



BOARD OF EDUCATION
SHEBOYGAN AREA SCHOOL DISTRICT
Sheboygan, Wisconsin

REGULAR MEETING AGENDA
Tuesday, September 26, 2023
6:00 p.m.

The regular meeting of the Board of Education of the Sheboygan Area School District will be held in the Board of Education meeting room, 3330 Stahl Road, Sheboygan, Wisconsin on **Tuesday, September 26, 2023 at 6:00 p.m.** The following items will be presented for consideration at that time:

Please note that 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: 844 8773 5892 and Passcode: 756319 or <https://us06web.zoom.us/j/84487735892?pwd=T0xLRzY3MXVwbTZoY094VU5CWmtldz09> or via livestream <https://www.youtube.com/user/SheboyganSchools> at the scheduled meeting time. For those community members who would like to provide community input, you must access the meeting via the zoom link noted above.

(*times may vary)

6:00 **I. CALL TO ORDER:** President

6:01 **II. PLEDGE OF ALLEGIANCE**

6:02 **III. APPROVAL OF THE AGENDA** (Action)

6:03 **IV. ROLL CALL** (Informal)

6:04 **V. APPROVAL OF MINUTES** (Discussion/Action)

Action on the Regular Board of Education meeting minutes of August 22, 2023, Closed Session meeting minutes of August 22, 2023, and Closed Session meeting minutes of September 12, 2023.

6:05 **VI. COMMUNITY INPUT – President** (Information)

Citizens may be recognized & make statements at this time, indicating their names & addresses before speaking. **Please refer to Community Input Guidelines on the last page of the agenda.**

6:06 **VII. SUPERINTENDENT’S REPORT – Mr. Seth Harvatine** (Information)

A report of events/activities in the District will be provided.

6:10 **VIII. MISCELLANEOUS**

15 min. **A. SOUTH HIGH SCHOOL CONTINUOUS IMPROVEMENT UPDATE – Mr. Jacob Konrath/Mr. Kevin Formolo/Mr. William Thompkins** (Information/Discussion)

Administration will present South High School College and Career Readiness data and goals.

- 15 min. **B. STRATEGIC (LONG-RANGE) PLAN QUARTERLY REVIEW – Mr. Seth Harvatine/Mr. Jacob Konrath/Ms. Jami Hintz/Mr. Mark Boehlke** (Information/Discussion)
- Administration will provide an update to the Board of Education on the quarterly review of the Strategic (Long-Range) Plan.
- 5 min. **C. COMPLETION OF SCHOOL VIOLENCE DRILLS – Mr. Jacob Konrath** (Discussion/Possible Action)
- Administration will provide information regarding the school violence drills for the 2023-2024 school year.
- 10 min. **D. DISTRICT ADMINISTRATOR PERFORMANCE EVALUATION SYSTEM (DAPES) REVIEW – Mr. Seth Harvatine** (Information/Discussion)
- Mr. Harvatine will provide an overview of the District Administrator Performance Evaluation System (DAPES) as well as the timeline.
- 2 min. **E. BOARD APPOINTED COMMITTEES – Mr. Seth Harvatine** (Information/Possible Action)
- Administration requests approval of the membership for all school board appointed committees.
- 2 min. **F. INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 0142.1 – ELECTORAL PROCESS – Mr. Seth Harvatine** (Discussion/Possible Action)
- The administration recommends the introduction (first reading) of the following revised policy:
- Policy 0142.1 – Bylaws; Electoral Process
- 2 min. **G. INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 0143.1 – PUBLIC EXPRESSION OF BOARD MEMBERS – Mr. Seth Harvatine** (Discussion/Possible Action)
- The administration recommends the introduction (first reading) of the following revised policy:
- Policy 0143.1 – Bylaws; Public Expression of Board Members
- 2 min. **H. INTRODUCTION (FIRST READING) OF NEW BOARD OF EDUCATION POLICY 0164 - MEETINGS – Mr. Seth Harvatine** (Discussion/Possible Action)
- The administration recommends the introduction (first reading) of the following new policy:
- Policy 0164 – Bylaws; Meetings
- 2 min. **I. INTRODUCTION (FIRST READING) TO DELETE BOARD OF EDUCATION POLICY 0164.1 - REGULAR MEETINGS – Mr. Seth Harvatine** (Discussion/Possible Action)
- The administration recommends the introduction (first reading) to delete the following policy:
- Policy 0164.1 – Bylaws; Regular Meetings
- 2 min. **J. INTRODUCTION (FIRST READING) TO DELETE BOARD OF EDUCATION POLICY 0164.2 – SPECIAL MEETINGS – Mr. Seth Harvatine** (Discussion/Possible Action)
- The administration recommends the introduction (first reading) to delete the following policy:
- Policy 0164.2 – Bylaws; Special Meetings
- 2 min. **K. INTRODUCTION (FIRST READING) TO DELETE BOARD OF EDUCATION POLICY 0165.1 – NOTICE OF MEETINGS – Mr. Seth Harvatine** (Discussion/Possible Action)
- The administration recommends the introduction (first reading) to delete the following policy:
- Policy 0165.1 – Bylaws; Notice of Meetings
- 2 min. **L. INTRODUCTION (FIRST READING) TO DELETE BOARD OF EDUCATION POLICY 0165.2 – CHANGE OF REGULAR MEETINGS – Mr. Seth Harvatine** (Discussion/Possible Action)
- The administration recommends the introduction (first reading) to delete the following policy:
- Policy 0165.2 – Bylaws; Change of Regular Meetings

- 2 min. **M. INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 1260 – INCAPACITY OF THE DISTRICT ADMINISTRATOR – Mr. Seth Harvatine** (Discussion/Possible Action)

The administration recommends the introduction (first reading) of the following revised policy:

- Policy 1260 – Administration; Incapacity of the District Administrator

- 2 min. **N. INTRODUCTION (FIRST READING) OF NEW BOARD OF EDUCATION POLICY 7250.01 – MEMORIALS FOR STAFF AND STUDENTS – Mr. Seth Harvatine** (Discussion/Possible Action)

The administration recommends the introduction (first reading) of the following new policy:

- Policy 7250.01 – Property; Memorials for Staff and Students

- 2 min. **O. INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 8310 – PUBLIC RECORDS – Mr. Seth Harvatine** (Discussion/Possible Action)

The administration recommends the introduction (first reading) of the following revised policy:

- Policy 8310 – Operations; Public Records

- 2 min. **P. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 8405 – ENVIRONMENTAL HEALTH AND SAFETY PROGRAM – Mr. Mark Boehlke** (Discussion/Possible Action)

The administration recommends the adoption (second reading) of the following revised policy:

- Policy 8405 – Operations; Environmental Health and Safety Program

- 2 min. **Q. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 8600 – TRANSPORTATION – Mr. Mark Boehlke** (Discussion/Possible Action)

The administration recommends the adoption (second reading) of the following revised policy:

- Policy 8600 – Operations; Transportation

7:21IX. **REPORT OF COMMITTEES**

A. CURRICULUM & INSTRUCTION COMMITTEE – Ms. Kay Robbins, Chair

1. Attendance and Truancy Update (Information/Discussion)
2. Graduation Requirements (Discussion/Possible Action)
3. Sheboygan Area School District Crisis Manual (Discussion/Possible Action)

B. HUMAN RESOURCES COMMITTEE – Dr. Susan Hein, Chair

1. Appointments (Confirming Action)
2. Leave of Absence (Action)
3. Separations (Information)

C. FACILITIES/RECREATION/THEATRE COMMITTEE – Ms. Sarah Ruiz-Harrison, Vice Chair

1. Fall Community Recreation Department Marketing Insert (Information)
2. Facility Permit Report (Information)

D. FINANCE & BUDGET COMMITTEE – Ms. Sarah Ruiz-Harrison, Chair

1. Fund 41 Capital Projects (Information)
2. Statement of Cash Flow (Information)
3. Revenues & Expenditures Reports (Information)
4. Budget Revisions and Transfers of Appropriations (Information)
5. Introduction (First Reading) of Revised Board of Education Policy 8600.01 – Use of Video Monitoring Systems on School Buses (Discussion/Possible Action)
6. Introduction (First Reading) of Revised Board of Education Policy 7440 – Facility Security (Discussion/Possible Action)
7. Gifts (Action)

E. COMMITTEE OF THE WHOLE – Mr. Santino Laster, Chair

1. Call to Order
2. Pledge of Allegiance
3. Approval of the Agenda
4. Roll Call

5. Community Input
6. Adjourn to Closed Session
7. Reconvene to Open Session
8. Ratify Collective Bargaining Agreement with the Sheboygan Education Association (SEA) (Discussion/Possible Action)
9. Supplemental Compensation for Support Staff, Teachers, and Administrators (Discussion/Possible Action)
10. South High School Flexible Scheduling Review (Information/Discussion)
11. North High School Continuous Improvement Update (Information/Discussion)
12. DAPES Formative Performance Report and Annual Goals (Information/Discussion/Possible Action)
13. Adjourn

F. SPECIAL BOARD COMMITTEES/ASSIGNMENTS

1. Legislative Roundtable – Mr. Seth Harvatine (Information)
Information from the September 18, 2023 meeting will be shared.
2. Human Growth and Development Citizens’ Advisory Committee – Ms. Kay Robbins/Mr. Jeff Leismer (Information/Possible Action)
 - Ms. Robbins and Mr. Leismer will provide an update of the Human Growth and Development Citizens’ Advisory Committee meeting minutes of September 11, 2023.
 - The committee recommends the appointment of Ms. Jen Cruz for the open parent member position and Ms. Anna Seeboth for the open student position. Voting results and letters of applications for candidates can be found in the September 11, 2023 meeting minutes.

7:31 **X. COMMUNICATIONS** (Information)

Mr. Rick Tylla – SASD board meeting Tue. 09/12 proposing taxpayer funded pay raises for SASD employees; Ms. Connie Cortright – 8% pay raise for teachers; Ms. Connie Cortright – Pay raise for teachers; Ms. Lorraine Greene – Pay increase; Ms. Ellen Vojta – Wage increase; Mr. Kip Ertel – school TAXES and raises; Ms. Tracy Allee – Wage Increase; Ms. Ellen Vojta – Wage increase

7:32**XI. FUTURE MEETING DATES** (Information/Possible Action)

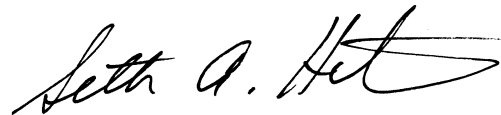
October 10, 2023 – Committee meetings at 6:00 p.m.

October 24, 2023 – Regular Board of Education meeting at 6:00 p.m. with Public Hearing on the Proposed 2023-2024 Preliminary Budget at 7:00 p.m.

XII. ADJOURN TO CLOSED SESSION PER WISCONSIN STATE STATUTES SEC. 19.85(1)(c) (*Action with roll call vote*) – To discuss the annual performance evaluation of the Superintendent in accordance with Policy 1240.

XIII. RECONVENE TO OPEN SESSION (Action)

XIV. ADJOURN (Action)



Seth A. Harvatine
Superintendent & Secretary of the Board

SAH/jjh

Please note that the special needs of individuals with disabilities, who wish to attend the meeting, will be accommodated through appropriate aids and services. For additional information, or to request assistance, please contact Assistant Superintendent Mark Boehlke, at the Department of Business and Operational Services, 3330 Stahl Road, Sheboygan, WI 53081, 920-459-3955.

Community Input Guidelines
At
Board Of Education Meetings

Welcome to this meeting of the Sheboygan Area School District Board of Education. We are pleased that you are interested in educational issues. We are interested in your comments and concerns about the school district. There will be a part of this meeting for community input. (please refer to the agenda.) Individuals who live or work within the Sheboygan Area School District may address the Board. Others may address the Board at the discretion of the Board president.

In order for the meeting to flow smoothly, we would appreciate that the following guidelines be followed by anyone wishing to address the Board of Education this evening.

1. Please limit comments or suggestions to three minutes or less because we do have a full agenda to follow.
2. Comments and suggestions on the school district are welcome. Personal criticism of members of the Board of Education or employees of the school district is out of order.
3. If you are a resident within the Sheboygan Area School District or work within the Sheboygan community and would like to be recognized, **please raise your hand**. After being recognized, **please stand and clearly state and spell your name and address for the record. Also, for the record, please sign your name and address on the clipboard after you have spoken.**

The board normally receives citizen input and does not respond or debate. If there is a need for an answer or a response to a concern or issue, the Superintendent or one of the administrative staff members will get back to you within the next week.

Thank you for your assistance.



**BOARD OF EDUCATION
SHEBOYGAN AREA SCHOOL DISTRICT
Sheboygan, Wisconsin
REGULAR MEETING MINUTES
Tuesday, August 22, 2023**

The regular meeting of the Board of Education of the Sheboygan Area School District was held on Tuesday, the 22nd day of August at 6:00 p.m. in the Board of Education meeting room, 3330 Stahl Road, Sheboygan, Wisconsin, as well as members attending via teleconference or other remote access technology. This regular meeting was announced in compliance with the Open Meeting Law of the Wisconsin State Statutes.

Vice President Laster called the meeting to order at 6:00 p.m.

Vice President Laster requested that everyone stand and join him in the Pledge of Allegiance.

Moved by Ms. Robbins, seconded by Ms. Boehmer to approve the agenda. All ayes. Motion carried unanimously.

Present: Mr. Mark Mancl, Ms. Rebecca Versey (arrived at 6:05 p.m.), Mr. Ryan Burg, Ms. Kay Robbins, Mr. Santino Laster, Ms. Heidi Boehmer, Ms. Sarah Ruiz-Harrison

Excused: Ms. Mary Lynne Donohue and Dr. Susan Hein

APPROVAL OF MINUTES

Moved by Ms. Boehmer, seconded by Ms. Robbins to approve the Regular Board of Education meeting minutes of July 25, 2023, and Closed Session meeting minutes of July 25, 2023. Motion carried 5-0-1 (Burg-abstain)

DIPLOMAS

Moved by Ms. Robbins, seconded by Mr. Burg to accept the Curriculum and Instruction Committee's recommendation to award high school diplomas to Holly Backus and Emily Kuehl, North High School class of 2023; Savannah Hang and Araya Younkins, South High School class of 2023; and Sadie Martin and Nathan Mullen, Central High School class of 2023. All ayes. Motion carried unanimously.

COMMUNITY INPUT

Mr. Harvatine thanked the teachers for being present and noted there would be no discussion and no action by the Board this evening regarding the base wage negotiations and just wanted that clarified before community input begins.

Ms. Jacki Grabowski, 2732 N. 10 St., Sheboygan, WI – Ms. Grabowski is a social studies teacher at North High School and she talked about how her rent has gone up significantly and she has had to work several jobs and still lives paycheck to paycheck. She is advocating for all teachers as well as retaining teachers like the veteran teachers who were affected by ACT 10. Many teachers feel forced out of the profession because they financially have no choice. Teachers are going to leave the District if the Board does not consider a cost of living increase. Teachers' salaries lag behind significantly with the cost of living and educators need to earn an appropriate living.

Ms. Jazmyne Blakley, 3305 North Ave., Sheboygan, WI – This is her fourth year as a teacher at Jefferson Elementary School. She loves her job and students but love does not pay her bills. The cost of living has gone up 8 percent this year. Her grocery bill is 1/5 of her income and she is not able to afford a home. Daycare is 1/3 of her monthly income while she has to teach other children each day. She is in the bottom 25 percent of paid teachers across the State. She had to use sick days for maternity leave and limited short-term disability which only 45 percent of her salary was covered.

Mr. Christopher Kettles, 3123 N. Koning Dr., Sheboygan, WI – Mr. Kettles is a special education teacher at Farnsworth Middle School and he believes in the "we" mentality; however, it is not sustainable or acceptable. We need to work together to find a solution or middle ground that works for us all. If we believe in the "we" mentality a proper compensation agreement can be reached.

Ms. Lori Katte, 738 S. Main St., Cedar Grove, WI – Ms. Katte is a special education teacher at South High School. Consensus decision making is how this district has always worked. Even after ACT 10, the District continued to meet with meet and confer groups. She is wondering what has happened to the consensus process and at what point did the District decide that not working with the Sheboygan Education Association (SEA) is best for kids. It sets us apart from other districts. Now is not the time to walk away from the consensus process. If we do not maintain the “we” mentality, the Board needs to think about that tonight when they are having their discussion.

Ms. Robin Bollinger, 3006 N. 9th St., Sheboygan, WI – Ms. Bollinger is a teacher at Urban Middle School and feels it is imperative to recognize the role teachers play and compensation needs to keep pace with inflation. She commented that the District has billboards everywhere and provided some Consumer Price Index (CPI) data. Teachers are struggling to make ends meet and asking them to take a 4 percent increase is asking them to take a pay cut based on the current cost of living. The Board needs to stand up for educators and provide a fair raise to them. It is a testament to the Board’s commitment to the District and society as a whole.

Mr. Scott Jelinek-Zittel, 4600 Nicole Lane, Sheboygan, WI – Mr. Jelinek-Zittel is a teacher at North High School. Teachers love their jobs and that is why they are here. There are many times throughout the school year he is sad and heartbroken, abandoned and let down and those are complicated emotions to process. The cost of living increases have been passing them up for many years. He was told to do more many years ago by administration to stretch the financial gap. He did a number of additional jobs but it is unsustainable. He is pleading for the Board to support them and fight for them like they fight for every kid in the District.

Mr. Bill Meyer, 3515 N. 33rd St., Sheboygan, WI – Mr. Meyer is a teacher at Farnsworth Middle School and has done just about every extra-curricular thing he could do to earn additional pay. One of his top salaries is from 2015 so he has not seen any jump in his pay since then. Those that are at the higher end are not receiving as much as the less senior teachers who are receiving more at the bottom. He would like everyone to be looked at the same or use the average teacher salary. He would not let his sons become teachers because you cannot make it in the long end. They are receiving 10 percent raises and wonder how we cannot at least receive cost of living. Everything has gone up in cost. He would like the Board to consider looking at sick days and how they work in the District. He has many built up and some teachers are using those days when they are not sick.

Ms. Rebecca Letter, 1213 North Ave., Sheboygan, WI – Ms. Letter is a teacher at North High School. The culture of “we” does not exist anymore. We are no longer allowed to negotiate over anything other than wages. We cannot do anything but to learn more, teach more, and do more. She knows the school board understands how important the teachers are. She is concerned about how the meet and confer process has been handled. We simply want all that we do reflected in our pay and a raise at the current Consumer Price Index (CPI) percent will go a long way. She also hopes the Board asks the critical answers the teachers cannot get. They love teaching yet are here tonight to demonstrate we are not going to just smile and nod and ask the next ask with a pay cut. She asked the Board to strongly consider rejecting any proposal that does not meet the 8 percent CPI.

Ms. Penny Abstetar, 2831 Erie Ave., Sheboygan, WI – Ms. Abstetar is a teacher at Central High School. She also is the assistant chair to the teacher meet and confer group and indicated that negotiations have stalled; however, she wants to inform the Board that they are uncertain as to why they have stalled. The District is in a very good place – strong place, and she wants to acknowledge the fiscal carefulness of our administrators to keep us in this place. She talked about the \$2 million that was put into Fund 10 as their current proposal increase would cost approximately \$776,448 and that is where it should be funded from. She hopes they can return to negotiations.

Ms. Elizabeth Apostolik, 540 S. 26th St., Sheboygan, WI – She taught summer school just to keep up with bills and instead of taking maternity leave she will be returning to work. Daycare will be taking 75 percent of her paycheck and that does not include diapers, wipes, etc.

Ms. Lynn Gleul, 417 Birchwood St., Belgium, WI – The teachers are the ones in the classroom and are implementing your policies, ideas, etc. She talked about pillar two of the long-range plan which is attracting and retaining staff. She received a number of unsolicited emails from other districts around the State and she wants to stay in this District but she cannot continue to pay her bills. Her gross pay is within \$100 since 2018. She wants to be a great teacher and wants to be compensated as a great teacher. They are real people and real families teaching the communities real kids and they need to be valued.

Ms. Stacy Wetzel, 1613 S. 26th St., Sheboygan, WI – Ms. Wetzel is a teacher at Pigeon River Elementary School and the Sheboygan Education Association (SEA) President. She is speaking on behalf of all teachers at the schools and they understand that the Consumer Price Index (CPI) rate is historically high at 8 percent. The State of Wisconsin has work to do when it comes to funding schools. More funding is going towards private schools rather than public schools; however, she rejects that teachers cost of living adjustment should be given up year after year even with these funding issues. They should not feel guilty to afford shelter, gas, food. Many teachers are teaching summer school, and/or do other jobs to help with additional costs. Until three years ago, she had two jobs, and taught summer school to supplement her teaching income. They love what they do. She talked

about the fund balance and how it continues to grow and asked that this year's budget cycle be used to make the teachers a priority.

SUPERINTENDENT'S REPORT

Mr. Harvatine provided his report to the Board, which included acknowledging 12 schools in the District who received Response to Intervention (RtI) recognition by the Wisconsin Department of Public Instruction (DPI). Events in the District include the Back to School Bash for all employees, new teacher orientation welcoming 65 new teachers to the District, and Presession that welcomes all staff back for the 2023-2024 school year. The Department of Public Instruction has awarded the District an innovation grant in the amount of \$55,000 for homeless assistance with the funds provided under the McKinney-Vento Homeless Assistance Act. The first day of school is September 5, with Lake Country Academy starting on August 28. House construction groundbreaking will be on September 12 and if any board members are interested in attending the Wisconsin Association of School Boards (WASB) Fall Regional Meeting or the State Education Convention they should notify the Office of the Superintendent.

MISCELLANEOUS

A. Confirmation of Sale of House Construction Project

Moved by Mr. Mancl, seconded by Mr. Burg to approve administration's request confirming the authority of the Board of Education to sell the residential property at 5510 Chime Lane, Sheboygan, WI, which is owned by the school district and is no longer needed for school purposes. The accepted offer on the house is \$400,000, and the closing is to be on or before September 6, 2023. All ayes. Motion carried unanimously.

Mr. Duff reported that while the Board approved the sale of the house in June, the buyer was unable to reach his obligation so the agreement was terminated. The original offer was \$429,000; however, the agreed amount is \$400,000. Cost to build the home was approximately \$280,000 so the District still will make a profit on the home. He added that there are one or two lots the District may be looking at purchasing in that area in the future.

Mr. Laster noted that he would like one motion for agenda items B. through R. and asked if the Board had any questions or request discussion on any of these items. Mr. Burg asked for agenda item E. to be pulled out for further discussion.

Moved by Ms. Robbins, seconded by Ms. Boehmer to approve agenda items B., C., D., F., G., H., I., J., K., L., M., N., O., P., Q., and R. All ayes. Motion carried unanimously.

Moved by Mr. Mancl, seconded by Ms. Boehmer to approve the adoption (second reading) of new Board of Education Policy 7530.02 – Property; Staff and School Officials Use of Personal Communication Devices. Motion carried 6-1 (Burg-no).

Mr. Burg is not in favor of voting for this policy because there is nothing written with regards to liability and there is nothing in place if it is personal or district communication. It was noted that the policy governs the entire district and not just school board members. Mr. Harvatine said that the state statutes around open records law are real clear and this policy articulates what those statutes are along with the interpretation of the attorney general. Mr. Harvatine added that he would be happy to review the policy and come back with some processes around texting specifically, unfortunately the owe ness will be on the individual no matter what. Mr. Mancl commented that you can only provide what you have and unless it is something significant going through an email server you would know you would have to save it. The statute is clearer when it comes to emails versus texting/voicemails. Mr. Harvatine is not opposed to tabling this policy and will bring it forward in the future.

