

Regular School Board Meeting
Wednesday, August 21, 2024, 6:30 PM
D.C. Everest Administration Building
6100 Alderson Street
Weston, WI 54476



– A G E N D A –

Upon request to the Executive Assistant to the Superintendent, submitted twenty-four (24) hours in advance, the District shall make reasonable accommodation including the provision of informational material in an alternative format for a disabled person to be able to attend this meeting.

This meeting is a meeting of the School Board in public for the purpose of conducting the School District’s business and is not be considered a public community meeting. There is a time for public comment during the meeting as indicated in the agenda.

The live stream may be found at:
D.C. Everest School Board Meeting August 2024

Date and time:
Wednesday, August 21, 2024, 6:30 PM | (UTC-05:00) Central Time (US & Canada)
Join link:
<https://dce.webex.com/dce/j.php?MTID=m9153c510dc473905ed7ccb7f67dadb92>

Webinar number:
2497 965 1049

Webinar password:
BoardAugust2024 (26273285 when dialing from a phone or video system)
Join by phone
+1-415-655-0003 United States Toll
Access code: 249 796 51049

Meetings are recorded and will be available a day or two after the meeting
at: <https://www.youtube.com/channel/UCrYDZCV5lwlInSHhW10od8g/videos>.

I. Call to Order

II. Roll Call

III. Pledge of Allegiance

IV. Approval of Agenda

V. Public Comment

VI. Consent Agenda

A. Approval of Minutes

1. Minutes of July 31, 2024, Special Meeting

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2. Minutes of July 17, 2024, Regular Meeting

B. Recommended Employment/Resignations/Contract Adjustments

D.C. Everest Area School District, 6100 Alderson Street, Weston, WI 54476 ~ (715) 359-4221

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D.C. Everest, in partnership with the community, is committed to being an innovative educational leader
in developing knowledgeable, productive, caring, creative, responsible individuals
prepared to meet the challenges of an ever-changing global society.

C. Treasurer's Report - General/Other Fund Bills	29
D. Balance Sheet	46
E. Budget Transfers - None	
F. Budget Revisions - None	
G. Grant Application(s)/Budget(s) Approval	
H. Fundraising Requests	
I. Gift/Bequests	
J. Bus Accident Report	
K. Second Reading of Policy	55
VII. Reports/Considerations	
A. WASB Legislative Network Member	
B. CESA #9 Representative	
C. Superintendent	
1. District Update	
2. Insurance Renewal	
3. Board Workshop	
4. Student Advisory	
5. Kick Off August 29 at 11:00 a.m. at GTCC	
6. Homecoming, Friday, Sept. 27, 2024, Parade line up by 5:00 at Senior High parking lot, game at 7:00 p.m.	
VIII. New Business	
A. Weston Safe Routes to Schools Plan	57
B. Ten Year Capital Projects Plan	130
C. Staff Accident Insurance	155
D. Summer Learning Report	156
E. Odyssey Handbook for Approval	171
F. At-Risk Report po6830	202
G. Approval of School Safety Booklets	206
H. Approve Access to Student Records for School Resource Officers	214
I. Resolution to Adopt Title IX Policies po2266 and po2264	215
J. First Reading of Policy 5830 - Student Fund-Raising	245
K. Set a Board Workshop Date - Suggested dates are: October 28, 29 or 30, and November 12 or 13.	
IX. Petitions and Communications	
X. Future Meeting Dates	
A. Regular Board Meeting	
Wednesday, August 21, 2024, at 6:30 p.m.	
D.C. Everest Administration Building	
6100 Alderson Street	
Weston, WI 54476	
Training for WASB Superintendent Evaluation Program	
Wednesday, Sept. 18, 2024, at 5:00 p.m.	
D.C. Everest Administration Building	
6100 Alderson Street	
Weston, WI 54476	
Regular Board Meeting	
D.C. Everest Area School District, 6100 Alderson Street, Weston, WI 54476 ~ (715) 359-4221	
D.C. Everest, in partnership with the community, is committed to being an innovative educational leader	
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Wednesday, Sept. 18, 2024, at 6:30 p.m.
D.C. Everest Administration Building
6100 Alderson Street
Weston, WI 54476

WASB Regional Meeting/Workshop
October 1, 2024, at 6:00 Registration/Networking
Holiday Inn & Suites
1000 Imperial Ave.
Rothschild, WI 54474
(Please register through Ellen)

Annual Meeting/Budget Hearing
Tuesday, October 22, 2024, at 6:00 p.m.
D.C. Everest Senior High Auditorium
6500 Alderson Street
Weston, WI 54476

Regular Board Meeting
October 22, 2024, immediately following the Annual Meeting/Budget Hearing
D.C. Everest Administration Building
6100 Alderson Street
Weston, WI 54476

November Board Workshop
TBD
D.C. Everest Administration Building
6100 Alderson Street
Weston, WI 54476

Regular Board Meeting
November 20, 2024, at 6:30 p.m.
D.C. Everest Administration Building
6100 Alderson Street
Weston, WI 54476

XI. Adjourn

D.C. Everest Area School District, 6100 Alderson Street, Weston, WI 54476 ~ (715) 359-4221
D.C. Everest, in partnership with the community, is committed to being an innovative educational leader
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Special School Board Meeting
Wednesday, July 31, 2024 5:00 PM Central
D.C. Everest Administration Building
6100 Alderson Street
Weston, WI 54476



I. Call to Order – 5:00 p.m.

II. Roll Call

Joshua Dickerson: Present, Katie Felch: Present, Shannon Grabko: Present, Lindsey Lewitzke: Present, Larry Schaefer: Present, Yee Leng Xiong: Absent. Present: 5, Absent: 1.

III. Pledge of Allegiance

IV. Approval of Agenda

Motion to approve the agenda for tonight's meeting made by Larry Schaefer and seconded by Katie Felch. Passed with a voice vote.

V. Timed Fifteen Minute Interviews for Appointment to the School Board

VI. Board Selection of Candidate

The first vote was done by a signed ranking ballot for each Board member's top three candidates. Ben Bliven, Amy Ebeling, and Stephanie Daniels were the three top ranked candidates.

The second vote was done by signed paper ballot. Ben Bliven received three votes which was the majority vote of those present.

VII. Meeting adjourned at 9:07 p.m.

Respectfully submitted,

Shannon E. Grabko, Clerk

Ellen Suckow, Executive Assistant to the Superintendent & School Board

PLEASE NOTE: These minutes are not the official minutes of the School Board until they are approved at the August 21, 2024, meeting of the School Board.

Regular School Board Meeting
Wednesday, July 17, 2024 6:30 PM
D.C. Everest Administration Building
6100 Alderson Street
Weston, WI 54476



Minutes

I. Call to Order

II. Roll Call

Joshua Dickerson: Absent, Katie Felch: Present, Shannon Grabko: Present, Lindsey Lewitzke: Present, Larry Schaefer: Present, Yee Leng Xiong: Present via WebEx.

III. Pledge of Allegiance

IV. Approval of Agenda

Motion made by Katie Felch and seconded by Larry Schaefer to approve the agenda for this meeting. With a voice vote, this motion passed.

V. Public Comment - none

VI. Consent Agenda

Motion made by Katie Felch and seconded by Larry Schaefer to approve the Consent Agenda without L. With a roll call vote, this motion passed.

Yee Leng Xiong: Yea, Katie Felch: Yea, Shannon Grabko: Yea, Lindsey Lewitzke: Yea, Larry Schaefer: Yea

Motion to approve L made by Larry Schaefer and seconded by Shannon Grabko. With a roll call vote, this motion passed.

Yee Leng Xiong: Yea, Katie Felch: Abstained, Shannon Grabko: Yea, Lindsey Lewitzke: Yea, Larry Schaefer: Yea

VI.A. Approval of Minutes

VI.B. Recommended Employment/Resignations/Contract Adjustments

VI.C. Treasurer's Report - General/Other Fund Bills

VI.D. Balance Sheet

VI.E. Budget Transfers

VI.F. Budget Revisions

VI.G. Grant Application(s)/Budget(s) Approval

VI.H. Fundraising Requests

VI.I. Gift/Bequests

VI.J. Second Reading of po8452 Automated External Defibrillators (AED)

VI.K. Bus Accident Report

VI.L. Start College Now Request from Senior High

VII. Reports/Considerations

VII.A. WASB Legislative Network Member – Grabko reported WASB is continuing to monitor Title IX legal challenges and Act 10 court decisions. She has been appointed to the Resolutions Committee for the State Convention.

VII.B. CESA #9 Representative – Schaefer had no report because there is no July meeting.

VII.C. Superintendent

VII.C.1. New Assistant Superintendent Welcome

VII.C.2. Summer Learning

VII.C.3. Title IX Planning

VII.C.4. Leadership Retreat

VII.C.5. GTCC

VIII. Unfinished Business

VIII.A. Mission Moment: STEAM Road Show

VIII.B. Athletic Handbook

Motion made by Katie Felch and seconded by Shannon Grabko, to approve the 2024-2025 Athletic Handbook. With a voice vote, this motion passed.

IX. New Business

IX.A. Seven Mindsets Overview and Check Presentation - Information Only

IX.B. Bullying/Harassment Report - Information Only

IX.C. End of Year Data - Information Only

IX.D. Academic Standards

Motion made by Larry Schaefer and seconded by Katie Felch to approve the Academic Standards as listed in the background for 2024-2025. With a voice vote, this motion passed.

IX.E. Approval of School Handbooks

Motion made by Katie Felch and seconded by Shannon Grabko to approve the school handbooks as attached for the 2024-2025 school year. With a voice vote, this motion passed.

IX.F. Annual Hearing Officers Resolution - po5610.01

Motion made by Larry Schaefer and seconded by Katie Felch to approve a resolution authorizing Mr. Steven Pophal and Mrs. Rena Sabey as Expulsion Hearing Officers for the 2024-2025 school year. With a roll call vote, this motion passed.

Yee Leng Xiong: Yea, Katie Felch: Yea, Shannon Grabko: Yea, Lindsey Lewitzke: Yea,

Larry Schaefer: Yea

Yea: 4, Nay: 0

IX.G. Overnight /Out of State Trip List for 2024-2025 from Senior High
Motion made by Shannon Grabko and seconded by Katie Felch to approve the overnight and out of state trips as listed for the 2024-2025 school year. With a voice vote, this motion passed.

IX.H. Set Date for Annual Meeting/Budget Hearing
Motion made by Lindsey Lewitzke and seconded by Shannon Grabko to approve October 22 as the date for the D.C. Everest Annual Meeting/Budget Hearing. With a voice vote, this motion passed.

IX.I. Resolution to Authorize Spending Prior to Budget Adoption
Motion made by Larry Schaefer and seconded by Katie Felch to approve a resolution to approve necessary payments for the 2024-2025 school year between now and the budget's final approve in late October. With a roll call vote, this motion passed.
Yee Leng Xiong: Yea, Katie Felch: Yea, Shannon Grabko: Yea, Lindsey Lewitzke: Yea, Larry Schaefer: Yea

IX.J. Budget Update – Information Only

IX.K. Year End Transfers to Fund 46
Motion made by Larry Schaefer and seconded by Shannon Grabko to approve the remaining funds as estimated on July 30, 2024, be transferred to Fund 46 to support capital projects. With a voice vote, this motion passed.

IX.L. Suspension of po0131.1 in Order to Adopt Title IX Policies by the August 1 Deadline
Motion made by Larry Schaefer and seconded by Shannon Grabko, to suspend the requirement of po0131.1 for two separate meetings needed to approve a policy and invoke the emergency provision to adopt a policy for the consideration of Title IX policies. With a voice vote, this motion passed.

IX.M. Reading of Title IX Policies for Adoption
Motion made by Shannon Grabko and seconded by Katie Felch to adopt po2266. With a voice vote, this motion passed.

Motion made by Shannon Grabko and seconded by Katie Felch to adopt po2264 with the acknowledgement that any court order could alter or nullify this policy. With a voice vote, this motion passed.

IX.N. po0167.3 - Public Comment at Board Meetings
Motion made by Shannon Grabko and seconded by Larry Schaefer to approve policy po0167.3 Public Comment at Board Meetings on a first reading with a change to Letter C. This motion passed with a voice vote.

IX.O. Ellen Needs a Count of Possible Attendees for State Convention, January 22-24, - Hotel Block Opens August 13.

X. Petitions and Communications

X.A. Thank You for Recognition of Retirement from R. Matthiae

X.B. Thank You for Memorial from J. Rice

XI. Future Meeting Dates

XI.A. GTCC Donor Open House
July 23, 2024, at 4:00 p.m.
6400 Alderson Street
Weston, WI 54476

School Board Candidate Interviews
Wednesday, July 31, 2024, beginning at 5:00 p.m.
D.C. Everest Administration Building
6100 Alderson Street
Weston, WI 54476

GTCC Grand Opening
August 1, 2024, at 12:00 p.m.
6400 Alderson Street
Weston, WI 54476

Regular School Board Meeting
Wednesday, August 21, 2024, at 6:30 p.m.
6100 Alderson Street
Weston, WI 54476

Regular School Board Meeting
Wednesday, September 18, 2024, at 6:30 p.m.
6100 Alderson Street
Weston, WI 54476

XII. Adjourned at 8:10 p.m.

Respectfully submitted,

Shannon E. Grabko, Clerk

Ellen Suckow, Executive Assistant to the
Superintendent & School Board

PLEASE NOTE: These minutes are not the official minutes of the School Board until they are approved at the August 21, 2024, meeting of the School Board.



