



SHEBOYGAN AREA
— SCHOOL DISTRICT —

NOTE: This meeting will be held in the Boardroom.

**Starting/ending times may vary*

Tuesday, November 14, 2023

Starting Time: 6:00 – 6:30 p.m.*

CHAIR: Ms. Robbins

MEMBERS: Mr. Mancl, Vice Chair

Ms. Versey

Mr. Laster

(a quorum of the Board may be present)

The Curriculum and Instruction Committee meeting will be held in the Board of Education meeting room, 3330 Stahl Road, Sheboygan, Wisconsin on **Tuesday, November 14, 2023 at 6:00 p.m.** The following items will be presented for consideration at that time:

Please note some Board members may be participating in this Board meeting via teleconference or other remote access technology. Members of the public who attend the meeting will be able to hear any open session dialogue between such members and the Board members present in the Boardroom. In addition, the District is offering audio and video access to the meeting via phone connection by calling 1-312-626-6799 with Meeting ID: 839 9946 5135 and Passcode: 117396 or <https://us06web.zoom.us/j/86891135192?pwd=6k9qxAfEu5qWD0jOmxyXER6U62JscR.1> at the scheduled meeting time.

**REPORT TO THE CURRICULUM & INSTRUCTION COMMITTEE
AGENDA**

- 2 Min. 1. **LAKE SUPERIOR REGIONAL FRC (FIRST ROBOTICS COMPETITION) FIELD TRIP – Mr. Jacob Konrath** (Information/Action)

The administration recommends the approval of Sheboygan Area School District high school students to travel to Duluth, Minnesota February 28-March 2, 2024, to compete in the Lake Superior Regional FRC (First Robotics Competition), as per Policy 2340.

- 2 Min. 2. **WISCONSIN REGIONAL FRC (FIRST ROBOTICS COMPETITION) FIELD TRIP – Mr. Jacob Konrath** (Information/Action)

The administration recommends the approval of Sheboygan Area School District high school students to travel to Milwaukee, Wisconsin March 13-16, 2024, to compete in the Wisconsin Regional FRC (First Robotics Competition), as per Policy 2340.

- 5 Min. 3. **BIPARTISAN SAFER COMMUNITIES ACT: STRONGER COMMUNITIES GRANT – Mr. Jacob Konrath/Mr. Jason Ledermann** (Information/Possible Action)

The administration requests approval to submit a grant application for the Bipartisan Safer Communities Act: Stronger Communities grant for the amount of \$398,213.

- 10 Min. 4. **LEXIA READING UPDATE – Mr. Jacob Konrath/Mr. Jim Renzelmann** (Information/Discussion)

Administration will provide an update on Lexia Reading goals and progress for the 2023-2024 school year.

- 11 Min. 5. **CLASS SIZE REPORT – Mr. Jacob Konrath** (Information/Discussion)

The fall Class Size Report will be presented per the format approved by the Board of Education.

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

1. Name of Group: Red Raider Robotics
2. Date of Application: 10/26/2023
3. Person Making Application: Tim Pasche
4. School: North High School
5. Proposed Event: Lake Superior Regional FRC - Duluth, MN
6. Destination: Duluth, MN (DECC Arena/South Pioneer Hall)
& Superior, WI (Best Western Hotel)
7. Dates of Travel: February 28-March 2, 2024
8. Purpose: Students are attending this event as part of the
culmination of their design and build season for Red
Raider Robotics
9. # of students (estimate): 50
10. # of chaperones: 10
11. Is this field trip a regional/national competition? Yes No
12. If yes, what are the qualifying criteria for participation? Completion of a working robot

13. Estimated Costs

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

A. Total Cost of Trip	B. Cost by Funding Source																																				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"># of Students</td> <td style="text-align: right;">50</td> </tr> <tr> <td>Cost Per Student</td> <td style="text-align: right;">180</td> </tr> <tr> <td>Total for all Students</td> <td style="text-align: right;">9000</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td># of Chaperones</td> <td style="text-align: right;">10</td> </tr> <tr> <td>Cost Per Chaperone</td> <td style="text-align: right;">0</td> </tr> <tr> <td>Total for All Chaperones</td> <td style="text-align: right;">0</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td>Total Cost of Trip</td> <td style="text-align: right;">\$18000</td> </tr> </table>	# of Students	50	Cost Per Student	180	Total for all Students	9000			# of Chaperones	10	Cost Per Chaperone	0	Total for All Chaperones	0			Total Cost of Trip	\$18000	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Source</th> <th style="width: 20%;">Total</th> </tr> </thead> <tbody> <tr> <td>Students \$ 180 each</td> <td style="text-align: right;">\$9000</td> </tr> <tr> <td>Chaperones \$ 0 each</td> <td style="text-align: right;">0</td> </tr> <tr> <td>Student Group/Fundraising</td> <td style="text-align: right;">0</td> </tr> <tr> <td>Grants</td> <td style="text-align: right;">\$9000</td> </tr> <tr> <td>Building Funds</td> <td style="text-align: right;">0</td> </tr> <tr> <td>District/Central Admin Funds</td> <td style="text-align: right;">0</td> </tr> <tr> <td>Other - specify here:</td> <td style="text-align: right;">0</td> </tr> <tr> <td>Total Cost of Trip</td> <td style="text-align: right;">\$18000</td> </tr> </tbody> </table>	Source	Total	Students \$ 180 each	\$9000	Chaperones \$ 0 each	0	Student Group/Fundraising	0	Grants	\$9000	Building Funds	0	District/Central Admin Funds	0	Other - specify here:	0	Total Cost of Trip	\$18000
# of Students	50																																				
Cost Per Student	180																																				
Total for all Students	9000																																				
# of Chaperones	10																																				
Cost Per Chaperone	0																																				
Total for All Chaperones	0																																				
Total Cost of Trip	\$18000																																				
Source	Total																																				
Students \$ 180 each	\$9000																																				
Chaperones \$ 0 each	0																																				
Student Group/Fundraising	0																																				
Grants	\$9000																																				
Building Funds	0																																				
District/Central Admin Funds	0																																				
Other - specify here:	0																																				
Total Cost of Trip	\$18000																																				
<p>Totals in column A, B and Total cost of trip on Cost Worksheet should be equal.</p>																																					

14. Use the space below to answer the following questions. Do not submit additional pages. The space below will expand to fit your needs.
- a. What activities will the students be engaged in while on the trip?
Scouting robots at the event, competing with the robot, watching other teams at the event, working on the robot at the pit.
- b. How will students demonstrate their learning from this experience? (Please describe specific activities that will take place after the field trip.)
After the event certain revisions will be made on the robot to reflect the performance at regionals, which will be done by the students.
- c. How will SASD staff members involved in the field trip use their experiences during this field trip to enhance their classroom activities?



Mr. Pasche will also be able to help out in advising the revisions of the robot and can use the experience to teach his engineering classes with real world examples.