B. Adoption (Second Reading) of Revised Board of Education Policy 0100 – Bylaws; Definitions

C. Adoption (Second Reading) of Revised board of Education Policy 0175 – Bylaws; Association Memberships

D. Adoption (Second Reading) of Revised Board of Education Policy 2221 – Program; Special Observance Days

F. Adoption (Second Reading) of Revised Board of Education Policy 7540 – Property; Technology

G. Adoption (Second Reading) of Revised Board of Education Policy 8420.01 – Operations; Epidemics and Pandemics

H. Adoption (Second Reading) of Revised Board of Education Policy 8450 – Operations; Control of Casual-Contact Communicable Diseases

I. Adoption (Second Reading) of Revised Board of Education Policy 8800 – Operations; Religious and Patriotic Ceremonies and Observances

J. Adoption (Second Reading) of New Board of Education Policy 8802 – Operations; Patriotic Activities and Observances

K. Adoption (Second Reading) of Revised Board of Education Policy 2260.02 – Program; English Language Proficiency

L. Adoption (Second Reading) of Revised Board of Education Policy 2460.03 – Program; Independent Educational Evaluation (IEE)

M. Adoption (Second Reading) of Revised Board of Education Policy 2700.01 – Program; School Performance and State Accountability Report Cards

- N. Adoption (Second Reading) of Revised Board of Education Policy 5113 – Students; Open Enrollment Program (Inter-District)**
- O. Adoption (Second Reading) of Revised Board of Education Policy 5200 – Students; Attendance**
- P. Adoption (Second Reading) of Revised Board of Education Policy 5340 – Students; Student Accidents/Illness/Concussion**
- Q. Adoption (Second Reading) of Revised Board of Education Policy 5517.01 – Students; Bullying**
- R. Adoption (Second Reading) of Revised Board of Education Policy 8146 – Operations; Notification of Educational Options**

REPORT OF COMMITTEES

A. CURRICULUM & INSTRUCTION COMMITTEE

1. Diplomas

From the committee meeting:

Moved by Mr. Mancl, seconded by Mr. Laster to approve administration at Central, North and South High Schools recommendation to award high school diplomas to Holly Backus, Savannah Hang, Emily Kuehl, Sadie Martin, Nathan Mullen and Araya Younkins, class of 2023. All ayes. Motion carried unanimously.

2. Student Health Service Report

From the committee meeting:

Mr. Konrath thanked Mr. Ledermann and Ms. Hamilton for being available to present to the Board. Mr. Ledermann added that this report is required to be presented to the school board annually to assist in its review of emergency nursing services as well as to understand the variety of nursing services being provided in the District. He also thanked Ms. Hamilton and all nurses for the services they provide to our students and the professional development they provide to staff. Ms. Hamilton reported that there are four full-time school nurses and one full-time nursing services secretary. She added that 589 staff members were trained to provide care to students. She reviewed the many accomplishments including the mass vision screenings, and noted that they have taken over the blood borne pathogens, as the District no longer has a wellness coordinator. She also highlighted the changes to the Wisconsin State Immunization Law that moved the Tdap requirement from 6th grade to 7th grade and she hopes that change will improve next year's compliance rates. Ms. Robbins asked if the District assist with students who do not have insurance for vision and Ms. Hamilton responded that the District could request vouchers for students that will pay for an eye exam and insurance, or the Salvation Army and Lion's Club has assisted us in the past.

3. Seclusion and Restraint Report

From the committee meeting:

Mr. Ledermann stated that because of Act 118, administration must report annually to the school board the number of seclusion and restraints involving students with a disability and whether the student has an Individualized Education Program (IEP) from the previous school year. The law permits the use of physical restraint or seclusion only in circumstances where a student's behavior presents a clear, present, and imminent risk to the physical safety of the student or others, and physical restraint or seclusion is the least restrictive intervention feasible. When a student is restrained or secluded, the parent(s)/guardian must be notified within 24 hours. Within 72 hours of the incident, the principal or designee must provide the report to the student's parent(s)/guardian by first class mail, electronic transmission, or hand delivery. If there is a second incident with a student within the school year, the IEP team is required to meet within ten school days to review the IEP to provide additional support. Mr. Ledermann reported that the number of incidents is similar to the previous year – in fact, there is a slight decline.

4. Assessment and Learning Knowledge Spaces (ALEKS) 2022-2023 Summary

From the committee meeting:

Mr. Spielman reported that Assessment and Learning in Knowledge Spaces (ALEKS) is the program being used for math. Artificial intelligence is the main feature of ALEKS that sets it apart from other adaptive technologies. There is also a teaching component within the program that helps the teacher as well as the student. ALEKS offers 75 different courses that they can assign and within each of those, they are broken down into what is called ALEKS pie allowing the student to work independently and have their own path. He reviewed the data of the six courses that most students were taking and explained that the Foundations I and II courses pick out specific skills that are needed for the student to be successful and allows students who mastered an area to move into another topic. Ms. Robbins asked what if a student does not master the foundation courses and Mr. Spielman responded that because of the independent component with technology, they can poll students and if they see that they are stalled or not progressing, they can take a break with the student to work on some skills and then present the foundations in a different manner. He added that the Foundation I and II courses are used to build

prerequisite skills and then work the student back to grade level content. ALEKS provides the ability to target specific standards that correlate with classroom instruction and/or state testing and will assist teachers to make better-informed decisions related to core instruction.

B. HUMAN RESOURCES COMMITTEE

Moved by Mr. Mancl, seconded by Ms. Robbins to accept the Human Resources Committee recommendation to approve agenda items #1 and #3. All ayes. Motion carried unanimously.

1. Appointments

Moved by Dr. Hein, seconded by Ms. Versey to accept the Human Resources Committee recommendation to confirm all appointments. All ayes. Motion carried unanimously.

From the committee:

Moved by Ms. Boehmer, seconded by Ms. Donohue to confirm the following appointments. All ayes. Motion carried unanimously.

TEACHERS

Beverly Deem-Culbertson Manitowoc, WI	Family & Consumer Education North High	UW-Stout	Bachelor's Degree \$75,454.00
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Ms. Deem-Culbertson has been hired for the 2023-2024 school year. She is certified in Family and Consumer Education. She was one of three candidates interviewed.

Nicole Graf Sheboygan, WI	Early Childhood Special Education Early Learning Center	UW-Whitewater	Bachelor's Degree \$43,454.00
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Ms. Graf has been hired for the 2023-2024 school year. She has been a substitute for the District since October 2017. She will be certified in Regular Education and Early Childhood Special Education. She was one of four candidates interviewed.

Evan Platz Wisconsin Rapids, WI	Science Farnsworth	UW-Stevens Point	Bachelor's Degree \$47,454.00
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Mr. Platz has been hired for the 2023-2024 school year. He is certified in Biology, Broad Field Science, and Chemistry. He was the only candidate interviewed.

Andrea Schoerner Brillion, WI	School Counselor Grant	Lakeland University	Master's Degree \$51,454.00
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Ms. Schoerner has been hired for the 2023-2024 school year. She is a certified School Counselor. She was one of three candidates interviewed.

EDUCATIONAL ASSISTANTS

Amber Bush	Farnsworth	August 28, 2023	\$16.88 per hour
Rachael Fiene	Wilson	August 28, 2023	\$15.63 per hour
Theresa Gehl	Jefferson	August 28, 2023	\$15.63 per hour
Carrina Gornall	Wilson	August 28, 2023	\$15.63 per hour
Hana Herzog	Grant	August 28, 2023	\$17.72 per hour
Mary Jesinski	Horace Mann	August 28, 2023	\$16.88 per hour
Tina Kieckhafer	Cleveland	August 28, 2023	\$17.50 per hour
Rebecca Lyon	Urban	August 28, 2023	\$17.50 per hour
Stephanie Pittner	Wilson	August 28, 2023	\$15.63 per hour
Jennifer Ponath	Jefferson	August 28, 2023	\$15.63 per hour

SECRETARY

Kerri Schaefer	Warriner	August 1, 2023	\$20.00 per hour
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*Relative of SASD employee

2. Separations

From the committee meeting:

The following separations have been granted:

Paul DePagter	Principal	Longfellow	July 13, 2023
Brooke Halverson	Educational Assistant	Madison	June 7, 2023
Vanessa Hobbs	Educational Assistant	Cooper	June 7, 2023
Kara Hoppe	Teacher	Horace Mann	June 8, 2023
Austin Scheib	Teacher	South	June 8, 2023

3. Retirement

From the committee meeting:

Moved by Ms. Boehmer, seconded by Ms. Donohue to grant the following request to retire and the employee be recognized for their years of service per board policy. All ayes. Motion carried unanimously.

Tammy Rajer	Educational Assistant	Jackson	26.30 years of service
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C. FACILITIES/RECREATION/THEATRE COMMITTEE

1. Summer Community Recreation Department and Fall KidStop Program Update

From the committee meeting:

Mr. Koehler provided an update on the Summer Community Recreation Department programs and noted that 468 students were enrolled for non-academic summer school programs. KidStop currently has 857 children registered for before and after school care. They lost approximately 35 staff members from KidStop and are looking to fill those positions, as the program needs approximately 80 staff members. In an effort to recruit more staffing they have held job fairs and also work with Lakeland University and UW-Sheboygan as well as the high schools. The rate of pay is \$14 per hour for students and \$16 per hour for adults. Mr. Laster asked Mr. Koehler if he anticipates more children enrolling in KidStop and he responded that he currently has a hold on additional children until more staff are hired, as they want an 18-1 ratio in order to run the program safely.

2. Facility Permit Report

From the committee meeting:

Mr. Koehler provided the Facility Permit Report through July 31, 2023 for information.

D. FINANCE & BUDGET COMMITTEE

Moved by Ms. Ruiz-Harrison, seconded by Ms. Boehmer to accept the Finance and Budget Committee recommendation to approve agenda items #4, #5, and #6. All ayes. Motion carried unanimously.

1. Fund 41 Capital Projects

From the committee meeting:

No Fund 41 Capital Projects report until completion of the audit.

2. Statement of Cash Flow

From the committee meeting:

No statement of cash flow report until completion of the audit.

3. Revenues & Expenditures Reports

From the committee meeting:

No revenue and expense reports until completion of the audit.

4. Budget Revisions and Transfers of Appropriations

From the committee:

Moved by Ms. Donohue, seconded by Ms. Boehmer to approve the Budget Revisions and Transfers reports through June 30, 2023, as presented. All ayes. Motion carried unanimously.

GENERAL FUND (FUND 10)	Revised Budget 5-31-23	Revised Budget 6-30-23	Budget Increase (Decrease)
REVENUES			
100 Transfers-in	0.00	0.00	0.00
Local Sources			
210 Taxes	20,759,666.00	20,759,666.00	0.00
240 Payments for Services Provided Local Governments	36,660.00	41,340.00	4,680.00
260 Non-Capital Sales	289,499.62	290,236.12	736.50
270 School Activity Income	167,207.88	193,449.72	26,241.84
280 Interest on Investments	120,000.00	120,000.00	0.00
290 Other Revenue, Local Sources	356,473.28	370,091.54	13,618.26
Subtotal Local Sources	21,729,506.78	21,774,783.38	45,276.60
Other School Districts Within Wisconsin			
340 Payments for Services	1,801,056.00	1,801,056.00	0.00
Revenue from Intermediate Sources			
510 Transit of Aids	75,383.00	76,524.00	1,141.00
State Sources			
610 State Aid -- Categorical	797,328.00	797,328.00	0.00
620 State Aid -- General	86,781,290.00	86,781,290.00	0.00
630 DPI Special Project Grants	261,308.39	328,476.99	67,168.60
640 Payments for Services	140,000.00	140,000.00	0.00
650 Student Achievement Guarantee in Education	2,252,202.00	2,255,131.00	2,929.00
660 Other State Revenue Through Local Units	17,000.00	17,000.00	0.00
690 Other Revenue	7,658,161.00	7,658,161.00	0.00
Subtotal State Sources	97,907,289.39	97,977,386.99	70,097.60
Federal Sources			
710 Transit of Aids	97,009.00	97,009.00	0.00
730 DPI Special Project Grants	12,078,864.34	12,084,778.34	5,914.00
750 IASA Grants	1,967,695.00	1,967,695.00	0.00
780 Other Federal Revenue Through State	166,929.00	166,929.00	0.00
790 Other Revenue from Federal Sources	0.00	0.00	0.00
Subtotal Federal Sources	14,310,497.34	14,316,411.34	5,914.00
Other Financing Sources			
860 Compensation, Fixed Assets	107,847.00	107,847.00	0.00
Other Revenues			
960 Adjustments	0.00	0.00	0.00
970 Refund of Disbursement	276,229.00	276,229.00	0.00
990 Miscellaneous	307,344.40	307,344.40	0.00
Subtotal Other Revenues	583,573.40	583,573.40	0.00
TOTAL REVENUES	136,515,152.91	136,637,582.11	122,429.20
EXPENDITURES	Revised Budget 5-31-23	Revised Budget 6-30-23	Budget Increase (Decrease)
Instruction			
110 000 Undifferentiated Curriculum	23,734,864.10	23,769,977.10	35,113.00
120 000 Regular Curriculum	30,518,037.63	30,507,817.98	(10,219.65)
130 000 Vocational Curriculum	3,307,888.71	3,375,690.81	67,802.10

140 000 Physical Curriculum	2,960,942.00	2,960,976.00	34.00
160 000 Co-Curricular Activities	1,450,325.62	1,443,140.62	(7,185.00)
170 000 Other Special Needs	512,503.00	514,300.00	1,797.00
Subtotal Instruction	62,484,561.06	62,571,902.51	87,341.45
Support Sources			
210 000 Pupil Services	6,179,261.61	6,202,775.01	23,513.40
220 000 Instructional Staff Services	6,752,255.49	6,739,290.21	(12,965.28)
230 000 General Administration	2,212,211.16	2,219,060.76	6,849.60
240 000 School Building Administration	8,061,315.63	8,039,497.63	(21,818.00)
250 000 Business Administration	24,342,083.04	24,385,022.95	42,939.91
260 000 Central Services	1,047,066.10	1,045,182.10	(1,884.00)
270 000 Insurance & Judgments	1,046,949.00	1,046,949.00	0.00
280 000 Debt Services	0.00	0.00	0.00
290 000 Other Support Services	2,889,720.61	2,889,673.61	(47.00)
Subtotal Support Sources	52,530,862.64	52,567,451.27	36,588.63
Non-Program Transactions			
410 000 Inter-fund Transfers	14,363,678.39	14,363,678.39	0.00
430 000 Instructional Service Payments	15,492,115.76	15,506,790.60	14,674.84
490 000 Other Non-Program Transactions	10,000.00	10,000.00	0.00
Subtotal Non-Program Transactions	29,865,794.15	29,880,468.99	14,674.84
TOTAL EXPENDITURES	144,881,217.85	145,019,822.77	138,604.92

SPECIAL EDUCATION (FUND 27)	Revised Budget 5-31-23	Revised Budget 6-30-23	Change in Budget
TOTAL REVENUES	23,058,327.39	23,105,916.35	7,588.96
100 000 Instruction	19,107,434.00	19,101,327.00	(6,107.00)
200 000 Support Services	3,810,893.39	3,864,589.35	53,695.96
400 000 Non-Program Transactions	140,000.00	140,000.00	-
TOTAL EXPENDITURES	23,058,327.39	23,105,916.35	47,588.96

5. Introduction (First Reading) of Revised Board of Education Policy 8405 – Environmental Health and Safety Program

From the committee meeting:

Moved by Ms. Donohue, seconded by Ms. Boehmer to approve the introduction (first reading) of revised Policy 8405 – Operations; Environmental Health and Safety Program. All ayes. Motion carried unanimously.

6. Introduction (First Reading) of Revised Board of Education Policy 8600 - Transportation

From the committee meeting:

Moved by Ms. Donohue, seconded by Ms. Boehmer to approve the introduction (first reading) of revised Policy 8600 – Operations; Transportation. All ayes. Motion carried unanimously.

Mr. Boehlke noted that the update to this policy reflects the installation of both video and audio surveillance on district student transportation vehicles and school buses. Currently, just video cameras were reflected in the policy. He added that we also have Policy 8600.01, which is strictly related to video monitoring systems on school buses. He will bring that policy forward next month to ensure the language is consistent in both policies.

7. Gifts

From the committee meeting:

Administration presented the following gift to the District.

<u>Gift</u>	<u>Donor</u>	<u>Building/Program</u>	<u>Amount</u>
Monetary	Kwik Trip	South (Dance Team)	200.00

Monetary	Carrie Krahn	Sheboygan Theatre Company	210.00
Monetary	John/Cathy Perronne	Sheboygan Theatre Company	600.00
Monetary	Sartori Company	Sheboygan Theatre Company	1,000.00
Monetary	Rick Grant	Sheboygan Theatre Company	270.00

E. COMMITTEE OF THE WHOLE

1. Vice President Laster called the meeting to order at 6:40 p.m.
2. Vice President Laster requested that everyone stand and join him in the Pledge of Allegiance
3. Moved by Ms. Donohue, seconded by Mr. Mancl to approve the agenda. All ayes. Motion carried unanimously.
4. Present: Mr. Mark Mancl, Ms. Kay Robbins, Ms. Mary Lynne Donohue, Mr. Santino Laster, Ms. Heidi Boehmer, Ms. Sarah Ruiz-Harrison; Excused: Ms. Rebecca Versey, Mr. Ryan Burg, and Dr. Susan Hein
5. 2023 Wisconsin Act 20

Mr. Konrath thanked the Board for an opportunity to talk about the 2023 Wisconsin Act 20 – Early Literacy Reading Instruction bill, as far as what administration knows now. He added that the administration wanted to present this topic before the entire board as there is much information we will not know for a while, and it will impact the District’s budget and teachers. Administration will continue to update the Board as information becomes available. The District is currently doing some things that will mesh with the new policy. Mr. Renzelmann complemented our teachers and coaches for the work they have done with literacy. Mr. Renzelmann and Mr. Konrath reviewed a PowerPoint presentation, which outlined the main areas of focus with Act 20, in detail, which are: 1) establish the Office of Literacy in the Department of Public Instruction (DPI) and Statewide Literacy Coaches; 2) teacher preparation programs and licenses to teach (instruction to teach reading; 3) reading readiness assessments and interventions. The Office of Literacy will form the Literacy Council consisting of nine members (three each from State Superintendent, State Assembly, and State Senate), and their role will be to submit recommendations for approved curricula and instructional materials. Mr. Renzelmann noted they have 45 days to form the committee, leaving them about 20 days yet to form the committee. The Literacy Council will provide recommendations annually to DPI for curricula that is science of reading based. It will be required that the curricula are not based on the three cueing system that uses three options: whether it makes sense, looks right, or sounds correct. Not using the three cueing system is bringing much opposition. Beginning in the 2024-2025 school year, schools cannot provide instruction using materials that incorporate the three cueing system, specifically in grades K-3. DPI will receive recommendations for the 2024-2025 school year by December 1, 2023, and forward to the Joint Committee of Finance (JFC) by February 1, 2024. DPI will reimburse up to 50 percent of the recommended literacy and instructional materials, but only for grades K-3, and may prorate funds. We currently have 4K-5th grade materials. The bill does not include information about reimbursement for professional development, sub pay, for teacher preparation which is mandatory for all teachers, principals and reading specialists in K-3rd grade to have training in science-based early literacy instruction no later than July 1, 2025, or within six months of hire, if hired between January 1-July1, 2025. They must have at least six days during the 2023-2024 or 2024-2025 school year. DPI will determine the 4K-3rd grade screening and diagnostic assessments - we currently choose our assessment. Ms. Robbins questioned how many assessment days, and Mr. Renzelmann responded three times a year, the 46th day, middle, and end of the year, which we currently do. The coaching program will consist of trained staff (64 coaches) in the regional CESA’s. Some many unknowns and clarifications have yet to be determined by DPI. Mr. Harvatine thanked Mr. Renzelmann for presenting and explaining this very complex topic. Mr. Renzelmann highlighted that they will continue to get the groundwork set so we can move forward as details become available. Administration will update the Board as defined information and details on Act 20 becomes available.

6. 2024 Wisconsin Association of School Boards (WASB) Resolutions

President Donohue noted that the 2024 WASB Resolutions booklet is available on the Board of Education SharePoint site. Mr. Harvatine pointed out that these resolutions provide guidance to WASB lobbyists. If a board member has a topic that they feel needs broader discussion, the Board has until September 15, 2023, to submit a resolution, which would then get voted on at the Wisconsin State Education Convention in January.

7. Moved by Mr. Mancl, seconded by Ms. Donohue to adjourn at 7:41 p.m. All ayes. Motion carried unanimously.

F. SPECIAL BOARD COMMITTEES/ASSIGNMENTS

1. Sheboygan Public Education Foundation – Ms. Boehmer provided a review of the minutes and reminded school board members about the “All in for Education” event coming up in November.

FUTURE MEETING DATES

September 12, 2023 – Committee meetings at 6:00 p.m.; September 26, 2023 - Regular Board of Education meeting at 6:00 p.m.

ADJOURN

Moved by Mr. Mancl, seconded by Ms. Robbins to adjourn at 7:08 p.m. to Closed Session pursuant to Wisconsin State Statutes 19.85(1)(c) – To deliberate strategies to address specific issues pertaining to collective bargaining for teachers. A roll call vote was taken and carried unanimously (Mancl, Versey, Burg, Robbins, Laster, Boehmer, Ruiz-Harrison).

Moved by Mr. Mancl, seconded by Mr. Burg to reconvene at 8:46 p.m. to Open Session. All ayes. Motion carried unanimously.

Moved by Mr. Burg, seconded by Mr. Mancl to adjourn at 8:49 p.m. All ayes. Motion carried unanimously.