Employment Report

Recommended Employment			
Certified Staff			
Name	Position/Building	FTE	Start
Kelly Carriveau	Therapist/JH, EV, RO, SH, WE	1.00	August 12, 2024
Michele Raasch	Grade 4 Teacher/WE	1.00	August 12, 2024
Justine Parrish	At Risk Teacher/MS	1.00	August 12, 2024
Pamela Warren	Grade 5 Teacher/WE	1.00	August 12, 2024
Brianna Gullikson	Intern/MB	0.50	August 27, 2024
Rachel Vogel	Intern/WE	0.50	August 27, 2024
Support Staff			
Name	Position/Building	FTE	Start
Deborah Dunaj	Member Services/GTCC	0.50	August 19, 2024
Jonene Oxford	Od	1.00	August 19, 2024
David Young	Housekeeper/WE	1.00	August 19, 2024
Dakota Curry	Special Education Assistant/JH	0.62	August 20, 2024
Samantha Fredriksen	Special Education Assistant/RO	0.62	August 20, 2024
Chimeng Lee	Special Education Assistant/RI	0.62	August 20, 2024
Julia Volpe	Special Education Assistant/MB	0.62	August 20, 2024
Kathrine Zuelke	Special Education Assistant/RI	0.62	August 20, 2024
Luke Armbrust	Cook/JH	0.63	August 26, 2024
Julie Barwick	Education Assistant/OD	0.44	August 26, 2024
Renee Buchholz	Education Assistant/SH	0.35	August 26, 2024
Julia Nowak	Education Assistant/RO	0.62	August 26, 2024
Feng Yang	English Learner Assistant/EV	0.62	August 26, 2024
Julio Ocampo	English Learner Assistant/WE	0.62	September 3, 2024
Students			
Name	Position/Building	FTE	Start
Seasonal Staff/Temporary			
Name	Position/Building	Start	End
Substitutes			
Name	Position/Building	FTE	Start
April Sobiesczyk	Substitute School Nurse	N/A	August 12, 2024
Madeline Yonke	Assistant/District	N/A	August 27, 2024
Katie Klafka	Substitute Certified Occupational Therapist	N/A	August 27, 2024
Abigail Saari	Guest Teacher & Substitute Assistant/District	N/A	August 27, 2024
Summer Learning			
Name	Position	Start	End

End of Employment			
All Staff			
Name	Position/Building	Reason	Effective Date
Elyse Edens	DCE Fellow	Resignation	July 16, 2024
Erin Fraedrich	DCE Fellow	Resignation	July 16, 2024
Sydney Frederick	Summer Learning Teacher/RO	Resignation	July 16, 2024
Ashley Hodell	Summer Learning Teacher/WE	Resignation	July 16, 2024
Loralei Kachel	Summer Learning Teacher/RO	Resignation	July 16, 2024
Tristan Knoblock	Summer Learning Teacher/WE	Resignation	July 16, 2024
Megan Soukup	Summer Learning Teacher/RO	Resignation	July 16, 2024
Amanda Weller	Summer Learning Teacher/WE	Resignation	July 16, 2024
Teegan Wenzel	Summer Learning Teacher/RO	Resignation	July 16, 2024
Sarah Winter	Summer Learning Teacher/RO	Resignation	July 16, 2024
Kaylee Zinser	Summer Learning Teacher/RO	Resignation	July 16, 2024
Anthony Baca	Housekeeper/WE	Resignation	July 18, 2024
Hortencia Karl	English Learner Assistant/EV	Resignation	July 23, 2024
Natalie Antonson	Substitute Assistant/District	Resignation	July 30, 2024
Alicia Bangtson	Guest Teacher/District	Resignation	July 30, 2024
Peggy Bindl	Assistant/District	Resignation	July 30, 2024
Anissa Bliese	Guest Teacher/District	Resignation	July 30, 2024
Courtney Burger	Assistant/District	Resignation	July 30, 2024
Jayda Bushor	Assistant/District	Resignation	July 30, 2024
Linda Davis	Guest Teacher/District	Resignation	July 30, 2024
Hannah Delapena	Guest Teacher/District	Resignation	July 30, 2024
Olivia Dreger	Assistant/District	Resignation	July 30, 2024
Melinda Fiene	Substitute Assistant/District	Resignation	July 30, 2024
Daniel Frost	Assistant/District	Resignation	July 30, 2024
Garth Gerstenberger	Guest Teacher/District	Resignation	July 30, 2024
Ann Geurink	Substitute Assistant/District	Resignation	July 30, 2024
Logan Grzywacz	Substitute Assistant/District	Resignation	July 30, 2024
Ian Hackett	Guest Teacher/District	Resignation	July 30, 2024
Kayla Jansen	Substitute Assistant/District	Resignation	July 30, 2024
Beau Jordan	Guest Teacher/District	Resignation	July 30, 2024
Amy Jordan	Guest Teacher/District	Resignation	July 30, 2024
Colleen Kemp	Assistant/District	Resignation	July 30, 2024
Jesse Kovach	Guest Teacher/District	Resignation	July 30, 2024
Jorgi Matthiae	Substitute Assistant/District	Resignation	July 30, 2024
Richard Michalec	Guest Teacher/District	Resignation	July 30, 2024
Mitchell Moyer	Guest Teacher/District	Resignation	July 30, 2024
John Muraski	Guest Teacher/District	Resignation	July 30, 2024
Claire Nadiminti	Guest Teacher/District	Resignation	July 30, 2024
Tonya Nielsen	Assistant/District	Resignation	July 30, 2024
Leslie O'Callaghan	Guest Teacher/District	Resignation	July 30, 2024
Nicholas Peters	Guest Teacher/District	Resignation	July 30, 2024
Tyler Schultz	Assistant/District	Resignation	July 30, 2024

Travis Sprague	Guest Teacher/District	Resignation	July 30, 2024
Samantha Stadler	Substitute Assistant/District	Resignation	July 30, 2024
Hans Streckenbach	Assistant/District	Resignation	July 30, 2024
Steven Stuve	Guest Teacher/District	Resignation	July 30, 2024
Claire Tesch	Substitute Assistant/District	Resignation	July 30, 2024
Zachary Toelle	Assistant/District	Resignation	July 30, 2024
Hailey Zoesch	Assistant/District	Resignation	July 30, 2024
Emily Walker	Special Education Assistant/RO	Resignation	July 31, 2024
Jeremy Husnick	Assistant/District	Resignation	August 1, 2024
Samantha Brown	Special Education Teacher/WE	Resignation	August 2, 2024
Stephanie Angell-Feuerstein	Guest Teacher/District	Resignation	August 6, 2024
Zachary Henke	Guest Teacher/District	Resignation	August 6, 2024
Tara Rockteschel	Substitute Assistant/District	Resignation	August 6, 2024
Megan Roberts	Special Education Assistant/RO	Resignation	August 9, 2024
Michelle Daley	K-12 Curriculum Support Secretary/SH	Resignation	August 9, 2024
Theresa Macdonald	Special Education Assistant/RI	Retirement	August 12, 2024
Nicole Gresbach	Kitchen Coordinator/MS	Resignation	October 18, 2024

Adjustments

Certified Staff

Name	Position From	Position To	Effective Date
Kathleen Heller	Guest Teacher & Test Proctor	Test Proctor	August 5, 2024
Sarah Edens	School Psychologist/EC & HA	School Psychologist/EC	August 7, 2024
Jaymi Hughes	Member Services/GTCC	Grade 3 Teacher/HA	August 12, 2024
Kimberly Day	At Risk Teacher/MS	EL Teacher/MS	August 12, 2024
Eric Heeren	IMC Specialist/EV & HA	IMC Specialist/EV	August 12, 2024
Sara Hoffman	EL Teacher/MB & JH	EL Teacher/MB & WE	August 12, 2024
Joshua Nielsen	Grade 5 Teacher/WE	Student Support Teacher/RO	August 12, 2024
Libertad Plamann	Spanish Teacher/MS	Spanish Teacher/SH	August 12, 2024
Carol Plaza	Grade 3 Teacher/MB	Literacy Interventionist/WE, HA, & ODY	August 12, 2024
Savanah Resch	Speech/Language Pathologist/HA, ODY, Parochial	Speech/Language Pathologist/HA, ODY	August 12, 2024
Susan Schlinkmann	GET Academy Teacher/SH	Transition Liaison Teacher/JH & SH	August 12, 2024
Yer Thao	EL Teacher/RO, ODY	EL Teacher/RO, ODY, & HA	August 12, 2024
Kathryn Wochinski	Student Support Teacher/RO	Kindergarten Teacher/WE	August 12, 2024
Logan Heil	Grade 4 Teacher/WE	Math Teacher/JH	August 12, 2024

Emily Loy	School Occupational Therapist/HA, MB, EV, ODY, MS	School Occupational Therapist/MB, RI, ODY, HA, MS, Idea	August 12, 2024
Dawn Bohm	Guest Teacher & AP Testing Coordinator	Test Proctor	August 12, 2024
Robin Jorgensen	Weight Room Supervisor/GTCC	Guest Teacher/District	August 27, 2024
Kamryn Stich	Always an Evergreen Guest Teacher/MB	Guest Teacher/District	August 27, 2024
Elizabeth Waggoner	Substitute Assistant/District	Guest Teacher and Substitute Assistant/District	August 27, 2024
Cassidy Sroor	Guest Teacher/District	Intern/WE	August 27, 2024
Support Staff			
Name	Position From	Position To	Effective Date
Sadie West	Member Services/GTCC, Adventure Camp/GTCC, and Before & After Care Staff/GTCC	Adventure Camp/GTCC, Before & After Care Staff/GTCC, Family Programming & Concessions/GTCC, and Substitute Assistant/District	July 1, 2024
Penny Drake	Cook/Twin Oaks	Cook/Twin Oaks	August 5, 2024
Donald Lewandowski	Housekeeper/MS	Lead Housekeeper/MS	August 12, 2024
Andrew Kraus	Custodian/District-Wide	Assistant Custodial Supervisor/District-Wide	August 12, 2024
Myles Paulson	Education Assistant/RO & Substitute Assistant/District	Special Education Assistant/RI	August 21, 2024
Courtney Rhode	Substitute Assistant/District	Special Education Assistant/EC/4K	August 22, 2024
Baylee Holtz	Educational Interpreter/JH	Educational Interpreter/MS	August 26, 2024
Tracy Froom	Server/District-Wide	Server/EV	August 26, 2024
Deborah Koval	Housekeeper/MB	Housekeeper/RI	August 26, 2024
Terry Merriam	Housekeeper/RI	Housekeeper/MB	August 26, 2024
Amanda Kressman	Server/Middle School	Cook/Middle School	August 26, 2024
Jennifer Sommer	Cook/Housekeeper/District-Wide	Cook/MB & Housekeeper/District-Wide	August 26, 2024
Malysa Wagner	Lead Housekeeper/Admin, ODY, Idea, Float	Lead Housekeeper/WE	August 26, 2024
Breerra Weber	Cook/JH 0.63 FTE	Cook/JH 0.54 FTE	August 26, 2024

Madeline Fisher	Special Education Assistant/MB	Substitute Assistant/District	August 27, 2024
Hailey Frazier	Education Assistant/SH	Special Education Assistant/WE	August 27, 2024
Tara Giebel	Special Education Assistant/RI	Substitute Assistant/District	August 27, 2024
Elizabeth Grulkowski	Special Education Assistant/JH	Special Education Assistant/SH	August 27, 2024
Heather Klos	Special Education Assistant/MS	Special Education Assistant/JH	August 27, 2024
Noah Merkel	Special Education Assistant/RO	Special Education Assistant/MS	August 27, 2024
Stacey Paradowski	FTE	.62	August 27, 2024
Karry Salber	Main Office Secretary/SH & Special Education Assistant/SH 0.66 FTE	Main Office Secretary/SH 0.71 FTE	August 27, 2024
Stephanie Smart	3K Education Assistant/RO .27 FTE & Substitute Assistant & School Nutrition Substitute	3K Special Education Assistant/RO .22 FTE & Substitute Assistant	August 27, 2024
Christine Spiegel	Special Education Assistant/RI	Substitute Assistant/District	August 27, 2024
Emily Szak	Special Education Assistant/RO	Education Assistant/RO	August 27, 2024
Karianna Uzquiano	Special Education Assistant/RO	Assistant/MS	August 27, 2024
Jonathan Meng Xiong	English Learner Assistant/WE	Education Assistant/WE	August 27, 2024
Rachel Zahrt	Special Education Assistant/WE	Special Education Assistant/EC & 4K	August 27, 2024
Annette Ziert	Education Assistant/RO .35 FTE	Education Assistant/RO .29 FTE	August 27, 2024
Pamela Gregory	Cook/EV	Substitute Assistant & School Nutrition/District	September 9, 2024

DCE Middle School				
Name	Position	Begin	End	%
ARNDT, CHRISTINA	Girls Volleyball 7th Assistant Coach	8/19/24	10/10/24	5.00
BEFORT, BRYCE	FCA Advisor	8/27/24	6/6/25	1.00
BLANK, KARA	Forensics Advisor	11/1/24	4/1/25	2.00
BURGESS, JULIE	Pop Choir Advisor	8/27/24	6/6/25	2.00
ENGLISH, ANDI	WEB Advisor	8/27/24	6/6/25	2.00
FROOM, PAUL	Rainbow Alliance Advisor	8/27/24	6/6/25	1.00
LEHRKE, ERIC	Football 7th Head Coach	8/12/24	10/10/24	7.00
MARTIN, ALEC	Football 7th Assistant Coach	8/12/24	10/10/24	6.00
MILLER, CYNTHIA	Jr. Optimist Club Advisor	8/27/24	6/6/25	2.00
NEITZEL, BRENDA	Girls Volleyball 7th Assistant Coach	8/19/24	10/10/24	6.00
PAULSON, MYLES	Football 7th Assistant Coach	8/12/24	10/10/24	3.00
PIEHLER, MOLLY	Student Council Advisor	8/27/24	6/6/25	6.00
PRUST, MARIA	Girls Volleyball 7th Head Coach	8/19/24	10/10/24	7.00
SAARI, JENNIFER	FCA Advisor	8/27/24	6/6/25	1.00
SOUKUP, CORINTHIA	Student Council Advisor	8/27/24	6/6/25	6.00
SOUKUP, CORINTHIA	Yearbook Advisor	8/27/24	6/6/25	2.00
TREANKLER, STEVEN	FCA Advisor	8/27/24	6/6/25	1.00
VANDERLEEST, CONNER	WEB Advisor	8/27/24	6/6/25	2.00
VANG, SHULONG	Football 7th Assistant Coach	8/12/24	10/10/24	3.00
WENDORF, MICHAEL	WEB Advisor	8/27/24	6/6/25	2.00
ZIARNIK, PAIGE	Girls Volleyball 7th Assistant Coach	8/19/24	10/10/24	5.00
DCE Junior High School				
Name	Position	Begin	End	%
AMMON, CHRISTIAN	Gaming Club Advisor	8/27/24	6/6/25	3.00
AMMON, CHRISTIAN	Evercon Advisor	8/27/24	6/6/25	2.00
BAILEY, JOANNA	Cross Country 6-8 Head Coach	8/26/24	10/16/24	7.00
BETRY, JAMIE	Girls Volleyball 8th Head Coach	8/19/24	10/10/24	7.00
BOHLMAN, TAMMY	Cross Country 6-8 Assistant Coach	8/26/24	10/16/24	5.00
BRIGGS, MARY	Raise Your Voice Advisor	8/27/24	6/6/25	2.00
BURISH, BENJAMIN	Gaming Club Advisor	8/27/24	6/6/25	2.00
BURISH, BENJAMIN	Jazz Band Director	1/27/25	6/6/25	2.00
BURISH, BENJAMIN	Solo & Ensemble Advisor	1/1/25	3/31/25	1.00

