighter, Emergency Medical Technician, First Responder, or Ambulance Driver**

A staff member who is a volunteer firefighter, emergency medical technician, first responder, or ambulance driver for a volunteer fire department or fire company, a public agency, or a nonprofit corporation may be late for or absent from work without pay if the lateness or absence is due to the staff member responding to an emergency that begins before the staff member is required to report to work and if the staff member complies with all of the following requirements:

1. By no later than thirty (30) days after becoming a member of a volunteer fire department or fire company or becoming affiliated with an ambulance service provider, submits to the District a written statement signed by the chief of the volunteer fire department or fire company or by the person in charge of the ambulance service provider notifying the District that the staff member is a volunteer firefighter, emergency medical technician, first responder, or ambulance driver for a volunteer fire department or fire company, a public agency, or a nonprofit corporation;
2. When dispatched to an emergency, makes every effort to notify the District that the staff member may be late for or absent from work due to the staff member responding to the emergency or, if prior notification cannot be made due to the extreme circumstances of the emergency or the inability of the staff member to contact the District, submits to the District a written statement from the chief of the volunteer fire department or fire company or from the person in charge of the ambulance service provider explaining why prior notification could not be made; and
3. When late for or absent from work due to responding to an emergency, provides, on the request of the District, a written statement from the chief of the volunteer fire department or fire company or from the person in charge of the ambulance service provider certifying that the staff member was responding to an emergency at the time of the lateness or absence and indicating the date and time of the response to the emergency.

When the status of a staff member as a member of a volunteer fire department or fire company or as an affiliate of an ambulance service provider changes, including termination of that status, the staff member shall notify the District of that change in status.

#### **E. Organ Donor Leave**

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

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

#### **F. Leave for Voting**

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

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

#### **G. Election Official Leave**

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

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

#### H. Leave to Testify

Any employee who is issued a subpoena to testify in a ~~criminal court~~ legal proceeding shall be provided the following:

1. If the proceeding relates to a ~~criminal~~ matters under Chapters 48 or 938 of the Wisconsin Statutes, the employee may not be discharged from employment for absences due to testifying, provided that the employee ~~provides notice within one (1) business day of receiving~~ immediately notifies the District Administrator of receipt of the subpoena;
2. Any employee subpoenaed to testify in a matter that involves a crime committed against the employer or against the employee in the course of employment (including an act committed by a juvenile that would be a crime if committed by an adult), (x ) or any proceeding involving matters arising within the employee's course of employment [END OF OPTION] shall be provided paid time off to do so such that no loss of wages or benefits occurs as a result of compliance with the subpoena. . Any employee who is issued a subpoena for matters described in this section shall immediately notify the District Administrator of receipt of the subpoena (see Policy 8325 -- Receipt of Legal Documents by District Employees).

Revised 6/14/17

Revised 2/17/21

Revised 6/15/22

© Neola 20234

Legal

6.76, 7.33, 103.88, Wis. Stats.

Last Modified by Ann DeMeuse on December 6, 2024

Book	Policy Manual
Section	33.2 for review
Title	Copy of EMPLOYMENT OF SUBSTITUTES
Code	po4120.04
Status	Second Reading
Adopted	April 17, 2013
Last Revised	February 19, 2025

#### 4120.04 - **EMPLOYMENT OF SUBSTITUTES**

The Board recognizes its responsibility to procure the services of substitute support staff in order to prevent the interruption of the operation of the schools.

The names of potential substitute personnel and the positions in which they may substitute shall be maintained by the District.

Proper certification shall be on file if the position requires certification. A satisfactory background check shall be conducted consistent with Policy 4121 - Criminal History Record Check and Employee Self-Reporting Requirements.

~~The employment of substitute support staff prior to approval by the Board is authorized when their employment is required to maintain continuity of services in the District.~~

Prior to the end of the school year, District-employed substitutes, who the District intends to employ for the ensuing school year, will receive a letter/email of reasonable assurance of continued employment.

Revised 1/11/23

© Neola 2024~~2~~

Legal                      118.19, Wis. Stats.  
                                  P.I. 3.03(8), Wis. Adm. Code

**Last Modified by Ann DeMeuse on December 18, 2024**

Book	Policy Manual
Section	33.2 for review
Title	Copy of EMPLOYEE LEAVES
Code	po4431
Status	Second Reading
Adopted	April 17, 2013
Last Revised	February 19, 2025

#### **4431 - EMPLOYEE LEAVES**

The Board recognizes that there may be instances in which employees can not report to work and recognizes that in certain circumstances it is appropriate to provide compensation or job protection during those absences. The leave provided for in this policy is provided in conjunction with other Board leave policies, including Policy 4161 (Unrequested Leaves of Absence/Fitness for Duty), Policy 4430.01 (Family & Medical Leaves of Absence ("FMLA")), Policy 4432 (Employee Sick Leave/Paid Time Off), and Policy 4430 (Leaves of Absence).

##### **A. Bereavement Leave**

Staff members are eligible for bereavement leave as specified in the Employee Handbook.

##### **B. Military Leave**

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

##### **C. Leave for Jury Duty**

Staff members who are called to perform their civic responsibility as a potential juror shall be excused for any days or portion of days on which the staff member is required to report. Staff members required to serve on a jury will not be penalized for doing so. Staff members shall inform their Principal/Director when they are called for jury duty or a court appearance and shall call in each morning to report whether s/he is required to report to jury duty that day. Staff members who miss work due to jury duty must provide verification from the court that they attended on that date.

Staff members will receive full pay and are required to endorse the check received from the court or pay the amount shown on their record slip less travel allowance within fifteen (15) days of return from jury duty.

While on jury duty, staff members are required to report daily their schedule for the following day and must report to work when excused for a day or more.

Staff members must submit to the Principal/Director a record from the court of the number of days served.

##### **D. Volunteer Firefighter, Emergency Medical Technician, First Responder, or Ambulance Driver**

A staff member who is a volunteer firefighter, emergency medical technician, first responder, or ambulance driver for a volunteer fire department or fire company, a public agency, or a nonprofit corporation may be late for or absent from work without pay if the lateness or absence is due to the staff member responding to an emergency that begins before the staff member is required to report to work and if the staff member complies with all of the following requirements:

1. By no later than thirty (30) days after becoming a member of a volunteer fire department or fire company or becoming affiliated with an ambulance service provider, submits to the District a written statement signed by the chief of the volunteer fire department or fire company or by the person in charge of the ambulance

service provider notifying the District that the staff member is a volunteer firefighter, emergency medical technician, first responder, or ambulance driver for a volunteer fire department or fire company, a public agency, or a nonprofit corporation;

2. When dispatched to an emergency, makes every effort to notify the District that the staff member may be late for or absent from work due to the staff member responding to the emergency or, if prior notification cannot be made due to the extreme circumstances of the emergency or the inability of the staff member to contact the District, submits to the District a written statement from the chief of the volunteer fire department or fire company or from the person in charge of the ambulance service provider explaining why prior notification could not be made; and
3. When late for or absent from work due to responding to an emergency, provides, on the request of the District, a written statement from the chief of the volunteer fire department or fire company or from the person in charge of the ambulance service provider certifying that the staff member was responding to an emergency at the time of the lateness or absence and indicating the date and time of the response to the emergency.

When the status of a staff member as a member of a volunteer fire department or fire company or as an affiliate of an ambulance service provider changes, including termination of that status, the staff member shall notify the District of that change in status.

#### **E. Organ Donor Leave**

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

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

#### **F. Leave for Voting**

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

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

#### **G. Election Official Leave**

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

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

#### **H. Leave to Testify**

Any employee who is issued a subpoena to testify in a ~~criminal court~~ legal proceeding shall be provided the following:

1. If the proceeding relates to ~~a criminal~~ matters under Chapters 48 or 938 of the Wisconsin Statutes, the employee may not be discharged from employment for absences due to testifying, provided that the employee ~~provides notice within one (1) business day of receiving~~ immediately notifies the District



Administrator of receipt of the subpoena ~~(see Policy 8325—Receipt of Legal Documents by District Employees)~~;

2. Any employee subpoenaed to testify in a matter that involves a crime committed against the employer or against the employee in the course of employment (including an act committed by a juvenile that would be a crime if committed by an adult), **(ex )** or any proceeding involving matters arising within the employee's course of employment **[END OF OPTION]** shall be provided paid time off to do so such that no loss of wages or benefits occurs as a result of compliance with the subpoena. Any employee who is issued a subpoena for matters described in this section shall immediately notify the District Administrator of receipt of the subpoena.

Revised 6/14/17

Revised 2/17/21

Revised 6/15/22

T.C. 6/19/24

© Neola 2024~~3~~

Legal

6.76, 7.33, 103.88, Wis. Stats.

**Last Modified by Ann DeMeuse on December 6, 2024**

Book	Policy Manual
Section	33.2 for review
Title	Copy of ATTENDANCE
Code	po5200
Status	Second Reading
Adopted	April 17, 2013
Last Revised	February 19, 2025

## 5200 - **ATTENDANCE**

The Board will enforce regular student attendance in the District's program in which each student is enrolled as required pursuant to State law. Further, the Board recognizes that the District's educational program is predicated upon the participation of each student in the program of instruction in which the student is enrolled and required to attend. Student success requires continuity of instruction and program participation. For purposes of this policy, the regular period and hours of instruction including both those periods and hours a student's program require that they are in school as well as any attendance requirements defined as part of a course of virtual instruction, or a combination of the more than one type of instructional delivery.

All children between six (6) and eighteen (18) years of age shall attend school regularly during the full period and hours, religious holidays excepted, that the school in which the child is enrolled is in session until the end of the term, quarter, or semester of the school year in which the child becomes eighteen (18) years of age unless they fall under an exception under State law, this policy, or administrative guideline issued under this policy. A child who is enrolled in five (5) year-old kindergarten shall attend school regularly, religious holidays excepted, during the full period and hours that kindergarten is in session until the end of the school term.

### **Parent Notification of Absence Required**

The District Administrator shall require, from the parent or guardian of each student or from an adult student, who has been absent for any reason either a written or oral notification stating the reason for the absence and the time period covered by the absence, except a parent-excused, pre-planned absence requires written notification as indicated below. The Board reserves the right to verify such statements and to investigate the cause of each:

- A. single absence;
- B. prolonged absence; or
- C. repeated unexplained absence and tardiness;

### **School Attendance Officer**

The District Administrator shall designate an administrator at each school to be the School Attendance Officer. The School Attendance Officer shall perform any duties and responsibilities as required by State law, this policy, and any administrative guidelines issued by the school. The duties of the School Attendance Officer shall include, but not be limited to, the following:

- A. Determining daily from attendance reports submitted by teachers which students enrolled in the school are absent from school, or failed to fulfill the attendance requirements of a virtual instruction program component, and whether the absence is excused.
- B. Submitting to the District Administrator, on or before August 1st of each year, a report of the number of students enrolled in the school who were absent in the previous year and whether the absences were excused. The District Administrator shall then submit this information to the State Superintendent.

- C. Providing student attendance information to individuals and agencies for purposes authorized by State law and the Board's Policy 8330 - Student Records.

## **Excused Absences**

As required under State law, a student shall be excused from school for the following reasons:

### **A. Physical or Mental Condition**

The student is temporarily not in proper physical or mental condition to attend a school program. Absences for this reason may be excused by oral or written notification to the attendance officer by the adult student or minor student's parent/guardian. The attendance officer in appropriate circumstances may require a written statement from a health care provider describing the condition and excusing the student for a period not to exceed thirty (30) calendar days.

### **B. Obtaining Religious Instruction**

To enable the student to obtain religious instruction outside the school during the required school period (see Policy 5223 - Absences for Religious Instruction).

### **C. Parent-Excused Pre-Planned Absence**

The student has been excused in writing by their parent before the absence for any reason. A student may not be excused for more than ten (10) days per school year under this paragraph and must complete any coursework missed during the absence. Examples of reasons for being absent that should be counted under this paragraph include, but are not limited to, the following:

1. professional and other necessary appointments (e.g., medical, dental, and legal) that cannot be scheduled outside of the school day
2. to attend a funeral
3. legal proceedings that require the student's presence
4. college visits
5. job fairs
6. vacations

### **D. Religious Holiday**

For observance of a religious holiday consistent with the student's creed or belief.

### **E. Suspension or Expulsion**

The student has been suspended or expelled.

### **F. Program or Curriculum Modification**

The Board has excused the student from regular school attendance to participate in a program or curriculum modification leading to high school graduation or a high school equivalency diploma as provided by State law.

### **G. High School Equivalency – Secured Facilities**

The Board has excused a student from regular school attendance to participate in a program leading to a high school equivalency diploma in a secured correctional facility, a secured child caring institution, a secure detention facility, or a juvenile portion of a county jail, and the student and the student's parent(s) agree that the student will continue to participate in such a program.

### **H. Child at Risk**

The student is a "child at risk" as defined under State law and is participating in a program at a technical college on

either a part-time or full-time basis leading to high school graduation, as provided under State law.

## **I. Election Day Official**

A high school student, including students enrolled in private schools and students enrolled in home-based private education, age sixteen (16) or seventeen (17) is permitted to be excused to serve as an election official provided that the following criteria are met: (1) the student has the permission of their parent to serve as an election official on election day; (2) the student has signed up and the municipal clerk has informed the principal that the student has been assigned to serve in this capacity; and (3) the student has at least a 3.0 grade point average or equivalent, or has met alternative criteria established by Board, if any. The principal shall promptly notify the municipal clerk or the board of election commissioners of the municipality that appointed the child as an election official if the child no longer has at least a 3.0 grade point average or the equivalent, or no longer meets the established alternative requirements. A student's absence to serve as an election official under this policy shall be treated as an excused absence. Where possible students are encouraged to provide advance notice as much as possible. Students are responsible for completing any missed school work and responsible for making appropriate arrangements to do so.

## **J. Virtual Access**

The student is unable to access virtual instruction programming due to a temporary disruption in the student's access to necessary technological systems (i.e. internet outage, computer failure, software malfunction, etc.) as communicated by the student's parent.

A student may be excused from school, as determined by the School Attendance Officer, or the School Attendance Officer's designee, for the following reasons:

### **A. Quarantine**

Quarantine of the student's home by a public health officer.

### **B. Illness of an Immediate Family Member**

The illness of an immediate family member.

### **C. Emergency**

An emergency that requires the student to be absent because of familial responsibilities or other appropriate reasons.

**D.**

### **E. ~~( ) Work at Home Due to Absence of Parents~~**

~~To work at home due to the absence of the student's parents. Absences under this section shall not exceed \_\_\_\_ ( ) days nor be granted to any student younger than \_\_\_\_ ( ) years of age.~~

### **F. ~~(x ) Severe Weather Conditions~~**

~~In the parent's reasonable judgment, weather conditions are a danger to the health and welfare or safety of the student.~~

### **G. ~~(x ) Sounding Taps~~**

~~A student in grades 6-12 may be excused for the purpose of sounding "Taps" during military honors funeral for a deceased veteran.~~

## **Unexcused Absences**

Unexcused absences are absences from school for part or all of one (1) or more days from school without an acceptable excuse. Unexcused absences demonstrate a deliberate disregard for the educational program and are considered a serious matter. The District Administrator shall develop administrative guidelines to address unexcused absences.

## **Definitions**

### **A. Truancy**

A student will be considered truant if the student is absent part or all of one (1) or more days from school during

which the School Attendance Officer, principal, or a teacher has not been notified of the legal cause of such absence by the parent of the absent student. A student who is absent intermittently for the purpose of defeating the intent of the Wisconsin Compulsory Attendance Statute 118.15, Wis. Stats., will also be considered truant.

## **B. Habitual Truant**

A student will be considered a habitual truant if the student 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 school semester.

## **C. Part of a School Day**

Part of a school day is any time period within a school day, which is from the time the first class period of that day begins until the end of the last class period of that day.

## **Tardiness/Late Arrival and Early Dismissal**

It is necessary that a student be in attendance throughout the school day, or as required by the student's virtual instruction program, in order to benefit fully from the educational program of the District. Unless excused per this policy, tardiness, or late arrival, occurs when a student arrives at the student's registered class location after the bell that signals the start of the class period has sounded. Unless excused, early dismissal occurs when a student leaves the student's registered class location before the bell has rung signaling the end of the class period or the end of the school day. Tardiness and early dismissal can occur more than once per day. Tardiness and early dismissal constitute being absent for part of a school day.

The Board recognizes, however, that from time-to-time compelling circumstances require that a student be late to school or dismissed before the end of the school day.

As agent responsible for the education of the children of this District, the Board shall require that the school be notified in advance of such absences by written (including e-mail) or personal (phone or face-to-face) request of the student's parent, who shall state the reason for the tardiness or early dismissal. Justifiable reasons shall be determined by the Principal.

No student who has a medical disability which may be incapacitating may be released without a person to accompany him/her.

No student shall be released to anyone who is not authorized such custody by the parents.

## **Truancy Plan**

The Board will issue a Truancy Plan based upon the recommendations of the County Truancy Committee convened under State law, the Board's policies and procedures, and applicable provisions of State law. The Board will review and, if appropriate, revise the Truancy Plan at least once every two (2) years.

The Truancy Plan will include, at a minimum, the following:

- A. procedures to be followed for notifying the parents of the unexcused absences of a student who is truant or a habitual truant and for meeting and conferring with such parents
- B. plans and procedures for identifying truant children of all ages and returning them to school, including the identity of school personnel to whom a truant child shall be returned
- C. methods to increase and maintain public awareness of and involvement in responding to truancy within the School District
- D. a provision addressing the immediate response to be made by school personnel when a truant child is returned to school
- E. the types of truancy cases to be referred to the District Attorney and the time periods within which the District Attorney will respond to and take action on the referrals
- F. plans and procedures to coordinate the responses to the problems of habitual truants, as defined under ~~See~~ 118.16(1)(a), Wis. Stats., with public and private social services agencies
- G. methods to involve the truant child's parent in dealing with and solving the child's truancy problem

## **Notice of Truancy**

The School Attendance Officer shall notify a truant student's parent of the student's truancy and direct the parent to return the student to school no later than the next day on which school is in session or to provide an excuse for the absence. The notice under this paragraph shall be given before the end of the second school day after receiving a report of an unexcused absence. The notice may be made by electronic communication, personal contact, telephone call, or 1st class mail, and a written record of this notice shall be kept. This notice must be given every time a student is truant until the student becomes a habitual truant.

### **Notice of Habitual Truancy**

When a student initially becomes a habitual truant, the School Attendance Officer shall provide a notice to the student's parent, by registered or certified mail, or by 1st class mail. The School Attendance Officer may simultaneously notify the parent of the habitually truant student by an electronic communication. The notice must contain the following:

- A. a statement of the parent's responsibility under State law to cause the student to attend school regularly
- B. a statement that the parent or student may request program or curriculum modifications for the student under State law and that the student may be eligible for enrollment in a program for children at risk
- C. a request that the parent meet with the appropriate school personnel to discuss the student's truancy

The notice shall include the name of the school personnel with whom the parent should meet, a date, time, and place for the meeting and the name, address, and telephone number of a person to contact to arrange a different date, time, or place. The date for the meeting shall be within five (5) school days after the date that the notice is sent, except that with the consent of the student's parent the date for the meeting may be extended for an additional five (5) school days.

- D. a statement of the penalties, under State law or local ordinances that may be imposed on the parent upon failure to cause the child to attend school regularly as required by State law.
- E. if the student is attending the District through the Open Enrollment Program, each notification shall also inform the parent: (1) that the student's open enrollment may be terminated if the student is habitually truant; and (2) the process described in Board Policy 5113 - Open Enrollment Program (Inter-District), which the parent or student may follow if they believe the student was erroneously marked truant.

The School Attendance Officer will also continue to notify the parent of a habitual truant's subsequent unexcused absences.

### **Referral to the District Attorney**

Truancy cases will be referred to the District Attorney as provided in the County Truancy Committee Plan. The School Attendance Officer will ensure that appropriate school personnel have done the following before any case is referred to the District Attorney:

- A. met with the student's parent to discuss the student's truancy or attempted to meet with the student's parent and received no response or were refused
- B. provided an opportunity for educational counseling to the student to determine whether a change in the student's curriculum would resolve the student's truancy and have curriculum modifications under State law
- C. evaluated the student to determine whether learning problems may be a cause of the student's truancy and, if so, have taken steps to overcome the learning problems, except that the student need not be evaluated if tests administered to the student within the previous year indicate that the student is performing at grade level
- D. conducted an evaluation to determine whether social problems may be a cause of the student's truancy and, if so, have taken appropriate action or made appropriate referrals

Note that paragraph A. is not required if the meeting between school personnel, the student, and the student's parent, which was requested in the Notice of Habitual Truancy to the parent, did not occur within ten (10) school days after the Notice was sent. Paragraphs B., C., and D. are not required if appropriate school personnel were unable to carry out the activity due to the student's absences from school.

### **Make-up Coursework and Examinations**

Students who are absent from school, whether the absence was excused or unexcused, shall be permitted to make-up coursework and examinations missed during the absence when they return to school. It is the student's responsibility to contact their teachers to determine what coursework and examinations must be made-up. Teachers shall have the discretion to assign substitute coursework and examinations. Teachers shall also have the discretion to specify where and when examinations and coursework shall be completed, including outside regular school hours. The time for completing the work shall be commensurate with the length of the absence unless extended by the principal based upon extenuating circumstances.

Revised 12/21/16

Revised 12/19/18

Revised 2/17/21

Revised 1/11/23

Revised 3/15/23

Revised 11/15/23

© Neola 2024

Legal 7.30(2)(am), Wis. Stats.

118.15, Wis. Stats.

118.153, Wis. Stats.

118.16, Wis. Stats.

118.162, Wis. Stats.

**Last Modified by Ann DeMeuse on January 2, 2025**



Book	Policy Manual
Section	33.2 for review
Title	Copy of ADMINISTRATION OF MEDICATION/EMERGENCY CARE
Code	po5330
Status	Second Reading
Adopted	April 17, 2013
Last Revised	February 19, 2025

## 5330 - ADMINISTRATION OF MEDICATION/EMERGENCY CARE

The Board shall not be responsible for the diagnosis and treatment of student illness. The administration of medication to a student during school hours will be permitted only when failure to do so would jeopardize the health of the student, the student would not be able to attend school if the medication were not administered during school hours, or ~~the child is disabled and a student with disabilities~~ requires medication to benefit from ~~his/her~~ the student's educational program.

For purposes of this policy, the following definitions shall be used:

"Practitioner" shall include any physician, naturopathic doctor, dentist, podiatrist, optometrist, physician assistant, and advanced practice nurse prescriber or physician's assistant who is licensed in any state. "Medication" shall include all drugs including those prescribed by a practitioner and any nonprescription drug products. "Administer" means the direct application of a nonprescription drug product or prescription drug, whether by injection, ingestion, or other means, to the human body. "Nonprescription drug product" means any non-narcotic drug product which may be sold without a prescription order and which is prepackaged for use by consumers and labeled in accordance with the requirements of State and Federal law.

### Administration of Prescription Drug Products by School Staff

Before any prescribed medication may be administered to any student during school hours, the Board shall require the written instructions from the child's practitioner accompanied by the written authorization of the parent. Such documentation shall be kept on file in the ( ) school office (x ) nurse's office ( ) health room [END OF OPTION]. Prescription medication must be provided in the original container with the prescription label showing the name and telephone number of the pharmacy, the student's name, the name of the physician, the name of the drug, and the dosage to be administered.

All prescription medication shall be secured and appropriately stored (allowing for quick access and retrieval before, during, and after school hours), unless the medication is an emergency medication that the student is authorized to carry by Administration and self-administer by authorization of both the student's parent(s) and practitioner, and the possession of such medication by the student in school is not prohibited by law or regulation.

### Administration of Nonprescription Drug Products by School Staff

Nonprescription drug products may be administered to any student during school hours while at school or on school-sponsored trips only with the prior written consent of the parent. Such documentation shall be kept on file in the ( ) school office (x ) nurse's office ( ) health room [END OF OPTION]. Substances, which are not FDA approved (i.e. natural products, food supplements), will require the written instruction of a practitioner and the written consent of the parent. ~~Only those~~ Nonprescription drugs that are provided by the parent may be administered by school staff only if the nonprescription drugs are supplied in the original manufacturer's package which lists the ingredients, recommended therapeutic dosage in a legible format, and the student's name. ~~and dosage in a legible format may be administered.~~ Any dosage of nonprescription medication other than that listed on the medication packaging must be authorized in writing by a medical practitioner.

### Student Possession of Medication



Students are prohibited from possessing, using, carrying, or distributing in school or on school grounds drugs or other products which, even though not defined as a drug, are used or marketed for use for medicinal purposes, such as to relieve pain or to relieve the symptoms of an underlying medical condition (including aspirin, ibuprofen, dietary supplements, CBD oil products, etc.). This provision of policy is to be viewed together with the Board ~~policy on Drug Prevention, Policy 5350 -~~ **Student Use or Possession of Intoxicants, Drugs, or Paraphernalia.**

**No CBD products will be permitted for use at school.**

~~The document authorizing the administration of both prescribed medication and nonprescription drug products shall be kept on file in the administrative offices.~~

~~Only medication in its original container, labeled with the date, if a prescription; the student's name; and the exact dosage will be administered. Parents, or students authorized in writing by their practitioner and parents, may administer medication~~ **at school or at school-sponsored events.** .

No student is allowed to provide or sell any type of medication to another student. Violations of this rule will be considered violations of **the Student Code of Conduct and** Policy 5530 - Drug Prevention and of the Student Code of Conduct.

~~Medications will be administered and the instruction and consent forms will be maintained in accordance with the District Administrator's guidelines.~~

Any bus driver, staff member or volunteer, authorized in writing by the Board, the District Administrator or a principal, is immune from liability for his/her acts or omissions in administering medication including, but not limited to glucagon, an opioid antagonist, and epinephrine, rescue inhalers, and diastat unless the act or omission constitutes a high degree of negligence and, in the case of any staff member or volunteer who administers an opioid antagonist, the staff member or volunteer contacts emergency medical services as soon as practicable after administering the drug to report the suspected overdose. Such immunity does not apply to health-care professionals.

~~All prescription medication shall be kept in a locked storage case in the school office, unless the medication is an emergency medication which the student is authorized to carry and self administer by written authorization of both the parent and practitioner, and the possession of such medication by the student in school or on school grounds is not prohibited by law or regulation.~~

The Board shall permit the administration by staff of any medication requiring a delivery method other than oral ingestion when both the medication and the procedure are prescribed by a practitioner and the delivery is under the supervision of a licensed nurse, provided that the staff member has completed any necessary training and that staff member voluntarily agrees to deliver the medication. No staff member, other than a health care professional, may be required to administer medications that are administered by means other than oral ingestion.

Any staff member or volunteer who, in good faith, renders emergency care to a student is immune from civil liability for his/her acts or omissions in rendering such emergency care.

Any administrator or principal who authorizes an employee or volunteer to administer a nonprescription drug product or prescription drug to a student is immune from civil liability for the act of authorization unless it constitutes a high degree of negligence or the administrator or principal authorizes a person who has not received the required Department of Public Instruction training to administer the nonprescription drug product or prescription drug to a student. School nurses, as District employees, are regulated by the Wisconsin Nurse Practice Act and are therefore not necessarily immune from civil liability.

The school nurse has provided assistance in the development of this policy and will also provide a periodic review of the written instructions and consent forms and the Medications Administration Daily Log(s).

All students and staff wishing to use essential oils in the school must seek prior approval from administrators.

Revised 11/15/17

Revised 6/20/18

© Neola 2020

Legal 118.29, 118.291, 121.02 Wis. Stats.

PI 8.01(2)(g)

Wis. Admin. Code N 6.03

2009 Wisconsin Act 160

**Last Modified by Ann DeMeuse on December 6, 2024**

Book	Policy Manual
Section	33.2 for review
Title	Copy of CLASS RANK
Code	po5430
Status	Second Reading
Adopted	April 17, 2013
Last Revised	February 19, 2025

### 5430 - CLASS RANK

The Board acknowledges that students may need their computed class rank for reasons related to post-secondary opportunities, including the Academic and Technical Excellence Scholarships, and the University of Wisconsin Guaranteed Admission Program.

~~The Board authorizes a system of class ranking, by grade point average, for students in grade(s) 9-12.~~ The Board authorizes a system of class ranking, by grade point average, for students following the completion of ( ) grade 11 ( ) in grade(s) 11, \_\_\_\_\_ ( x ) grades 9, 10, 11, and 12 [name grade(s) by number. Note that grade 11 is mandatory for any District operating a high school for eligible students to participate in the University of Wisconsin System's Guaranteed Admission Program..