Seth A. Harvatine
Superintendent & Secretary of the Board



Home of the Redwings

VIII. Miscellaneous A.

South High School

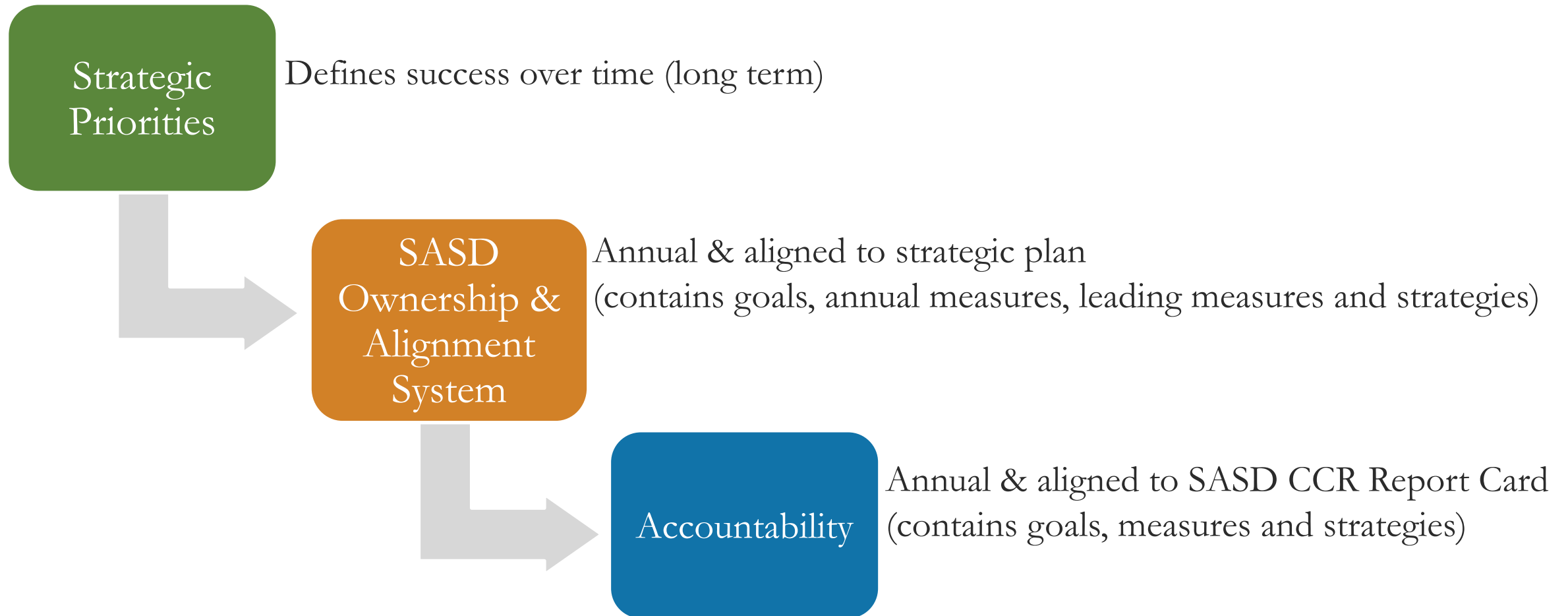


SHEBOYGAN AREA
— SCHOOL DISTRICT —

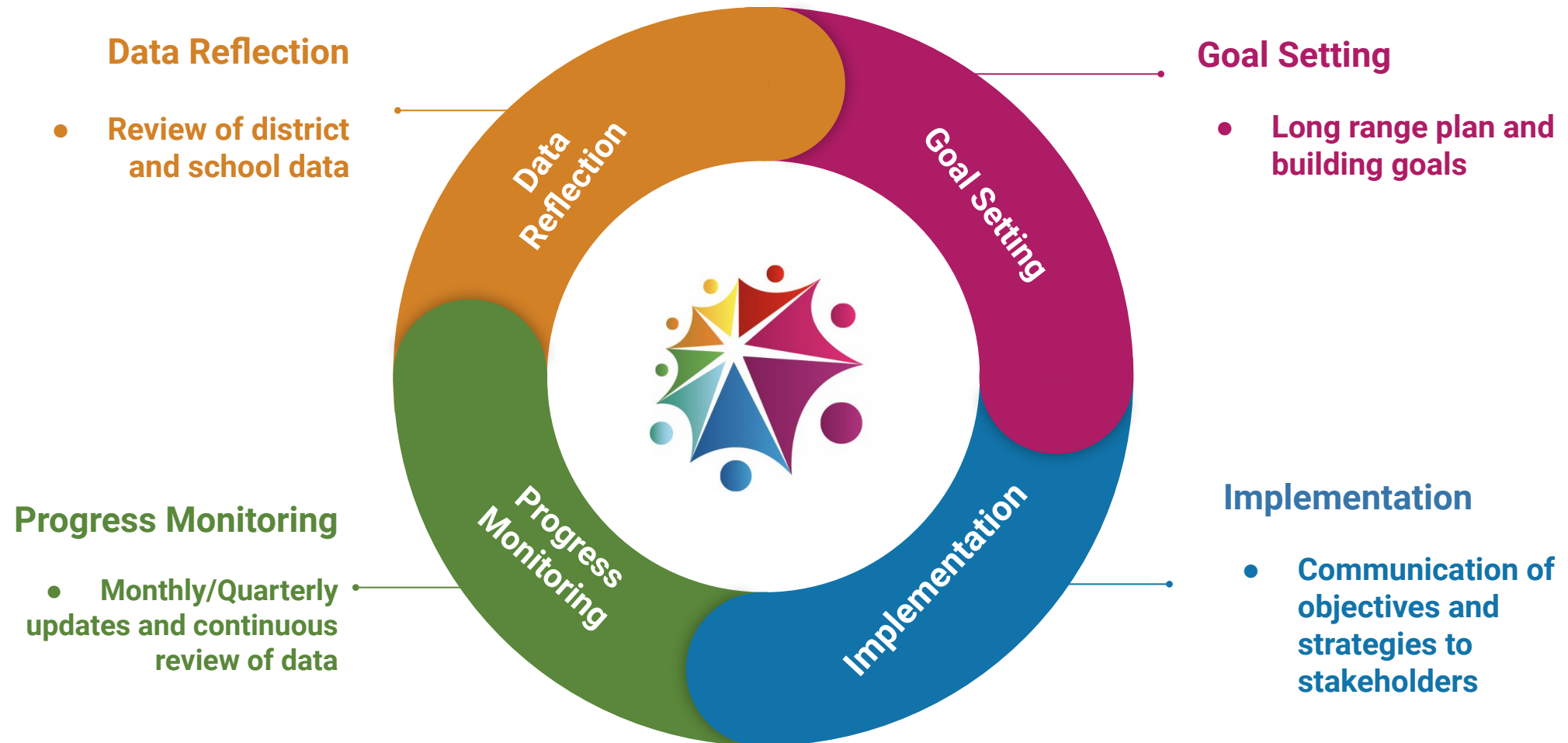
Annual Goal Planning

Board of Education Presentation

Utilizing Continuous Improvement to Measure Success



Continuous Improvement Cycle



Data Qualifiers

Data Pull Timeline:

- All data will be pulled annually from Skyward, the district Student Information System, on the last day of the school year
- Grade level cohorts will be static based upon graduation and enrollment status on the last day of the school year

Reporting Timeline:

- Annual presentations to the Board of Education will take place during the month of September unless otherwise approved by the Board

Subsets of Data:

- Data will be pulled for all students and for three subsets of student cohorts:
 - Work/Military (job training program, employment, military, no response, other, seek employment, undecided)
 - 2-Year College (vocational, technical college)
 - 4-Year College (four-year college, university)

Measurement Tool:

- The College and Career Readiness report card is adapted from the [National College and Career Readiness Indicators](#)



National College and Career Readiness Indicators (CCR)

Students are Career Ready if they have identified a career interest and meet two of the behavioral and experiential benchmarks listed below. In addition, students entering the military upon graduation must meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for each branch of the military:

Career Ready Indicators-

- **90% Attendance**
- **25 Hours of Community Service**
- **Workplace Learning Experience**
- **Industry Credential**
- **Dual Credit Career Pathway Course**
- **Two or More Organized Co-Curricular Activities**



National College and Career Readiness Indicators (CCR)

Students are College Ready if they meet either the academic indicators AND/OR standardized testing benchmarks listed below:

College Ready Indicators-

- **GPA 2.8 out of 4.0 and one or more of the following academic indicators:**
 - **Advanced Standing or CAPP Course (A, B, or C)**
 - **Dual Credit College Course**
 - **Advanced Algebra 2 (A, B, or C)**

And/Or:

- **4-Year College ACT Benchmarks - English (18), Reading (22), Science (23), Math (22)**
- **2-Year College ACT Benchmarks - English (18), Reading (18), Science (18), Math (18)**



WI DPI School Report Card

What are the School and District Report Cards?

As part of the state accountability system, the Department of Public Instruction (DPI) produces report cards for every publicly funded school and district in Wisconsin. These report cards include data on multiple indicators for multiple years across four Priority Areas (Achievement, Growth, Target Group Outcomes, and On-track to Graduation). In addition, the report cards provide course and program participation information for grades 9-12 for public schools and districts. A school or district's overall accountability score places the school/district into one of five overall accountability ratings:

<i>Accountability Rating Category</i>	<i>Accountability Score Range</i>	
	<i>Minimum</i>	<i>Maximum</i>
Significantly Exceeds Expectations - ★★★★★	83	100
Exceeds Expectations - ★★★★☆	70	82.9
Meets Expectations - ★★★☆☆	58	69.9
Meets Few Expectations - ★★☆☆☆	48	57.9
Fails to Meet Expectations - ★☆☆☆☆	0	47.9



WI DPI School Report Card

- **Overall Score:**
 - **41.2**
- **Scoring Areas:**
 - **Achievement**
 - **42.7**
 - **Growth**
 - **33.7**
 - **Target Group Outcomes**
 - **22.4**
 - **On-Track to Graduation**
 - **80.6**



School Profile

South High School is a safe, caring school that offers a rigorous curriculum with a variety of opportunities to prepare students for careers, citizenship, and life. South High School has adopted a unique schedule to allow students to individualize their high school experience in a flexible learning environment commonly referred to as “Flex Mod.” Students are supported in taking advantage of our many course offerings, participating in college-level course work, and having opportunities for enrollment in work-based learning experiences.

A more detailed school profile will be completed by November.



Reflection - Previous Year's Goal

Goal 1: College Readiness - ACT

Goal #	Goal	Accountability Measure	Evidence	Status
1	<i>To increase the number of sophomore and junior students obtaining the College Ready benchmark on the ACT Secure and ACT for cumulative score, as well as in each subtest (Math, Reading, Science, and Language Arts) from their performance predictors the previous year.</i>	<ul style="list-style-type: none"> ● Pre-ACT 8/9 ● Pre-ACT ● PreACT SECURE ● ACT + Writing 	<ul style="list-style-type: none"> ● Predicted Score vs Actual Score for Juniors. <ul style="list-style-type: none"> ○ Predicted composite = Met ○ Math = Met ○ Science = Met ○ English = Met ○ Reading = Partially Met <p>ACT scores are currently embargoed.</p>	Partially Met

Goal Reflection:

- Our implementation of the Pre-ACT Data analysis with teachers proved to be a great strategy in impacting ACT Growth
- We will need to place an emphasis on **READING**
 - This work is being done by crosswalking Content Area Standards with ACT Reading Benchmark Standards



Reflection - Previous Year's Goal

Goal 2: College Readiness - 2.8 GPA

Goal #	Goal	Outcome Measures	Evidence	Status
2	<i>Increase the number of students surpassing the Career & College Ready benchmark of a cumulative GPA of 2.8</i>	<ul style="list-style-type: none"> GPA on the 4.0 Scale 	<ul style="list-style-type: none"> When compared to the previous year, there was 1-2% growth for the class of 2023 and 2025. The class of 2024 remained the same. For the Class of 2026, 45% of students earned a 2.8 GPA or better. 	Partially Met

Goal Reflection:

- Minimal change occurred for the Class of 2023 and Class of 2025 and no change for Class of 2024
- The Class of 2026 had 45% meet 2.8 GPA Benchmark
 - Priority focus will be placed on 9th Grade Cumulative GPA, where we will set a 9th grade goal of having 60% of our students achieve a GPA of 2.8. This is a goal for all students, as we want to promote both college and career readiness at the 9th grade level.



Reflection - Previous Year's Goal

Goal 3: Daily Attendance

Goal #	Goal	Outcome Measures	Evidence	Status
3	<i>Increase the Daily Average Attendance Rate to 90%.</i>	<ul style="list-style-type: none">• WISEdash Secure	<ul style="list-style-type: none">• Our overall school daily attendance rate increased from 86.5 for the 21-22 school year to 87.4 for the 22-23 school year.	Not Met

Goal Reflection:

- We are happy to see the growth trending positively toward 90%
 - We fell short of achieving our 90% goal for the 2022-2023 School Year
- Continued focus on attendance through College & Career Readiness Benchmark for attendance



Reflection - Previous Year's Goal

Goal 4: Behavior

Goal #	Goal	Outcome Measures	Evidence	Status
4	<i>Decrease the number of major discipline referrals for defiance, disruption, and abusive/profane language</i>	<ul style="list-style-type: none"># of student referrals written for defiance, disruption, and abusive/profane language	<ul style="list-style-type: none">While we did not decrease the number of referrals written for the 22-23 school year in comparison to 21-22, we did have a drastic decrease of those behavior by month during the 22-23 school year.	

Goal Reflection:

- Through restorative practices, teachers worked to support students in making better choices
- Reporting may have been increased based on it being an identified goal and focus area for all students



CCR Data - All Students

College and Career Readiness Accountability Measures	% of Students Achieving				
	School Year	22-23	21-22	20-21	3 Yr Avg
Career Ready (2 Indicators)		69.4%	69.6%	75.7%	71.6%
90% Attendance		67.3%	62.4%	71.8%	67.2%
25 Hours Community Service		19.8%			
Workplace Learning Experience		23.8%	15.6%	24.8%	21.4%
Industry Credential		3.6%			
Dual Credit Career Pathway Course		71.8%	72.6%	74.8%	73.1%
Two or More Organized Co-Curricular Activities		46.4%	52.3%	53.9%	50.9%
College Ready (GPA2.8+ and 1 additional indicator)		43.1%	40.9%	42.2%	42.1%
GPA 2.8+		48.8%	48.1%	44.7%	47.2%
Advanced Standing, CAPP, AP Course (Grade "C" or better)		56.5%	54.4%	62.1%	57.7%
Dual Credit College Course		54.4%	50.6%	52.9%	52.6%
Advanced Algebra		35.5%	43.0%	43.2%	40.6%
4-Year ACT Benchmarks (English 18; Reading 22; Science 23; Math 22)		5.2%	8.0%	10.7%	8.0%
2-Year ACT Benchmarks (English 18; Reading 18; Science 18; Math 18)		8.9%	4.2%	21.4%	11.5%



CCR Data - Workforce/Military

College and Career Readiness Accountability Measures	% of Students Achieving			
	22-23	21-22	20-21	3 Yr Avg
Career Ready (2 Indicators)	61.5%	57.3%	61.0%	59.9%
90% Attendance	62.8%	48.5%	57.3%	56.2%
25 Hours Community Service	8.1%			
Workplace Learning Experience	22.3%	18.4%	25.6%	22.1%
Industry Credential	3.4%			
Dual Credit Career Pathway Course	60.8%	57.3%	61.0%	59.7%
Two or More Organized Co-Curricular Activities	34.5%	33.6%	36.6%	34.9%
College Ready (GPA2.8+ and 1 additional indicator)	29.7%	15.5%	22.0%	22.4%
GPA 2.8+	35.8%	24.3%	25.6%	28.6%
Advanced Standing, CAPP, AP Course (Grade "C" or better)	43.9%	31.1%	42.7%	39.2%
Dual Credit College Course	45.3%	37.9%	40.2%	41.1%
Advanced Algebra	26.4%	17.5%	19.5%	21.1%
4-Year ACT Benchmarks (English 18; Reading 22; Science 23; Math 22)	NA	NA	NA	NA
2-Year ACT Benchmarks (English 18; Reading 18; Science 18; Math 18)	13.5%	4.9%	6.1%	8.2%



CCR Data - 2-Year College

College and Career Readiness Accountability Measures	% of Students Achieving			
School Year	22-23	21-22	20-21	3 Yr Avg
Career Ready (2 Indicators)	78.9%	73.3%	83.8%	78.7%
90% Attendance	68%	70%	71%	69.7%
25 Hours Community Service	26.3%			
Workplace Learning Experience	36.8%	6.7%	29.2%	24.2%
Industry Credential	5.3%			
Dual Credit Career Pathway Course	94.7%	80.0%	75.0%	83.2%
Two or More Organized Co-Curricular Activities	47.4%	43.3%	45.8%	45.5%
College Ready (GPA2.8+ and 1 additional indicator)	52.6%	40.0%	34.8%	42.5%
GPA 2.8+	63.2%	50.0%	39.1%	50.8%
Advanced Standing, CAPP, AP Course (Grade "C" or better)	89.5%	53.3%	65.2%	69.3%
Dual Credit College Course	63.2%	66.7%	60.9%	63.6%
Advanced Algebra	26.3%	46.7%	34.8%	35.9%
4-Year ACT Benchmarks (English 18; Reading 22; Science 23; Math 22)	NA	NA	NA	NA
2-Year ACT Benchmarks (English 18; Reading 18; Science 18; Math 18)	10.5%	16.7%	4.3%	10.5%



CCR Data - 4-Year College

College and Career Readiness Accountability Measures	% of Students Achieving			
School Year	22-23	21-22	20-21	3 Yr Avg
Career Ready (2 Indicators)	82.5%	88.5%	90.1%	87%
90% Attendance	76.0%	74.0%	76.0%	75.5%
25 Hours Community Service	40.0%			
Workplace Learning Experience	22.5%	15.4%	23.8%	20.6%
Industry Credential	3.8%			
Dual Credit Career Pathway Course	87.5%	85.6%	85.1%	86.1%
Two or More Organized Co-Curricular Activities	69.0%	74.0%	70.0%	71.0%
College Ready (GPA2.8+ and 1 additional indicator)	66.3%	66.3%	60.4%	64.3%
GPA 2.8+	70.0%	71.2%	61.4%	67.5%
Advanced Standing, CAPP, AP Course (Grade "C" or better)	72.5%	77.9%	77.2%	75.9%
Dual Credit College Course	70.0%	58.7%	61.4%	63.4%
Advanced Algebra	55.0%	67.3%	64.4%	62.2%
4-Year ACT Benchmarks (English 18; Reading 22; Science 23; Math 22)	16.3%	18.3%	19.8%	18.1%
2-Year ACT Benchmarks (English 18; Reading 18; Science 18; Math 18)	NA	NA	NA	NA



Points of Strength

- The percentage of students participating in Dual Credit Career Pathway Course
- The percentage of student participating in Advanced Standing, CAPP, or AP course
- South has a focus on 25 Hours of Community Service
 - For the Class of 2023 20% of students met this benchmark when looking at all students and 40% when looking at 4-year



Areas for Growth

Actions for 2023-24 school year:

- **Priority focus on educating our students about their College and Career Readiness Report Card through advisory.**
- **Priority focus will be placed on Attendance.**
 1. **Administration will be meeting weekly to follow-up with students with attendance concerns and supporting the full implementation of the District Attendance Intervention Plan.**
 2. **Utilizing our PBIS Universal Team, we will continue implementing and creating new incentives for positive school attendance.**
- **Increase the number of students meeting the Community Service Benchmark for CCR.**
 1. **Continue with the All School Service Day in May.**
 2. **Create sustainable system for community service reporting.**
- **Increase the amount of students who are 2 year or 4 year college ready as determined by the ACT.**
 1. **Expand ACT student preparation through the use of ACT Prep in Resource Rooms and Advisory.**
 2. **Integrate ACT College Readiness Benchmarks with classroom instruction. Support alignment with PreAct Data with all course PLCs.**



New Goal 1: Career Ready

Goal #	Goal	Outcome Measures	Evidence	Status
1	By June, the Class of 2024, will show 2% growth in overall career readiness compared to the Class of 2023, as measured by having attained at least two career ready indicators.	<ul style="list-style-type: none">● TWO of the following:<ul style="list-style-type: none">○ 90% Attendance○ Workplace Learning Experience○ Industry Credentials○ Dual credit Career Pathway Course○ Two or more organized co-curricular activities	<ul style="list-style-type: none">● Skyward Custom Report	

Goal Rationale:

- **No matter what students plan for themselves after high school, at some point, all students must be at minimum, workforce ready, to support themselves and their community.**
- **23-24 School-wide focus on Attendance and Participation in School Activities**



New Goal 2: College Ready

Goal #	Goal	Outcome Measures	Evidence	Status
2	By June the class of 2024, will show 2% growth in 2-Year or 4-Year College Readiness for students indicating a plan to attend a 2-Year or 4-Year college/university after high school.	<ul style="list-style-type: none"> ● GPA 2.8+ and one additional <ul style="list-style-type: none"> ○ Advanced standing, CAPP, AP grade C or better ○ Dual credit college course ○ Advanced Algebra ○ 4 year ACT bench (English 18, Reading 22, Science 23, Math 22) ○ 2 year ACT Bench (English 18, Reading 18, Science 18, Math 18) 	<ul style="list-style-type: none"> ● Skyward Custom Report 	

Goal Rationale:

- **With just 52% for 2-Year and 67% for 4-year of our students meeting College Readiness, we need to continue reflecting on best practices to support our students goals.**



New Goal 3: Attendance

Goal #	Goal	Outcome Measures	Evidence	Status
3	By June, 2024, 75% of all South students will attend 90% school days.	<ul style="list-style-type: none">90% Attendance	<ul style="list-style-type: none">Skyward CCR Report	

Goal Rationale:

- When students attend school, they receive academic, social, and emotional support. When students miss school on a regular basis, most are not receiving this support to be successful in high school.**



Points of Pride

- **Increased student engagement and leadership opportunities**
 - **Diversity Clubs, Dungeons & Dragons Club, Boys Volleyball, and just this year a Spoken Word Poetry Club and Heumann's Humans Disabilities Club.**
- **CAPP Partnership with Lakeland University**
 - **Implemented 7 new agreements for 23-24.**
- **Well Defined Career Pathways**
 - **Manufacturing, Public Safety, Health Care, Business Entrepreneurship, Hospitality & Tourism, Computer Science, and Education.**
- **SERVICE DAY!!! Focus on Community Service**
 - **Will continue on our development of this event. We had 700-800 students alongside our 100 faculty in full-day service in nearly 60 different activities at school, in the district, and with the community.**
- **2022-2023 Redwing Way Incentives and Celebrations**
 - **All school Lunches, Wednesday Intramurals, Ice cream Socials, All School Award Celebration with Grand Prize Raffles.**




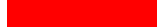








Questions

Report to Board of Education on District Goals

Date: September 26, 2023
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 1: All students will be engaged in a rigorous and relevant curriculum

Status Key		
	On Target	We are on track to deliver project
	Watch	We are not on track to deliver project but we have a plan to get back on track
	Deadline	We are not on track and have no plan to get plan back to green
	Finished	Project is complete!

2023-2024




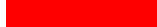
Objective #	Objective	Outcome Measures	Evidence	End Date	Status
1	All schools will successfully engage in a continuous improvement process based upon their School Accountability Report Card	<ul style="list-style-type: none"> All schools will utilize the Huron continuous improvement cycle to identify and improve on areas of growth driven from their school report card data High schools will implement a standardized template with consistent timing of data pulls 	<ul style="list-style-type: none"> High school presentations completed as of 9/26/23 School goals present in Frontline goal management software 	June 2024	
2	SASD High Schools will implement the Associates of the Arts course articulation agreement with Lakeland University to offer an Associates of the Arts degree on-site	<ul style="list-style-type: none"> Credentialed teachers in all content areas Internal and external communication plan to staff, students, parents and community 	<ul style="list-style-type: none"> 1,125 current Cooperative Academic Partnership Program (CAPP) enrollments at North High School and South High School 35% increase year-over-year (YOY) 	December 2023	
3	Utilize the Professional Learning Communities (PLC) structure to identify district strengths and weaknesses in relation to specific math standards and advance instructional strategies specific to areas of weakness	<ul style="list-style-type: none"> Common assessments will be created for all modules in Advanced Algebra Data will be collected from previously created common assessments Common assessments, state standardized tests, and adopted screeners will be cross-referenced to identify specific standards for target Professional Learning Communities (PLC) will design and reflect on instructional strategies that support growth in the targeted standards 	<ul style="list-style-type: none"> Instructional coaches and Principals prepared to identify core standards, alignment with Forward/ACT, and the process for measuring effectiveness of current teaching strategies of those standards 	June 2024	
4	Increase multilingual learner students' academic language proficiency utilizing explicit language instruction through content	<ul style="list-style-type: none"> Train multilingual learner (ML) staff to develop electronic logging devices (ELD) that are in alignment with district curriculum and assessments 	<ul style="list-style-type: none"> Contracting with CESA 7 to implement English Language Development standards framework 	June 2024	

		<ul style="list-style-type: none"> Collaborate with classroom teachers to plan more effectively around the individualized needs of multilingual learners (ML) in general education classrooms Expand working collection of electronic logging devices (ELD) to all content areas 			
5	Leverage district and building processes to support professional growth in literacy	<ul style="list-style-type: none"> Engage in learning about phonological awareness and phonics and how it fits into the elementary literacy block Support staff in the refinement of the literacy instructional framework Address disciplinary literacy and reading in the content area standards for 6-12 Social Studies teachers Full implementation of Middle School English Language Arts (ELA) instructional resources 	<ul style="list-style-type: none"> Professional development (PD) on phonological awareness with building leadership teams utilizing a “train the trainer” model Bi-monthly newsletter with Science of Reading research shared with all elementary staff 	June 2024	
6	Analyze a variety of assessment data to provide targeted instruction and support all students' growth in literacy	<ul style="list-style-type: none"> Analyze Lexia Core 5 and PowerUp data to support student learning, intervention and enrichment Analyze common assessment data to monitor student progress in literacy and Social Studies Refine the assessment process for elementary literacy to support instruction and intervention 	<ul style="list-style-type: none"> Implemented Lexia placement exams for the new school year in grades K-9 Forward data item-analysis in grades K-8 Social Studies and English Language Arts (ELA) High School pre-ACT results to design common assessments 	June 2024	
7	The Instructional Technology Team will implement the Lego Education STEAM curriculum opportunities into appropriate classroom instruction for the 2023-2024 school year	<ul style="list-style-type: none"> Professional Development (PD) opportunities will be provided for staff which will explain the Lego Education platform and what it offers to teachers and students (TECHknow, staff meetings, virtual opportunities) Students(4K-12) will have the opportunity to participate in Lego Education curricular activities throughout the school year which will be open to all disciplines Students will actively experiment and explore to gain, deepen, and apply new knowledge and skills essential to success in future education and careers Students will experience the 4Cs (Collaboration, Creativity, Communication, and Critical Thinking) through their interactions with the Lego lessons 	<ul style="list-style-type: none"> Classroom Lego Education sets utilized by coaches in individual classrooms at the elementary level on literacy-based activities Build and modification kits being utilized at the secondary level 	June 2024	



		<ul style="list-style-type: none">• The Instructional Technology Coaches will teach an average of one lesson per week from the Lego curriculum, at one of their schools, beginning in October			
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Report to Board of Education on District Goals

Date: September 26, 2023
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 2: Student and Instructional Services will support schools to ensure school and district initiatives are aligned to support and promote student success




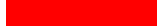
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	Deadline	We are not on track and have no plan to get plan back to green
	Finished	Project is complete!

