



BOARD OF EDUCATION
SHEBOYGAN AREA SCHOOL DISTRICT
Sheboygan, Wisconsin

REGULAR MEETING AGENDA
Tuesday, December 13, 2022
6:30 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, December 13, 2022, at 6:30 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: 833 8008 8699 and Passcode: 488835 or <https://us06web.zoom.us/j/83380088699?pwd=RnlOb3BPZm5zUjhwQ3hXQlExMm02Zz09> 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)

6:30 **I. CALL TO ORDER:** President

6:31 **II. PLEDGE OF ALLEGIANCE**

6:32 **III. APPROVAL OF THE AGENDA** (Action)

6:33 **IV. ROLL CALL** (Informal)

6:34 **V. APPROVAL OF MINUTES** (Discussion/Action)

Action on the Regular Board of Education meeting minutes of November 22, 2022.

6:35 **VI. STUDENT REPRESENTATIVES** (Information)

Reports will be provided by:

North High School: Carolyn Van Deventer South High School: Sumeja Ibraimi

6:41 **VII. 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.**

6:42 **VIII. SUPERINTENDENT’S REPORT – Mr. Seth Harvatine** (Information)

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

6:50 **IX. MISCELLANEOUS**

15 min. **A. HUMAN GROWTH AND DEVELOPMENT CITIZENS’ ADVISORY COMMITTEE PROCEDURAL RULES – Mr. Seth Harvatine/Mr. Eric Spielman** (Discussion/Possible Action)

The administration will present the Human Growth and Development Citizens’ Advisory Committee recommended procedural rules for potential approval by the Board.

- 5 min. **B. HUMAN GROWTH AND DEVELOPMENT CITIZENS' ADVISORY COMMITTEE MEMBERSHIP – Mr. Seth Harvatine/Mr. Eric Spielman** (Information/Possible Action)
- The committee requests approval of the appointment of the following persons to serve on the Human Growth and Development Citizens' Advisory Committee:
- Rev. Stephen Welch (Clergy)
 - Rev. Julie Mavity Maddalena (Clergy)
 - Tracy Alee (Parent)
- 10 min. **C. STRATEGIC (LONG-RANGE) PLAN QUARTERLY REVIEW – Mr. Seth Harvatine/Mr. Jacob Konrath/Mr. Mark Boehlke/Ms. Jami Hintz** (Information/Discussion)
- The administration will provide an update to the Board of Education on the quarterly review of the Strategic (Long-Range) Plan.
- 2 min. **D. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 2210 – CURRICULUM DEVELOPMENT – Mr. Jacob Konrath** (Discussion/Possible Action)
- The administration recommends the adoption (second reading) of the following revised policy:
- Policy 2210 – Program; Curriculum Development
- 2 min. **E. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 2240 – CONTROVERSIAL ISSUES IN THE CLASSROOM – Mr. Jacob Konrath** (Discussion/Possible Action)
- The administration recommends the adoption (second reading) of the following revised policy:
- Policy 2240 – Program; Controversial Issues in the Classroom
- 2 min. **F. ADOPTION (SECOND READING) OF NEW BOARD OF EDUCATION POLICY 2522 – LIBRARY MEDIA CENTERS – Mr. Jacob Konrath** (Discussion/Possible Action)
- The administration recommends the adoption (second reading) of the following new policy:
- Policy 2522 – Program; Library Media Centers
- 2 min. **G. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 5215 – MISSING AND ABSENT CHILDREN – Mr. Jacob Konrath** (Discussion/Possible Action)
- The administration recommends the adoption (second reading) of the following revised policy:
- Policy 5215 – Students; Missing and Absent Children
- 2 min. **H. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 5410 – PROMOTION, PLACEMENT, AND RETENTION – Mr. Jacob Konrath** (Discussion/Possible Action)
- The administration recommends the adoption (second reading) of the following revised policy:
- Policy 5410 – Students; Promotion, Placement, and Retention
- 2 min. **I. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 5720 – STUDENT ACTIVISM – Mr. Jacob Konrath** (Discussion/Possible Action)
- The administration recommends the adoption (second reading) of the following revised policy:
- Policy 5720 – Students; Student Activism
- 2 min. **J. ADOPTION (SECOND READING) OF REVISED BOARD OF EDUCATION POLICY 8451 – PEDICULOSIS (HEAD LICE) – Mr. Jacob Konrath** (Discussion/Possible Action)
- The administration recommends the adoption (second reading) of the following revised policy:
- Policy 8451 – Operations; Pediculosis (Head Lice)

7:34 **X. REPORT OF COMMITTEES**

- A. CURRICULUM & INSTRUCTION COMMITTEE – Ms. Kay Robbins, Chair**
1. North and South High School's Drama Field Trip (Information/Action)
 2. North High School Italy Field Trip (Information/Action)

3. Introduction of New Course (Information/Possible Action)
4. Introduction (First Reading) to Delete Board of Education Policy 2416.01 – Parental/Police Access to Library Media Center Information (Discussion/Possible Action)

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

1. Appointments (Confirming Action)
2. Separations (Information)
3. District Calendar for 2023-2024 School Year (Discussion/Possible Action)

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

1. Approval of Bid – Administrative Services Building Sprinkler Replacement (Action)
2. Community Recreation Department Winter/Spring Beacon Insert (Information)
3. Sheboygan Theatre Company Financial Report (Action)
4. Community Recreation Department Financial Report (Action)
5. Facility Permit Report (Information)

D. FINANCE & BUDGET COMMITTEE – Mr. David Gallianetti, Chair

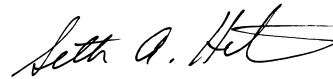
1. Fund 41 Capital Projects (Action)
2. Statement of Cash Flow (Action)
3. Revenues & Expenditures Reports (Action)
4. Budget Revisions and Transfers of Appropriations (Action)
5. Gifts (Action)

7:35 XI. FUTURE MEETING DATES (Information/Possible Action)

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

January 24, 2023 - Regular Board of Education meeting at 6:00 p.m.

XII. ADJOURN (Action)



Seth A. Harvatine
Superintendent & Secretary of the Board

SAH:jjh

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, November 22, 2022**

The regular meeting of the Board of Education of the Sheboygan Area School District was held on Tuesday, the 22nd day of November 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.

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

President Donohue requested that everyone stand and join her in the Pledge of Allegiance.

Moved by Mr. Laster, seconded by Dr. Hein to approve the agenda. All ayes. Motion carried unanimously.

Present: Mr. Mark Mancl, Ms. Rebecca Versey (arrived at 6:10 p.m.), Mr. Ryan Burg, Ms. Kay Robbins (virtual at 6:04 p.m. and in-person at 6:48 p.m.), Ms. Mary Lynne Donohue, Mr. Santino Laster, Dr. Susan Hein, Mr. David Gallianetti, Ms. Sarah Ruiz-Harrison

APPROVAL OF MINUTES

Moved by Mr. Burg, seconded by Mr. Laster to approve the Regular Board of Education meeting minutes of October 25, 2022. All ayes. Motion carried unanimously.

STUDENT REPRESENTATIVES

Ms. Liliana Heinen, Étude High School student representative talked about her experience at Étude High School and that she will be taking classes at UW-Green Bay and the Milwaukee Institute of Art and Design, as well as expanding her skills in film making. She talked about interviewing students and commented that while the responses were varying most students feel they are cared about.

Ms. Azrielle Berge, Warriner High School student representative reported she would be signing up for the Rising Phoenix next year with the UW-Green Bay for their early college high school program in collaboration with the District. She talked about Warriner's new location and that it is much more comfortable for students and teachers. She commented that students need to be careful walking across the street and staff are working with the City to install a crosswalk and flashing traffic sign for more awareness.

RECOGNITIONS

Mr. Tony Johannes presented students with their Certificates of Recognition as the Lakeland Math Meet Championship Team.

COMMUNITY INPUT

Ms. Judi Pool, 18 Ashwood Dr., Sheboygan, WI – She has an issue with the Human Growth & Development Committee rules. She talked about the definition of an ad hoc committee and that the purpose of the committee is to review and advise only and not take any action. She talked about the number of members and noted that members have no statutory authority. She does not want the Board to consider the committee's proposal.

Mr. Jan Vojta, 2934 Ashby Ct., Sheboygan, WI – He talked about the procedural rules of the Human Growth & Development Committee that went to a vote and he feels there is a lot to discuss with the proposal, and that it is in violation of Wisconsin State Statute. It displays a level of paranoia of the current committee and provides a mechanism for the current members to control the committee. The Board should not consider this proposal. He raises issue that the State does not talk about the size of the committee and who are the members and also feels the committee should not be nominating or approving members.

Ms. Ellen Vojta, 2934 Ashby Ct., Sheboygan, WI – She is very upset with what is going on with the District, in particular, with the Human Growth & Development Committee. All points of view should be considered. The proposal from the committee is totally absurd and is already in non-compliance with the statute. She has concern whether all committee members are residents of the District and her question is never answered, evaded or denied. She asked whether all the members of the Human Growth & Development Committee are residents, and if not, how many, and why are they advising us on how our children should be educated. Attempting to control the number of members on the committee is wrong. We need to be fair to everyone who wants input and are discriminating if we do not allow that.

Ms. Tracy Allee, 4627 W. Reineking Dr., Sheboygan, WI – She agrees with the previous three speakers.

SUPERINTENDENT’S REPORT

Mr. Harvatine spoke about district events including the Admiral Reader and Sailor Sam program, designed to engage students in developing a passion for reading. November 14-19 was American Education Week, and he congratulated Ms. Anna Grunwald on receiving an ATHENA Leadership Award nomination through the Sheboygan County Chamber and Ms. Lisa Finney on being selected as the Wisconsin School Counselor Association Administrator of the Year. He also acknowledged Mr. David Gallianetti for serving 20 years as a school board member. Mr. Harvatine provided an update on the potential Farnsworth and Urban Middle School Referendum, as well as an update from Froedtert regarding the procedures they are working through as part of the sale of the Taylor Drive property. He attended the Legislative Roundtable and highlighted a few items from the Agency Budget Requests and Revenue Estimates Report. Lastly, he thanked school board members for their continued investment of time and efforts to lead and make decisions that impact the District.

MISCELLANEOUS

A. Sheboygan Area School District Report Cards

Ms. Blum reported the overall goal of the State Report Card is to help identify areas of strength, as well as areas needing improvement so that all students graduating from high school are ready for their next step in life. She added that what is new on the report card is more of a minimal/visual improvement to make the report cards easier to read and interpret. Ms. Blum reviewed the District’s overall score of 60.1 meaning that the District meets expectations. She reviewed the scores each school in the District received and what category they were identified as on the State Report Card. Post-secondary preparation data are reported for information purposes only and are not part of the overall score. Mr. Konrath added that the numbers with advanced courses are difficult because we do not know what the State is reporting and that data is really important to the District, but the Department of Public Instruction (DPI) is not there yet. Ms. Blum provided an overview of the Career Readiness Report Card, the Arts Course information, and college readiness data. Data showed that 74.8 percent of the class of 2022 graduates were career ready, and 85.6 percent were college ready. Twenty schools continue to be identified as “meet expectations” or better, and work will continue with schools that have been identified in lower categories. The way the State identified “economically disadvantaged” created a weighting change for student growth on the State Report Card impacting the overall scoring. Mr. Gallianetti asked whether we would consider adjusting the factor of the ACT Exam as more colleges are becoming ACT optional and Mr. Konrath responded that it is still the best indicator of college success so we would want to keep true to that. Mr. Mancl asked if the two schools failing to meet expectations were the same last year and Mr. Konrath responded that South High School was not. He added that the way they changed the formula for growth we cannot understand the formula. Mr. Harvatine added that we are unable to get an answer as to why South’s score is what it is. We have to look at our own data and then develop a plan. A shift in free and reduced affects it. Mr. Konrath added that because they flipped the demographics – the more homogenous you are, the better off you are with your report card scores. Using the State’s formula – we do not know that we are going to get the outcomes we are looking for. Mr. Mancl asked about Longfellow Elementary School’s score and Mr. Konrath noted that is concerning to him. The focus at Longfellow is behavior and better supports for students. He added there will be future discussions with the Curriculum and Instruction Committee.