The District Administrator shall develop procedures for the computation of grade point averages and the assignment of class rank to implement this policy which shall include:

- A. a system for fairly averaging makeup courses;
- B. a statement of the methods for such computation and assignment to be made available for those to whom a student's grade point average or rank in class is released;
- C. whether the GPA will be unweighted or will use weighting for certain classes in recognition of the heavier burden of certain work, classes, courses, etc., and if weighted, a description of the criteria and classes afforded different weight ;
- D. the subjects, if any, that are excluded from to be included in the GPA;
- E. how pass/fail grades are calculated in the GPA;
- F. how grades from study abroad, alternative and home schools are calculated in the GPA;
- G. how grades from another country earned by students are calculated in the GPA.

### 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  
 A- = 3.667  
 B+ = 3.333  
 B = 3.000  
 B- = 2.667  
 C+ = 2.333  
 C = 2.000  
 C- = 1.667  
 D+ = 1.333

D = 1.000  
D- = 0.667  
F = 0.000

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

The class rank for students completing 11th grade shall be based on the GPA calculated pursuant to this policy and shall identify students in the top five percent (5%) and the top ten percent (10%) of the class. Once the class rank is established, the District Administrator shall notify each student ranked in the top ten percent (10%) of their ranking in either the top five percent (5%) or ten percent (10%) of the class and shall note the applicable ranking on the student's transcript as of the completion of grade 11.

Grade point average for purposes of the Wisconsin Academic Scholarship program will be calculated using the determinations made in this policy and in Policy 5451.01 – Wisconsin Academic Excellence Scholarship.

The Board shall recognize two (2) 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 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.

Revised 11/19/14  
Revised 7/18/18  
T.C. 10/25/23

© Neola 2024~~3~~

**Last Modified by Ann DeMeuse on December 18, 2024**

Book	Policy Manual
Section	33.2 for review
Title	Revised Policy - Vol. 33, No. 2, May 2024 - GRADUATION REQUIREMENTS
Code	po5460
Status	Second Reading
Adopted	April 17, 2013
Last Revised	February 19, 2025

**Revised Policy - Vol. 33, No. 2**

**5460 - GRADUATION REQUIREMENTS**

It shall be the policy of the Board to acknowledge each student's successful completion of the instructional program appropriate to the achievement of District goals and objectives as well as personal proficiency by the awarding of a diploma at fitting graduation ceremonies.

The Board directs the District Administrator to prepare a list of specific criteria for granting a high school diploma which includes the student's academic performance, the recommendations of teachers, the statutory credit requirements, and any additional Board-approved credit requirements.

The Board shall award a regular high school diploma to every student enrolled in this District who meets the requirements of graduation established by this Board as provided by State law.

Students with disabilities who properly complete the programs specified in their I.E.P. and have received the recommendation of the I.E.P. Committee may participate in graduation activities and may be awarded a diploma (provided the student satisfied the District's high school graduation requirements) or a certificate of attendance.

The principal of the high school shall prepare a report describing the District's policies on high school graduation standards, including a list of courses required under State law and the number of hours in each school term required to earn one (1) credit for those courses. Additionally, any change to the District's policies shall also be reported to the Department of Public Instruction or other appropriate agency after it has been approved by the Board and signed by the Board president, the District Administrator, and the principal. A student may be denied participation in graduation activities for disciplinary reasons and for non-payment of fees.

**Minimum Credit Requirement**

A Sturgeon Bay High School diploma shall be granted upon successful completion of a total of at least twenty-six (26) credits including:

English	4 credits
Mathematics	3 credits
Science	3 credits
Social Studies	3 credits
Health	0.5 credits
Physical Education	1.5 credits
Personal Financial Literacy	0.5 credits <del>(Class of 2020 and beyond)</del>

## Electives

10.5 credits

In order to earn a high school diploma, a student must successfully complete a civics assessment in accordance with State statute.

~~A student graduating prior to 2028 must also have participated in curriculum relating to financial literacy in order to earn a diploma.~~

Additional requirements include:

- A. A student must successfully complete 40 hours of documented community service or successful completion of 0.5 credit of Service Learning (accumulation to begin the summer prior to freshman year), in order to receive a high school diploma
- B. **[x]** The Board may approve a course or courses in career and technical education that it determines may satisfy up to a total of one (1) credit of mathematics and/or science credit. **[END OF OPTIONAL PARAGRAPH]**
- C. any other requirements as defined in the administrative guidelines.

The Board may waive graduation requirements, except for the core requirements, in exceptional cases to suit the needs of a student subject to Wis. Admin Code, §§ PI 18.03 and PI 18.04.

## 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 (4) 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.

## 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.

## 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. 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.
- B. 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.
- C. The request form will be reviewed by the principal and school counselor to ensure graduation requirements are met.
- D. All requests for early graduation must be acted upon by the principal prior to the start of the school year.

- E. Approval of early graduation is contingent upon the student satisfying all credit requirements and completing a three-and-one-half-year (3½) enrollment requirement.
- F. 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.
- G. 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.
- H. Any request to graduate prior to January of the senior year shall be considered on an annual basis.

### **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.

**Graduation Requirements.** See **Minimum Credit Requirement** printed above.

**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.~~

**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:

- A. be registered as a full-time student (enrolled in the equivalent of three full blocks of coursework) in the semester immediately prior to graduation
- B. 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.

In accordance with State law, a Board may not grant a high school diploma to any student unless, during the high school grades, the student has been enrolled in a class or has participated in an activity approved by the Board during each class period of each school day, or the student has been enrolled in an alternative education program (defined in 115.28(7)(e)1, Wis. Stats.) ~~or is participating in a Board approved program that allows a student enrolled in the high school grades who has demonstrated a high level of maturity and personal responsibility to leave the school premises for up to one (1) class period each day if the student does not have a class scheduled during that class period.~~

~~**[x]** A student must successfully complete the community service requirement of forty (40) hours, in order to receive a high school diploma. **[END OF OPTIONAL PARAGRAPH]**~~

~~**[x]** The Board may approve a course or courses in career and technical education that it determines may satisfy up to a total of one (1) credit of mathematics and/or science credit. **[END OF OPTIONAL PARAGRAPH]**~~

The Board may waive graduation requirements, except for the core requirements, in exceptional cases to suit the needs of a student subject to Wis. Admin Code, ~~SS~~ PI 18.03 and PI 18.04.

**[DRAFTING NOTE: ANY OF THE FOLLOWING STATUTORY OPTIONS MAY BE INCLUDED IN THIS POLICY.]**

**[OPTION #1 - The State statute permits, but does not require, the Board to allow students to use a physical activity to substitute for a 0.5 credit of physical education with the completion of a 0.5 credit of academic subjects.]**

### **~~[ ] Physical Education Credits~~**

~~**[ ]** Students who have participated in interscholastic athletics, ~~( )~~ marching band, ~~( )~~ cheerleading, or ~~( )~~~~

~~**[ ]** **[END OF OPTIONS]** **[additional activities may be added]** for at least~~

~~**[ ]** **[specify period of involvement required]** as defined in the \_\_\_\_\_ handbook, while~~



enrolled in grades ~~( )~~ nine (9), ~~( )~~ ten (10), ~~( )~~ eleven (11) and ~~( )~~ twelve (12) **[END OF OPTIONS]**, and as documented by the \_\_\_\_\_ **[athletic director, assistant principal, school counselor, etc.]** ~~( )~~ and approved by the principal **[END OF OPTION]**, may be excused from 0.5 credits of the high school physical education requirement, provided they take an additional 0.5 credit in English, social studies, mathematics, science, or health education, at their choosing. **[END OF OPTIONAL PARAGRAPH]**

~~[ ]~~ The Board may grant, upon a student's request, permission for that student to take an additional 0.5 credit in English, social studies, mathematics, science, or health education towards high school graduation requirements in lieu of 0.5 credits in physical education based on the ~~students~~ **students'** participation in an organized physical activity the Board deems appropriate for this purpose. The student's participation in such organized school activity must meet the stated requirements of the Board in terms of duration of participation and verification of same. **[END OF OPTIONAL PARAGRAPH]**

#### **[END OF OPTION #1]**

**[OPTION #2: The State statute permits, but does not require, the Board to allow students to earn high school graduation credits while enrolled in middle school.]**

#### **[ ] Graduation Credit as a Middle School Student**

~~[ ]~~ The Board permits students in 7th or 8th grade to earn credit towards a high school diploma in any class taken that is approved by the Board for such purpose, provided that the student is academically prepared based on performance on approved student assessments. Any course designated for high school credit at the middle school level must be taught by a teacher with high school certification in the subject matter and must be taught using curriculum and assessments equivalent to those used in the subject at the high school level.

Credit may be earned in **(must select one (1) of the following:)** ~~( )~~ any subject area meeting the requirements under this policy ~~( )~~ any of the core required course areas of English, social studies, mathematics, science, physical education, or health ~~( )~~ any course qualifying for credit in an elective area.

Courses taken by middle school students for high school credit shall appear on the students' high school transcript, along with the grade received ~~( )~~ **[RECOMMENDED]** however the grade and class will not be factored into the students' high school grade point average ~~( )~~ and the class will be factored into the students' high school grade point average.

When classes are held at the high school, appropriate transportation shall be arranged **[CHOOSE ONE]** ~~( )~~ by the student's parent ~~( )~~ by the middle school principal ~~( )~~ by the District **[END OF OPTIONS]** prior to a student being enrolled in an approved course at the high school.

The Board directs the District Administrator to develop appropriate courses after determining annually whether sufficient student interest and appropriate staffing justifies offering such course(s). The District Administrator shall establish procedures to determine whether a middle school student is academically prepared to take any course approved for high school credit.

#### **[END OF OPTION #2]**

**[OPTION #3 — This option should be selected only if the Board does pass a resolution as required that permits credits to be earned in this fashion. The law then requires that the Board adopt policies and procedures setting forth the criteria.]**

#### **[ ] Portfolio Credits**

~~[ ]~~ Board resolution adopted \_\_\_\_\_ **[date of adoption]** permits students to earn credit by demonstrating competency or by creating a learning portfolio. If a student meets the criteria established, the course will be listed on the student's high school transcript and be used to meet the requirements for high school graduation.

A student may not earn more than half (1/2) of the credits required for high school graduation through this process.

~~[ ]~~ The District Administrator shall develop procedures for how students may qualify for credit under this process.

#### **[END OF OPTION #3]**

**[OPTION #4: The State statute permits, but does not require, a Board to establish an alternative education program that is allowed to have its own graduation requirements as long as those requirements meet the minimum statutory credit requirements.]**



## **~~[ ] Alternative Education Diploma~~**

~~The Board authorizes the District Administrator to establish an alternative diploma program for students who meet the requirements of State law but not the additional elective credit requirements established for attainment of a regular high school diploma from the District. An alternative education program is defined as an instructional program, approved by the Board, that utilizes successful alternative or adaptive school structures and teaching techniques and that is incorporated into existing, traditional classrooms, or regularly scheduled curricular programs or that is offered in place of regularly scheduled curricular programs. "Alternative educational program" does not include a private school or a home-based private educational program. (See Policy 2451—Program or Curriculum Modifications)~~

~~The IEP team and any other necessary members will review the student's academic progress and the alternative achievement standards for graduation criteria.~~

## **~~[END OF OPTION #4]~~**

### **Students With Disabilities**

Students with disabilities who properly complete the programs specified in their I.E.P. and have received the recommendation of the I.E.P. Committee may participate in graduation activities and may be awarded

☒ a diploma (provided the student satisfied the District's high school graduation requirements); ~~or: (see Policy 5460.01—Diploma Deferral)~~

☒ a certificate of attendance. ~~(see Policy 5460.01—Diploma Deferral)~~

## **~~[ ] GED Option 2 Program (GEDO #2)~~**

~~An alternate path to a District diploma is the completion of the high school's GED Option 2 program. This program has strict enrollment requirements and allows a student who is at least seventeen (17) years of age to work towards successful completion of the GED testing program. Once the student completes all of the requirements, the student is awarded a District diploma and is eligible to participate in the subsequent graduation ceremony. Participation in this program is contingent upon DPI approval of the District's program and compliance with the requirements of Wis. Admin Code PI 5.~~

## **~~[END OF GEDO #2 OPTION]~~**

### **Graduation Activities and Ceremony**

A student may be denied participation in graduation activities for disciplinary reasons and/or for non-payment of fees. The District Administrator and high school principal may establish additional requirements for participation in the graduation activities and may organize said activities to have the appearance and decorum deemed reflective of the District.

### **Policy Reporting and Review**

The principal of the high school shall ~~prepare a report describing~~ the District's policies on high school graduation standards, including a list of courses required under State law, ~~and the number of hours in each school term required to earn one (1) credit for those courses. Additionally, any change to the District's policies shall also be reported to the Department of Public Instruction or other appropriate agency after it has been approved by the Board and signed by the Board president, the District Administrator, and the principal.~~

It shall be the policy of the Board to periodically review and revise this policy specifying the criteria for awarding a diploma.

Revised 8/17/22

Revised 2/19/25

115.28, 118.30, 118.33, Wis. Stats.

Wis. Admin. Code PI 18 - PI 5

© Neola ~~2023~~24

Legal

115.28, 118.30, 118.33, Wis. Stats.

Wis. Admin. Code PI 18 - PI 5

**Last Modified by Ann DeMeuse on December 18, 2024**

Book	Policy Manual
Section	33.2 for review
Title	Copy of ACADEMIC HONESTY
Code	po5505
Status	Second Reading
Adopted	July 17, 2024
Last Revised	February 19, 2025

## 5505 – ACADEMIC HONESTY

The Board values honesty and expects integrity in the District's students. Violating academic honesty expectations erodes the trust between teachers and students as well as compromises the academic standing of other students. So that each student learns the skills being taught, and is judged solely on their own merits, the Board prohibits any student from presenting someone else's work as their own, using artificial intelligence platforms in place of one's own work, providing unauthorized assistance to another student, and cheating in ~~all its forms~~ any manner.

All school work submitted for the purpose of meeting course requirements must be the individual student's original work or the original work of a group of students for group projects. It is prohibited for any student to unfairly advance their own academic performance or that of any other student. Likewise, no student may intentionally limit or impede the academic performance or intellectual pursuits of other students.

Academic dishonesty includes, but is not limited to:

- A. plagiarism (of ideas, work, research, speech, art, music, etc.);
- B. forgery of another's work;
- C. presenting the results from that are the product of an artificial intelligence (AI) platform as one's own where the use of AI was not specifically allowed by the teacher as part of the assignment;
- D. downloading or copying information from other sources and presenting it as one's own;
- E. using language translation work of someone else or using technology when the expectation is doing one's own translation;
- F. copying another person's work;
- G. allowing another person to copy one's own work;
- H. stealing another person's work;
- I. doing another person's work for them;
- J. distributing copies of one's work for use by others;
- K. distributing copies of someone else's work for use by others for academic gain or advantage;
- L. intentionally accessing another's work for the purpose of presenting it as one's own for academic gain or advantage;
- M. distributing or receiving answers to assignments, quizzes, tests, assessments, etc.
- N. distributing or receiving questions from quizzes, tests, assessments, etc.

In order to ensure the integrity of the educational process and to promote fair and equal opportunities for all students, except as outlined below, the use of Artificial Intelligence (AI) and Natural Language Processing (NLP) tools (collectively, "AI/NLP tools") is strictly prohibited for the completion of school work. The use of AI/NLP tools, without the express permission/consent of a teacher, undermines the learning and problem-solving skills that are essential to academic success and that the staff is tasked to develop in each student. Students are encouraged to develop their own knowledge, skills, and understanding of course material rather than relying solely on AI/NLP tools and they should ask their teachers when they have questions and/or need assistance. Unauthorized use of AI/NLP tools is considered a form of plagiarism and any student found using these tools without permission or in a prohibited manner will be disciplined in accordance with the Student Code of Conduct. (x) (See Policy 7540.08 - Artificial Intelligence (AI))

Notwithstanding the preceding, students can use AI/NLP tools in the school setting if they receive prior permission/consent from their teacher, so long as they use the AI/NLP tools in an ethical and responsible manner. Teachers have the discretion to authorize students to use AI/NLP tools for the following uses:

- A. Research assistance: AI/NLP tools can be used to help students quickly and efficiently search for and find relevant information for their school projects and assignments.
- B. Data Analysis: AI/NLP tools can be used to help students to analyze, understand, and interpret large amounts of data, such as text documents or social media posts. This can be particularly useful for research projects or data analysis assignments – e.g., scientific experiments and marketing research.
- C. Language translation: AI/NLP tools can be used to translate texts or documents into different languages, which can be helpful for students who are learning a new language or for students who are studying texts written in a different language.
- D. Writing assistance: AI/NLP tools can provide grammar and spelling corrections, as well as suggest alternative word choices and sentence structure, to help students improve their writing skills.
- E. Accessibility: AI/NLP tools can be used to help students with disabilities access and understand written materials. For example, text-to-speech software can help students with specific learning disabilities or visual impairments to read texts and AI-powered translation tools can help students with hearing impairments understand spoken language.

Faculty Staff and Administration have the responsibility for monitoring students' work for compliance with this policy.

All teachers, beginning in the elementary grades, will educate students as to what constitutes academic dishonesty and what is acceptable and unacceptable behavior in District schools regarding academic integrity.

Students who violate this policy are subject to disciplinary consequences.

Parents shall be contacted as soon as practicable to report any alleged acts of academic dishonesty by their child.

Repeated violations of this policy at the high school level will result in additional disciplinary consequences, up to and including suspension and expulsion.

Student and/or parent appeals of disciplinary consequences resulting from violation of this policy may be made within five (5) business days to the Principal whose decision shall be final. If the Principal was the staff member responsible for the disciplinary consequence being appealed, then student and/or parent appeals should be directed within five (5) business days to the District Administrator whose decision shall be final.

© Neola 20234

Legal 118.01, 118.164, 120.12, Wis. Stats.

Last Modified by Ann DeMeuse on December 18, 2024

Book	Policy Manual
Section	33.2 for review
Title	Copy of SUSPENSION AND EXPULSION
Code	po5610
Status	Second Reading
Adopted	April 17, 2013
Last Revised	February 19, 2025

## 5610 - SUSPENSION AND EXPULSION

The Board recognizes that exclusion from educational programs of the School District, by suspension or expulsion, is a substantial sanction and that such action must comply with the student's due process rights. Exclusionary discipline is appropriate to address serious misconduct or when alternatives, such as in-school discipline or restorative practices, have been ineffective to address a student's repeated refusal or neglect to obey school rules. ( ) The Board supports utilizing developmentally appropriate interventions and supports rather than exclusionary discipline for students in second grade or below. **[END OF OPTION]**

### SUSPENSION

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

The District Administrator, the principal, or a teacher designated by the District Administrator may suspend a student for up to five (5) school days or, if a notice of expulsion hearing has been sent, for up to fifteen (15) consecutive school days, or ten (10) consecutive school days for each incident if the student is eligible for special education services under Chapter 115, Wis. Stats. ( ) Students identified with a disability may be suspended in accordance with AG 5605—Disciplining Students with Disabilities. **[END OF OPTION]**

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

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

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

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

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

## **EXPULSION**

Under this policy, expulsion shall mean the Board will not permit a student to attend school at all, including any school-sponsored events or activities, for a specified period of time. If the student is expelled, the Board will determine the length of the expulsion period, which may extend at a maximum to the student's 21st birthday. The Board's expulsion order may include the opportunity for the student to return to school prior to the expiration of the term of expulsion under a specified set of early reinstatement condition(s) which are related to the conduct for which the student was expelled. The condition(s), once set forth in an expulsion order, shall be administered at the discretion of the District Administrator who shall have the authority to deny early reinstatement if any early reinstatement condition is not met prior to reinstatement or to revoke it for the remainder of the expulsion period if any enrollment conditions applicable to the student's attendance during a period of expulsion under early reinstatement, or conditional enrollment, are deemed by the District Administrator to have been violated. The decision to revoke a student's conditional enrollment shall be explained in writing. The student or student's parent may request a conference with the District Administrator within five (5) school days of a decision to revoke early reinstatement. The District Administrator shall meet with the student and/or parents within five (5) school days of a request. The District Administrator's decision is final.

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

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

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

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

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

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

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

In the event a student is classified as Homeless, the building principal shall consult with the Homeless Coordinator to determine whether the conduct is a result of homelessness. The District will not expel a homeless student for conduct that is caused by the student's homelessness. The Homeless Coordinator will assist the administration and the student's parents

or guardians in correcting conduct subject to disciplinary action that is caused by homelessness. If the conduct in question is determined not to be caused by the student's homelessness, the District shall proceed with expulsion proceedings as outlined in this policy.

#### **[ ] ADMINISTRATIVE GUIDELINES**

The District Administrator shall develop administrative guidelines to implement this policy, which shall include, at a minimum:

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

#### **[END OF ADMINISTRATIVE GUIDELINES SECTION]**

Revised 11/15/17  
Revised 6/19/19  
Revised 10/25/23  
Revised 11/20/24

© Neola 20234

Legal	119.25, 120.13, Wis. Stats. 18 U.S.C. 921(a)(3) 20 U.S.C. 7151 42 U.S.C. 11431 et seq.
-------	---

Last Modified by Ann DeMeuse on January 2, 2025



Book	Policy Manual
Section	33.2 for review
Title	Copy of SEARCH AND SEIZURE
Code	po5771
Status	Second Reading
Adopted	April 17, 2013
Last Revised	February 19, 2025

## **5771 - SEARCH AND SEIZURE**

The Board has charged school authorities with the responsibility of safeguarding the safety and well-being of the students in their care. In the discharge of that responsibility, school authorities may search school property such as lockers used by students or the person or property, including vehicles, of a student, in accordance with the following policy.

### **School Property**

The Board acknowledges the need for in-school storage of student possessions and shall provide storage places, including desks and lockers, for that purpose. Desks and lockers are public property and school authorities may make reasonable regulations regarding their use. The District retains ownership and possessory control of student desks and lockers and the same may be searched at random by school personnel at any time. A showing of reasonable cause or suspicion is not a necessary precondition to a search under this paragraph. Students shall not have an expectation of privacy in lockers, desks, or other school property as to prevent examination by a school official. The Board directs the Principal to provide students with written notice of this policy at least annually and that routine inspections be done at the discretion of the Principal of all such storage places.

The Board directs that the searches may be conducted by the District Administrator, building principals, assistant principals, or School Resource Officer.

### **Student Person and Possessions**

The Board recognizes that the privacy of students or their belongings may not be violated by unreasonable search and seizure and directs that no student be searched without reasonable suspicion that the search will turn up evidence that the student has violated or is violating either a particular law or a particular rule of the school. Any search under this paragraph must be reasonable in scope and reasonable in the manner in which it is conducted. The extent of the search will be governed by the seriousness of the suspected infraction, the student's age and gender, the student's disciplinary history, and any other relevant circumstances or information. The Principal may arrange for a breath test for blood-alcohol to be conducted on a student whenever s/he has individualized reasonable suspicion to believe the student has consumed or is under the influence of an alcoholic beverage while on school premises or while participating in a school-sponsored activity. If the result indicates a violation of school rules as described in the student handbook, the disciplinary procedure described in the student handbook will be followed. If the student refuses to take the test, the Principal will inform the student that refusal to participate implies admission of guilt leading to disciplinary action consistent with the student handbook.

The Principal may arrange for a breath test for blood-alcohol to be conducted on a student whenever they have individualized reasonable suspicion to believe the student has consumed or is under the influence of an alcoholic beverage while on school premises or while participating in a school-sponsored activity. If the result indicates a violation of school rules as described in the student handbook, the disciplinary procedure described in the student handbook will be followed. If the student refuses to take the test, the Principal will inform the student that refusal to participate implies an admission of guilt leading to disciplinary action consistent with the student handbook.

This authorization to search shall also apply to all situations in which the student is under the jurisdiction of the Board.

In a situation in which a search of a student's person or possessions is appropriate, school administrators should first attempt to contact the school resource officer to conduct the search under the administrator's direction. If the officer is not available, the administrator may proceed with the search, unless the information justifying the search suggests that the



student is in possession of dangerous materials whereby the expertise of law enforcement is necessary. In such a case, the school official shall contact law enforcement and request their assistance.

Under no circumstances shall a school official ever conduct a strip search of a student.

Except as provided below (Use of Dogs), a request for the search of a student or a student's possessions will be directed to the Principal or an available Administrator. The Administrator shall attempt to obtain the freely-offered, consent, in writing if possible, of the student to the inspection; however, provided there is reasonable suspicion pursuant to the above paragraphs, the search may be conducted without such consent. Whenever possible, a search will be conducted by the Principal in the presence of the student and a staff member other than the administrator conducting the search. A search prompted by the reasonable suspicion that health and safety are immediately threatened will be conducted with as much speed and dispatch as may be required to protect persons and property. (x ) Whenever feasible, the Administrator may secure the assistance of a school resource officer in conducting searches. [END OF OPTION]

When possible, sSearch of a student's person or intimate personal belongings shall be conducted by a person of the student's gender and/or, in the presence of another staff member of the same gender, and in a manner that is minimally intrusive to the student based on the reasonable suspicion justifying the search.

### **Parking Permit Required**

Permission for a student to bring a vehicle on school property shall be conditioned upon written consent of the search of the vehicle and all containers inside the vehicle by an Administrator-school administrator with reasonable suspicion to believe the search will produce evidence of a violation of a particular law, a school rule, or a condition that endangers the safety or health of the student driver or others. If an Administrator determines a search is necessary, he or she should request consent to search the vehicle and all containers inside the vehicle. If consent is not given, an Administrator-school administrator may proceed with the search. An administrator may contact the police liaison officer or law enforcement agency for assistance in conducting a search.

Except as provided below, a request for the search of a student or a student's possessions will be directed to the principal. S/He shall attempt to obtain the freely-offered, written consent of the student to the inspection; however, provided there is reasonable suspicion pursuant to the above paragraphs, s/he may conduct the search without such consent. Whenever possible, a search will be conducted by the principal in the presence of the student and a staff member other than the principal. A search prompted by the reasonable suspicion that health and safety are immediately threatened will be conducted with as much speed and dispatch as may be required to protect persons and property.

Search of a student's person or intimate personal belongings shall be conducted by a person of the student's gender, in the presence of another staff member of the same gender, and in a manner that is minimally intrusive to the student based on the reasonable suspicion justifying the search.

### **Use of Dogs**

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

- A. The presence of the dogs on school property is authorized in advance by the District Administrator, except in emergency situations, or is pursuant to a court order or warrant;
- B. The dog must be handled by a law enforcement officer or certified organization specially trained to safely and competently work with the dog;
- C. 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 Principal shall be responsible for the prompt recording in writing of each student search, including the reasons for the search; information received that established the need for the search and the name of informant, if any; the persons present when the search was conducted; any substances or objects found and the disposition made of them; and any subsequent action taken. The principal shall be responsible for the custody, control, and disposition of any illegal or dangerous substance or object taken from a student.

The District Administrator may request the assistance of a law enforcement agency in implementing any aspect of this policy. Where law enforcement officers participate in a search on school property or at a school activity pursuant to a request from the District Administrator, the search shall be conducted by the law enforcement officers at the direction of a

District official. Law enforcement searches conducted independent of any District official request or direction shall be conducted based on standard applicable to law enforcement.

Anything found in the course of a search pursuant to this policy which constitutes evidence of a violation of a particular law or school rule or which endangers the safety or health of any person shall be seized and properly cataloged for use as evidence if appropriate. Seized items shall be returned to the owner if the items may be lawfully possessed by the owner. Seized items that may not lawfully be possessed by the owner shall be turned over to law enforcement.

The District Administrator shall prepare administrative guidelines to implement this policy and shall provide students and staff with written notice of this policy and guidelines at least annually.

Revised 6/18/14

Revised 11/15/17

Revised 11/15/23

© Neola 2024~~3~~

Legal	118.32, 118.325 Wis. Stats.
	118.45, Wis. Stats.
	948.50, Wis. Stats.
	Wisconsin Const. Art. 1 Section 11
	U.S. Constitution, 4th Amendment

**Last Modified by Ann DeMeuse on January 2, 2025**

Book	Policy Manual
Section	33.2 for review
Title	Copy of USE OF CREDIT CARDS
Code	po6423
Status	Second Reading
Adopted	April 17, 2013
Last Revised	February 19, 2025

#### 6423 - **USE OF DISTRICT CREDIT CARDS**

The Board of Education recognizes the value of an efficient method of payment and recordkeeping for certain expenses. The Board, therefore, authorizes the use of District credit cards.

Credit cards shall not be used to circumvent the general purchasing procedures established by Board policy. The Board affirms that credit cards shall only be used in connection with Board-approved or school-related activities and that only those types of expenses that are for the benefit of the District and serve a valid and proper public purpose shall may be paid for by credit card. ~~Under no circumstances shall credit cards be used for personal purchases or the purchase of alcoholic beverages regardless of whether the purchase of such beverages is made in connection with a meal. The credit card may never be used to purchase alcohol or personal items or services, nor is the personal gain of credit card rewards such as bonus points, frequent flyer miles, or any other affinity program reward permitted under any circumstances.~~

Inappropriate or illegal use of the credit card and/or failure to strictly comply with the limitations and requirements set forth in the administrative guidelines may result in a loss of credit card privileges, disciplinary action, up to and including termination, personal responsibility for any and all inappropriate charges, including finance charges and interest assessed in connection with the purchase, and/or possible referral to law enforcement authorities for prosecution.