2023-2024





Objective #	Objective	Outcome Measures	Evidence	End Date	Status
1	The SASD Student and Instructional Team will work with administration to support parent engagement through enhanced communication strategies	<ul style="list-style-type: none"> Communication plan completed Key information shared in engaging manner 	<ul style="list-style-type: none"> Met with Wisconsin Policy Form regarding data dashboard possibilities 	June 2024	
2	Improve supervision and support of principals	<ul style="list-style-type: none"> Utilize the AWSA/WASDA Supporting Principal Excellence framework to better support SASD principals 	<ul style="list-style-type: none"> Utilization of Dr. Todd Whitaker's on principal effectiveness and <i>What Great Principals Do Differently</i> 	June 2024	

Report to Board of Education on District Goals

Date: September 26, 2023
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

Status Key		
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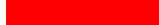
2023-2024

Objective #	Objective	Outcome Measures	Evidence	End Date	Status
1	The SASD will have a standardized attendance/truancy response plan, by level, for Board of Education approval	<ul style="list-style-type: none"> Current response plans will be reviewed and enhanced to ensure utilization of best practices Attendance response plan will be communicated to the Board of Education for approval 	<ul style="list-style-type: none"> Attendance data and process presented to the Student and Instructional Services (S&I) committee 	June 2024	
2	Complete Restorative Practices training	<ul style="list-style-type: none"> Complete the initial training and implementation for group 3 schools Finalize training plan for new staff Finalize refresher training process for current staff 	<ul style="list-style-type: none"> Training of all 3 cohorts completed 	June 2024	
3	Implement new Threat Assessment procedures	<ul style="list-style-type: none"> Train key building teams on current best practices Participate in Wisconsin Department of Justice (DOJ) threat assessment pilot program Crisis and postvention strategies framework implemented 	<ul style="list-style-type: none"> Meeting with Sheboygan Police Department (SPD) on 9/13/23 Training with Wisconsin Department of Justice (DOJ) on 9/28/23 	June 2024	
4	The SASD will expand its processes to identify 4K-12th students' mental health strengths and challenges and expand targeted supports to include community resources	<ul style="list-style-type: none"> Behavioral Emotional Social Traits (b.e.s.t.) Universal Screener implemented at the 6th grade level Implementation of Coaching for Success Cohort 1 in partnership with Rogers Behavioral Health Finalize partnership with The Production Farm to provide support for individual 	<ul style="list-style-type: none"> Behavioral Emotional Social Traits (b.e.s.t.) screener expanding to 6th grade Partnership with Rogers for coaching for success Partnership with Production Farm for skill building around behavioral issues 	June 2024	





		students experiencing behavioral and mental health needs			
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Report to Board of Education on District Goals

Date: September 26, 2023
Pillar 2: Exceptional Staff – Provide extraordinary service to meet the needs of our students and community by recruiting and retaining exceptional staff
Goal 1: Improve our retention practices to hold onto our valued staff




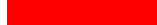
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	Finished	Project is complete!

2023-2024




Objective #	Objective	Outcome Measures	Evidence	End Date	Status
1	Promote employee/employer relations for a climate in which optimum staff performance and satisfaction are produced	<ul style="list-style-type: none"> Enhanced comprehension of district initiatives and how they positively impact all staff Increased positive employee feedback across all categories during Stay Interviews, Human Resources site visits, and correspondence 	<ul style="list-style-type: none"> Continue to interact with employees from every group to better understand their concerns and aspirations 	June 2024	
2	Promote and support effective personnel practices which contribute to elevated staff capabilities in order to best support student learning and positive district culture	<ul style="list-style-type: none"> All employment policy books are updated by the end of the school year 	<ul style="list-style-type: none"> Embarking upon the review and recording of policy updates tailored to each employee category 	June 2024	
3	Ensure that our compensation and benefits packages are comparable or better than other schools in our region	<ul style="list-style-type: none"> Based on comparable data, we can confirm that our compensation and benefits packages are comparable or better than other identified districts An elevated level of recognition and appreciation shown throughout the District, school site, and department level 	<ul style="list-style-type: none"> Conducted benchmark surveys to collect data on compensation and benefits packages offered by other school districts Completed negotiations with the Sheboygan Education Association (SEA) Brought forward stipend plans to the Board of Education for approval 	June 2024	
4	Deepen our employee recognition program	<ul style="list-style-type: none"> Elevated level of recognition and appreciation shown throughout the District, school site, and department level 		June 2024	

Report to Board of Education on District Goals

Date: September 26, 2023
Pillar 2: Exceptional Staff – Provide extraordinary service to meet the needs of our students and community by recruiting and retaining exceptional staff
Goal 2: Refine our recruitment process to ensure the District attracts quality staff and fills all vacancies




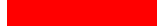
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2023-2024

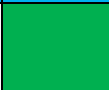

Objective #	Objective	Outcome Measures	Evidence	End Date	Status
1	Enhance the District's onboarding/orientation process to create a positive first impression of the district, school sites, and create a sense of belonging	<ul style="list-style-type: none"> New staff surveyed respond positively regarding the efficiency of the onboarding process such as the time it takes to complete paperwork, access to resources, and ease of navigating onboarding materials 90% of new staff surveyed indicate they have a positive first impression of the District, onboarding, and orientation Successful implementation of the Frontline paperless onboarding module 	<ul style="list-style-type: none"> 30-day check-in conversations and surveys have been established with new hires (Inquire as to the perception of the interview process, onboarding, and induction) Surveyed staff and collected feedback on the revised and refreshed mentorship program Began data and system analysis of Frontline and Skyward 	June 2024	
2	Promote our district as one of choice, opportunity, and diversity to our community and state to recruit qualified candidates for all open positions	<ul style="list-style-type: none"> Create SASD brand recognition in our community and beyond (our logo, etc.) A higher level of recognition and awareness of the SASD on a state-wide level 	<ul style="list-style-type: none"> Participating in college career fairs to showcase our district Continue to collaborate with our communications team to promote and emphasize what makes our district unique (we are opportunity, we are choice, etc.) 	June 2024	
3	Revise the interview process to create a higher-level, streamlined experience for candidates	<ul style="list-style-type: none"> Applicants and candidates encounter a smooth and enjoyable interview process 		June 2024	

Report to Board of Education on District Goals

Date: September 26, 2023
Pillar 3: Families and Community – Foster family and community relationships in order to collaboratively work together to provide support and resources to meet identified needs
Goal 1: Provide clear communication between parents and schools regarding educational progress




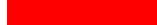
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	Deadline	We are not on track and have no plan to get plan back to green
	Finished	Project is complete!

2023-2024



Objective #	Objective	Outcome Measures	Evidence	End Date	Status
1	Refine practices to ensure clear and consistent communication between parents and schools	<ul style="list-style-type: none"> Survey data yields increased parental satisfaction with communication between home and school 	<ul style="list-style-type: none"> <i>Great Start Conferences</i> were piloted at three elementary schools in September 	June 2024	
2	Expand methods and opportunities for two-way communication between stakeholders	<ul style="list-style-type: none"> Research and select communication tools to enhance 2-way communication 	<ul style="list-style-type: none"> Research of potential tools has begun 	June 2024	

Report to Board of Education on District Goals

Date: September 26, 2023
Pillar 3: Families and Community – Foster family and community relationships in order to collaboratively work together to provide support and resources to meet identified needs
Goal 2: Enhance communication efforts between the school district and community members regarding the District’s educational opportunities, outcome measures, personnel data, and financial information




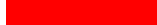
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	Deadline	We are not on track and have no plan to get plan back to green
	Finished	Project is complete!

2023-2024




Objective #	Objective	Outcome Measures	Evidence	End Date	Status
1	Create and distribute educational, personnel, and financial website dashboards and informational fact sheets	<ul style="list-style-type: none"> Website dashboards and information factsheets created and timelines for updates determined District website contains educational, personnel, and financial dashboards Fact sheets are made available to and/or distributed to community members 	<ul style="list-style-type: none"> Meetings were held with three entities that specialize in data dashboards and communication strategies Data sets for educational, personnel, and financial dashboards identified 	June 2024	
2	Develop and implement a communication strategy plan to enhance the messaging of key information and data with stakeholder groups (i.e. internal, parents, business/community leaders, and district residents without school-aged children)	<ul style="list-style-type: none"> Communication strategy plan reviewed and revised 	<ul style="list-style-type: none"> Plans regarding news releases for media outlets reviewed and revised Multiple releases sent to local media outlets Planning has begun for the distribution of district data and informational stories to all postal addresses with district boundaries 	June 2024	

Report to Board of Education on District Goals

Date: September 26, 2023
Pillar 4: Finance and Resource Systems – District finance and resources systems are aligned to maximize student learning and staff productivity
Goal 1: Identify and prioritize capital needs of the District





Status Key	
	On Target We are on track to deliver project
	Watch We are not on track to deliver project but we have a plan to get back on track
	Deadline We are not on track and have no plan to get plan back to green
	Finished Project is complete!

2023-2024



Objective #	Objective	Outcome Measures	Evidence	End Date	Status
1	Develop, publish and disseminate an updated 10-year Long Term Capital Projects Plan	<ul style="list-style-type: none"> Prioritize capital needs and update the 10-year Long Term Capital Projects Plan Present to the Board of Education the updated 10-year plan Communicate out the plan to staff, parents and the community 		June 2024	
2	Formulate, communicate, and implement the action plan to prepare for a potential 2024 referendum to build new Farnsworth and Urban Middle Schools	<ul style="list-style-type: none"> Build site due diligence Define scope of project Develop financial analysis Parent and staff listening sessions Community engagement sessions Community survey 	<ul style="list-style-type: none"> Phase I environmental study completed on potential new Urban Middle School site Soil testing and analysis completed on potential new Urban Middle School site Wetland delineation report completed on potential new Urban Middle School site 	June 2024	
3	Complete Athletic and Physical Education facility upgrades	<ul style="list-style-type: none"> Complete scorers/announcers booth at Hummitzsch Field baseball diamond Install PA system at Hummitzsch Field baseball diamond Complete scorers/announcers booth at Horace Mann Middle School soccer field Complete repairs of South High School pool wall 	<ul style="list-style-type: none"> South High School pool wall repair completed 7/28/23 	June 2024	

Report to Board of Education on District Goals

Date: September 26, 2023
Pillar 4: Finance and Resource Systems – District finance and resources systems are aligned to maximize student learning and staff productivity
Goal 2: Enhance security and infrastructure for data storage and the fiber optic network




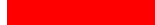
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	Finished	Project is complete!

2023-2024




Objective #	Objective	Outcome Measures	Evidence	End Date	Status
1	Establish a secondary data center	<ul style="list-style-type: none"> Completion of secondary fiber connection from Administrative Services Building (ASB) to the main fiber ring Needed hardware for data center located at Administrative Services Building (ASB) purchased and installed Setup and manage off site data server and storage systems to provide redundant access to critical IT services 	<ul style="list-style-type: none"> Secondary fiber connection completed 8/18/23 	June 2024	
2	Update the District’s Cyber Security Plan and implement the Plan’s proactive strategies	<ul style="list-style-type: none"> Form Cyber Security Team Create cyber-attack response plan Research and implement multi factor access (MFA) systems Implement employee security awareness and training on identifying phishing emails and other cyber based risks 	<ul style="list-style-type: none"> Cyber Security Team in place and is meeting bi-weekly Initial response plan completed and being updated as needed Multi factor access (MFA) system for IT staff implemented as of 8/25/23 Initial security awareness assessment completed 8/11/23 	June 2024	

4Report to Board of Education on District Goals

Date: September 26, 2023
Pillar 4: Finance and Resource Systems – District finance and resources systems are aligned to maximize student learning and staff productivity
Goal 3: Build supports for schools, students and parents around transportation challenges

Status Key		
	On Target	We are on track to deliver project
	Watch	We are not on track to deliver project but we have a plan to get back on track
	Deadline	We are not on track and have no plan to get plan back to green
	Finished	Project is complete!

2023-2024

Objective #	Objective	Outcome Measures	Evidence	End Date	Status
1	Develop actions to help attract and retain bus drivers	<ul style="list-style-type: none"> Assist in Prigge driver recruitment through the District's social media platforms Develop program to encourage and train SASD coaches to obtain commercial driver's license (CDL) 		June 2024	
2	Support schools in minimizing the impact of transportation disruptions	<ul style="list-style-type: none"> Implement parent app that includes GPS tracking of buses 	<ul style="list-style-type: none"> GPS units installed on buses 	June 2024	
3	Update policies and procedure guidelines for employees transporting students with district owned vehicles	<ul style="list-style-type: none"> Review all state statutes for compliance Update policies to align with state statutes and best practices Update procedure guidelines to align with state statutes and best practices 	<ul style="list-style-type: none"> District transportation agreement created and sent out to all employees that drive district owned vehicles 	June 2024	

Safety Drills (ALICE) 2023-2024	
School	Date Safety Drill Completed
Central High School	9/14/23
Cleveland	9/15/23
Cooper	9/14/23
Early Learning Center	9/15/23
Etude Elementary School	9/15/23
Etude High School	9/15/23
Etuce Middle School	9/15/23
Farnsworth Middle School	9/14/23
Warriner High School	9/13/23
Warriner Middle School	9/13/23
Grant	9/11/23
Horace Mann Middle School	9/13/23
Jackson	9/8/23
Jefferson	9/14/23
Lake Country Academy	9/15/23
Sheboygan Leadership Academy	9/14/23
Lincoln-Erdman	9/14/23
Longfellow	9/14/23
James Madison	9/14/23
North High School	9/11/23
Pigeon River	9/13/23
Sheridan	9/14/23
South High School	9/15/23
CHANGE	9/12/23
Urban Middle School	9/14/23
Wilson	9/8/23
https://docs.google.com/spreadsheets/d/10zjJPJWQsGJ9Cu6f4cnu7td-2qds03JuuPkDyFKRm7w/edit?usp=sharing	

District Administrator Performance Evaluation System (DAPES)

Annual Evaluation Cycle Calendar

Timeline	Activity	Document	Responsibility for Activity	
			School Board	Superintendent
July 31st	Superintendent conducts self-assessment	<i>Self-Assessment Form</i>		★
	Superintendent recommends personal goal(s) to Board for approval	<i>Annual Goal Form</i>	★	★
October 31st	School Board provides formative feedback to superintendent on the Six Performance Standards	<i>Formative Performance Report</i>	★	
January 30th	School Board conducts mid-year (formative) review of superintendent's personal goal(s)	<i>Annual Goal Form</i>	★	
March 31st	School Board provides formative feedback to superintendent on the Six Performance Standards	<i>Formative Performance Report</i>	★	
June 30th	School Board completes summative evaluation and holds summative conference	<i>Summative Performance Report</i>	★	
	School Board completes summative evaluation of superintendent's personal goal(s)	<i>Summative Performance Report</i>	★	

PI 34.003 Administrator standards. Except as otherwise provided in this chapter, to receive a school administration license under subch. VIII, an applicant shall complete an approved program in school administration and demonstrate proficient performance in all of the following knowledge, skills, and dispositions under all of the following standards:

- (1) **MISSION, VISION, AND CORE VALUES.** Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education, academic success, and well-being of each pupil.
- (2) **ETHICS AND PROFESSIONAL NORMS.** Effective educational leaders act ethically and according to professional norms to promote each pupil's academic success and well-being.
- (3) **EQUITY AND CULTURAL RESPONSIVENESS.** Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each pupil's academic success and well-being.
- (4) **CURRICULUM, INSTRUCTION, AND ASSESSMENT.** Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each pupil's academic success and well-being.
- (5) **CARE AND SUPPORT.** Effective educational leaders cultivate an inclusive, caring, and supportive school community to promote each pupil's academic success and well-being.
- (6) **PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL.** Effective educational leaders develop the professional capacity and practice of school personnel to promote each pupil's academic success and well-being.
- (7) **PROFESSIONAL COMMUNITY.** Effective educational leaders foster a professional community of teachers and other professional staff to promote each pupil's academic success and well-being.
- (8) **MEANINGFUL ENGAGEMENT.** Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each pupil's academic success and well-being.
- (9) **OPERATIONS AND MANAGEMENT.** Effective educational leaders effectively manage school operations and resources to promote each pupil's academic success and well-being.
- (10) **SCHOOL IMPROVEMENT.** Effective educational leaders act as agents of continuous school improvement to promote each pupil's academic success and well-being.
- (11) **TEACHER STANDARDS.** Effective educational leaders understand and demonstrate competence in the teacher standards under s. PI 34.002.

Book	Policy Manual
Section	1000 Administration
Title	DISTRICT ADMINISTRATOR JOB DESCRIPTION
Code	po1400.01
Status	Active
Adopted	February 28, 2017
Last Revised	August 19, 2020

1400.01 - **DISTRICT ADMINISTRATOR JOB DESCRIPTION**

Title: District Administrator

Reports To: Board of Education

Supervises:

Directly: Executive Management Team

Indirectly: All employees of the District

District Administrator Job Function:

The District Administrator serves as the administrative head of the District and administrative official of the Board and is directly responsible to it for providing overall leadership and direction for the District's public schools in accordance with School District philosophy, objectives, and policies and in accordance with State and Federal laws and regulations.

The District Administrator may delegate responsibility and authority for the operation of the various School District functions to District employees. However, the District Administrator is directly and irrevocably responsible to the Board for all functions of the District, including evaluation, planning, reporting, personnel, coordination, and following all Board policies.

The employee shall remain free of any alcohol or illegal substance in the workplace in compliance with Policy 3122.01 throughout his/her employment in the District.

Essential Functions

- A. The District Administrator creates, monitors, and facilitates the process of **strategic improvement**, and seeks to ensure the District's mission, vision, and goals are fulfilled in a manner that all students are prepared to be career and college ready and globally competitive.
- B. The District Administrator serves as the District's **instructional leader** and fosters the success of all students by leading the creation, implementation, and review of instructional systems that promote high student achievement and professional development and growth for staff.
- C. The District Administrator fosters the success of all students by implementing effective and collaborative **human resources systems** resulting in a student-centered, diverse, high-performing staff.
- D. The District Administrator fosters the well-being and success of all staff and students through continuous improvement process for effective **operations and resource management**.
- E. The District Administrator fosters the success of all students by **communicating, collaborating, and connecting** effectively with the Board, staff, families, community, and other stakeholders.
- F. The District Administrator fosters the success of all students and staff by **modeling professional and ethical behavior**, engaging in continuous professional growth, and contributing to the profession.

Duties and Responsibilities:

A. Strategic Leadership

- 1. Works with the Board to develop and recommend policies that define organization expectation, and effectively communicates these to all stakeholders.

2. Promotes a climate of respect, trust, innovation, and professionalism with Board, staff, students, and community.
3. Provides leadership to promote effective District change and support continuous improvement.
4. Works collaboratively with Board and stakeholders to identify needs, determine priorities, and implement practices that result in continuous improvement.
5. Keeps the Board informed of current and future needs and issues affecting the District and works collaboratively to resolve them.
6. Fosters external partnerships to build targeted opportunities around identified student/District needs.
7. Promotes Board development and improvement.

B. Instructional Leadership

1. Ensures rigorous standards-based curriculum with units of instruction consisting of well-structured lessons with measurable outcomes.
2. Promotes high expectations, student engagement, personalization to accommodate diverse learners, and integration of appropriate technology to maximize student learning.
3. Facilitates the implementation of a balanced assessment system including use of formal and informal assessments to measure student growth and understanding.
4. Creates and sustains a District culture with expectation that support effective, data-based decision making and uses multiple sources of evidence to drive school and District goals, improve organizational performance, educator effectiveness, and student learning.
5. Develops and nurtures a culture of continuous learning and professional development and growth in which staff members are reflective about their strategies and use data and various methods to analyze and adapt practices that achieve improved results.
6. Ensures that the District curriculum, instruction, and assessment program are designed to provide full access and opportunity for all students.

C. Human Resources Leadership

1. Allocates resources for staff to achieve the District's goals.
2. Ensures consistent processes for the recruitment, employment, induction, and mentoring of employees resulting in the retention of high-performing and diverse personnel.
3. Provides the vision and direction for positive employee relationships.
4. Ensures structure and support for effective conflict resolution.
5. Ensures all employees are evaluated in an effective manner resulting in improved performance.
6. Ensures results-oriented professional development that is aligned with District goals and staff needs.
7. Maximizes human resources based on the strengths of employees, thereby empowering them to seek leadership opportunities.

D. Operations and Resource Management

1. Anticipates and responds to current, emerging, and future needs in a timely manner.
2. Ensures an orderly, safe, and positive environment conducive to teaching and learning through research-based strategies and best practices.
3. Demonstrates fiscal responsibility by acquiring, allocating, and managing human, material, and financial resources.
4. Collaborates and develops internal and external partnerships to enhance operations and resource management.
5. Ensures efficiencies in the operation and management of resources through the acquisition and effective use of technology.
6. Integrates and aligns processes and resources for the effective day-to-day ongoing operations of the organization.

E. Communications and Community Relationships

1. Demonstrates and fosters an atmosphere of trust and mutual respect.
2. Promotes and maintains effective communication between and among Board members, staff, and the community.
3. Brings groups together with different interests and works collaboratively in response to challenges.
4. Advocates for sound educational policy in support of public education.
5. Works collaboratively with all stakeholders to build community support and secure resources.
6. Demonstrates and adapts the skills necessary to build community support for District goals and priorities.
7. Models and promotes the appreciation and acceptance of diversity in the community.
8. Demonstrates governance leadership by supporting the Board (e.g., meetings, workshops, committees, etc.).

F. Professionalism

1. Adheres to legal, moral, and ethical standards and demonstrates personal integrity in all interactions.
2. Assumes responsibility for personal actions and responds appropriately to the actions of others.
3. Models collegial and collaborative approaches with staff and community to advance the mission, vision, and goals of the District.
4. Participates in a meaningful and continuous process of professional development that results in student growth.
5. Provides services to the profession and community through engagement and partnerships.
6. Demonstrates expertise in supporting the development of leadership capacity across the organization.
7. Actively seeks opportunities to network, share knowledge, and stay abreast of the latest research to promote organizational effectiveness and efficiency.

T.C. 8/19/2020

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What is the basis of district administrator/superintendent evaluation?

District Administrator/Superintendent Performance Standards

1. Strategic Leadership: *The district administrator/superintendent creates, monitors, and facilitates the process of strategic improvement, and seeks to ensure the district's mission, vision, and goals are fulfilled in a manner that all students are prepared to be career and college ready and globally competitive.*

- 1.1 Works with the school board to develop and recommend policies that define organizational expectations and effectively communicates these to all stakeholders.
- 1.2 Promotes a climate of respect, trust, innovation, and professionalism with board, staff, students, and community.
- 1.3 Provides leadership to promote effective district change and support continuous improvement.
- 1.4 Works collaboratively with board and stakeholders to identify needs, determine priorities, and implement practices that result in continuous improvement.
- 1.5 Keeps the school board informed of current and future needs and issues affecting the school district and works collaboratively to resolve them.
- 1.6 Fosters external partnerships to build targeted opportunities around identified student/ district needs.
- 1.7 Promotes board development and improvement.

2. Instructional Leadership: *The district administrator/superintendent fosters the success of all students by leading the creation, implementation, and review of instructional systems that promote high student achievement and professional development and growth for staff.*

- 2.1 Ensures rigorous standards-based curriculum with units of instruction consisting of well-structured lessons with measureable outcomes.
- 2.2 Guarantees high expectations, student engagement, personalization to accommodate diverse learners, and integration of appropriate technology to maximize student learning.
- 2.3 Facilitates the implementation of a balanced assessment system including use of formal and informal assessments to measure student growth and understanding.
- 2.4 Creates and sustains a district culture with expectations that support effective, data-based decision making and uses multiple sources of evidence to drive school and district goals, improve organizational performance, educator effectiveness, and student learning.
- 2.5 Develops and nurtures a culture of continuous learning and professional development and growth in which staff members are reflective about their strategies and use data and various methods to analyze and adapt practices that achieve improved results.
- 2.6 Ensures that the district curriculum, instruction, and assessment program are designed to provide full access and opportunity for all students.