B. Adoption (Second Reading) of Revised Board of Education Policy 7510 – Use of District Facilities – Special Groups/Public Groups

Moved by Mr. Burg, seconded by Mr. Gallianetti to approve the adoption (second reading) of Revised Board of Education Policy 7510 – Property; Use of District Facilities – Special Groups/Public Groups. All ayes. Motion carried unanimously.

REPORT OF COMMITTEES

A. CURRICULUM & INSTRUCTION COMMITTEE

Moved by Mr. Mancl, seconded by Mr. Laster to accept the Curriculum and Instruction Committee's recommendation to approve agenda items #3, #4, #5, #6, #7, #8, and #9. All ayes. Motion carried unanimously.

1. North High School Band and Orchestra Field Trip

Moved by Mr. Mancl, seconded by Mr. Laster to accept the Curriculum and Instruction Committee's recommendation to approve North High School students to travel to Orlando, Florida, March 24-28, 2023. All ayes. Motion carried unanimously.

From the committee meeting:

Moved by Mr. Mancl, seconded by Mr. Laster to approve North High School students to travel to Orlando, Florida, March 24-28, 2023 as per Policy 2340. All ayes. Motion carried unanimously.

2. Introduction of New Course

Moved by Mr. Mancl, seconded by Mr. Laster to accept the Curriculum and Instruction Committee's recommendation to approve the adoption of new course: Making a Difference (North) Grades 11-12 for the 2023-2024 school year. All ayes. Motion carried unanimously.

From the committee meeting:

Moved by Mr. Burg, seconded by Mr. Laster to approve the adoption of new course: Making a Difference (North) Grades 11-12 for the 2023-2024 school year. All ayes. Motion carried unanimously.

Mr. Renzelmann provided an overview of the course details noting this course is within the English Department and is an elective course worth 0.5 credits. He added that the pre-requisite to take the course is a student must have earned at least a C in a core English course. The course is necessary, as nationally, there is a leadership crisis based on data in the areas of leadership equity, capacity, quality, integrity, and development. This course aims to address that unfilled need and requires a high degree of accountability, as students will develop and implement a leadership project.

3. Introduction (First Reading) of Revised Board of Education Policy 2210 – Curriculum Development

From the committee meeting:

Moved by Mr. Laster, seconded by Mr. Burg to approve the introduction (first reading) of revised Board of Education Policy 2210 – Program; Curriculum Development. All ayes. Motion carried unanimously.

Mr. Konrath noted that the policy updates would keep the District in compliance with Act 30.

4. Introduction (First Reading) of Revised Board of Education Policy 2240 – Controversial Issues in the Classroom

From the committee meeting:

Moved by Mr. Laster, seconded by Mr. Burg to approve the introduction (first reading) of revised Board of Education Policy 2240 – Program; Controversial Issues in the Classroom. Motion carried 3-1 (Burg – no).

Mr. Konrath noted the policy updates reflect the recent increase in discussion regarding controversial issues within the school setting. The revisions proposed intend to limit discussion of controversial issues to topics related to the curriculum. Mr. Burg asked what is determined as a substantial disruption or what constitutes it and Mr. Konrath responded that it would be up to the District and/or the courts to determine.

5. Introduction (First Reading) of New Board of Education Policy 2522 – Library Media Centers

From the committee meeting:

Moved by Mr. Burg, seconded by Mr. Laster to approve the introduction (first reading) of new Board of Education Policy 2522 – Program; Library Media Centers. All ayes. Motion carried unanimously.

Mr. Konrath reported that this new policy addresses a more formal process should there be a challenge to instructional materials or library information. Ms. Robbins asked if there is a requirement to read the material or book prior to the review process and Mr. Konrath responded that "yes" it is a requirement. Ms. Gloede, IMC/Media Specialist commented that the new policy language is helpful and has more legalese.

6. Introduction (First Reading) of Revised Board of Education Policy 5215 – Missing and Absent Children

From the committee meeting:

Moved by Mr. Burg, seconded by Mr. Laster to approve the introduction (first reading) of revised Board of Education Policy 5215 – Students; Missing and Absent Children. All ayes. Motion carried unanimously.

7. Introduction (First Reading) of Revised Board of Education Policy 5410 – Promotion, Placement, and Retention

From the committee meeting:

Moved by Mr. Burg, seconded by Mr. Laster to approve the introduction (first reading) of revised Board of Education Policy 5410 – Students; Promotion, Placement, Retention. All ayes. Motion carried unanimously.

8. Introduction (First Reading) of Revised Board of Education Policy 5720 – Student Activism

From the committee meeting:

Moved by Mr. Mancl, seconded by Mr. Laster to approve the introduction (first reading) of revised Board of Education Policy 5720 – Students; Student Activism. All ayes. Motion carried unanimously.

9. Introduction (First Reading) of Revised Board of Education Policy 8451 – Pediculosis (Head Lice)

From the committee meeting:

Moved by Mr. Burg, seconded by Mr. Laster to approve the introduction (first reading) of revised Board of Education Policy 8451 – Operations; Pediculosis (Head Lice). All ayes. Motion carried unanimously.

B. HUMAN RESOURCES COMMITTEE

1. Appointments

Moved by Dr. Hein, seconded by Ms. Versey to accept the Human Resources Committee’s recommendation to approve agenda items #1 and #3. All ayes. Motion carried unanimously.

From the committee:

Moved by Mr. Gallianetti, seconded by Ms. Robbins to confirm the following appointments. All ayes. Motion carried unanimously.

EDUCATIONAL ASSISTANTS

Angela Tinnon	Pigeon River	October 11, 2022	\$15.00 per hour
Rebecca Wampler	Madison	October 10, 2022	\$18.38 per hour

EVENT WORKERS

Courteney Duchow	North High	October 24, 2022	\$11.21 per hour
Mark Schommer	North High	October 21, 2022	\$11.21 per hour

LIFEGUARDS

Josphine Sorenson	North High (swim meets)	October 19, 2022	\$11.25 per hour
Connor Velier	North High	October 17, 2022	\$7.25 per hour

NOON HOUR SUPERVISORS

Carrie Gavin	Longfellow	October 26, 2022	\$10.83 per hour
Ellen Klusmeier	Étude Elementary	October 24, 2022	\$10.00 per hour
Rebecca Lyon	Étude Elementary	October 24, 2022	\$10.00 per hour
Marisela Velazquez Hernandez	Jefferson	October 12, 2022	\$10.00 per hour

RECREATION DEPARTMENT

Diane Gahagan	Kidstop Childcare	October 17, 2022	\$14.00 per hour
Erika Hocevar	Kidstop Childcare	October 18, 2022	\$14.00 per hour
Hailey Jennerman	Aquatic Aide	October 4, 2022	\$12.00 per hour
Krisalyn Kozlovsky*	Kidstop Childcare	October 10, 2022	\$14.00 per hour
Noel Nytes	Kidstop – L/Erdman	October 10, 2022	\$14.00 per hour
Claire Pelto	Kidstop – Wilson	October 7, 2022	\$14.00 per hour
Shamika Suggs	Soccer Instructor	October 6, 2022	\$12.00 per hour
Kylie Vang	Kidstop Childcare	October 4, 2022	\$14.00 per hour

Kristel Wappler	Lifeguard Swim Lessons	September 21, 2022	\$12.00 per hour
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SECRETARY

Lori Carrillo	Recreation Department	October 24, 2022	\$17.33 per hour
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SUBSTITUTE COOK

Cheryl Scott	District-Wide		October 12, 2022
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SUBSTITUTE EDUCATIONAL ASSISTANTS

Alyssa Meulbroek*	District-Wide	October 6, 2022	
Rosa Violante	District-Wide	October 7, 2022	

SUBSTITUTE SECRETARIES

Katherine Canora	George D. Warriner	October 27, 2022	
Lynn Koeppen	District-Wide	October 26, 2022	
Zulfia Zakia Rahman	District-Wide	October 25, 2022	

SUBSTITUTE TEACHERS

Seth Damrow	Degreed, Non-certified		October 14, 2022
Alizee Desmoulin	Degreed, Non-certified		October 13, 2022
Melissa Isidoro	Degreed, Non-certified		October 5, 2022
Eric Ladwig	Degreed, Non-certified		October 25, 2022
David Lutze	Regular Education		October 17, 2022
Debra Severns	Degreed, Non-certified		October 5, 2022
Julie Versey	English as a Second Language, Regular Education (Retired SASD Teacher)		October 17, 2022
Sarah Vincent	Instrumental Music, Early Childhood-Adolescence		October 19, 2022
Penny Suzanne Walter	Degreed, Non-certified		October 17, 2022

EXTRA PAY FOR EXTRA SERVICE (COACHES / ADVISORS)

Farnsworth

Luis Flores-Cantu	External Candidate	Boys' Basketball	\$1,250.00
John Knowles	External Candidate	Wrestling Coach	\$1,250.00

Urban

Robert Berthiaume	Internal Candidate	Boys' Basketball	\$1,250.00
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North High

Amber Miller	Internal Candidate	HOSA Advisor	\$1,250.00
Nathan Tarkowski	External Candidate	Assistant Girls' Basketball	\$2,743.00

South High

James Carroll	External Candidate	Assistant Football	\$3,018.00
Steven Conto	External Candidate	Event Worker	\$11.21 per hour
Leighanne Metter-Jensen	Internal Candidate	FCCLA	\$2,762.00
Charles Wigg	External Candidate	Assistant Boys' Soccer	\$2,743.00

*Relative of SASD employee

2. Separations

From the committee:

The following separations have been granted:

Kathleen Anderson	Fitness Instructor	Recreation Department	October 14, 2022
Jazmyne Blakley	Girls' Basketball Coach	Farnsworth	October 19, 2022
Mykalene Breitrack	8 th Grade Girls' Basketball Coach	Horace Mann	October 14, 2022
Hannah Coppersmith	Substitute Teacher	District-Wide	October 5, 2022
Maria Flores Anzures	Noon Supervisor	Madison	October 20, 2022
Ashley Frericks	Substitute Educational Asst.	District-Wide	October 5, 2022
Lola Gamez	Noon Supervisor	Étude Elementary	October 20, 2022
Normand Hays	Substitute Teacher	Cleveland/Pigeon River	October 10, 2022

Caitlyn Huenink	Lifeguard	North High	October 3, 2022
Juanita Ignacio	Educational Assistant	North High	October 27, 2022
Pamela Jankowski	Noon Supervisor	Étude Elementary	October 20, 2022
Kamaria Kozolovsky	Kidstop	Recreation Department	October 13, 2022
Mary Klein	Noon Supervisor	Madison	October 11, 2022
Becky Kuszynski	Teacher	Jackson	October 27, 2022
Marissa Marchiando	Fitness Center Instructor	Recreation Department	October 14, 2022
Abigail Martinez	Noon Supervisor	Sheridan	October 12, 2022
Addison Mattox	Boys' Diving Coach	South High	October 10, 2022
Jacob Milbrath	7 th Grade Girls' Basketball Coach	Horace Mann	October 14, 2022
Amy Nessman	Teacher	Madison	October 14, 2022
William Nelesen	Kidstop	Recreation Department	October 14, 2022
Cynthia Pagels	Noon Supervisor	Sheridan	October 16, 2022
Donna Rautmann	Kidstop	Recreation Department	October 24, 2022
Mary Risseeuw	Noon Supervisor	Madison	October 11, 2022
Clare Roberts	Kidstop	Recreation Department	October 14, 2022
Tyler Schoessow	Baseball Ump and Instructor	Recreation Department	October 10, 2022
Julia Simpson	Noon Supervisor	Étude Elementary	October 20, 2022
Farah Soetaert	Noon Supervisor	Étude Elementary	October 20, 2022
Annalise Sommer	Cheer	Recreation Department	October 4, 2022
Taylor Tiegs	Teacher	Wilson	November 22, 2022
Vanessa Tollefson	Kidstop	Recreation Department	October 14, 2022
Coral Wappler	Educational Assistant	Horace Mann	October 5, 2022
Kristel Wappler	Lifeguard Swim Lessons	Recreation Department	October 4, 2022
Gail Wilke	Teacher	District-Wide	October 18, 2022

3. Retirements

From the committee meeting:

Moved by Mr. Gallianetti, seconded by Ms. Robbins to grant the following requests to retire and the employees be recognized for their years of service per board policy. All ayes. Motion carried unanimously.