- d. Who will the chaperones be and how were they selected?
The lead chaperone is Mr. Pasche, who is the head coach of the robotics team. The other chaperons are mentors who lend their knowledge from the workforce to the team to improve the design of the robot.

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

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

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

For Central Administration Use Only				
Signature	Title	Recommended:		Comments
		Yes	No	
Tim Pasche	Advisor	<input checked="" type="checkbox"/>	<input type="checkbox"/>	via email
John Matczak	Principal	<input checked="" type="checkbox"/>	<input type="checkbox"/>	via email
	Asst Supt – S&I	<input type="checkbox"/>	<input type="checkbox"/>	
	Superintendent	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	Board of Education	<input type="checkbox"/>	<input type="checkbox"/>	

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

- 1. Name of Group: Red Raider Robotics
- 2. Date of Application: 10/26/2023
- 3. Person Making Application: Tim Pasche
- 4. School: North High School

- 5. Proposed Event: Wisconsin Regional FRC - Milwaukee, WI
- 6. Destination: Milwaukee, WI (Panther Arena & Doubletree Hotel)
- 7. Dates of Travel: March 13 -March 16, 2024
- 8. Purpose: Students are attending this event as part of the culmination of their design and build season for Red Raider Robotics

- 9. # of students (estimate): 50
- 10. # of chaperones: 10

- 11. Is this field trip a regional/national competition? x Yes No
- 12. If yes, what are the qualifying criteria for participation? Completion of a working robot

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

A. Total Cost of Trip	B. Cost by Funding Source																																
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"># of Students</td> <td style="text-align: right;">50</td> </tr> <tr> <td>Cost Per Student</td> <td style="text-align: right;">160</td> </tr> <tr> <td>Total for all Students</td> <td style="text-align: right;">8000</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"># of Chaperones</td> <td style="text-align: right;">10</td> </tr> <tr> <td>Cost Per Chaperone</td> <td style="text-align: right;">0</td> </tr> <tr> <td>Total for All Chaperones</td> <td style="text-align: right;">0</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Total Cost of Trip</td> <td style="text-align: right;">\$12000</td> </tr> </table>	# of Students	50	Cost Per Student	160	Total for all Students	8000	# of Chaperones	10	Cost Per Chaperone	0	Total for All Chaperones	0	Total Cost of Trip	\$12000	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Source</th> <th style="width: 20%;">Total</th> </tr> </thead> <tbody> <tr> <td>Students \$ 160 each</td> <td style="text-align: right;">\$8000</td> </tr> <tr> <td>Chaperones \$ 0 each</td> <td style="text-align: right;">0</td> </tr> <tr> <td>Student Group/Fundraising</td> <td style="text-align: right;">0</td> </tr> <tr> <td>Grants</td> <td style="text-align: right;">\$4000</td> </tr> <tr> <td>Building Funds</td> <td style="text-align: right;">0</td> </tr> <tr> <td>District/Central Admin Funds</td> <td style="text-align: right;">0</td> </tr> <tr> <td>Other - specify here:</td> <td style="text-align: right;">0</td> </tr> <tr> <td>Total Cost of Trip</td> <td style="text-align: right;">\$12000</td> </tr> </tbody> </table>	Source	Total	Students \$ 160 each	\$8000	Chaperones \$ 0 each	0	Student Group/Fundraising	0	Grants	\$4000	Building Funds	0	District/Central Admin Funds	0	Other - specify here:	0	Total Cost of Trip	\$12000
# of Students	50																																
Cost Per Student	160																																
Total for all Students	8000																																
# of Chaperones	10																																
Cost Per Chaperone	0																																
Total for All Chaperones	0																																
Total Cost of Trip	\$12000																																
Source	Total																																
Students \$ 160 each	\$8000																																
Chaperones \$ 0 each	0																																
Student Group/Fundraising	0																																
Grants	\$4000																																
Building Funds	0																																
District/Central Admin Funds	0																																
Other - specify here:	0																																
Total Cost of Trip	\$12000																																

Totals in column A, B and Total cost of trip on Cost Worksheet should be equal.


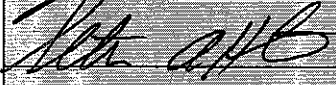
- 14. Use the space below to answer the following questions. Do not submit additional pages. The space below will expand to fit your needs.
 - a. What activities will the students be engaged in while on the trip?
Scouting robots at the event, competing with the robot, watching other teams at the event, working on the robot at the pit.
 - b. How will students demonstrate their learning from this experience? (Please describe specific activities that will take place after the field trip.)
After the event certain revisions will be made on the robot to reflect the performance at regionals, which will be done by the students.
 - c. How will SASD staff members involved in the field trip use their experiences during this field trip to enhance their classroom activities?
Mr. Pasche will also be able to help out in advising the revisions of the robot and can use the experience to teach his engineering classes with real world examples.

d. Who will the chaperones be and how were they selected?
The lead chaperone is Mr. Pasche, who is the head coach of the robotics team. The other chaperons are mentors who lend their knowledge from the workforce to the team to improve the design of the robot.

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

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

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

For Central Administration Use Only				
Signature	Title	Recommended:		Comments
		Yes	No	
Tim Pasche	Advisor	x		via email
John Matczak	Principal	x		via email
	Asst Supt - S&I			
	Superintendent	*		
	Board of Education			

EXECUTIVE SUMMARY

FOR THE SHEBOYGAN AREA SCHOOL BOARD

Topic: Bipartisan Safer Communities Act: Stronger Communities Grant

Date: November 14, 2023

Prepared by: Jason Ledermann, Director of Special Education and Pupil Service

Recommended action:

- Information only
- Presentation/Discussion
- X **Discussion/Possible Action by Committee**
- Discussion/Possible Action by Board of Education
- Presentation/Possible Action next meeting

Purpose: The purpose of the Bipartisan Safer Communities Act (BSCA) Stronger Connections Grant is to support eligible high need local education agencies (LEAs) in establishing safe, healthy, and supportive learning opportunities and environments for students.

LEAs awarded the BSCA Stronger Connections Grant must utilize these grant funds to implement comprehensive, evidence-based strategies that meet each student’s social, emotional, physical, and mental well-being needs; create positive, inclusive, and supportive school environments; and increase access to place-based interventions and services. LEAs participating in this grant will engage in local decision making and meaningful consultation with educators, staff, students, parents, families, and community members on allowable uses of funds to be used for activities that foster safe, healthy, supportive, and drug free environments and support students’ academic achievement.

How does this relate to the Principles of Equity: In challenging times, we will always persevere in serving students—even when a student lacks home support, guidance, and/or requisite knowledge; fails to exert the expected effort; and/or refuses to adhere to the code of conduct. As we work towards successfully educating all students, we continue to provide our students the mental health and behavioral support to meet their needs.

Recommendation: The students of the Sheboygan Area School District have many unique needs and challenges. The challenges that the students experience impact their learning. It is our recommendation to submit an application for the Stronger Community Grant to engage in local decision making and meaningful consultation with educators, staff, students, parents, families, and community members on allowable uses of funds to be used for activities that foster safe, healthy, supportive, and drug free environments and support students' academic achievement.