CLARK, JENNIFER	Yearbook Advisor	8/27/24	6/6/25	3.00
DEGRAND, TONY	Cross Country 6-8 Assistant Coach	8/26/24	10/16/24	4.00
DEININGER, CURTIS	Girls Swimming 6-8 Head Coach	8/19/24	10/12/24	7.00
DICKERSON, LESLEI	Cross Country 6-8 Assistant Coach	8/26/24	10/16/24	3.75
ELLENBECKER, JORDAN	Football JV2 Head Coach	8/1/24	10/18/24	10.00
FUEHRER, JACOB	Football 8th Assistant Coach	8/12/24	10/10/24	6.00
FUEHRER, JACOB	Outdoor Club Advisor	8/27/24	6/6/25	2.00
GILMEISTER, KALEE	Girls Swimming 6-8 Assistant Coach	8/19/24	10/12/24	3.50
GRIMM, MELISSA	Girls Swimming 6-8 Assistant Coach	8/19/24	10/12/24	4.50
HAHN, NATHAN	Ski Club Advisor	11/1/24	2/28/25	2.00
HANSEN, CHRISTOPHER	Boys Soccer 7-8 Head Coach	8/26/24	10/11/24	7.00
HEIL, LOGAN	Football 8th Head Coach	8/12/24	10/10/24	7.00
HOFFMAN, AARON	Football 8th Assistant Coach	8/12/24	10/10/24	6.00
JAIPURI, SANDRA	National Jr. Honor Society Co-Advisor	8/27/24	6/6/25	2.00
JAKUSZ, LISA	Girls Volleyball JV2 Head Coach	8/19/24	10/18/24	11.00
JOHNSON, ANN	Solo & Ensemble Advisor	1/1/25	3/31/25	1.00
KOLTON, CHRIS	Girls Volleyball 8th Assistant Coach	8/19/24	10/10/24	6.00
LASKA, HANNAH	Dance Team Head Coach	8/1/24	9/27/24	4.00
LAUERSDORF, ERIN	Raise Your Voice Advisor	8/27/24	6/6/25	2.00
MARX, ANDREW	Football JV2 Assistant Coach	8/1/24	10/18/24	9.00
MEYER, PHILIP	Boys Soccer 7-8 Assistant Coach	8/26/24	10/11/24	6.00
MORGAN, LISA	GSA Co-Advisor	8/27/24	6/6/25	1.00
MOUA, MAI	ABC Coordinator	8/27/24	6/6/25	1.00
MOUA, MAI	Forensics Advisor	1/1/25	3/7/25	2.00
PEDERSON, TERESA	National Jr. Honor Society Co-Advisor	8/27/24	6/6/25	2.00
PEPLINSKI, JEANETTE	Girls Volleyball JV3 Head Coach	8/19/24	10/18/24	9.00
RAINVILLE, TAMMY	Girls Volleyball 8th Assistant Coach	8/19/24	10/10/24	6.00
REAMER, THOMAS	Football JV2 Assistant Coach	8/1/24	10/18/24	9.00
RINGWELSKI, JACOB	Football JV2 Assistant Coach	8/1/24	10/18/24	6.00
ROTH, WESLEY	Football 8th Assistant Coach	8/12/24	10/10/24	3.00
SEARING, REBECCA	Forensics Advisor	1/1/25	3/7/25	2.00
SEARING, REBECCA	GSA Co-Advisor	8/27/24	6/6/25	1.00
STINGL, JACOB	Boys Soccer JV2 Head Coach	8/19/24	10/18/24	9.00
STUEBS, JACE	Chess Club Advisor	8/27/24	6/6/25	1.00
THOMAS, HOLLY	Student Council Advisor	8/27/24	6/6/25	2.25

TRETTER, TODD	Unified Pals Co-Advisor	8/27/24	6/6/25	1.00
ULRICH, JOSHUA	Chamber Singers Director	8/27/24	6/6/25	1.75
ULRICH, JOSHUA	Solo & Ensemble Advisor	1/1/25	3/31/25	1.00
ULRICH, JOSHUA	Variety Show Advisor	2/3/25	4/30/25	1.00
WISTROM, LISA	Unified Pals Co-Advisor	8/27/24	6/6/25	1.00
WOGERNESE, STEPHANIE	Girls Volleyball 8th Assistant Coach	8/19/24	10/10/24	6.00
ZELLER, SIERRA	Dance Team Assistant Coach	8/1/24	9/27/24	3.00
DCE Senior High School				
Name	Position	Begin	End	%
ACKLEY, MEGAN	Key Club Co-Advisor	8/27/24	6/6/25	3.00
ALECKSON, SARAH	Yearbook Advisor	8/27/24	6/6/25	5.00
ALECKSON, SARAH	Class Advisor 11th	8/27/24	6/6/25	2.00
ALECKSON, SARAH	Forensics Assistant	12/31/24	5/1/25	2.00
ALECKSON, SARAH	NHS Reader	8/27/24	6/6/25	0.75
BATES, CRISTIE	SongspINNERS Advisor	8/27/24	6/6/25	3.00
BATES, CRISTIE	Solo & Ensemble Advisor - Choir	12/31/24	2/28/25	1.00
BEYER, MICHAEL	Football Varsity Assistant Coach	8/6/24	11/23/24	11.00
BLANCHETTE, ALLISHA	Girls Cross Country Head Coach & Coordinator	8/19/24	11/2/24	14.00
BUEGE, BRIAN	Boys Assistant Soccer Coach	8/19/24	11/9/24	3.00
COENEN, JACOB	Football Varsity Assistant Coach	8/6/24	11/23/24	12.00
CORVINO, BERKLEY	Football Assistant Coach	8/6/24	11/23/24	7.00
DEBOER, JOEL	Fishing Club Advisor	8/27/24	6/6/25	5.00
DICKERSON, LESLEI	NHS Reader	8/27/24	6/6/25	0.75
DICKERSON, LESLEI	YLA Advisor	8/27/24	6/6/25	2.00
DUNAJ, ALISON	Volleyball Assistant Coach	8/19/24	11/9/24	6.00
FINNEGAN, JOSEPH	Strings Coordinator	8/27/24	6/6/25	2.00
FINNEGAN, JOSEPH	Solo & Ensemble Advisor - Orchestra	12/31/24	2/28/25	1.00
FINNEGAN, JOSEPH	Solo & Ensemble Advisor - Band	12/31/24	2/28/25	1.00
FINNEGAN, JOSEPH	Percussion Instructor	8/27/24	10/25/24	2.00
FINNEGAN, JOSEPH	Pep Band Director	8/27/24	6/6/25	2.50
FINNEGAN, JOSEPH	Marching Band Director	8/27/24	10/25/24	6.00
HUBBARD, BLAIR	Girls Tennis Varsity Assistant Coach	8/13/24	10/19/24	4.00
INGVALSON, ANDREA	Girls Tennis Varsity Assistant Coach	8/13/24	10/19/24	5.00
JIRIK, SCOTT	Football Varsity Assistant Coach/JV Head Coach	8/6/24	11/23/24	12.00
JOHNSON, GUS	Football Assistant Coach	8/6/24	11/23/24	7.00

KLEINSCHMIDT, MATTHEW	Football Varsity Assistant Coach (DC)	8/6/24	11/23/24	12.00
KLUEVER, DANIEL	Boys Assistant Soccer Coach - Goalies	8/19/24	11/9/24	3.00
KURTENBACH, MORGAN	Volleyball Varsity Assistant Coach	8/19/24	11/9/24	4.00
LE PINE, JOHN	Boys Soccer JV/Varsity Assistant Coach	8/19/24	11/9/24	6.00
MANDLI, BELENI	Girls Swimming Varsity Head Coach	8/13/24	11/16/24	14.00
MEYER, RICK	Girls Golf Varsity Head Coach	8/12/24	10/15/24	12.00
MICHOLIC, JACK	Boys Cross Country Head Coach	8/19/24	11/2/24	13.00
MINNIHAN, JOHN	Boys Cross Country Assistant Coach	8/19/24	11/2/24	7.00
MITCHELL, BRADEN	Football Varsity Head Coach	8/6/24	11/23/24	16.00
MLODIK, TAMI	Girls Cross Country Assistant Coach	8/19/24	11/2/24	7.00
OOSTERHUIS, JENNY	Senior Ball Advisor	8/27/24	3/7/25	2.00
PEPLINSKI, JEANETTE	Class Advisor 10th	8/27/24	6/6/25	2.00
PITTS, ALYSSA	Girls Swimming Varsity Assistant Coach	8/13/24	11/16/24	7.00
PRAHL, TINA	Volleyball Varsity Head Coach	8/19/24	11/9/24	13.00
RADLOFF, BRANDON	Volleyball JV Assistant Coach	8/19/24	11/9/24	4.00
ROCHELEAU, MICHAEL	Girls Tennis Varsity Head Coach	8/13/24	10/19/24	12.00
ROLOFF, JOSHUA	Boys Soccer Varsity Head Coach	8/19/24	11/9/24	13.00
ROSENTHAL, CHYAINA	Class Advisor 10th	8/27/24	6/6/25	2.00
SCHREMP, ALEX	Girls Golf Varsity Assistant Coach	8/12/24	10/15/24	7.00
SEARING, REBECCA	Mock Trial Assistant Advisor	8/27/24	6/6/25	2.00
SHULFER, KATIE	Volleyball JV Head Coach	8/19/24	11/9/24	8.00
STEINIGER, DANIELLE	Class Advisor 11th	8/27/24	6/6/25	2.00
STEINIGER, DANIELLE	NHS Reader	8/27/24	6/6/25	0.75
STREHLOW, TIMOTHY	Head of Strength and Performance - Fall	8/12/24	11/8/24	10.00
STRICK, JEFFREY	Math Team Advisor	8/27/24	6/6/25	2.00
VAN ERMEN, MADELYNNE	Girls Swimming Varsity Assistant Coach	8/13/24	11/16/24	8.00
WEBER, IAN	Football Varsity Assistant Coach	8/6/24	11/23/24	11.00
WHITSETT, DAWN	NHS Reader	8/27/24	6/6/25	0.75
YONKER, GUNNAR	Boys Soccer JV Head Coach	8/19/24	11/9/24	10.00
ZIEBELL, OLIVIA	Forensics Assistant	12/31/24	5/1/25	2.00



Employment Report

<u>Recommended Employment</u>			
Certified Staff			
Name	Position/Building	FTE	Start
Kelly Carriveau	School Occupational Therapist/JH, EV, RO, SH, WE	1.00	August 12, 2024
Michele Raasch	Grade 4 Teacher/WE	1.00	August 12, 2024
Justine Parrish	At Risk Teacher/MS	1.00	August 12, 2024
Pamela Warren	Grade 5 Teacher/WE	1.00	August 12, 2024
Amy MacNeil	Spanish Teacher/MS	1.00	August 20, 2024
Brianna Gullikson	Intern/MB	0.50	August 27, 2024
Rachel Vogel	Intern/WE	0.50	August 27, 2024
Support Staff			
Name	Position/Building	FTE	Start
Deborah Dunaj	Member Services/GTCC	0.50	August 19, 2024
Jonene Oxford	Lead Housekeeper/Admin, ID & Od	1.00	August 19, 2024
David Young	Housekeeper/WE	1.00	August 19, 2024
Dakota Curry	Special Education Assistant/JH	0.62	August 20, 2024
Samantha Fredriksen	Special Education Assistant/RO	0.62	August 20, 2024
Chimeng Lee	Special Education Assistant/RI	0.62	August 20, 2024
Julia Volpe	Special Education Assistant/MB	0.62	August 20, 2024
Kathrine Zuelke	Special Education Assistant/RI	0.62	August 20, 2024
Luke Armbrust	Cook/JH	0.63	August 26, 2024
Julie Barwick	Education Assistant/OD	0.44	August 26, 2024
Renee Buchholz	Education Assistant/SH	0.35	August 26, 2024
Julia Nowak	Education Assistant/RO	0.62	August 26, 2024
Feng Yang	Assistant/EV	0.62	August 26, 2024
Julio Ocampo	Assistant/WE	0.62	September 3, 2024
Students			
Name	Position/Building	FTE	Start
Seasonal Staff/Temporary			
Name	Position/Building	Start	End
Substitutes			
Name	Position/Building	FTE	Start

April Sobiesczyk	Substitute School Nurse	N/A	August 12, 2024
Madeline Yonke	Guest Teacher & Substitute Assistant/District	N/A	August 27, 2024
Katie Klafka	Substitute Certified Occupational Therapist	N/A	August 27, 2024
Tara Jaramillo	Guest Teacher & Substitute Assistant/District	N/A	August 27, 2024
Abigail Saari	Guest Teacher & Substitute Assistant/District	N/A	August 27, 2024
Alexsandra Lemke	Guest Teacher & Substitute Assistant/District	N/A	August 27, 2024
Olivia Burrows	Guest Teacher/MS	N/A	August 27, 2024
William Jefferson	Guest Teacher/District	N/A	August 28, 2024
Summer Learning			
Name	Position	Start	End
<u>End of Employment</u>			
All Staff			
Name	Position/Building	Reason	Effective Date
Elyse Edens	DCE Fellow	Resignation	July 16, 2024
Erin Fraedrich	DCE Fellow	Resignation	July 16, 2024
Sydney Frederick	Summer Learning Teacher/RO	Resignation	July 16, 2024
Ashley Hodell	Summer Learning Teacher/WE	Resignation	July 16, 2024
Tristan Knoblock	Summer Learning Teacher/WE	Resignation	July 16, 2024
Megan Soukup	Summer Learning Teacher/RO	Resignation	July 16, 2024
Amanda Weller	Summer Learning Teacher/WE	Resignation	July 16, 2024
Teegan Wenzel	Summer Learning Teacher/RO	Resignation	July 16, 2024
Sarah Winter	Summer Learning Teacher/RO	Resignation	July 16, 2024
Kaylee Zinser	Summer Learning Teacher/RO	Resignation	July 16, 2024
Anthony Baca	Housekeeper/WE	Resignation	July 18, 2024
Hortencia Karl	English Learner Assistant/EV	Resignation	July 23, 2024
Natalie Antonson	Substitute Assistant/District	Resignation	July 30, 2024
Alicia Bangtson	Guest Teacher/District	Resignation	July 30, 2024