3. Human Resources Leadership: *The district administrator/superintendent fosters the success of all students by implementing effective and collaborative human resources systems resulting in a student-centered, diverse, and high-performing staff.*

- 3.1 Allocates resources for staffing to achieve the district's goals.
- 3.2 Ensures consistent processes for the recruitment, employment, induction, and mentoring of employees resulting in the retention of high-performing and diverse personnel.
- 3.3 Provides the vision and direction for positive employee relationships.
- 3.4 Ensures structure and support for effective conflict resolution.
- 3.5 Ensures all employees are evaluated in an effective manner resulting in improved performance.
- 3.6 Ensures results-oriented professional development that is aligned with district goals and staff needs.

- 3.7 Maximizes human resources based on the strengths of employees, thereby empowering them to seek leadership opportunities.

4. Operations and Resource Management: *The district administrator/superintendent fosters the well-being and success of all staff and students through continuous improvement processes for effective operations and resource management.*

- 4.1 Anticipates and responds to current, emerging, and future needs in a timely manner.
- 4.2 Ensures an orderly, safe, and positive environment conducive to teaching and learning through research-based strategies and best practices.
- 4.3 Demonstrates fiscal responsibility by acquiring, allocating, and managing human, material, and financial resources.
- 4.4 Collaborates and develops internal and external partnerships to enhance operations and resource management.
- 4.5 Ensures efficiencies in the operation and management of resources through the acquisition and effective use of technology.
- 4.6 Integrates and aligns processes and resources for the effective day-to-day and ongoing operations of the organization.

5. Communication and Community Relationships: *The district administrator/superintendent fosters the success of all students by communicating, collaborating, and connecting effectively with the board, staff, families, community, and other stakeholders.*

- 5.1 Demonstrates and fosters an atmosphere of trust and mutual respect.
- 5.2 Promotes and maintains effective communication between and among board members, staff, and the community.
- 5.3 Brings groups together with different interests and works collaboratively in response to challenges;
- 5.4 Advocates for sound educational policy.
- 5.5 Works collaboratively with all stakeholders to build community support and secure resources.
- 5.6 Demonstrates and adapts the skills necessary to build community support for district goals and priorities.
- 5.7 Models and promotes the appreciation and acceptance of diversity in the community.
- 5.8 Demonstrates governance leadership by supporting the board (e.g., meetings, workshops, committees, etc.).

6. Professionalism: *The district administrator/superintendent fosters the success of all students and staff by modeling professional and ethical behavior, engaging in continuous professional growth, and contributing to the profession.*

- 6.1 Adheres to legal, moral, and ethical standards and demonstrates personal integrity in all interactions.
- 6.2 Assumes responsibility for personal actions and responds appropriately to the actions of others.
- 6.3 Models collegial and collaborative approaches with staff and community to advance the mission, vision, and goals of the district.
- 6.4 Participates in a meaningful and continuous process of professional development that results in student growth.
- 6.5 Provides services to the profession and community through engagement and partnerships.
- 6.6 Demonstrates expertise in supporting the development of leadership capacity across the organization.

6.7 Actively seeks opportunities to network, share knowledge, and stay abreast of the latest research to promote organizational effectiveness and efficiency.



WI DAPES Self-Assessment of Professional Practice

Directions: The district administrator/superintendent should use this form annually to reflect on the effectiveness and adequacy of his/her practice based on each performance standard. Refer to the performance indicators for examples of behaviors exemplifying each standard.

District Administrator/Superintendent: _____ **Date:** _____

School District: _____ **School Year:** _____

1. Strategic Leadership

The district administrator/superintendent creates, monitors, and facilitates the process of strategic improvement, and seeks to ensure the district's mission, vision and goals are fulfilled in a manner that all students are prepared to be career and college ready and globally competitive.

Areas of strength:

Opportunities for Continued Growth/Strategies for Improvement:

2. Instructional Leadership

The district administrator/superintendent fosters the success of all students by leading the creation, implementation and review of instructional systems that promote high student achievement and professional development and growth for staff.

Areas of strength:

Opportunities for Continued Growth/Strategies for Improvement:

3. Human Resources Leadership

The district administrator/superintendent fosters the success of all students by implementing effective and collaborative human resources systems resulting in a student-centered, diverse, high-performing staff.

Areas of strength:

Opportunities for Continued Growth/Strategies for Improvement:

4. Operations and Resource Management

The district administrator/superintendent fosters the well-being and success of all staff and students through continuous improvement processes for effective operations and resource management.

Areas of strength:

Opportunities for Continued Growth/Strategies for Improvement:

5. Communication and Community Relationships

The district administrator/superintendent fosters the success of all students by communicating, collaborating, and connecting effectively with the board, staff, families, community and other stakeholders.

Areas of strength:

Opportunities for Continued Growth/Strategies for Improvement:

6. Professionalism

The district administrator/superintendent fosters the success of all students and staff by modeling professional and ethical behavior, engaging in continuous professional growth, and contributing to the profession

Areas of strength:

Opportunities for Continued Growth/Strategies for Improvement:

WI DAPES Annual Goals

Preliminary goal approval granted by school board on: _____

Mid-year goal review conducted by school board on: _____

Year-end goal review conducted by school board on: _____

Goal:			
Check the standard(s) to which the goal relates:			
<input type="checkbox"/> 1. Strategic Leadership			<input type="checkbox"/> 2. Instructional Leadership
<input type="checkbox"/> 3. Human Resources Leadership			<input type="checkbox"/> 4. Operations and Resource Management
<input type="checkbox"/> 5. Communication and Community Relationships			<input type="checkbox"/> 6. Professionalism
Role of District Administrator in Achieving the Goal:			
<input type="radio"/> Direct Responsibility: District Administrator is directly responsible for the results of the goal.			
<input type="radio"/> Facilitator: Success of the District Administrator for this goal is measured on the basis of his/her performance in leading the process toward achievement.			
<input type="radio"/> Guide: The District Administrator is responsible for engaging and assisting others in the organization and community to fulfill this goal.			
Expected term to completion:	Short-term	Mid-term	Long-term
<i>Indicators of Success</i>	<i>Mid-year Assessment of Goal by School Board</i>		
	<i>Evidence to Date</i>		



WI DAPES Formative Performance Report

Directions: Use this form to comment on evidence related to the standards. Evaluators may use multiple formative assessment forms, as applicable.

District Administrator/Superintendent: _____ **Date:** _____

Evaluator: _____

Performance Standard 1: Strategic Leadership

The district administrator/superintendent creates, monitors, and facilitates the process of strategic improvement, and seeks to ensure the district's mission, vision and goals are fulfilled in a manner that all students are prepared to be career and college ready and globally competitive.

Comments:

Performance Standard 2: Instructional Leadership

The district administrator/superintendent fosters the success of all students by leading the creation, implementation and review of instructional systems that promote high student achievement and professional development and growth for staff.

Comments:

Performance Standard 3: Human Resources Leadership

The district administrator/superintendent fosters the success of all students by implementing effective and collaborative human resources systems resulting in a student-centered, diverse, high-performing staff.

Comments:

Performance Standard 4: Operations and Resource Management

The district administrator/superintendent fosters the well-being and success of all staff and students through continuous improvement processes for effective operations and resource management.

Comments:

Performance Standard 5: Communication and Community Relationships

The district administrator/superintendent fosters the success of all students by communicating, collaborating, and connecting effectively with the board, staff, families, community and other stakeholders.

Comments:

Performance Standard 6: Professionalism

The district administrator/superintendent fosters the success of all students and staff by modeling professional and ethical behavior, engaging in continuous professional growth, and contributing to the profession.

Comments:

Commendations:

Opportunities for Growth:

District Administrator's/Superintendent's Name: _____

District Administrator's/Superintendent's Signature: _____

Date: _____

Evaluator's Name:

Evaluator's Signature:

Date: _____



WI DAPES Summative Performance Report

Directions: Evaluators use this form prior to providing the district administrator/superintendent with an assessment of performance. The district administrator/superintendent should be given a copy of the form at the end of each evaluation cycle.

District Administrator/Superintendent: _____ **School Year(s):** _____

School: _____

Performance Standard 1: Strategic Leadership

Distinguished (Exceeding Expectations) <i>In addition to meeting the requirements for Effective...</i>	Effective (Meeting Expectations) <i>Effective is the expected level of performance.</i>	Developing	Unacceptable
The district administrator/superintendent empowers all stakeholders in the process of design and attainment of the district mission, vision and goals. Goals align across the system to maximize student achievement and growth on pre-determined metrics. Processes for continuous improvement are facilitated by other administrators and teacher leaders throughout the system with district administrator/superintendent serving as a model and coach.	The district administrator/superintendent creates, monitors, and facilitates the process of strategic improvement, and seeks to ensure the district's mission, vision and goals are fulfilled in a manner that all students are prepared to be career and college ready and globally competitive.	The district administrator/superintendent demonstrates progress in effectively creating, monitoring, and facilitating the process of strategic improvement and seeking to ensure the district's mission, vision and goals are fulfilled. Goals and metrics have been established, but data are incomplete to determine impact.	The district administrator/superintendent is ineffective in creating, monitoring, and facilitating the process of strategic improvement, or seeking to ensure the district's mission, vision and goals are fulfilled in a manner that all students are prepared to be career and college ready and globally competitive.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

Performance Standard 2: Instructional Leadership

Distinguished (Exceeding Expectations) <i>In addition to meeting the requirements for Effective...</i>	Effective (Meeting Expectations) <i>Effective is the expected level of performance.</i>	Developing	Unacceptable
The district administrator/superintendent inspires leadership and develops instructional capacity resulting in empowered staff, maximized student achievement, and exceptional levels of staff professional growth or student academic growth.	The district administrator/superintendent fosters the success of all students by leading the creation, implementation and review of instructional systems that promote high student achievement and professional development and growth for staff.	The district administrator/superintendent demonstrates progress in effectively leading the creation, implementation and review of instructional systems that promote high student achievement and professional development and growth for staff.	The district administrator/superintendent is ineffective in leading the creation, implementation and review of instructional systems that promote high student achievement and professional development and growth for staff.
<input type="checkbox"/> <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Performance Standard 3: Human Resources Leadership

Distinguished (Exceeding Expectations) <i>In addition to meeting the requirements for Effective...</i>	Effective (Meeting Expectations) <i>Effective is the expected level of performance.</i>	Developing	Unacceptable
The district administrator/superintendent exemplifies leadership in human resources management by developing a dedicated, self-directed workforce, organizational leaders, and leadership succession plans.	The district administrator/superintendent fosters the success of all students by implementing effective and collaborative human resources systems resulting in a student-centered, diverse, high-performing staff.	The district administrator/superintendent demonstrates progress in effectively implementing effective and collaborative human resources systems that result in a student-centered, diverse, high-performing staff.	The district administrator/superintendent is ineffective in implementing effective and collaborative human resources systems that result in a student-centered, diverse, high-performing staff.
<input type="checkbox"/> <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Performance Standard 4: Operations and Resource Management

Distinguished (Exceeding Expectations) <i>In addition to meeting the requirements for Effective...</i>	Effective (Meeting Expectations) <i>Effective is the expected level of performance.</i>	Developing	Unacceptable
The district administrator/superintendent exemplifies leadership in effective operations and resource management by building organizational capacity, by promoting staff innovation, demonstrating proactive decision-making, and maximizing available resources.	The district administrator/superintendent fosters the well-being and success of all staff and students through continuous improvement processes for effective operations and resource management.	The district administrator/superintendent demonstrates progress in effectively fostering the well-being and success of all staff and students through continuous improvement processes for effective operations and resource management.	The district administrator/superintendent is ineffective in fostering the well-being and success of all staff and students and in demonstrating improvement processes for operations and resource management.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

Performance Standard 5: Communication and Community Relationships

Distinguished (Exceeding Expectations) <i>In addition to meeting the requirements for Effective...</i>	Effective (Meeting Expectations) <i>Effective is the expected level of performance.</i>	Developing	Unacceptable
The district administrator/superintendent proactively seeks and creates innovative and productive methods to communicate, collaborate and connect effectively with stakeholders. He/she advocates for sound educational policy at the regional, state or national level.	The district administrator/superintendent fosters the success of all students by communicating, collaborating, and connecting effectively with the board, staff, families, community and other stakeholders.	The district administrator/superintendent demonstrates progress in effectively communicating, collaborating and connecting on issues of importance to the board, staff, families, community and other stakeholders.	The district administrator/superintendent is ineffective in communicating, collaborating and connecting with the board, staff, families, community and other stakeholders to foster the success of all students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

Performance Standard 6: Professionalism

Distinguished (Exceeding Expectations) <i>In addition to meeting the requirements for Effective...</i>	Effective (Meeting Expectations) <i>Effective is the expected level of performance.</i>	Developing	Unacceptable
The district administrator/superintendent demonstrates continuous professional growth, and makes significant contributions to the profession that are recognized at the local, regional, state, and/or national level.	The district administrator/superintendent fosters the success of all students and staff by modeling professional and ethical behavior, engaging in continuous professional growth, and contributing to the profession.	The district administrator/superintendent demonstrates progress in effectively modeling professional and ethical behavior, engaging in continuous professional growth, and contributing to the profession.	The district administrator/superintendent is ineffective in modeling professional and ethical behavior, engaging in continuous professional growth and contributing to the profession.
<div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <p data-bbox="233 777 1382 913"><i>Comments:</i></p>			

Outcomes Measures Summary

Identified Goals:

- 1.
- 2.
- 3.
- 4.

CESA 6 District Administrator Performance Evaluation System (DAPES) Guidebook

Outcome Measures Summary

Distinguished <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Developing	Unacceptable
The district administrator's/ superintendent's leadership results in a high level of goal attainment.	The district administrator's/ superintendent's leadership results in acceptable, measurable progress on identified goals.	The district administrator's/ superintendent's leadership is nearing a level of effectiveness in achieving identified goals.	The district administrator's/ superintendent's leadership consistently results in inadequate achievement of identified goals.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Comments:</i></p>			

Commendations:

Areas Noted for Growth:

District Administrator's/Superintendent's Name: _____

District Administrator's/Superintendent's Signature: _____

(District administrator's signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)

Date: _____

Evaluator's Name:

Evaluator's Signature:

Date: _____



SHEBOYGAN AREA
— SCHOOL DISTRICT —

District Administrator Performance Evaluation System (DAPES)

September 26, 2023

DAPES Approach

DAPES is ...

As much a **formative, professional development** approach as it is a **summative, accountability** effort.

DAPES is not...

An event, but rather a **process**.



DA PES Meets WI Statute Requirements

- WI Statute 121.02 (1)(q): School District Standards
 - Evaluate, in writing, the performance of all certified school personnel at the end of their first year and at least every third year thereafter.
- WI Administrative Rule 8.01 (2)(q): Personnel Evaluation
 - Evaluation, must be based in part on the administrator's board adopted written job description, including job-related duties.
 - Evaluation must include observations of the administrator's performance as part of the evaluation data.
- WI Administrative Code PI 34.003: Administrative Standards
 - The 11 Standards in the Administrative Code align to the 6 DAPES Standards.

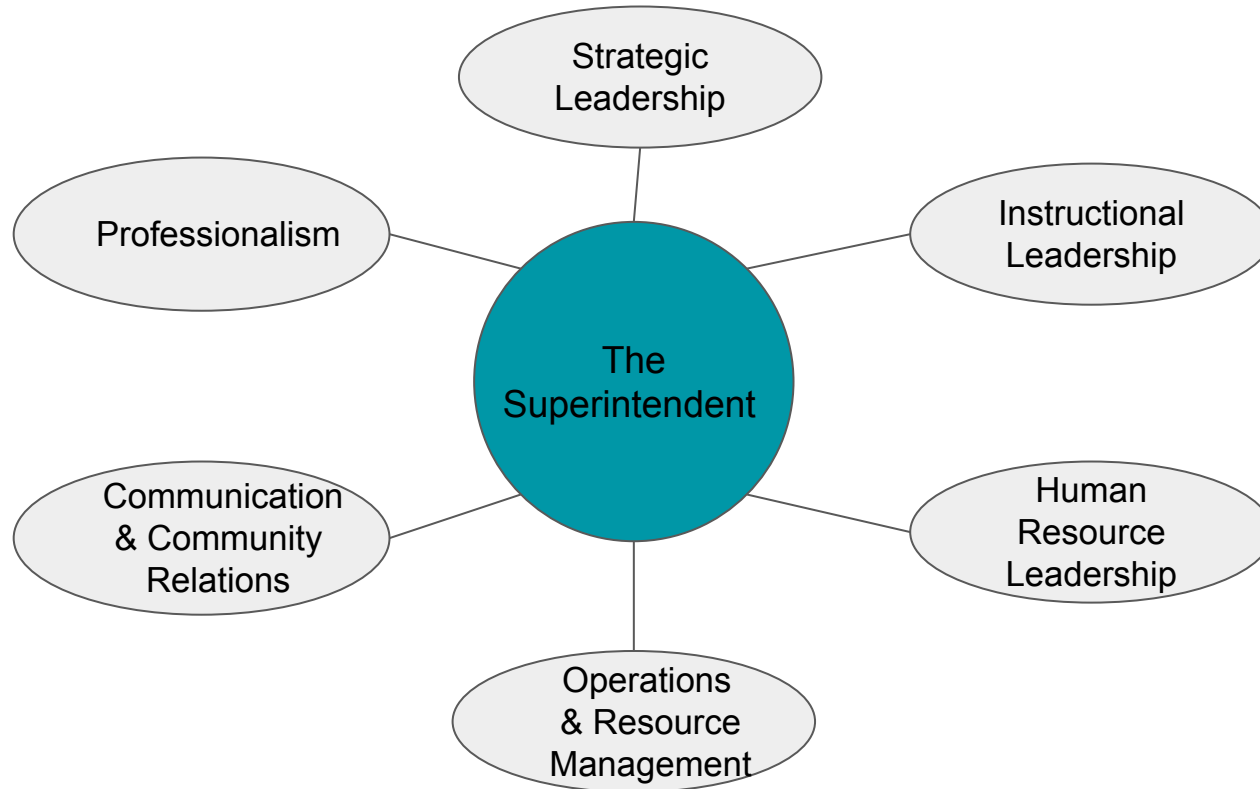


The DAPES Components & Timelines

- Superintendent conducts **self-assessment** and develops personal goals - July 31st
- School Board approves superintendent's **personal goals** - July 31st
- School Board provides **formative feedback** on the six performance standards - October 31st & March 31st
- School Board provides **formative feedback** on superintendent's personal goals - January 30th
- School Board completes **summative evaluation** on the six performance standards and the superintendent's personal goals - June 30th



The Six Performance Standards



Performance Standard 1:

Strategic Leadership:

The Superintendent creates, monitors, and facilitates the process of strategic improvement, and seeks to ensure the District's mission, vision, and goals are fulfilled in a manner that all students are prepared to be career and college ready and globally competitive.



Performance Standard 2:

Instructional Leadership:

The Superintendent fosters the success of all students by leading the creation, implementation and review of instructional systems that promote high student achievement and professional development and growth for staff.



Performance Standard 3:

Human Resource Leadership:

The Superintendent fosters the success of all students by implementing effective and collaborative human resources systems resulting in a student-centered, diverse, high-performing staff.



Performance Standard 4:

Operations and Resource Management:

The Superintendent fosters the well-being and success of the staff and students through continuous improvement processes for effective operations and resource management.



Performance Standard 5:

Communication and Community Relationships:

The Superintendent fosters the well-being and success of all students by communicating, collaborating, and connecting effectively with the Board, staff, families, community and other stakeholders.



Performance Standard 6:

Professionalism:

The Superintendent fosters the well-being and success of all students and staff by modeling professional and ethical behavior, engaging in continuous professional growth, and contributing to the profession.



Superintendent's Personal Goals

Personal Goals Include:

- Goal Statement
- Indicator of which performance standard(s) the goal is related to
- Role of the Superintendent in achieving the goal
 - direct responsibility
 - facilitator
 - guide
- Expected term of completion (short, mid, or long)
- Indicators of success



Formative Feedback

Steps to providing the formative feedback (October & March):

- Using the *Formative Performance Report*, Board members individually reflect on the Superintendent's work within each of the six performance standards. The goal is to be prepared to discuss strengths, areas for growth, and other comments at a determined Board meeting.
- At the scheduled meeting, Board members share and discuss their comments and feedback with each other. A Board member is appointed as the notetaker to capture the consensus of the discussion for each performance standard.
- Feedback is presented and discussed with the Superintendent at the Formative Evaluation Conference.



Summative Performance Evaluation

The Summative Performance Evaluation Process (June):

- The *Summative Performance Evaluation Report* is used by the Board to rate the performance of the Superintendent.
- The *Report* contains individual rubrics for each of the six performance standards. The Superintendent's performance for each standard is rated using a four-point scale (Unacceptable, Developing, Effective [Meeting Expectations], Distinguished [Exceeding Expectations]).
- A separate rubric (with the same four-point scale) is used to rate the outcome measures of the Superintendent's goals.



Summative Performance Evaluation

- Prior to the Summative Meeting, board members individually reflect on the Superintendent's work within each of the six performance standards and on the personal goals. Board members create individual notes, ratings, and rationale.
- During the Summative Meeting, board members share and discuss their ratings, rationale, comments and feedback with each other. This is completed one standard at a time.
- A separate rubric (with the same four-point scale) is used to rate the outcome measures of the Superintendent's goals.



Summative Performance Evaluation

- The Board appointed notetaker captures the consensus of the discussion surrounding the rating, comments and feedback for each performance standard and personal goal.
- The results are presented and discussed with the Superintendent. This could be led by select board members or the entire board.





Questions?



SHEBOYGAN AREA
— SCHOOL DISTRICT —

2023-2024 SCHOOL BOARD APPOINTED COMMITTEES

Human Growth and Development Citizens' Advisory Committee

Tracy Allee – Parent*
Jeff Leismer – Parent
Beth Lipman – Parent*
Lauren Wingender – Parent
Jake Leismer – High School Student
Molly Lancelot – Health Care
Cindy Vander Weele – Health Care
Rev. Julie Mavity Maddalena – Clergy*
Rev. Stephen Welch – Clergy*
Jon Paul – Community Member

Ex-Officio Members

Jacob Kvigne – Middle School Teacher
Amy Teunissen – High School Teacher
Eric Spielman – SASD Coordinator of Student & Instructional Services
Kay Robbins – SASD School Board Member

We are looking to fill the following positions for the 2023-2024 school year:

SASD Parent
High School Student
Community Member

**denotes new member*

Office of the Superintendent

3330 Stahl Road • Sheboygan, WI 53081 • **PHONE:** 920-459-3514 • **FAX:** 920-459-6487

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www.sheboygan.k12.wi.us



SHEBOYGAN AREA

— SCHOOL DISTRICT —

Sheboygan Theatre Company Advisory Council

Sarah Louisier, Vice Chair
Jamie Jeanty, Chair
Brad Leonhardt, Treasuree
Brittany Schneider, Secretary
Kim Koeppen
Lisa Masbruch
Candice LaPoint
Rick Grant
Mary Beth Martin
Michael Daehn*
Randy Stache*
Andrea Covey*
Jessica Freeman*

Consultants
John Koehler, SASD Director of Recreation
Tricia Roberts, SASD Executive Director

**denotes new member*

Hazardous Review Committee

Mark Boehlke – SASD Asst. Supt. Business & Operational Services
Christopher Faust – SASD Supervisor, Student Transportation
Joe Vollmer – SASD Coordinator of Facilities Services
Jason Boettner – Prigge’s School Bus Service
David Biebel – City of Sheboygan Director of Public Works
Steve Steinhardt – Sheboygan County Director of Emergency Management
Ryan Burg – SASD School Board Member

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SHEBOYGAN AREA

— SCHOOL DISTRICT —

Community Recreation Department Advisory Committee

Ryan Kautzer, Chair
Ted DiStefano – SASD Urban Middle School Principal
Darren Opel
John Knowles
Kevin Formolo – SASD South High School Principal
Amy Buffington – Sheridan Elementary School Principal
Laura Donnelly – Jackson Elementary School Secretary
Bob Konrad
Shua Yang

Ex-Officio Members

Joe Kerlin – City of Sheboygan Park Superintendent

Heritage School Council

Holly Hansen-Grotbeck, Coordinator* - SASD Grant Elementary School Teacher
Pat Dinolfo
Jean DuMez
JoAnn Gadicke
Brenda Gephart – SASD Lincoln-Erdman Elementary School Teacher
Patti Holmes
Jim Renzelmann – SASD Coordinator of Student & Instructional Services
Sue Zylman

Advisory Group

Joe Vollmer - SASD Coordinator of Facilities Services
Wendy Baackes – SASD Coordinator of Financial Services
Robert Burns – Attorney
Travis Gross – Sheboygan County Historical Museum
Terry Shircel – Sheboygan Public Education Foundation (SPEF)
Seth Harvatin – SASD Superintendent

**denotes new member*

Office of the Superintendent

3330 Stahl Road • Sheboygan, WI 53081 • **PHONE:** 920-459-3514 • **FAX:** 920-459-6487

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Book	Policy Manual
Section	0000 Bylaws
Title	ELECTORAL PROCESS
Code	po0142.1*jjh
Status	First Reading
Adopted	October 22, 2013
Last Revised	April 26, 2022

0142.1 - ELECTORAL PROCESS

~~Members of the Board~~ elections are held shall be elected annually at during the spring election on the first Tuesday in April in a manner that is consistent with State law.