Background:

- **Who is affected?** While all students will benefit from universal approaches featured by our project, it was designed to increase equitable access to services, resources, and supports for our most under resourced students, including those living with the stressors of poverty, household dysregulation, and trauma (1/3 of all students), students experiencing poor mental health (2/3 of all students), and the roughly 300 students having significant difficulty regulating their emotions and behaviors.
- **What is the cost and budget impact?** The total cost of the grant will be \$398,213 in requested Stronger Connections grant funding aligns with and will support the Action Steps for each of our projected SMART Goals. The grant funds will be divided between the Sources of Strength Curriculum, Contractual, The Production Farm and Behaviors Health Services, and Contractual, Lakeshore Community Health Care.
The Bipartisan Safer Communities Act: Stronger Connections Grant Program requires Local Educational Agencies (LEAs) to provide equitable participation to eligible private school children, teachers, and other educational personnel in programs under the Act.
- **How will this be implemented and what is the timing?** To address identified gaps and weaknesses and improve outcomes for these students, the project will feature three strategies:

1) Three levels of behavioral health skill-building programming facilitated by the Production Farm Mental and Behavioral Health services: 1a) 10 weeks of 1:1 support for students with the most intensive needs for individual behavioral support, customized to the behavioral needs and goals of each student; 1b) Emotional regulation groups (5 students/group) focused on progressive skill-building activities over an 8-week period; and 1c) Team-building activities for full classes (25 students/class x 10 weeks) to help students work through topics that have caused tension among the group and internally.

2) The Sources of Strength (SoS) evidence-based youth mental health promotion and suicide prevention program in grades 6-12. SoS uses peer social networks to create healthy norms and culture, building protective factors, and resiliency and increasing students' sense of belonging to prevent suicide, violence, and bullying.

3) A 0.5 FTE Family Engagement Specialist will build capacity in families of students engaged in the school-based mental health therapy PATH program to support their child. Monthly topical parenting workshops will be held for all parents. Tier 3 interventions will also be provided for families as-needed, including connection with other community resources.

As a result, we will improve students' ability to emotionally regulate and exhibit pro-social behaviors and increase students' mental health.

- **How will we assess if this is successful?** The District Mental Health Team completed the SHAPE Assessment in April 2023, and will continue to complete this tool twice a year to gauge how our Stronger Connections project strategies are impacting overall CSMHS progress. Results will also help the project team refine project action steps for this project.

To support timely program refinements, short-cycle data including disciplinary referrals and attendance for all students will be pulled from the SASD Skyward student data management system and reviewed every other month by the Mental Health Team.

Other formative evaluation data sources will include staff, student, parent, and partner stakeholder surveys, the Screen for Child Anxiety Related Disorders for students in small group interventions, Sources of Strength training data, +/- surveys, the b.e.s.t pk-5 screener (taken 2x/year), and the Panorama SEL survey, which measures school safety, teacher-student relationships, school climate, and students' sense of belonging. All students in gr. 3-8 take the Panorama SEL in fall & spring; students in gr. 9-10 take it once a year.

Students participating in PATH therapy take a pre/post survey; their academic progress and attendance is also measured pre/post participation. PATH participants will also complete the PROMIS Anxiety Screen and PHQ-9 to assess depression before and after participation.

All members of the Mental Health Team will collaborate on a shared project evaluation database to house and disaggregate evaluation results for a comprehensive view of project impacts and opportunities for improvement.

Attachments: [Stronger Connections Grant](#)

Approval to Submit Grant Application
(\$10,000 or more requires Board of Education Approval)

Date Submitted 11/14/2023

SHEBOYGAN AREA SCHOOL DISTRICT MISSION STATEMENT

The mission of the Sheboygan Area School District is to equip all students with a foundation of knowledge and skills through quality instruction, opportunities, and a positive learning environment, in an active partnership with the family and community, reinforcing values which will inspire them to access the opportunities of this society, strive for excellence in their endeavors and contribute as responsible citizens.

Title of Grant: Bipartisan Safer Communities Act: Stronger Communities Grant

Person(s)/Department Requesting Approval: Jason Ledermann, Director of Special Education and Pupil Services

Due date of Grant: November 15, 2023

Agency Granting Funds: Department of Public Instruction

Amount of Grant: \$398,213

1. Rationale: (Please include preliminary research)

In the fall of 2023, a Sheboygan Area School District (SASD) team of pupil services staff reviewed available data points and gaps in the District's equitable multi-level system of supports (EMLSS) to determine our Stronger Connections (SC) project outcome priorities for the District's 9,438 pK-12 students, of whom 53% are ethnic/racial minorities, 1,694 (18%) speak English as a second language, 18% have an identified disability, and 59% are economically disadvantaged. While all students will benefit from universal approaches featured by our project, it was designed to increase equitable access to services, resources, and supports for our most under-resourced students, including those living with the stressors of poverty, household dysregulation, and trauma (a third of all students), students experiencing poor mental health (two-thirds of all students), and the roughly 300 students having significant difficulty regulating emotions and behaviors.

2. Program Options Explored:

To address identified gaps and improve outcomes for these students, the project will feature three strategies:

- 1) Three levels of behavioral health skill-building programming facilitated by the Production Farm Mental and Behavioral Health services: 1a) 10 weeks of 1:1 support for students with the most intensive needs for behavioral support customized to the behavioral needs and goals of each student; 1b) Emotional regulation groups (5 students/group) focused on progressive skill-building activities over an 8-week period; and 1c) Team-building activities for full classes (25 students/class x 10 weeks) to teach interpersonal and conflict resolution skills and build positive, inclusive classrooms.
- 2) The Sources of Strength (SoS) evidence-based youth mental health promotion and suicide prevention program in grades 6-12. SoS uses peer social networks to create healthy norms and culture, building protective factors, and resiliency and increasing students' sense of belonging to prevent suicide, violence, and bullying.
- 3) A 0.5 FTE Family Engagement Specialist through Lakeshore Community Health Care will build capacity in families of students engaged in the school-based mental health therapy PATH program to support their child. Monthly topical parenting workshops will be held for all parents. Tier 3 interventions will be provided for families as needed, including increased access to other community resources.

3. Target Population:

While all students will benefit from universal approaches featured by our project, it was designed to increase equitable access to services, resources, and supports for our most under resourced students, including those living with the stressors of poverty, household dysregulation, and trauma ($\frac{1}{3}$ of all students), students experiencing poor mental health ($\frac{2}{3}$ of all students), and the roughly 300 students having significant difficulty

regulating their emotions and behaviors.

4. Major Program Goal(s):

Goal #1: By June 30, 2025, the percentage of gr. 6-12 students with the protective factor of school belonging will have increased from 59% to 72% or more, as measured by the percent of middle and high school students who agree/strongly agree that they belong at school on the 2025 Youth Risk Behavior Survey.