Peggy Bindl	Guest Teacher & Substitute Assistant/District	Resignation	July 30, 2024
Anissa Bliese	Guest Teacher/District	Resignation	July 30, 2024
Courtney Burger	Guest Teacher & Substitute Assistant/District	Resignation	July 30, 2024
Jayda Bushor	Guest Teacher & Substitute Assistant/District	Resignation	July 30, 2024
Linda Davis	Guest Teacher/District	Resignation	July 30, 2024
Hannah Delapena	Guest Teacher/District	Resignation	July 30, 2024
Olivia Dreger	Guest Teacher & Substitute Assistant/District	Resignation	July 30, 2024
Melinda Fiene	Substitute Assistant/District	Resignation	July 30, 2024
Daniel Frost	Guest Teacher & Substitute Assistant/District	Resignation	July 30, 2024
Garth Gerstenberger	Guest Teacher/District	Resignation	July 30, 2024
Logan Grzywacz	Substitute Assistant/District	Resignation	July 30, 2024
Ian Hackett	Guest Teacher/District	Resignation	July 30, 2024
Kayla Jansen	Substitute Assistant/District	Resignation	July 30, 2024
Beau Jordan	Guest Teacher/District	Resignation	July 30, 2024
Amy Jordan	Guest Teacher/District	Resignation	July 30, 2024
Colleen Kemp	Guest Teacher & Substitute Assistant/District	Resignation	July 30, 2024
Jesse Kovach	Guest Teacher/District	Resignation	July 30, 2024
Jorgi Matthiae	Substitute Assistant/District	Resignation	July 30, 2024
Richard Michalec	Guest Teacher/District	Resignation	July 30, 2024
Mitchell Moyer	Guest Teacher/District	Resignation	July 30, 2024
John Muraski	Guest Teacher/District	Resignation	July 30, 2024
Claire Nadiminti	Guest Teacher/District	Resignation	July 30, 2024
Tonya Nielsen	Guest Teacher & Substitute Assistant/District	Resignation	July 30, 2024
Leslie O'Callaghan	Guest Teacher/District	Resignation	July 30, 2024
Nicholas Peters	Guest Teacher/District	Resignation	July 30, 2024
Tyler Schultz	Guest Teacher & Substitute Assistant/District	Resignation	July 30, 2024
Travis Sprague	Guest Teacher/District	Resignation	July 30, 2024

Samantha Stadler	Substitute Assistant/District	Resignation	July 30, 2024
Hans Streckenbach	Guest Teacher & Substitute Assistant/District	Resignation	July 30, 2024
Steven Stuve	Guest Teacher/District	Resignation	July 30, 2024
Claire Tesch	Substitute Assistant/District	Resignation	July 30, 2024
Zachary Toelle	Guest Teacher & Substitute Assistant/District	Resignation	July 30, 2024
Hailey Zoesch	Guest Teacher & Substitute Assistant/District	Resignation	July 30, 2024
Emily Walker	Special Education Assistant/RO	Resignation	July 31, 2024
Jeremy Husnick	Guest Teacher & Substitute Assistant/District	Resignation	August 1, 2024
Samantha Brown	Special Education Teacher/WE	Resignation	August 2, 2024
Stephanie Angell-Feuerstein	Guest Teacher/District	Resignation	August 6, 2024
Zachary Henke	Guest Teacher/District	Resignation	August 6, 2024
Tara Rockteschel	Substitute Assistant/District	Resignation	August 6, 2024
Megan Roberts	Special Education Assistant/RO	Resignation	August 9, 2024
Michelle Daley	K-12 Curriculum Support Secretary/SH	Resignation	August 9, 2024
Theresa Macdonald	Special Education Assistant/RI	Retirement	August 12, 2024
Nicole Gresbach	Kitchen Coordinator/MS	Resignation	October 18, 2024

Adjustments

Certified Staff

Name	Position From	Position To	Effective Date
Kathleen Heller	Guest Teacher & Test Proctor	Test Proctor	August 5, 2024
Sarah Edens	School Psychologist/EC & HA	School Psychologist/EC	August 7, 2024
Jaymi Hughes	Grade 3 Teacher/HA & Member Services/GTCC	Grade 3 Teacher/HA	August 12, 2024
Kimberly Day	At Risk Teacher/MS	EL Teacher/MS	August 12, 2024
Eric Heeren	IMC Specialist/EV & HA	IMC Specialist/EV	August 12, 2024
Sara Hoffman	EL Teacher/MB & JH	EL Teacher/MB & WE	August 12, 2024

Joshua Nielsen	Grade 5 Teacher/WE	Student Support Teacher/RO	August 12, 2024
Libertad Plamann	Spanish Teacher/MS	Spanish Teacher/SH	August 12, 2024
Carol Plaza	Grade 3 Teacher/MB	Literacy Interventionist/WE, HA, & ODY	August 12, 2024
Savanah Resch	Speech/Language Pathologist/HA, ODY, Parochial	Speech/Language Pathologist/HA, ODY	August 12, 2024
Susan Schlinkmann	GET Academy Teacher/SH	Transition Liaison Teacher/JH & SH	August 12, 2024
Yer Thao	EL Teacher/RO, ODY	EL Teacher/RO, ODY, & HA	August 12, 2024
Kathryn Wochinski	Student Support Teacher/RO	Kindergarten Teacher/WE	August 12, 2024
Logan Heil	Grade 4 Teacher/WE	Math Teacher/JH	August 12, 2024
Emily Loy	School Occupational Therapist/HA, MB, EV, ODY, MS	School Occupational Therapist/MB, RI, ODY, HA, MS, Idea	August 12, 2024
Dawn Bohm	Guest Teacher & AP Testing Coordinator	Test Proctor	August 12, 2024
Robin Jorgensen	Guest Teacher/District & Weight Room Supervisor/GTCC	Guest Teacher/District	August 27, 2024
Kamryn Stich	Always an Evergreen Guest Teacher/MB	Guest Teacher/District	August 27, 2024
Elizabeth Waggoner	Substitute Assistant/District	Guest Teacher and Substitute Assistant/District	August 27, 2024
Cassidy Sroor	Guest Teacher/District	Intern/WE	August 27, 2024
Loralei Kachel	Summer Learning Teacher	Early Evergreens Leadership Team / EC/4K	August 27, 2024
Support Staff			
Name	Position From	Position To	Effective Date
Sadie West	Member Services/GTCC, Adventure Camp/GTCC, and Before & After Care Staff/GTCC	Adventure Camp/GTCC, Before & After Care Staff/GTCC, Family Programming & Concessions/GTCC, and Substitute Assistant/District	July 1, 2024
Penny Drake	School Nutrition Substitute & Cook/Twin Oaks	Cook/Twin Oaks	August 5, 2024
Donald Lewandowski	Housekeeper/MS	Lead Housekeeper/MS	August 12, 2024

Andrew Kraus	Custodian/District-Wide	Assistant Custodial Supervisor/District-Wide	August 12, 2024
Myles Paulson	Education Assistant/RO & Substitute Assistant/District	Special Education Assistant/RI	August 21, 2024
Courtney Rhode	Substitute Assistant/District	Special Education Assistant/EC/4K	August 22, 2024
Baylee Holtz	Educational Interpreter/JH	Educational Interpreter/MS	August 26, 2024
Tracy Froom	Server/District-Wide	Server/EV	August 26, 2024
Deborah Koval	Housekeeper/MB	Housekeeper/RI	August 26, 2024
Terry Merriam	Housekeeper/RI	Housekeeper/MB	August 26, 2024
Amanda Kressman	Server/Middle School	Cook/Middle School	August 26, 2024
Jennifer Sommer	Cook/Housekeeper/District-Wide	Cook/MB & Housekeeper/District-Wide	August 26, 2024
Malysa Wagner	Lead Housekeeper/Admin, ODY, Idea, Float	Lead Housekeeper/WE	August 26, 2024
Breerra Weber	Cook/JH 0.63 FTE	Cook/JH 0.54 FTE	August 26, 2024
Madeline Fisher	Special Education Assistant/MB	Substitute Assistant/District	August 27, 2024
Hailey Frazier	Education Assistant/SH	Special Education Assistant/WE	August 27, 2024
Tara Giebel	Special Education Assistant/RI	Substitute Assistant/District	August 27, 2024
Elizabeth Grulkowski	Special Education Assistant/JH	Special Education Assistant/SH	August 27, 2024
Heather Klos	Special Education Assistant/MS	Special Education Assistant/JH	August 27, 2024
Noah Merkel	Special Education Assistant/RO	Special Education Assistant/MS	August 27, 2024
Stacey Paradowski	Education Assistant/OD .44 FTE	Education Assistant/JH .62	August 27, 2024
Karry Salber	Main Office Secretary/SH & Special Education Assistant/SH 0.66 FTE	Main Office Secretary/SH 0.71 FTE	August 27, 2024
Stephanie Smart	3K Education Assistant/RO .27 FTE & Substitute Assistant & School Nutrition Substitute	3K Special Education Assistant/RO .22 FTE & Substitute Assistant	August 27, 2024
Christine Spiegel	Special Education Assistant/RI	Substitute Assistant/District	August 27, 2024
Emily Szak	Special Education Assistant/RO	Education Assistant/RO	August 27, 2024
Karianna Uzquiano	Assistant/RO	Assistant/MS	August 27, 2024

Jonathan Meng Xiong	English Learner Assistant/WE	Education Assistant/WE	August 27, 2024
Rachel Zahrt	Special Education Assistant/WE	Special Education Assistant/EC & 4K	August 27, 2024
Annette Ziert	Education Assistant/RO .35 FTE	Education Assistant/RO .29 FTE	August 27, 2024
Pamela Gregory	Cook/EV	Substitute Assistant & School Nutrition/District	September 9, 2024

DCE Middle School				
Name	Position	Begin	End	%
ARNDT, CHRISTINA	Girls Volleyball 7th Assistant Coach	8/19/24	10/10/24	5.00
BEFORT, BRYCE	FCA Advisor	8/27/24	6/6/25	1.00
BLANK, KARA	Forensics Advisor	11/1/24	4/1/25	2.00
BURGESS, JULIE	Pop Choir Advisor	8/27/24	6/6/25	2.00
ENGLISH, ANDI	WEB Advisor	8/27/24	6/6/25	2.00
FROOM, PAUL	Rainbow Alliance Advisor	8/27/24	6/6/25	1.00
LEHRKE, ERIC	Football 7th Head Coach	8/12/24	10/10/24	7.00
MARTIN, ALEC	Football 7th Assistant Coach	8/12/24	10/10/24	6.00
MILLER, CYNTHIA	Jr. Optimist Club Advisor	8/27/24	6/6/25	2.00
NEITZEL, BRENDA	Girls Volleyball 7th Assistant Coach	8/19/24	10/10/24	6.00
PAULSON, MYLES	Football 7th Assistant Coach	8/12/24	10/10/24	3.00
PIEHLER, MOLLY	Student Council Advisor	8/27/24	6/6/25	6.00
PRUST, MARIA	Girls Volleyball 7th Head Coach	8/19/24	10/10/24	7.00
SAARI, JENNIFER	FCA Advisor	8/27/24	6/6/25	1.00
SOUKUP, CORINTHIA	Student Council Advisor	8/27/24	6/6/25	6.00
SOUKUP, CORINTHIA	Yearbook Advisor	8/27/24	6/6/25	2.00
TREANKLER, STEVEN	FCA Advisor	8/27/24	6/6/25	1.00
VANDERLEEST, CONNER	WEB Advisor	8/27/24	6/6/25	2.00
VANG, SHULONG	Football 7th Assistant Coach	8/12/24	10/10/24	3.00
WENDORF, MICHAEL	WEB Advisor	8/27/24	6/6/25	2.00
ZIARNIK, PAIGE	Girls Volleyball 7th Assistant Coach	8/19/24	10/10/24	5.00
DCE Junior High School				
Name	Position	Begin	End	%
AMMON, CHRISTIAN	Gaming Club Advisor	8/27/24	6/6/25	3.00
AMMON, CHRISTIAN	Evercon Advisor	8/27/24	6/6/25	2.00
BAILEY, JOANNA	Cross Country 6-8 Head Coach	8/26/24	10/16/24	7.00
BETRY, JAMIE	Girls Volleyball 8th Head Coach	8/19/24	10/10/24	7.00
BOHLMAN, TAMMY	Cross Country 6-8 Assistant Coach	8/26/24	10/16/24	5.00
BRIGGS, MARY	Raise Your Voice Advisor	8/27/24	6/6/25	2.00
BURISH, BENJAMIN	Gaming Club Advisor	8/27/24	6/6/25	2.00
BURISH, BENJAMIN	Jazz Band Director	1/27/25	6/6/25	2.00
BURISH, BENJAMIN	Solo & Ensemble Advisor	1/1/25	3/31/25	1.00

CLARK, JENNIFER	Yearbook Advisor	8/27/24	6/6/25	3.00
DEGRAND, TONY	Cross Country 6-8 Assistant Coach	8/26/24	10/16/24	4.00
DEININGER, CURTIS	Girls Swimming 6-8 Head Coach	8/19/24	10/12/24	7.00
DICKERSON, LESLEI	Cross Country 6-8 Assistant Coach	8/26/24	10/16/24	3.75
ELLENBECKER, JORDAN	Football JV2 Head Coach	8/1/24	10/18/24	10.00
FUEHRER, JACOB	Football 8th Assistant Coach	8/12/24	10/10/24	6.00
FUEHRER, JACOB	Outdoor Club Advisor	8/27/24	6/6/25	2.00
GILMEISTER, KALEE	Girls Swimming 6-8 Assistant Coach	8/19/24	10/12/24	3.50
GRIMM, MELISSA	Girls Swimming 6-8 Assistant Coach	8/19/24	10/12/24	4.50
HAHN, NATHAN	Ski Club Advisor	11/1/24	2/28/25	2.00
HANSEN, CHRISTOPHER	Boys Soccer 7-8 Head Coach	8/26/24	10/11/24	7.00
HEIL, LOGAN	Football 8th Head Coach	8/12/24	10/10/24	7.00
HOFFMAN, AARON	Football 8th Assistant Coach	8/12/24	10/10/24	6.00
JAIPURI, SANDRA	National Jr. Honor Society Co-Advisor	8/27/24	6/6/25	2.00
JAKUSZ, LISA	Girls Volleyball JV2 Head Coach	8/19/24	10/18/24	11.00
JOHNSON, ANN	Solo & Ensemble Advisor	1/1/25	3/31/25	1.00
KOLTON, CHRIS	Girls Volleyball 8th Assistant Coach	8/19/24	10/10/24	6.00
LASKA, HANNAH	Dance Team Head Coach	8/1/24	9/27/24	4.00
LAUERSDORF, ERIN	Raise Your Voice Advisor	8/27/24	6/6/25	2.00
MARX, ANDREW	Football JV2 Assistant Coach	8/1/24	10/18/24	9.00
MEYER, PHILIP	Boys Soccer 7-8 Assistant Coach	8/26/24	10/11/24	6.00
MORGAN, LISA	GSA Co-Advisor	8/27/24	6/6/25	1.00
MOUA, MAI	ABC Coordinator	8/27/24	6/6/25	1.00
MOUA, MAI	Forensics Advisor	1/1/25	3/7/25	2.00
PEDERSON, TERESA	National Jr. Honor Society Co-Advisor	8/27/24	6/6/25	2.00
PEPLINSKI, JEANETTE	Girls Volleyball JV3 Head Coach	8/19/24	10/18/24	9.00
RAINVILLE, TAMMY	Girls Volleyball 8th Assistant Coach	8/19/24	10/10/24	6.00
REAMER, THOMAS	Football JV2 Assistant Coach	8/1/24	10/18/24	9.00
RINGWELSKI, JACOB	Football JV2 Assistant Coach	8/1/24	10/18/24	6.00
ROTH, WESLEY	Football 8th Assistant Coach	8/12/24	10/10/24	3.00
SEARING, REBECCA	Forensics Advisor	1/1/25	3/7/25	2.00
SEARING, REBECCA	GSA Co-Advisor	8/27/24	6/6/25	1.00
STINGL, JACOB	Boys Soccer JV2 Head Coach	8/19/24	10/18/24	9.00
STUEBS, JACE	Chess Club Advisor	8/27/24	6/6/25	1.00
THOMAS, HOLLY	Student Council Advisor	8/27/24	6/6/25	2.25