Declaration of Candidacy

Any qualified elector desiring election to the Board must file a Declaration of Candidacy with the Board Clerk, using forms provided by the District, no later than 5:00 P.M. on the first Tuesday in January. Qualified candidates shall then be placed on the ballot.

Incumbent Board members may file a Declaration of Non-Candidacy by 5:00 p.m. on the 2nd Friday preceding the deadline for filing ballot access documents, as specified in the preceding paragraph, to avoid an extension of time for filing such papers.

If an incumbent fails to file a Declaration of Candidacy and nomination papers by the 5:00 P.M. deadline on the first Tuesday in January, candidates may file a Declaration of Candidacy and nomination papers within seventy-two (72) hours following the original Tuesday deadline.

~~In addition, if an incumbent files written notification that the incumbent is not a candidate for reelection to their office or fails to file a declaration of candidacy within the time prescribed by this paragraph, the District Clerk shall promptly provide public notice of that fact on the District's website or, if the District does not maintain a website, by posting notices in at least three (3) different locations within the District.~~

The order of names on the ballot shall be determined by lot, in the event more than one (1) person seeks office from a representative area.

Declaration of Non-Candidacy

If an incumbent files a Declaration of Non-Candidacy no later than 5:00 P.M. on the 2nd Friday preceding the Tuesday deadline, there is no extension of the Tuesday deadline.

When the first Tuesday in January is a holiday, the deadline becomes 5:00 P.M. the next day.

~~In addition, if an incumbent files written notification that the incumbent is not a candidate for reelection to their office or fails to file a declaration of candidacy within the time prescribed by this bylaw, the District Clerk shall promptly provide public notice of that fact on the District's website or, if the District does not maintain a website, by posting notices in at least three (3) different locations within the District.~~

T.C. 8/19/20

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Legal	120.06 (1), 10.68 (5)(2b), Wis. Stats. 120.06 (6)(b), Wis. Stats. 120.06(6)(b)3m, Wis. Stats.
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Book	Policy Manual
Section	0000 Bylaws
Title	PUBLIC EXPRESSION OF BOARD MEMBERS
Code	po0143.1*jjh
Status	First Reading
Adopted	October 22, 2013

0143.1 - PUBLIC EXPRESSION OF BOARD MEMBERS

The Board President functions as the official spokesperson for the Board. (see Bylaw 0144.5 - Board Member Behavior and Code of Conduct)

From time-to-time, however, individual Board members make public statements, or statements to individuals, on school matters: ~~to local media or to local officials and/or State officials.~~

A. to local media;

B. on social media;

C. to members of the community;

D. to local officials and/or State officials.

Sometimes the statements, or statements to individuals by Board members imply, or the readers (listeners) infer, that the opinions expressed or statements made are the official positions of the Board. The misunderstandings that can result from these incidents ~~can embarrass both~~ may cause issues for the member, and the Board, as well as the District. Therefore, Board members should, when writing or speaking on school matters on social media, to the media, members of the community, legislators, and other officials, make it clear that their views do not necessarily reflect the views of the Board or of their colleagues on the Board.

This bylaw shall apply to all statements and/or writings by individual Board members not explicitly sanctioned by a majority of its members, except as follows:

- A. correspondence, such as legislative proposals, when the Board member has received official guidance from the Board on the matters discussed in the letter;
- B. routine, not for publication, correspondence of the District Administrator and other Board employees;
- C. routine "thank you" letters of the Board;
- D. statements by Board members on ~~nonschool~~ non-school matters (providing the statements do not identify the author as a member of the Board); ~~and~~
- E. personal statements not intended for publication.

Copies of this bylaw shall be sent annually to local media by the Board President.

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Book	Policy Manual
Section	0000 Bylaws
Title	MEETINGS
Code	po0164*jjh
Status	First Reading

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, and other meetings subject to Policy 8309 - Open Meetings for Non-Board Committees, 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 Sheboygan Press.

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 otherwise determined by the 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.

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.

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

Book	Policy Manual
Section	0000 Bylaws
Title	REGULAR MEETINGS
Code	po0164.1*jjh
Status	First Reading
Adopted	October 22, 2013
Last Revised	January 23, 2018

~~0164.1~~ **REGULAR MEETINGS**

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

~~© Neola 2017~~

Book	Policy Manual
Section	0000 Bylaws
Title	SPECIAL MEETINGS
Code	po0164.2*jjh
Status	First Reading
Adopted	October 22, 2013
Last Revised	January 23, 2018

~~0164.2~~ **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.~~

~~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.~~

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Book	Policy Manual
Section	0000 Bylaws
Title	NOTICE OF MEETINGS
Code	po0165.1*jjh
Status	First Reading
Adopted	October 22, 2013
Last Revised	April 26, 2022

~~0165.1~~ **NOTICE OF MEETINGS**

~~Public notice of all Board meetings shall be given pursuant to statute. The Board shall cause to be posted at the Board office and in other locations considered appropriate by the Board, a notice listing 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. 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 also contain the following statement:~~

~~Please note that the special needs of individuals with disabilities, who wish to attend the meeting, will be accommodated through appropriate aids and services. For additional information, or to request assistance, please contact Assistant Superintendent Mark Boehlke, at the Department of Business and Operational Services, 3330 Stahl Road, Sheboygan, WI 53081, 920 459 3955.~~

~~Revised 9/25/18~~

~~Revised 8/27/19~~

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Legal 19.84, Wis. Stats.

Book	Policy Manual
Section	0000 Bylaws
Title	CHANGE OF REGULAR MEETINGS
Code	po0165.2*jjh
Status	First Reading
Adopted	October 22, 2013
Last Revised	August 3, 2021

~~0165.2~~ **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 at such places as the Board may determine. Said notice shall be posted at least twenty four (24) hours before the rescheduled meeting.~~

~~Meeting notices of scheduled Board meetings shall be posted in accordance with State law. (see also Policy 0166 Agenda).~~

~~T.C. 8/3/21~~

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Book	Policy Manual
Section	1000 Administration
Title	INCAPACITY OF THE DISTRICT ADMINISTRATOR
Code	po1260*jjh
Status	First Reading
Adopted	October 22, 2013
Last Revised	March 23, 2021

1260 - INCAPACITY OF THE DISTRICT ADMINISTRATOR

It is the duty of the Board to appoint an interim District Administrator by a majority vote of the Board upon a determination that the District Administrator is incapacitated in such a manner that ~~s/he~~the District Administrator is unable to perform the duties of ~~his/her~~the office. ~~Until such appointment, the Board President shall have the authority to take or delegate necessary administrative actions on behalf of the District.~~

The Board shall fix the compensation of the interim District Administrator who shall serve, pending further determination of the District Administrator's ability to perform assigned duties and functions, ~~d~~ or until the District Administrator's employment ends and a new District Administrator assumes office. ~~S/He~~The interim District Administrator shall perform all of the duties and functions of the District Administrator, and may be removed at any time using the procedures set forth in Policy 3140 - Non-Renewal, Resignation, and Termination.

The Board will exercise its authority under law to determine the incapacity of the District Administrator and to place ~~him/her~~the District Administrator on leave for a physical or mental condition that affects the District Administrator's ability to perform assigned duties in conformance with the law. The Board may require that the District Administrator submit to an appropriate examination by a healthcare provider of the District Administrator's choice, a healthcare provider designated and compensated by the District, or both.

The District Administrator will be required to execute a release that complies with the requirements of the Health Insurance Portability and Accountability Act (HIPAA) in order to allow the report of the medical examination to be released to the Board and to allow the Board to speak to the health care provider who conducted the medical examination if clarification is needed. Refusal to submit to an appropriate examination or to execute the HIPAA release will be grounds for disciplinary action, up to and including termination.

If the Board determines that the District Administrator is unable to perform the duties of ~~his/her~~the office, ~~s/he~~the District Administrator may:

- A. at ~~his/her~~the District Administrator's request, be placed on sick leave, with pay, not to exceed the amount of ~~his/her~~ accumulated, but unused, sick leave and any advancement of such sick leave which may be authorized by Board policy; ~~or~~
- B. at the request of the Board be placed on sick leave with such pay to which ~~s/he~~the District Administrator may be entitled or which may be authorized by Board policy;
- C. at ~~his/her~~the District Administrator's request, be placed on a leave without pay.

As required by Federal law and regulation and Board Policy 1422.02 - Nondiscrimination Based on Genetic Information of the Employee, the Board shall direct the provider designated by the Board to conduct the examination not to collect genetic information or provide genetic information, including the individual's family medical history, in the report of the medical examination.

Pursuant to State law and in accordance with the Americans with Disabilities Act, as amended (ADA) and the Genetic Information Nondiscrimination Act (GINA), the results of any such examination shall be treated as a confidential medical record and will be exempt from release, except as provided by law. If the District inadvertently receives genetic information about an individual who is required to submit to an appropriate examination from the medical provider it shall be treated as a confidential medical record as required by the ADA.

If, as a result of ~~his/her~~ such examination, the District Administrator is found to be unable to perform assigned duties, the District Administrator may be placed on a leave of absence until such time as the District Administrator is able to return to the performance on the position or other action is taken.

Should the District Administrator refuse to submit to an examination such action constitutes insubordination.

The ~~District Administrator~~Board may designate any period of leave under this policy as qualifying leave under State and/or Federal FMLA leave entitlement consistent with Policy 1630.01 as provided by law.

The foregoing leave shall not extend beyond the contract of the District Administrator.

The District Administrator shall, upon request to the President of the Board, be returned to active duty status, unless the Board denies the request within ten (10) days of receipt of the request. The Board may require the District Administrator to establish to its satisfaction that ~~s/he~~the District Administrator is capable of resuming such duties on a full-time basis.

The Board may demand that the District Administrator return to active service, ~~and~~ upon medical documentation that the District Administrator is able to resume ~~his/her~~the position's duties.

Revised 11/24/15

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Book	Policy Manual
Section	7000 Property
Title	MEMORIALS FOR STAFF AND STUDENTS
Code	po7250.01*jjh
Status	First Reading

7250.01 - MEMORIALS FOR STAFF AND STUDENTS

The Board recognizes the far-reaching impact that a student's or staff member's death may have on other students, staff, families, and the community as well as the importance of remembering deaths of students or staff, and recommends that memorials take an active form.

Some examples of memorials include a blood drive, partnering with local nonprofit organizations and related activities, and/or establishing a scholarship. As a courtesy, the family of the deceased student or staff member should also provide consent before the activity is held. The Board believes that the remembrance of a student or staff member whose life ended should be consistent from case to case, considerate of the grief process of family and friends, and in accordance with this policy.

Generally, the Board does not support permanent memorials including, but not limited to, the use of memorial plaques or markers which are mounted or displayed on District buildings or grounds. Memorials are permissible only after a proposal is approved by the District Administrator. The District Administrator shall inform the Board of all such approved permanent memorials.

When there is a death by suicide, it is important that the response to the death not serve as an incentive for self-inflicted acts by others. The American Association of Suicidology concludes that memorials contribute negatively to the contagion effect. Projects that are life-affirming are encouraged. Examples include volunteering, tutoring, fundraising for a charity, or community service.

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Book	Policy Manual
Section	8000 Operations
Title	PUBLIC RECORDS
Code	po8310*jjh
Status	First Reading
Adopted	October 22, 2013
Last Revised	April 26, 2022

8310 - PUBLIC RECORDS

The Board recognizes its responsibility to maintain the public records of this District and to make such records available for inspection and reproduction. The Board designates the District Administrator as the District Records Custodian (DRC), to be the legal custodian of records for the District. The DRC shall safely keep and preserve the public records of the District and shall have the authority to render decisions and carry out duties related to those public records. The DRC may deny access to records only in accordance with the law. The DRC is authorized and encouraged to consult with the District's legal counsel to determine whether to deny access to a records request in whole or in part.

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

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

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

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

The District may impose a fee upon the requester of a copy of a record of \$0.15 per page, which represents the actual, necessary, and direct cost of reproduction of the record. In addition, the District may impose a fee upon a requester for the actual time spent by District employees in locating a record, if the cost is \$50.00 or more. In calculating location costs, the District will use the applicable employee's hourly rate for salary and benefits.

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

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

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

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

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

Records Retention Schedule

~~The District has adopted the Wisconsin Department of Public Instruction's guidelines on School District record retention.~~

~~It may be accessed at the following web address:~~

~~<https://publicrecordsboard.wi.gov/Documents/DPI%20GS-APPROVED%20June%202015%20v8.1.pdf>~~

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

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

- A. Wisconsin Public School District and Related Records GRS (expiring March 20, 2033)
- B. Administrative and Related Records GRS (expiring March 21, 2032)
- C. Budget and Related Records GRS (expiring November 21, 2032)
- D. Facilities Management and Related Records GRS (expiring November 18, 2029)
- E. Fiscal and Accounting and Related Records GRS (expiring November 20, 2027)
- F. Human Resources and Related Records GRS (expiring March 25, 2029)
- G. Information Technology and Related Records GRS (expiring November 10, 2024)
- H. Payroll and Benefits and Related Records GRS (expiring August 30, 2031)
- I. Purchasing & Procurement and Related Records GRS (expiring August 25, 2024)
- J. Risk Management and Related Records GRS (expiring August 25, 2024)
- K. Wisconsin Municipal and Related Records GRS (expiring August 27, 2028)

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

Revised 4/22/14
 Revised 7/24/18
 Revised 12/11/18
 Revised 3/24/20
 T.C. 8/25/20

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

Book	Policy Manual
Section	8000 Operations
Title	ENVIRONMENTAL HEALTH AND SAFETY PROGRAM
Code	po8405mb
Status	Second Reading
Adopted	October 22, 2013
Last Revised	October 26, 2021

8405 - ENVIRONMENTAL HEALTH AND SAFETY PROGRAM

The Board recognizes its responsibility to provide students, employees, and visitors with a safe and healthful environment. To this end, the Board directs the District Administrator to develop a comprehensive program designed to provide a healthy, safe, and secure environment on District property and at District-sponsored activities. To achieve this, it is the intent of the Board that the District will avail itself of current, proven technologies in the fields of health, safety, and environmental sciences.

INDOOR ENVIRONMENTAL QUALITY PLAN (IEQ)

In accordance with the District's recognition of the importance of a safe and healthful environment to the educational atmosphere, the District Administrator shall develop guidelines to provide for IEQ monitoring and maintenance. The following must be included in the plan the District establishes: will implement an IEQ Management Plan (IEQ Plan) and take appropriate measures to adhere to the requirements in the IEQ Plan.

The District Administrator shall designate an employee to serve as the District IEQ Coordinator for the District. The designated employee will carry out the responsibilities of the IEQ Plan.

- A. an employee designated to serve as the IEQ Coordinator for the District. Additionally, the District will designate an employee in each of the schools to serve as the IEQ Coordinator for that school.
- B. the following strategies shall be delineated by the IEQ Coordinator in the plan:
 1. methods for communicating with parents, students and other employees regarding any IEQ concerns and remediation plans related to such concerns;
 2. a complaint procedure for IEQ concerns of parents, students, or employees;
 3. developing a schedule of inspections and routine evaluation of each school buildings' environmental standards consistent with all policies of the District and establish guidelines for remediation of any problems identified in the course of any evaluation or inspection;
 4. at least annually review the management plan and provide an update to the Board; and
 5. identify additional Board policies governing IEQ issues for consideration;
- C. provides for training on environmental quality standards for maintenance employees and for the IEQ District coordinators and IEQ school coordinators.;
- D. develops a schedule of and standards for routine maintenance of District properties.

The District shall provide a copy of the ~~plan implemented~~ District's IEQ Plan to any person upon request.

STUDENT, EMPLOYEE, AND VISITOR HEALTH AND SAFETY

The District shall develop and implement an environmental health and safety program that is positive, proactive, integrates responsibilities within the District, and promotes and incorporates the following:

- A. Procedures describing a hazard identification and abatement program that requires the periodic inspection of District facilities, the implementation of immediate and programmed corrective actions when deemed necessary by such inspections, and the development of a District-wide hazard reporting procedure that enables employee/stakeholder participation. This program should also provide procedures for identifying and responding to hazards that are created by outside entities, inspecting activities of contractors, and inspecting new facilities to determine whether appropriate requirements for environmental health and safety have been met.

- B. Procedures that promote environmental health and safety awareness among employees, students, and stakeholders. These procedures shall include, but not be limited to, the establishment of a program of regular communication with students, employees, and stakeholders about pertinent safety and health issues through available mediums in the District.
- C. Procedures directed toward the safety and health of students during transportation to and from school, at school, and during participation in school-related activities. These procedures shall include, but not be limited to, promoting bus safety for students, assessing the safety of school traffic patterns, operating school clinics, administering medication and medical treatment, promoting laboratory and shop safety, promoting safety in sports and other outdoor activities, inspecting playground equipment and promoting safety on playgrounds, and assessing environmental exposure.
- D. Procedures related to District employee health and safety issues that include, but are not limited to, provision of work areas free from recognized hazards and programs that are required by Federal and State law, and defining employer and employee responsibilities and expectations related to health and safety.
- E. Procedures describing an accident reporting and investigation system that provides for the identification of root causes, determination of remedial and programmed corrective actions, and communication about accidents to employees and stakeholders.
- F. Procedures for foreseeable emergencies and fire prevention.
- G. Procedures relating to recordkeeping required by State or Federal law.

PHASE-OUT/BANNED PRODUCTS

The District Administrator shall require that any chemicals, insecticides, or other materials that the Federal government is phasing out and/or banning by a certain date be immediately banned from use on Board property.

INDOOR AIR QUALITY – MICROBIAL ABATEMENT

The Board recognizes that excessive moisture levels within the schools can lead to conditions that are optimum for the development of biological contaminants, such as mold, fungi and other microbials on building surfaces. The Board further recognizes that the presence of these contaminants can be harmful on contact with respiratory tissue.

Contributing factors to excessive moisture levels include the following:

- A. roof leaks
- B. structural defects in the building
- C. improperly controlled humidity levels
- D. faulty HVAC systems

As preventative measures, the District shall do the following:

- A. address prevention of water intrusion as a priority indoor air quality (IAQ) issue and implement strategies toward its elimination
- B. maintain environmental conditions in occupied areas that are in compliance with applicable regulations and strive to conform to consensus industry standards
- C. implement a preventative maintenance program for HVAC systems which shall include, but not be limited to, periodic filter replacement, inspection, cleaning and disinfecting processes, and procedures to eliminate the contribution to indoor air quality problems caused by this equipment
- D. implement a system for ensuring materials used and purchased for use in the construction, furnishing, and maintenance, including cleaning of facilities, do not contribute to the health hazards to employees and students by degrading the quality of indoor air. In addition, activities that create indoor air quality health hazards shall not be permitted.

In addition, the District Administrator shall develop administrative guidelines for the proper monitoring of the factors that contribute to excessive moisture and for the development of mitigation plan when, and if, problems with IEQ are identified.

DIESEL EXHAUST AND SCHOOL BUS IDLING

In accordance with the Environmental Protection Agency's initiative to reduce pollution that is caused by school buses on school property, the Board will take the recommended steps to reduce the negative effect of diesel exhaust on indoor and outdoor air quality on school campuses. This effort shall include, but not be limited to, reducing bus idling time and reinforcing smart driving practices.

The District Administrator shall develop the administrative guidelines necessary to establish these practices in the District (see AG 8615).

POLLUTION CONTROL AND PREVENTION

In an effort to comply with the environmental policy and applicable regulations, the District shall develop and implement procedures designed to prevent air and water pollution, minimize or eliminate waste streams where possible, and identify possible sources of air and water pollution as required by State and Federal law.

USE OF FREE-FLOWING MERCURY CONTAINING PRODUCTS

The District shall not purchase or use for any reason free-flowing elemental mercury.

The District shall not purchase or use any products containing mercury as those products are defined by applicable State law unless no reasonable alternative product is available and the product with the lowest mercury content is used. This rule does not apply to products whose purchase is required by Federal law or products whose only mercury content is in a button cell battery.

SEE ALSO THE FOLLOWING RELATED POLICIES:

- Policy 7420 - Hygienic Management Policy 7430 - Safety Standards
- Policy 8410 - School Safety and Crisis Intervention
- Policy 8420 - Emergency Evacuation of Schools
- Policy 8431 - Preparedness for Toxic Hazards
- Policy 8431.01 - Asbestos Management
- Policy 8442 - Reporting Accidents
- Policy 8450 - Control of Casual-Contact Communicable Diseases
- Policy 8453 - Direct Contact Communicable Diseases
- Policy 8453.01 - Control of Blood-Borne Pathogens

See Also DPI IQ Plan <https://dpi.wi.gov/sfs/support/school-operations/facilities/indoor-environmental-quality-plan>.

Revised 12/11/18

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Legal 101.11, Wis. Stats.
 118.07, Wis. Stats.
 Chapter 32, Wis. Admin. Code
 29 C.F.R. Part 1910

Book	Policy Manual
Section	8000 Operations
Title	TRANSPORTATION
Code	po8600mb
Status	Second Reading
Adopted	October 22, 2013

8600 - **TRANSPORTATION**

It is the policy of the Board of Education 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 is 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.

The Sheboygan Area School District shall utilize the following types of transportation:

- A. Vehicles owned and operated by the School District.
- B. Transportation on a contract basis. The Board of Education, the Superintendent of Schools, and the Director of Business Services shall contract with each carrier selected. The contract shall specify the exact services to be performed and the exact payment. Such contractual arrangements shall comply with the transportation code of the Wisconsin Department of Transportation and the regulations of the State Department of Public Instruction. Subcontracting without the permission of the Board of Education will not be permitted.
- C. Taxi service for special students depending on handicap and transportation situation.
- D. Cars owned and driven by school personnel on special occasions.
- E. Rented, leased and/or other vehicles necessary for transportation not specified in the contract.
- F. Parent contracts.

Eligible riders:

- A. Students of the Sheboygan Area School District are eligible for bus transportation by the School District if:
 1. they are in grades 9-12, live outside the corporate limits of the city of Sheboygan, and live more than two (2) miles from their assigned school. Private school students, in addition to the above regulations, must reside within the "attendance area" of the school they attend to receive transportation.
 2. They are in grades K-5 or 6-8, live outside the corporate limits of the city of Sheboygan and live more than two (2) miles from school, or less than two (2) miles where there are conditions of unusual hazard in the judgment of the Board of Education, per recommendation of the Hazardous Review Board. Private school students, in addition to the above regulations, must reside within the "attendance area" of the school they attend to receive transportation.
 3. They are physically, mentally, emotionally, or learning disabled children in special classes, where transportation has been recommended by a multi-disciplinary team or qualified physician.
 4. They are in grades 9-12 and live within the corporate limits of the City of Sheboygan and live more than four (4) miles from their assigned school. Private school students, in addition to the above regulations, must reside within the "attendance area" of the school they attend to receive transportation.

5. They are K-5 or 6-8, live within the corporate limits of the City of Sheboygan and live more than four (4) miles from their assigned school, or less than four (4) miles from their assigned school where there are conditions of unusual hazard in the judgment of the Board of Education, per recommendation of the Hazardous Review Board. Private school students, in addition to the above regulations, must reside within the "attendance area" of the school they attend to receive transportation.
6. They are assigned at school district discretion to a different attendance center for an educational program appropriate to his or her special needs.