Goal #2: By June 30, 2026, the percentage of K-12 students receiving a disciplinary referral will have decreased by at least 25% from the 2022-23 baseline of 43% and the number of reported incidents of bullying will have decreased by at least 25% from the 2022-23 baseline of 113.

Goal #3: By September 30, 2026, at least 90% of families referred to and supported by the LCHC Family Engagement Specialist will feel they have increased capacity to support their child and know where to find additional community resources if needed.

5. How does this Grant support the mission and goals of the Sheboygan Area School District?

This grant specifically supports the 2023-24 Long Range Plan under the following Pillar, Goal, and Objective:

Pillar 1: Student Success – Upon graduation, all students will be prepared to successfully take the next step in their self-defined career pathway as defined by our College and Career Readiness Accountability Report Card

Goal 3: School Culture/Climate – All students will thrive in schools that promote respect, safety, and a positive learning environment

Objective 4: The SASD will expand its processes to identify gr. 4k-12th students' mental health strengths and challenges and expand targeted supports to include community resources. Furthermore, this grant supports the District principles in equity. In challenging times, we will always persevere in serving students even when a student lacks home support, guidance, and/or requisite knowledge; fails to exert the expected effort; and/or refuses to adhere to the code of conduct. As we work towards successfully educating all students, we continue to provide our students the mental health and behavioral support to meet their needs.

6. How does this Grant support student achievement?

When students have challenges in mental wellness it impacts their ability to fully engage in their academics and perform at their full potential. With this grant, students will receive the support the behavioral and mental health needs and providing them the skills to further overcome their mental health challenges and perform more successfully in their academics.

7. Anticipated length of Grant:

Grant applications are to be submitted to DPI by 4:00pm on November 15, 2023. There are 35 school districts within the State that will be awarded this grant. Districts will be notified of the results at the end of February 2024. Grant funds will be made available immediately. All funds will need to be spent at the conclusion of the grant on June 30, 2026.

8. Evaluation:

The District Mental Health Team completed the SHAPE Assessment in April 2023, and will continue to complete this tool twice a year to gauge how our Stronger Connections project strategies are impacting overall CSMHS progress. Results will also help the project team refine project actions steps for this project.

To support timely program refinements, short-cycle data including disciplinary referrals and attendance for all students will be pulled from the SASD Skyward student data management system and reviewed every other month by the Mental Health Team.

Other formative evaluation data sources will include staff, student, parent, and partner stakeholder surveys, the Screen for Child Anxiety Related Disorders for student in small group interventions, Sources of Strength training data, +/- surveys, the b.e.s.t pk-5 screener (taken 2x/year), and Panorama SEL survey, which measures school safety, teacher-student relationships, school climate, and students' sense of belonging. All students in gr. 3-8 take the Panorama SEL in fall and spring; students in gr. 9-10 take it once a year.

Students participating in PATH therapy take a pre/post survey; their academic progress and attendance is also measured pre/post participation. PATH participants will also complete the PROMIS Anxiety Screen and PHQ-9 to assess depression before and after participation.

All members of the Mental Health Team will collaborate on a shared project evaluation database to house and disaggregate evaluation results for a comprehensive view of project impacts and opportunities for improvement.

BUDGET SUMMARY

In-kind cost to the Sheboygan Area School District: .

The Stronger Community Grant does not include any in-kind cost to the Sheboygan Area School District.

Anticipated cost covered by Grant:

Our \$400,000 in requested Stronger Connections grant funding aligns with and will support the Action Steps for each of our projected SMART Goals as follows:

1a) Curriculum, Sources of Strength/SoS (\$24,000): an evidence-based youth mental health promotion and suicide prevention program for grades 6-12. SoS uses peer social networks to create healthy norms and culture, building protective factors, and resiliency and increasing students' sense of belonging to prevent suicide, violence, and bullying.

1b) Staff compensation (\$1,253) for participating in SoS training. Eight pupil services leaders will complete the eight hours of training needed to become Sources of Strength Adult Advisors. Eight (8) staff members x 6 hours of training x \$26.10/hour = \$1,253

2) Contractual, Production Farm Mental and Behavioral Health Services will provide three levels of support within their "Learning Unboxed" program, for a total cost of \$262,160:

- The "Para Program" features 10 weeks of 1:1 customized cognitive and trauma-informed behavioral problem-solving approaches based on the needs and goals of identified students.

8 students x 15 hours/week x 10 weeks x \$120/hour = \$144,000

- Emotional regulation groups will engage five students per group in progressive skill-building activities over an 8-week period. **8 groups x 8 weeks (3 hours/week) x \$665/group = \$42,560. (5 students per group, benefiting 40 total students)**

- The Production Farm will also provide team-building activities for full classes to help students work through topics that have caused tension among the group and internally. **7 classes x 10 weeks (3 hours/week) @ \$1,080/class = \$75,600. (Est. 25 students per class, serving 175 students)**

3) Contractual, Lakeshore Community Health Care (\$64,000): We will contract with LCHC for a 0.5 FTE Family Engagement Specialist to provide additional support and interventions for families of students enrolled in PATH therapy services. The Specialist will work to increase parents' understanding of their child's treatment goals and suggest ways to practice and reinforce behavioral changes and build skills at home with their child. He or she will provide Tier 3 parent or family-based interventions as needed and facilitate monthly topical parenting workshops for all parents of PATH-enrolled youth. We estimate 60 families with intensive needs to be supported by the Engagement Specialist during the project period. **\$32,000/yr x 2 yrs = \$64,000.**

As part of Title IV, Part A of the Every Student Succeeds Act (ESSA), the Bipartisan Safer Communities Act: Stronger Connections Grant Program requires Local Educational Agencies (LEAs) to provide equitable participation to eligible private school children, teachers, and other educational personnel in programs under the Act. The services, materials, or other benefits shall be secular, neutral, and nonideological. 20 U.S.C. §7881(a)(1)-(2). The private schools will be receiving approximately 10% of the grant allotment.

Possible ongoing district costs:

At the conclusion of the grant on June 30, 2026, there would no further ongoing district costs. The services and partnerships with the community partners can conclude with the grant. Through the ongoing assessment of the outcomes of the grant if it shows to have the impact that we believe it can, we would continue to look to creatively maintain these partnerships.