James Butzen	Custodian	South High	17.60 years of service
Lauri Reif	Custodian	Grant	27.00 years of service
Yer Thao	Educational Assistant	Cooper	32.30 years of service
Georgine Mueller	Purchasing/Accounts Payable/ Warehouse Services Supervisor	Administrative Services Bldg.	32 years of service

C. FACILITIES/RECREATION/THEATRE COMMITTEE

1. Introduction of Community Recreation Department Supervisor

From the committee meeting:

Mr. Koehler introduced Ms. Jennifer Eisold as the new Aquatics, Fitness, and Summer Adventures Recreation Supervisor. Ms. Eisold spoke about her educational background and her involvement in the community. She added that currently 450 kids are enrolled in Tyke Tyme and more than 1200 kids participated in the summer program that offers more than 60 class options. Future plans are to move some class offerings to one week and she is also looking to maximize space for land adventures. Also, a survey was completed by the community that she will be reviewing to see if the Community Recreation Department can tap into a new population of people to take advantage of the fitness programs that are offered. She also talked about the Nu Dawn program that is designed for persons with special needs and was created to promote sociability, recreation, and enjoyable activities. Currently the program is for any person 18 years of age or older; however, they are considering lowering the age requirement.

2. Community Recreation Department Summer Adventures and Programming Update

From the committee meeting:

Mr. Koehler provided a brief update noting that all programs were left in place and ready to go for Ms. Eisold. Summer daycare was capped at 60 kids and there were high participation numbers for the summer programs. Mr. Koehler provided enrollment numbers for a variety of offerings.

D. FINANCE & BUDGET COMMITTEE

1. Fund 41 Capital Projects

From the committee meeting:

The Fund 41 Capital Projects report through October 31, 2022, will be presented at the December Finance Committee.

2. Statement of Cash Flow

From the committee meeting:

The Statement of Cash Flow report through October 31, 2022, will be presented at the December Finance Committee.

3. Revenues & Expenditures Reports

From the committee meeting:

The Revenue & Expenditures reports through October 31, 2022, will be presented at the December Finance Committee.

4. Budget Revisions and Transfers of Appropriations

From the committee:

Budget revisions and transfers of appropriations through October 31, 2022, will be presented at the December Finance Committee.

5. Fund Balance Designation Discussion

Moved by Mr. Gallianetti, seconded by Dr. Hein to accept the Finance and Budget Committee's recommendation for the June 30, 2022 fund balance designations as presented. All ayes. Motion carried unanimously.

From the committee meeting:

Moved by Dr. Hein, seconded by Ms. Ruiz-Harrison to approve administration's recommendations for the June 30, 2022 fund balance designations as presented. All ayes. Motion carried unanimously.

Mr. Boehlke noted that these are the same recommendations as presented and discussed at last month's committee meeting, and no changes have been made. The proposed recommendations would leave the unassigned fund balance at 18.6% of the 2022-2023 general budget.

6. Nutritional Services Update

From the committee meeting:

Ms. Nitka provided an update on the Nutritional Services Department, which included an overview of the summer and current programs, challenges, and future plans. Ms. Nitka noted that they are still experiencing supply issues. She explained that during the summer, the USDA reverted back to their policy that all meals have to be eaten at the meal site. Families can no longer pick up meals. During the summer of 2021, when USDA allowed meals to be picked up, 11,045 meals were served. This summer, 27,901 meals were served. Currently, breakfast and lunch are available at no charge for all students. The after-school supper club is at 15 schools. Ms. Nitka explained that the food and supply availability challenges are nationwide. Many times only half of the food orders are delivered. She further explained that vendors are requesting that orders are placed for 2-3 months ahead and/or committing to 2-3 semi-loads at a time. She added that they do not have enough space at the central building to handle this capacity. She noted that on the agenda, there is an item requesting approval for the Nutritional Services Department to lease warehouse space for three years to accommodate the need for dry goods storage. She explained there is also an item on this agenda requesting board approval for a Wisconsin Local Foods for Schools Grant in the amount of \$329,924 to purchase milk locally from Wisconsin farms, which would offset the cost of the warehouse lease. Ms. Nitka spoke about events that have taken place, such as National School Lunch Week and Apple Crunch Day. She spoke about future opportunities, which include updating equipment, student taste testing, staff training and development.

7. DPI WI Local Foods Grant

Moved by Mr. Gallianetti, seconded by Dr. Hein to accept the Finance and Budget Committee's recommendation to approve submitting a DPI WI Local Foods Grant in the amount of \$329,924 for purchasing milk and offsetting the cost of warehouse lease. All ayes. Motion carried unanimously.

From the committee meeting:

Moved by Dr. Hein, seconded by Ms. Ruiz-Harrison to approve submitting a DPI WI Local Foods Grant in the amount of \$329,924. All ayes. Motion carried unanimously.

Ms. Nitka explained that the grant money would be used for purchasing milk, and would help offset the cost of the requested warehouse lease if it is approved.

8. Approval of Warehouse Lease for the Nutritional Services Program

Moved by Mr. Gallianetti, seconded by Dr. Hein to accept the Finance and Budget Committee’s recommendation of a three-year lease with Copper Craft Enterprises LLC in the amount of \$2,187.50 per month for the first year, \$2,237.50 per month for the second year, and \$2,291.67 for the third year of the lease for 5,000 square feet of warehouse space. All ayes. Motion carried unanimously.

From the committee meeting:

Moved by Dr. Hein, seconded by Ms. Ruiz-Harrison to approve the administration’s recommendation of a three-year lease with Copper Craft Enterprises, LLC for 5,000 square feet of warehouse space located at 825 South 20th Street, Sheboygan, in the amount of \$2,187.50 per month for the first year, \$2,237.50 per month for the second year, and \$2,291.67 for the third year of the lease. All ayes. Motion carried unanimously.

9. Gifts

Moved by Mr. Gallianetti, seconded by Dr. Hein to accept the Finance and Budget Committee’s recommendation to accept all gifts to the District. All ayes. Motion carried unanimously.

From the committee meeting:

<u>Gift</u>	<u>Donor</u>	<u>Building/Program</u>	<u>Amount</u>
<u>For Information</u>			
Monetary	Sheboygan Motor Company	Urban	262.44
Monetary	NFPA Education & Technology Fdn.	Central High	500.00
Monetary	Greg/Karen Wolff	North	1,000.00
Monetary	Debra Ott	Sheboygan Theatre Company	20.00
Monetary	Susan Schleisner	Sheboygan Theatre Company	30.00
Monetary	Anonymous	Sheboygan Theatre Company	20.00
<u>For Action</u>			
Monetary	Johnsonville LLC	North/Red Raider Robotics	5,000.00
Monetary	EMD Millipore Corp.	North/Red Raider Robotics	5,000.00
Monetary	American Orthodontics	North/Red Raider Robotics	5,000.00
Monetary	Vollrath Company	North/Red Raider Robotics	5,000.00
Monetary	Pigeon River PTO	Pigeon River	3,300.00
Monetary	Frank G. & Freida K. Brotz Family Fdn.	Sheboygan Theatre Company	2,500.00

E. COMMITTEE OF THE WHOLE

1. Vice President Laster called the meeting to order at 6:36 p.m.
2. Vice President Laster requested that everyone stand and join him in the Pledge of Allegiance.
3. Moved by Mr. Burg, seconded by Mr. Gallianetti to approve the agenda. All ayes. Motion carried unanimously.
4. Present: Mr. Mark Mancl, Mr. Ryan Burg, Ms. Kay Robbins, Ms. Mary Lynne Donohue, Mr. Santino Laster, Dr. Susan Hein, Mr. David Gallianetti, Ms. Sarah Ruiz-Harrison
Excused: Ms. Rebecca Versey
5. Confirmation of Sale of House Construction Project

Moved by Mr. Mancl, seconded by Mr. Burg, to accept the administration’s recommendation to approve the offer to sell the residential property at 2826 Stonebrook Drive, Sheboygan, WI, which is owned by the school district and is no longer needed for school purposes in the amount of \$410,000. All ayes. Motion carried unanimously.

Mr. Duff noted that the house was completed in June 2022 and listed at \$419,000. The cost of building the house, including the lot was \$330,000; with the purchase price of \$410,000, the net revenue is \$80,000. This net revenue goes towards purchasing future lots. The District has two lots, and is currently building on one of those lots.

6. Moved by Mr. Burg, seconded by Dr. Hein to adjourn at 6:42 p.m. All ayes. Motion carried unanimously.

F. SPECIAL BOARD COMMITTEES/ASSIGNMENTS

1. Human Growth and Development Committee – Mr. Spielman reported that he would be bringing forward recommended committee procedures to the December 13 meeting as well as new members to be approved by the Board. Dr. Hein asked if all Human Growth & Development Committee members were residents and Mr. Spielman commented that he consulted with our attorney, and how we are handling our members is okay, as long as they are a resident of the school district. Resident being employee, living in, and/or work within the community. Ms. Donohue noted that since various legal issues were raised we might want to circle back to our attorney as this is an important subject for our students health and well-being and we do not want it to be a battleground as our students suffer. She wants to be sure we are on firm legal ground. Mr. Mancl wants it to be clear whether the person who is interested on serving on the committee is a community member or not. Mr. Burg asked for clarification on the selection of committee members, and Ms. Donohue asked that the Board wait until a full report comes from Mr. Spielman.

COMMUNICATIONS

Communications received were noted.

FUTURE MEETING DATES

December 13, 2022 – Committee meetings at 6:00 p.m.
December 27, 2022 - Regular Board of Education meeting at 6:00 p.m.

The Board of Education will have one meeting for the month of December. The meeting will occur on December 13, 2022 with committee meetings beginning at 6:00 p.m. and the Regular Board of Education meeting at 6:30 p.m.

ADJOURN

Moved by Mr. Mancl, seconded by Mr. Burg to adjourn at 7:19 p.m. All ayes. Motion carried unanimously.

Seth A. Harvatine
Superintendent & Secretary of the Board

EXECUTIVE SUMMARY

FOR THE SHEBOYGAN AREA SCHOOL BOARD

Topic: Human Growth and Development Citizens' Advisory Committee Procedural Rules

Date: 12/2/22

Prepared by: Eric Spielman, Coordinator - Student and Instructional Services

Recommended action:

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

Purpose: The Human Growth and Development Citizens' Advisory Committee is proposing the adoption of documented procedural rules intended to clarify membership and meeting structure.

How does this relate to the Principles of Equity: Principle of Equity #7 states, "All of our district policies, procedures, and funding are aligned with the above SASD Principles of Equity, as well as the alignment with federal and state legislation, to eliminate inequities." The proposal is intended to clarify procedures so that the committee can focus its attention on curriculum.

Background:

- **Who is affected?** The procedural rules would directly impact the operations of the Human Growth and Development Citizens' Advisory Committee
- **What is the cost and budget impact?** N/A
- **How will this be implemented and what is the timing?** These procedural rules would support committee operations immediately. Any necessary actions as a result of these rules would be implemented starting with our January 9, 2023 committee meeting.

- **How will we assess if this is successful?** There will be clarity regarding committee make up and procedures, allowing the team to focus its attention on curriculum.

Attachments:

- Overview presentation
- Wisconsin State Statute 118.019
- Board Policy 2414 - Human Growth and Development
- Board Policy 9140 - Citizens' Advisory Committees
- Proposed *Committee Procedural Rules*



SHEBOYGAN AREA

— SCHOOL DISTRICT —

**Human Growth and Development
Citizens' Advisory Committee
Procedural Rules**

State and Local Guidance

- The establishment, purpose, and work of the Human Growth and Development Citizens' Advisory Committee is guided by the following:
 - [Wisconsin State Statute 118.019](#)
 - [SASD Board Policy 2414 - Human Growth and Development](#)
 - [SASD Board Policy 9140 - Citizens' Advisory Committees](#)



WI State Statute 118.019(5)

ADVISORY COMMITTEE.

“In any school district that offers a human growth and development curriculum, the school board shall appoint an ad hoc advisory committee whose role is to advise the school board on the design and implementation of the human growth and development curriculum and to review the curriculum. Parents, teachers, school administrators, pupils, health care professionals, members of the clergy, and other residents of the school district shall comprise the committee.”



WI State Statute 118.019(5)

“No one category of member shall constitute more than **one-fifth of the membership** of the committee, except that parents may comprise more than one-fifth of the membership of the committee. **No more than one quarter** of the members of the committee may be made up of employees of the school district or their spouses or members of the school board or their spouses.”