The Board directs the District Administrator to determine and specify those employees authorized to use District credit cards. The District Administrator shall be responsible for giving direction to and supervising such employees' use of District credit cards.

~~The District Administrator shall develop administrative guidelines that specify those authorized to use credit cards, the types of expenses which can be paid by credit card, and their proper supervision and use.~~

© Neola 200524

**Last Modified by Ann DeMeuse on December 10, 2024**

Book	Policy Manual
Section	33.2 for review
Title	Copy of ASSISTIVE TECHNOLOGY AND SERVICES
Code	po7540.05
Status	Second Reading
Adopted	April 17, 2013
Last Revised	February 19, 2025

## 7540.05 - **ASSISTIVE TECHNOLOGY AND SERVICES**

Students with disabilities have special challenges and may need assistive technology in order to more fully participate in their classrooms, homes, communities and workplaces. Through the use of assistive technology and services these students will have the opportunity to become more independent and self-reliant.

Each IEP team must include in their deliberations consideration of whether the use of assistive technology devices and services to aid students with disabilities is appropriate for each specific student. The Board also directs that students who qualify under Section 504 of the Rehabilitation Act be provided with assistive technology devices and services when deemed necessary.

Students having special needs but not requiring a formal IEP or 504 Plan according to law, which may include but are not limited to migrant students, homeless students, students living with poverty, and English Language Learners, will also be considered for assistive technology devices and/or services.

"Assistive technology device" means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of such device.

"Assistive technology service" means any service that directly assists a child with a disability in the selection, acquisition, or use of assistive technology devices. Assistive technology services include:

- A. the evaluation of needs including a functional evaluation, in the child's customary environment;
- B. purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices;
- C. selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing of assistive technology devices;
- D. coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
- E. training or technical assistance for a child with disabilities, or where appropriate that child's family;
- F. training or technical assistance for professionals (including individuals providing education and rehabilitation services), employers or other(s) who provide services to employ, or are otherwise, substantially involved in the major life functions of that child.

The Board encourages the faculty to develop the appropriate skills necessary to effectively access, analyze, evaluate, and utilize assistive technology resources and assistive technology services.

**Assistive technology used in conjunction with a student's Individual Education Plan (IEP) shall be used with any external communication or recording function disabled, except as provided for in the student's IEP.**

The Board designates the District Administrator and the Special Education Director as the administrator(s) responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to the use of assistive technology and services in the District.

© Neola 2019-24

Legal

Individuals with Disabilities Education Act (IDEA), as amended

20 U.S.C. 1401

Section 504 Rehabilitation Act of 1973

Assistive Technology Act (P.L. 105 – 394) 1998

**Last Modified by Ann DeMeuse on December 10, 2024**

Book	Policy Manual
Section	33.2 for review
Title	Revised Policy - Vol. 33, No. 2, May 2024 - USE OF SOCIAL MEDIA
Code	po7544
Status	Second Reading
Adopted	November 20, 2024
Last Revised	February 19, 2025

#### 7544 - **USE OF SOCIAL MEDIA**

Technology is a powerful tool to enhance education, communication, and learning.

The Board authorizes the use of social media to promote community involvement and facilitate effective communication with students, parents, staff (including District-approved volunteers), and the general public. Social media is defined in Bylaw 0100 - Definitions.

The District Administrator is charged with designating the District-approved social media platforms/sites, which shall be listed on the District's website.

It is critical that students be taught how to use social media platforms safely and responsibly. Social media (as defined in Bylaw 0100 - Definitions) are a powerful and pervasive technology that affords students and employees the opportunity to communicate for school and work purposes, and to collaborate in the delivery of a comprehensive education. Federal law mandates that the District provide for the education of students regarding appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and regarding cyberbullying awareness and response. See Board Policy 7540.03 – Student Technology Acceptable Use and Safety.

The District recognizes that employees may use social media for personal, as well as professional reasons. The District neither encourages nor discourages employees' use of social media for personal purposes. The District regulates employees' use of social media for purposes related to their District assignment to the same extent as it regulates any other form of employee communication in that regard.

The District uses approved social media platforms/sites as interactive forms of communication. The District-approved social media platforms/sites are considered limited public forums. District authorized personnel may reply to comments asking direct questions with regard to dates, places, or times of District or building level events and/or programs, but will not respond to or engage in dialogue about any other comments received.

Each District-approved social media account/site must contain a statement that specifies its purpose(s) and limits those who access the social media account/site to use of the account/site only for that/those purpose(s), and in accordance with any specified procedures, and applicable terms of service. Users are personally responsible for the content of their posts.

The District Administrator shall maintain the District's social media presence with respect to general announcements, notices, or other such communications that are disseminated to the public at large or specific audiences within the community. To the extent individual staff members or volunteers wish to post information or announcements to a District social media platform, the staff member or volunteer may request that the District Administrator approve and post such information. (This provision does not apply to social media communications that are related to instructional and school-sponsored activities.)

## **Social Media for Instructional and School-Sponsored Activities**

Staff (including District-approved volunteers) may, with prior approval/authorization from the District Administrator, use social media platforms/sites for communications about classroom instruction or school-sponsored activities, as well as to support classroom instruction. When a staff member uses a District-approved social media platform/site for an educational purpose, it will be considered an educational activity and will not be considered a limited public forum. Students' use of District-approved social media platforms/sites must be consistent with the Student Code of Conduct, Policy 5722 – School-Sponsored Student Publications and Productions, Policy 7540.03 – Student Education Technology Acceptable Use and Safety, the instructor's directions/procedures, and the platform/site's applicable terms of service. Students are prohibited from posting or releasing personally identifiable information about students, employees, and volunteers through District-approved social media without appropriate consent.

## **Expected Standards of Conduct on District-Approved Social Media**

Employees and District-approved volunteers who access District-approved social media platforms are expected to conduct themselves in a respectful, courteous, and professional manner. Students, parents, and members of the general public who access District-approved social media platforms are similarly expected to conduct themselves in a respectful, courteous, and civil manner.

District-approved social media sites shall not contain content that is obscene; is vulgar and lewd such that it undermines the school's basic educational mission; is libelous or defamatory; constitutes hate speech; promotes illegal drug use; is aimed at inciting an individual to engage in unlawful acts or to cause a substantial disruption or material interference with District operations; or interferes with the rights of others. The District may exercise editorial control over the style and content of student speech on District-approved social media if reasonably related to legitimate pedagogical concerns. Staff or students who post prohibited content shall be subject to appropriate disciplinary action.

The District is committed to protecting the privacy rights of students, parents/guardians, staff, volunteers, Board members, and other individuals on District-approved social media sites. District employees and volunteers are prohibited from posting or releasing confidential information about students, employees, volunteers, or District operations through social media, without appropriate consent (i.e., express written consent from the parent of a student, the affected employee or volunteer, or the District Administrator concerning District operations). ~~( ) Identification of a student in any ( ) social media post ( ) publication and/or social media post [END OF OPTION] from the District must be approved by the parent in advance. [END OF OPTION]~~ Any postings by District employees that identify students must be consistent with Policy 1213/Policy 3213/Policy 4213 - Student Supervision and Welfare.

Employees and District-approved volunteers are prohibited from using District-approved social media platforms/sites to communicate privately (i.e., one-on-one) with individual students.

## **Retention of Public/Student Records**

District communications that occur through the use of District-approved social media platforms/sites – including staff members'/volunteers' use of social media with school-sponsored activities, and comments, replies, and messages received from the general public – may constitute public records or student records, and all such communications will be maintained (i.e., electronically archived) in accordance with the Board's adopted record retention schedule and all applicable State statutes.

If a staff member uses District-approved social media platforms/sites in the classroom for educational purposes (i.e., classroom instruction), the staff member must consult with the Principal concerning whether such use may result in the creation of public and/or education records that must be maintained (i.e., electronically archived) for a specific period of time.

## **Employees' Use of District Technology Resources to Access Social Media for Personal Use**

Employees are permitted to use District technology resources (as defined in Bylaw 0100 - Definitions) to access social media for personal use during breaks, mealtimes, and before and after scheduled work hours.

They are reminded that the District may monitor their use of District technology resources.

### **Employees' Use of Personal Communication Devices at Work to Access Social Media for Personal Use**

Employees are permitted to use personal communication devices to access social media for personal use during breaks and mealtimes.

Employees and District-approved volunteers are prohibited from posting or engaging in communication that violates State or Federal law, Board policies, or administrative guidelines. If an employee/volunteer's communication interferes with their ability to effectively perform their job, or violates State or Federal law, Board policies, or administrative guidelines, the District may impose disciplinary action and/or refer the matter to appropriate law enforcement authorities.

This policy and its corresponding administrative guideline will be reviewed and updated as necessary.

© Neola 2023

Legal                      Protecting Children in the 21st Century Act, Pub. L. No. 110-385, Title II, Stat. 4096 (2008)

Children's Internet Protection Act (CIPA), Pub. L. No. 106-554 (2001)

**Last Modified by Ann DeMeuse on December 10, 2024**



Book	Policy Manual
Section	33.2 for review
Title	Copy of STUDENT MENTAL HEALTH SERVICES
Code	po8395
Status	Second Reading
Adopted	August 17, 2022
Last Revised	February 19, 2025

### **8395 - STUDENT MENTAL HEALTH SERVICES**

The Board understands the importance of both physical and mental health in supporting all students to reach their fullest educational and personal potential. Providing mental health services to students in the school allows those students that need such services to access them without disrupting their educational pursuits and to provide access to the greatest number of students possible.

The District will assist in facilitating students' access to mental health services ("Services"), when appropriate through the Pupil Services Director or his/her designee and in conjunction with The Stride Program, a licensed agency at the school. These Services are intended to provide support to a student in a way that minimizes intrusion into the student's day and are not intended to replace services provided by a teacher, paraprofessional, or any other staff member. Further, unless otherwise determined by an IEP team, Services are not to be considered a related service necessary for the provision of a free appropriate public education under the Individuals with Disabilities Education Act. The provision of Services will be governed by agreement between the District and the licensed agency and will be subject to the provisions therein as well as the procedures set forth below.

#### **School District Mental Health Professionals**

The Student Services Department is available to assist students with mental health concerns, including providing Services within the scope of the staff members professional abilities and/or licensure.

The Board may provide access to mental health professional staff members to assist students in receiving specified Service, including:

- A. Alcohol and Other Drug Abuse (AODA), including, where available, specialization within the AODA field consistent with school community needs;
- B. Depression, anxiety;
- C. Survivors of abuse;
- D. Self-harm compulsion and/or suicidal ideation.

Student Services shall maintain information regarding community-based and other types of mental health resources available for students who require more intensive Services or who suffer from more acute or chronic conditions. School staff shall coordinate with and collaborate with outside providers to provide continuity of services in and out of school. All Services provided by and/or coordinated by Student Services shall be available to students who participate only on a voluntary basis.

Any staff member who, in the course of providing mental health services to a student shall report any circumstances giving rise to suspicion that the student has been or is the victim of abuse or neglect (See Policy 8462 – Child Abuse and Neglect) or hears of a threat of violence that the staff member believes in good faith presents imminent danger (See Policy 8462.01 – Threats of Violence).

#### **Coordination of On-Site Services (Face-to-Face and/or Virtual)**

Where appropriate, Student Services may, in consultation with the student's building administration, provide access for on-site **and/or virtual** delivery of Services by independent, appropriately licensed and authorized, professionals subject to the following requirements:

- A. All individuals providing Services must be working under an agreement between the District and a licensed agency and approved by the Board prior to commencing services. The Agreement shall specify the term of the Agreement, the amount of time intended to be spent on site, and all financial necessities.
- B. All individuals providing Services must have on file with the District the following: (a) appropriate licensure and other required professional credentials; (b) evidence of appropriate insurance coverage; (c) completed and satisfactory criminal background check results and required State health information. All items on file with the District prior to commencing Services.
- C. To be eligible to receive Services at school, students must have a signed Waiver and Indemnification Agreement and Consent for Release of Information on file with the District specifying the organization's plan for frequency of services, schedule for Services at school, and specifying any financial arrangements involved between the provider, the student, and/or the student's parents. **. This agreement will also stipulate the District's responsibility to provide a Free and Appropriate Public Education (FAPE) for students with Individualized Education Plans (IEPs) so that services are consistent with the District's requirements.**
- D.
- E. Services provided during class time must be approved.
- F. The provider must make it clear, in writing on file with the District, that the provider is not directly affiliated with the District, that the student is receiving Services from the particular agency, or organization such that the District's only involvement is coordinating the schedule and providing a suitable location for students to receive Services. The provider and/or agency is not delivering educational services or providing any service on behalf of or with the approval of or sanctioned by the District.
- G. The District may refuse access to school facilities to any individual or agency for violating any expectations. No District officials shall advocate for students to receive services from any specific provider or agency, but may provide referrals, or information concerning resources available to students.
- H. All providers are expected to adhere to Board policies while on school grounds and providing services to students.

### **Complimentary Services**

The Services described in this policy and provided for through agreements entered into pursuant to this policy do not replace or eliminate other mental health and related services provided through IEP development, 504 plans, general school counseling services, and other student services available through District and partner resources.

© Neola 2024

**Last Modified by Ann DeMeuse on December 10, 2024**

Book	Policy Manual
Section	33.2 for review
Title	Copy of FOOD SERVICES
Code	po8500
Status	Second Reading
Adopted	April 17, 2013
Last Revised	February 19, 2025

## 8500 - FOOD SERVICES

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

The Board shall also provide a breakfast program in accordance with procedures established by the ~~Department of Public Instruction~~ **United States Department of Agriculture (USDA) School Breakfast Program**.

The food-service program shall comply with Federal and State regulations pertaining to the selection, preparation, delivery, consumption, and disposal of food and beverages, including but not limited to the current **USDA** school meal pattern requirements of the United States Department of Agriculture (USDA) and the USDA's Smart Snacks in School nutrition standards, as well as to the fiscal management of the program. Further, the food-service program shall comply with Federal and State regulations pertaining to the fiscal management of the program as well as all the requirements pertaining to food service hiring and food service manager/operator licensure and certification. In addition, as required by law, a food safety program based on the principles of the Hazard Analysis and Critical Control Point (HACCP) system shall be implemented with the intent of preventing food-borne illnesses. For added safety and security, access to the facility and the food stored and prepared therein shall be limited to food service staff and other authorized persons.

The Board shall approve and implement nutrition standards governing the types of food and beverages that may be **provided and** sold on the premises of its schools and shall specify the time and place each type of food or beverage may be sold. In adopting such standards, the Board shall:

- A. consider the nutritional value of each food or beverage;
- B. consult and incorporate to the maximum extent possible the Dietary Guidelines for Americans jointly developed by the USDA and the United States Department of Health and Human Services; and
- C. consult and incorporate the USDA's Smart Snacks in School nutrition guidelines.

**The District's food service program shall serve only food items and beverages determined by the Food Service Department to be in compliance with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition guidelines. Any competitive food items and beverages that are available for sale to students a la carte in the dining area between midnight and thirty (30) minutes following the end of the school day shall also comply with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition guidelines, and may only be sold in accordance with Board Policy 8550 - Competitive Food Sales. Foods and beverages not associated with the food-service program may be vended in accordance with the rules and regulations set forth in Board Policy 8540 - Vending Machines.**

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

**The District Administrator is responsible for implementing the food service program in accordance with the adopted nutrition standards and shall provide a report to the Board at one of its regular meetings, annually, regarding the District's compliance with the standards. (x-) The District Administrator shall assure that the District's vendors and/or Food Service**

Management Contractor is provided a copy of this policy and any implementing guidelines and that any pertinent agreements are consistent with this policy and any implementing guidelines. **[END OF OPTION]**

No food or beverage may be sold on any school premises except in accordance with the standards approved by the Board.

**Dietary Modifications [DRAFTING NOTE: This section contains three (3) categories of circumstances in which a student may receive a modified meal. The first category "Compliant Medical Documentation" is mandatory; whereas the second two (2) categories, i.e., "Noncompliant Medical Requests" and "Requests Not Based on a Medical Statement", are optional. The Board may choose either or neither of the two (2) optional categories.]**

#### **Modifications Based on Compliant Medical Documentation**

An adult student or student's parent requesting special dietary accommodations for a student with a disability that restricts the diet must provide the Medical Statement for Special Dietary Needs signed by a State authorized medical authority, which is a medical professional authorized in the State of Wisconsin to write prescriptions. Substitutions to the standard meal requirements shall be made, at no additional charge, for students who have received, from a health care provider with prescriptive authority in the State of Wisconsin, medical certification that the student's medical condition restricts their diet, in accordance with the criteria set forth in 7 C.F.R. Part 15b. The request must contain the following information (x-) and must be submitted on DPI Form PI-6314, Medical Statement for Special Dietary Needs **[End of Option]:**

- A. an explanation of how the student's physical or mental impairment restricts the diet;
- B. the food(s)/type(s) of foods to be avoided;
- C. the food(s)/type(s) of foods to be substituted;
- D. additional pertinent information, if any, that will assist in accommodating the student's needs.

If a Medical Statement for Special Dietary Needs is incomplete, unclear, or lacks sufficient detail, the special dietary accommodation coordinator or food service director shall request that the student or parent/guardian request that the medical authority supplement the response so that a safe meal can be provided.

A special dietary accommodation for a student who has a disability that restricts the student's diet must be supported by a Medical Statement for Special Dietary Needs, which should be submitted to (x ) the Food Service Director who shall serve as the Special Dietary Accommodation Coordinator ~~(-) the Special Dietary Accommodation Coordinator. [End of Options]~~ **insert name, address, phone, email address** Jenny Spude, Food Service Director, 1230 Michigan St., Sturgeon Bay, WI 54235, jspude@sturbay.k12.wi.us.] **[DRAFTING NOTE - at least one person must be identified as responsible for coordinating compliance with disability-based dietary modifications per 7 C.F.R. Part 15b.6.]**

A student with a disability may have an IEP or 504 plan that requires specific instruction, services, or accommodation related to the student's nutritional needs. If a student's IEP or 504 plan contains the same information that is required on a Medical Statement for Special Dietary Needs, then it is not necessary to obtain and submit a separate Medical Statement for Special Dietary Needs. Form PI-6314 can be obtained from the Department of Public Instruction (<https://dpi.wi.gov/sites/default/files/imce/forms/pdf/f6314-english.pdf>) (x ) or upon request to the District's Food Service Director or Special Dietary Accommodation Coordinator **[END OF OPTION]**.

~~Substitutions to the standard meal requirements shall be made, at no additional charge, for students who have received, from a health care provider with prescriptive authority in the State of Wisconsin, medical certification that the student's medical condition restricts their diet, in accordance with the criteria set forth in 7 C.F.R. Part 15b.~~

The individual making an initial request for such substitutions must inform the Food Service Director or Special Dietary Accommodation Coordinator that the student has a ~~medical condition~~ disability that restricts the student's diet, ~~in accordance with the criteria set forth in 7 C.F.R. Part 15b.~~ The School District will honor the request for ~~\_\_\_\_\_ ( ) school days. Within \_\_\_\_\_ ( ) school days after receiving the initial request, a health care provider with prescriptive authority in the State of Wisconsin must submit medical certification that the student's medical condition restricts their diet, in accordance with the criteria set forth in 7 C.F.R. Part 15b. The substitutions may be discontinued until such medical certification is received.~~ upon receipt of the required documentation from a State authorized medical authority. If the Special Dietary Accommodation Coordinator is unable to grant a requested accommodation following receipt of the medical

authority's statement, the student or parent shall be provided with an explanation of the basis for the decision. Compliant requests shall be immediately implemented.

The medical certification must identify:

- A. ~~the student's medical condition or symptoms of a condition that restricts one (1) or more major life activity or function;~~
- B. ~~an explanation of how the condition or symptom affects the student's diet; and~~
- C. ~~the food(s) to be omitted from the student's diet, and the food or choice of foods that must be substituted (e.g., caloric modifications or use of liquid nutritive formula);~~

## Disability Accommodation Grievance Procedure

The following procedure is intended to provide prompt and equitable resolution to any concern or disagreement regarding the food service program's administration of meal modifications made or requested on the basis of a student's disability. None of the procedures described in this policy section shall prevent a student or parent from pursuing a complaint with any State or Federal agency, including the USDA, using the procedures described at the end of this policy.

- A. If an initial request for accommodation in the form of substituted meals is denied, the student or parent may request review of that decision by the ~~( ) Building Principal ( ) District's Compliance Coordinator ( x ) District Administrator ( )~~ **[End of Options]** **[DRAFTING NOTE: the grievance procedure can be designed as appropriate for each District]** and shall provide any communications between the student or parent and food service officials concerning the accommodation request, any documentation provided by a medical authority, and any additional information the student or parent believes is pertinent to the decision. A review of the materials provided and of the initial decision shall be completed and a response provided to the student or parent as soon as practicable following receipt of the request for review. If the initial decision is reversed, including due to additional information provided on review, the dietary accommodations shall be implemented without delay. If the initial decision is affirmed ( x ) the decision is final ~~( ) the decision may be appealed to the District Administrator whose decision is final ( )~~ **[End of Options]**.
- B. Any other complaint or disagreement with the food service administration concerning implementation of special dietary accommodations based on a student's disability shall be presented to the Special Dietary Accommodation Coordinator. The student or parent shall specify the nature of the concern and any requested remedy in writing. The Coordinator shall promptly review the grievance and either contact the student or parent for any required clarification of the request or to seek to reach an agreement regarding how to best address the concern. If no agreement is reached, the Coordinator shall make a determination and notify the student or parent in writing as soon as practicable. If the grievance is affirmed in any respect, the Coordinator shall propose a plan for implementing appropriate remedial measures. If the student or parent is dissatisfied with the Coordinator's determination, the student or parent may submit a written request to the Building Principal or District Administrator for review. The administrator's determination shall be final.

## Dietary Modifications

### Modifications Based on Compliant Medical Documentation

~~The individual making an initial request for such substitutions must inform the Food Service Director that the student has a medical condition that restricts the student's diet, in accordance with the criteria set forth in 7 C.F.R. Part 15b. The School District will honor the request as written by the health care provider with prescriptive authority in the State of Wisconsin. Within (10) school days after receiving the initial request, a health care provider with prescriptive authority in the State of Wisconsin must submit medical certification that the student's medical condition restricts their diet, in accordance with the criteria set forth in 7 C.F.R. Part 15b. The substitutions may be discontinued until such medical certification is received.~~

The medical certification must identify:

- A. ~~the student's medical condition or symptoms of a condition that restricts one (1) or more major life activity or function;~~



- B. ~~an explanation of how the condition or symptom affects the student's diet; and~~
- C. ~~the food(s) to be omitted from the student's diet, and the food or choice of foods that must be substituted (e.g., caloric modifications or use of liquid nutritive formula);~~

**~~{Optional Provision – for medical statements not compliant with 7 C.F.R. Part 15b}~~**

**~~{ } Modifications Based on Noncompliant Medical Requests~~**

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

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

**~~{End of Option}~~**

**~~{Optional Provision – Based on preferences with no medical documentation} [DRAFTING NOTE: If the Board chooses to include this category of modification, it must also choose among the options below.]~~**

**~~{ } Modification Based on Student/Parental Preference~~**

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

**~~A. { } Fluid Milk Substitution [If Selected Choose One]~~**

1. ~~{ } The School District shall have no legal obligation to accommodate a student's or a parent's preference for a fluid milk substitute if there is no Medical Statement for Special Dietary Needs on file requiring such a substitute. However, the District will assist the student in choosing a reimbursable meal through offer versus serve (OVS). **[DRAFTING NOTE: This gives students the ability to decline some of the food options offered as part of the reimbursable meals. For example: 5 components need to be offered and students need to take 3 options. They can decline milk for example, and it is still a reimbursable meal. The intent is to give students a choice and avoid food waste. Schools have the ability whether or not they use OVS.]**~~
2. ~~{ } The School District shall offer a Federally approved milk substitute with a written and signed request from a parent that identifies the reason for the special dietary accommodation.~~

**~~B. { } Religious Reason [If Selected Choose One]~~**

1. ~~{ } The School District shall have no legal obligation to accommodate a student's or parent's request for accommodations based on religious requests. However, the District will assist the student in choosing a reimbursable meal through offer versus serve (OVS).~~
2. ~~{ } The School District will provide substitutions based on religious requests to any student, for any religious reason with a written and signed request by a parent that identifies the reason for the accommodation. A substitution for a religious request must meet USDA Child Nutrition Program meal pattern requirements.~~

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

1. ~~{ } The School District shall have no legal obligation to accommodate a student's or parent's general health, nutrition, or food preferences. However, the District will assist the student in choosing a reimbursable meal through offer versus serve (OVS).~~
2. ~~{ } The School District will provide substitutions based on lifestyle preferences to any student with a written and signed request by a parent that identifies the reason for the accommodation. A substitution for a personal request must meet USDA Child Nutrition Program meal pattern requirements.~~

**~~{END OF OPTIONS}~~**

## **IMPLEMENTATION AND DISCONTINUATION**

### **Review**

Upon receipt of a request for a special dietary accommodation, the Food Service Director shall review the request to ensure it is supported as required by Federal law and District policy and if not, shall request additional or clarifying information from the student or parent making the request.

### **Implementation**

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

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

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

### **Notification**

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

### **Student Absence**

If a student receiving a special dietary accommodation is absent or does not wish to participate in school lunch on a day an accommodation is planned, the student or parent shall contact the ~~Food Service Director~~ Special Dietary Accommodation Coordinator by 7:00 AM the same day.

### **Renewing A Special Dietary Request**

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

### **Discontinuation of a Special Dietary Request**

A special dietary request or part of a request may be discontinued by a parent by submitting the request in writing to the ~~Food Service Director~~ Special Dietary Accommodation Coordinator or shall be discontinued consistent with the medical authorities recommendation provided with the Medical Statement for Special Dietary Needs. .

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

### **Meal Charges**

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

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

A periodic review of the food-service accounts shall be made by the Food Service Director and the Business Manager. Any surplus funds from the National School Lunch Program shall be used ~~in a manner permitted by law~~ to support the operation and improvement of the school meal program(s) through allowable expenditures as determined by the District Administrator. Surplus funds from a-la-carte foods purchased using funds from the nonprofit food service account must accrue to the nonprofit food service account.

### **Bad Debt**

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

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

### **Negative Account Balances**

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

Students may be permitted to accumulate negative family food service account balance not to exceed \$200. A student shall not be permitted to purchase a la carte items without sufficient account balance or cash on hand.

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

If a student has reached the permissible level of negative lunch account balance, they shall be provided a regular reimbursable meal that follows the USDA meal pattern, the cost of which shall continue to accrue to a negative lunch account balance.

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

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

~~No foods or beverages, other than those associated with the District's food service program, are to be sold during food service hours.~~

~~The District's food service program shall serve only food items and beverages determined by the Food Service Department to be in compliance with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition guidelines. Any competitive food items and beverages that are available for sale to students a la carte in the dining area between midnight and thirty (30) minutes following the end of the school day shall also comply with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition guidelines, and may only be sold in accordance with Board Policy 8550—Competitive Food Sales. Foods and beverages unassociated with the food service program may be vended in accordance with the rules and regulations set forth in Board Policy 8540—Vending Machines.~~

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

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

### **Nondiscrimination Statement**

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity. The District's nondiscrimination



statement below is complementary to the District's nondiscrimination policies, including Policy 2260 - Nondiscrimination and Access to Equal Opportunity and Policy 1422/Policy 3122/Policy 4122 - Nondiscrimination and Equal Employment Opportunity.

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

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: [https://www.usda.gov/sites/default/files/documents/USDA\\_OASCR%20P-Complaint\\_Form\\_0508-0002-508-11-28-17Fax2Mail.pdf](https://www.usda.gov/sites/default/files/documents/USDA_OASCR%20P-Complaint_Form_0508-0002-508-11-28-17Fax2Mail.pdf), <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf> or <https://dpi.wi.gov/sites/default/files/imce/school-nutrition/pdf/sfa-civil-rights-complaints-procedure-template.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

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

This institution is an equal opportunity provider.

Revised 7/15/15  
Revised 8/16/17  
Revised 12/19/18  
Revised 1/11/23  
Revised 7/17/24

© Neola 2024

## Legal

SP 32-2015 Statements Supporting Accommodations for Children with Disabilities in the Child Nutrition Programs

SP 59-2016 Modifications to Accommodate Disabilities in the School Meal Program

OMB Circular No. A-87 USDA Smart Snacks in School Food Guidelines (effective July 1, 2014)

Child Nutrition Act of 1966, 42 U.S.C. 1771 et seq.

Healthy, Hunger-Free Kids Act of 2010 and Richard B. Russell National School Lunch Act, 42 U.S.C. 1751 et seq.

42 U.S.C. 1758

15.137, Wis. Stats.

93.49, Wis. Stats.

115.34 - 115.345, Wis. Stats.