TRETTER, TODD	Unified Pals Co-Advisor	8/27/24	6/6/25	1.00
ULRICH, JOSHUA	Chamber Singers Director	8/27/24	6/6/25	1.75
ULRICH, JOSHUA	Solo & Ensemble Advisor	1/1/25	3/31/25	1.00
ULRICH, JOSHUA	Variety Show Advisor	2/3/25	4/30/25	1.00
WISTROM, LISA	Unified Pals Co-Advisor	8/27/24	6/6/25	1.00
WOGERNESE, STEPHANIE	Girls Volleyball 8th Assistant Coach	8/19/24	10/10/24	6.00
ZELLER, SIERRA	Dance Team Assistant Coach	8/1/24	9/27/24	3.00
DCE Senior High School				
Name	Position	Begin	End	%
ACKLEY, MEGAN	Key Club Co-Advisor	8/27/24	6/6/25	3.00
ALECKSON, SARAH	Yearbook Advisor	8/27/24	6/6/25	5.00
ALECKSON, SARAH	Class Advisor 11th	8/27/24	6/6/25	2.00
ALECKSON, SARAH	Forensics Assistant	12/31/24	5/1/25	2.00
ALECKSON, SARAH	NHS Reader	8/27/24	6/6/25	0.75
BATES, CRISTIE	Songspinnners Advisor	8/27/24	6/6/25	3.00
BATES, CRISTIE	Solo & Ensemble Advisor - Choir	12/31/24	2/28/25	1.00
BEYER, MICHAEL	Football Varsity Assistant Coach	8/6/24	11/23/24	11.00
BLANCHETTE, ALLISHA	Girls Cross Country Head Coach & Coordinator	8/19/24	11/2/24	14.00
BUEGE, BRIAN	Boys Assistant Soccer Coach	8/19/24	11/9/24	3.00
COENEN, JACOB	Football Varsity Assistant Coach	8/6/24	11/23/24	12.00
CORVINO, BERKLEY	Football Assistant Coach	8/6/24	11/23/24	7.00
DEBOER, JOEL	Fishing Club Advisor	8/27/24	6/6/25	5.00
DICKERSON, LESLEI	NHS Reader	8/27/24	6/6/25	0.75
DICKERSON, LESLEI	YLA Advisor	8/27/24	6/6/25	2.00
DUNAJ, ALISON	Volleyball Assistant Coach	8/19/24	11/9/24	6.00
FINNEGAN, JOSEPH	Strings Coordinator	8/27/24	6/6/25	2.00
FINNEGAN, JOSEPH	Solo & Ensemble Advisor - Orchestra	12/31/24	2/28/25	1.00
FINNEGAN, JOSEPH	Solo & Ensemble Advisor - Band	12/31/24	2/28/25	1.00
FINNEGAN, JOSEPH	Percussion Instructor	8/27/24	10/25/24	2.00
FINNEGAN, JOSEPH	Pep Band Director	8/27/24	6/6/25	2.50
FINNEGAN, JOSEPH	Marching Band Director	8/27/24	10/25/24	6.00
HUBBARD, BLAIR	Girls Tennis Varsity Assistant Coach	8/13/24	10/19/24	4.00
INGVALSON, ANDREA	Girls Tennis Varsity Assistant Coach	8/13/24	10/19/24	5.00
JIRIK, SCOTT	Football Varsity Assistant Coach/JV Head Coach	8/6/24	11/23/24	12.00
JOHNSON, GUS	Football Assistant Coach	8/6/24	11/23/24	7.00

KLEINSCHMIDT, MATTHEW	Football Varsity Assistant Coach (DC)	8/6/24	11/23/24	12.00
KLUEVER, DANIEL	Boys Assistant Soccer Coach - Goalies	8/19/24	11/9/24	3.00
KURTENBACH, MORGAN	Volleyball Varsity Assistant Coach	8/19/24	11/9/24	4.00
LE PINE, JOHN	Boys Soccer JV/Varsity Assistant Coach	8/19/24	11/9/24	6.00
MANDLI, BELENI	Girls Swimming Varsity Head Coach	8/13/24	11/16/24	14.00
MEYER, RICK	Girls Golf Varsity Head Coach	8/12/24	10/15/24	12.00
MICHOLIC, JACK	Boys Cross Country Head Coach	8/19/24	11/2/24	13.00
MINNIHAN, JOHN	Boys Cross Country Assistant Coach	8/19/24	11/2/24	7.00
MITCHELL, BRADEN	Football Varsity Head Coach	8/6/24	11/23/24	16.00
MLODIK, TAMI	Girls Cross Country Assistant Coach	8/19/24	11/2/24	7.00
OOSTERHUIS, JENNY	Senior Ball Advisor	8/27/24	3/7/25	2.00
PEPLINSKI, JEANETTE	Class Advisor 10th	8/27/24	6/6/25	2.00
PITTS, ALYSSA	Girls Swimming Varsity Assistant Coach	8/13/24	11/16/24	7.00
PRAHL, TINA	Volleyball Varsity Head Coach	8/19/24	11/9/24	13.00
RADLOFF, BRANDON	Volleyball JV Assistant Coach	8/19/24	11/9/24	4.00
ROCHELEAU, MICHAEL	Girls Tennis Varsity Head Coach	8/13/24	10/19/24	12.00
ROLOFF, JOSHUA	Boys Soccer Varsity Head Coach	8/19/24	11/9/24	13.00
ROSENTHAL, CHYAINA	Class Advisor 10th	8/27/24	6/6/25	2.00
SCHREMP, ALEX	Girls Golf Varsity Assistant Coach	8/12/24	10/15/24	7.00
SEARING, REBECCA	Mock Trial Assistant Advisor	8/27/24	6/6/25	2.00
SHULFER, KATIE	Volleyball JV Head Coach	8/19/24	11/9/24	8.00
STEINIGER, DANIELLE	Class Advisor 11th	8/27/24	6/6/25	2.00
STEINIGER, DANIELLE	NHS Reader	8/27/24	6/6/25	0.75
STREHLOW, TIMOTHY	Head of Strength and Performance - Fall	8/12/24	11/8/24	10.00
STRICK, JEFFREY	Math Team Advisor	8/27/24	6/6/25	2.00
VAN ERMEN, MADELYNNE	Girls Swimming Varsity Assistant Coach	8/13/24	11/16/24	8.00
WEBER, IAN	Football Varsity Assistant Coach	8/6/24	11/23/24	11.00
WHITSETT, DAWN	NHS Reader	8/27/24	6/6/25	0.75
YONKER, GUNNAR	Boys Soccer JV Head Coach	8/19/24	11/9/24	10.00
ZIEBELL, OLIVIA	Forensics Assistant	12/31/24	5/1/25	2.00

D.C. EVEREST AREA SCHOOL DISTRICT
6100 ALDERSON STREET, WESTON, WI 54476
TREASURER'S REPORT

JULY 31, 2024

CASH BALANCE AS OF JULY 1, 2024	(\$331,458.86)	
INVESTMENT ACCOUNT TRANSFERS		\$3,924,239.20
RECEIPTS CR#34742 - #34767	\$7,669,488.76	
CHECKS FOR APPROVAL: #235742 - #235873 ACH: #242500002 - #242500136		\$4,214,123.31
<u>VOIDS:</u> 235851	\$14,500.00	
CASH BALANCE AS OF JULY 31, 2024		(\$785,832.61)
	\$7,352,529.90	\$7,352,529.90

**DC EVEREST AREA SCHOOL DISTRICT
BOARD CHECK REGISTER
(7/1/2024 - 7/31/2024)**

CHECK NUMBER	VENDOR	INVOICE NUMBER	CHECK DATE	AMOUNT
235742	WI PUBLIC SERVICE	5080443952	7/3/2024	3,660.86
235743	ALLIANT UTILITIES/WP&L	45078	7/3/2024	543.90
235744	BACKGROUND INVESTIGATION BUREAU, LLC	INV-49945	7/3/2024	14.00
235745	FANTA-Z FITNESS LLC	gtcc group 6	7/3/2024	87.50
235746	GORDON FOOD SERVICE INC	2001388734	7/3/2024	(2.91)
235746	GORDON FOOD SERVICE INC	9011248951	7/3/2024	227.80
235746	GORDON FOOD SERVICE INC	9011248947b	7/3/2024	697.83
235746	GORDON FOOD SERVICE INC	9009478941	7/3/2024	1,775.40
235747	K AND M ELECTRIC INC	27566	7/3/2024	5,402.79
235748	KYLES CONSULTING LLC	1823	7/3/2024	1,550.00
235749	MID-STATE TECHNICAL COLLEGE	17864079	7/3/2024	65.00
235749	MID-STATE TECHNICAL COLLEGE	17864079	7/3/2024	65.00
235750	TAYLOR INSULATION CO, INC	T10614	7/3/2024	16,875.00
235751	TITO INC	15311	7/3/2024	7,130.00
235752	TWEET/GAROT MECHANICAL INC	146117	7/3/2024	6,185.26
235753	VILLAGE OF WESTON	03-06 2024 3456-00	7/3/2024	927.50
235753	VILLAGE OF WESTON	03-06 2024 5568-00	7/3/2024	1,501.88
235753	VILLAGE OF WESTON	03-06 2024 5568-00	7/3/2024	1,952.61
235753	VILLAGE OF WESTON	03-06 2024 3456-00	7/3/2024	2,055.19
235753	VILLAGE OF WESTON	03-06 2024 3456-00	7/3/2024	2,113.35
235754	AWSA ASSOC WI SCHL ADM	37462	7/3/2024	515.00
235755	CPI, INC.	773104	7/3/2024	6,448.00
235756	NASP	138228 - 2024	7/3/2024	230.00
235757	STERICYCLE, INC	8007497391	7/3/2024	273.42
235758	ACTIVITIES FOR LEARNING, INC	389910	7/3/2024	208.45
235758	ACTIVITIES FOR LEARNING, INC	389691	7/3/2024	446.72
235759	CELLCOM - WAUSAU	447974	7/3/2024	1,027.95
235760	CELLCOM - WAUSAU	449769	7/3/2024	345.64
235761	EDUCATE-WI LLC	14398/14399	7/3/2024	1,000.00
235761	EDUCATE-WI LLC	14398/14399	7/3/2024	3,400.00
235762	LIFE ECOLOGY ORGANIZATION LLC	62424	7/3/2024	2,500.00
235763	MCGRAW HILL SCHOOL EDUC HOLDINGS, INC	1.32294E+11	7/3/2024	199.14
235763	MCGRAW HILL SCHOOL EDUC HOLDINGS, INC	1.32294E+11	7/3/2024	590.93
235763	MCGRAW HILL SCHOOL EDUC HOLDINGS, INC	1.32298E+11	7/3/2024	1,299.54
235763	MCGRAW HILL SCHOOL EDUC HOLDINGS, INC	1.32294E+11	7/3/2024	3,631.38
235763	MCGRAW HILL SCHOOL EDUC HOLDINGS, INC	1.32298E+11	7/3/2024	3,855.96
235763	MCGRAW HILL SCHOOL EDUC HOLDINGS, INC	1.32298E+11	7/3/2024	23,695.95
235764	NASP	920170 - 2024	7/3/2024	230.00
235765	NEWSELA, INC.	INV38370	7/3/2024	4,750.00
235766	TUMBLEWEED PRESS INC.	117070	7/3/2024	650.00
235766	TUMBLEWEED PRESS INC.	117070	7/3/2024	650.00

**DC EVEREST AREA SCHOOL DISTRICT
BOARD CHECK REGISTER
(7/1/2024 - 7/31/2024)**

CHECK NUMBER	VENDOR	INVOICE NUMBER	CHECK DATE	AMOUNT
235766	TUMBLEWEED PRESS INC.	117070	7/3/2024	650.00
235766	TUMBLEWEED PRESS INC.	117070	7/3/2024	650.00
235766	TUMBLEWEED PRESS INC.	117070	7/3/2024	650.00
235767	WI ASSN SCH DIST AD WASDA	300009065	7/3/2024	100.00
235767	WI ASSN SCH DIST AD WASDA	300009066	7/3/2024	1,840.00
235768	DC EVEREST SENIOR HIGH SCHOOL	63050-LAMERS	7/12/2024	2,195.00
235769	FEDEX, INC.	8-549-57752	7/12/2024	23.54
235770	OTIS ELEVATOR CO	F10000174719	7/12/2024	570.00
235770	OTIS ELEVATOR CO	CVW16083001	7/12/2024	896.34
235771	WI PUBLIC SERVICE	5084767591	7/12/2024	324.32
235771	WI PUBLIC SERVICE	5084762640	7/12/2024	345.84
235771	WI PUBLIC SERVICE	5085072685	7/12/2024	403.37
235771	WI PUBLIC SERVICE	5084933987	7/12/2024	465.45
235771	WI PUBLIC SERVICE	5084725108	7/12/2024	515.68
235771	WI PUBLIC SERVICE	5084701348	7/12/2024	1,058.99
235771	WI PUBLIC SERVICE	5086698563	7/12/2024	2,160.43
235771	WI PUBLIC SERVICE	5086698563	7/12/2024	27,703.67
235771	WI PUBLIC SERVICE	5086698563	7/12/2024	88,699.55
235772	COUNTRYSIDE FENCE AND SERVICES, LLC.	20880	7/12/2024	17,495.00
235773	DIGGERS HOTLINE INC	240 6 27751	7/12/2024	15.80
235774	GORDON FOOD SERVICE INC	201408377	7/12/2024	(393.55)
235774	GORDON FOOD SERVICE INC	2001405327	7/12/2024	(4.45)
235774	GORDON FOOD SERVICE INC	9011248952	7/12/2024	636.50
235775	HANSON SANITATION AND EXCAVATING INC	29643	7/12/2024	195.00
235776	HAWKINS, ASH CPA'S LLP	3209900	7/12/2024	7,000.00
235777	HEARTLAND BUSINESS SYSTEMS INC	706483-H	7/12/2024	2,808.13
235778	LAMERS BUS LINES, INC.	64037	7/12/2024	440.88
235778	LAMERS BUS LINES, INC.	64037	7/12/2024	1,756.26
235778	LAMERS BUS LINES, INC.	64037	7/12/2024	31,986.12
235779	MIRON CONSTRUCTION CO INC	240120-0004	7/12/2024	137,979.64
235780	MOBILE WAREHOUSE, LLC	28200, 29151	7/12/2024	230.00
235781	MOUNTAIN BAY METRO PD	2024-10	7/12/2024	12,911.30
235781	MOUNTAIN BAY METRO PD	2024-10	7/12/2024	23,529.71
235782	NRG BUSINESS MARKETING	HS44326758	7/12/2024	5,084.58
235783	PITNEY BOWES INC	1025624863	7/12/2024	201.00
235784	SITEONE LANDSCAPE SUPPLY, LLC	143328546-001	7/12/2024	4,283.46
235785	SOMERVILLE ARCHITECTS	39713	7/12/2024	1,511.00
235786	VESTIS SERVICES LLC	45444	7/12/2024	1,671.90
235787	VILLAGE OF HATLEY	03-06 2024	7/12/2024	183.20
235787	VILLAGE OF HATLEY	03-06 2024	7/12/2024	187.55
235788	WENGER CORPORATION	874813	7/12/2024	619.23