Board Policy 2414

Human Growth and Development

“A citizens' advisory committee shall be established, in accordance with *Board Policy 9140* - Citizens' Advisory Committees and **118.019(5)**, Wis. Stats., in order to ensure the effective participation of staff, parents, health-care professionals, members of clergy, and other residents of the District in the design and implementation of this program area.”



Board Policy 9140

Citizens' Advisory Committees

- All appointments of citizens shall be approved by the Board
- All appointments of staff members shall be made by the District Administrator
- Committee shall be representative of the community
- Chairperson shall be chosen among the lay members
- Board members may be ex-officio members of the committee
- Each committee shall be instructed as to the length of time each member is asked to serve



Board Policy 9140 (continued)

- The structure and organization of an advisory committee shall be determined by the Board
- Advisory committees shall be encouraged to draw upon a wide variety of resources both inside and outside the School District
- Each committee shall be encouraged to draw upon the talents of other local residents and to recommend to the Board the official appointment
- The committee shall recommend to the Board the appointment of members
- All advisory committees created by the Board are subject to the notice provisions of the Open Meetings Law



The Need to Formalize Procedures

1. Increased interest in serving on the committee
 - Over the past years, interest in this committee has been minimal. Positions have been difficult to fill and there has not been multiple candidates for open positions.

2. Team has faced questions for which there are currently not documented processes
 - Multiple applications for same position
 - People seeking to increase the size of the committee
 - Applications have been submitted for positions that have not been posted, or have been received after deadlines
 - Questions have emerged over whether or not committee members need to reside within the SASD boundaries and whether School Board members can serve on the committee
 - Questions regarding which committee members are ex-officio



The Need to Formalize Procedures

Discussions and decisions around the human growth & development curriculum deserve thoughtful consideration. With clearly defined procedures in place, recommendations put forward before the Board of Education can be debated based solely on their content, rather than the process by which the recommendations were made.



Proposed Procedural Rules

Proposed procedural rules were composed using the following:

- Past practice
- State Statutes and board policies
- Consultation with district legal counsel



Highlights of Proposal

- Purpose of Citizens' Advisory Committee
 - To advise the Board on the design and implementation of human growth & development curriculum
- Powers and Duties
 - Select officers and determine roles/responsibilities
 - Study problems and make recommendations associated with human growth & development
 - Other acts needed to achieve the objectives in accordance with State Statute 118.019



Committee Membership

- Increasing from 12 team members to 16
- Changing SASD staff members to Non-voting members

Voting Members

4 Parents (H.S., M.S., Elem,
at large)
2 H.S. Students
2 Health Care Professionals
2 Members of Clergy
2 Community Members

Non-Voting Members

2 Health Teachers (H.S., M.S)
1 Coordinator of HG&D
1 Board of Education Member



Committee Membership (continued)

- Voting members reside and/or serve the Sheboygan Area School District community. Voting members may not be related to an employee of the District (spouse/partner, child, parent, or sibling).
- Voting members of the committee shall be appointed by the Board of Education, recommended by the committee.
- If a member of the committee misses three consecutive, regular meetings of the committee, either the position shall be filled from a list of nominees and/or a call for nominees shall be made.
- The term of office of voting members of the committee shall be three years. Voting members may be reappointed once.



Other Points of Emphasis

- Vacancies will be promoted for a minimum of 30 days. Applicants will be asked to submit a letter of application explaining their interest in the position and any relevant background information.
- A quorum of current members must be present for action.
- Committee shall reorganize annually in May, electing chair, chair-elect, and secretary.
- Committee shall hold a minimum of one annual meeting.
- The committee shall follow Wisconsin Open Meeting Laws.
- When community input is included in the agenda, up to 30 minutes will be allocated for this agenda item.



Next Steps

- By a vote of 8-1, the committee is recommending the adoption of the proposed *Committee Procedural Rules*
- If the procedural rules are approved tonight
 - The committee is recommending the appointment of new/additional committee members as outlined in the subsequent board agenda item
 - Additional committee members will be sought to fill vacancies
 - The committee will implement the *Committee Procedural Rules* beginning with the election of officers at the January meeting



Questions



Wisconsin State Statute 118.019. Human growth and development instruction.

(1) PURPOSE. The purpose of this section is to foster a partnership between parents of pupils attending schools in the school district and the schools in the school district to promote the optimal health and well-being of the pupils. The provisions of this section are in addition to, and do not supplant, the requirements under ss. [118.01 \(2\) \(d\) 2. c.](#) and [8.](#) and [118.13 \(1\)](#), which are critical to maintaining the physical and psychological health of each pupil.

(1m) DEFINITIONS. In this section:

(a) "Age-appropriate" means suitable to a particular age group of pupils based on their developing cognitive and emotional capacity and consistent with adolescent development and community standards.

(b) "Medically accurate information" means information that is scientifically-based and published, where appropriate, in peer-reviewed journals and textbooks.

(2) SUBJECTS. A school board may provide an instructional program in human growth and development in grades kindergarten to 12. If the school board elects to provide an instructional program under this section, when the school board establishes the curriculum for the instructional program, the school board shall make determinations as to whether and, if so, for what subjects covered in the curriculum the pupils shall be separated by gender. If an instructional program is provided, the following instructional program is recommended:

(a) Present medically accurate information to pupils and, when age-appropriate, address the following topics:

1. The importance of communication about sexuality between the pupil and the pupil's parents or guardians.

2. Reproductive and sexual anatomy and physiology, including biological, psychosocial, emotional, and intellectual changes that accompany maturation.

5. The benefits of and reasons for abstaining from sexual activity. Instruction under this subdivision shall stress the value of abstinence as the only reliable way to prevent pregnancy and sexually transmitted infections, and shall identify the skills necessary to remain abstinent.

7. Methods for developing healthy life skills, including setting goals, making responsible decisions, communicating, and managing stress.

8. How alcohol and drug use affect responsible decision making.

9. The impact of media and one's peers on thoughts, feelings, and behaviors related to sexuality.

10. Adoption resources, prenatal care, and postnatal supports.

11. The nature and treatment of sexually transmitted infections.

(c) Address self-esteem and personal responsibility, positive interpersonal skills, and healthy relationships.

(d) Identify counseling, medical, and legal resources for survivors of sexual abuse and assault, including resources for escaping violent relationships.

(e) Address the positive connection between marriage and parenting.

(f) Present information about avoiding stereotyping and bullying, including how to refrain from making inappropriate remarks, avoiding engaging in inappropriate physical or sexual behaviors, and how to recognize, rebuff, and report any unwanted or inappropriate remarks or physical or sexual behaviors.

(2d) NONDISCRIMINATION. An instructional program under this section shall use instructional methods and materials that, consistent with s. [118.13 \(1\)](#), do not discriminate against a pupil based upon the pupil's

race, gender, religion, sexual orientation, or ethnic or cultural background or against sexually active pupils or children with disabilities. Nothing in this subsection shall be construed to prohibit a school board from approving an instructional program under this section that includes instruction on abstinence from sexual activity or that is abstinence-centered.

(2m) REQUIRED SUBJECTS. If a school board provides instruction in any of the areas under sub. (2)(a), the school board shall ensure that instruction conforms to s. [118.13 \(1\)](#) and that the following is provided, when age appropriate, in the same course and during the same year:

(c) Presents abstinence from sexual activity as the preferred choice of behavior for unmarried pupils.

(d) Emphasizes that abstinence from sexual activity before marriage is the only reliable way to prevent pregnancy and sexually transmitted diseases, including human immunodeficiency virus and acquired immunodeficiency syndrome.

(e) Provides instruction in parental responsibility and the socioeconomic benefits of marriage for adults and their children.

(f) Explains pregnancy, prenatal development, and childbirth.

(g) Explains the criminal penalties under ch. [948](#) for engaging in sexual activities involving a child.

(h) Explains the sex offender registration requirements under s. [301.45](#). Instruction under this paragraph shall include who is required to report under s. [301.45](#), what information must be reported, who has access to the information reported, and the implications of being registered under s. [301.45](#).

(i) Provides medically accurate information about the human papilloma virus and the human immunodeficiency virus and acquired immunodeficiency syndrome.

(j) Explains the process under s. [48.195](#) under which a parent of a newborn child may relinquish custody of the child to a law enforcement officer, emergency medical services practitioner, or hospital staff member.

(2s) PROVISION OF INSTRUCTION. Subject to s. [120.13 \(37m\)](#), nothing in this section prohibits a school district from providing instruction under this section, in whole or in part, to pupils while the pupils are separated from members of the opposite sex.

(3) DISTRIBUTION OF CURRICULUM TO PARENTS; NOTICE. Each school board that provides an instructional program in human growth and development shall annually provide the parents or guardians of each pupil enrolled in the school district with an outline of the human growth and development curriculum used in the pupil's grade level, information regarding how the parent or guardian may inspect the complete curriculum and instructional materials, an explanation of the exemption under sub. (4), and a statement that pupils exempted from instruction under this section will still receive instruction in the subjects under s. [118.01 \(2\) \(d\) 2. c.](#), unless exempted, and s. [118.01 \(2\) \(d\) 8](#). The school board shall make the complete human growth and development curriculum and all instructional materials available for inspection by a parent or guardian upon his or her request at any time, including prior to their use in the classroom.

(4) EXEMPTION FOR INDIVIDUAL PUPILS. No pupil may be required to take instruction in human growth and development or in the specific subjects under subs. (2) and (2m) if the pupil's parent or guardian files with the teacher or school principal a written request that the pupil be exempted.

(5) ADVISORY COMMITTEE. In any school district that offers a human growth and development curriculum, the school board shall appoint an ad hoc advisory committee whose role is to advise the school board on the design and implementation of the human growth and development curriculum and to

review the curriculum. Parents, teachers, school administrators, pupils, health care professionals, members of the clergy, and other residents of the school district shall comprise the committee. No one category of member shall constitute more than one-fifth of the membership of the committee, except that parents may comprise more than one-fifth of the membership of the committee. No more than one quarter of the members of the committee may be made up of employees of the school district or their spouses or members of the school board or their spouses.

Book	Policy Manual
Section	2000 Program
Title	HUMAN GROWTH AND DEVELOPMENT
Code	po2414
Status	Active
Adopted	October 22, 2013
Last Revised	August 3, 2021

2414 - **HUMAN GROWTH AND DEVELOPMENT**

The Board directs that students receive instruction in human growth and development, consistent with Chapter 118.019(2) Wis. Stats, to include the following:

A. Medically accurate and age-appropriate instruction in the following topics:

1. the importance of communication about sexuality between the student and the student's parents or guardians
2. reproductive and sexual anatomy and physiology, including biological, psychosocial, emotional, and intellectual changes that accompany maturation
3. puberty, pregnancy, parenting, body image, and gender stereotypes
4. the skills needed to make responsible decisions about sexuality and sexual behavior throughout the student's life, including how to refrain from making inappropriate verbal, physical, and sexual advances and how to recognize, rebuff, and report any unwanted or inappropriate verbal, physical, and sexual behaviors
5. the benefits of and reasons for abstaining from sexual activity

Instruction under this subdivision shall stress the value of abstinence as the only reliable way to prevent pregnancy and sexually transmitted infections and shall identify the skills necessary to remain abstinent
6. the health benefits, side effects, and proper use of contraceptives and barrier methods approved by the Federal Food and Drug Administration to prevent pregnancy and barrier methods approved by the Federal Food and Drug Administration to prevent sexually transmitted infections
7. methods for developing healthy life skills, including setting goals, making responsible decisions, communicating, and managing stress
8. how alcohol and drug use affect responsible decision making
9. the impact of media and one's peers on thoughts, feelings, and behaviors related to sexuality
10. adoption resources, prenatal care, and postnatal supports
11. the nature and treatment of sexually transmitted infections

- B. use instructional methods and materials that do not discriminate against a student based upon the student's race, gender, religion, sexual orientation, or ethnic or cultural background or against sexually active students or children with disabilities
- C. address self-esteem, personal responsibility, healthy relationships, and positive interpersonal skills, with an emphasis on healthy relationships
- D. identify counseling, medical, and legal resources for survivors of sexual abuse and assault, including resources for escaping violent relationships

The District Administrator will ensure that any instruction provided under this policy also includes instruction in the same year, when age-appropriate, that fulfills the requirements of Chapter 118.019(2m), Wis. Stats. required subjects as listed below:

- A. presents abstinence from sexual activity as the preferred choice of behavior for unmarried students
- B. emphasizes that abstinence from sexual activity before marriage is the only reliable way to prevent pregnancy and sexually transmitted diseases, including human immunodeficiency virus and acquired immunodeficiency syndrome
- C. provides instruction in parental responsibility and the socioeconomic benefits of marriage for adults and their children
- D. explains pregnancy, prenatal development, and childbirth
- E. explains the criminal penalties for engaging in sexual activities involving a child under Ch. 948, Wis. Stats.
- F. explains the sex offender registration requirements under 301.45, Wis. Stats.