120.10(16), Wis. Stats.

120.13(10), Wis. Stats.

7 C.F.R. Part 15b

7 C.F.R. Part 210

7 C.F.R. Part 215  
7 C.F.R. Part 220  
7 C.F.R. Part 225  
7 C.F.R. Part 226  
7 C.F.R. Part 227  
7 C.F.R. Part 235  
7 C.F.R. Part 240  
7 C.F.R. Part 245  
42 U.S.C. Chapter 13

**Last Modified by Ann DeMeuse on December 18, 2024**

Book	Policy Manual
Section	33.2 for review
Title	Copy of WELLNESS
Code	po8510
Status	Second Reading
Adopted	April 17, 2013
Last Revised	February 19, 2025

## 8510 - **WELLNESS**

As required by law, the Board **for the Sturgeon Bay School District** establishes the following wellness policy ~~for the Sturgeon Bay School District as a part of a comprehensive wellness initiative.~~

### **Policy Preamble**

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/their 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.

Schools alone, however, cannot develop in students 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.

The Board sets the following goals in an effort to enable students to establish good health and nutrition choices to:

- A. promote nutrition education with the objective of improving students' health ~~and reducing childhood obesity;~~
- B. improve the health and well-being of our children, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits;
- C. promote nutrition guidelines, a healthy eating environment, child nutrition programs, and food safety and security on each school campus with the objective of promoting student health ~~and reducing childhood obesity;~~
- D. provide opportunities for every student to develop the knowledge and skills for specific physical activities, maintain physical fitness, regularly participate in physical activity, and understand the short and long-term benefits of a physically active lifestyle;
- E. promote the health and wellness of students and staff through other school based activities.

### **Wellness Policy Leadership**

The District Administrator ~~will oversee the development, implementation, and evaluation of the wellness procedures~~ **shall implement and ensure compliance with the policy by leading the review, update, and evaluation of the policy** and is authorized to designate a staff member or members with responsibility to assure that wellness initiatives are followed in the District's schools.

### **Required Public Involvement**

The District Administrator shall obtain the input of District ~~stakeholders, to include~~ **collaborators to participate in the development, implementation, and periodic review and update of the policy.** The collaborators may include parents, students, representatives of the school food authority, educational staff (including physical education teachers), school health professionals, ~~School~~ Board members, members of the public, **medical/health care professionals,** and other school

administrators in the development, implementation, evaluation, and periodic review and update, if necessary, of the wellness policy. School-level health advisory or wellness committees may assist in the planning and implementation of these Wellness initiatives.

### **Committee Formation**

The District shall convene a Wellness Committee that meets at least one (1) time during the school year to establish goals and oversee school health policies and programs, including development, implementation, and periodic review and update of this Wellness Policy.

### **Committee Representatives**

The District shall invite a diverse group of stakeholders/collaborators to participate in the development, implementation, and periodic review and update of the Wellness Policy.

Stakeholders/Collaborators may include:

- A. administrator(s)
- B. classroom teacher(s)
- C. school food service representative(s)
- D. school nurse(s)
- E. community member/parent(s)
- F. student(s)
- G. nutrition and/or health education teacher(s)

### **Nutrition Standard for All Foods/School Meal Programs/Standards and Guidelines for School Meal Programs**

The District is committed to serving healthy meals to our students. The school meal programs aim to improve the diet and health of school children, model healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

### **School Meal Programs**

#### **Standards and Guidelines for School Meal Programs**

- A. All meals meet or exceed current nutrition requirements established under the Healthy Hunger-free Kids Act of 2010. (<https://www.fns.usda.gov/nslp/national-school-lunch-program-meal-pattern-chart>)
- B. Drinking water is available for students during mealtimes.
- C. All schools in the District participate in USDA child nutrition programs, including NSLP & SBP.
- D. All meals are accessible to all students.
- E. Menus shall be created/reviewed by a Registered Dietitian or other certified nutrition professional.

### **School Meal Program Participation**

The District:

- A. shall notify parents of the availability of the breakfast, lunch, and summer food programs and shall be encouraged to determine eligibility for reduced or free meals;
- B. shall allow students the opportunity to provide input on menu items.

### **Standards for Foods and Beverages Sold Outside of School Meals**

All food and beverages sold and served outside of the school meal programs ("competitive" foods and beverages) shall, at a minimum, meet the standards established in USDA's Nutrition Standards for All Foods Sold in Schools (Smart Snacks) rule. <https://fns-prod.azureedge.us/sites/default/files/resource-files/smartsnacks.pdf>

### **Foods Offered/Provided but Not Sold**

The District encourages foods offered on the school campus meet or exceed the USDA Smart Snacks in School nutrition standards including those provided at celebrations and parties and classroom snacks brought by staff or family members.

### **Fundraising**

The District adheres to the Wisconsin Department of Public Instruction fund-raiser exemption policy and allows two (2) exempt fund-raisers per student organization per school per year. All other fund-raisers sold during the school day will meet the Smart Snacks nutrition standards. No restrictions are placed on the sale of food/beverage items sold outside of the school day.

### **Marketing**

Schools will restrict food and beverage marketing to only those foods and beverages that meet the nutrition standards set forth by USDA's Nutrition Standards for All Foods Sold in Schools (Smart Snacks) rule. Marketing includes brand names, trademarks, logos, or tags except when placed on a food or beverage product/container; displays, such as vending machine exteriors; corporate/brand names, logos, trademarks on cups, posters, school supplies, education materials, food service equipment, and school equipment (e.g. message boards, scoreboards, uniforms); advertisements in school publications/mailings; sponsorship of school activities, fundraisers, or sports teams; educational incentive programs such as contests or programs; and free samples or coupons displaying advertising of a product.

### **Nutrition Education**

The primary goal of nutrition education is to influence students' lifelong eating behaviors. Nutrition education, a component of comprehensive health education, shall be offered every year to all students of the District. The District aims to teach, model, encourage, and support healthy eating by providing nutrition education.

### **Nutrition Promotion**

The District is committed to providing a school environment that ~~promotes~~ encourages students to practice healthy eating and physical activity. Students shall receive consistent nutrition messages that promote health throughout schools, classrooms, cafeterias, and school media.

### **Physical Activity**

- A. The District shall provide students with age and grade-appropriate opportunities to engage in physical activity.
- B. Physical activity and movement shall be integrated, when possible, across the curricula and throughout the school day.

### **Physical Education**

- A. A sequential, comprehensive physical education program shall be provided for students in K-12 in accordance with the physical education academic content standards and benchmarks adopted by the State.
- B. The sequential, comprehensive physical education curriculum shall provide students with opportunities to learn, practice, and be assessed on developmentally appropriate knowledge, attitudes, and skills necessary to engage in lifelong, health-enhancing physical activity.
- C. Planned instruction in physical education shall be sufficient for students to achieve a proficient level with regard to the standards and benchmarks adopted by the State.

### **Activities That Promote School Wellness**

**[DRAFTING NOTE: At a minimum, all schools/Districts must include at least one goal related to other school-based wellness activities.]**

- A. ( ) The District will offer \_\_\_\_\_ **[Insert Number]** family-focused events supporting health promotion (e.g., health fair, nutrition/physical activity open house) each year.

- B. ☐ Students, parents, and other community members shall have access to, and be encouraged to use, the school's outdoor physical activity facilities outside the normal school day.
- C. ☒ The District supports the implementation of other programs that help create a school environment that conveys consistent wellness messages in an effort to promote student well-being.
- D. ☒ As appropriate, schools shall support students, staff, and parents' efforts to maintain a healthy lifestyle.
- E. ☐ Students shall be allowed to bring and carry throughout the day approved water bottles filled with only water.
- F. ☐ Staff is strongly encouraged to model healthful eating habits, and are discouraged from eating in front of children/sharing food with children during regular class time, outside of activities related to the nutrition education curriculum.
- G. ☐ Staff is not permitted to eat or drink out of branded packaging in front of children (e.g., coffee containers with specific company logos).
- H. ☐ The school ☐ shall ☐ may provide opportunities for staff, parents, and other community members to model healthy eating habits by dining with students in the school dining areas.
- I. ☐ The schools ☐ shall ☐ may demonstrate support for the health of all students by hosting health clinics and screenings and encouraging parents to enroll their eligible children in Medicaid or in other children's health insurance programs for which they may qualify.
- J. ☐ Nutrition information for competitive foods available during the school day shall be readily available near the point of purchase.
- K. ☐ Other: \_\_\_\_\_

### Staff Wellness

The District will implement that an organized wellness program shall be available to all staff to promote healthy eating and physical activity among school staff.

### Community Engagement

- A. The District shall work with community partners, including the hospital to support district wellness.
- B. The District shall inform and invite parents to participate in school-sponsored activities throughout the year.

### Additional Strategies for Consideration:

- A. The schools shall schedule mealtimes so there is minimum disruption by bus schedules, recess, and other special programs or events.
- B. The school shall provide attractive, clean environments in which the students eat.
- C. Schools in our system utilize electronic identification and payment systems, therefore, eliminating any stigma or identification of students eligible to receive free and/or reduced meals.

Furthermore, with the objectives of enhancing student health and well being, and reducing childhood obesity, the following guidelines are established:

- A. In accordance with Policy 8500, ~~entitled~~ Food Service, the food service program shall comply with Federal and State regulations pertaining to the selection, preparation, consumption, and disposal of food and beverages as well as to the fiscal management of the program.
- B. As set forth in Policy 8531, ~~entitled~~ Free and Reduced Price Meals, the guidelines for reimbursable school meals are not less restrictive than the guidelines issued by the U.S. Department of Agriculture (USDA).

All foods available on campus during the school day shall comply with the current USDA nutrition guidelines, including competitive foods that are available to students a la carte in the dining area, as classroom snacks, from vending machines, for classroom parties, or at holiday celebrations.

- C. The food service program will provide all students affordable access to the varied and nutritious foods they need to be healthy and to learn well, regardless of unpaid meal balances without stigma.

- D. The food service program will strive to be financially self-supporting; however, if it is necessary to subsidize the operation, it will not be through the sale of foods with minimal nutritious value.
- E. The food service program shall be administered by a qualified nutrition professional.
- F. The food service program shall be administered by a director who is properly qualified, certificated, licensed, or credentialed, according to current professional standards.
- G. All food service personnel shall receive pre-service training in food service operations.
- H. Continuing professional development shall be provided for all staff of the food service program.

### **Monitoring and Evaluation - Triennial Assessment**

A review of this policy shall occur no less than once every three (3) years using a procedure developed and implemented by the District Administrator. The District shall notify school staff, students, and households/families of the availability of the wellness report via newsletters and website postings. The report will be made available at [www.sturbay.k12.wi.us](http://www.sturbay.k12.wi.us).

**[DRAFTING NOTE: At a minimum, schools/districts must conduct an assessment of the wellness policy every three (3) years, report to the public the finding of the evaluation, and update the policy as appropriate. Language related to how the wellness policy, including any updates, will be made available to the public on an annual basis, must be included in your policy.]**

**~~Option One: Choose Either A or B~~ It is recommended that the first option be included or check the second option if the Wellness Committee will complete the evaluation and report to the Board. Check any others as they apply.**

- A. ☐ The District will evaluate compliance with the Wellness Policy no less than once every three years. The assessment will include the extent to which each school is in compliance with the policy, progress towards meeting policy goals, and how the policy compares to a model policy, as established by the USDA. The District will use the Wisconsin Local Wellness Policy Triennial Assessment Report Card to fulfill the triennial assessment requirement. The results of the triennial assessment will be made available to the public.
- B. ☐ ~~A review of this policy shall occur no less than once every three (3) years using a procedure developed and implemented by the District Administrator. The District shall notify school staff, students, and households/families of the availability of the wellness report via newsletters and website postings. The report will be made available at \_\_\_\_\_ [Insert Web Address].~~
- C. ☐ The Wellness Committee shall evaluate compliance with the Wellness Policy no less than once every three years. The assessment will include the extent to which each school is in compliance with the policy and how the policy compares to a model policy, as established by the U.S. Department of Agriculture. The District will use the Wisconsin Local Wellness Policy Triennial Assessment Report Card to fulfill the triennial assessment requirement. The results of the triennial assessment will be made available to the Board and public. ~~The District shall notify school staff, students, and households/families of the availability of the wellness report via newsletters and website postings. The report will be made available at \_\_\_\_\_ [Insert Web Address].~~
- D. ☐ The District wellness policy will be updated as needed based on evaluation results, District changes, emersion of new health science information/technology, and/or new Federal or State guidance are issued.
- E. ☐ The District will actively inform families and the public about the content of and any updates to the policy through \_\_\_\_\_ **[Insert channels of communication such as District/school website, newsletters, mailings, etc.].**

### **Public Notice/Update/Inform the Public**

The District will actively inform and update the public about the content of and any updates to the policy through the District website and Board meetings.

The District Administrator shall be responsible for informing the public, including parents, students, and community members, on the content and implementation of this policy. In order to inform the public, the District Administrator shall distribute information at the beginning of the school year to families of school children, include information in the student handbook, and post the wellness policy on the District's website, including the assessment of the implementation of the policy prepared by the District.

### **Record Retention**



The District Administrator shall require that the District retains documentation pertaining to the development, review, evaluation, and update of the policy, including:

- A. copy of the current policy;
- B. documentation of efforts to publicize the policy.

### **Nondiscrimination Statement**

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

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

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

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

This institution is an equal opportunity provider.

Revised 7/15/15

Revised 4/19/23

© Neola 2021

Legal 42 U.S.C. 1751 et seq.  
42 U.S.C. 1771 et seq.

Last Modified by Ann DeMeuse on December 19, 2024



Book	Policy Manual
Section	33.2 for review
Title	Copy of FREE AND REDUCED-PRICE MEALS
Code	po8531
Status	Second Reading
Adopted	April 17, 2013
Last Revised	February 19, 2025

### 8531 - FREE AND REDUCED-PRICE MEALS

The Board recognizes the importance of good nutrition to each student's educational performance.

The Board shall provide eligible children with breakfast and lunch at a reduced rate or at no charge to the student, ~~as well as free milk for qualifying students.~~

Children, eligible for free or reduced-price meals, shall be determined by the criteria established by the Child Nutrition Program. These criteria are issued annually by the Federal government through the Wisconsin Department of Public Instruction's (DPI) administration of the School Nutrition Programs.

The Board designates the District Administrator to determine in accordance with Board standards, the eligibility of students for free and/or reduced-price meals.

The schools shall annually (close to the beginning of the school year), notify all families of the availability, eligibility requirements, and/or application procedure for free and reduced-price meals by distributing an application to the family of each student enrolled in the school.

The notice shall contain all information required by State and Federal regulation.

The District and shall seek out and apply for such Federal, State, and local funds as may be applied to the District's program of free and reduced-price meals.

Any student identified as homeless, a foster child, a runaway, a migrant, or who is enrolled in Head Start shall be considered eligible for free meals and free milk.

Students receiving free or reduced meals or milk shall not be subjected to any of the following actions related to their receipt of meal service:

- A. the District shall not publish or otherwise publicize names of children receiving free or reduced meals or milk;
- B. the District's meal service will not use special tokens or tickets that identify students as receiving free or reduced meals or milk;
- C. no student shall be required to work or perform any service in order to receive food service;
- D. students receiving free or reduced price meal service shall not be required to use a separate line or separate eating area, nor shall they be required to receive meals at a different time based on eligibility for the free or reduced program;
- E. all students shall have the same choices for meals and milk regardless of whether the student is paying full price or receiving free or reduced meal service benefits.

The District Administrator shall regularly evaluate the free and reduced lunch program to determine whether the District or school may qualify for special assistance certification or Community Eligibility Provision (CEP) to reduce the paperwork burden on families qualifying for free and reduced meals. Any schools identified as CEP eligible shall be notified.

#### **[END OF OPTION 1]**

~~**[ ] OPTION TWO – Community Eligibility Provision (CEP) – May be selected only if the District has obtained approval from DPI to provide free meals to all students based on community poverty.**~~

~~The District has received approval to extend free meals to all students through the Community Eligibility Provision (CEP). Participation in CEP means that all students receive free meal service on an equal basis, and that no individual household applications may be collected, except as frequently as required by law to continue CEP eligibility. If any school is found in any fourth year of CEP to have a free or reduced lunch eligible student percentage less than twenty five percent (25%) but more than fifteen percent (15%), the [ ] District Administrator [ ] Food Service Director **[END OF OPTIONS]** shall notify DPI and request an additional year of CEP eligibility prior to recertification.~~

#### **[END OF OPTION 2]**

Unless exempted by DPI, annually prior to a date established by the Department of Agriculture and/or the DPI, the ( ) District Administrator ( ) Food Service Director **[END OF OPTIONS]** shall notify DPI of any school in the District that has twenty-five percent (25%) free and reduced lunch eligible or that has less than twenty-five percent (25%) but more than fifteen percent (15%) identified student percentage.

#### **Nondiscrimination Statement**

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

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

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

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

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

3. E-mail:  
program.intake@usda.gov.

This institution is an equal opportunity provider.

115.34-115.345, 120.10(16), 120.13(10), Wis. Stats.

42 U.S.C. 1771 et seq.

7 C.F.R. Part 245

Revised 9/20/17

T.C. 10/25/23

Revised 7/17/24

© Neola 2024~~3~~

Legal                      115.34-115.345, 120.10(16), 120.13(10), Wis. Stats.  
                                 42 U.S.C. 1771 et seq.

**Last Modified by Ann DeMeuse on December 18, 2024**

Book	Policy Manual
Section	33.2 for review
Title	Copy of VENDING MACHINES
Code	po8540
Status	Second Reading
Adopted	April 17, 2013
Last Revised	February 19, 2025

## 8540 - VENDING MACHINES

The Board of Education recognizes that vending machines can produce revenues which are useful to augment programs and services to students and staff. It will, therefore, authorize their use in District facilities providing that the following conditions are satisfied.

- A. No food or beverages are to be sold or distributed which will compete with the District's food-service program.
- B. Food items and beverages available for sale to students in vending machines for consumption on campus shall comply with the current USDA Dietary Guidelines for Americans and Smart Snack Rules.

The District Administrator shall develop and implement administrative guidelines that will require these conditions are adhered to on a continuing basis.

## Nondiscrimination Statement

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

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

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

1. Mail:  
U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410; or

2. Fax: (833) 256-1665 or (202) 690-7442; or
3. E-mail: [program.intake@usda.gov](mailto:program.intake@usda.gov).

This institution is an equal opportunity provider.

Revised 7/15/15

© Neola 2024

Legal 42 U.S.C. 1779

**Last Modified by Ann DeMeuse on December 12, 2024**

Book	Policy Manual
Section	33.2 for review
Title	Copy of COMPETITIVE FOOD SALES
Code	po8550
Status	Second Reading
Adopted	April 17, 2013
Last Revised	February 19, 2025

## 8550 - **COMPETITIVE FOOD SALES**

The food-service program will comply with the provisions set forth in Federal law regarding sale of competitive food and foods of minimal nutritional value.

Only the food-service program shall sell food and beverages to students in elementary schools during regular school hours.

In secondary schools, the food-service program shall be the sole provider of food and beverage items sold until thirty (30) minutes following the last lunch period, at which time student clubs and organizations and/or District support organizations may request approval to sell foods and beverage items in accordance with the Board of Education's policies and guidelines. Accordingly, all food items and beverages for sale to students for consumption on campus from vending machines, from school stores, or as fundraisers by student clubs and organizations and/or District support organizations shall comply with the current USDA Dietary Guidelines for Americans and Smart Snack Rules.

### **Nondiscrimination Statement**

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

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

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

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

3. E-mail:  
program.intake@usda.gov.

This institution is an equal opportunity provider.

Revised 2/15/15

© Neola 20214

Legal

Title 7 C.F.R. 210.11

**Last Modified by Ann DeMeuse on December 12, 2024**

Book	Policy Manual
Section	33.2 for review
Title	Copy of TRANSPORTATION
Code	po8600
Status	Second Reading
Adopted	April 17, 2013
Last Revised	February 19, 2025

## 8600 - TRANSPORTATION

It is the policy of the Board to provide transportation for those students, of any age, whose distance from their school makes this service necessary within the limitations established by State law and the regulations of the Department of Public Instruction or other appropriate agency.

School buses and student-transportation vehicles shall be purchased, housed, and maintained by the District or the District shall contract for transportation services in accordance with Policy 8680 - Bus Services Contracts for the transportation of resident students between their home areas and the schools of the District to which they are assigned. However, no vehicle with a capacity of more than fifteen (15) shall be purchased or used to transport students for which there are no applicable, passenger-protection, Federal motor-vehicle safety standards.

All school buses and student-transportation vehicles, whether purchased, leased, or contracted for as provided in Policy 8680 - Bus Services Contracts shall comply with specifications defined in State and Federal law. Each operator of a school vehicle used to transport students of the District shall be licensed for the purpose for which the vehicle is being used and shall operate the vehicles in accordance with Federal and State laws.

Transportation for private school students, eligible for transportation under State law, shall be provided on the same basis as for District students.

Transportation of eligible students with exceptional educational needs or attending a technical education program shall be arranged through the use of District-owned vehicles, through cooperation with other districts, through commercial carriers, and/or by other means in the most efficient and economical manner.

Transportation privileges may be revoked if the student's conduct is in violation of the District Administrator's administrative guidelines or the Code of Conduct pertaining to student transportation. Such revocation shall be in accord with statutorily required procedures.

### **[ ] Nonroutine Use of School Buses**

-

~~The Board may permit the school buses owned or leased by this District to be used for purposes other than regularly scheduled routes to and from school in accordance with legal requirements, provided such trips do not interfere with routine school transportation services.~~

-

~~Vehicles must be operated when possible by an employee of this District, or otherwise by a qualified individual approved by the District Administrator. The cost of transportation shall be reimbursed to the Board ( ) based on the actual cost to the District of the school bus usage ( ) in accordance with a formula established in the District's administrative guidelines [END OF OPTIONS].~~

-

~~[ ] The District Administrator shall develop administrative guidelines which should include provision for insurance coverage and the requirement that for each school bus trip involving school age passengers chaperones will be used to assist the staff member(s) in maintaining passenger control and in enforcing procedures for the safety of all passengers.~~



## **[ x] Surveillance on School Buses**

The Board authorizes the District Administrator to install and operate video surveillance on District buses to enhance student safety and well-being.

Any agreement with a transportation contractor for the provision of transportation services for the District shall have language regarding the use of video surveillance on all school buses.

It is strongly recommended that the District provide notification to parents regarding video on District buses.

## **District-Owned Vehicles Used for Transporting Students**

All drivers of motor vehicles owned by the District and used for transportation of students shall be under written contract with the Board as required by 121.52, Wis. Stats.

All operators of motor vehicles owned by the District and used for transportation of students shall be subject to the provisions of 121.555, Wis. Stats. and may be subject to the District's employee drug testing policy in accordance with Policy 8601 - Controlled Substance and Alcohol Policy for Employees that Transport Students.

Revised 11/15/23

© Neola 2023~~4~~

Legal                                      120.13(27m), 121.52, 121.53, 121.54 et seq., Wis. Stats.  
   Wis. Admin. Code Trans 300.81

**Last Modified by Ann DeMeuse on December 12, 2024**

Book	Policy Manual
Section	33.2 for review
Title	Renum./Revised Policy - Vol. 33, No. 2, May 2024 - CONTROLLED SUBSTANCE AND ALCOHOL POLICY FOR EMPLOYEES THAT TRANSPORT STUDENTS
Code	po8601
Status	Second Reading
Adopted	February 19, 2025

## **Renum./Revised Policy - Vol. 33, No. 2**

### **41628601 - CONTROLLED SUBSTANCE AND ALCOHOL POLICY FOR EMPLOYEES THAT TRANSPORT STUDENTS**

#### **Purpose**

The Board believes that the safety of students while being transported to and from school or school activities is of utmost importance and is the primary responsibility of the driver of the school vehicle. To fulfill such a responsibility, each driver, as well as others who perform safety-sensitive functions with District vehicles, must be mentally and physically alert at all times while on duty. In addition, the Board recognizes that a drug-free and alcohol-free school and work environment is vital to workplace and school safety and to the quality of the District's educational services.

To that end, the Board has established this policy, which includes an alcohol and controlled substances testing program. The Board expects all ~~Drivers~~drivers to comply with Board Policy 3122.01/Policy 4122.01 ~~on~~ Drug-Free Workplace which prohibits the possession, use, sale, or distribution of alcohol and any controlled substance on school property at all times.

Further, the Board concurs with the Federal requirement that all ~~Drivers~~drivers should be free of any influence of alcohol or controlled ~~substances~~substances while on duty. Therefore, participation in the alcohol and controlled substances testing program is a condition of employment for all ~~Drivers~~drivers.

#### **Covered Employees**

~~This policy covers all commercial driver's license (CDL) holders and regular and substitute bus drivers who operate a commercial motor vehicle while on duty. (x)~~ The policy ~~also~~ applies to ~~other~~ staff members who drive students in District vehicles or inspect, service, or condition District vehicles. The District views these as "safety-sensitive" functions. **[END OF OPTION]**

#### **Definitions**

For purposes of this policy and the guidelines associated with the policy, the following definitions shall apply:

- A. The term *alcohol* means the intoxicating agent in beverage alcohol, ethyl alcohol or other low molecular weight alcohols, including methyl or isopropyl alcohol. This term is a volume breath expressed in terms of grams of alcohol per 210 liters of breath as indicated by an evidential breath test as described herein.
- B. The term *controlled substance* includes any illegal drug, the possession or use of which is unlawful pursuant to Federal, State and local laws and regulations, and any drug that is being used illegally, such as a prescription drug that was not legally obtained or not used for its intended purposes or in its prescribed quantity. The term does not include any legally-obtained prescription drug used for its intended purpose in its prescribed quantity unless such use would impair the individual's ability to safely perform safety-sensitive functions. This term includes, but is not limited to, marijuana metabolites, cocaine metabolites, amphetamines, opiate metabolites, ~~and/or~~ phencyclidine (PCP).
- C. The term *controlled substance abuse* includes excessive use of alcohol as well as prescribed drugs not being used for prescribed purposes, in a prescribed manner, or in the prescribed quantity.

- D. The term *safety-sensitive functions* includes waiting to be dispatched, inspecting equipment, servicing, driving, loading or unloading District vehicles, as well as repairing, obtaining assistance, or remaining in attendance upon a disabled District vehicle. This term further includes any period in which an individual is actually performing, ready to perform, or immediately available to perform any safety-sensitive function.
- E. The term *Driver* means all CDL holders and regular and substitute bus drivers who operate a commercial motor vehicle while on duty, as well as other staff members who may drive students in District vehicles or inspect, service, and condition District vehicles.
- F. The term *while on duty* means all time from the time the Driver begins to work or is required to be in readiness for work until the time s/he is relieved from work and all responsibility for performing work.

## Procedures

The District Administrator shall establish a drug and alcohol testing program whereby each driver is tested for the presence of alcohol in his/her system as well as for the presence of the following controlled substances:

- A. Marijuana
- B. Cocaine
- C. Opioids
- D. Amphetamines
- E. Phencyclidine (PCP)

The alcohol and controlled substances tests are to be conducted in accordance with Federal and State regulations:

- A. prior to employment (Controlled Substances only);
- B. reasonable suspicion;
- C. upon return to duty after any alcohol or drug rehabilitation;
- D. after any accident, whenever the District determines that an employee may have contributed to an accident involving a fatality, bodily injury, or damage to property, the District may require the employee to be tested for drugs or alcohol, or both;

In addition, Department of Transportation regulations require that drivers submit to post-accident testing for drugs and alcohol under the following circumstances:

1. ~~When~~ when the driver is involved in an accident involving the loss of a human life, regardless of who was at fault;  
or
2. ~~When~~ when the driver is involved in an accident in which s/he is issued a citation for a moving traffic violation, and the accident involves an injury to any person who, as a result of the injury, immediately receives medical treatment away from the accident scene, or involves disabling damage (i.e., must be towed away or cannot be driven from the accident scene) to any vehicle.

- E. on a random basis; and
- F. on a follow-up basis.

Any staff member who tests positive as defined in the guidelines shall be:

- A. ☒ immediately prohibited from driving any District vehicle or conducting a safety-sensitive function;
- B. ☐ evaluated by a substance abuse professional;
- C. ☒ provided information regarding drug/alcohol counseling; or referred to the District's Employee Assistance Program;

- D. (x) subject to discipline, up to and including discharge, in accordance with District guidelines and the terms of any applicable collective bargaining agreements.

No staff member who has tested positive for alcohol or a controlled substance may be returned to a safety-sensitive position without having been evaluated by a qualified substance abuse professional (SAP), completed any required treatment program, and passed a retest.

Prior to the beginning of the testing program, the District shall provide a training for all employees, including Drivers and their supervisors about:

- A. the dangers and adverse effects of drug and alcohol use;
- B. indicators of probable alcohol misuse and controlled substance abuse;
- C. Board Policy 3122.01/Policy 4122.01 - Drug-Free Workplace and Policy 3161/Policy 4161 - Unrequested Leaves of Absence/Fitness for Duty;
- D. the sanctions that may be imposed for violations of Policy 3122.01/Policy 4122.01 - Drug-Free Workplace.