**DC EVEREST AREA SCHOOL DISTRICT
BOARD CHECK REGISTER
(7/1/2024 - 7/31/2024)**

CHECK NUMBER	VENDOR	INVOICE NUMBER	CHECK DATE	AMOUNT
235788	WENGER CORPORATION	874813	7/12/2024	27,000.00
235789	WORDEN ENTERPRISES LLC	8912	7/12/2024	4,388.04
235789	WORDEN ENTERPRISES LLC	8911	7/12/2024	74,805.96
235790	CPI, INC.	NAIN-0788554	7/12/2024	400.00
235791	PAYROLLORG	379695-2024	7/12/2024	299.00
235792	SCHOLASTIC INC. EDUCATION-THE TEACHER	61276698	7/12/2024	1,631.50
235793	A & A LOCK SERVICE	JUL.03.24	7/12/2024	31.50
235794	ADVANCED FITNESS SERVICE	2201	7/12/2024	629.11
235795	AWSA ASSOC WI SCHL ADM	36354	7/12/2024	224.00
235795	AWSA ASSOC WI SCHL ADM	36355	7/12/2024	224.00
235795	AWSA ASSOC WI SCHL ADM	36356	7/12/2024	224.00
235795	AWSA ASSOC WI SCHL ADM	36358	7/12/2024	224.00
235795	AWSA ASSOC WI SCHL ADM	36359	7/12/2024	224.00
235795	AWSA ASSOC WI SCHL ADM	36360	7/12/2024	224.00
235795	AWSA ASSOC WI SCHL ADM	38009	7/12/2024	765.00
235795	AWSA ASSOC WI SCHL ADM	38030	7/12/2024	774.00
235795	AWSA ASSOC WI SCHL ADM	38095	7/12/2024	774.00
235796	BACKGROUND INVESTIGATION BUREAU, LLC INV-50695		7/12/2024	16.45
235796	BACKGROUND INVESTIGATION BUREAU, LLC INV-50695		7/12/2024	49.35
235796	BACKGROUND INVESTIGATION BUREAU, LLC INV-50695		7/12/2024	180.95
235797	BSN SPORTS LLC	925883167	7/12/2024	4,000.00
235798	CALLTOWER	202027845	7/12/2024	707.47
235799	CDW GOVT IN EDUCATION	SD75419	7/12/2024	5,837.30
235800	CENGAGE LEARNING/GALE	84630398	7/12/2024	50.00
235801	DC EVEREST SENIOR HIGH SCHOOL	GTCCRunCamp	7/12/2024	121.70
235802	ECM HOLDING GROUP INC.	3000016441	7/12/2024	700.37
235803	ERICKSON, ASHLEY	JUNE242024	7/12/2024	52.00
235804	GORDON FOOD SERVICE INC	9011697553	7/12/2024	645.20
235804	GORDON FOOD SERVICE INC	9011697557	7/12/2024	1,428.53
235804	GORDON FOOD SERVICE INC	9011697552	7/12/2024	2,943.73
235805	HARTER'S FOX VALLEY DISPOSAL	780080	7/12/2024	5,707.71
235806	HMONG AMERICAN CENTER	11090000	7/12/2024	65.00
235807	HOME INSULATION CO, INC	48232	7/12/2024	303.00
235808	INFINITE CAMPUS INC	ANNUAL045665	7/12/2024	1,835.00
235808	INFINITE CAMPUS INC	ANNUAL045665	7/12/2024	65,852.10
235809	LAMERS BUS LINES, INC.	63714	7/12/2024	53.39
235809	LAMERS BUS LINES, INC.	63715	7/12/2024	76.01
235809	LAMERS BUS LINES, INC.	63722	7/12/2024	76.19
235809	LAMERS BUS LINES, INC.	63718	7/12/2024	202.60
235810	MARATHON CO HEALTH DEPT	INV06383	7/12/2024	29.00
235811	MUELLER, ERICA	JUNE242024	7/12/2024	52.00

**DC EVEREST AREA SCHOOL DISTRICT
BOARD CHECK REGISTER
(7/1/2024 - 7/31/2024)**

CHECK NUMBER	VENDOR	INVOICE NUMBER	CHECK DATE	AMOUNT
235812	RECDESK LLC	INV-14971	7/12/2024	4,150.00
235813	SCHOOL DATEBOOKS, INC.	S24-0281354	7/12/2024	64.93
235813	SCHOOL DATEBOOKS, INC.	S24-0281338	7/12/2024	434.01
235813	SCHOOL DATEBOOKS, INC.	S24-0281332	7/12/2024	793.09
235814	SEESAW, INC.	2023-84304	7/12/2024	8,560.00
235815	SOCIAL THINKING PUBLISHING	INV012156	7/12/2024	1,591.57
235816	STAPLES ADVANTAGE	6006387380	7/12/2024	21.66
235816	STAPLES ADVANTAGE	6006497830	7/12/2024	32.92
235816	STAPLES ADVANTAGE	6006497836	7/12/2024	36.48
235816	STAPLES ADVANTAGE	6006497834	7/12/2024	42.59
235816	STAPLES ADVANTAGE	6006497833	7/12/2024	65.67
235816	STAPLES ADVANTAGE	6006497832	7/12/2024	162.27
235817	STERLING WATER INC	342X12249309	7/12/2024	12.00
235817	STERLING WATER INC	342X12241405	7/12/2024	117.75
235818	UW MADISON-PLACE	05202024-2542-2098	7/12/2024	75.00
235818	UW MADISON-PLACE	05202024-2542-2098	7/12/2024	100.00
235818	UW MADISON-PLACE	05202024-2542-2098	7/12/2024	100.00
235819	UWSP - BLOCHER PLANETARIUM	DCEPlanetarium	7/12/2024	35.00
235820	WI VALLEY CONFERENCE	1009	7/12/2024	4,300.00
235821	UNITED WAY OF MARATHON CNTY	20240712BDUWAY	7/12/2024	177.54
235821	UNITED WAY OF MARATHON CNTY	20240712ADUWAY	7/12/2024	453.19
235822	SPARKLE WINDOW OF WI LLC	1424	7/12/2024	12,195.00
235824	ROTHSCHILD WATERWORKS	03-06 2024	7/19/2024	2,997.00
235825	SCHOLASTIC INC. EDUCATION-THE TEACHER	61355545	7/19/2024	2,113.94
235826	ABEE INC	10771	7/19/2024	252.00
235826	ABEE INC	10771	7/19/2024	252.00
235827	AWSA ASSOC WI SCHL ADM	39075	7/19/2024	515.00
235827	AWSA ASSOC WI SCHL ADM	39542	7/19/2024	665.00
235827	AWSA ASSOC WI SCHL ADM	38765	7/19/2024	765.00
235828	BLOOMSIGHTS US LLC	124	7/19/2024	16,745.00
235829	CDW GOVT IN EDUCATION	SG04076	7/19/2024	7,004.76
235829	CDW GOVT IN EDUCATION	ZR00508468	7/19/2024	9,600.00
235829	CDW GOVT IN EDUCATION	SC91599	7/19/2024	12,500.00
235829	CDW GOVT IN EDUCATION	SC95905	7/19/2024	25,903.00
235829	CDW GOVT IN EDUCATION	SF91923	7/19/2024	40,506.41
235830	DIGGERS HOTLINE INC	240 7 27751 PP1	7/19/2024	184.00
235831	EAI EDUCATION	INV1361847	7/19/2024	856.90
235832	EDGEWOOD COLLEGE	630424-S2 EDU-808001	7/19/2024	1,980.00
235833	GYNZY INC.	GI20-3232	7/19/2024	50.00
235834	HEARTLAND BUSINESS SYSTEMS INC	708884-H	7/19/2024	13,160.00
235835	LAKESHORE LEARNING MATERIALS	64231070524	7/19/2024	106.68

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235836	LEXIA LEARNING SYSTEMS, LLC	7975630	7/19/2024	3,168.00
235837	RIDDELL ALL AMERICAN SPORTS CORP	951984262	7/19/2024	2,794.84
235838	RIVERSIDE INSIGHTS	INV212783	7/19/2024	362.03
235839	SITEIMPROVE, INC	USI-00004612	7/19/2024	5,100.76
235840	SOMERVILLE ARCHITECTS	39712	7/19/2024	316.25
235841	STAPLES ADVANTAGE	6006593407	7/19/2024	(8.75)
235841	STAPLES ADVANTAGE	6006497837	7/19/2024	52.20
235841	STAPLES ADVANTAGE	6006497831	7/19/2024	375.59
235842	TEACHER DIRECT	INV/2024/04442	7/19/2024	223.88
235843	WAUSAU WEST HIGH SCHOOL	2256	7/19/2024	2,481.51
235844	WI ASSN SCH DIST AD WASDA	200014858	7/19/2024	195.00
235845	CHARACTER DEVELOPEMENT & LEADERSHIP	13012A	7/26/2024	350.00
235846	WCASS	8313	7/26/2024	425.00
235847	APPLE FINANCIAL SERVICES - PA	587819430	7/26/2024	680,000.00
235848	CDW GOVT IN EDUCATION	SJ35653	7/26/2024	5,837.30
235849	CESA 5, INC.	2500269	7/26/2024	16,611.66
235850	CHARTER COMMUNICATIONS, INC.	1.71371E+14	7/26/2024	1,008.58
235851	EBLI	6215	7/26/2024	14,500.00
235852	FEL - CPS SCHOFIELD #1480	8614463	7/26/2024	260.05
235853	GAGGLE.NET, INC.	INV05985	7/26/2024	47,290.00
235854	GORDON FOOD SERVICE INC	573452	7/26/2024	(167.52)
235854	GORDON FOOD SERVICE INC	573455	7/26/2024	(88.10)
235854	GORDON FOOD SERVICE INC	573453	7/26/2024	(42.10)
235854	GORDON FOOD SERVICE INC	9011937476	7/26/2024	39.28
235854	GORDON FOOD SERVICE INC	9011937475	7/26/2024	1,249.57
235855	HEARTLAND BUSINESS SYSTEMS INC	708581-H	7/26/2024	967.50
235855	HEARTLAND BUSINESS SYSTEMS INC	709370-H	7/26/2024	5,000.00
235856	HEARTLAND SCHOOL SOLUTIONS	HSSREC033117	7/26/2024	9,967.00
235857	HOME INSULATION CO, INC	48260	7/26/2024	239.00
235857	HOME INSULATION CO, INC	48259	7/26/2024	319.00
235857	HOME INSULATION CO, INC	48261	7/26/2024	368.00
235858	HOWIES HOCKEY, INC.	INV000240427	7/26/2024	44.16
235858	HOWIES HOCKEY, INC.	INV000240427	7/26/2024	59.00
235858	HOWIES HOCKEY, INC.	INV000240427	7/26/2024	157.85
235858	HOWIES HOCKEY, INC.	INV000240427	7/26/2024	595.30
235859	LAKE STREET MARINA LLC	Escapade 7/15/2024	7/26/2024	219.00
235860	MACGILL MEDICAL AND SCHOOL NURSE SUP	in0875075	7/26/2024	1,003.85
235861	MARATHON CO HEALTH DEPT	INV06442	7/26/2024	29.00
235862	MOUNTAIN BAY METRO PD	2024-11	7/26/2024	53,650.00
235862	MOUNTAIN BAY METRO PD	2024-11	7/26/2024	131,350.00
235863	MS GRAPHICS, LLC	2014-7722	7/26/2024	15.00

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235864	NUTRISLICE, INC.	10528	7/26/2024	1,400.04
235865	RSCHOOL TODAY (DWC)	99901	7/26/2024	455.00
235865	RSCHOOL TODAY (DWC)	99901	7/26/2024	465.00
235865	RSCHOOL TODAY (DWC)	99901	7/26/2024	920.00
235866	SADDLEBACK EDUCATIONAL, INC.	INV10911	7/26/2024	2,351.83
235867	SCHOOL HEALTH CORP	CINV000070382	7/26/2024	560.10
235868	STAPLES ADVANTAGE	6006949213	7/26/2024	(45.42)
235868	STAPLES ADVANTAGE	60064978335	7/26/2024	45.42
235868	STAPLES ADVANTAGE	6006949211	7/26/2024	62.33
235868	STAPLES ADVANTAGE	6006897314	7/26/2024	309.14
235869	TEACH TCI	INV123880	7/26/2024	9,780.00
235870	TEACHER INNOVATIONS, INC.	952646	7/26/2024	576.00
235871	TEACHING STRATEGIES, LLC	inv198565	7/26/2024	9,030.00
235872	ULINE	180611198	7/26/2024	19.38
235872	ULINE	180611198	7/26/2024	100.00
235873	UNITED WAY OF MARATHON CNTY	20240726BDUWAY	7/26/2024	177.54
235873	UNITED WAY OF MARATHON CNTY	20240726ADUWAY	7/26/2024	876.29
235911	EBLI	6215	7/31/2024	12,000.00
242500002	BOOM CHAKRA LAKRA	GTCC Group Fitness 2	7/3/2024	25.00
242500002	BOOM CHAKRA LAKRA	GTCC Group Fitness 3	7/3/2024	37.50
242500003	GADKE, GARY	JUN2024 MILEAGE	7/3/2024	24.39
242500004	GERBER LEISURE PRODUCTS, INC.	11144	7/3/2024	9,054.00
242500005	HOFFMAN, AARON	JUNE2024 MILEAGE	7/3/2024	107.80
242500006	J.H. FINDORFF & SON, INC.	241078.0101	7/3/2024	11,794.56
242500007	JENKIN, DOUGLAS	gtccgroupdoug	7/3/2024	189.00
242500008	KAPPEL, SAMANTHA	Group fitness GTCC 4	7/3/2024	91.50
242500009	LEHMAN, GINA	JUNE2024 MILEAGE	7/3/2024	21.71
242500009	LEHMAN, GINA	JUN2024 CONF	7/3/2024	128.95
242500010	MCMILLAN-HEHIR, HEATHER	JUN2024 MILEAGE	7/3/2024	36.98
242500011	NASSCO INC - CUSTODIAL	6439787	7/3/2024	1,875.45
242500012	NEITZEL, BRENDA	MAY2024 ITEM	7/3/2024	106.90
242500013	PERFORMANCE FOODSERVICE	550620	7/3/2024	609.64
242500013	PERFORMANCE FOODSERVICE	539105	7/3/2024	667.90
242500014	SCHUELLER, DAWNEEN	JUN2024 ITEM	7/3/2024	35.97
242500015	APPLE FINANCIAL SERVICES	40768	7/3/2024	926,314.07
242500016	FRONTLINE TECHNOLOGIES GROUP, LLC	11161	7/3/2024	20,955.69
242500017	KAJEET, INC.	INV33955	7/3/2024	9,036.00
242500018	SKYWARD INC	232189	7/3/2024	149.00
242500018	SKYWARD INC	230349	7/3/2024	46,565.00
242500019	WASB-WI ASSN OF SCHL BOARDS	13264-X3N7D	7/3/2024	11,936.00
242500020	WI LIBRARY SERVICES, INC.	500794	7/3/2024	96.54