B. Matrons, chaperones, aides, or other authorized school personnel, including members of the Wisconsin Department of Public Instruction and Department of Transportation. (The preceding stipulations are in accordance with Section 121.54 Wisconsin Statutes.)

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.

The Board authorizes the District Administrator to install and operate video ~~and audio cameras surveillance~~ on District buses to enhance student safety and well-being. S/He shall establish appropriate administrative guidelines for the proper use of the cameras.

The District Administrator shall establish administrative guidelines to ensure proper implementation of this policy.

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Legal 120.13(27m), 121.52, 121.53, 121.54 et seq., Wis. Stats.

Human Growth & Development Citizens' Advisory Committee

Sheboygan Area School District

Monday, September 11, 2023; 4:00pm

The meeting of the Human Growth and Development Citizens' Advisory Committee of the Sheboygan Area School District will be held on Monday, September 11, 2023, at 4:00pm. The items below will be presented for consideration at that time. This meeting will be held in the Boardroom at the Administrative Services Building, 3330 Stahl Rd. In addition, the committee is offering video access to the meeting via the following:

Meeting ID

meet.google.com/abx-gqsw-vwu

Phone Numbers

(US)+1 929-266-1389

PIN: 542 421 265#

Voting Members:

Tracy Allee - SASD Parent - Present
Jeff Leismer - SASD Parent - Present
Beth Lipman - SASD Parent - Present
Lauren Wingender - SASD Parent - Present
Open Seat - SASD Parent
Jake Leismer - HS Student - Present
Open Seat - HS Student
Molly Lancelot - Health Care - Present
Cindy Vander Weele - Health Care - Present
Rev. Julie A. Mavity Maddalena - Clergy - Present
Rev. Stephen Welch - Clergy - Present
Kelsi Engelhardt - Community Member - Present
Jon Paul - Community Member - Present

Ex-Officio Members

MS Teacher - To be Filled
HS Teacher - To be Filled
Kay Robbins - SASD Board Member - Present
Eric Spielman - SASD Coordinator - Present

I. Call to Order - Jeff

- 4:03pm

II. Approval of the Agenda (Action) - Jeff

- Motion (Jake) / Second (Jon); 11 (Yes); 0 (No)

III. Roll Call (Informal) - Jeff

- Attendance listed above

IV. Approval of Minutes (Discussion / Action) - Jeff

- [Minutes from May 1, 2023](#)
- Motion (Cindy) / Second (Tracy); 11 (Yes); 0 (No)

V. Consideration of New Committee Members (Discussion / Possible Action) - Jeff

- Parent Vacancy - The committee will consider new candidates to fill the open seat(s). Per the procedures from our January 23 meeting, the team will vote on all candidates. If no candidate has a majority after the first round of voting, the committee will vote again considering only the top two candidates from the first ballot.
- Jeff shared that there were concerns regarding some of the applicants eligibility because they were not parents of students in the Sheboygan Area School District, thus he asked Eric to consult with district legal counsel for an interpretation.
- Eric reported that legal counsel referenced WI State Statute 118.019 - Human Growth and Development Instruction. The statute's purpose statement indicates that its purpose is to foster a partnership between parents of pupils attending schools in the district and the schools in the district. Thus the term "parents" used in the statute is referring to parents of pupils attending schools in the district.
- Additionally, state statute indicates no more than one-quarter of the members of the committee may be made up of employees of the school district or their spouses. Committee procedural rules also state that voting members may not be related to an employee of the District (spouse/partner, child, parent, or sibling).
- The committee was updated on each of the candidates as indicated below.
 - [Jennifer Borkenhagen](#) - Biological children graduated from Random Lake, and her bonus kid is graduating from Random Lake HS this year.
 - [Ed Brey](#) - 7th grader at Falls MS and a 10th grader at Falls HS. 6 stepchildren who are homeschooled.
 - [Jessica Burke](#) - 7th grader at Urban and a 9th grader at North.
 - [Jen Cruz](#) - 6th grader at Farnsworth
 - [Michelle Gellings](#) - Freshman at Sheboygan Christian and a 6th and 3rd grader at Westview Academy (homeschool)
 - [Kathleen Loewen](#) - Daughter who teaches for the SASD and another who is a children's librarian at MEAD.
 - [Eric Lozano](#) - 11th grader at North and a 7th grader at Lake Country Academy
 - [Kate Nienhuis](#) - 11th grader at North, and an 8th grader who attends a Catholic school. Kate is also a spouse to an SASD employee
 - [Emily Rendall-Araujo](#) - 1st grade Sheridan, 4K ELC
- Jeff indicated that there are 4 candidates who are eligible for the open parent position on the committee: Jessica Burke, Jen Cruz, Eric Lozano, and Emily Rendall-Araujo. Jeff read the letters from the 4 candidates out loud for the committee.
- Eric reminded the team that committee procedural rules indicate we must have representation from elementary, middle school and high school on the team. Tracy, Beth, Lauren and Jeff indicated the grade levels and schools that their children attend. Eric reminded the team that after

this year there will no longer be middle school representation from the current 4 parents. So we will either need to find a middle school parent now or at the end of the year.

- Results from first round of voting
 - Jen Cruz = 5 votes (Jeff, Molly, Cindy, Julie, Jake)
 - Eric Lozano = 3 votes (Tracy, Stephen, Jon)
 - Jessica Burke = 2 votes (Lauren, Kelsi)
 - Emily Rendall-Araujo = 1 vote (Beth)
- Since no candidate had a majority, the committee voted again only considering the top 2 (per past practice)
 - Jen Cruz = 8 votes (Jeff, Beth, Lauren, Jake, Molly, Cindy, Julie, Kelsi)
 - Eric Lozano = 3 votes (Tracy, Stephen, Jon)

- Student Vacancy
 - [Anna Seeboth](#)
- Results from first round of voting
 - Yes = 10 votes (Tracy, Jeff, Beth, Lauren, Jake, Molly, Cindy, Julie, Kelsi, Jon)
 - Abstain = 1 (Stephen) - Stephen indicated he was abstaining because he didn't know the student.

- Staff Positions (Information Only)
 - Jacob Kvigne - Middle School Teacher
 - Amy Teunissen - High School Teacher

- Candidates will go before the board at the September 26 meeting.

VI. Focus for the 2023-2024 school year (Discussion) - Jeff

- Jeff reminded the committee that in previous years the committee reviewed curriculum and determined there was a need to update.
 - Previous materials had out-dated terminology
 - Not everyone is represented
 - Materials must be something teachers can and want to use.

VII. Review of Textbooks (Discussion) - Jeff / Amy

- Jeff introduced Amy Teunissen and welcomed her to the discussion. Amy will be filling the position of high school teacher on the team. Jeff asked Amy to start the discussion by sharing her thoughts.
- Amy indicated that the biggest challenge is keeping the curriculum current. The resources on the approved list are often outdated. There are many other great resources she'd like to use, but would need to bring before the committee for approval.
- Jon indicated that he would like materials ahead of time so that he can get feedback and be educated as to what others think.
- Kay requested that if committee members share out proposed materials, that they please share in its entirety, so people have context.

- Beth suggested that materials be shared in analog form rather than posting on social media to get responses. She reminded the team that everything they do is representative of the entire committee.
- Jeff reiterated that getting feedback is important.
- Kay reminded the committee that their goal should be to get feedback from all students and families in the district, not just the people that think like us.
- Jeff reminded the team that parents have the ability to opt out.
- Stephen asked what does scientific based mean? How do we define that? Statistics are in the book, but how do we know they are accurate?
- Molly stated teaching students how to determine whether something is true and whether there are any biases should be part of the instruction.
- Beth asked Amy whether she felt a hard copy is valuable.
- Amy said her class runs on Google Classroom, so students are much more likely to access content digitally. Most textbooks are written in a static state and become outdated quickly. Amy indicated she is confident that with input from the teachers in the district and the people on the committee they can put something together that is more engaging than a textbook.
- Jon said the committee should consider how adaptable something is.
- Kay suggested that the committee needs to tell the teachers what the committee thinks is important. For her personally, she listed 4 things.
 - Guidance on healthy relationships
 - Treating everyone with respect
 - Birth Control
 - STDs.
- Beth indicated that she reviewed the textbooks and thought they were relatively comprehensive. The textbooks could be used to give a general structure and some titles for units.
- Eric suggested that prior to the November meeting a group of teachers could put together a draft of a scope and sequence (topics) and that each committee member could share their own thoughts or give feedback to the teachers in November.
- Tracy reminded the team that the standards should tell them what to do. The planning should start there. Tracy also reminded the committee that when addressing things like birth control they must make sure that it is abstinence first and that they must include the pros and cons of everything.
- Amy also reminded the team that it must be sustainable and easily handed off in the case of teacher turnover.
- Jon suggested the team should consider what is accessible on line.
- Eric reminded the team that transparency is important. The more they are able to share with parents upfront, the better partnership there will be.

VIII. Next Steps - (Discussion) - Jeff

- Eric reminded the team that they must come back and finalize plans for the three year cycle and determine who is in year 1, year 2, and year 3.

IX. Future Meeting Dates & Location (Discussion / Action) - Jeff

- November 6, 4:00-5:30

X. Adjournment (Action)

- Motion (Cindy) / Second (Jake); 10 (Yes); 0 (No)



SHEBOYGAN AREA

SCHOOL DISTRICT

Committee Meeting Minutes, September 12, 2023

CURRICULUM & INSTRUCTION COMMITTEE – Ms. Kay Robbins, Chair

Ms. Kay Robbins, Chair, convened the meeting at 6:01 p.m.

Ms. Kay Robbins, Mr. Santino Laster, Mr. Mark Mancl, and Ms. Rebecca Versey (arrived at 6:03 p.m.) were present.

1. ATTENDANCE AND TRUANCY UPDATE – Mr. Jacob Konrath/Mr. Jason Ledermann/Mr. Jim Renzelmann/Mr. Eric Spielman/Mr. Nicholas Collins/Mr. Kyle Moore/Mr. Jo O'Brien (Information/Discussion)

Mr. Konrath reported that the intent of this update on attendance and truancy is to share the data around truancy and what the District is doing in its schools. He added that an attendance plan is also part of the strategic long-range plan. Mr. Konrath provided a summary of the truancy laws and facts with regards to absenteeism and truancy. He added that the District does well when it comes to working with our families compared to truancy data from district's around the State. There is a correlation between free/reduced lunch and truancy. To summarize, no model district exists. In 2021, 16.1 percent of Wisconsin students were truant (up 23.9 percent since 2017). While there was no uniform attendance reporting during the covid years in other districts, the SASD still took attendance so that we had accurate reporting and could communicate to parents. While research-based practices do exist, resources are limited. Mr. Konrath added that this report is a first step and further discussions will occur at future board meetings with what the total approach will look like. Mr. Ledermann added that principals came together to look at the plan so there is consistency. Each principal presented their approach at the elementary, middle, and high school levels. These processes often at times become confusing because there are multiple layers and/or steps put forth by staff with often no response from the parent(s) when making contact. Mr. Konrath added that staff work very hard not to be punitive as it does not form a good relationships with parents and will do whatever we can to get the child to school. Staff look for any accommodation or barrier the child may have and then work up the ladder. Because there is a lot of transiency in the District, it brings its own set of issues. In addition, it is a strength of the District that we have so many options for students who are struggling in certain situations. Mr. Ledermann added that at the District level, it is our social workers who assist beyond what the buildings are doing, and in addition to the interventions at the building level there are a number of community organizations/partnerships that the District works with to provide proactive supports to parents and students.

2. GRADUATION REQUIREMENTS – Mr. Jacob Konrath (Discussion/Possible Action)

Moved by Mr. Laster, seconded by Ms. Versey to approve the Sheboygan Area School District graduation requirements for the 2023-2024 school year. All ayes. Motion carried unanimously.

Mr. Konrath reported there are no changes to the graduation requirements for the 2023-2024 school year, which requires a minimum of 23 required and elective credits in grades 9 through 12 for graduation. Mr. Laster asked whether students are unable to graduate as a result of being unable to pay their registration/other fees and Mr. Konrath responded that we do not hold diplomas and students are allowed to walk the bowl.

3. SHEBOYGAN AREA SCHOOL DISTRICT CRISIS MANUAL – Mr. Jacob Konrath (Discussion/Possible Action)

Moved by Ms. Versey, seconded by Mr. Mancl to approve the 2023-2024 Crisis Management and Communication Manual. All ayes. Motion carried unanimously.

Mr. Konrath reported there are no changes to the Crisis Management and Communication Manual for the 2023-2024 school year with the exception of some name changes and secretarial clean-up. He did note there may be future changes; however, those would be brought back to the school board if necessary.

Meeting adjourned at 6:30 p.m.



Committee Meeting Minutes of September 12, 2023

HUMAN RESOURCES COMMITTEE – Dr. Susan Hein, Chair

Dr. Susan Hein, Chair, called the meeting to order at 6:33 p.m.

Present: Dr. Susan Hein, Mr. Mark Mancl, Ms. Heidi Boehmer, Ms. Rebecca Versey

1. APPOINTMENTS – Ms. Jami Hintz (Confirming Action)

Moved by Ms. Boehmer, seconded by Ms. Versey to confirm the following appointments. All ayes. Motion carried unanimously.

Mr. Harvatine highlighted this agenda includes 57 hires, most of which occurred just before school started. He noted that the District is still in the process of securing 14 teachers and recruiting support staff. Half of those are for coaching and custodial positions. Mr. Mancl questioned why the wages for some of the newly hired teachers are at \$43,000 and others at almost double the salary. Mr. Harvatine explained the higher salaries are equivalent to those of our staff with the same experience. Mr. Mancl suggested looking at the steps to some degree and that the new hires may have experience but not with our district and questioned if this was fair to our current teachers. Mr. Harvatine further explained that the salary schedule is standard across the districts, and new hires do not receive salaries any higher than our current teachers with the same experience. Some districts will offer new hires higher salaries, and we have lost employees due to that reason. He further explained that we do verify their experience, etc.

ADMINISTRATORS

Stacy Hayon	Recreation Supervisor	Lakeland College	Bachelor’s Degree
Sheboygan, WI	Recreation Department		\$46,010.00 (prorated)

Ms. Hayon has been hired as Recreation Supervisor in the Community Recreation effective September 5, 2023. She obtained her Bachelor’s degree in Exercise Science and Sports Studies from Lakeland College. She has held the position of Recreation Department Administrative Assistant since October 1999. She was one of five candidates interviewed.

Noah Kaufman	Interim Assistant Principal	UW-Milwaukee	Master’s Degree
Greenbush, WI	Horace Mann		\$66,135.56 (prorated)

Mr. Kaufman has been hired as the Interim Assistant Principal at Horace Mann Middle School for the 2023-2024 school year. He obtained his Master’s degree in Administrative Leadership and his Bachelor’s degree in Education both from the University of Wisconsin–Milwaukee. Mr. Kaufman was previously the Dean of Summer School at Wauwatosa West High School. Prior to this, he worked for Milwaukee Jewish Day, Brookfield East High School, Travis Technology High School, and Wauwatosa East High School teaching a variety of subjects including Broad Field Social Studies, Economics, Geography, History, Political Science, and Psychology. He was one of four candidates interviewed.

Andrew Meyer	Principal at CHANGE Academy	Silver Lake College	Master’s Degree
Grafton, WI	& Coordinator of Special Education		\$87,696.00 (prorated)

Mr. Meyer has been hired as the Principal at CHANGE Academy & Coordinator of Special Education for the 2023-2024 school year. He obtained his Master’s degree in Education from Silver Lake College and is currently working on obtaining his Principal certification from Concordia University. Mr. Meyer has been a part of the District since November 2005, serving in various roles. He most recently held the position of Dean of Students at South High and

previously served as a Special Education Teacher and Educational Assistant at CHANGE Academy. He was one of three candidates interviewed.

TEACHERS

Andrew Gierke Elkhart Lake, WI	Math and Social Studies Urban	UW-Oshkosh	Bachelor's Degree \$67,454.00
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Mr. Gierke has been hired for the 2023-2024 school year. He is certified in Regular Education and Technology Education. He was the only candidate interviewed.

Melissa Grupe Cleveland, WI	General Music Cleveland and Cooper	UW-Stevens Point	Bachelor's Degree \$65,454.00
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Ms. Grupe has been hired for the 2023-2024 school year. She is certified in Choral and General Music. She was the only candidate interviewed.

Maggie Hafertepe Sheboygan, WI	Science Warriner High	University of Southern Mississippi	Master's Degree \$47,454.00
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Ms. Hafertepe has been hired for the 2023-2024 school year. She is certified in Biology and Chemistry. She was the only candidate interviewed.

Alyca Hess Kohler, WI	IMC Specialist Cleveland, Jackson, Longfellow, Wilson	Cardinal Stritch University	Master's Degree \$62,454.00
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Ms. Hess has been hired for the 2023-2024 school year. She is certified in Instructional Library Media Specialist, Broad Field Social Studies, Psychology, Regular Education, and Sociology. She previously held the position of Library Media Specialist at Horace Mann Middle School from August 2015 through November 2019. She was the only candidate interviewed.

Alexis Hardin Sheboygan, WI	Special Education – Teenship South High	Lakeland College	Bachelor's Degree \$49,454.00
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Ms. Hardin has been hired for the 2023-2024 school year. She is certified in English and will be certified in Cross Categorical Special Education. She has been an Educational Assistant with the District from February 2022 through June 2023. She was the only candidate interviewed.

Connie Jdrzejewski Newton, WI	Social Studies Urban	Mount Mary College	Bachelor's Degree \$62,454.00
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Ms. Jdrzejewski has been hired for the 2023-2024 school year. She is certified in Regular Education. She was one of two candidates interviewed.

Kelly Jens Plymouth, WI	Cross Categorical Jackson	Lakeland University	Bachelor's Degree \$43,454.00
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Ms. Jens has been hired for the 2023-2024 school year. She is certified in History and Regular Education and will be certified in Cross Categorical Special Education. She has been a Substitute Teacher with the District since March 2021. She was the only candidate interviewed.

Jennifer Kager Sheboygan, WI	English North High	Walden University	Master's Degree \$73,454.00
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Ms. Kager has been hired for the 2023-2024 school year. She is certified in English, French, and as a Principal. She previously held the position of Assistant Principal at Urban Middle School from August 2021 through June 2022, and Dean of Students at North High from August 2017 through June 2021. She was one of two candidates interviewed.

Eric Ladwig Sheboygan, WI	Cross Categorical Farnsworth	UW-Milwaukee	Bachelor's Degree \$43,454.00
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Mr. Ladwig has been hired for the 2023-2024 school year. He will be certified in Cross Categorical Special Education. He has been a Substitute Teacher with the District since October 2022. He was the only candidate interviewed.

Hannah Lewis Sheboygan, WI	Reading & Math Interventionist (50%) Etude Elementary	Grand Canyon University	Master's Degree \$30,477.00 (prorated)
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Ms. Lewis has been hired for the 2023-2024 school year. She will be certified in Reading. She was one of six candidates interviewed.

Lindsay Lewison Fond du Lac, WI	Physical Education (40%) North High	Marian University	Bachelor's Degree \$17,381.60 (prorated)
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Ms. Lewison has been hired for the 2023-2024 school year. She will be certified in Physical Education. She was the only candidate interviewed.

Todd Lorge Sheboygan, WI	Technology Education Urban	Northeast WI Tech	Associate Degree \$59,454.00
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Mr. Lorge has been hired for the 2023-2024 school year. He will be certified in Technical Education. He has been a Substitute Teacher with the District since January 2023. He was the only candidate interviewed.

Brett Lucassen Green Bay, WI	Physical Education Urban	UW- Stevens Point	Bachelor's Degree \$45,454.00
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Mr. Lucassen has been hired for the 2023-2024 school year. He is certified in Adaptive Physical Education, Health, and Physical Education. He was one of two candidates interviewed.

Victoria Moore Sheboygan, WI	Speech & Language Pathologist Longfellow	UW-Milwaukee	Master's Degree \$71,454.00
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Ms. Moore has been hired for the 2023-2024 school year. She was previously a Speech & Language Pathologist with the District from August 2020 through June 2023. She is certified as a Speech and Language Pathologist. She was the only candidate interviewed.

Chloe Pastorelli Appleton, WI	Cross Categorical Urban	UW-Oshkosh	Bachelor's Degree \$45,454.00
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Ms. Pastorelli has been hired for the 2023-2024 school year. She will be certified in Cross Categorical Special Education. She was one of two candidates interviewed.

Kendra Ramaeker Plymouth, WI	English Learner (50%) Grant	Cardinal Stritch University	Master's Degree \$36,227.00 (prorated)
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Ms. Ramaeker has been hired for the 2023-2024 school year. She is certified in English as a Second Language, German, Reading Teacher, and Specific Learning Disabilities. She was one of three candidates interviewed.

Jennifer Redell Sheboygan, WI	First Grade Lincoln-Erdman	UW-Oshkosh	Bachelor's Degree \$60,954.00
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Ms. Redell has been hired for the 2023-2024 school year. She is certified in Regular Education. She was one of two candidates interviewed.

Roberta Schwartz Plymouth, WI	Fifth Grade Jefferson	Concordia University	Master's Degree \$57,954.00
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Ms. Schwartz has been hired for the 2023-2024 school year. She is certified in Cross Categorical Special Education and Regular Education. She was the only candidate interviewed.

Shelley Sorenson Sheboygan, WI	General Education (50%) Grant	Walden University	Master's Degree \$34,227.00 (prorated)
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Ms. Sorenson has been hired for the 2023-2024 school year. She was previously an Elementary Teacher with the District from January 2000 through June 2022. She is certified in Regular Education and Learning Disabilities. She was the only candidate interviewed.

Pa Ger Xiong Sheboygan, WI	English Learner South High	UW-Madison	Bachelor's Degree \$43,454.00
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Ms. Xiong has been hired for the 2023-2024 school year. She will be certified in English as a Second Language. She was the only candidate interviewed.

Xay Yang Sheboygan, WI	First Grade Longfellow	UW-Milwaukee	Bachelor's Degree \$43,454.00
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Ms. Yang has been hired for the 2023-2024 school year. She will be certified in Regular Education. She was one of two candidates interviewed.

ASSISTANT COOKS

Austin Krueger*	Longfellow	September 11, 2023	\$15.00 per hour
Mary Kurgan	School Nutrition	August 15, 2023	\$16.50 per hour

COOKS

Alaa Al Hamed	South High	August 15, 2023	\$15.50 per hour
Michele Kerlin	South High	August 15, 2023	\$16.25 per hour

CUSTODIAN

Eric Toebe	Pigeon River	August 7, 2023	\$17.10 per hour
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EDUCATIONAL ASSISTANTS

Natasha Ausloos	Madison	August 28, 2023	\$15.63 per hour
Jessica Bradford	Madison	August 28, 2023	\$15.60 per hour
Jean Caldwell	North High	August 28, 2023	\$18.00 per hour
Linda Chang	Wilson	August 28, 2023	\$16.95 per hour
Jean de Dianous	Jefferson	August 28, 2023	\$16.25 per hour
Douglas Dittel	Horace Mann	August 28, 2023	\$17.00 per hour
Mary Eresh	South	August 28, 2023	\$16.75 per hour
Mirna Fuentes	Early Learning Center	August 28, 2023	\$15.75 per hour
Elizabeth Garcia	Cooper	August 28, 2023	\$16.50 per hour
Charlie Hardy	Jackson	August 28, 2023	\$16.95 per hour
Arlin House	North High	August 28, 2023	\$17.25 per hour
Deborah Intravaia	Jefferson	August 28, 2023	\$18.00 per hour
Nida Jaber	Urban	August 28, 2023	\$15.60 per hour
Jalen Karenke	Central High	August 28, 2023	\$17.50 per hour
Victoria Kreutz	Early Learning Center	August 28, 2023	\$15.75 per hour
Stephanie Krol	Longfellow	August 28, 2023	\$18.00 per hour
Krysta Lehmann	North High	August 30, 2023	\$15.60 per hour
Lindsay Lewison	North High	August 28, 2023	\$15.60 per hour
Tanya Pernat	Jefferson	August 28, 2023	\$16.25 per hour
Sara Pluedeman	North High	August 28, 2023	\$16.38 per hour
Tsion Purtell	Jackson	August 28, 2023	\$16.95 per hour
Jessica Sullivan	Longfellow	August 28, 2023	\$15.95 per hour
Cassandera Wolker	Urban	August 28, 2023	\$15.63 per hour

SECRETARIES

Evangelina Dimas	North High	August 16, 2023	\$17.15 per hour
Holly Lamb*	Urban	August 10, 2023	\$20.00 per hour
Jordan Mitchell*	Early Learning Center	August 21, 2023	\$16.00 per hour
Lucy Roman Ojeda	Horace Mann	August 9, 2023	\$16.00 per hour
Sarah Schwefel	Instructional Services	August 8, 2023	\$19.33 per hour

*Relative of SASD employee

2. LEAVE OF ABSENCE – Ms. Jami Hintz (Action)

Moved by Ms. Versey, seconded by Ms. Boehmer to approve the following request for a personal leave of absence without compensation. All ayes. Motion carried unanimously.