The District Administrator shall arrange for periodic retraining of supervisors and staff members as necessary. The District Administrator shall provide a copy of this policy and testing guidelines to all Drivers and will include available resources to assist employees with problems related to the use of alcohol and controlled substances.

The District Administrator shall submit, for Board approval, a contract with a certified laboratory to provide the following services:

- A. testing of all first and second test urine samples;
- B. clear and consistent communication with the District's Medical Review Officer (MRO);
- C. methodology and procedures for conducting random tests for controlled substances and alcohol;
- D. preparation and submission of all required reports to the District, the MRO, and to Federal and State governments.

The District Administrator shall also select the agency or persons who will conduct the alcohol breathalyzer tests, the District's MRO, and the drug collection site(s) in accordance with the requirements of the law.

#### **Return-to-Duty (Safety Sensitive Positions)**

Employees who are removed from performing safety-sensitive functions as a result of this policy must take and pass a return-to-duty test before returning to performing safety-sensitive functions. The return-to-duty test will not occur until after a Substance Abuse Professional (SAP) has determined that the employee has successfully complied with prescribed education and/or treatment. The employee must have a negative drug test result and/or an alcohol test with an alcohol concentration of less than 0.02 before resuming performance of safety-sensitive duties.

Subject to any legal requirements, employees who are eligible to return to performing safety-sensitive functions may not do so without the approval of the District Administrator.

© Neola 2021-24

Legal 49 C.F.R. 382.101 et seq.

**Last Modified by Ann DeMeuse on January 2, 2025**

Book	Policy Manual
Section	8000 Operations
Title	TRANSPORTATION FOR FIELD AND OTHER DISTRICT-SPONSORED TRIPS
Code	po8640
Status	Active
Adopted	April 17, 2013

#### **8640 - TRANSPORTATION FOR FIELD AND OTHER DISTRICT-SPONSORED TRIPS**

It shall be the policy of the Board of Education to use regular or special-purpose school vehicles for transportation on field and other District-sponsored trips.

The transportation for all field and other District-sponsored trips is to be by vehicles owned or approved by the District and driven by approved drivers. Exceptions must have the approval of the District Administrator.

The District shall assume transportation costs for a certain number of approved field trips as specified in the District Administrator's administrative guidelines.

It will also assume the transportation costs for all other trips including co-curricular, athletic, and other extra-curricular trips.

It will assume the vehicle cost for all other trips including co-curricular, athletic, and other extra-curricular trips, but the cost of the driver shall be paid from the designated fund.

It will provide for the vehicles for all other trips including co-curricular, athletic, and other extra-curricular trips, but a mileage charge will be assessed to cover the cost of the driver and fuel. This charge is to be paid from a designated fund.

Transportation may be limited by the availability of vehicles, drivers, and scheduling and will not be available when needed for general school purposes.

All field trips shall be supervised by members of the staff. All other District-sponsored trips shall be supervised by either staff members or adults from the sponsoring organization. Any time students are on the vehicle, at least one (1) sponsor, chaperone, or staff member is expected to ride in the vehicle as well as to supervise students upon return to the District and while they are waiting for rides home.

All students are expected to ride the approved vehicle to and from each activity. A special request must be made to the staff member or sponsor by the parent, in writing or in person, to allow an exception.

District students not affiliated with the trip activity, nondistrict students, and/or children of preschool age shall not be permitted to ride on the trip vehicle without the approval of the principal.

No student is allowed to drive on any trip. An exception may be made by the principal on an individual basis provided the student has written parental permission and does not transport any other student.

The District Administrator shall prepare administrative guidelines to ensure that all transportation is in compliance with Board policy on use of District vehicles and/or use of private vehicles.

Legal	121.54(7), Wis. Stats.
-------	------------------------

**Last Modified by Valerie Lukens on February 24, 2020**

Book	Policy Manual
Section	8000 Operations
Title	NONROUTINE USE OF SCHOOL BUSES
Code	po8651
Status	Active
Adopted	April 17, 2013

#### **8651 - NONROUTINE USE OF SCHOOL BUSES**

The Board of Education will permit the school buses owned or leased by this District to be used for purposes other than regularly- scheduled routes to and from school in accordance with law and rules of the State, provided such trips do not interfere with routine school transportation services.

The nonroutine use of buses shall be defined for purposes of this policy as those uses which are specified in State law.

Vehicles must be operated by the holder of a valid bus driver's license and a school bus safety certificate and, when possible by an employee of this District. The cost of transportation shall be reimbursed to the Board in accordance with a formula established in the District's administrative guidelines.

The District Administrator shall develop administrative guidelines which should include provision for insurance coverage and the requirement that for each school bus trip involving school age passengers chaperones will be used to assist the staff member(s) in maintaining passenger control and in enforcing procedures for the safety of all passengers.

Legal                                      120.13(27), Wis. Stats.

**Last Modified by Valerie Lukens on February 24, 2020**

Book	Policy Manual
Section	33.2 for review
Title	Copy of TRANSPORTATION BY PRIVATE VEHICLE
Code	po8660
Status	Second Reading
Adopted	April 17, 2013
Last Revised	February 19, 2025

## 8660 - TRANSPORTATION BY PRIVATE VEHICLE FOR DISTRICT-SPONSORED ACTIVITIES OR TRIPS

The Board authorizes the transportation by private vehicle of students of the District in a vehicle transporting nine (9) or fewer passengers in addition to the operator unless emergency permission to use a larger capacity vehicle is obtained in writing from the Wisconsin Department of Transportation. Any transportation of students in a private vehicle must be approved in advance and in writing by the principal in accordance with the District Administrator's administrative guidelines.

The parent of ~~the a~~ participating student will be given, on request, the name of the driver, and ~~the a~~ description of the vehicle.

~~Any~~ person ~~may~~~~shall~~ be approved for the transportation of students in a private vehicle ~~if the person is who is not~~ an employee of this Board, an approved volunteer, the parent of a student enrolled in this District, and the holder of a currently-valid license to operate a motor vehicle in the State of Wisconsin, is at least eighteen (18) years of age. ~~An approved driver must also~~ be physically capable of operating a vehicle including use of both hands and foot required to operate the vehicle, or has medical certification or has such requirement waived by the Board upon proof of a modified vehicle and Department of Transportation driving test completion, and has signed the form provided by the District.

Any person otherwise qualified to transport students shall agree not to carry a concealed weapon while transporting students, other than the person's own children, even if they are a holder of a concealed carry permit. This does not apply to law enforcement personnel.

~~Any~~ person shall be permitted to transport students who is not the holder of automobile liability and personal injury insurance in the amount required by applicable law. The District Administrator may withdraw the authorization of any private vehicle driver whose insurance is not adequate.

Any private vehicle used for the transportation of students must be owned or leased by the approved driver or the spouse of the approved driver and must conform to registration requirements of the State.

The responsibility of professional staff members for the discipline and control of students will extend to their transportation of students in a private vehicle. Drivers who are not professional staff members are requested to report student misconduct to the principal.

Revised 12/18/19

T.C. 2/15/23

Revised 2/15/23

© Neola 2024~~1~~

Legal 121.52, 121.53, Wis. Stats.

Last Modified by Ann DeMeuse on December 13, 2024

Book	Policy Manual
Section	33.2 for review
Title	Copy of BUS SERVICES CONTRACTS
Code	po8680
Status	Second Reading
Adopted	April 17, 2013
Last Revised	February 19, 2025

## 8680 - ~~BUS~~ **TRANSPORTATION SERVICES CONTRACTS**

The Board ~~of Education~~ policy regarding fulfillment of its obligation to provide transportation to students within the District is defined in Policy 8600 and AG 8600 - **Transportation**. **For student safety, State law requires that the District to take certain measures to ensure regarding the competence of those operating the buses to assure student safety transportation drivers.**

The owner or lessee of all privately owned motor vehicles **used by the District to transport students** shall be under written contract with the Board ~~of the District for which such transportation is provided~~. The contract must specify that the owner or lessee is obligated to perform any action necessary to fulfill its obligation under ~~Wis. Stats. Section 121.555~~, **Wis. Stats.**

All contracts for bus services, either between the District and its employees or between the District and a private entity contracted for the purpose of providing transportation services, must be in the form prescribed by the **Wisconsin** Department of Transportation and specify that all parties to the contract are at all times subject to the rules adopted by the Secretary of **the Wisconsin Department of** Transportation under ~~Wis. Stats. 110.06(2)~~, **Wis Stats.** and by the **Wisconsin** Department **of Transportation**.

All contracts for transportation services between the District and a private entity shall contain provisions requiring that the owner or lessee of the privately owned motor vehicles assure that all operators of said vehicles are subject to drug testing in accordance with U.S. Department of Transportation regulation. The contract shall require that the owner or lessee provide the District with its drug testing policy for approval.

### ~~District Owned Vehicles Used for Transporting Students~~

~~All drivers of motor vehicles owned by the District and used for transportation of students shall be under written contract with the Board.~~

~~All operators of motor vehicles owned by the District and used for transportation of students shall be subject to the provisions of 121.555, Wis. Stats. (see Policy 4124) and shall be subject to the District's employee drug testing policy (Policy 4162 – Controlled Substance and Alcohol Policy for Employees that Transport Students).~~

**Revised 6/18/14**

© **Neola 201324**

Legal 110.06, 121.52, 121.555, Wis. Stats.  
49 C.F.R. Chapter 40

**Last Modified by Ann DeMeuse on December 13, 2024**



# Compensation Plan Annual Review Mtg Agenda

## PLUS MINUTES *(Updated 2/12/2025)*

Monday, February 3, 2025 - 3:30 P.M.

Board Conference Room - End of hall across from SBHS Commons

*Top five priorities dating back to November 2013*

- 8 Retention
- 8 Attract quality staff
- 8 Establish clear goals/pathway on salary
  - 7 Simple not complex
    - 5 Continued development-incentivize

Present: Lola Devillers, Amy Richard, Brynn Orthober, Rebekah Kieckhafer, Brock Blahnik, Kasee Jandrin, Aaron Pairolero, Travis Grooters, Melissa Benzinger, Allison Haus, Mike Stephani, Wayne Spritka, Tina Jennerjohn, and Jake Holtz

*NOTE: As in the past, if a committee member knew they were unable to attend the meeting, the person was welcome to invite a faculty member from the same building to assist us with gathering various perspectives. The member could also send information directly to Dan and Jake to share with the group at the meeting.*

### **1. Context/Parameters of review** (from page 4 of the Salary & Supplemental Pay Guide)

***Read through these prior to the meeting and discuss items only as needed:***

#### **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?

### **Strategic Action Plan & Priorities document/approach.**

The three priority areas continue to be Teaching & Learning; Community Engagement; and Finance, Facilities, and Operations. Sub-points exist for Teaching & Learning, with sub-points for Community Engagement, and sub-points for Finance, Facilities, and Operations. Under the Finance, Facilities, & Operations area bullet point two references attracting and retaining quality staff.

- Attract and retain quality staff by supporting growth, continual improvement, and leadership opportunities, as well as implementing strategies approved in recent months and years that consider multiple aspects of compensation.

## 2. Reminders regarding items that seem to come up annually

*Note: Read through these prior to the meeting and discuss items only as needed*

- **Appendix A & Proximity to the adjusted base.** Since implementing the updated model in the 2015-2016 school year, the base/beginning salary and salary ladder have been updated four times so far (15-16, 18-19, 19-20, & spring of 22-23), and this will likely continue to occur from time to time in the future.
  - After a discussion on the “proximity to base” issue occurred over a few years, this was addressed in as part of the 2019-2020 ladder update when approximately 25 individuals who had been in proximity to the adjusted base on two or three occasions were given special consideration with their ladder placement.
  - The salary ladder adjustment approved in April of 2022 for immediate compensation as well as being the ladder for 2022-2023 did not eliminate ladder rungs, but rather adjusted existing ladder rungs and added rungs to the top of the ladder.
  - Looking at 2024-2025 and beyond, the salary ladder will likely become the primary compensation-related priority for a period of time.
- **Appendix B.** Leadership stipends are utilized each year, typically payable in a May pay period, and monitored through a Google Doc the Core Admin Team looks at during the year, with finalization/approval usually occurring in an April meeting.
- **Appendix C.** This has been adjusted as the salary ladder base has been updated.
- **Appendix D.** In September of 2023, summer curriculum writing (and more) rates and summer school rates were updated.
- **Appendix G.** In September of 2018, a group consisting of professional staff members, Board members, the business manager, and superintendent began to examine the post-employment benefit area. Through changes in our consultant, COVID dynamics, and more, we worked through a process and the updated Appendix G was formally approved as part of the Salary and Supplemental Pay Guide for Professional Staff in the June 15, 2022, Board meeting.
- **Appendix H.** In February of 2022, we rolled out a system that could accommodate special requests from individual staff members so the Board could consider any request(s) the night of the March learning session.
- **Pre-approval for programs & courses.** This is especially important if reimbursement or recognition of a Master’s (or Doctoral Degree) will be requested.
  - To be as clear as possible on the Doctoral Degree stipend issue, the topic has been addressed by the Board through past plan/meeting reviews and in special consideration for a particular person. A special one-time stipend was approved in 2017 with the ability for a person to be involved with Appendix B and/or receive other consideration as approved by the Board in the future.
- **PTO/Incentive for unused time.** In September of 2023, a paid personal day was added for all teaching staff, as well as an incentive for those who don’t use the day. In June of 2024, the previous system of sick days and personal days shifted to a PTO system for most professional staff members (with the exception of a small group in Category Three of Appendix G).
  - Shifting from the previous sick day/personal day system to the updated PTO system is a priority for the 2024-2025 year.
- **Annual Board Approval.** The Salary and Supplemental Pay Guide typically receives a first reading in the May Board meeting, followed by a second reading/approval in the June Board meeting. Since returning teacher contracts are typically approved in the April Board meeting to be ahead of the May 15 statutory deadline to issue contracts, occasionally we have had the Board approve an update to something like the salary ladder prior to the Guide itself.

## 3. Items for discussion in the review meeting this year:

- **Placeholder—Dual Enrollment Course Incentive; No group discussion needed at this time**  
*The Higher Learning Commission requirements around what is needed to teach a dual-credit course at the high school level has been postponed yet again from September of 2023 to September of 2025. The administration and board had discussed having something in place by that time.*

*Bob Nickel and Dan had discussed approaching the situation by course rather than by term. It was important to note that five current courses run for two terms, while 10 other NWTC courses run for one term. We may want to take this into account. NWTC courses that are two terms in length are Accounting, College Math, and Intro to Psych. UWGB courses that are two terms in length are Human Bio and Spanish 202. One-term courses involve Art (2), Business (2), English (2), FACE (2), Social Sciences (1), and Tech Ed (1).*

*Additionally, Keith Nerby is connecting with the SBHS staff and principal colleagues to assist with options and potential approaches to this issue. Utilizing the Appendix B approach with various subcategories seems to make sense as an approach as well.*

- **Potential Updates for 2025-2026 and beyond**

- **Salary Ladder**

- The annual approach has been and continues to be as follows: Professional staff would move to the next rung on the ladder for next year (2025-2026) as is the annual intent.
    - After working through a range of compensation-related updates from hourly rates to longevity pay to post-employment benefits to enhanced flexibility through a PTO system to an incentive for unused days, we are now poised to focus on the salary ladder itself for a period of time.
    - Just as we have increased the starting teacher salary from under \$30,000 to \$40,000, other districts have made changes as well. This is something we know we need to continue to look at. Additionally, when this is updated, we know the “proximity to base” issue arises.
    - Back in April of 2022, we discussed several excellent points pertaining to tweaks to the system, the salary ladder (ex. extending it may benefit some, but then takes longer for others to get to whatever the top of the ladder is), philosophical views going back to our work in 2013-2014 and 2014-2015 when we generated the current model, how long it should take to get to the top of the ladder, etc.
      - A related question was asked about how long a teacher can work. A teacher member of our committee had been in contact with the WRS and received the data in recent years and the answer to that question at least across the State of Wisconsin is approximately 60 years old.
    - In September of 2023, longevity supplemental pay was approved.
    - In February of 2024:
      - A teacher rep (who teaches special education) asked about the number of people at what levels of longevity pay since there is a lot of turnover in special education, for example. While Jake didn’t have it prepared (he looked some of it up during the meeting: 68 stipends, 22 were nine years or less), he said he certainly has access to the information. Additionally, this was information that was shared with the Board when they were

considering and then did approve longevity pay and what the total cost would be.

- Another teacher rep shared that retention is an issue for the police department and others, for example, and housing is a huge part of that situation. Progress is being made within the city, but it is still a process.
- Once we have more information about the next biennial State budget, we'll have a clearer picture about available funds and how we could proceed. One approach as we look at 2025-2026 and beyond combined with having a State budget for the next two years, could be as follows.
  - 2025-2026 The Board could take action on teacher compensation, an updated salary ladder, etc. As an example, one or two salary rungs could be eliminated. Additionally, the district could project/communicate a plan to eliminate an additional rung and/or rework ladder rung amounts for 2026-2027, even if those wouldn't be formally approved until the usual Board action (likely April 2026) when returning teacher contracts are approved for 2026-2027 school year.
- Additional discussion points from the meeting:
  - Compensation. Started with compliments. Salary ladder. It was very different when it was put into place. It's the one thing still causing irritation. Is there a point at which we say, let's revisit this?
    - *Note from Dan after the meeting. The Board approved the system including ladder with the understanding that there would be an annual review. Along with that, we've said over the years that there could be smaller changes to the system/ladder, major changes to the system/ladder, or we could get rid of the ladder altogether.*
  - HS teacher - shared appreciation.
  - Board member - Compensation presentation at the annual education conference. Acknowledgement that we are on an OK path but it's not inherently right.
  - MS teacher – thought back to when the ladder was put together. Took two years of meetings to put together final. Offered to be a part of a new committee.
  - HS teacher – how is the ladder working for retaining new teachers?
  - Follow up – do we collect data on why people are leaving?
  - Sawyer teacher – total compensation informational? On an individual basis.

- **Incentive for unused sick days**

- While the updated PTO system will cover this issue on an ongoing basis for unused PTO days, we still have two related topics to tackle and then fund once the post-employment benefit catch-up payments are made.

- 1. Shifting from the “old” system with a maximum sick bank of 120 days to the “new” maximum sick bank of 60 days (with the exception of a small group in Category Three of Appendix G).
- 2. Paying out/providing an incentive for unused days in the sick bank upon retirement (with the exception of a small group in Category Three of Appendix G).

Notes plus discussion points from the meeting below:

- Potential ways to address bullet point 1 (max of 120 to 60) above:
  - Utilize an approach with choices much like those in the “new” PTO system.
- Potential ways to address bullet point 2 (retirement) above:
  - Utilize an approach with choices much like those in the “new” PTO system.

- **Items submitted to Dan prior to the meeting by committee members:**

- None

- **Other general items/topics?**

- PTO-related discussion points seemed to be the main discussion topics this year

*[Also see addendum to these minutes at the end of this document]*

- MS teacher asked about PTO – who can take PTO to extend breaks? Anyone can take it. The question was then clarified to sub coverage issue. MS appreciates the PTO. Is looking for uniformity across buildings. Would like to see the language tightened K-12. Then present to the whole staff. One principal may have a different understanding of PTO than another principal does.
- HS teacher disagreed because each school is different based on scheduling.
- HS teacher shared that’s true but, it’s tough to take off because another HS teacher can’t teach her content.
- HS teacher – Hospital is first come first serve.
- Sunrise teacher – There was initial confusion on how many teachers could take off at a time.
- Came up that people aren’t getting paid extra for covering others
  - [Additional information after the meeting - It appears this came from Sunrise but may not actually be a compensation issue. Nonclassroom teachers have been asked to sub for others within the building without getting additional compensation, however they haven’t lost prep periods as they assume the teacher’s prep that they’re covering for. Essentially, they are switching roles for the day. It’s not ideal, as people in those roles lose out on valuable time with students they typically work with, but they are not losing out on prep time, either.]
- Sawyer teacher – Sawyer appreciates the PTO. They have not had the issues that have been shared. Katy does a good job of making sure everything is covered
- Sunrise teacher – same as Sawyer. Concern is that it is putting a strain on coworkers because of sub shortage. What are we doing to attract more subs?
- Sawyer teacher shared the Sawyer staff survey
- MS teacher – Middle School was told that front or back end of vacations were forbidden for PTO. Also, when can you start putting in for time off?

- Sawyer teacher asked if anyone was denied in the Middle School. MS teacher said she wasn't sure if anyone was denied. [No MS teacher has been denied to date.]
- Board member shared he was appreciative of the Sawyer and Sunrise surveys
- Sunrise teacher – unique situation where it wasn't clear that PTO was passed.
- Sunrise teacher – confusing at beginning with using PTO versus banked sick days. (This appears to be getting better in year one.)
- **PTO wrap up:**
  - Clarity around when you can start putting in
  - Clarity around when you can use it
  - Consistency around how many/who can take PTO.
  - Presentation to schools (from one person) about FAQ on PTO
  - MS/HS sending out survey
- Skyward and Frontline language should match.
- Living Healthy is difficult to find.
- Sub shortage & system for communicating with subs
- Salary and full employee benefit cost discussion and example. A teacher brought up a discussion about having that figure available to employees. A pretax salary might be \$65,875, but the full benefit to that employee paid by the school is actually \$92,865.35, for example, with health insurance, retirement contributions, FICA, Medicare, etc. The point is sharing the true cost of their employment and benefits may help some teachers understand the big picture of their employment and impact on the district budget. Perhaps there is a feature in Skyward that could help with this, or maybe the information is available and teachers may not be sure how to access it.

#### 4. Next step(s)

- The current plan is for the Board to receive an update of this annual review meeting as part of the February 19, 2025, Board meeting. From there, the Board can choose to spend additional time on one or more related topics in the March 5 and/or April 2 learning session evenings, as well as the March board meeting.
- Additional updates are often included in the Facilities, Finance, & Operations portion of the annual Board Retreat. [Discussion did occur on February 5.]
- Individual teacher contracts for returning professional staff members are typically approved in the April board meeting, prior to the May 15 statutory deadline. In addition, the Board typically considers the Hervey Hauser award the night of the April board meeting.
- Dan and Jake plan to send out meeting minutes first to the attendees to make sure key points were captured, then plan to send minutes out to professional staff and the Board of Education.

Thank you for your time and insight.

---

### **Addendum to the meeting minutes.**

**A. Additional context regarding the shift to the new PTO system.**

**B. Board approved language in the professional staff handbook regarding PTO.**

**A. As additional context, here is some of the communication from last year on the topic:**

- April 4 email Dan sent to compensation committee reps about a special meeting in April 23 focused on the shift to PTO.
- April 23 meeting with the compensation committee reps who could attend. We used the Howard-Suamico language as our model and adjusted as needed from there.
- April 23 follow up email with notes from the meeting for all compensation committee reps
- April 30 follow up emails to the compensation committee reps from two teachers and Dan
- May 16 Board Update email to all staff – first reading occurred
- May 17 email Dan sent to compensation committee reps. Admin Team reps received the same email about 10 minutes after the comp committee teacher reps
- June 27 Board Update email to all staff – second reading/approval occurred.

**B. What the Board-approved professional staff handbook says about PTO.**

*Copied and pasted from the Professional Staff Handbook, particularly pages 14-16:*

**E. PAID TIME OFF (PTO) BENEFIT**

PTO provides a single bank of leave time for Teachers and Professional Staff covered by the Professional Staff Handbook to use at their discretion when requesting time away from work. PTO is a benefit designed to increase flexibility and choice by empowering employees to prioritize elements of their compensation. In addition, PTO provides teachers with increased flexibility to positively influence their work-life balance and empowers educators to make more decisions about their personal finances.

All full-time equivalency (1.0 FTE) Teachers and Professional Staff covered by the Professional Staff Handbook shall receive ten (10) Days of PTO annually. Any Teacher under a 1.0 FTE shall receive a prorated number of days, based on FTE. In the case of resignation, retirement, termination of employment or any other reason for employment separation, a proration calculation for days earned will be completed. The calculation will determine whether the employee used more leave than they earned and whether a deduction will be made from their last paycheck OR if the employee earned more leave than they used and whether a payment is due to them on their last paycheck. More information about this process can be found below.

New employees who start on or before the first contract day of the year will receive ten (10) PTO days to use immediately. Employees hired after the first month of school will receive a prorated number of PTO days based on the number of remaining months they will work in the year.

Employees with ten (10) years or more of local service will be granted an additional PTO day. Employees with twenty-five (25) years or more of local service will be granted an additional PTO day.

Each PTO day has a cash value, and teachers may request unused PTO days be compensated at the end of the school year or roll them into their sick leave bank as described in section *G: PAYOUT/CONVERSION OF PTO*.

**F. PTO GUIDELINES**

A reason is not required when requesting PTO. However, in circumstances where more than one employee in the same building/department request the same day off, providing additional information may expedite the approval request.

PTO will be approved by the building administrator based on the needs of each building at the time of the request. The operational needs of the building and District will be taken into consideration prior to approving a request for PTO and may cause a denial or cancellation of the request.

Absence requests for a PTO day must be entered into Skyward and Frontline at least 2 school days prior to the day being requested off unless there are extenuating circumstances (i.e. determined on a situational basis by the building administrator).

Extenuating circumstances may include sudden illness of the employee or close family member, an emergency such as a house fire, etc.

PTO may be requested up to, but not to exceed five (5) consecutive days. Prearranged PTO requests of two (2) to five (5) consecutive days must be submitted and approved with not less than a ten (10) school days notice. Classroom coverage must be pre-arranged and assigned.

In reference to pre-planned absence: no more than three (3) employees at the elementary level can take PTO on the same day, three (3) employees in the middle school and four (4) employees in the high school. At the discretion of the principal the daily PTO limit may be exceeded due to extenuating circumstances.

If an employee becomes ill or cannot be at work due to an emergency medical reason, they must enter their absence as soon as possible. If the illness occurs after the Frontline cutoff, employees must call the sub-caller to request emergency coverage.

If an employee utilizes PTO for more than three (3) consecutive days for illness or medical reasons, a written statement from a licensed physician may be required along with any applicable restrictions before returning to work.

In eligible FMLA cases, employees have the right to choose what type of paid leave they would like to apply.

Misuse of PTO may result in loss of wages and reimbursement to the District of prorated benefits for the time absent.

Employees may have a sick leave balance which can be maintained up to a maximum of sixty (60) days. Employees must use their allotted PTO days in total before utilizing sick leave from their past balance. Sick leave balances may be used for an ill employee or a sick family member. Employee's Immediate family shall include employee's spouse, parents, father/mother-in-law, siblings, brother/sister-in-law, children, grandparents, and grandchild (including step relationships for all listed) or significant other. Additional consideration may be made for another person close to the employee as approved by the employee's Building Administrator and Superintendent.

If pre-planned PTO absences deplete an employee's total balance for the year and prior to those pre-planned absences an employee becomes ill, a PTO day must be cancelled and applied to the sick day. For example, an employee pre-plans and schedules their total allotment of PTO days in advance to go on a vacation in February. In November, the employee calls in sick. A PTO day will be taken from the pre-planned absences and will be applied to the sick day. Employees cannot access their sick leave bank until all PTO has been exhausted (current or pending). Should a situation arise where all PTO and any remaining sick leave has been depleted, a special request must be submitted on the *Unpaid Leave/Time Off 15 Request Form* (located in Google Drive) to be absent from work. If granted, additional time off will be unpaid and a payroll deduction will be taken including the cost of the employee portion of insurance premium, when applicable.



## **G. PAYOUT/CONVERSION OF PTO**

Note: This PTO system does not apply to individuals in Category 3 of Appendix G of the Post Employment Benefits of the Salary and Supplemental Pay Guide.

Once the employee has accumulated 30 days in their sick bank, the employee may request unused PTO days be paid out (as defined below) at the end of the school year or they may be converted to sick leave in the new fiscal year. Employees have the option to choose a combination of days to be converted and the number of days to be paid out (not to exceed the current year's allotment). Each PTO day has a cash value as defined below (value is subject to change based on district budget allocations) and is only valid during the year they were earned. Employees will be provided with a form near the end of the school year to allocate any remaining cash value which must be submitted before the end of business day (4:00 p.m.) on the last student day of each school year (for school year employees) or by the 15<sup>th</sup> of June (for full-year employees). If the payout form is not submitted on time, any remaining balance will be converted into sick leave. The related payout will occur on or before June 30<sup>th</sup>. If a payout is chosen, the funds may be:

- \$90 Paid out via payroll
- \$100 Contributed to a tax sheltered 403b account (if eligible)
- \$100 Contributed to a tax-sheltered health savings account (if eligible)
- Or a combination of the above.

Employees may accumulate up to sixty (60) sick leave days. Payout for unused PTO is only available for the days granted in the year of the payout. If PTO days are converted, they do not retain their cash value.