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242500020	WI LIBRARY SERVICES, INC.	500794	7/3/2024	3,347.85
242500020	WI LIBRARY SERVICES, INC.	500794	7/3/2024	3,347.86
242500020	WI LIBRARY SERVICES, INC.	500794	7/3/2024	3,416.10
242500020	WI LIBRARY SERVICES, INC.	500794	7/3/2024	3,519.00
242500020	WI LIBRARY SERVICES, INC.	500794	7/3/2024	3,534.76
242500020	WI LIBRARY SERVICES, INC.	500794	7/3/2024	6,307.89
242500020	WI LIBRARY SERVICES, INC.	500794	7/3/2024	15,152.72
242500020	WI LIBRARY SERVICES, INC.	500794	7/3/2024	16,141.71
242500023	ABEL, SCOT	JUN2024 ITEM	7/12/2024	38.87
242500023	ABEL, SCOT	JUN2024 ITEM	7/12/2024	39.96
242500023	ABEL, SCOT	JUN2024 MILEAGE	7/12/2024	96.75
242500024	AMERICAN WELDING & GAS INC	10218081	7/12/2024	38.60
242500024	AMERICAN WELDING & GAS INC	10217884	7/12/2024	38.69
242500025	ATKINSON, SCOTT	JUN2024 ITEM	7/12/2024	63.99
242500026	BAUDHUIN, LATICIA	JUN2024 MILEAGEa	7/12/2024	12.86
242500026	BAUDHUIN, LATICIA	JUN2024 MILEAGE	7/12/2024	37.99
242500026	BAUDHUIN, LATICIA	MAY2024 MILEAGE	7/12/2024	49.11
242500027	BEITZEL, ERIK	JUN2024 ITEM	7/12/2024	12.08
242500028	BUDAI, ROBYN	JUN2024 ITEM	7/12/2024	26.47
242500029	DEAF AND HARD OF HEARING EDUCATIONAL 2320		7/12/2024	170.00
242500030	GRAYKOWSKI'S DISTRIBUTING LLC	June Invoices	7/12/2024	54.00
242500030	GRAYKOWSKI'S DISTRIBUTING LLC	June Invoices	7/12/2024	108.00
242500030	GRAYKOWSKI'S DISTRIBUTING LLC	June Invoices	7/12/2024	108.00
242500030	GRAYKOWSKI'S DISTRIBUTING LLC	June Invoices	7/12/2024	117.00
242500030	GRAYKOWSKI'S DISTRIBUTING LLC	June Invoices	7/12/2024	156.00
242500030	GRAYKOWSKI'S DISTRIBUTING LLC	June Invoices	7/12/2024	162.00
242500030	GRAYKOWSKI'S DISTRIBUTING LLC	June Invoices	7/12/2024	186.00
242500030	GRAYKOWSKI'S DISTRIBUTING LLC	June Invoices	7/12/2024	186.00
242500030	GRAYKOWSKI'S DISTRIBUTING LLC	June Invoices	7/12/2024	190.50
242500030	GRAYKOWSKI'S DISTRIBUTING LLC	June Invoices	7/12/2024	193.50
242500030	GRAYKOWSKI'S DISTRIBUTING LLC	June Invoices	7/12/2024	342.00
242500030	GRAYKOWSKI'S DISTRIBUTING LLC	June Invoices	7/12/2024	348.00
242500030	GRAYKOWSKI'S DISTRIBUTING LLC	June Invoices	7/12/2024	385.50
242500030	GRAYKOWSKI'S DISTRIBUTING LLC	June Invoices	7/12/2024	426.00
242500030	GRAYKOWSKI'S DISTRIBUTING LLC	June Invoices	7/12/2024	526.50
242500030	GRAYKOWSKI'S DISTRIBUTING LLC	June Invoices	7/12/2024	529.50
242500030	GRAYKOWSKI'S DISTRIBUTING LLC	June Invoices	7/12/2024	660.00
242500030	GRAYKOWSKI'S DISTRIBUTING LLC	June Invoices	7/12/2024	678.00
242500030	GRAYKOWSKI'S DISTRIBUTING LLC	June Invoices	7/12/2024	738.00
242500031	JAKUSZ, LISA	JUN2024 ITEM	7/12/2024	41.85
242500032	KNOBLOCK, TRISTAN	JUN2024 ITEMa	7/12/2024	22.95

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242500032	KNOBLOCK, TRISTAN	JUN2024 ITEM	7/12/2024	89.01
242500033	KWIK TRIP INC	00054784 JUNE2024	7/12/2024	52.24
242500033	KWIK TRIP INC	00054784 JUNE2024	7/12/2024	73.54
242500033	KWIK TRIP INC	00054784 JUNE2024	7/12/2024	252.95
242500033	KWIK TRIP INC	00054784 JUNE2024	7/12/2024	401.26
242500033	KWIK TRIP INC	00054784 JUNE2024	7/12/2024	1,245.90
242500034	LERCH, ANDREA	JUN2024 MILEAGE	7/12/2024	21.51
242500035	LINDELL, JEFF	JUN2024 MILEAGE	7/12/2024	21.11
242500036	LYON, KAELYN	JUN2024 MILEAGE	7/12/2024	36.05
242500037	MEISSEN, MORGAN	JUN2024 MILEAGE	7/12/2024	12.86
242500038	MID WISCONSIN BEVERAGE	2981015	7/12/2024	480.90
242500038	MID WISCONSIN BEVERAGE	2983467	7/12/2024	777.60
242500038	MID WISCONSIN BEVERAGE	2984629	7/12/2024	797.10
242500038	MID WISCONSIN BEVERAGE	2982289	7/12/2024	1,070.85
242500039	NASSCO INC - CUSTODIAL	6430215	7/12/2024	5.43
242500039	NASSCO INC - CUSTODIAL	6430215	7/12/2024	5.43
242500039	NASSCO INC - CUSTODIAL	6430215	7/12/2024	16.29
242500039	NASSCO INC - CUSTODIAL	6430215	7/12/2024	48.87
242500039	NASSCO INC - CUSTODIAL	6430215	7/12/2024	467.00
242500040	OLIGNEY, KELLI	JUN2024 MILEAGEa	7/12/2024	41.27
242500040	OLIGNEY, KELLI	JUN2024 MILEAGE	7/12/2024	48.51
242500041	PAN O GOLD BAKING CO ST CLOUD	4.00597E+13	7/12/2024	520.80
242500041	PAN O GOLD BAKING CO ST CLOUD	4.00597E+13	7/12/2024	1,053.20
242500042	PGA, INC.	537103	7/12/2024	6,480.99
242500043	RITGER, MIRANDA	JUN2024 CONF	7/12/2024	268.05
242500044	SCHULTZ, TYLER	JUN2024 ITEM	7/12/2024	34.53
242500045	U.S. WATER, LLC.	177288	7/12/2024	169.00
242500046	VESPER, WENDY	JUN2024 ITEM	7/12/2024	63.99
242500047	WEBER, IAN	JUN2024 ITEM	7/12/2024	10.98
242500048	WELLER, AMANDA	JUN2024 ITEM	7/12/2024	46.11
242500049	WI DEPT OF PUBLIC INST	149524	7/12/2024	704.92
242500050	ABLE DISTRIBUTING CO INC	S020475170.001	7/12/2024	7.68
242500051	AMAZON CAPITAL SERVICES	1KMW-69PJ-GCDL	7/12/2024	9.99
242500051	AMAZON CAPITAL SERVICES	1T6R-KCMR-MCQ3	7/12/2024	18.99
242500051	AMAZON CAPITAL SERVICES	1XY7-V7M7-JLYD	7/12/2024	19.89
242500051	AMAZON CAPITAL SERVICES	16MY-KJW4-HRG1	7/12/2024	25.15
242500051	AMAZON CAPITAL SERVICES	1N63-J61D-KYYT	7/12/2024	29.28
242500051	AMAZON CAPITAL SERVICES	1KMW-69PJ-GCDL	7/12/2024	47.00
242500051	AMAZON CAPITAL SERVICES	1RF6-GVQR-H7WW	7/12/2024	48.55
242500051	AMAZON CAPITAL SERVICES	1QKM-FMQ7-QYM7	7/12/2024	50.41
242500051	AMAZON CAPITAL SERVICES	14VR-K169-DD31	7/12/2024	61.34

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242500051	AMAZON CAPITAL SERVICES	1KH6-DNPH-7D1X	7/12/2024	61.82
242500051	AMAZON CAPITAL SERVICES	1NVY-PT1N-KV13	7/12/2024	67.06
242500051	AMAZON CAPITAL SERVICES	1T7M-K97X-N1MD	7/12/2024	74.42
242500051	AMAZON CAPITAL SERVICES	1XCH-XJ31-N63C	7/12/2024	75.79
242500051	AMAZON CAPITAL SERVICES	1CLN-D6XK-NKQP	7/12/2024	76.87
242500051	AMAZON CAPITAL SERVICES	1D73-WL76-JRMP	7/12/2024	90.59
242500051	AMAZON CAPITAL SERVICES	14XR-LY41-KQ7Y	7/12/2024	106.98
242500051	AMAZON CAPITAL SERVICES	1L7M-R6JK-GGVN	7/12/2024	115.97
242500051	AMAZON CAPITAL SERVICES	1Q1Q-CRH7-NTGK	7/12/2024	159.72
242500051	AMAZON CAPITAL SERVICES	1DTV-XP7D-JGV4	7/12/2024	196.08
242500051	AMAZON CAPITAL SERVICES	1QKM-FMQ7-QYM7	7/12/2024	200.07
242500051	AMAZON CAPITAL SERVICES	1CGC-PWJ9-GW6K	7/12/2024	378.00
242500051	AMAZON CAPITAL SERVICES	1KMW-69PJ-JPYM	7/12/2024	576.85
242500051	AMAZON CAPITAL SERVICES	1DXN-N1D7-DWJT	7/12/2024	1,450.18
242500052	AMMON, CHRISTIAN	JUL2024 ITEM	7/12/2024	18.48
242500053	BECKER, LISA	JUL2024 ITEM	7/12/2024	50.10
242500054	CARRICO AQUATIC RESOURCES, INC	20244232	7/12/2024	137.50
242500054	CARRICO AQUATIC RESOURCES, INC	20244352	7/12/2024	425.36
242500055	CESA 9, INC.	18978	7/12/2024	330.00
242500055	CESA 9, INC.	18978	7/12/2024	5,000.00
242500055	CESA 9, INC.	18978	7/12/2024	7,083.00
242500055	CESA 9, INC.	18978	7/12/2024	7,125.00
242500055	CESA 9, INC.	18978	7/12/2024	7,125.00
242500055	CESA 9, INC.	18978	7/12/2024	7,724.00
242500056	CUCCHIARELLI, JENNIFER	JUL2024 ITEM	7/12/2024	51.82
242500057	FIRST SUPPLY LLC	165504-00	7/12/2024	20.34
242500057	FIRST SUPPLY LLC	164429-00	7/12/2024	352.28
242500058	FRONTLINE TECHNOLOGIES GROUP, LLC	INVUS200030	7/12/2024	13,678.50
242500058	FRONTLINE TECHNOLOGIES GROUP, LLC	INVUS208491	7/12/2024	16,437.06
242500059	GRAYKOWSKI'S DISTRIBUTING LLC	1964	7/12/2024	151.50
242500059	GRAYKOWSKI'S DISTRIBUTING LLC	1962	7/12/2024	186.00
242500059	GRAYKOWSKI'S DISTRIBUTING LLC	1970	7/12/2024	228.00
242500059	GRAYKOWSKI'S DISTRIBUTING LLC	1961	7/12/2024	267.00
242500059	GRAYKOWSKI'S DISTRIBUTING LLC	1971	7/12/2024	267.00
242500059	GRAYKOWSKI'S DISTRIBUTING LLC	1963	7/12/2024	303.00
242500059	GRAYKOWSKI'S DISTRIBUTING LLC	1972	7/12/2024	345.00
242500059	GRAYKOWSKI'S DISTRIBUTING LLC	1973	7/12/2024	378.00
242500060	HODELL, ASHLEY	JUL2024 ITEM	7/12/2024	19.88
242500061	HURON CONSULTING SERVICES, LLC.	CINV-00077039	7/12/2024	15,692.50
242500062	INSTRUCTURE, INC.	INV588281	7/12/2024	5,887.20
242500062	INSTRUCTURE, INC.	INV588281	7/12/2024	29,436.00