Instruction under this paragraph shall include who is required to report under 301.45, Wi. Stats., what information must be reported, who has access to the information reported, and the implications of being registered under 301.45, Wis. Stats.

- G. provides medically accurate information about the human papilloma virus and the human immunodeficiency virus and acquired immunodeficiency syndrome

The Board authorizes authorize the curriculum to include separating students on the basis of gender as determined by the Committee.

A citizens' advisory committee shall be established, in accordance with Board Policy 9140 - Citizens' Advisory Committee and 118.019(5), Wis. Stats., in order to ensure the effective participation of staff, parents, health-care professionals, members of clergy, and other residents of the District in the design and implementation of this program area.

The District shall notify the parents annually with an outline of the human growth and development program used in their child's grade level and in advance of the instruction give them an opportunity, prior to instruction, to review the complete program and instructional materials and of their right to have their child excused from the instruction. The notice shall state that, in the event a student is excused, that student will still receive instruction under 118.01(2)(d)2c, Wis. Stats. unless exempted and under 118.01(2)(d)8, Wis. Stats.

T.C. 8/3/21

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Legal 115.35, 118.01(2)(d), 118.019, Wis. Stats.
 P.I. 8.01(2)(j), Wis. Adm. Code

Book	Policy Manual
Section	9000 Relations
Title	CITIZENS' ADVISORY COMMITTEES
Code	po9140
Status	Active
Adopted	October 22, 2013

9140 - **CITIZENS' ADVISORY COMMITTEES**

The Board of Education, in its discretion, shall establish citizens' advisory committees when there is a definite function to be performed. All appointments of citizens to advisory committees shall be approved by the Board. All appointments of staff members to citizens' advisory committees shall be made by the District Administrator. Staff members shall never constitute more than a minority of any such committee. Every effort shall be made to ensure that the makeup of an advisory committee is as truly representative of the community as possible. The chairperson of an advisory committee shall be chosen from among the lay members. Board members may be ex-officio members of an advisory committee.

Specific topics for study or well-defined areas of activities shall be assigned in writing to each committee immediately following its appointment. Upon completing its assignment, a committee either shall be given a new problem or shall be dissolved promptly. No advisory committee shall be permitted to continue for prolonged periods without a definite assignment. Each committee shall be instructed as to the length of time each member is asked to serve, the resources the Board intends to provide, the approximate dates on which the Board wishes it to submit reports, and the approximate date on which the Board wishes it to dissolve. Furthermore, the committee shall be instructed as to the relationship it has to the Board, to individual Board members, to the District Administrator, and to the remainder of the professional staff.

The structure and organization of an advisory committee shall be determined by the Board as appropriate to the assignment. Advisory committees shall be encouraged to draw upon a wide variety of resources both inside and outside the School District. Each committee shall be encouraged to draw upon the talents of other local residents and to recommend to the Board the official appointment of any such additional member(s) as the committee may desire.

Expenditure of District funds by an advisory committee shall be made only upon the prior approval of the District Administrator. Supplies, equipment, and personnel from within the School District may be obtained through the appointed staff resource person.

Correspondence between the Board and its committees shall ordinarily be conducted by the District Administrator. The District Administrator shall transmit the contents of any communication from a committee to the Board.

When a committee is ready to submit a report on its assigned topic, the District Administrator shall arrange a meeting for the purpose of receiving the report.

The Board shall have the sole power to dissolve any of its advisory committees and shall reserve the right to exercise this power at any time during the life of any committee.

All advisory committees created by the Board are subject to the notice provisions of the Open Meetings Law.

Legal	19.81 et seq., Wis. Stats.
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The Human Growth and Development
Citizens' Advisory Committee for the
Sheboygan Area School District



Committee Procedural Rules

The Human Growth and Development Citizens' Advisory Committee
for the Sheboygan Area School District

COMMITTEE PROCEDURAL RULES

ARTICLE I – Name

The name of the committee shall be THE HUMAN GROWTH AND DEVELOPMENT CITIZENS' ADVISORY COMMITTEE FOR THE SHEBOYGAN AREA SCHOOL DISTRICT.

ARTICLE II – Purpose

- A. Statement of Purpose - In accordance with WI State Statute 118.019
The goal of the Human Growth and Development Citizens' Advisory Committee is to advise the school board on the design and implementation of the Human Growth and Development curriculum and to review the curriculum (WI SS 118.019).

ARTICLE III – Relationship with Board of Education

- A. The Human Growth and Development Citizens' Advisory Committee shall be a clearinghouse for discussing problems and formulating recommendations for the school district and shall present such recommendations to the Board of Education, as is consistent with Article II. The Committee shall be an advisory body. It shall not endeavor to direct the activities of the school administration or to control the policies of the Board of Education, but shall inform the Board of Education of the recommendations of the Committee members.

ARTICLE IV – Powers and Duties

The powers and duties of the Human Growth and Development Citizens' Advisory Committee shall be:

- A. To select officers and to prescribe their duties and responsibilities.
- B. To adopt rules for procedures of the Committee.
- C. To study problems associated with the Human Growth and Development curriculum as suggested by the school district staff, the Board of Education, members of the community, and members of the Committee, and make recommendations to the Board of Education.
- D. To do such other acts as may be necessary and proper to achieve the organization's objectives in accordance with WI State Statute 118.019.

ARTICLE V – Membership

- A. In accordance with WI State Statute 118.019 the Committee shall be composed of parents, teachers, school administrators, pupils, health care professionals, members of the clergy, and other residents of the school district. No one category of member shall constitute more than one-fifth of the membership of the committee, except that parents may comprise more than one-fifth of the membership of the Committee. No more than one quarter of the members of the Committee may be made up of employees of the school district or their spouses or members of the school board or their spouses.

- B. The Committee shall be composed of no more than 16 members as follows:
- 4 Parents - Voting Members
 - Including representation of parents from elementary, middle, and high schools.
 - 2 High School Students - Voting Members
 - 2 Health Care Professionals - Voting Members
 - 2 Members of Clergy - Voting Members
 - 2 Community Members - Voting Members
 - 2 Teachers - Non-Voting Members
 - 1 middle school health teacher
 - 1 high school health teacher
 - 1 Board of Education Member - Non-Voting Member
 - 1 Human Growth and Development Coordinator - Non-Voting Member
- C. It is desirable that all voting members reside and/or serve the Sheboygan Area School District community. Voting members may not be related to an employee of the District (spouse/partner, child, parent, or sibling).
- D. Voting members of the Committee shall be appointed by the Board of Education from a list of nominees recommended by the Human Growth and Development Citizens' Advisory Committee.
- E. The president of the Board of Education, or his/her designated representative, the Human Growth and Development Coordinator, and representative school staff may be non-voting, ex officio members.
- F. As voting member vacancies occur on the Committee through term limitation, resignation, attrition, and/or failure to attend meetings, these vacancies will be filled by the Board from a list of nominees. Parent positions will be filled in a manner which ensures representation from elementary, middle, and high schools.
- G. If a member of the Committee misses three consecutive, regular meetings of the Committee, either the position shall be filled from the list of nominees and/or a call for nominees shall be made.
- H. The term of office of voting members of the Committee shall be three years. Voting members may be reappointed once.
- I. The term of office of voting members will begin July 1 and end on June 30.
- J. Nominees filling vacancies occurring during the year due to resignation, attrition, and/or failure to attend meetings will begin their term of membership following the Board of Education's approval of their appointment to the Committee. Such nominees shall complete the remainder of the unexpired term.
- K. Vacancies will be promoted through the SASD website and board reports. Vacancies shall be posted for a minimum of 30 days. Interested applicants will be asked to submit a letter of application explaining their interest in the position and any relevant background information.

ARTICLE VI – Committee Operation

- A. Each voting member of the Committee shall have one vote on all matters brought before the Human Growth and Development Citizens' Advisory Committee for formal action. A quorum of the voting membership is required to constitute a meeting at which action can be taken.

- B. The Committee shall reorganize annually in May, at which time planning for the year's activities of the Human Growth and Development Citizens' Advisory Committee for the Sheboygan Area School District shall take place.
- C. The Committee shall approve all recommendations to the Board of Education by a majority vote of the quorum present before submitting them in writing to the Board of Education.
- D. The Human Growth and Development Coordinator shall be responsible for providing needed information and services to the Committee.

ARTICLE VII – Officers

- A. The officers of the Human Growth and Development Citizens' Advisory Committee shall be a chair, a chair-elect, and a secretary, elected by the Committee from its voting membership at its May meeting. Officers shall serve for one year in their designated position and may be re-elected once. Officers who miss two consecutive meetings without just cause shall be relieved of their office and a replacement shall occur by a majority vote of the quorum present.
- B. The chair shall preside at all meetings; shall assist in the preparation of the agenda; and shall assist in the presentation of reports to the Board of Education and the community. The chair-elect shall serve in the absence of the chair; shall assure the maintenance of the membership list; shall assist with the orientation of new members; and with staff assistance, shall assure the notification to the members of all meetings. The secretary shall review the minutes of the meetings; shall, in the absence of staff, record the minutes; and with the chair, shall prepare the reports with the Committee.

ARTICLE VIII – Meetings

- A. The Committee shall hold a minimum of one annual meeting. Additional meetings will be held on an "as-needed" basis. The date, time, and place of all meetings shall be determined by the Committee and public notice shall be provided in accordance with the Wisconsin Open Meetings Law.
- B. Whenever necessary, special meetings shall be called by the chair or by a majority of the Committee, or by the Human Growth and Development Coordinator, or at the request of the Board of Education of the school district.
- C. All meetings shall be open to the public except if a closed session is warranted under §19.85 (1) Wis. Stats. However, the responsibilities of making motions and voting will be limited to voting members of the Committee. Any member of the Committee may propose an item for the agenda of any regular meeting and may speak to any issue before the Committee.
- D. Input from visitors to the meeting shall be in accordance with Policy 0167.3. When community input is included on the agenda, up to 30 minutes will be allocated for this agenda item.

ARTICLE IX – Rules of Order

- A. The Committee procedural rules shall be approved by the Board of Education.
- B. Suggested amendments to the *Committee Procedural Rules* of the Human Growth and Development Citizens' Advisory Committee shall be approved by a majority of the quorum present and shall be transmitted to the Board of Education for their approval.
- C. A quorum shall consist of a majority of the voting members of the Committee.

- D. Robert's Rules of Order Newly Revised shall be the parliamentary authority for the Human Growth and Development Citizens' Advisory Committee. The Human Growth and Development Coordinator to serve as the parliamentarian.

Reformation Presbyterian Church

(A Congregation of the Reformed Presbyterian Church General Assembly)

Church Address

3629 County Road V
Sheboygan, WI 53081

Mailing Address

P.O. Box 700187
Oostburg, Wisconsin 53070

October 25, 2022

Mr. Eric Spielman
Coordinator of Instructional Services
Sheboygan Area School District
Sheboygan, Wisconsin

Dear Mr. Spielman,

Hello. My name is Rev. Stephen Welch, and I am the Pastor of Reformation Presbyterian Church here in Sheboygan. I am writing to express my interest and desire to serve on the Human Growth and Development committee for the Sheboygan School district. I am an ordained Presbyterian Minister with 30 years of experience in Parish ministry. I served for several years as a youth minister and worked with youth in a camp setting. My current Parish is made up of families with young children and teens. I enjoy working with youth and serving growing families. I was involved as a mentor with a junior high school student through a mentoring program with the Katy, Texas school district. My education was in the public school district in the Kansas City, Missouri area and I had wonderful teachers who mentored me and provided wonderful tools for my learning and development. I appreciate the role that education plays in shaping the minds and hearts of students. I enjoy young people and understand the importance of their growth and development. I want to serve in various ways to strengthen the community in which I live. I would like the opportunity to serve on this committee and to bring the gifts, talents, and expertise I have as a clergyman. If you would like additional information or would like to talk with me further, please feel free to reach me by phone or email. Thank you for your consideration and for the opportunity to serve in this way.