## **H. HOW PTO IS TREATED UPON TERMINATION OF EMPLOYMENT**

In cases of resignation, retirement, termination of employment or any other reason for employment separation, payout of the unused sick leave bank will not occur. However, if an employee uses more PTO leave days than they have earned for that fiscal year, a contract loss will be administered. A calculation will be used to determine the amount of PTO earned versus used in the fiscal year. If days earned were not used prior to the last date of employment, a payout will occur. If days used exceed the amount of PTO earned, a contract loss will be administered.

ACHIEVEMENT GAP REDUCTION PROGRAM PERFORMANCE OBJECTIVES AND SCHOOL BOARD REPORTING TEMPLATE

This document may be used to plan and maintain the Achievement Gap Reduction (AGR) contract application performance objectives for your school. **Contact application responses must be submitted to the Department of Public Instruction using the [AGR Five-Year Contract Application form](#).** Retain this document for your records, possible inclusion in an annual evaluation of the AGR program, and to present information on the school's implementation of the contract requirements, its performance objectives, and its success in attaining the objectives to the school board at the end of every semester of the AGR contract. [Wis. Stat. § 118.44\(4\)\(d\)](#).

**Use the table below to plan the AGR contract application responses. At the end of the semester, describe the following for the school board.**

Prepare a description of the specific, measurable, and achievable performance objectives, including reducing the achievement gap in math and reading for the academic achievement of the pupils enrolled in each participating grade. Include a description of the formative and summative assessments that will be used to evaluate success in attaining these performance objectives for the pupils enrolled in the participating grades.

[Wis. Stat. § 118.44\(4\)\(c\)](#)

Grade	Subject	Describe the baseline and growth the identified students will make for each grade K-3 in reading and mathematics.	Describe the formative and summative assessments used to evaluate the identified students' success in attaining the stated performance objectives.	Describe how the implemented strategies to reduce the achievement gap (class size reduction, instructional coaching, or one-to-one tutoring) will aid in attaining the stated performance objectives.	At the end of the fall semester: Describe the progress made on growth objectives the identified students made for each grade K-3 in reading and mathematics including the number of students that met the goals.	At the end of the spring semester: Describe the progress made on growth objectives the identified students made for each grade K-3 in reading and mathematics including the number of students that met the goals.	At the end of each semester: Describe which strategies to reduce the achievement gap (class size reduction, instructional coaching, or one-to-one tutoring) were implemented in each grade K-3.
K	Reading	BOY baseline 67% proficient or advanced (37 of 55 students) Goal is for 80% of our students to be proficient or advanced	aimswebPlus used as the universal screener paired with 95%Group Phonics instruction and weekly progress monitoring- additional pre and diagnostic assessments/intervention materials used with students who are at risk include Handwriting Without Tears, Phonics lesson library, UFLI and SPIRE	All students are universally screened to gather baseline data. Those who are flagged as at risk are further diagnosed as previously described. Intervention groups are formed based on diagnostic data and students engage in specially designed instruction in small groups/one-to-one tutoring. Instructional coaching occurs routinely each week on a rotating schedule during grade level meetings, PLCs as well	MOY 74% proficient or advanced (40 of 54 students) An increase		

				as on an as-needed basis to increase the effectiveness of instruction.			
K	Mathematics	BOY baseline 72% at or above benchmark of 40 <sup>th</sup> ile. (39 of 54 students) Goal is for 80% of our students to be proficient or advanced	STAR Math used as the universal screener paired with Spring Math class wide 1.5 intervention/instruction. Students who are flagged as at risk receive one-to one intervention using designated Spring Math materials.	Those who are flagged as at risk are further intervened with as previously described. Intervention groups are formed based on diagnostic data and students engage in specially designed instruction in small groups/one-to-one tutoring. Instructional coaching occurs routinely each week on a rotating schedule during grade level meetings, PLCs as well as on an as-needed basis to increase the effectiveness of instruction.	MOY 79% at or above benchmark (41 of 52 students) An increase		
1	Reading	BOY baseline 59% proficient or advanced (36 of 61 students) Goal is for 80% of our students to be proficient or advanced	aimswebPlus used as the universal screener paired with 95%Group Phonics instruction and weekly progress monitoring- additional pre and diagnostic assessments/intervention materials used with students who are at risk include Handwriting Without Tears, Phonics lesson library, UFLI and SPIRE	All students are universally screened to gather baseline data. Those who are flagged as at risk are further diagnosed as previously described. Intervention groups are formed based on diagnostic data and students engage in specially designed instruction in small groups/one-to-one tutoring. Instructional coaching occurs routinely each week on a rotating schedule during grade level meetings, PLCs as well	MOY 77% proficient or advanced (43 of 56 students) An increase		

				as on an as-needed basis to increase the effectiveness of instruction.			
1	Mathematics	BOY baseline 72% at or above benchmark of 40 <sup>th</sup> ile. (42 of 58 students) Goal is for 80% of our students to be proficient or advanced	STAR Math used as the universal screener paired with Spring Math class wide 1.5 intervention/instruction. Students who are flagged as at risk receive one-to one intervention using designated Spring Math materials.	Those who are flagged as at risk are further intervened with as previously described. Intervention groups are formed based on diagnostic data and students engage in specially designed instruction in small groups/one-to-one tutoring. Instructional coaching occurs routinely each week on a rotating schedule during grade level meetings, PLCs as well as on an as-needed basis to increase the effectiveness of instruction.	MOY 85% at or above benchmark (45 of 53 students) An increase		
2	Reading	BOY baseline 62% proficient or advanced (31 of 50 students) ) Goal is for 80% of our students to be proficient or advanced	aimswebPlus used as the universal screener paired with 95%Group Phonics instruction and weekly progress monitoring- additional pre and diagnostic assessments/intervention materials used with students who are at risk include Handwriting Without Tears, Phonics lesson library, UFLI and SPIRE	All students are universally screened to gather baseline data. Those who are flagged as at risk are further diagnosed as previously described. Intervention groups are formed based on diagnostic data and students engage in specially designed instruction in small groups/one-to-one tutoring. Instructional coaching occurs routinely each week on a rotating schedule during grade level meetings, PLCs as well	MOY 58% proficient or advanced (28 of 48 students) A decrease		

				as on an as-needed basis to increase the effectiveness of instruction.			
2	Mathematics	BOY baseline 65% at or above benchmark of 40 <sup>th</sup> ile (32 of 49 students) Goal is for 80% of our students to be proficient or advanced	STAR Math used as the universal screener paired with Spring Math class wide 1.5 intervention/instruction. Students who are flagged as at risk receive one-to one intervention using designated Spring Math materials.	Those who are flagged as at risk are further intervened with as previously described. Intervention groups are formed based on diagnostic data and students engage in specially designed instruction in small groups/one-to-one tutoring. Instructional coaching occurs routinely each week on a rotating schedule during grade level meetings, PLCs as well as on an as-needed basis to increase the effectiveness of instruction.	MOY 71% at or above benchmark (32 of 45 students) An increase		
3	Reading	BOY baseline 58% at or above benchmark of 26 <sup>th</sup> ile (39 of 67 students) Goal is for 80% of our students to be proficient or advanced.	aimswebPlus used as the universal screener paired with 95%Group Phonics instruction and weekly progress monitoring- additional pre and diagnostic assessments/intervention materials used with students who are at risk include Handwriting Without Tears, Phonics lesson library, UFLI and SPIRE	All students are universally screened to gather baseline data. Those who are flagged as at risk are further diagnosed as previously described. Intervention groups are formed based on diagnostic data and students engage in specially designed instruction in small groups/one-to-one tutoring. Instructional coaching occurs routinely each week on a rotating schedule during grade level meetings, PLCs as well	MOY 54% at or above benchmark (36 of 67 students) A decrease		

				as on an as-needed basis to increase the effectiveness of instruction.			
3	Mathematics	BOY baseline 69% at or above benchmark of 40 <sup>th</sup> ile (44 of 64 students) Goal is for 80% of our students to be proficient or advanced	STAR Math used as the universal screener paired with Spring Math class wide 1.5 intervention/instruction. Students who are flagged as at risk receive one-to one intervention using designated Spring Math materials.	Those who are flagged as at risk are further intervened with as previously described. Intervention groups are formed based on diagnostic data and students engage in specially designed instruction in small groups/one-to-one tutoring. Instructional coaching occurs routinely each week on a rotating schedule during grade level meetings, PLCs as well as on an as-needed basis to increase the effectiveness of instruction.	MOY 71% at or above benchmark of 40 <sup>th</sup> ile (46 of 65 students) Goal is for 80% of our students to be proficient or advanced An increase		

Book	Policy Manual
Section	2000 Program
Title	NONDISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES
Code	po2264
Status	Active
Adopted	August 21, 2024

## **2264 - NONDISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES**

This policy pertains to sex discrimination, including sex-based harassment, which occurs on or after August 1, 2024. Allegations of sex-based harassment that occur on or before July 31, 2024, shall be addressed pursuant to Policy 2266. Throughout this policy, unless expressly stated otherwise, reference to "Title IX" includes and incorporates the 2024 Title IX regulations (also known as the "2024 Final Rule"). The Title IX regulations are found at 34 C.F.R. Part 106. References solely to Title IX (20 U.S.C. §§ 1681 – 1688) are denoted as "Title IX (Statute)." In this policy, unless the context otherwise requires, words importing the singular include the plural and vice versa.

For purposes of this policy, both Policy 2264 - Nondiscrimination on the Basis of Sex in Education Programs or Activities and Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities are frequently referenced herein and shall only be referred to by the policy number. As identified in Policy 2266, that policy shall be used for allegations of sex discrimination, including Sexual Harassment, that is based on conduct alleged to have occurred prior to August 1, 2024.

## **NONDISCRIMINATION**

### **Overview:**

The Board of the Sturgeon Bay School District (hereinafter referred to as "the Board" or "the District") does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in admission and employment.

The Board is committed to maintaining an education and work environment that is free from sex discrimination (including sex-based harassment), responding promptly and effectively when it has knowledge of conduct that reasonably may constitute sex discrimination, and addressing sex discrimination in its education program or activity. Persons who commit sex-based harassment are subject to the full range of disciplinary sanctions set forth in this policy. The Board will provide persons who have experienced sex-based harassment ongoing remedies as reasonably necessary to restore or preserve access to the District's education program or activity.

## **KEY DEFINITIONS**

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

### **Complainant** means:

- A. a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX; or
- B. a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX and who was participating or attempting to participate in the District's education program or activity at the time of the alleged sex discrimination.

**Complaint** means: an oral or written request to the District that objectively can be understood as a request for the District to investigate and make a determination about alleged discrimination under Title IX.

**Confidential employee** means:

A. a Board employee whose communications are privileged under Federal or State law; or

The employee's confidential status, for purposes of this policy, is only with respect to information received while the employee is functioning within the scope of their duties to which privilege or confidentiality applies.

B. a Board employee whom the Board has designated as confidential under this policy for the purpose of providing services to persons related to sex discrimination;

If the employee also has a duty not associated with providing these services, the employee's confidential status is only with respect to information received about sex discrimination in connection with providing these services.

C. The Board designates individuals assigned to/holding the following positions to be confidential employees for purposes of this policy:

1. school counselor;
2. social worker;
3. school psychologist;
4. school nurse.

**Day(s):** Unless expressly stated otherwise, the term "day" or "days" as used in this policy means business day(s) (i.e., a day(s) that the Board office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays).

**Respondent** means: a person who is alleged to have violated the Board's prohibition on sex discrimination.

**Retaliation** means: intimidation, threats, coercion, or discrimination against any person by the District, a student, a Board employee, or any other person authorized by the Board to provide aid, benefit, or service under the District's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under the 2024 Title IX regulations.

**Sex-based harassment** prohibited under this policy and the 2024 Title IX regulations is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex – including on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity – that is:

A. Quid pro quo harassment. An employee, agent, or other person authorized by the Board to provide an aid, benefit, or service under the District's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct.

**OR**

B. Hostile environment harassment. Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the District's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:

1. the degree to which the conduct affected the complainant's ability to access the District's education program or activity;
2. the type, frequency, and duration of the conduct;
3. the parties' ages, roles within the District's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
4. the location of the conduct and the context in which the conduct occurred; and
5. other sex-based harassment in the District's education program or activity.



**OR**

C. Specific offenses.

1. Sexual assault meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
2. Dating violence meaning violence committed by a person:
  - a. who is or has been in a social relationship of a romantic or intimate nature with the victim; and
  - b. where the existence of such a relationship shall be determined based on a consideration of the following factors:
    1. the length of the relationship;
    2. the type of relationship; and
    3. the frequency of interaction between the persons involved in the relationship.
3. Domestic violence meaning felony or misdemeanor crimes committed by a person who:
  - a. is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction in which the District is located, or a person similarly situated to a spouse of the victim;
  - b. is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
  - c. shares a child in common with the victim; or
  - d. commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the applicable jurisdiction.
4. Stalking meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
  - a. fear for the person's safety or the safety of others; or
  - b. suffer substantial emotional distress.

**Student with a disability** means: a student who is an individual with a disability as defined under Section 504 of the Rehabilitation Act of 1973, as amended ("Section 504"), or a child with a disability as defined under the Individuals with Disabilities Education Improvement Act ("IDEA").

**Supportive measures** means: individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to the complainant or respondent to:

- A. restore or preserve that party's access to the District's education program or activity, including measures that are designed to protect the safety of the parties or the District's educational environment; or
- B. provide support during the Board's grievance procedures or an informal resolution process.

**Parental, Family, or Marital Status**

The Board will not adopt or apply any policy, practice, or procedure concerning a student's current, potential, or past parental, family, or marital status that treats such student differently on the basis of sex.

The Board designates and authorizes the following individual(s) to coordinate its efforts to comply with the Board's responsibilities under Title IX:

Lindsay Ferry, Special Education Director/Pupil Services  
1230 Michigan Street, Sturgeon Bay, WI 54235  
lferry@sbsdmail.net

The Title IX Coordinator may delegate specific duties to one (1) or more designees.

The Title IX Coordinator shall report directly to the District Administrator except when the District Administrator is a party to a complaint (i.e., either the complainant or the respondent). Under such circumstances, the Title IX Coordinator shall report directly to the Board's Legal Counsel until the matter in which the District Administrator is a party is concluded.

Questions about this policy and Policy 2266 should be directed to the Title IX Coordinator.

The Title IX Coordinator shall monitor the District's education programs and activities for barriers to reporting information about conduct that reasonably may constitute sex discrimination under Title IX, and take steps reasonably calculated to address such barriers.

### **Notice of Nondiscrimination**

The District Administrator shall provide a notice of nondiscrimination to students, parents, guardians, or other authorized legal representatives of elementary and secondary students; employees; and applicants for admission and employment; and all unions and professional organizations holding collective bargaining or professional agreements with the Board. Specifically, the District Administrator shall post the notice of discrimination on the District's website and in each handbook, catalog, announcement, bulletin, and application form that it makes available to the persons listed above, or which are otherwise used in connection with the recruitment of students or employees.

## **GRIEVANCE PROCEDURES**

### **Overview:**

The Board adopts the following grievance procedures to provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in the District's education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX.

These grievance procedures shall be used for all complaints of sex discrimination, including sex-based harassment, involving conduct alleged to have occurred on or after August 1, 2024. These grievance procedures also may be used, at the discretion of the Title IX Coordinator, to investigate, address, and remedy (as necessary) conduct alleged to have occurred before August 1, 2024, that does not involve sex-based harassment, but some other form of sex discrimination prohibited by Title IX (Statute) – e.g., claims of unequal athletic opportunities, admissions discrimination, discrimination in courses or academic programs (i.e., excluding students from certain classes or programs based on their sex), pregnancy discrimination, unequal treatment based on parental, family, or marital status, discrimination in employment (including in hiring, promotion, and compensation), and retaliation. If the Title IX Coordinator elects not to use these grievance procedures to investigate and resolve such claims, the Title IX Coordinator will still need to implement some procedures to assess – in a prompt, effective, and equitable manner – whether Title IX (Statute) was violated, and, if it was, how best to end the sex discrimination in the District's education program or activity, prevent its recurrence, and remedy its effects.

Reports and Formal Complaints of "Sexual Harassment" (as defined in Policy 2266) involving conduct alleged to have occurred prior to August 1, 2024, are subject to the grievance procedures outlined in Policy 2266.

Under all circumstances, the Title IX Coordinator shall offer and coordinate supportive measures, as appropriate, in accordance with this policy, or Policy 2266, if the Report or Formal Complaint involves "Sexual Harassment" alleged to have occurred prior to August 1, 2024.

If the conduct giving rise to a report or complaint of sex discrimination is alleged to have occurred both before **and** after August 1, 2024 (i.e., is part of a pattern of sex discrimination), the Title IX Coordinator shall determine, after consulting with the Board's Legal Counsel, whether to use the grievance procedures contained in this policy or the grievance procedures contained in Policy 2266. The Title IX Coordinator will notify, in writing, the parties of the determination and the rationale for it. Under no circumstances, however, will a party be denied the due process to which the party is entitled based on the U.S. Department of Education-issued regulations in effect at the time the conduct alleged to violate Title IX (Statute) took place. Nothing herein shall prevent the Title IX Coordinator from using a hybrid grievance procedure that contains aspects of the grievance procedures contained in both this policy and Policy 2266, so that the parties receive all of the due process to which they are entitled.

### **Complaints:**

The following people may make a complaint of sex discrimination – i.e., request that the District investigate and make a determination about whether sex discrimination as prohibited under Title IX occurred:

A. a “complainant,” which includes:

1. a student or employee of the District who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX; or
2. a person other than a student or employee of the District who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX at a time when that individual was participating or attempting to participate in the District’s education program or activity;

B. a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant;

C. the District’s Title IX Coordinator.

A person is entitled to make a complaint of sex-based harassment only if they themselves are alleged to have been subjected to the sex-based harassment, if they have a legal right to act on behalf of such person who was subjected to the sex-based harassment, or if the Title IX Coordinator initiates a complaint consistent with the requirements of the 2024 Title IX regulations.

With respect to complaints of sex discrimination other than sex-based harassment, in addition to the people listed above, the following persons have a right to make a complaint:

A. any student or employee of the District; or

B. any person other than a student or employee who was participating or attempting to participate in the District’s education program or activity at the time of the alleged sex discrimination.

The District may consolidate complaints of sex discrimination against more than one (1) respondent, or by more than one (1) complainant against one (1) or more respondents, or by one (1) party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances. When more than one (1) complainant or more than one (1) respondent is involved, references below to a party, complainant, or respondent include the plural, as applicable.

#### **Basic Requirements:**

The District will treat complainants and respondents equitably.

All persons involved with implementing the grievance procedures and any other aspects of Policy 2264, including the Title IX Coordinator, the investigator, the decision-maker, and the appeal decision-maker, and the facilitator of the informal resolution process, shall be free from any conflicts of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

The Title IX Coordinator may serve simultaneously as an investigator and/or a decision-maker.

If the Title IX Coordinator does not intend to serve as the investigator and decision-maker in a specific case, the Title IX Coordinator shall designate one (1) or more administrators who are appropriately trained to serve in the role. Likewise, the Title IX Coordinator shall appoint an appeal decision-maker when an appeal is filed.

In circumstances when the Title IX Coordinator and trained administrators do not have time/capacity to serve, or are prevented due to a conflict of interest, bias, or partiality, or other reasons that impair the Title IX Coordinator and other trained administrators from serving as an investigator and/or decision-maker in a specific case, the Title IX Coordinator shall, in consultation with and with the approval of the District Administrator or Board President (as appropriate), secure one (1) or more independent third parties to serve as the investigator and/or decision-maker. Similarly, the Title IX Coordinator has authority, in consultation with and approval of the District Administrator or Board President (as appropriate), to secure an independent third party to serve as the appeal decision-maker.

The District presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

Under ordinary circumstances, the Board expects to complete the major stages of the grievance procedures within the timeframe specified below:

- A. Evaluation** – The Title IX Coordinator will determine whether to dismiss a complaint or investigate it within thirty (30) business days of receiving the complaint.

**B. Investigation** – The Title IX Coordinator, or designated investigator, shall ordinarily complete the investigation (i.e., collect relevant evidence that is not otherwise impermissible) within (30) days of the Title IX Coordinator determining the charges require investigation. If, however, the Title IX Coordinator, or designated investigator, determines that the investigation is going to take longer, the Title IX Coordinator will so notify the parties and the District Administrator and will thereafter keep the parties and the District Administrator informed of the status of the matter on a regular basis. Once the Title IX Coordinator, or designated investigator, provides the parties with “access” to either the relevant and not otherwise impermissible evidence and/or an accurate description of the evidence, the parties will have five (5) days to respond to the evidence or the description of the evidence unless the Title IX Coordinator approves a party’s written request for more time. If the Title IX Coordinator approves such a request, both parties will be afforded an equal amount of time to submit their response.

**C. Determination** – After the parties either submit responses to the evidence/description of the evidence, or the deadline for submitting such responses expires, the Title IX Coordinator, or designated decision-maker, will consider the relevant and otherwise not impermissible evidence and issue a determination as to whether sex discrimination occurred. The determination shall be issued within ten (10) days of the deadline for the parties to submit responses to the evidence/description of the evidence unless the Title IX Coordinator approves an extension of time, which must be communicated in writing to the parties.

**D. Appeal** – A party filing an appeal of the Title IX Coordinator’s decision to dismiss a complaint must do so within five (5) days of receiving the Dismissal.

The Title IX Coordinator, or the District Administrator if the Title IX Coordinator is the individual requesting an extension, may approve reasonable extensions of the preceding timeframes on a case-by-case basis for good cause with notice to the parties.

The District will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties shall not engage in retaliation, including against witnesses.

The Title IX Coordinator, or designated decision-maker, shall objectively evaluate all evidence that is relevant and not otherwise impermissible — including both inculpatory and exculpatory evidence. Credibility determinations shall not be based on a person’s status as a complainant, respondent, or witness.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be accessed or considered, except by the District to determine whether one of the exceptions listed below applies; will not be disclosed; and will not otherwise be used), regardless of whether they are relevant:

- A. evidence that is protected under a privilege recognized by Federal or State law, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- B. a party’s or witness’s records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless the District obtains that party’s or witness’s voluntary, written consent for use in its grievance procedures; and
- C. evidence that relates to the complainant’s sexual interests or prior sexual conduct, unless evidence about the complainant’s prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant’s prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent shall not by itself demonstrate or imply the complainant’s consent to the alleged sex-based harassment or preclude a determination that sex-based harassment occurred.

#### **Notice of Allegations:**

Upon initiation of the Board’s grievance procedures, the Title IX Coordinator shall notify the parties of the following:

- A. the Board’s Title IX grievance procedures and informal resolution process;
- B. sufficient information available at the time to allow the parties to respond to the allegations, including the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination, and the date(s) and location(s) of the alleged incident(s);
- C. retaliation is prohibited; and

- D. the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence. If the Title IX Coordinator, or designated investigator, provides the parties with a description of the evidence, any party may request access to the relevant and not otherwise impermissible evidence. The Title IX Coordinator will provide the requesting party with the relevant and not otherwise impermissible evidence in a timely manner.

Should the Title IX Coordinator decide, at any point, to investigate allegations that are materially beyond the scope of the initial written notice, the Title IX Coordinator will provide a supplemental written notice describing the additional allegations to be investigated.

#### **Dismissal of a Complaint:**

The Title IX Coordinator may dismiss a complaint of sex discrimination if:

- A. the District is unable to identify the respondent after taking reasonable steps to do so;
- B. the respondent is not participating in the District's education program or activity and is not employed by the Board;
- C. the complainant voluntarily withdraws any or all the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the District determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- D. the District determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Before dismissing the complaint, the Title IX Coordinator will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the Title IX Coordinator will promptly notify, in writing, the complainant of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then the Title IX Coordinator will also simultaneously notify, in writing, the respondent of the dismissal and the basis for the dismissal.

The Title IX Coordinator will notify the complainant that a dismissal may be appealed and will provide the complainant with an opportunity to appeal the dismissal of a complaint. If the dismissal occurs after the respondent has been notified of the allegations, then the Title IX Coordinator will also notify the respondent that the dismissal may be appealed. Dismissals may be appealed on the following bases:

- A. procedural irregularity that would change the outcome;
- B. new evidence that would change the outcome and that was not reasonably available when the dismissal was made; and
- C. the Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal is appealed, the Title IX Coordinator will:

- A. notify the parties of any appeal, including notice of the allegations, if notice was not previously provided to the respondent;
- B. implement appeal procedures equally for the parties;
- C. ensure that the appeal decision-maker did not take part in an investigation of the allegations or dismissal of the complaint;
- D. ensure that the appeal decision-maker has been trained consistent with the 2024 Title IX regulations;
- E. provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome; and
- F. notify the parties of the result of the appeal and the rationale for the result.

When a complaint is dismissed, the Title IX Coordinator will, at a minimum:



- A. offer supportive measures to the complainant as appropriate;
- B. if the respondent has been notified of the allegations, offer supportive measures to the respondent as appropriate; and
- C. take other prompt and effective steps, as appropriate, to ensure that sex discrimination does not continue or recur within the District's education program or activity.

#### **Informal Resolution Process:**

In lieu of resolving a complaint through the Board's Title IX grievance procedures, the parties may instead elect to participate in an informal resolution process. The District will not offer informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

#### **Investigation:**

The District will provide for an adequate, reliable, and impartial investigation of complaints.

The burden is on the District — not on the parties — to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred.

The Title IX Coordinator, or the designated investigator and/or decision-maker, will provide an equal opportunity for the parties to present fact witnesses and other inculpatory and exculpatory evidence that are relevant and not otherwise impermissible.

The Title IX Coordinator, or the designated investigator and/or decision-maker, will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance.

The District will provide each party with an equal opportunity to access the evidence that is relevant to the allegations of sex discrimination and not otherwise impermissible, in the following manner:

- A. the District will provide the parties with an equal opportunity to access either the relevant and not otherwise impermissible evidence, or an accurate description of this evidence;

If the Title IX Coordinator, or designated investigator, provides a description of the evidence, the Title IX Coordinator, or designated investigator, will provide the parties with an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party.

- B. the District will provide a reasonable opportunity to the parties to respond to the evidence or the accurate description of the evidence; and
- C. the District will take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures. Disclosures of such information and evidence for purposes of administrative proceedings or litigation related to the complaint of sex discrimination are authorized.

#### **Questioning the Parties and Witnesses:**

If the investigator and decision-maker are two (2) separate individuals, the decision-maker will have an opportunity to question the parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is both in dispute and relevant to evaluating one (1) or more allegations of sex discrimination.

If the investigator and the decision-maker are the same person, the decision-maker will have an opportunity to question the parties and witnesses in individual meetings as part of the investigation.

#### **Determination of Whether Sex Discrimination Occurred:**

Following an investigation and evaluation of all relevant and not otherwise impermissible evidence, the Title IX Coordinator or designated decision-maker will:

- A. Use the preponderance of the evidence standard of proof to determine whether sex discrimination occurred. This standard of proof requires the decision-maker to evaluate relevant and not otherwise impermissible evidence for its persuasiveness. If the decision-maker, applying the applicable standard, is not persuaded by the relevant and not otherwise impermissible evidence that sex discrimination occurred, regardless of the quantity of the

evidence, the decision-maker will not determine that sex discrimination occurred.

- B. Notify the parties, in writing, of the determination whether sex discrimination occurred under Title IX including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal.
- C. Not impose discipline on a respondent for sex discrimination prohibited by Title IX unless there is a determination at the conclusion of the grievance procedures that the respondent engaged in prohibited sex discrimination.
- D. If there is a determination that sex discrimination occurred, the Title IX Coordinator will, as appropriate:
  - 1. coordinate the provision and implementation of remedies to a complainant and other people the District identifies as having had equal access to the District's education program or activity limited or denied by sex discrimination;
  - 2. coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions; and
  - 3. take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the District's education program or activity.
- E. Comply with the grievance procedures before the imposition of any disciplinary sanctions against a respondent; and
- F. Not discipline a party, witness, or others participating in the grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the determination of whether sex discrimination occurred.

**Parties Provided a Reasonable and Equal Opportunity to Make a Statement in Support of, or Challenging, the Determination**

No new or additional evidence may be submitted during the dismissal appeal process.

The appeal decision-maker shall determine the outcome of the appeal based on the appeal decision-maker's independent review of the record (i.e., the relevant and not otherwise impermissible evidence, the feedback the parties provided to the investigator and/or decision-maker based on their review of the relevant evidence and any description of the relevant evidence that was prepared and shared with the parties, and the decision-maker's written determination) and the appeal decision-maker's application of the law and Board policy to the facts in the record. The appeal decision-maker must give due deference and due weight to the decision-maker's factual findings and credibility determinations and should not overturn them unless non-testimonial extrinsic evidence in the record justifies a contrary conclusion or unless the record read in its entirety compels a contrary conclusion. Generally, the appeal decision-maker is expected to uphold the decision-maker's determination unless the appeal decision-maker determines the decision-maker's determination is unlawful, unreasonable, or against the manifest weight of the evidence. Every reasonable presumption must be made in favor of the decision-maker's determination.