Personnel involved in proposed Grant:

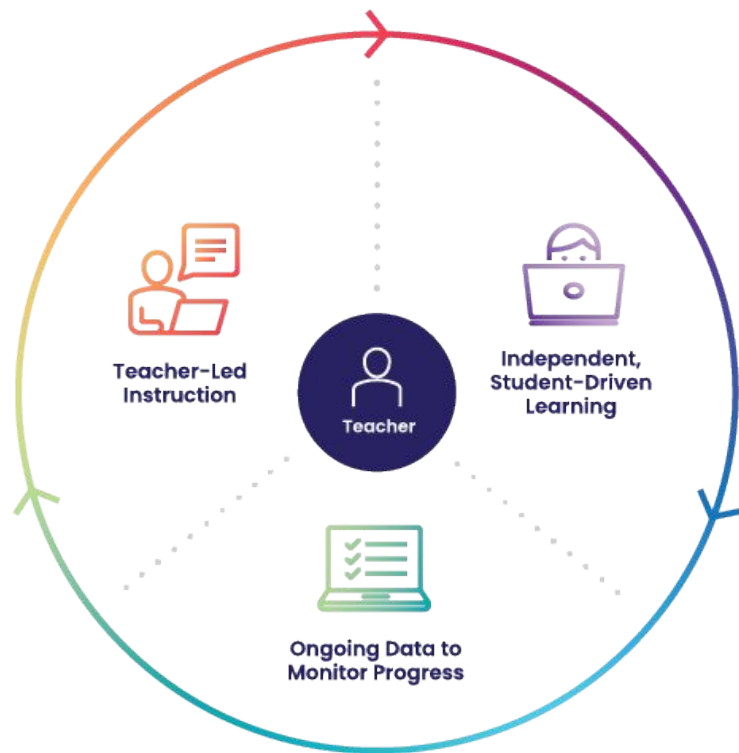
Members of the SASD Mental Health Team which includes School Social Workers, School Psychologists, School Nurse, Principal, and Director of Special Education and Pupil Services.



SHEBOYGAN AREA
— SCHOOL DISTRICT —

Lexia Update 2023-24

November 14, 2023



1. **Students:** Meet target number of online minutes at least 50% of weeks
2. **Teachers:** Check myLexia weekly to see which students are struggling
3. **Teachers:** Intervene with struggling students using Lexia Lessons
Reinforce online learning using Lexia Skill Builders
4. **Teachers and Administrators:** Celebrate student success
5. **Administrators:** Communicate expectations for program use clearly and frequently

District Goals

- 60% of students meet usage 50% of the time in the District
 - **In 2022-23, 62% of students met their usage targets**
- 80% of students working in below grade level material grow one or more levels
 - **In 2022-23, 85% of students grew one or more levels**
- 50% percent of students who begin working in below grade level move into grade level material
 - **In 2022-23, 57% of students moved from below grade to grade level material**

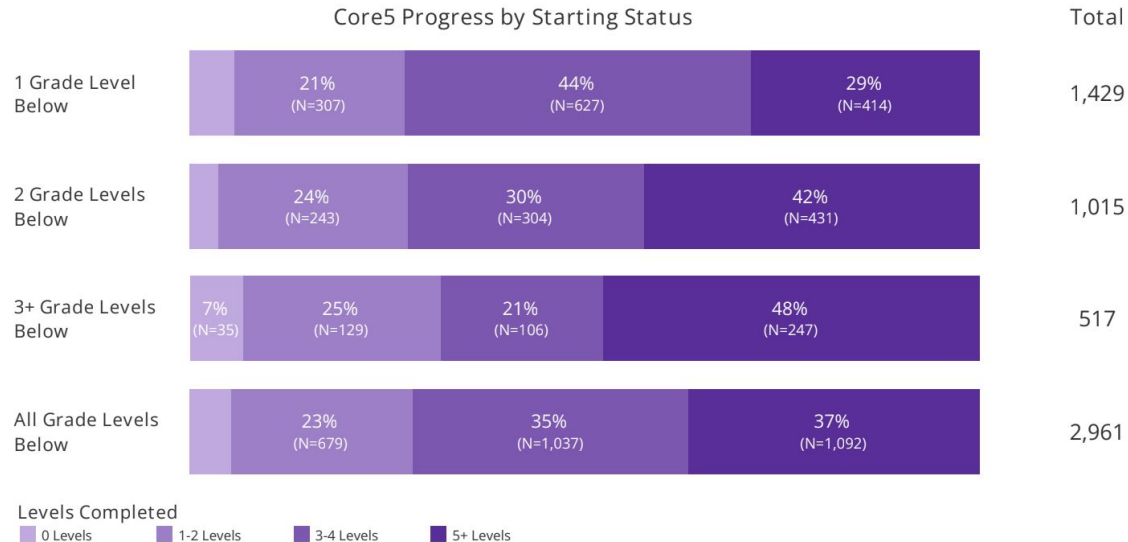
Core5 End of Year Data 2022-2023

Closing the Gap

Progress for Students Working Below GLM



2,961 students started the school year working on material below their grade level. With consistent usage of Core5, these students made substantial literacy gains. Since then, 85% of these students advanced at least 1 grade level of skills, 57% began working on skills at their grade level, and 391 students reached their end-of-year benchmark. The graph below shows how these students progressed through Core5 levels during the reporting period.



- Since the start of the 2021-2022 school year, 711 (78%) students advanced at least two grade levels of material
- Students who used Core5 over both years, on average, advanced 2.2 grade levels worth of material, logged 3,330 minutes of use, and completed 37 skills
- Of the students who started the 2021-2022 school year working on skills below grade level, 59% reached skills at or above grade level
 - For those students who used Core 5 with fidelity, 93% reached skills at or above grade level

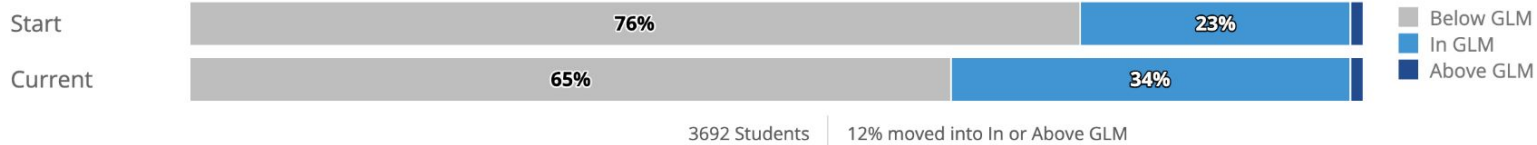
2023-24 Goals

- **62%** of students meet usage targets 50% of the time
- Students average growth **4 or more levels**
- **85%** or more of students working in below grade level material grow one or more levels, and **55%** or more of students who begin in below grade level move into grade level material

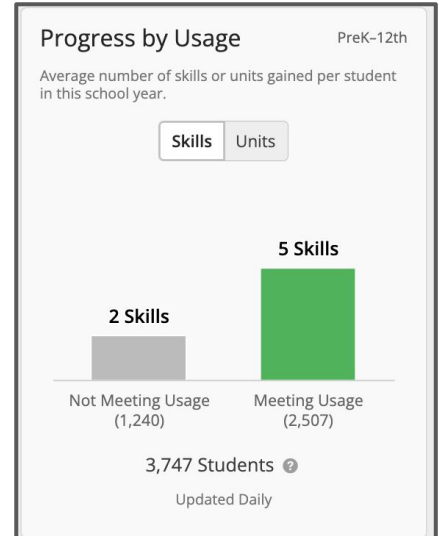
Core5 Goals: 2023-24 Progress

Students by Grade Level of Material (GLM)

Sep 1, 2023–Nov 6, 2023



- 66% of students are meeting usage targets since September 1st
- 12% of students who started in below grade level material have moved into or above grade level
- Students meeting usage are averaging 5 skills (or one level of growth) on the year



2022-23 Goal

By the EOY 22-23, 95% of students will be working in Intermediate Zone and above.