Sincerely,

Rev. Stephen Welch, Pastor
Reformation Presbyterian Church
920-782-0789
welchs425@gmail.com



Eric Spielman <espielman@sasd.net>

Human Growth and Development Committee

1 message

Mavity Maddalena, Julie A <mavmadja@lakeland.edu>
To: "espielman@sasd.net" <espielman@sasd.net>

Fri, Nov 4, 2022 at 12:37 PM

Eric,

Jeff Leismer asked if I might be interested in serving as a clergy member on the human growth and development committee, and I said I would be very interested in serving the school district in this capacity. I have been ordained clergy in the United Church of Christ since March 2007 and have served as an education minister, parish minister, high school chaplain, and university chaplain during that time. In my role as education minister I was trained as a facilitator to teach the Our Whole Lives Sexuality curriculum that was developed by a team of experts for the United Church of Christ and Unitarian Universalist churches. This curriculum is a comprehensive curriculum that covers multiple age groups, with the most comprehensive section as a year-long course from 7th-9th graders. I have taught the curriculum to middle school and high schoolers in church and private school settings in Colorado, Massachusetts, and Wisconsin and have facilitated the program, working with parents whose children are in the class. I also have a PhD in Christian Ethics with a certificate in gender studies. I have taught college level gender and sexuality studies courses for many years. I am currently the chaplain, ethicist in residence, Director of the Ulrich Center for Faith, Ethics, and Justice, and Assistant Professor of Philosophy and Religion (long title, sorry!) at Lakeland University. I also have two children in the Sheboygan schools—an 8th grader and a 5th grader in the Etude system.

I think strong sexuality education for our children is absolutely critical for their basic safety and thriving. I want our kids safe, healthy, respectful, knowledgeable, and empowered to live out their own values in relation to sexuality. I bring perspectives of clergy, educator, parent, and citizen.

Thank you for the consideration,
Julie

The world is too dangerous for anything but truth and too small for anything but love. — Rev. William Sloan Coffin

Rev. Julie A. Mavity Maddalena, Ph.D.

Pronouns: She/Her/Hers

University Chaplain

Director of the Ulrich Center for Faith, Ethics, and Justice

Ulrich Ethicist in Residence

Assistant Professor of Philosophy and Religion

Office: 920-565-1000 ext. 2114

Cell: 920-889-4841

Schedule a meeting with me by clicking this link: <https://calendly.com/jmavmad/office-hours>





Eric Spielman <espielman@sasd.net>

HG&D Committee

1 message

Tracy Allee <tracytim@charter.net>
To: espielman@sasd.net

Sun, Nov 6, 2022 at 3:18 PM

Hi Eric,

My name is Tracy Allee. I have two children in the district.

I am interested in being part of the Human Growth and Development team because I would like a better understanding of the curriculum selection process and because I would like a voice in what is being taught in our schools.

I feel that my experience as a mother of two boys could bring some great ideas to the table. I also have my own business which has me involved in alternative health solutions at a store in Sheboygan Falls.




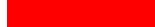
Thank you for your time.

Cheers,
Tracy Allee





Sent from my U.S.Cellular© Smartphone

Report to Board of Education on District Goals

Date:	December 13, 2022
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!




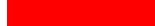
2022-2023

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 Studer/Huron continuous improvement cycle to identify and improve on areas of growth driven from their school report card data 	<ul style="list-style-type: none"> MS/HS report to the BOE in January/February All schools engaged in Studer continuous improvement cycle Currently working to incorporate Studer model into school long-range planning 	June 2023	
2	SASD High Schools will increase dual-credit offerings and participation to ensure SASD students benefit from the most prolific college articulated course offerings in the State	<ul style="list-style-type: none"> Collaborate with institutions of higher education to continue to increase the number of course offerings offered within SASD High Schools Introduce a student costing model that eliminates all financial barriers for students to access college level courses 	<ul style="list-style-type: none"> Orientation/professional development held at Lakeland University Lakeland University contract signed for the 2023-2024 school year Handbook work in progress (rough draft completed) Working to identify gaps in educator qualifications 	June 2023	
3	Utilize Bridges (4K-5) and Reveal (6-12) math curriculum to identify common assessments and use data to provide personalized math instruction opportunities	<ul style="list-style-type: none"> Commit to and implement common assessments Develop a process for identifying interventions based upon individual assessment data Train additional elementary staff in Bridges Intervention and AVMR to be used as tools to target specific skills and students 	<ul style="list-style-type: none"> Common assessments completed/implemented for complete course of Reveal Algebra Common assessments completed/implemented for Reveal Geometry semester one District end-of-year assessment for Bridges Math, mapping of standards, and professional development pertaining to interventions continue as planned 	June 2023	
4	Increase multilingual learner students' academic language proficiency utilizing explicit language instruction through content	<ul style="list-style-type: none"> Train ML staff to develop ELDs that are in alignment with district curriculum and assessments 	<ul style="list-style-type: none"> ML teachers focusing on writing goals in a collaborative manner across the District ML teachers grade-level/content teachers pertaining to content standards in the classroom 	June 2023	


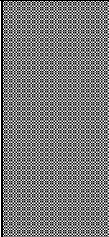
		<ul style="list-style-type: none"> Collaborate with classroom teachers to plan more effectively around the individualized needs of MLs in general education classrooms Create a working collection of district-wide ELDs for English language arts and math 	<ul style="list-style-type: none"> Transition of ML lead teacher Implementation of year 2 of 3 ML conversion 		
5	Support capacity building for high-quality literacy instruction and targeted instructional change	<ul style="list-style-type: none"> Utilize a literacy audit of the K-5 workshop model to support universal delivery of literacy instruction Provide training in reading instruction for interventionists and K-8 teachers 	<ul style="list-style-type: none"> Scope of audit determined Baseline information gathered Audit process defined 	June 2023	
6	Use assessments and data strategically to support continuous improvement in literacy	<ul style="list-style-type: none"> Analyze Lexia Core 5 and PowerUp data to support student learning and identify areas for intervention Develop common assessments to monitor student progress in K-12 literacy and Social Studies 	<ul style="list-style-type: none"> Lexia data analyzed for Q1 – usage and growth goals are on target in grades K-8 MS ELA piloting curriculum with common assessments included HS ELA utilizing common proficiency criteria to analyze student performance data HS SS utilizing Pre-ACT data to target literacy skills in core content New staff provided with initial training 2022/23 goals/expectations formalized Begin common assessments at MS level 	June 2023	
7	Create “Standardized Technology Classroom” at each grade level in order to ensure our teachers are supplied with necessary technologies so that they may provide the highest levels of instruction in their classrooms	<ul style="list-style-type: none"> Classroom technology needs will be clearly defined at each grade level and content area Cost analysis will be done to identify the costs at each school based upon their technology needs and current inventory All information gathered will be submitted to EMT and they will determine the final plan 	<ul style="list-style-type: none"> “Needs” and “Wants” defined by level Inventory of classrooms being collected Standardization across classrooms being discussed with tech team 	June 2023	

Report to Board of Education on District Goals

Date: December 13, 2022
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

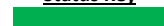



Status Key		
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	Deadline	We are not on track and have no plan to get plan back to green
	Finished	Project is complete!

2022-2023





Objective #	Objective	Outcome Measures	Evidence	End Date	Status
1	The SASD Elementary Report Cards will be live within the District's student information system	<ul style="list-style-type: none"> All accountability measures will be defined and measurable Data points will be defined as to time and location for use Elementary report cards will be shared with the C&I Committee for review and approval 	<ul style="list-style-type: none"> Format being modified by IT to match the CCR model Historical data now being housed within Student and Instructional Services 	June 2023	
2	All departments within S&I will utilize the Studer/Huron District Support Services Survey to make measurable improvements in the support given to our individual schools	<ul style="list-style-type: none"> The S&I Department will utilize the Studer/Huron continuous improvement process to identify areas for improvement in order to make measurable gains in supporting all SASD schools 	<ul style="list-style-type: none"> Student continuous improvement process utilized to streamline school choice; website updated and building secretaries updated Identified area of school choice timeline for improvement/streamlining Working to develop more efficient "enrollment windows/rounds" to better assist with staffing and scheduling 	June 2023	

Report to Board of Education on District Goals

Date: December 13, 2022
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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	Deadline	We are not on track and have no plan to get plan back to green
	Finished	Project is complete!

2022-2023




Objective #	Objective	Outcome Measures	Evidence	End Date	Status
1	The SASD will have a community supported 4K-12 attendance and truancy model that reduces the number of students that are truant per our district report cards	<ul style="list-style-type: none"> Define current practices and resources utilized to target truancy within the SASD Define the roles and partnerships of external partners in supporting the SASD in the area of truancy Utilize a uniformed truancy process to decrease truanancies across the SASD 	<ul style="list-style-type: none"> County-wide coalition started to address truancy at a similar level across all schools in the County La Crosse, WI model being researched as a possible model to replicate in Sheboygan County Focus on elementary level (parents) to ensure positive attendance habits are being formed at a young age 	June 2023	
2	Implement Restorative Practices across the second round of schools in collaboration with the District PBIS systems	<ul style="list-style-type: none"> Training of building level experts on restorative practice processes All teacher training in restorative practices Implementation in the second round of schools 	<ul style="list-style-type: none"> Implementation with schools previously trained (groups 1 & 2) Planning for group 3 (final group) to be trained 	June 2023	
3	Ensure the SASD procedures related to School Threats of Violence are research-based and current in providing students safe schools	<ul style="list-style-type: none"> Review crisis manuals, threat assessments protocols, and school building safety evaluations with principals and SROs 	<ul style="list-style-type: none"> Workgroup scheduled to begin review in winter of 2022/23 	June 2023	
4	The SASD will have defined processes to identify 4K-12 th students' mental health strengths and challenges and provide targeted supports for students in need	<ul style="list-style-type: none"> Provide training for principals in Mental Health First Aid Provide training for elementary staff in Trauma Informed Care Implementation of research-based interventions for identified students at the secondary level 	<ul style="list-style-type: none"> Final group of principals and pupil service staff trained in Mental Health First Aid School secretaries will train next Get Kids Ahead Initiative grant utilized to provide target intervention to 35 students at 6 schools for anxiety Standard protocol for suicide screening, prevention and reintegration created and shared with principals Training on trauma informed care for all new teachers 	June 2023	

Report to Board of Education on District Goals

Date: December 13, 2022
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

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




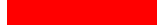
2022-2023

Objective #	Objective	Outcome Measures	Evidence	End Date	Status
1	Actively seek employee feedback on our continuous improvement process and re-recruit staff to retain them in the Sheboygan Area School District	<ul style="list-style-type: none"> Employee Engagement Survey Results <ul style="list-style-type: none"> Q.7 – My principal/supervisor consults me on decisions that affect my job (Increase to 50% agreement - currently 41.7% agreement) Q.C3 – Open/honest communication is an important part of the culture in my school district (Increase to 55% agreement – currently 50.3% agreement) Reduce overall voluntary resignation rate by 1% (currently 8%) 	<ul style="list-style-type: none"> Principal/Staff Rounding and two-way conversations with staff Implementation of “Stay Interviews” conducted to help us understand why employees stay and what might cause them to leave Invite high performing employees to engage in this conversation (10 teachers, 10 support staff) Modify our Exit Interview process to include a survey and an opportunity to meet in person to gather information on their SASD experience 	June 2023	
2	Ensure that our compensation and benefits packages are comparable or better than other schools in our region. And, create a communication strategy to assist our employee population and job candidates in understanding our robust benefits and compensation package	<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 schools in our region An elevated perception and understanding of the benefits and compensation package 	<ul style="list-style-type: none"> Collect comparable compensation and benefits data from other districts Create a short, palatable overview video showcasing our benefits package - this video is shared in employment offer communication and in the New Teacher Orientation agenda 	June 2023	
3	Deepen our employee recognition program	<ul style="list-style-type: none"> Employee Engagement Survey Results <ul style="list-style-type: none"> Q.4 – My principal/supervisor 	<ul style="list-style-type: none"> Continued Studer coaching on reward and recognition efforts 	June 2023	