The appeal decision-maker, likely an independent third party shall submit the appeal decision to the Board who will promptly adopt it as written and forward it to the Title IX Coordinator who will send it simultaneously to the parties. The appeal decision shall set forth the result of the appeal and the appeal decision-maker's rationale for the outcome.

**Supportive Measures:**

The District will offer and coordinate supportive measures as appropriate for the complainant and/or respondent to restore or preserve that person's access to the District's education program or activity or provide support during the Board's grievance procedures or during the informal resolution process. For allegations of sex discrimination other than sex-based harassment or retaliation, the District's provision of support measures does not require the District, Board employees, or any other person authorized to provide aid, benefit, or service on the District's behalf to alter the alleged discriminatory conduct for the purpose of providing a supportive measure.

The Title IX Coordinator shall determine appropriate supportive measures on a case-by-case basis. Supportive measures may vary depending on what the Title IX Coordinator deems to be reasonably available. Supportive measures may include, but are not limited to: counseling; extensions of deadlines or other course-related adjustments; school/campus escort services; increased security and monitoring of certain areas of the campus (including school buildings and facilities); restrictions on contact between the parties; leaves of absence; changes in class, work, or extra-curricular or any other activity, regardless of whether there is or is not a comparable alternative; training and education programs related to sex-based harassment; and other similar measures.

Supportive measures must not unreasonably burden either party and must be designed to protect the safety of the parties and/or the District's educational environment, or to provide support during the Board's grievance procedures or the informal resolution process.

The District will not impose such measures for punitive or disciplinary reasons.

The Title IX Coordinator may, as appropriate, modify or terminate supportive measures at the conclusion of the grievance procedures, or at the conclusion of the informal resolution process, or the District may continue them beyond that point.

The District will provide a complainant or respondent with a timely opportunity to seek, from an appropriate and impartial employee, modification or reversal of the Title IX Coordinator's decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee must be someone other than the employee who made the challenged decision and must have authority to modify or reverse the decision if the impartial employee determines that the decision to provide, deny, modify, or terminate the supportive measure was inconsistent with the definition of supportive measures as set forth in the Key Definitions section of this policy.

A party may seek additional modification or termination of a supportive measure applicable to them if circumstances change materially.

The District will not disclose information about any supportive measures to persons other than the person to whom they apply, including informing one party of supportive measures provided to another party, unless necessary to provide the supportive measure or restore or preserve a party's access to the District's education program or activity, or as otherwise permitted pursuant to the 2024 Title IX regulations.

If the complainant or respondent is an elementary or secondary student with a disability, the Title IX Coordinator shall consult with one (1) or more members, as appropriate, of the student's Individualized Education Program (IEP) team, if any, or one (1) or more members, as appropriate, of the student's Section 504 team, if any, to determine how to comply with the requirements of the IDEA and/or Section 504, in the implementation of supportive measures.

The District Administrator may place an employee respondent on administrative leave from employment responsibilities during the pendency of the Board's grievance procedures.

### **Disciplinary Sanctions and Remedies:**

Following a determination that sex-based harassment occurred, the District may impose disciplinary sanctions, which may include:

#### **For Students**

##### **A. Informal Discipline**

1. writing assignments;
2. changing of seating or location;
3. pre-school, lunchtime, after-school detention;
4. in-school discipline.

##### **B. Formal Discipline**

1. suspension of bus riding/transportation privileges;
2. removal from co-curricular and/or extra-curricular activity(ies), including athletics;
3. emergency removal;
4. suspension for up to five (5) school days;
5. suspension for up to fifteen (15) consecutive school days if a notice of expulsion hearing has been sent;
6. suspension for up to ten (10) consecutive school days for each incident if the student is eligible for special education services under Chapter 115, Wis. Stats.;



7. expulsion;
8. permanent exclusion from co-curricular and/or extra-curricular activity(ies), including athletics or current class enrollment; and
9. any other sanction authorized by the Student Code of Conduct.

#### **For Employees**

- A. oral or written warning;
- B. written reprimands;
- C. required counseling;
- D. required training or education;
- E. demotion;
- F. suspension with pay;
- G. suspension without pay;
- H. termination and any other sanction authorized by any applicable Board Policy and/or Employee/Administrator Handbook.

The District may also provide remedies, which may include disciplinary sanctions/consequences. The Title IX Coordinator will notify the District Administrator of the recommended remedies, so an authorized administrator can consider the recommendation and implement appropriate remedies in compliance with applicable due process procedures, whether statutory or contractual.

With respect to student respondents, the Title IX Coordinator will notify the District Administrator of the recommended remedies (including disciplinary sanctions/consequences), so an authorized administrator can consider the recommendation(s) and implement an appropriate remedy(ies) in compliance with Policy 5605 – Suspension/Expulsion of Students with Disabilities, Policy 5610 – Suspension and Expulsion, and Policy 5611 – Due Process Rights. Discipline of a student respondent must comply with the applicable provisions of the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972 ("Section 504"), and their respective implementing regulations.

Discipline of an employee will be implemented in accordance with Federal and State law, Board policy, and applicable provisions of any relevant employee handbooks.

#### **Retaliation**

Neither the Board nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including initiating a disciplinary process against a person for a code of conduct violation that does not involve sex discrimination but arises out of the same facts and circumstances as a complaint or information reported about possible sex discrimination, for the purpose of interfering with the exercise of any right or privilege secured by Title IX constitutes retaliation. Peer retaliation is also prohibited. Retaliation against a person for making a complaint or participating in an investigation is a serious violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

Complaints alleging retaliation may be filed according to the grievance procedures set forth above. The District shall initiate its grievance procedures upon receiving any complaint alleging retaliation.

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

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination that sex discrimination occurred, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

**Confidentiality**

The District will keep confidential the identity of any individual who has made a complaint of sex discrimination, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. 1232g, or FERPA regulations, 34 C.F.R. part 99, or as required by law, or to carry out the purposes of 34 C.F.R. part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the District's obligation to maintain confidentiality shall not impair or otherwise affect the complainant's and respondent's receipt of the information to which they are entitled related to the investigation and determination of whether sex discrimination occurred).

**Training**

All employees, investigators, decision-makers, facilitators of informal resolution process, the Title IX Coordinator(s) and designees, and other persons who are responsible for implementing the Board's grievance procedures or have the authority to modify or terminate supportive measures shall receive training related to their duties under Title IX and this Policy. The training shall be provided promptly upon hiring or change of position that alters their duties under Title IX or this policy, and annually thereafter. The training shall not rely on sex stereotypes.

**Recordkeeping**

The District shall maintain for a period of seven (7) calendar years the following records:

- A. for each complaint of sex discrimination, records documenting the informal resolution process and/or the grievance procedures followed and the resulting outcome;
- B. for each notification that the Title IX Coordinator receives of information about conduct that reasonably may constitute sex discrimination under Title IX, including notifications under 34 C.F.R. § 106.44(c)(1) or (2), records documenting the actions the District took to meet its obligations under 34 C.F.R. §106.44; and
- C. all materials used to provide the required training.

**© Neola 2024**

Legal	19.21(6), Wis. Stats.
	120.13, Wis. Stats.
	948.01, Wis. Stats., et. seq.
	20 U.S.C. 1092(F)(6)(A)(v)
	20 U.S.C. 1400 et seq., The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA)
	20 U.S.C. 1681 et seq., Title IX of the Education Amendments of 1972 (Title IX)
	34 C.F.R. Part 106
	34 U.S.C. 12291(a)(8)
	34 U.S.C. 12291(a)(10)
	34 U.S.C. 12291(a)(30)
	42 U.S.C. 1983
	42 U.S.C. 2000c et seq., Title IV of the Civil Rights Act of 1964
	42 U.S.C. 2000d et seq.
	42 U.S.C. 2000e et seq.
	OCR's Revised Sexual Harassment Guidance (2001)

Book	Policy Manual
Section	2000 Program
Title	NONDISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES
Code	po2266
Status	Active
Adopted	July 20, 2022
Last Revised	August 21, 2024

**2266 – NONDISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES (The Board’s Policy and Grievance Procedures for Responding to Sexual Harassment Alleged to Have Occurred Prior to 8/1/2024)**

~~Effective August 1, 2024, this policy shall only pertain to reports or formal complaints of Sexual Harassment that are based on conduct alleged to have occurred on or before July 31, 2024.~~

### **Introduction**

The Board does not discriminate on the basis of sex (including sexual orientation or gender identity), in its education programs or activities, and is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The Board is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.

The Board prohibits sexual harassment that occurs within its education programs and activities. When the District has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.

Pursuant to its Title IX obligations, the Board is committed to eliminating sexual harassment and will take appropriate action when an individual is determined responsible for violating this policy. Members of the School District community who commit Sexual Harassment are subject to the full range of disciplinary sanctions set forth in this policy. Third parties who engage in sexual harassment are also subject to the disciplinary sanctions listed in this policy. The Board will provide persons who have experienced Sexual Harassment ongoing supportive measures as reasonably necessary to restore or preserve access to the District’s education programs and activities.

### **Coverage**

This policy applies to sexual harassment that occurs within the District’s education programs and activities and that is committed by a Board employee, student, Third-Party vendor or contractor, guest, or other members of the school community.

This policy does not apply to sexual harassment that occurs off school grounds, in a private setting, and outside the scope of the Board’s education programs and activities; such sexual misconduct/sexual activity may be prohibited by the Student Code of Conduct if committed by a student, or by Board policies and administrative guidelines, applicable State and/or Federal laws and/or Employee Handbook(s) if committed by a Board employee.

Consistent with the U.S. Department of Education’s implementing regulations for Title IX, this policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the District’s education programs or activities. Sexual harassment that occurs outside the geographic boundaries of the United States is governed by the Student Code of Conduct if committed by a student, or by other applicable Board policies and administrative guidelines, applicable State and/or Federal laws and/or Employee Handbook(s) if committed by a Board employee.

Complaints alleging sexual harassment and/or discrimination on the basis of sex are also covered by and subject to the investigation procedures in Board Policy 5517 - Student Anti-Harassment. Complaints not covered by this policy may still be governed by and subject to the procedures in Policy 5517 - Student Anti-Harassment.

## Definitions

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

**Sexual Harassment:** "Sexual Harassment" means conduct on the basis of sex that satisfies one or more of the following:

- A. A Board employee conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct (often called "*quid pro quo*" harassment);
- B. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, **and** objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
- C. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)A(v), or "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).
  1. "Sexual assault" means any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent, and the "nonforcible" sex offenses of incest and statutory rape. Sexual assault includes rape, sodomy, sexual assault with an object, fondling, incest and statutory rape.
    - a. *Rape* is the carnal knowledge of a person (i.e. penetration, no matter how slight, of the genital or anal opening of a person), without the consent of the victim, including instances where the victim is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
    - b. *Sodomy* is oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
    - c. *Sexual Assault with an Object* is using an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity. An "object" or "instrument" is anything used by the offender other than the offender's genitalia.
    - d. *Fondling* is the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
    - e. *Incest* is nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by State law.
    - f. *Statutory Rape* is nonforcible sexual intercourse with a person who is under the statutory age of consent as defined by Wis. Stat. §§ 948.02 or 948.09, or whose status as a student prohibits such sexual contact per Wis. Stat. §948.095.
    - g. *Consent* refers to words or actions that a reasonable person would understand as agreement to engage in the sexual conduct at issue. A person may be incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity. A person who is incapacitated is not capable of giving consent.
  2. "Domestic violence" includes felony or misdemeanor crimes of violence committed by:
    - a. A current or former spouse or intimate partner of the victim;
    - b. A person with whom the victim shares a child in common;
    - c. A person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner;

- d. A person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime occurred; or
  - e. Any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime occurred.
3. "Dating violence" means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
4. "Stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to – (1) fear for the person's safety or the safety of others; or (2) suffer substantial emotional distress.

**Complainant:** "Complainant" means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

**Respondent:** "Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

**Formal Complaint:** "Formal complaint" means a document filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the District investigate the allegation(s) of sexual harassment. At the time of filing a formal complaint with the District, a Complainant must be participating in or attempting to participate in the District's education program or activity. A "document filed by a complainant" means a document or electronic submission (such as by electronic mail or through an online portal that the Board provides for this purpose) that contains the Complainant's physical or digital signature, or otherwise indicates that the Complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a Complainant or a party to the formal complaint and must not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

**Actual Knowledge:** "Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to the District's Title IX Coordinator, or any District official who has authority to institute corrective measures on behalf of the Board, or any Board employee. The mere ability or obligation to report Sexual Harassment or to inform a student about how to report sexual harassment, or having been trained to do so, does not qualify an individual as one who has authority to institute corrective measures on behalf of the District. "Notice" includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator. This standard is not met when the only District official with actual knowledge is the Respondent. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge.

**Supportive Measures:** "Supportive measures" means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, school/campus escort services, mutual restrictions of contact between the parties, changes in work locations), leaves of absence, increased security and monitoring of certain areas of the campus (including school buildings and facilities), and other similar measures.

**Education Program or Activity:** "Education program or activity" refers to all operations of the District over which the Board exercises substantial control, including in-person and online educational instruction, employment, extra-curricular activities, athletics, performances, and community engagement, and outreach programs. The term applies to all activity that occurs on school grounds or on other property owned or occupied by the Board. It also includes events and circumstances that take place off-school property/grounds if the Board exercises substantial control over both the Respondent and the context in which the sexual harassment occurs.

**School District community:** "School District community" refers to students and Board employees (i.e., administrators, and professional and support staff), as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

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



events/activities (whether on or off District property).

**Inculpatory Evidence:** "Inculpatory evidence" is evidence that tends to establish a Respondent's responsibility for alleged sexual harassment.

**Exculpatory Evidence:** "Exculpatory evidence" is evidence that tends to clear or excuse a Respondent from allegations of sexual harassment.

**Day(s):** Unless expressly stated otherwise, the term "day" or "days" as used in this policy means business day(s) (i.e., a day(s) that the Board office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays),

**Eligible Student:** "Eligible student" means a student who has reached eighteen (18) years of age or is attending an institution of postsecondary education.

### **Title IX Coordinator(s)**

The Board designates and authorizes the following individual(s) to oversee and coordinate its efforts to comply with Title IX and its implementing regulations:

Dan Tjernagel  
Administrator  
(920)746-2804  
1230 Michigan Street Sturgeon Bay, WI 54235  
dtjernagel@sbsdmail.net

Lindsay Ferry  
Special Education Director/Pupil Services  
(920)746-2804  
1230 Michigan Street Sturgeon Bay, WI 54235  
lferry@sbsdmail.net

The Title IX Coordinator shall report directly to the District Administrator except when the District Administrator is a Respondent. In such matters, the Title IX Coordinator shall report directly to the Board Attorney. Questions about this policy should be directed to the Title IX Coordinator.

The District Administrator shall also prominently display the Title IX Coordinator's(s') contact information – including Name(s) and/or Title(s), Phone Number(s), Office Address(es), and Email Address(es) – and this policy on the District's website and in each handbook or catalog that the Board makes available to applicants for admission and employment, students, parents or legal guardians of elementary and secondary school students, Board employees, and all unions or professional organizations holding collective bargaining or professional agreements.

### **Grievance Process**

The Board is committed to promptly and equitably resolving student and employee complaints alleging Sexual Harassment. The District's response to allegations of sexual harassment will treat Complainants and Respondents equitably, including providing supportive measures to the Complainant and Respondent, as appropriate, and following this grievance process before the imposition of any disciplinary sanctions or other actions, other than supportive measures, against the Respondent.

The Title IX Coordinator(s), along with any investigator(s), decision-maker(s), or any person(s) designated to facilitate an informal resolution process, shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

If a determination of responsibility for sexual harassment is made against the Respondent, the Board will provide remedies to the Complainant. The remedies will be designed to restore or preserve equal access to the District's education program or activity. Potential remedies include, but are not limited to, individualized services that constitute supportive measures. Remedies may also be disciplinary or punitive in nature and may burden the Respondent.

The Process described herein relates exclusively to complaints brought under this Policy. The District will continue to handle complaints subject to the District's other nondiscrimination and anti-harassment policies, including: Policy 5517 - Student Anti-Harassment; Policy 5517.01 - Bullying; 2260 - Nondiscrimination and Access to Equal Educational Opportunity; Policy 2260.01 - Section 504/ADA Prohibition Against Discrimination Based on Disability.

### **Report of Sexual Discrimination/Harassment**

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the Title IX Coordinator's(s') contact information listed above, or by any other means that results in the Title IX Coordinator receiving the person's oral or written report. Reports may be made at any time (including during non-business hours), by using the telephone number(s) or electronic mail address(es), or by mail to the office address(es), listed for the Title IX Coordinator(s).

Board employees are required, and other members of the School District community and Third Parties are encouraged, to report allegations of sex discrimination or sexual harassment promptly to the/a Title IX Coordinator or to any Board employee, who will, in turn, notify the/a Title IX Coordinator. Reports can be made orally or in writing and should be as specific as possible. The person making the report should, to the extent known, identify the alleged victim(s), perpetrator(s), and witness(es), and describe in detail what occurred, including date(s), time(s), and location(s).

If a report involves allegations of sexual harassment by or involving the Title IX Coordinator, the person making the report should submit it to the other Title IX Coordinator. The other Title IX Coordinator shall determine who will serve in place of the Title IX Coordinator for purposes of addressing that report of sexual harassment.

The Board does business with various vendors, contractors, and other Third Parties who are not students or employees of the Board. Notwithstanding any rights that a given vendor, contractor, or Third-Party Respondent may have under this policy, the Board retains the right to limit any vendor's, contractor's, or Third Party's access to school grounds for any reason. The Board further retains all rights it enjoys by contract or law to terminate its relationship with any vendor, contractor, or Third-Party irrespective of any process or outcome under this policy.

A person may file criminal charges simultaneously with filing a formal complaint. A person does not need to wait until the Title IX investigation is completed before filing a criminal complaint. Likewise, questions or complaints relating to Title IX may be filed with the U.S. Department of Education's Office for Civil Rights at any time.

Any allegations of sexual misconduct/sexual activity not involving sexual harassment will be addressed through the procedures outlined in Board policies the applicable Student Code of Conduct, or Employee/Administrator Handbook(s).

Because the Board is considered to have actual knowledge of sexual harassment or allegations of sexual harassment if any Board employee has such knowledge, and because the Board must take specific actions when it has notice of sexual harassment or allegations of sexual harassment, a Board employee who has independent knowledge of or receives a report involving allegations of sex discrimination and/or sexual harassment must notify the/a Title IX Coordinator within two (2) days of learning the information or receiving the report.

The Board employee must also comply with mandatory reporting responsibilities pursuant to Wis. Stat. 48.981 and Policy 8462 – Student Abuse and Neglect, if applicable. If the Board employee's knowledge is based on another individual bringing the information to the Board employee's attention and the reporting individual submitted a written complaint to the Board employee, the Board employee must provide the written complaint to the Title IX Coordinator.

If a Board employee fails to report an incident of sexual harassment of which the Board employee is aware, the Board employee may be subject to disciplinary action, up to and including termination.

When a report of sexual harassment is made, the Title IX Coordinator shall promptly contact the Complainant (including the parent/guardian if the Complainant is under eighteen (18) years of age or under guardianship) to discuss the availability of supportive measures, consider the Complainant's wishes with respect to supportive measures, inform the Complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the Complainant the process for filing a formal complaint. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. Any supportive measures provided to the Complainant or Respondent shall be maintained as confidential, to the extent that maintaining such confidentiality will not impair the ability of the District to provide the supportive measures.

**Emergency Removal:** Subject to limitations and/or procedures imposed by State and/or Federal law, the District may remove a student Respondent from its education program or activity on an emergency basis after conducting an individualized safety and risk analysis. The purposes of the individualized safety and risk analysis is to determine whether the student Respondent poses an immediate threat to the physical health or safety of any student or other individual arising from the allegations of Sexual Harassment that justifies removal. If the District determines the student Respondent poses such a threat, it will so notify the student Respondent and the student Respondent will have an opportunity to challenge the decision immediately following the removal. In determining whether to impose emergency removal measures, the Title IX Coordinator shall consult related District policies, including Policy 5120 - Assignment within District; Policy 5605 - Suspension/Expulsion of Students with Disabilities, Policy 5610 – Suspension and Expulsion, and Policy 5611 – Due Process Rights.

If the Respondent is a non-student employee, the District may place the Respondent on administrative leave during the pendency of the grievance process. Such leave will typically be paid leave unless circumstances justify unpaid leave in compliance with legal requirements.

For all other Respondents, including other members of the School District community and Third Parties, the Board retains broad discretion to prohibit such persons from entering onto its school grounds and other properties at any time and for any reason, whether after receiving a report of sexual harassment or otherwise.

### **Formal Complaint of Sexual Harassment**

A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information set forth above. If a formal complaint involves allegations of sexual harassment by or involving the Title IX Coordinator, the Complainant should submit the formal complaint to the District Administrator, who will designate another person to serve in place of the Title IX Coordinator for the limited purpose of implementing the grievance process with respect to that formal complaint.

The Complainant's wishes with respect to whether a formal complaint is filed will be respected unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the wishes of the complainant is not clearly unreasonable in light of the known circumstances.

When the Title IX Coordinator receives a formal complaint or signs a formal complaint, the District will follow its grievance process, as set forth herein. Specifically, the District will undertake an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and provide that credibility determinations will not be based on a person's status as a Complainant, Respondent, or witness.

It is a violation of this policy for a Complainant(s), Respondent(s), and/or witness(es) to knowingly making false statements or knowingly submitting false information during the grievance process, including intentionally making a false report of sexual harassment or submitting a false formal complaint. The Board will not tolerate such conduct, which is a violation of the Student Code of Conduct and the Employee Handbook.

The Respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

### **Timeline**

The District will seek to conclude the grievance process within ninety (90) calendar days of receipt of the formal complaint, followed by the appeal process which shall be processed in a timely manner.

If the Title IX Coordinator offers informal resolution processes, the informal resolution processes may not be used by the Complainant or Respondent to unduly delay the investigation and determination of responsibility. The timeline, however, may be subject to a temporary delay of the grievance process or a limited extension for good cause with written notice to the Complainant and the Respondent of the delay or extension and the reasons for the action, except that any complaint covered by Policy 5517 - Student Anti-Harassment as well must comply with the timelines in that Policy, however, an investigation may still proceed as required under this Policy. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; and the need for language assistance or an accommodation of disabilities.

Upon receipt of a formal complaint, the Title IX Coordinator will provide written notice of the following to the parties who are known:

- A. Notice of the Board's grievance process, including any informal resolution processes;
- B. Notice of the allegations of misconduct that potentially constitutes sexual harassment as defined in this policy, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice must:
  - 1. include a statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
  - 2. inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence.



3. inform the parties of any provision in the Student Code of Conduct, this policy, and/or Employee Handbook that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If during the course of the investigation, the investigator becomes aware of allegations about the Complainant or Respondent that are not included in the original notice provided to the parties, the investigator will notify the Title IX Coordinator and the Title IX Coordinator will decide whether the investigator should investigate the additional allegations; if the Title IX Coordinator decides to include the new allegations as part of the investigation, the Title IX Coordinator will provide notice of the additional allegations to the parties whose identities are known.

### **Dismissal of a Formal Complaint**

The District shall investigate the allegations in a formal complaint *unless* the conduct alleged in the formal complaint:

- A. would not constitute sexual harassment (as defined in this policy) even if proved;
- B. did not occur in the District's education program or activity; or
- C. did not occur against a person in the United States.

If one of the preceding circumstances exist, the Title IX Coordinator *shall* dismiss the formal complaint. If the Title IX Coordinator dismisses the formal complaint due to one of the preceding reasons, the District may still investigate and take action with respect to such alleged misconduct pursuant to another provision of an applicable code of conduct, Board policy, and/or Employee/Administrator Handbook.

The Title IX Coordinator *may* dismiss a formal complaint, or any allegations therein, if at any time during the investigation:

- A. a Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the formal complaint or any allegations therein;
- B. the Respondent is no longer enrolled in the District or employed by the Board; or
- C. specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

If the Title IX Coordinator dismisses a formal complaint or allegations therein, the Title IX Coordinator must promptly send written notice of the dismissal and the reason(s) therefor simultaneously to the parties.

### **Consolidation of Formal Complaints**

The Title IX Coordinator may consolidate formal complaints as to allegations of sexual harassment against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Where a grievance process involves more than one Complainant or more than one Respondent, references in this policy to the singular "party," "Complainant," or "Respondent" include the plural, as applicable.

### **Informal Resolution Process**

Under no circumstances shall a Complainant be required as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, to waive any right to an investigation and adjudication of a formal complaint of sexual harassment. Similarly, no party shall be required to participate in an informal resolution process.

If a formal complaint is filed, the Title IX Coordinator may offer to the parties an informal resolution process. If the parties mutually agree to participate in the informal resolution process, the Title IX Coordinator shall designate a trained individual to facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication. The informal resolution process may be used at any time prior to the decision-maker(s) reaching a determination regarding responsibility.

If the Title IX Coordinator is going to propose an informal resolution process, the Title IX Coordinator shall provide to the parties a written notice disclosing:

- A. the allegations;
- B. the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations; and
- C. any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the Formal Complaint.

Before commencing the informal resolution process, the Title IX Coordinator shall obtain from the parties their voluntary, written consent to the informal resolution process.

During the pendency of the informal resolution process, the investigation and adjudication processes that would otherwise occur are stayed and all related deadlines are suspended.

The informal resolution process is not available to resolve allegations that a Board employee or another adult member of the School District community or Third Party sexually harassed a student.

### **Investigation of a Formal Complaint of Sexual Harassment**

In conducting the investigation of a formal complaint and throughout the grievance process, the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility is on the District, not the parties.

In making the determination of responsibility, the decision-maker(s) is (are) directed to use the preponderance of the evidence standard. The decision-maker(s) is charged with considering the totality of all available evidence, from all relevant sources.

The District is not permitted to access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the party provides the District with voluntary, written consent to do so; if a student party is not an eligible student, the District must obtain the voluntary, written consent of a parent.

Similarly, the investigator(s) and decision-maker(s) may not require, allow, rely upon or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege in writing.

As part of the investigation, the parties have the right to:

- A. present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence; and
- B. have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney. The District may not limit the choice or presence of an advisor for either the Complainant or Respondent in any meeting or grievance proceeding.

Neither party shall be restricted in their ability to discuss the allegations under investigation or to gather and present relevant evidence.

The District will provide to a party whose participation is invited or expected written notice of the date, time, location, participants, and purpose of all investigative interviews, or other meetings, with sufficient time for the party to prepare to participate.

Both parties shall have an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint, including the evidence upon which the District does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation.

Prior to completion of the investigative report, the investigator or Title IX Coordinator will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have at least ten (10) calendar days to submit a written response, which the investigator will consider prior to

completion of the investigative report.

At the conclusion of the investigation, the investigator shall create an investigative report that fairly summarizes relevant evidence and send the report to each party and the party's advisor, if any, for their review and written response. The investigator will send the investigative report in an electronic format or a hard copy, at least ten (10) calendar days prior to the decision-maker(s) issuing a determination regarding responsibility.

### **Determination of Responsibility**

The Title IX Coordinator shall appoint a decision-maker(s) to issue a determination of responsibility. The decision-maker(s) cannot be the same person(s) as the Title IX Coordinator(s) or the investigator(s).

After the investigator sends the investigative report to the parties and the decision-maker(s), and before the decision-maker(s) reaches a determination regarding responsibility, the decision-maker(s) will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decision-maker(s) must explain to the party proposing the question of any decision to exclude a question as not relevant.

Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

***Determination regarding responsibility:*** The decision-maker(s) will issue a written determination regarding responsibility. To reach this determination, the decision-maker(s) must apply the preponderance of the evidence standard.

The written determination will include the following content:

- A. Identification of the allegations potentially constituting sexual harassment pursuant to this policy;
- B. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, [and] methods used to gather other evidence.
- C. Findings of fact supporting the determination;
- D. Conclusions regarding the application of the applicable code of conduct to the facts;
- E. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the decision-maker(s) is recommending that the District impose on the Respondent(s) and whether remedies designed to restore or preserve equal access to the District's education program or activity should be provided by the District to the Complainant(s); and
- F. The procedures and permissible bases for the Complainant(s) and Respondent(s) to appeal.