- At the EOY 2022-23:
 - **91%** were working in Intermediate or above in Word Study
 - **86%** were working in Intermediate or above in Grammar
 - **96%** were working in Intermediate or above in Comprehension

PowerUp Results 2022-23

All Student Progress in PowerUp

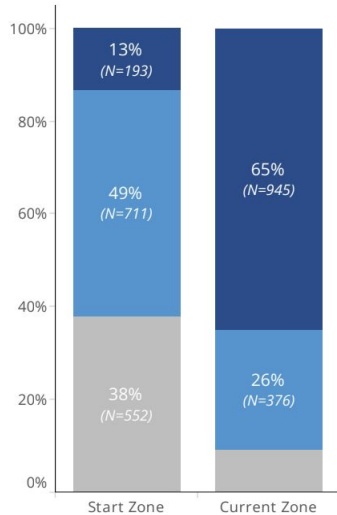


Sheboygan Area School District - 1,670 students

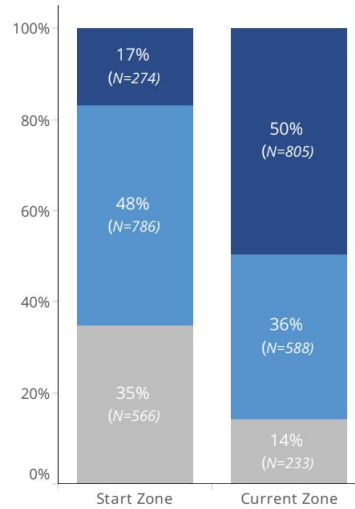
Zone

- Advanced (Skills in Grades 6-8+)
- Intermediate (Skills in Grades 3-5)
- Foundational (Skills in Grades K-2)

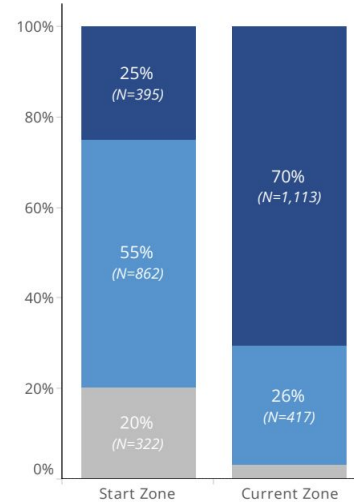
WORD STUDY: Zone Progress for All Students



GRAMMAR: Zone Progress for All Students



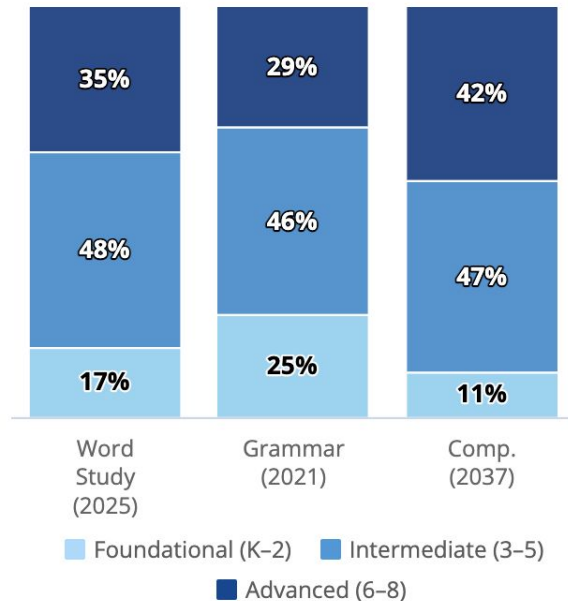
COMPREHENSION: Zone Progress for All Students



PowerUp 2023-24- Goals and Progress

Skill Status

Students working in each zone of Word Study, Grammar and Comprehension.



- **By the EOY 23-24, 95% of students will be working in Intermediate Zone and above.**

- **Word Study**
 - 47% started year in Foundational
 - 3% started in Advanced
- **Grammar**
 - 25% started year in Foundational
 - 9% started in Advanced
- **Comprehension**
 - 27% started year in Foundational
 - 7% started in Advanced



Questions?



SHEBOYGAN AREA

— SCHOOL DISTRICT —

FROM: Jake Konrath, Assistant Superintendent of S&I

SUBJECT: Class Size Report – 2023-2024

DATE: November 14, 2023

The Class Size Report is an annual report to the Board of Education. The Report provides information on student enrollment by grade and class. The Sheboygan Area School District Class Size Policy 2312 provides a recommendation for the preferred class sizes.

The following schools have no classes above the class size policy:

- Cleveland
- Jefferson
- Sheridan
- Central High School
- Étude Middle School/High School
- George D Warriner Middle School/High School

CLASS SIZE REPORT SUMMARY FIRST SEMESTER REPORT 2023-2024 School Year

Number of Elementary School Classes **At or Below** Class Size Policy 2312

Criteria for Grade 1: Classes should have enrollments of fewer than 19 students.

	2023-2024
Number of Rooms At or Below Criteria for Grade 1	21

Criteria for Kindergarten and Grade 2: Classes should have enrollments of fewer than 23 students.

	2023-2024
Number of Rooms At or Below Criteria for Kindergarten	32
Number of Rooms At or Below Criteria for Grade 2	27

Criteria for Grade 3-5: Classes should have enrollments of fewer than 28 students.

	2023-2024
Number of Rooms At or Below Criteria for Grade 3	27
Number of Rooms At or Below Criteria for Grade 4	27
Number of Rooms At or Below Criteria for Grade 5	27

EC Elementary School Class Size
First Semester 2023-2024

First Semester	4K	Kindergarten <23	1 st <19	2 nd <23	3 rd <28	4 th <28	5 th <28
Cleveland	16	12	16	16	26	20	14
Cooper		20, 20	17,17,14	23, 26	27, 28	22, 22	24, 24
ELC	16,17,21,19,23,23,22,18,21,18,22,20,21,17,21,17						
Étude ES		15,15	17,17	28,29		21,22	
Grant (AGR)		18,18,18	18,18, 19	16,17,17,16	18,16,16	21,21,20	21,20,20
Jackson		16,14,16	24,23	20,16,20	18,15,19	21,24	20,21
Jefferson (AGR)		11,11,11	15,16	20,20	19,18	23,23	17,16,15
Lake Co Academy		23,22	24,25	22,23	25,25	21,20	22,22
Lincoln-Erdman	24,24	20,20,21	19,18,18,19	19,19,20	20,20,20	24,24	20,21,21
Longfellow (AGR)		15,15	20,19	16,15	23,23	20,21	15,13,14
Sheb Leadership	17	25	26	20	25	19	22
Madison		15,16,16	17,18,15	20,19, 21	30,29	27,27	26,26
Pigeon River		19,17	23,23	21,23	18,18	17,17	24,25
Sheridan (AGR)		20,19,17	14,14,15	16,16,16	15,15,13	19,19	18,17
Wilson		19,20,19,20	14,18,17, 23	17,18,18, 23	22,22,21,25	24,24,22	28,29,28
Under Policy		32	21	27	27	27	27
Over Policy		2	13	6	4	0	3