		<p>recognizes good performance (Increase to 72% agreement – currently 68.5% agreement)</p> <ul style="list-style-type: none"> • Solidify a recognition plan for each level: individual, school site, district-wide 	<ul style="list-style-type: none"> • Employee Experience Specialist will attend quarterly principal meeting to discuss site and district recognition efforts and ideas • Begin planning an annual recognition award ceremony 		
4	Modify the Employee Wellness Program to emphasize preventative care and overall well-being	<ul style="list-style-type: none"> • 65% (currently 47%) of covered employees and spouses visit their primary care provider for an annual exam by October 2023 	<ul style="list-style-type: none"> • The Wellness insurance premium discount point structure will be revised to add an annual exam and appropriate age/gender screening 	June 2023	

Report to Board of Education on District Goals

Date: December 13, 2022
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

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

2022-2023

Objective #	Objective	Outcome Measures	Evidence	End Date	Status
1	Enhance the District’s onboarding/orientation process to proactively intervene and address concerns or needs of staff within the first 90 days of employment	<ul style="list-style-type: none"> 80% of new staff surveyed indicate concern or needs are addressed within 90 days of employment and they have a positive first impression of the District 	<ul style="list-style-type: none"> A revised and refreshed New Teacher Orientation program has been established. A fresh welcoming theme was presented, and the agenda included more of a celebratory feel, principal interaction and a group break-out box activity, as well as selfie stations, and giveaways Established an additional level of support for new special education EA’s. A former program support teacher is coming back on a part time basis to connect with new EA’s throughout the school year with intent of improving their skills in working with students and retaining our EA’s for years to come Surveyed new teachers after district orientation Plan for new staff 90-day check in Begin work on reviewing, revising and enhancing the mentorship program 	June 2023	
2	Revise protocols to assist interview teams to select and land the best candidates	<ul style="list-style-type: none"> A refined interview protocol and process 	<ul style="list-style-type: none"> Begin rounding conversations and survey principals and hiring managers to define problems, look for solutions, and develop plan for the next hiring season Create a higher level of interest in our current educators by increasing the enthusiasm and buy-in around the importance of becoming a Cooperating Teacher. Elevate the incentives to do so, 	June 2023	

			<p>and educate them on the requirements of becoming a Cooperating Teacher</p> <ul style="list-style-type: none">• Increase the number of student teachers within the District - Hire and retain those once they graduate• Elevate our efforts and participation in university and college mock interviews, job fairs, etc.		
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Report to Board of Education on District Goals

Date: December 13, 2022
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 and district decision-making

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!

2022-2023

Objective #	Objective	Outcome Measures	Evidence	End Date	Status
1	Refine practices to ensure clear and consistent communication between parents and school	<ul style="list-style-type: none"> • Parent Satisfaction Survey <ul style="list-style-type: none"> ○ Q.3 – I regularly receive feedback from school staff on how well my child is learning (70% agreement – currently 64.5% agreement) ○ Q.13 – I receive positive phone calls, emails, or notes about my child from this school (75% agreement – currently 69.6% agreement) 	<ul style="list-style-type: none"> • Principal ad hoc committee formed with goal to document current practices/strategies, identify areas of improvement, and practices/strategies to implement • Data regarding parental access to the Skyward student management systems is being analyzed 	June, 2023	
2	Expand methods and opportunities for two-way communication between stakeholders	<ul style="list-style-type: none"> • Parent Satisfaction Survey <ul style="list-style-type: none"> ○ Q.17 – The Superintendent makes decisions that are in the best interest of children and parents of the district (60% agreement – currently 51.3% agreement) • Employee Engagement Survey <ul style="list-style-type: none"> ○ C.1 - My school district supports honest two-way communication between supervisors and employees. (60% agreement – currently 56.3%) 	<ul style="list-style-type: none"> • Set up and launched new, internal communication platform (Yammer) for all district employees • Reminder communications sent out to all staff regarding Yammer • District newsletter continues to feature district information and decisions impacting our students • Employee feedback (Rounding) professional development took place on Oct. 3rd & 4th for principals and supervisors • Central Office Department staff meeting with district employees during prearranged and announced meeting times 	June, 2023	

Report to Board of Education on District Goals

Date: December 13, 2022
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
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	Deadline	We are not on track and have no plan to get plan back to green
	Finished	Project is complete!

2022-2023

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"> Facility walk through at each school Prioritize capital needs for the next 10 years at each school and athletic facility Present to Board the 10-year plan Communicate out the plan to staff, parents, and the community 	<ul style="list-style-type: none"> Walk through completed at all 22 school sites 	June 2023	
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 Parent and Staff listening sessions Community engagement sessions 	<ul style="list-style-type: none"> Phase I Environmental study for N. 15th property underway Two meetings held with NHS stakeholders to discuss making a recommendation to the Board regarding the possible uses of the Urban Middle School site 	June 2023	
3	Complete construction at the Central Services Building for the ASPIRE program and Warriner Middle and High Schools	<ul style="list-style-type: none"> Initial construction completed for start of school Permanent air exchange unit installed Permanent doors installed 	<ul style="list-style-type: none"> Occupancy approved for first day of school Permanent air exchange unit installed Permanent door installation in process 	December 2022	

Report to Board of Education on District Goals

Date: December 13, 2022
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

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!

2022-2023

Objective #	Objective	Outcome Measures	Evidence	End Date	Status
1	Complete a second lateral from the fiber optic ring to WiscNet	<ul style="list-style-type: none"> Plan for second connection to Wiscnet completed Quote received for the connection Second lateral connected to WiscNet 	<ul style="list-style-type: none"> Plan in place for second connection Quote for on-demand connection received from AT&T 	June 2023	
2	Establish a secondary data center	<ul style="list-style-type: none"> Engineering for 2nd lateral from ASB to the ring completed Bid received for the lateral Lateral completed Needed hardware for data center located at ASB purchased and installed 		June 2023	

Report to Board of Education on District Goals

Date: December 13, 2022
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!

2022-2023

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 CDL Develop ways to assist drivers with student bus behavior 	<ul style="list-style-type: none"> Developed new student misconduct process using electronic format and expanding communication with all stakeholders Maintenance and repairs to bus video cameras completed 	June 2023	
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"> Purchase order completed for “Stop Finder” parent and GPS bus tracking application 	June 2023	

Book	Policy Manual
Section	2000 Program
Title	CURRICULUM DEVELOPMENT
Code	po2210*pdw
Status	Second Reading
Adopted	October 22, 2013
Last Revised	October 26, 2022

2210 - **CURRICULUM DEVELOPMENT**

The Board recognizes its responsibility for the quality of the educational program of the schools. To this end, the curriculum shall be developed, evaluated, and adopted on a continuing basis and in accordance with a plan for curriculum growth established by the District Administrator.

For purposes of this policy and consistent communication throughout the District, curriculum shall be defined as:

- A. learning activities approved by the Board for individuals or groups of students and expressed in terms of specific instructional objectives or class periods;
- B. the plan for learning necessary to accomplish the educational goals of the District; and
- C. all the planned activities of the schools, including formal classroom instruction and out-of-class activity, both individual and group, necessary to accomplish the educational goals of the District.

The Board directs that the curriculum of this District:

- A. provides instruction in courses consistent with statute and regulations of the Department of Public Instruction or appropriate State agency;
- B. ensures, consistent with 115 Wis. Stats. and other applicable Federal and State laws and regulations, that special learning needs of students are provided for in the context of the regular program or classroom and provides for effective coordination with programs or agencies that are needed to meet those needs that cannot be dealt with in the regular program or classroom;
- C. be consistent with the District's philosophy and goals and ensure the possibility of their achievement;
- D. be consistent with 118.30 Wis. Stats., by incorporating State-recommended performance standards for students as the basis for determining how well each student is achieving curriculum objectives;
- E. allows for the development of individual talents and interests as well as recognizes that learning styles of students may differ;
- F. provides a strategy for continuous and cumulative learning through effective articulation at all levels, particularly of those skills identified as essential and life-role skills;
- G. utilizes a variety of learning resources to accomplish the educational goals;
- H. encourages students to utilize guidance and counseling services in their academic and career planning;
- I. in the elementary grades, provides regular instruction in reading, language arts, social studies, mathematics, science, health, physical education, art and music;
- J. in grades 5 to 8, provides regular instruction in language arts, social studies, mathematics, science, health, physical education, art and music;

- K. in grades 9 to 12, provides access to an educational program that enables students each year to study English, social studies, mathematics, science, vocational education, foreign language, physical education, art and music;
- L. provides regular instruction in foreign language in grades 7 and 8;
- M. in one of grades 5 to 8 and in one of grades 10 to 12, provide students with the instruction on shaken baby syndrome and impacted babies described in **Wis. Stats.** 253.15 (5), **Wis. Stats.**;
- N. incorporates instruction in financial literacy into the curriculum in grades kindergarten to 12;
- O. **at least once in grades 5 to 8 and at least once in grades 9 to 12, include instruction on the Holocaust and other genocides effective with the 2022-2023 school year;**
- P. provides that, in the social studies curriculum, instruction in the history, culture, and tribal sovereignty of Federally-recognized American Indian tribes and bands located in Wisconsin takes place at least twice in the elementary grades and once in the high school grades; and
- Q. provides for multi-cultural education by including, at each level, courses or units which help students understand the culture and contributions of various ethnic groups comprising American society, including, but not limited to Euro- Americans, African-Americans, Asian-Americans, Hispanic-Americans, and Native-Americans.

As educational leader of this District, the District Administrator shall be responsible to the Board for the development and evaluation of curriculum and the preparation of courses of study.

The District Administrator shall make progress reports to the Board periodically.

The District Administrator may conduct such innovative pilot programs as are deemed to be necessary to the continuing growth of the instructional program and to better ensure accomplishment of the District's educational goals. Each such innovative program must be consistent with Chapter 118 and appropriate State regulations and receive the approval of the Board.

The District Administrator shall report each such innovative program to the Board along with its objectives, evaluative criteria, and costs.

Unless the Board disapproves, the District Administrator may proceed to conduct the program.

The Board encourages, where it is feasible and in the best interests of the District, participation in programs of educational research.

The Board directs the District Administrator to pursue actively State and Federal aid in support of the District's innovative activities.

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Legal 118.01, 118.24, 121.02(1)(L), Wis. Stats.
 PI 8.01(2)(L)

Book	Policy Manual
Section	2000 Program
Title	CONTROVERSIAL ISSUES IN THE CLASSROOM
Code	po2240*pdw
Status	Second Reading
Adopted	October 22, 2013
Last Revised	October 26, 2022

2240 - **CONTROVERSIAL ISSUES IN THE CLASSROOM**

The Board believes that the consideration of controversial issues has a legitimate place in the instructional program of the District. It is the policy of the Board of Education to incorporate in the curricula of the District considerations of controversial issues relevant to the respective curricula. Free discussion of controversial issues is vital to students' learning and understanding of the American democratic system.

Properly introduced and conducted, the consideration of such issues can help students learn to identify important issues, explore fully and fairly all sides of an issue, weigh carefully the values and factors involved, and develop techniques for formulating and evaluating positions. In addition, the opportunity can lead students to learn about how to use critical thinking and problem-solving skills, to study and analyze relevant issues, evaluate different sources of information, make intelligent decisions regarding issues, and how to appreciate the value of differing viewpoints.

For purposes of this policy, a controversial issue is a topic on which opposing points of view have been promulgated by responsible opinion and/or likely to arouse both support and opposition in the community. These issues may range across a wide spectrum of political, social, economic, and religious topics. Controversial issues are those having one or more answers which are objectionable to a degree to some groups of people. They involve conflicting proposals for dealing with important problems.

The Board will permit the introduction and proper educational use of controversial issues provided that their use in the instructional program does not cause a substantial disruption in the school environment.

Consideration of controversial issues prepares students for intelligent and conscientious participation in a democratic society.

Students learn to:

- A. analyze current problems;
- B. gather and organize pertinent facts;
- C. distinguish between fact and opinion;
- D. detect propaganda;
- E. identify prejudice;
- F. draw intelligent conclusions;
- G. respect the opinions of others;
- H. respect the rights of minorities;
- I. clarify their own viewpoints.