Cassandra Bartels	Educational Assistant	ELC	September 1, 2023 – June 7, 2024
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3. SEPARATIONS – Ms. Jami Hintz (Information)

The following separations have been granted:

Mirtha Boggs	Educational Assistant	Cleveland	September 29, 2023
Brianna Born	Teacher	Urban	June 8, 2023
Arnoldo Broussard	Custodian	Grant	August 25, 2023
Cheryl Buboltz	Assistant Cook	Lincoln-Erdman	August 10, 2023
Lindsay Charles	Administrator	CHANGE/S&I	August 4, 2023
Morgan Depies	Educational Assistant	Wilson	August 23, 2023
Sarah Ellis-Steinberg	Educational Assistant	Jackson	August 3, 2023
Julieann Jarentowski	Teacher	Urban	June 8, 2023
Sarah Klingbile	Teacher	South High	June 8, 2023
Lauren Manning	Teacher	Cleveland/Cooper	June 8, 2023
Mario Mendez Martinez	Educational Assistant	South High	August 24, 2023
Ryan Mulloy	Custodian	Longfellow	August 25, 2023
Sharon Roethel	Cook	Horace Mann	August 15, 2023
Sally VanDriest	Teacher	Longfellow	June 8, 2023

The meeting adjourned at 6:38 p.m.



SHEBOYGAN AREA
— SCHOOL DISTRICT —

Committee Meeting Minutes, September 12, 2023

FACILITIES/RECREATION/THEATRE COMMITTEE – Mr. Ryan Burg, Chair

Ms. Sarah Ruiz-Harrison, Vice Chair, convened the meeting at 6:32 p.m.

Mr. Santino Laster, Ms. Kay Robbins and Ms. Sarah Ruiz-Harrison were present.

Mr. Ryan Burg was excused.

1. FALL COMMUNITY RECREATION DEPARTMENT MARKETING INSERT – Mr. John Koehler (Information)

Mr. Koehler provided a review of the fall insert and commented that he has received positive feedback. The Community Recreation Department is changing over their long-time software to CIVICPLUS which is a new registration program. He added that programs are beginning this week and provided an overview of the many programs that are offered to the community. The Sheboygan Theatre Company is celebrating their 90th season this year and their 2023-2024 productions include Little Mermaid, A Christmas Carol, Into the Woods, Rent, Misery, and Rosencranz & Guildenstern are Dead. The Community Recreation Department continues their partnerships with other community programs and have met their goal of hiring enough staff for KidStop.

2. FACILITY PERMIT REPORT – Mr. John Koehler (Information)

Mr. Koehler provided the Facility Permit Report through August 31, 2023 for information.

Meeting adjourned at 6:33 p.m.



Committee Meeting Minutes of September 12, 2023

FINANCE & BUDGET COMMITTEE – Ms. Sarah Ruiz-Harrison, Chair

Ms. Sarah Ruiz-Harrison, Chair, called the meeting to order at 6:15 p.m.
Present: Ms. Sarah Ruiz-Harrison, Ms. Heidi Boehmer, Dr. Susan Hein
Excused: Mr. Ryan Burg

1. FUND 41 CAPITAL PROJECTS – Mr. Mark Boehlke (Information)

No Fund 41 Capital Projects report until completion of the audit.

2. STATEMENT OF CASH FLOW – Mr. Mark Boehlke (Information)

No statement of cash flow report until completion of the audit.

3. REVENUES & EXPENDITURES REPORTS – Mr. Mark Boehlke (Information)

No revenue and expense reports until completion of the audit.

4. BUDGET REVISIONS & TRANSFERS OF APPROPRIATIONS – Mr. Mark Boehlke (Information)

No budget revisions and transfers of appropriations until approval of the original budget.

5. INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 8600.01 – USE OF VIDEO MONITORING SYSTEMS ON SCHOOL BUSES – Mr. Mark Boehlke (Discussion/Possible Action)

Moved by Dr. Hein, seconded by Ms. Boehmer to approve the introduction (first reading) of revised Policy 8600.01 – Operations; Use of Video Monitoring Systems on School Buses. All ayes. Motion carried unanimously.

Mr. Boehlke highlighted that at the previous committee meeting, revisions to Policy 8600, Transportation, were brought before the committee for approval in which any place “video surveillance” occurred, “audio” was added to reflect both video and audio surveillance regarding student transportation. At that time, Mr. Boehlke discovered that policy 8600.01, would also need to be revised to add the word “audio” so both policies were consistent. Mr. Boehlke noted that the revisions include changing the title to *Use of Video and Audio Surveillance on School Buses*.

6. INTRODUCTION (FIRST READING) OF REVISED BOARD OF EDUCATION POLICY 7440 – FACILITY SECURITY – Mr. Mark Boehlke (Discussion/Possible Action)

Moved by Dr. Hein, seconded by Ms. Boehmer to approve the introduction (first reading) of revised Policy 7440 – Property; Facility Security. All ayes. Motion carried unanimously.

Mr. Boehlke highlighted and explained the addition of the fifth paragraph regarding authorization for administration to conduct searches of non-student visitors or vehicles on school property. He noted although this most likely will not occur, administration would like this included in the policy in case a circumstance arises; this would allow administration to prevent something from happening. Mr. Boehlke relayed the court case and state statutes of why this is being included. The court case and state statutes are listed at the bottom of the policy.

7. GIFTS – Mr. Mark Boehlke (Action)

Moved by Dr. Hein, seconded by Ms. Boehmer to accept all gifts to the District, approving those \$2500 and greater. All ayes. Motion carried unanimously.

<u>Gift</u>	<u>Donor</u>	<u>Building/Program</u>	<u>Amount</u>
<u>For Information</u>			
Backpacks w/supplies	Anne Holzem	Wilson	250.00
Monetary	Tim/Sandy Lorenz	Sheboygan Theatre Company	245.00
Monetary	Joe/Cindy Klapperich	Sheboygan Theatre Company	20.44
Monetary	Vollrath Company	Sheboygan Theatre Company	1,000.00
Monetary	Angie Vergowe	Sheboygan Theatre Company	35.00
Monetary	Ardis Mani	Sheboygan Theatre Company	35.00
Monetary	Noel Miller	Sheboygan Theatre Company	60.00
Monetary	Jason Shockley	Sheboygan Theatre Company	700.00
<u>For Action</u>			
Monetary	Kohler Company	North (Red Raider Robotic Sponsorship-Branding for Team)	37,500.00

The meeting adjourned at 6:23 p.m.



SHEBOYGAN AREA
— SCHOOL DISTRICT —

Committee Meeting Minutes of September 12, 2023

COMMITTEE OF THE WHOLE – Mr. Santino Laster, Chair

1. Vice President Laster called the meeting to order at 6:42 p.m.
2. Vice President Laster requested that everyone stand and join him in the Pledge of Allegiance.
3. Moved by Dr. Hein, seconded by Ms. Robbins to approve the agenda. All ayes. Motion carried unanimously.
4. Present: Mr. Mark Mancl, Ms. Rebecca Versey, Ms. Kay Robbins, Ms. Mary Lynne Donohue, Mr. Santino Laster, Dr. Susan Hein, Ms. Heidi Boehmer, Ms. Sarah Ruiz-Harrison

Excused: Mr. Ryan Burg, Mr. Mark Mancl (out at 8:40 p.m.), Ms. Rebecca Versey (out at 8:50 p.m.)

5. **COMMUNITY INPUT**

Karen Sullivan – 1507 Huron Avenue, Sheboygan, WI - She supports students in the Sheboygan Area School District (SASD) and has been a taxpayer for almost 50 years. She is a parent of a South High School (SHS) graduate who has led a very successful life and fulfilling career due to a solid beginning at SHS and at every grade level. Our students deserve the same great education today. Teachers she knows love teaching and seeing their students learn and grow. Teaching is a demanding career – their initial investment and continuing education should be considered in trying to retain and attract the best staff. She would like our city to be known for having the best public school system in the state. If we want to bring workers and families to our area, having the best public schools is an attractor and is one of the first things asked about when moving to a new area. We are experiencing a teacher shortage. There are high turnover rates statewide, and she believes lower wages and working in an environment that includes some venomous negative rhetoric about public schools and teachers from a small but very vocal minority has made the job search for high-quality teachers and staff the most competitive market in our lifetime. If we really care about our students and their future, we will provide wages and benefits to attract and retain the best public qualified educators for our public schools. We must give our students, teachers, support staff, administrators, and board the respect, collaboration, and cooperation needed to sustain our already great school district. Thank you for the opportunity to speak out in support of our students and schools.

Steve Griffith - 3116 N. Koning Drive, Sheboygan, WI – He thanked the Board members for their time and effort to make the Sheboygan community a better place. They were fortunate to raise two boys in Sheboygan and feel that SASD has always had the vision to hire many inspired and inspiring teachers. The efforts and quality of their children’s teachers helped them to reach their potential. We should be reaching out and working together to attract and keep the best teachers so our schools can be the best they can be. We should not let anger, lack of understanding, or short-sightedness guide our decision-making. There is a shortage of highly qualified teachers. The Board has the opportunity to continue the visions that have always been here so that young people in our city continue to have the opportunities their boys had.

Kathy Loewen - 3501 Lakeshore Road, Sheboygan, WI – She has three daughters who are products of SASD. Her daughters are in great professions that they love. She holds SASD responsible for a lot of that. She has a granddaughter in fifth grade who has fabulous teachers, and her granddaughter is always positive about her day and doing very well. She trusts that our Board will continue to support SASD teachers as they have in the past, along with the administration. We need to continue to support our teachers and to continue to strive to get new hires that are quality hires, who want to be here because Sheboygan is a good place to be and a good place to raise children.

Victoria Wiese - 6279 South 18th Street, Sheboygan, WI – She talked about supporting teachers. She had a son who went through SASD and a granddaughter who is in SASD. She talked about volunteering at Cooper for the past two years weekly. She sees the teachers firsthand regarding their compassion, the dignity they give all students, and dedication to students with various special needs. The teachers need our support and should not be the scapegoat for people throwing out numbers about test scores. She asked that we not get sidetracked with looking at test scores. When you look at the needs of the children, you need to look at poverty, addiction, incarcerations, a student who had a parent who committed suicide or has experienced a trauma in their own life, and what is going on with them emotionally. SASD has a lot of very good programs available to meet the needs of all students. She asked that we support our teachers, not have them held as scapegoats, and not listen to a minority that will try to skew perceptions by looking at test scores. As a taxpayer, she has an invested interest and would like the education of our children to be the very best. She thanked the Board for the opportunity to speak. She encouraged anyone passionate about education to volunteer and see what the teachers are dealing with daily. That is the way to be part of the solution instead of part of the problem.

Allie Tasche - 1400 Marshall Avenue, Cleveland, WI – She is a proud graduate of SASD. The teachers of SASD had a profound impact on her as a student. But now, as a parent of two children in the district, and grateful they are being educated in the district that raised her because of the staff's care, dedication, and compassion. Grateful children can be educated by teachers who are both highly skilled and demonstrate genuine care and concern for their individual and collective well-being. She talked about very different types of support from one another that her children need, ranging from intervention to advanced extension. It is evident that all of their teachers and teams are working hard together to ensure that their academic, personal, psychological, and emotional needs are being tended to while wearing multiple hats. Echoed sentiments shared earlier that the things our classrooms are managing are far beyond what educators historically have been managing, and we have been doing more and better for diverse needs. It means so much to her that she can trust the school teams to be looking out for her children's needs and to have teachers who not only know how to educate them but who care about them, believe in them, and hold them up to high expectations while teaching them the skills and confidence they need to create their own goals and meet their own future expectations. She fully supports the increase in compensation that gets us closer to recognizing the value of attracting and retaining highly educated, highly trained, and highly passionate teachers, administrators, and support staff in our schools. Recognizing that our investment in our teaching teams is an investment in our students and, therefore is an investment in our future.

Rebecca Duquesnoy - 417 Clifton Avenue, Sheboygan, WI – She has two children and supports the teacher raises. She thanked teachers for their support, hard work, creativity, knowledge, and collaboration. She has a daughter with complex special needs, both medically and educationally. Her child receives occupational, physical, and speech therapy services to support her academics, social skills, and behavior. Many adults are working collaboratively. She respects, trusts, and appreciates all of them. These incredible teachers have grown her daughter over the last six years. She has a son in a different elementary school; seeing him grow in reading and confidence is remarkable. He had a rough start to the school year, and the teacher took him under her wing, and her son has transitioned beautifully into kindergarten. She thanked the teachers, board, and support staff. One of the best things we can do for our district and our kids is to retain our quality teachers so our kids can have a great future.

Rayne Rokicki & Oliver Bauman - 2228 Lakeshore Drive, Sheboygan, WI – She is a proud product of SASD. She grew up here and has spent a lot of years overseas. After those experiences, you can't underestimate the power of a very good public education system. She and her husband returned to Sheboygan during COVID, and their two children have had an awesome experience in SASD. She thanked the board for investing in our children by investing in their teachers and making sure that the great experience she had that set her up for success later in life continues on with her own children. Please keep it up. Thank you. Oliver, a 5th grader at Wilson, is thankful for people investing in public schools and activities to learn.

Jan Anderson - 5139 South 9th Street, Sheboygan, WI – She thanked the Board members for serving and is in awe of them for giving up all this time to do this great service. She was in awe of the teachers she taught with. She retired 12 years ago. Her three children have done well in life and were well prepared by the fabulous SHS teachers and teachers elsewhere in the district. Since COVID and the various losses in academics and social behavior, this job is not easier, and the needs are greater. We could not give teachers high enough raises. On behalf of the more silent generation of us who have not come to speak to the board before, to know how supportive we are of the SASD and what you are doing.

6. **ADJOURN TO CLOSED SESSION PURSUANT TO WISCONSIN STATE STATUE 19.85(1)(c)**
(Action with roll call vote) – To deliberate strategies to address specific issues pertaining to collective bargaining for teachers; To consider action regarding employment, promotion, compensation or performance evaluation data of any public employee over which the Board of Education has jurisdiction or exercises responsibility.

Moved by Ms. Donohue, seconded by Dr. Hein to adjourn to closed session at 7:01 p.m. A roll call vote was taken and motion carried unanimously.

Mr. Mancl asked for an explanation as to why they were going into Closed Session because the agenda specifically shows that it appears that negotiations have been completed and administration already has recommendations. Mr. Harvatine explained that the Sheboygan Education Association has had an opportunity to talk about and put forward a proposal and process to work through with their group, and that is part of the discussion for the Board to hear what that is and details to discuss and deliberate. It is posted as Open Session afterward for the board to decide what discussions they want to have and whether or not they want to take action.

7. Moved by Dr. Hein, seconded by Ms. Boehmer to reconvene to Open Session at 8:08 p.m. All ayes. Motion carried unanimously.

8. **RATIFY COLLECTIVE BARGAINING AGREEMENT WITH THE SHEBOYGAN EDUCATION ASSOCIATION (SEA) – Mr. Seth Harvatine/Mr. Jacob Konrath/Mr. Mark Boehlke/Ms. Jami Hintz**
(Discussion/Possible Action)

Moved by Ms. Donohue, seconded by Dr. Hein to ratify the 2023-2024 collective bargaining agreement with the Sheboygan Education Association (SEA) with base wage settlement of 4% in the aggregate. All ayes. Motion carried unanimously.

Mr. Harvatine explained that the administration recommends ratifying the collective bargaining agreement base wage settlement. Under the current statutes regarding collective bargaining in an educational environment, we can only bargain with SEA on base wage. He further explained administration held collective bargaining meetings with SEA and, as a result, came to an agreement of a 4% base wage increase in the aggregate that would follow along the teacher salary schedule. Based on the salary structure, some cells would receive more than 4% based on the step increase. The bottom step would receive a 7.87% increase, and those at the top of the salary schedule would receive a 1.73% and the increase varies with those at the steps in between, as it is a 4% increase in the aggregate. Mr. Mancl asked for clarification that these monies were already approved in the preliminary budget and that we are not looking for additional money, and Mr. Boehlke responded that was correct. Ms. Donohue asked why they were only voting on a base salary increase as opposed to other pieces that teachers used to bargain on. Mr. Harvatine explained that after changes with Act 10, the only permissible bargaining item is around base wage. All other items, such as benefits, compensation, and work conditions, are a part of Meet N' Confer, which is not bargaining and/or administration recommendations that are worked through the Board. Ms. Boehmer asked how the 4% was decided compared to what other districts are doing. Mr. Boehlke noted it is important to remember that there was a \$350 per pupil increase in the State budget, but that was not the increase for all districts. When the low revenue limit was raised, some districts were increased to \$900 so they had more money for salaries and benefits. He further explained that other districts our size have gone out to referendum to exceed the revenue limit, and we have not, as that would be asking taxpayers to increase their taxes. He added that we try to move forward with increases within our means so as not to put future boards in problems where they may need to make future cuts in staffing and programs. With the revenue received from the State that equated to about 3.5%, we were able to get to a 4% increase in our budget, and the budget was built around that. The preliminary budget was approved in June. He added that we always use an aggregate for the teacher group as that is the actual cost to the district. Ms. Ruiz-Harrison clarified that the aggregate does not mean how many years the teacher has been here, and Mr. Boehlke responded some look at the steps. Right now, we have 0-30 steps and those do not correlate to years of service as, over time there have been steps from the top and the bottom that have been eliminated, and the steps get renumbered. Administration does scatter grams so they know that they are not putting an incoming teacher ahead of our current staff but placing them where their experience is equal to our current staff. Ms. Donohue asked what the reception was with respect to SEA, and Mr. Harvatine responded that SEA moved to ratify this agreement 100%, and that is why the administration is bringing this ratification forward.

9. SUPPLEMENTAL COMPENSATION FOR SUPPORT STAFF, TEACHERS, AND ADMINISTRATORS – Mr. Seth Harvatine/Mr. Jacob Konrath/Mr. Mark Boehlke/Ms. Jami Hintz (Discussion/Possible Action)

Moved by Ms. Donohue, seconded by Ms. Boehmer to approve the recommendation for supplemental compensation in the form of stipends for all employment groups as proposed by the administration. Motion carried 7-1 (Mancl - No)

Mr. Harvatine explained this item is different from the previous item as that was only for teachers. Administration is recommending supplementary compensation in the form of stipends for administrators, support staff, and teachers. He added that knowing the budgetary discussions we just had and with budgetary constraints, we are not able to increase salaries permanently beyond 4%. Knowing the Consumer Price Index (CPI) of 8%, the administration recommends 4% stipends to all employee groups to be paid through the normal payroll process. Mr. Boehlke explained the 4% stipend is only for this year, and the monies come from the District's fund balance, not the general fund balance. He further explained that the fund balance is equivalent to a person's savings account. When the district has surpluses at the end of the year, those monies go into the fund balance, which we use for cash flow. We are self-insured, and one main advantage of being self-insured is that when claims come in less than anticipated, we keep that surplus instead of it going to an insurance company, and those monies are put into the fund balance. He spoke about the district being a model around the state for our wellness program, shared clinic, etc., and all the district has done to keep our healthcare costs down. He noted this would not work without buy-in from our staff, which has allowed us, for several years, to put those monies into the fund balance. Mr. Boehlke explained that using fund balance money does not affect the general fund budget or taxes because the State governs us on a revenue limit, so we cannot increase taxes above the revenue limit they have set for use. The employees have worked a great deal to make these savings, and the administration felt it right to use the fund balance to get them to 8%. Ms. Robbins questioned how the term aggregate relates to this item, and Mr. Boehlke responded that for support staff and administrators, it is a strict 4% stipend of their salary. For teachers, when did 4% aggregate with the previous item, it will be the same but in reverse where those at the bottom of the schedule will get less of a stipend and those at the top will get a higher stipend to get them from 1.7% to 8%. The teacher group as a whole is a 4% total but spread out depending on where they are on the salary schedule. Mr. Boehlke explained that historically, in the last seven years, very little money was added to those at the top, in which their cumulative increase over the last seven years has been 4.5%. Ms. Donohue asked with this being a one-time stipend, what happens next year. Mr. Boehlke noted the CPI is estimated to be between 4-5% next year, and the administration will look at the budget and try to increase it as close as possible to CPI. He further noted that if the budget only allows a 2% increase and CPI is 5%, the administration may again recommend a stipend to close that gap. Mr. Mancl asked what the cost is for the stipend increase and Mr. Boehlke responded the total cost for all three groups is \$3.3 million. He added when talking about fund balance we like to keep to 15-20% of the undesignated fund balance and because we are adding money again this year into fund balance we expect to be at 18%, which is well within the recommended rate. Mr. Mancl asked what the cost was last year when the Board approved a one-time \$2,000 stipend for all employees, and Mr. Boehlke responded the total cost was \$2.6 million. Mr. Mancl questioned why the administration is changing the direction of the stipend that it is the same for all employees as last year as opposed to what is being recommended now. He noted the cost of living and CPI disproportionately affects our lower wage earners and suggested that an equal payment to all groups would be fairer than a stipend of 4% of salary. Mr. Boehlke responded that last year's stipend was the same amount for all groups partly because the salary increase was short of CPI, and the administration also wanted to reward employees who had gone through COVID, as everyone stepped it up. The recommendation, especially with teachers at the top who have not been anywhere the CPI in the last seven years, is to acknowledge them and to get them to that point. There was further discussion on salary comparables to our district. Ms. Robbins highlighted that we are facing a tremendous teacher shortage and if we don't make all employees feel valued and respected, we will lose people. She added this is a one-time stipend to show staff who have been very patient and received very little for a long time that we see them. Ms. Ruiz-Harrison noted that those at the top of the salary schedule are 5.9% of our teachers which is a small amount.

10. SOUTH HIGH SCHOOL FLEXIBLE SCHEDULING REVIEW – Mr. Jacob Konrath/Mr. Kevin Formolo (Information/Discussion)

Ms. Donohue asked the Board if they were alright with tabling this item to a future meeting with the understanding that they appreciate Mr. Formolo and his staff being here. All were in consensus.

11. NORTH HIGH SCHOOL CONTINUOUS IMPROVEMENT UPDATE – Mr. Jacob Konrath/Mr. John Matczak/Ms. Lindsay Ohlfs/Mr. Mark Wittig (Information/Discussion)

The administration presented the North High School College and Career Readiness data and summarized their progress as outlined in their PowerPoint presentation. This consisted of information about the data qualifiers, National College and Career Readiness indicators and data, the Wisconsin Department of Public Instruction School Report Card (overall score of 56.3), and their new goals. They further talked about the outcomes of the previous year's goals for career ready, college ready, and workforce/military ready. The administration spoke about areas for growth for the 2023-2024 school year and their strengths and points of pride.

12. DAPES FORMATIVE PERFORMANCE REPORT AND ANNUAL GOALS – Ms. Mary Lynne Donohue (Information/Discussion/Possible Action)

Ms. Donohue requested the Board to review the Superintendent's Formative Performance Report and Annual Goals in preparation for upcoming discussions and to provide feedback. Mr. Harvatine noted hard copies of the report are in their blue folders for them to review, take notes, and provide feedback to be discussed at a future meeting. He spoke about and reviewed the goals that drive his performance and looks forward to receiving feedback.

13. Moved by Dr. Hein, seconded by Ms. Donohue to adjourn at 9:17 p.m. All ayes. Motion carried unanimously.