High School with Class Sizes Below 20 Students

Étude High School

COURSE NAME	NUMBER OF SECTIONS
ADVANCED ALGEBRA (14)	1
ALGEBRA (17)	1
BIOLOGY (14)	1
BOTONY (16)	1
INTRO TO ENGLISH (19)	1
PROJECT BLOCK (16)	1
TRANSITION TO COLLEGE MATH (12)	1
TOTAL NUMBER OF CLASSES WITH UNDER 20 STUDENTS	7

North High School

COURSE NAME	NUMBER OF SECTIONS
ACCOUNTING CAPP (13)	1
ADVANCED AUTO MECH 1 (13)	1
ADVANCED ALGEBRA CAPP (17,14)	2
AFRO ASIAN 1 (17,15)	2
ANTHROPOLOGY CAPP (19)	1
BIOLOGY 1 (16)	1
BOTANY (18)	1
CHEMISTRY 3 AP (19)	1
CHILD DEVELOPMENT (16,17)	2
CHINESE 3A, 4A, 5A (19)	1
CONSTRUCTION TRADES (17)	1
ENGLISH 1 (15,18,18,19)	4
ENGLISH 3 (19,18)	2
ENGLISH 5 CAPP (19)	1
FASHION (18, 19)	2
FRENCH 4/5A (14)	1
GERMAN 4/5A (19)	1
INNOVATION FELLOWSHIP (7)	1
JAZZ ENSEMBLE (17)	1
LITERATURE AP (16)	1
MATERIALS PROCESSES (12)	1
METALS (19)	1
MSFT OFFICE SPECIALIST (15)	1
ORCHESTRA (8)	1
PHOTOGRAPHY (17)	1
PHYSICS 1 (19)	1
PROJECT LEAD THE WAY (18)	1
RAIDER BAND (14)	1
SPANISH 5A (14)	1
SPEECH (17)	1
SPORTS LIT (17,17)	2
STATS 1 AP/CAPP (18)	1
SYMPHONIC BAND (17)	1
WOODS (19)	1
TOTAL NUMBER OF CLASSES WITH UNDER 20 STUDENTS	43

South High School

South High School utilizes a flex-mod schedule. A strength of the scheduling system is that it allows for flexible grouping of students based upon the appropriate instructional delivery model. These groups are defined as large group, medium group, small group, discussion and lab. The number of staff members collaboratively teaching each of those groups varies from one to three depending on the instructional model being used. The enrollment range and number of weekly sections is as follows:

Group	Enrollment Range	Number of Sections
Large	75-90	20
Medium	40-69	75
Small	25-39	825
Discussion	15-25	192

Summary of Classes Over Class Size Policy 2312

Criteria for Grade 1: Classes should have enrollments of fewer than 19 students.

Number of Rooms Over Criteria	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Grade 1	16	17	NA	12	21	13

Criteria for Kindergarten and Grade 2: Classes should have enrollments of fewer than 23 students.

Number of Rooms Over Criteria	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Kindergarten	5	0	NA	2	7	2
Grade 2	13	4	NA	4	9	6

Criteria for Grades 3-5: Classes should have enrollments of fewer than 28 students.

Number of Rooms Over Criteria	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Grade 3	0	1	NA	0	0	4
Grade 4	5	3	NA	4	3	0
Grade 5	2	5	NA	3	6	3

Criteria for Grades 6-8: Classes should have enrollments of fewer than 31 students.

Number of Rooms Over Criteria	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Middle School Grades 6-8	87	52	NA	32	32	38

Criteria for Grades 9-12: Classes should have enrollments of fewer than 31 students.

Number of Rooms Over Criteria	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Étude HS Grades 9-12	0	0	NA	0	0	0
G. Warriner HS Grades 9-12	0	0	NA	0	0	0
North High School Grades 9-12	88	104	NA	96	104	71
Central High School Grades 9-12	0	0	NA	0	0	0

Middle and High Schools with Class Sizes Above Class Size Policy 2312
Total Number of Classes with 30 or more students

Farnsworth

COURSE NAME	NUMBER OF SECTIONS
ALGEBRA (31)	1
ART 8 (30)	1
GENERAL MUSIC (30)	1
LIFE READINESS (30)	1
WIN READING 6 (37,38)	2
TOTAL NUMBER OF CLASSES WITH 30 OR MORE STUDENTS	6

Over 30 Within Board Policy	
BAND 6 (44)	1
BAND 7 (36)	1
BAND 8 (33)	1
PHY ED 6 (30)	1
TOTAL NUMBER OF CLASSES WITH 30 OR MORE STUDENTS	4

Horace Mann

COURSE NAME	NUMBER OF SECTIONS
SCIENCE 8 (30)	1
SOCIAL STUDIES 7 (30,30)	2
SOCIAL STUDIES 8 (30,33)	2
STEM 7 (30)	1
WIN READING 7 (30)	1
WIN READING 8 (31)	1
TOTAL NUMBER OF CLASSES WITH 30 OR MORE STUDENTS	8

Over 30 Within Board Policy	
BAND 6 (61)	1
BAND 7 (46)	1
BAND 8 (37)	1
ORCHESTRA 6 (43)	1
ORCHESTRA 7 (35)	1
PHY ED 6 (31)	1
PHY ED 7 (30,30,31)	3
PHY ED 8 (30,33)	2
TOTAL NUMBER OF CLASSES WITH 30 OR MORE STUDENTS	11

Urban

COURSE NAME	NUMBER OF SECTIONS
ART 6 (30,30)	2
ART 8 (31)	1
ELA 6 (30)	1
ELA 8 (31,31)	2
GENERAL MUSIC 6 (30)	1
MATH 8 (30,30)	2
SCIENCE 6 (30)	1
SCIENCE 8 (30,33)	2
SOC STUDY 6 (30)	1
SOC STUDY 7 (30)	1
SOC STUDY 8 (30,30,30,31)	4
STEM 7 (30)	1
WIN 6 READING (31,32)	2
WIN 8 MATH (30,30,31)	3
TOTAL NUMBER OF CLASSES WITH 30 OR MORE STUDENTS	24

Over 30 Within Board Policy	
BAND 6 (50)	1
BAND 7 (46)	1
HEALTH 7 (30)	1
ORCHESTRA 6 (38)	1
ORCHESTRA 7 (34)	1
ORCHESTRA 8 (31)	1
PHY ED 7 (30,31)	2
TOTAL NUMBER OF CLASSES WITH 30 OR MORE STUDENTS	8