If the decision-maker(s) determines the student Respondent is responsible for violating this policy (i.e., engaging in Sexual Harassment), the decision-maker(s) will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the District Administrator of the recommended remedies, so an authorized administrator can consider the recommendation(s) and implement an appropriate remedy(ies) in compliance with Policy 5605 – Suspension/Expulsion of Students with Disabilities, Policy 5610 – Suspension and Expulsion, Policy 5610.02 – In-School Discipline, and Policy 5611 – Due Process Rights. The discipline of a student Respondent must comply with the applicable provisions of the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

If the decision-maker(s) determines the employee Respondent is responsible for violating this policy (i.e., engaging in sexual harassment), the decision-maker(s) will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the District Administrator of the recommended remedies, so an authorized administrator can consider the recommendation(s) and implement an appropriate remedy(ies) in compliance with applicable due process procedures, whether statutory or contractual. If the District Administrator is the Respondent, the Title IX Coordinator will notify the Board President of the recommended remedies for consideration and, if necessary and appropriate, implementation in compliance with applicable due process procedures, whether statutory or contractual.

The discipline of an employee will be implemented in accordance with Federal and State law, and Board policy.

If the decision-maker(s) determines the third-party Respondent is responsible for violating this policy (i.e., engaging in sexual harassment), the decision-maker(s) will recommend appropriate remedies, including the imposition of sanctions. The Title IX Coordinator will notify the District Administrator of the recommended remedies, so appropriate action can be taken.

The decision-maker(s) will provide the written determination to the Title IX Coordinator who will provide the written determination to the parties simultaneously.

In ultimately, imposing a disciplinary sanction/consequence, the District Administrator (or the Board when the District Administrator is the Respondent) will consider the severity of the incident, previous disciplinary violations (if any), and any mitigating circumstances. If the Respondent is a Member of the Board, that member of the Board shall be excluded from any determination regarding the imposition of a disciplinary sanction/consequence by the remaining Board members.

The District's resolution of a formal complaint ordinarily will not be impacted by the fact that criminal charges involving the same incident have been filed or that charges have been dismissed or reduced.

At any point in the grievance process, the District Administrator may involve local law enforcement and/or file criminal charges related to allegations of sexual harassment that involve a sexual assault.

The Title IX Coordinator is responsible for the effective implementation of any remedies.

## **Appeal**

Both parties have the right to file an appeal from a determination regarding responsibility or from the Title IX Coordinator's dismissal of a formal complaint or any allegations therein, on the following bases:

- A. Procedural irregularity that affected the outcome of the matter (e.g., material deviation from established procedures);
- B. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- C. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against **Complainants** or Respondents generally or the individual Complainant(s) or Respondent(s) that affected the outcome of the matter.

Any party wishing to appeal the decision-maker(s)'s determination of responsibility, or the Title IX Coordinator's dismissal of a formal complaint or any allegations therein, must submit a written appeal to the Title IX Coordinator within five (5) days after receipt of the decision-maker(s)'s determination of responsibility or the Title IX Coordinator's dismissal of a formal complaint or any allegations therein.

Nothing herein shall prevent the District Administrator (or the Board when the District Administrator is the Respondent) from imposing any remedy, including disciplinary sanction, while the appeal is pending.

As to all appeals, the Title IX Coordinator will notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties.

The decision-maker(s) for the appeal shall not be the same person(s) as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator(s). The decision-maker(s) for the appeal shall not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant(s) or Respondent(s) and shall receive the same training as required of other decision-makers.

Both parties shall have a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.

The parties' written statements in support of, or challenging, the determination of responsibility must be submitted within five (5) days after the Title IX Coordinator provides notice to the non-appealing party of the appeal.

The decision-maker(s) for the appeal shall issue a written decision describing the result of the appeal and the rationale for the result. The original decision-maker(s)' determination of responsibility will stand if the appeal request is not filed in a timely manner or the appealing party fails to show clear error and/or a compelling rationale for overturning or modifying the original determination. The written decision will be provided to the Title IX Coordinator who will provide it simultaneously to both parties. The written decision will be issued within five (5) days of when the parties' written statements were submitted.



The determination of responsibility associated with a formal complaint, including any recommendations for remedies/disciplinary sanctions, becomes final when the time for filing an appeal has passed or, if an appeal is filed, at the point when the decision-maker(s) for the appeal's decision is delivered to the Complainant and the Respondent.

## **Retaliation**

Neither the Board nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of sexual harassment, filing a formal complaint, or participating in an investigation is a serious violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

Complaints alleging retaliation may be filed according to the grievance process set forth above.

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

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

## **Confidentiality**

The District will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any Complainant, any individual who has been reported to be the perpetrator of sex discrimination, any Respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g, or FERPA's regulations, and State law under Wis. Stat. § 118.12, 34 CFR part 99, or as required by law, or to carry out the purposes of 34 CFR part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the District's obligation to maintain confidentiality shall not impair or otherwise affect the Complainant's and Respondent's receipt of the information to which they are entitled with respect to the investigative record and determination of responsibility).

## **Application of the First Amendment**

The Board will construe and apply this policy consistent with the First Amendment to the U.S. Constitution. In no case will a Respondent be found to have committed Sexual Harassment based on expressive conduct that is protected by the First Amendment.

## **Training**

The District's Title IX Coordinator, along with any investigator(s), decision-maker(s), or person(s) designated to facilitate an informal resolution process, must receive training on:

- A. the definition of sexual harassment (as that term is used in this policy);
- B. the scope of the District's education program or activity;
- C. how to conduct an investigation and implement the grievance process appeals and informal resolution processes, as applicable; and
- D. how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interests, and bias.

## **Recordkeeping**

As part of its response to alleged violations of this policy, the District shall create, and maintain for a period of seven (7) calendar years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the District shall document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to

the District's education program or activity. If the District does not provide a Complainant with supportive measures, then the District will document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the District in the future from providing additional explanations or detailing additional measures taken.

The District shall maintain for a period of seven (7) calendar years the following records pursuant to Wis. Stat. § 19.21(6):

- A. Each sexual harassment investigation including any determination regarding responsibility any disciplinary sanctions recommended and/or imposed on the Respondent(s), and any remedies provided to the Complainant(s) designed to restore or preserve equal access to the District's education program or activity;
- B. Any appeal and the result therefrom;
- C. Any informal resolution and the result therefrom; and
- D. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.

The District will make its training materials publicly available on its website. If a person is unable to access the District's website, the Title IX Coordinator will make the training materials available upon request for inspection by members of the public.

### **Outside Appointments, Dual Appointments, and Delegations**

The Board retains the discretion to appoint suitably qualified persons who are not Board employees to fulfill any function of the Board under this policy, including, but not limited to, Title IX Coordinator, investigator, decision-maker, decision-maker for appeals, facilitator of informal resolution processes, and advisor.

The District Administrator may delegate functions assigned to a specific Board employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator, investigator, decision-maker, decision-maker for appeals, facilitator of informal resolution processes, and advisor, to any suitably qualified individual and such delegation, may be rescinded by the District Administrator at any time.

Revised 1/11/23  
Revised 3/15/23  
T.C. 6/21/23

© Neola 2022

Legal	19.21(6), Wis. Stats.
	120.13, Wis. Stats.
	948.01 et. seq., Wis. Stats.
	20 U.S.C. 1092(F)(6)(A)(v)
	20 U.S.C. 1400 et seq., The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA)
	20 U.S.C. 1681 et seq., Title IX of the Education Amendments of 1972 (Title IX)
	34 C.F.R. Part 106
	34 U.S.C. 12291(a)(8)
	34 U.S.C. 12291(a)(10)
	34 U.S.C. 12291(a)(30)
	42 U.S.C. 1983
	42 U.S.C. 2000c et seq., Title IV of the Civil Rights Act of 1964
	42 U.S.C. 2000d et seq.
	42 U.S.C. 2000e et seq.

**Last Modified by Brenna Sparger on September 13, 2024**

## MEMO

**To:** Board of Education  
**From:** Keith Nerby  
**Date:** February 8, 2025  
**Re:** February 2025 Principal's Report

---

### Teaching and Learning

**2025-26 class schedules:** Counselors will begin building the schedule for the 2025-2026 class schedule in the coming weeks. Students are in the process of selecting their class requests and students and families will be notified of final schedules before school is out for the year.

#### ***State-mandated testing.***

- April 7 – Forward Social Studies – All Sophomores
- April 9 – ACT – All Juniors (online)
- April 16 – Pre-ACT– All Freshmen and Sophomores

### Community Engagement

**Family/Teacher Conferences:** Similar to first semester conferences, our teachers reached out to families to personally invite them to sign up for a conference time. We will be holding our 3rd quarter conferences on February 20. When families were invited, we found great response and turn out. In addition, by signing up for a time, families have less wait time to meet with teachers and teachers are able to better prepare for each student since they know ahead of time who will be coming in.

**Class of 2025 end-of-year activities:** As was mentioned at the board retreat, all end of the year activities including Senior Night, the awards ceremony, and the commencement ceremony are scheduled, and finalization of the plans are taking place. I am hoping that at least two Board members help with handing out diplomas at graduation this year. Graduation will take place on Saturday, May 31 at 10:00am with the boat parade immediately following.

### Upcoming Events

Here is a list of upcoming events:



Family/Teacher Conferences	Thursday, February 20
Teacher In-Service / No Classes	Friday, February 21
Academic Awards Night	Tuesday, March 18
Quarter 3 Exams	Thursday, March 20, and Friday, March 21
Spring Break	Monday, March 24 – Friday, March 28
<i>March 20: Exams for Blocks 1 and 2 in p.m.</i>	
<i>March 21: Exams for Blocks 2 and 4 in a.m. Students released at 11:45 a.m. Buses run at regular time.</i>	

## MEMO

To: Board of Education

From: Lindsay Ferry

Date: February 1, 2025

Re: February 2025 Director of Special Education and Pupil Services Report

---

### **Teaching and Learning:**

#### ***Special Education:***

The Special Education Team is well within their busy season of initial special education evaluations, re-evaluations, annual IEP's and IEP reviews. The special education team has welcomed many new faces to our programs and are busy designing and developing IEPs that match each learner's needs. During the next month, our team will work to support all learners in state and standardized testing. This includes providing hand over hand support, reading sections aloud to students, scribing for students, and ensuring students are taking their allotted time to complete each assessment.

#### ***Pupil Services Team:***

Our School Counselors, School Nurses, and Student Resource Officer continue to work to meet student needs, develop programming options for students, and communicate with parents/guardians each and every day. No one schedule is ever the same for this team, and we are thankful for the work that they do.

Our School Counselors continue to share that the bulk of their time is spent supporting students in a 1:1 setting or in a small group setting. The Pupil Service Team works hard to adjust schedules to ensure each student has access to them for counseling services when available.

### **Meetings/Workshops:**

Recent and Upcoming meetings include the following:

- February 3: Special Education District Leadership Team
- February 5: Sturgeon Bay School Board Retreat
- February 6: Special Education Office Team Meeting

- February 7: School Psychologist CESA 7 Meeting
- February 12: Administrative Workgroup
- February 13: Sunrise Sped PLC
- February 17: District Leadership Team Meeting
- February 18: Sawyer Special Education PLC
- February 19: CORE team meeting
- February 20: Middle School Special Education PLC
- February 21: Inservice-Well Being for All Session

Special Education Activities by Month											
	Sept (9/6/24)	Oct (10/1/24)	Nov (11/4/24)	Dec (12/2/24)	Jan (12/20/24)	Feb (2/1/25)	Mar	April	May	June	July
Total Students	182	183	181	179	182	183					
Student Primary Disability Areas											
LD	34	34	34	34	33	31					
ID	4	4	4	4	4	4					
SDD	28	28	28	25	25	24					
AUT	26	26	26	27	27	27					
EBD	20	20	20	18	18	21					
S/L	37	37	37	37	41	41					
HI	1	1	1	1	1	1					
VI	0	0	0	0	0	0					
D/B	0	0	0	0	0	0					
OHI	33	33	31	33	33	33					
TBI	0	1	1	0	0	0					
Speech, OT and PT											
Speech	84	85	86	84	87	82					
OT	57	56	46	45	45	45					
PT	4	4	4	4	4	4					
Private School Students	10	10	10	10	12	12					
Evaluations initiated											
Initial Evaluations (incl pvt school)	3	3	10	2	0	2					
B-3 Initials	0	0	0	0	0	0					
Re-Evaluations (incl pvt school)	7	3	7	7	1	12					
No 3 Yr	2	2	4	3	3	4					
Miscellaneous Meetings											
Initial Mtgs held	0	0	1	3	5	2					
Re-Eval Mtgs held	0	0	5	5	3	2					
New Placements offered	0	0	1	1	4	2					
Transfer in students (includes students coming back from homeschool)	8	0	0	0	1	4					
Exits (incldues grads, dismissals & students going to homeschool)	6	0	3	4	2	7					
Dismissal of Services	0	0	0	2	0	5					
Revocation of Services	0	0	0	0	1	0					
Moved during Eval	0	0	0	0	1	0					
504/Health Plans											
Current 504 Plans	21	21	21	22	23	23					

## **TJ Walker Board Report**

### **February 19, 2025**

#### **Parent Teacher Conferences**

February 20th from 4:00- 7:00 PM in the MS Gym.

- Expect to share each student's progress towards reaching their individual goals and a one pager on what parents can do to support their child meet their goal.

#### **Teaching and Learning**

- Forward Exam ELA Writing Update
  - Since the two new short write tasks align to the ELA writing standards W3.2 and W3.3 in the Wisconsin Academic Standards for English Language Arts we are reviewing these Academic Standards.
- Math Teachers reviewed Math Focus by Grade Level document. Key highlights include:
  - Major academic clusters per grade and highlights per grade level
  - Ex: 7th Gr. Math has 4 major clusters and two supporting clusters. Highlights include: Ratios and proportional relationships; early expressions and equations.
- Both Math and ELA Teams are to meet to review 1st Semester Data Digs

#### **Counselor Updates**

- Youth Risk Behavior Screening was completed on Jan. 29.
- The second round of SAEBERS groups screening has been completed. Groups are underway. STRIDE Counseling continues to be full.

#### **ELL Updates**

- CESA 7 EL Coordinator, Beth VandeHey, visited Jan. 24th. She shared many positives. We reviewed our past ACCESS Test results and reviewed the improved scores. The next meeting is February 21st at CESA 7.
- ACCESS Testing is complete. 75 ELL students were ACCESS tested. We ACCESS tested 70 students. 5 students were tested outside the district. Additionally, one third grade student moved back to Sturgeon Bay from Kentucky with three days left to complete testing and we did not test him. Thank you to Moises Zahler, Amanda ANthony, and Shelley Stenzel.

#### **Additional Updates:**

- Feb. 4th - Incoming 6th, 7th & 8th Grade Scheduling Meeting for Parents.
- Feb. 13th - Incoming 6th, 7th, and 8th Grade course requests are due..
- Feb. 20th - Parent Teacher Conferences.
- Feb. 21st - Teacher In-Service February 2024 - No School



**To:** Board of Education  
**From:** Katie Smullen, Principal, Sunrise Elementary School  
**Date:** February 2025  
**Re:** February Report to the Board



## **Teaching and Learning**

### **STAR Testing**

We wrapped up our STAR testing and as I shared at board retreat, we saw some great growth from Fall to Winter in both Math and Reading. In Math, we are reflecting on the summer slide students experienced. Overall, we were very pleased with the results.

### **Reading Plans**

We are writing 29 Reading Plans for our 3rd grade students who are not reading at grade level. We are hopeful that we can work with these students and get them exactly where they need to be.

## **Community Engagement**

### **Sunrise Club Volunteers**

The first Friday of every month is our Sunrise Clubs. This past Friday, we offered new clubs including: Coding and Robotics, Chess, CriCut Creations, Embroidery, and Pokemon. Of course, many of the favorites were still offered including: Knitting, Basketball, Popcorn, Yoga, Legos and so many more! We are very thankful for a Door County Community Fund grant that allows us to purchase the supplies and a huge thank you to the parent and community volunteers who help out. We have four community volunteers who help in our knitting club and parent volunteers who lead both our yoga and chess clubs. Sunrise Clubs have become a great tradition!

## **Finance, Facilities and Operations**

No updates at this time.

### **Upcoming Events**

- Sunrise Data Digs - February 11, 12 and 13



# SCHOOL DISTRICT OF STURGEON BAY

## ANCHORED IN EXCELLENCE

1230 Michigan Street | Sturgeon Bay, WI 54235

Phone: 920-746-2800 | Fax: 920-746-3888

### Board of Education Report

February 19th, 2025

Katy DeVillers

*Sawyer Principal*

#### Teaching and Learning

- We are looking forward to welcoming Dr. Colvin from Door County Memorial Hospital to share his knowledge and experiences regarding child development and neuroplasticity with our staff as part of our professional development activities on Friday, February 21st.
- Our 4K-2nd grade instructional staff members will be participating in our Mid-Year Data Digs during the week of February 24th-28th. Student placement in their intervention groups will be revisited and regrouping will occur soon after so that students are receiving the exact support they need to continue to make progress in their literacy, math and social-emotional skills.

#### Community Engagement

- Lauren Curtin, our amazing Phy. Ed. Teacher is again spearheading the Kids Heart Challenge at Sawyer. Through this program, students learn how to care for their hearts and brains, along with acquiring lifesaving skills. This program empowers students to improve their own lives while positively impacting others. The goal this year is to cultivate the next generation of lifesavers by teaching as many people as possible Hands-Only CPR and the warning signs of a stroke. Additionally, we aim to promote heart-healthy living among our students. After one week of our Kids Heart Challenge, Sawyer students have raised \$1,500 and 5 students have completed Finns Mission, learning hands-only-CPR and the warning signs of a stroke. Also during the month of February, all students are learning and improving their jump roping skills by using short ropes, long ropes, thunder sticks, and hula hoops! This is such a great way to keep the kids moving and having fun while improving their cardiovascular endurance during these snowy and cold days!
- Thanks to the great work of Cheri VandenBogart, our LEAP Teacher and her Special Education Teacher Associates, Laura Stolt, Kayley Torbeck, Monica Horton, and Erika Lopez, the students in our LEAP classroom have been able to experience various activities within our community. Most recently, the students have been to WalMart, and Memorial Field for ice skating.
- We have our annual Family Fun Night coming on February 20th. We are looking forward to welcoming our students and their families back to school in the evening from 4:30pm-6:00pm.

#### Finance/ Facilities and Operations

- I met with Catherine Poon, our Elementary PTO President, regarding fundraising support for our playgrounds and other items that were shared at the Board Retreat.





## **Board of Education Report**

**February 10, 2025**

Jennifer Weber

*Director of Teaching, Learning and Technology*

### ***Teaching and Learning***

- Constance Vogel would typically be attending the Federal Funding conference at the end of February in Wisconsin Dells. This year, however, we have decided that our understanding of the Federal Title Grants has been built up so that we can attend this conference on an every-other year rotation. This time is easily filled by the work we need to do in answer to ACT20. I will provide little snippets of this work as time goes by with the aim of being able to create a picture for you of the critical work being done by our non-traditional/non-classroom teacher staff members.
- January is data month! During the month of January, literacy coaches, interventionists and principals held data digs at every grade level K-5. As many of you know, we have spent the past several years digging deep into literacy (our curriculum, professional learning, research, implementation, etc.). I want to remind those among you who are veterans on the Board while directing those among you who are new that we have two important resources available on our website. Even if you have already had an opportunity to listen to the podcast [Sold a Story](#) or read through the document [How We Teach Reading in Sturgeon Bay Schools](#), both are worth another look. As we continue to revamp the way we approach literacy, the information available in these two sources will help to create context for why this process has been critically important. I will provide additional information in my oral remarks about the literacy work being done these days and how that is impacted by ACT20.
- Speaking of data, I have begun to take the initial steps necessary to possibly adopt a new tool to help us manage our data. eduCLIMBER is the resource we have been using since 2019. I am hoping to put a team of staff members together from across the district that can work with me to create a team understanding and approach to how we store and access student data. More to come!

### ***Department of Technology***

- The crossover between Teaching & Learning and the Technology department is often a little blurry. This is the case when it comes to professional development and planning. Professional development provided since the last board meeting has included various tools in Canva (an online graphic design platform) for Sawyer and select middle school and high school staff. Additionally, AI for Efficiency tools were offered for Sunrise Staff. As a follow-up to November's lunch and learn for middle and high school staff on Teacher Translation Tools, February will offer an additional opportunity to attend a lunch and learn on Student Translation Tools
- Last year we moved to online ACT testing. A special thanks to Amy Lautenbach, Abby Jacobson and Jenni O'Handley for their extensive work behind the scenes in gathering information, inputting accommodations, problem-solving and providing the team with the necessary information and resources for a successful testing window. Nelson DeMeuse holds the title of Testing Technology Coordinator and is working to validate, configure and ensure that we can freeze the testing environment during the exam periods while Jen Hanson and Spencer Gustafson handle all of the matters pertaining to Chromebooks and other technology needed to ensure a successful testing window for students and staff.
- New Student Online Registration for the upcoming 2024-25 school year opened early in February. This also coincides with the annual DPI Public School Open Enrollment application cycle, available on DPI's website for prospective non-resident students. New Student online registration is intended for students who do not currently attend SBSD, but plan to enroll for next school year. Current families with new students can utilize their active PowerSchool Parent Portal account to seamlessly access the online registration form instead of creating a separate "Enrollment/Registration" account. This feature continues with the upcoming "Returning Student Annual Registration" period that will open in May, allowing parents to complete annual registration earlier than in the past through their established account.

## **Business Manager Report**

**2/19/25**

**Jake Holtz**



I don't have a whole lot to add from the retreat as I was out of the office the rest of the week following the board retreat, followed by interviews on Tuesday and meetings on Wednesday, the 12<sup>th</sup>. I will share a couple follow ups from the retreat:

### **1. Long Term Maintenance Plan**

At the retreat we spoke a bit about our long term maintenance plan, specifically as it relates to Fund 46 and building budget carryover for long range projects. My initial hope was to have an initial, updated plan (we still have our original plan, which was just roofs, on the books from seven years ago), ready for your approval no later than the March regular meeting. At this point, though, I'm a little pessimistic that will happen; however, I am not concerned about any delay either. We do not currently have any projects sitting out there for which we need approval within the next 12 months. That said, my hope continues to be that we get an updated plan on the books when we can so we can then move forward.

The delay in bringing this for approval stems from getting an updated roofing maintenance plan. For the past 15 years or so we have worked with a consulting company (Specialty Engineering Group, LLC) who helps to schedule roof maintenance and also adds a layer of oversight, when we have projects, to make sure no corners are cut. As we started to look at updating our roofing plan this past fall, the representative we had been working with for the entirety of our relationship retired. As they onboarded their new rep, getting a hold of them and getting them out here has proved challenging. With the snow now up on the roofs, though, it may take a bit longer than we would have liked. However, like I said, at this point, we are not in a rush and do not need to push something through just to push something through. So, once we get that updated roofing maintenance plan, we will get the updated maintenance plan to you for approval.

### **2. Professional staff salary ladder and staffing**

After reviewing our conversations from the annual compensation meeting and board retreat, and speaking with the administration team, we are looking a couple meetings coming up to discuss these items, both administratively and with you.

First, the administrative team has scheduled a meeting on Wednesday, February 26<sup>th</sup> to start digging into some areas where comparative data suggests we might be overstaffed or understaffed. We will look at those areas and work through what is causing us not to be staffed similarly to others in the area and around the state. As I shared in the board retreat, there are many local factors that come into play. Between the physical makeup of our buildings (having three locations) to the makeup of our community (the example of us not having an agriculture teacher). The goal is to put together a long-term staffing plan (or course of action) that makes sure we are balancing sound fiscal principles with providing the best possible education for every student, every day.

I will reiterate that the goal is not to come out of any meeting with plans or recommendations to non-renew or cut staff simply to meet a quota. We want to make sure to set ourselves up in the best possible position both now and long term. IF we think that it requires a reduction in staff, we'll put together roadmaps that show how we can do that through attrition.

# SCHOOL DISTRICT OF STURGEON BAY

## ANCHORED IN EXCELLENCE

1230 Michigan Street | Sturgeon Bay, WI 54235

Phone: 920-746-2800 | Fax: 920-746-3888

### **February 19, 2025, Board of Education Meeting Superintendent Report**

Prepared by Dan Tjernagel, Superintendent of Schools

*Updated for the meeting packet February 11, 2025; Additional updates added later are in section four*

#### **1. Teaching & Learning**

- a. **CESA 7 PAC Meeting** – We had our monthly meeting on February 7. This month we also had legislators joining us to talk about issues. There were some new legislators in attendance along with some veterans. I would categorize the dialogue as very good with multiple references from the legislators about the need to work in a bipartisan way to serve their constituents and about the need to support schools.

Special education funding continued to be the primary funding topic where there appears to be consensus. While some sort of inflation-related per-pupil funding didn't sound encouraging at this early point in the State Budget process due to the line-item veto situation, there was dialogue about the potential for an increase to the low-revenue limit ceiling.

There was also dialogue about bills that have been introduced, including one where the person who introduced it admitted to the group that it was his first attempt at writing a bill and it didn't go very well. The legislators and superintendents were able to share a laugh especially during this part of the session, which was positive.

Joel Kitchens did attend the session as he typically does, is the chair of the Education committee again, and among other things shared information he got directly from a co-chair of Joint Finance about the State needing to do something for districts when it comes to special education funding.

We'll all have to stay tuned as the biennial State Budget process plays out in the coming weeks and months. While we certainly want to avoid the politics that comes with the process down in Madison, we know that funding is critical when it comes to supporting students and families, and being able to attract and retain the quality staff we need to do the work.

- b. **February 21, 2025 In-service Day** – February 21 is the next professional staff in-service day. We'll plan to add the master schedule for the day behind my report in the Board packet and/or share with the Board the email that goes out to all staff on the topic the week before.

## 2. Community Engagement

- a. **DCEDC Board** - The monthly DCEDC Board meeting is on Monday, February 17.
- b. **YMCA Board meeting** – The next meeting is scheduled for February 20. Please note that the YMCA’s Community Breakfast is planned for February 13, from 7:30 – 9:00 A.M. at Stone Harbor
- c. **WDOR Show on January 28** – I covered the district’s WDOR show on the morning of Tuesday, January 28. We didn’t have any callers, but I was able to cover a wide range of topics from the usual open enrollment procedural overview to good news items from each school to the three fundraising projects/efforts (Sawyer Playground, Robert H. Nickel Auditorium, and the Memorial Athletic Park in cooperation with the City).

## 3. Finance, Facilities, & Operations

- a. **Sturgeon Bay Rec Facility meeting** – The latest steering committee meeting was on February 11, 2025, at City Hall. Quite a bit of discussion centered first on the community input sessions in Northern Door regarding the potential countywide indoor facility. As far as next steps of this component, the group is looking to hold a community session in the next few weeks in Southern Door (likely Wednesday, February 26 over the lunch hour). The effort also needs to engage more members of the county, county board, etc.

We also spent time on the outdoor facility concept on the property currently owned by the City and the District between the secondary campus and Sunrise. Some of the discussion points involve questions around preferred soccer field size and how that fits in the space inside the track, an updated layout involving the baseball and softball diamond placement, a flexible space located in the middle of the diamonds and in close proximity to the stadium (containing a field and track) that could also accommodate an ice rink, pavilion, restrooms, etc.

A consultant also shared that some communities have gone with a mobile concession approach that can be easily moved to one of several concrete pads depending on the sporting event.

The steering committee did like the way the updated rendering keeps vehicle traffic and foot traffic separated for a variety of safety reasons. The group also continues to like the walking track/trail concept for the property with various places residents, students, and staff can access it.

Next steps involve updating the latest rendering/layout with components based upon the feedback gathered thus far, how it fits with potential phases, as well as getting us a feasibility study involving costs, fiscal support needed, etc.

- b. **Annual Compensation Review Meeting on February 3, 2025** – The annual review meeting was held as planned, even though I was in the midst of a bus ride to Three Lakes after a rescheduled game. There was good dialogue on a few topics, with much of the discussion dealing with year one of the new PTO system and challenges around updating the salary ladder.

The group reviewed the notes Jake and I assembled and shared with them. Thanks to that entire group and to the two attendees who sent me some additional information to add to the notes.

Following the deadline for any additions or corrections from the attendees, I shared the notes with all district teachers and with all Board members. As you know, we plan to have an informational item on the February 19 Board meeting agenda to hit on high points and allow for any comments from the Board members who were in attendance on February 3.

As I've stated in the past, having an approach which not only allows for teacher reps and Board reps to have direct and constructive communication, but also an approach that allows members of the key groups to work together on prioritized topics over time has served us well and should continue to do so.

We'll continue to plan on our usual timeline with various approvals throughout the spring, as well as monitor the State Budget process since that obviously impacts funds available to accomplish various priorities.

- c. **Open Enrollment Study** – I have shared the results with the Board although we didn't have enough time in the retreat to dive into the information due to other discussions that occurred. There should be opportunities as we work through the communication and marketing plan as well as other budget-related topics in the coming months.
- d. **Communications & Marketing** – Brian Nicol has been in communication as follow up the information he gathered when he met with the Core Admin Team, as well as what I sent him after we worked through those same four main questions during the Board Retreat. Stay tuned.

#### 4. **Additional Items and/or Updates** *(added after I submitted my report for the Board packet)*