In instruction about controversial issues, teachers shall:

- A. Express their personal opinions, if they wish, but emphasize that they are opinions rather than facts.
- B. Handle only those questions that come within the range of knowledge, maturity, and competence of students.
- C. Select problems and issues that are current, significant, and interesting.
- D. Obtain materials which examine all sides of an issue.
- E. Recognize individual differences in the maturity of students.
- F. Uphold, protect, and defend the basic freedom of our democratic way of life.
- G. Get authorization from the building principal when a non-teaching or non-student speaker(s) is going to discuss a controversial issue or when a topic of uncertain propriety is going to be discussed.
- H. Not attempt to limit the judgment to their students on controversial topics.
- I. Not indoctrinate students in favor or against religious or sectarian beliefs.
- J. Not allow more time for class discussion of controversial issues than is needed and productive.
- K. Not create discord among students nor embroil the students in bitter conflicts and dissidence.

Controversial issues related to the program may be initiated by the students themselves provided they are presented in the ordinary course of classroom instruction, relate to the topic of instruction, and do not cause substantial disruption to

the school environment.

Controversial issues may not be initiated by a source outside the schools unless prior approval has been given by the principal. Issues pertaining to human growth and development, as defined by statute, are subject to 118.019, Wis. Stats.

When controversial issues have not been specified in the course of study, the Board will permit the instructional use of only those issues which have been approved by the principal.

In the discussion of any controversial issue in the classroom or in the course of professional duties, a teacher may express a personal opinion, but shall identify it as such, and must not express such an opinion for the purpose of persuading students to his/her point of view. Teachers should be mindful that this does not permit them to offer opinions on topics which would not be the subject of discussion in the classroom due to their appropriateness for the age(s) of the students involved. As always, teachers are expected to serve as exemplars for their students by demonstrating good judgment as professionals when discussing controversial issues and expressing personal opinions in the classroom.

The Board recognizes that a course of study or certain instructional material may contain content and/or activities that some parents find objectionable. If after careful, personal review of the program lessons and/or materials, a parent indicates to the school that either content or activities conflict with his/her religious beliefs or value system, the school will honor a written request for his/her child to be excused from particular classes for specified reasons. The student, however, will not be excused from participating in the course or activities mandated by the State and will be provided alternative learning activities during times of parent requested absences.

In selection of materials for teaching about controversial issues, professional staff shall consider the same objectives as for the selection of library/media center resources in Policy 2521.

If materials used for instruction about controversial issues are challenged, the request for reconsideration procedures of Policy 9130 shall be followed.

The District Administrator shall develop administrative guidelines for dealing with controversial issues. (See also Policy 3310 – Freedom of Speech in Noninstructional Settings)

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Garcetti v. Ceballos, 126 S. Ct. 1951 (2006)

Book	Policy Manual
Section	2000 Program
Title	Library Media Centers
Code	po2522*pdw
Status	Second Reading
Last Revised	April 26, 2022

2522 - LIBRARY MEDIA CENTERS

The Board believes that school library media centers are a fundamental part of the educational process by providing a place to foster independent and collaborative learning and information-seeking skills in students and staff. This is accomplished through timely access to services and resources that both reflect the student body, the cultural diversity and pluralistic nature of American society, and represent perspectives held in the world more broadly. Therefore, the Board shall provide sufficient materials and staff for a library media center in each school in the District.

The District Administrator shall designate a licensed library media professional to direct or coordinate the District's library media program. The Board shall adopt a long range plan for library media services developed by teachers and library and audiovisual personnel and administrators. The plan shall be reviewed periodically. The plan and any materials selection or review process shall be in accordance with Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity.

The major goals of the District's school library media centers are:

- A. To support and enrich the District's standards and benchmarks;
- B. To provide for personal interests, professional, educational, and recreational reading while promoting an appreciation of good literature;
- C. To provide a comprehensive and coordinated collection of current resources so that students and staff will conveniently and effectively use a wide variety of materials, including print and non-print media;
- D. To provide the appropriate technology and equipment for information retrieval, resource sharing, classroom instruction, and student and teacher use;
- E. To promote and support the appropriate use of technology for interpreting and communicating intellectual content;
- F. To provide instruction that advances student and staff literacy of print, digital, and other emerging information resources;
- G. To provide equitable and timely access to resources that support students' personal, academic, and life-long learning;
- H. To foster a love of reading, curiosity, and investigation by providing a space that is well-maintained, up-to-date, welcoming, and safe for all users.

The District Administrator shall establish procedures consistent with the District's long range plan for library services development related to the selection of materials, removal (weeding) of materials, inventory, and repair and/or replacement of materials. The use of the District's allocation from the Common School Fund for acquisitions, in accordance with DPI regulations, shall be a component of the foregoing procedures.

Gifts and Donations

Gifts and donations shall be handled in accordance with Policy 7230 - Gifts, Grants, and Bequests.

Requests, Suggestions, or Complaints

Challenges to instructional materials shall be handled in accordance with Policy 9130 - Public Requests Suggestions, or Complaints.

Parental/Police Access to Library Information

The Board respects the privacy rights of parents and their children. The Board is also committed to ensuring that parents are permitted to obtain information about the instructional material, resources and services students choose to use at the District's libraries.

Parents of a student under the age of sixteen (16) have the right to review, upon request (see Form 2416.01 F1), library records relating to the use of the library's documents or other materials, resources or services by the student.

Upon request from a law enforcement officer investigating criminal conduct alleged to have occurred at a school library, the library shall disclose to the officer records produced by a surveillance device under the control of the library that are pertinent to the alleged criminal conduct.

Other than the exceptions noted above, records indicating the identity of any individual who borrows or uses the library's documents or other materials, resources, or services may not be disclosed except by court order or to persons acting within the scope of their duties in the administration of the library, or to persons authorized by the individual to inspect such records.

Inter-Library Loans

The Board authorizes District participation in interlibrary loan programs. The District will loan school library books and other instructional materials that are not in immediate or constant demand by staff or students to another participating school district for use in the libraries of that district.

Fines

Students may be assessed fines for the late return of borrowed materials or damage or loss of materials in accordance with Policy 6152 - Student Fees, Fines, and Charges.

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Legal 43.30, 43.72, 121.02(1)(h) Wis. Stats. PI 6, 8

Book	Policy Manual
Section	5000 Students
Title	MISSING AND ABSENT CHILDREN
Code	po5215*pdw
Status	Second Reading
Adopted	October 22, 2013
Last Revised	October 26, 2022

5215 - **MISSING AND ABSENT CHILDREN**

It is the intent of this Board of Education to cooperate with local, State, and National efforts to decrease the number of missing children. **For the purposes of this Policy, the following definitions apply:**

"Absent child" means a child that left the child's parents or approved placement through social services and whose whereabouts are known, but who refuses to return. This involves children who are runaways, but not known to be missing.

"Missing child" means a child whose whereabouts are unknown, which may include abducted children who have been abducted by a non-custodial parent, a victim of human trafficking, or another unknown circumstance.

The District Administrator is instructed to establish administrative guidelines whereby a student lacking records is admitted into the school followed by notification of the police rather than refusing entrance and notification of authorities. Such a procedure may reduce the risk of removal of the student from the area.

The District Administrator and/or building principals shall permit entrance into the school a student lacking records or identification as a student, and shall assure that the child remains in the building office area until law enforcement or social services is notified and takes custody of the child. Such a procedure reduces the risk of removal of a missing or absent child from the area before intervention by law enforcement or social services.

Procedures in this policy are to be implemented in coordination with Policy 5111.01 - Homeless Students.

Book	Policy Manual
Section	5000 Students
Title	PROMOTION, PLACEMENT, AND RETENTION
Code	po5410*pdw
Status	Second Reading
Adopted	October 22, 2013
Last Revised	October 26, 2022

5410 - **PROMOTION, PLACEMENT, AND RETENTION**

The Board of Education recognizes that the personal, social, physical, and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

It shall be the policy of the Board that each student be moved forward in a continuous pattern of achievement and growth that is in harmony with his/her own development. Such pattern should coincide with the system of grade levels established by this Board and the instructional objectives established for each.

A student will be promoted to the succeeding grade level when s/he has:

- A. completed the course requirements at the presently assigned grade;
- B. in the opinion of the professional staff, achieved the instructional objectives set for the present grade;
- C. demonstrated sufficient proficiency to permit him/her to move ahead in the educational program of the next grade;
- D. demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade.

The District Administrator shall develop administrative guidelines for promotion, placement, and retention of students which:

- A. ensure students who are falling seriously behind their peers or who may not be promoted receive the special assistance they may need to achieve the academic outcomes of the District's core curriculum;
- B. require the recommendation of the relevant staff members for promotion, placement, or retention;
- C. require that parents are informed in advance of the possibility of retention of a student at a grade level;
- D. assure that efforts are made to remediate the student's difficulties before s/he is retained;
- E. assign to the principal the final responsibility for determining the promotion, placement, or retention of each student.

Promotion from Grade 4 and Grade 8

For Unified, Common and K-8 Districts

A student shall be promoted from 4th to 5th grade when the student meets the following criteria:

- A. the student's score on the 4th grade examination, unless the student has been excused from taking the examination;
- B. the student's academic performance;
- C. recommendations of teachers, which are based solely on the student's academic performance.

A student shall be promoted from 8th to 9th grade when the student meets the following criteria:

- A. the student's score on the 8th grade examination, unless the student has been excused from taking the examination;
- B. the student's academic performance;
- C. recommendations of teachers, which are based solely on the student's academic performance.

Students that do not meet the above criteria will not be promoted to 5th or 9th grade.

The Board directs the District Administrator to prepare a list of specific criteria for promoting students from the 4th and 8th grades. The criteria shall include the student's score on the 4th and 8th grade examination, unless the student has been excused from taking the examination; the student's academic performance; the recommendations of teachers which shall be based solely on the student's academic performance; and any other academic criteria recommended for Board consideration.

The criteria shall apply to charter schools in the District

The Board will promote only those 4th and 8th grade students who have satisfied the criteria.

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118.33(6), Wis. Stats.

Book	Policy Manual
Section	5000 Students
Title	STUDENT ACTIVISM
Code	po5720*pdw
Status	Second Reading
Adopted	October 22, 2013

5720 - **STUDENT ACTIVISM**

It is the policy of the Board of Education to allow encourage students to express opinions and ideas, take stands, and support policies, publicly or privately, orally and in writing. Students may be given this opportunity for expression through established school media. Such expression should not interfere with the educational program, or present a health or safety hazard, or violate Board policy. Students may advocate change of law or school regulations and pursue their advocacy through lawful means by due process means.

Students may not use obscenity, slanderous or libelous statements, or disruptive tactics, or advocate violation of the law or school policy or guidelines regulations. (See Policy 5520 - Disorderly Conduct)

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Book	Policy Manual
Section	8000 Operations
Title	PEDICULOSIS (HEAD LICE)
Code	po8451*pdw
Status	Second Reading
Adopted	October 22, 2013
Last Revised	February 22, 2022

8451 - **PEDICULOSIS (HEAD LICE)**

Head lice are present in the community at all times and can be particularly prevalent among pre-school and elementary school-age children. Lice are a nuisance, but do not spread disease. Control of lice infestation is best handled by adequate treatment of the infested person **their immediate and head inspection of household members** and other personal contacts. Contracting head lice is not an indicator of cleanliness or socioeconomic status.

Communication from the school to parents directly and through parent and classroom education to the students will help increase the awareness for both parents and the child. It is the responsibility of the parent(s) to check their child's head on a regular basis for signs of head lice and treat adequately and appropriately as necessary. Control depends on prompt case finding and effective treatment.

If a child in the District is found to have head lice or untreated nits, **school staff will notify the parent and ask to pick the child up at the parent's earliest convenience and administer an FDA-approved lice treatment (e.g., pediculicide/ovicide), treatment by a qualified healthcare provider, or treatment at a clinic specializing in lice and nit removal. The child will remain in the classroom until able to be picked up by the parent. the child's parent will be contacted to have the child treated. Immediate removal of the child from school is unnecessary. After treatment and upon returning to school, the child will be examined by the school health staff or Principal. The District practices a policy of no live lice as a criteria for return to school.**

Students may return to the classroom after the appropriate use of an FDA-approved lice treatment (e.g., pediculicide/ovicide), or the Centers for Disease Control treatment options by a qualified healthcare provider, or treatment at a clinic specializing in lice and nit removal. After treatment and upon returning to school, the child will be examined by the school health staff, other designated staff members or principal. The District practices a policy of "no live lice" as a criterion for return to school. and Prevention. (2019). Head lice general information. HTTP:..www.cdc.gov/parasites/lice/head/gen_info/faqs.html https://www.nasn.org/nasn/advocacy/professional-practice-documents/position-statments/ps-head-lice

T.C. 8/3/21

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