North High School

COURSE NAME	NUMBER OF SECTIONS
ACTING (33)	1
ADVANCED ALGEBRA CAPP (30,33)	2
ADVANCED ENGLISH 3 (32)	1
AFRO ASIAN WLD1 (30,30,31,31)	4
ALGEBRA 1 (31)	1
ART FOUND 1 (35,35,36)	3
ART FOUND 3 (32)	1
AUTO ELEC MECH 1 (31)	1
BIOLOGY (30,30,30,30,32)	5
BIOLOGY 3 CAPP (32)	1
BOTANY (33)	1
CHEMISTRY 1 (30,32,34,35)	4
COMP FOR PUB (33,36)	2
CREATIVE WRITING (31)	1
ENGLISH 1 (30,31,34)	3
ENGLISH 5 (30,30)	2
FILM AS LIT (32)	1
GEOMETRY 1 (30,31,34,35)	4
GERMAN 1A (30)	1
GERMAN 3A (31)	1
GRAPHIC DESIGN 1 (30)	1
HEALTH (331,33,33)	3
HOUSE INTERIOR DESIGN (30)	1
INTRO TO BUSINESS (32)	1
INTRO TO INFORMATION TECHNOLOGY (30)	1

MARKETING 1 (34)	1
MATH FOR EVERYDAY (30)	1
PERS FINANCE 1 (35,36)	2
PHILOSOPHY 1 (30)	1
PHYSICS 1 (30,31,33,35)	4
PHYSICS 3 AP (35)	1
POWER MECHANICS (30)	1
PRE CALC CAPP (31)	1
SENIOR ART 1 (33)	1
SOCIAL MEDIA (30)	1
SOCIOLOGY 1 (31,31)	2
SPANISH 1A (34,34)	2
SPANISH 4A (32)	1
US HISTORY 1 CAPP (32)	1
WESTERN CIV 1 (32,33,33,33)	4
TOTAL NUMBER OF CLASSES WITH 30 OR MORE STUDENTS	71

Over 30 Within Board Policy	
FITNESS FOUNDATIONS (30,31,31,32)	4
INTRAMURALS (32,32)	2
TOTAL NUMBER OF CLASSES WITH 30 OR MORE STUDENTS	6

Note: All data is current 11/7/23

Sheboygan Area School District
Bylaws & Policies

2312 - CLASS SIZE

It is the intent of the Board of Education to arrange for class sizes that will provide effective instruction for students and efficient use of staff.

- A. ELEMENTARY - Staffing will be based on an average class size of twenty-two (22) students in grades K-5. All students will be under the supervision of a professional staff member. When enrollments are known, the staffing process will begin. A variety of instructional techniques and grouping practices will be considered and utilized to maximize appropriate student placement. These may include, but are not limited to: grade level classes, multi-age classes, combination grades and team-taught classes. Lack of classroom space in a particular facility may also affect grouping patterns.
- B. MIDDLE SCHOOL (6-8) - The recommended size for regular classes is twenty-five (25); the suggested maximum is thirty (30).
- C. HIGH SCHOOL (9-12) - Regular high school classes shall be scheduled to approach departmental or subject averages and to be within individual class and teacher load maximums as follows:

Department	Recommended Average Class Size by Department or Subject Area	Suggested Maximum Hours Averages Class Size	Suggested Maximum Individual Teacher Daily Student Hours Averages Weekly
Art	24	28	140
Business Education	25	30	150
Typing	30	40	175
Foreign Language	25	30	150
Home Economics	24	30	150
Health Education	25	30	150
Interdepartmental	25	30	150
Industrial Education	24	28	140
Drawing	25	30	150
Language Arts	25	30	150
Mathematics	25	30	150
*Music	25	35	175
Physical Education	35	40	200
Science	25	30	150
Social Studies	25	30	150
**Vocational Education	15	25	125

1. MAXIMUM CLASS SIZES – Maximum individual class sizes may be exceeded to accommodate student needs or to permit large group instruction, teach teaching or other instructional arrangements planned with the instructors involved, so long as the maximum daily averages of student hours per teacher are not exceeded. Class sizes should not cause violation of building codes or safety codes for facility utilization nor exceed the number of student learning stations in laboratories.
2. MINIMUM CLASS SIZES – Small classes may be scheduled as long as the high school departmental averages and the respective building averages approach recommended levels. When more severely handicapped students are assigned to a class, the principal should attempt to appropriately reduce the total size of the class.

*Chorus, band and orchestra may be larger as suited to performance groups. Small group work and individual lessons are included in departmental class size and a teachers' student-hour averages.

**Capstone courses at the senior level only, not included in the industrial education, business education or other departmental average.

- D. STUDENT-TEACHER RATIOS – To attain the above class sizes, projected teacher-student ratios shall be as described below. Half (fifty percent (50%)) of special education students in self-contained integrated units and all 100% special education students in resources units and self-contained orthopedic (physically handicapped) are included in the ratios for all elementary, middle and high schools to reflect inclusion of these students in regular classes.

1. Elementary

The projected teacher-student ratio for elementary schools on the third Friday in September shall be one (1) to twenty-two (22) including only regular classroom teachers and regular education educational assistants at the ratio of three (3) educational assistants as the equivalent of one (1) teacher. For elementary schools with a projected kindergarten class of fewer than twenty (20) students, the projected teacher-student ratio may be lower than 1:22 if the Superintendent deems an exception necessary to group students and schedule classes to meet student needs per Policy 6152.

2. Middle School

The projected teacher-student ratio for middle schools on the third Friday in September shall be 1 to 19.0 including only regular classroom teachers to whom students primarily are assigned.

3. High School

The projected teacher-student ratio for high schools on the third Friday in September shall be one (1) to twenty-two (22) including only regular classroom teachers to whom students are primarily assigned.

- E. REPORTING – The administration shall report the current status to class sizes to the Board during the second full month of each semester, including in the report data reflecting compliance with this policy. The annual budget document shall include reports on class sizes and student-teacher ratios by building, for all elementary schools, middle schools, high schools and for the whole District.

F. RECOMMENDED ELEMENTARY CLASS SIZES

The following criteria will be given priority during the building staffing process.

1. Grade 1 classes should have enrollments of fewer than nineteen (19) students.
2. Kindergarten and grade 2 classes should have enrollments of fewer than twenty-three (23) students.
3. Grade 3-5 classes should have enrollments of fewer than twenty-eight (28) students.
4. When additional classroom space is not available, or individual class size exceeds the recommended maximums, the adult to student ratio will be reduced with additional teaching and/or educational assistant staff.

G. SPECIAL CIRCUMSTANCES

When additional class sections are approved for a particular school by Board action in response to specific expressed concerns regarding class size, these added class sections will be staffed outside the teacher/student ratio formula and will remain in place until the student group involved moves through the school or the enrollment drops to normal staffing levels.

Adopted 2/5/13