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242500063	LANDERMAN, KATELYN	JUL2024 ITEM	7/12/2024	168.82
242500064	MARATHON PEST CONTROL	57900	7/12/2024	35.00
242500064	MARATHON PEST CONTROL	57876	7/12/2024	38.00
242500064	MARATHON PEST CONTROL	57878	7/12/2024	38.00
242500064	MARATHON PEST CONTROL	57879	7/12/2024	38.00
242500064	MARATHON PEST CONTROL	57881	7/12/2024	38.00
242500064	MARATHON PEST CONTROL	57884	7/12/2024	38.00
242500064	MARATHON PEST CONTROL	57877	7/12/2024	42.00
242500064	MARATHON PEST CONTROL	57990	7/12/2024	42.00
242500065	MEISSEN, MORGAN	JUL2024 MILEAGE	7/12/2024	3.22
242500066	PERFORMANCE FOODSERVICE	557191	7/12/2024	672.23
242500067	SECURIAN FINANCIAL GROUP, INC.	45505	7/12/2024	884.80
242500067	SECURIAN FINANCIAL GROUP, INC.	45505	7/12/2024	3,520.55
242500067	SECURIAN FINANCIAL GROUP, INC.	45505	7/12/2024	7,740.58
242500067	SECURIAN FINANCIAL GROUP, INC.	45505	7/12/2024	8,179.45
242500068	SECURITY HEALTH PLAN	45505	7/12/2024	822,375.01
242500069	SUN PRINTING LLC	147766	7/12/2024	90.00
242500070	USIC RECEIVABLES, LLC	668106	7/12/2024	6,764.32
242500071	VIKING ELECTRIC SUPPLY	S008157787.003	7/12/2024	(269.15)
242500071	VIKING ELECTRIC SUPPLY	S008217697.001	7/12/2024	35.20
242500071	VIKING ELECTRIC SUPPLY	S008213548.001	7/12/2024	52.58
242500071	VIKING ELECTRIC SUPPLY	S008204543.001	7/12/2024	56.53
242500071	VIKING ELECTRIC SUPPLY	S008202201.001	7/12/2024	214.12
242500072	WASPA	7616	7/12/2024	300.00
242500072	WASPA	7616	7/12/2024	2,062.50
242500073	WILDE, ERIKA	JUL2024 ITEM	7/12/2024	47.79
242500074	ZEARN, INC.	INV12263	7/12/2024	15,000.00
242500076	DC EVEREST EDUCATION FOUNDATION, INC.	20240712BDGTCC	7/12/2024	190.00
242500076	DC EVEREST EDUCATION FOUNDATION, INC.	20240712ADGTCC	7/12/2024	428.77
242500077	AMAZON CAPITAL SERVICES	1QJD-49FX-V1JK	7/19/2024	12.98
242500077	AMAZON CAPITAL SERVICES	1QJD-49FX-V1JK	7/19/2024	19.98
242500077	AMAZON CAPITAL SERVICES	1DYP-4M3D-DVXP	7/19/2024	26.58
242500077	AMAZON CAPITAL SERVICES	1HWD-X64P-PHMP	7/19/2024	30.20
242500077	AMAZON CAPITAL SERVICES	1WG9-4NMV-PYW9	7/19/2024	35.99
242500077	AMAZON CAPITAL SERVICES	1YC7-1HJ6-PTHX	7/19/2024	44.56
242500077	AMAZON CAPITAL SERVICES	1MHF-Q9VL-QJQY	7/19/2024	44.63
242500077	AMAZON CAPITAL SERVICES	1F7V-CYT9-J1YF	7/19/2024	46.22
242500077	AMAZON CAPITAL SERVICES	1DTV-XP7D-TFTK	7/19/2024	48.75
242500077	AMAZON CAPITAL SERVICES	1H7C-HYNM-NJWT	7/19/2024	60.11
242500077	AMAZON CAPITAL SERVICES	1QJD-49FX-V1JK	7/19/2024	60.61
242500077	AMAZON CAPITAL SERVICES	1HWD-X64P-PC13	7/19/2024	60.93

**DC EVEREST AREA SCHOOL DISTRICT
BOARD CHECK REGISTER
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CHECK NUMBER	VENDOR	INVOICE NUMBER	CHECK DATE	AMOUNT
242500077	AMAZON CAPITAL SERVICES	1K6J-DMR4-YQCV	7/19/2024	83.96
242500077	AMAZON CAPITAL SERVICES	1F7R-LMTX-D7LJ	7/19/2024	93.60
242500077	AMAZON CAPITAL SERVICES	1TLL-X1K6-CLLF	7/19/2024	123.30
242500077	AMAZON CAPITAL SERVICES	1PCV-MJVF-P1MQ	7/19/2024	134.57
242500077	AMAZON CAPITAL SERVICES	1VTR-6NWT-TPDJ	7/19/2024	139.95
242500077	AMAZON CAPITAL SERVICES	1XKC-9YLP-N7L3	7/19/2024	161.52
242500077	AMAZON CAPITAL SERVICES	1HR7-PMHH-Y1GY	7/19/2024	208.03
242500077	AMAZON CAPITAL SERVICES	1DYP-4M3D-RFPQ	7/19/2024	213.04
242500077	AMAZON CAPITAL SERVICES	1QGQ-QL7N-41V1	7/19/2024	225.23
242500077	AMAZON CAPITAL SERVICES	1CLN-D6XK-NK4Y	7/19/2024	287.46
242500077	AMAZON CAPITAL SERVICES	16MY-KJW4-VGRQ	7/19/2024	291.37
242500077	AMAZON CAPITAL SERVICES	1HD7-N7HX-WYV7	7/19/2024	296.40
242500077	AMAZON CAPITAL SERVICES	1K6J-DMR4-YJ6F	7/19/2024	344.51
242500077	AMAZON CAPITAL SERVICES	1F7R-LMTX-JMYW	7/19/2024	363.97
242500077	AMAZON CAPITAL SERVICES	16MY-KJW4-QYH4	7/19/2024	382.02
242500077	AMAZON CAPITAL SERVICES	19KC-Q631-VJPD	7/19/2024	431.69
242500077	AMAZON CAPITAL SERVICES	1XKC-9YLP-HMHG	7/19/2024	453.30
242500077	AMAZON CAPITAL SERVICES	14MQ-PH7V-Q7P3	7/19/2024	896.43
242500078	CARRICO AQUATIC RESOURCES, INC	20244531	7/19/2024	347.34
242500079	COUNTY MATERIALS CORP.	4069195-00	7/19/2024	22.44
242500079	COUNTY MATERIALS CORP.	4068573-00	7/19/2024	56.10
242500080	EDWARDS, KEATON	JUL2024 ITEM	7/19/2024	21.70
242500081	FIRST SUPPLY LLC	164998-00.	7/19/2024	(133.11)
242500081	FIRST SUPPLY LLC	165738-00	7/19/2024	4.79
242500081	FIRST SUPPLY LLC	165920-00	7/19/2024	32.59
242500081	FIRST SUPPLY LLC	165504-01	7/19/2024	100.78
242500081	FIRST SUPPLY LLC	165504-02	7/19/2024	2,209.92
242500082	FRANCK, SUZANNE	JUL2024 ITEM	7/19/2024	23.42
242500083	FUN AND FUNCTION LLC	791831	7/19/2024	35.94
242500084	GRAYKOWSKI'S DISTRIBUTING LLC	1985	7/19/2024	190.50
242500084	GRAYKOWSKI'S DISTRIBUTING LLC	1989	7/19/2024	285.00
242500085	LEARN BY DOING, INC.	50540	7/19/2024	6,750.00
242500086	LOW, MELISSA	JUN2024 ITEM	7/19/2024	28.45
242500087	MARATHON PEST CONTROL	58156	7/19/2024	45.00
242500088	MARQUARDT, KRISTEL	JUL2024 ITEM	7/19/2024	158.45
242500089	MARTINDALE, HELEN	JUN2024 ITEM	7/19/2024	36.25
242500090	MULTI-HEALTH SYSTEMS INC	ORD-433594-X5Z2F7	7/19/2024	682.50
242500091	NASSCO INC - CUSTODIAL	6444285	7/19/2024	1,616.91
242500092	NCS PEARSON INC	25662412	7/19/2024	66.25
242500092	NCS PEARSON INC	25662370	7/19/2024	154.50
242500092	NCS PEARSON INC	25655128	7/19/2024	1,182.04

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242500092	NCS PEARSON INC	25667901	7/19/2024	2,611.00
242500093	NEITZEL, BRENDA	JUNJUL2024 ITEM	7/19/2024	44.07
242500094	OOSTERHUIS, JENNY	JULY2024 ITEM	7/19/2024	81.66
242500095	ROBBINS, JODIE	JUNJUL2024 ITEM	7/19/2024	125.84
242500096	SCHOOL SPECIALTY, LLC.	2.08134E+11	7/19/2024	71.59
242500097	SCHULT, MATTHEW	JUN2024 MILEAGE	7/19/2024	17.29
242500098	SCHULTZ, TYLER	JUL2024 ITEM	7/19/2024	14.67
242500099	STEVEN A BENSON PHD LLC	7152024	7/19/2024	5,236.00
242500100	STREHLOW, ELIZABETH	JUNJUL2024	7/19/2024	16.27
242500101	U.S. WATER, LLC.	179323	7/19/2024	169.00
242500101	U.S. WATER, LLC.	179500	7/19/2024	685.00
242500102	VIKING ELECTRIC SUPPLY	S008223316.002	7/19/2024	16.75
242500102	VIKING ELECTRIC SUPPLY	S008223316.001	7/19/2024	61.73
242500103	WELLER, JULIE	JUN2024 MILEAGE	7/19/2024	62.91
242500104	WPS-WESTERN PSYCHOLOGICAL SERVICES	WPS-489715	7/19/2024	668.00
242500104	WPS-WESTERN PSYCHOLOGICAL SERVICES	WPS-489715	7/19/2024	1,612.90
242500105	WSMA	19133	7/19/2024	504.00
242500105	WSMA	19600	7/19/2024	588.00
242500106	AMAZON CAPITAL SERVICES	1VXC-FMN6-Y13F	7/26/2024	5.59
242500106	AMAZON CAPITAL SERVICES	1JKF-L6FG-TWKF	7/26/2024	5.59
242500106	AMAZON CAPITAL SERVICES	1RGV-7JRH-P63F	7/26/2024	7.49
242500106	AMAZON CAPITAL SERVICES	1KFH-4TT4-M9QW	7/26/2024	12.95
242500106	AMAZON CAPITAL SERVICES	1CLP-RXR3-V1CQ	7/26/2024	14.99
242500106	AMAZON CAPITAL SERVICES	17N6-FRKR-YTCY	7/26/2024	18.98
242500106	AMAZON CAPITAL SERVICES	1MXH-HLLV-346G	7/26/2024	22.86
242500106	AMAZON CAPITAL SERVICES	1499-XC9D-TYDD	7/26/2024	32.68
242500106	AMAZON CAPITAL SERVICES	1M7P-GPMT-QTKQ	7/26/2024	32.99
242500106	AMAZON CAPITAL SERVICES	1P4M-V7XQ-VVHR	7/26/2024	33.99
242500106	AMAZON CAPITAL SERVICES	1HCH-XRXX-N6PJ	7/26/2024	34.62
242500106	AMAZON CAPITAL SERVICES	1X91-XNT1-1KPP	7/26/2024	34.97
242500106	AMAZON CAPITAL SERVICES	13RW-DLDT-MD79	7/26/2024	49.76
242500106	AMAZON CAPITAL SERVICES	1QWH-39XK-WFYF	7/26/2024	53.41
242500106	AMAZON CAPITAL SERVICES	17WP-C77H-111Y	7/26/2024	54.96
242500106	AMAZON CAPITAL SERVICES	1CKD-VM3W-TDNY	7/26/2024	56.68
242500106	AMAZON CAPITAL SERVICES	1PXT-Q3G4-74J1	7/26/2024	56.76
242500106	AMAZON CAPITAL SERVICES	1P4M-V7XQ-T393	7/26/2024	60.71
242500106	AMAZON CAPITAL SERVICES	1QWH-39XK-WFYF	7/26/2024	61.33
242500106	AMAZON CAPITAL SERVICES	1RMC-993C-V4RK	7/26/2024	64.12
242500106	AMAZON CAPITAL SERVICES	1494-CYR3-QKKG	7/26/2024	67.65
242500106	AMAZON CAPITAL SERVICES	1LVL-XJ7W-1R7M	7/26/2024	77.02
242500106	AMAZON CAPITAL SERVICES	1F17-RFL6-41TM	7/26/2024	79.06

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242500106	AMAZON CAPITAL SERVICES	1349-9NLC-QCGQ	7/26/2024	81.05
242500106	AMAZON CAPITAL SERVICES	1N1V-XQ7R-131V	7/26/2024	81.94
242500106	AMAZON CAPITAL SERVICES	1KJ7-P1H6-C494	7/26/2024	85.96
242500106	AMAZON CAPITAL SERVICES	1WTW-JHJC-79C4	7/26/2024	102.24
242500106	AMAZON CAPITAL SERVICES	17CH-W93J-CPYC	7/26/2024	113.95
242500106	AMAZON CAPITAL SERVICES	1LYT-JDQ1-37YV	7/26/2024	117.19
242500106	AMAZON CAPITAL SERVICES	1CCT-XNR6-QHM9	7/26/2024	133.29
242500106	AMAZON CAPITAL SERVICES	1GXG-KVK6-D1JV	7/26/2024	151.91
242500106	AMAZON CAPITAL SERVICES	1GXG-KVK6-D1JV	7/26/2024	174.64
242500106	AMAZON CAPITAL SERVICES	1KDX-NPFQ-CVGM	7/26/2024	177.77
242500106	AMAZON CAPITAL SERVICES	1TLT-6F1D-N37R	7/26/2024	191.00
242500106	AMAZON CAPITAL SERVICES	1GXG-KVK6-V4TX	7/26/2024	334.95
242500106	AMAZON CAPITAL SERVICES	1QDQ-LDPT-PFLM	7/26/2024	426.49
242500106	AMAZON CAPITAL SERVICES	13C3-73XG-NQCD	7/26/2024	512.67
242500106	AMAZON CAPITAL SERVICES	1KJ7-P1H6-MDGV	7/26/2024	650.56
242500106	AMAZON CAPITAL SERVICES	1GFG-FF49-QDFT	7/26/2024	800.99
242500106	AMAZON CAPITAL SERVICES	19KC-Q631-J7F4	7/26/2024	1,083.16
242500107	BACKGROUND INVESTIGATION BUREAU, LLC	INV-51809	7/26/2024	14.00
242500108	BEAUDO, KAYLEIGH	JUL2024 ITEM	7/26/2024	31.19
242500109	COMPLETE OFFICE OF WI INC	223036	7/26/2024	589.04
242500110	E3 DIAGNOSTICS INC	SRV-98665	7/26/2024	560.00
242500111	FIRST SUPPLY LLC	166370-00	7/26/2024	(1,132.34)
242500111	FIRST SUPPLY LLC	166355-00	7/26/2024	18.78
242500111	FIRST SUPPLY LLC	166179-00	7/26/2024	142.53
242500111	FIRST SUPPLY LLC	166223-00	7/26/2024	162.36
242500111	FIRST SUPPLY LLC	166154-00	7/26/2024	1,132.34
242500112	GRAYKOWSKI'S DISTRIBUTING LLC	1995	7/26/2024	189.00
242500113	J.W. PEPPER & SON	366549755	7/26/2024	70.00
242500113	J.W. PEPPER & SON	366549755	7/26/2024	75.00
242500113	J.W. PEPPER & SON	366549755	7/26/2024	75.00
242500114	JIRIK, KRISTIN	JUNJUL2024 ITEM	7/26/2024	190.35
242500115	LOW, MELISSA	JUL2024 ITEM	7/26/2024	119.76
242500116	M3 INSURANCE SOLU INC	111549	7/26/2024	9,600.10
242500116	M3 INSURANCE SOLU INC	111548	7/26/2024	10,300.10
242500116	M3 INSURANCE SOLU INC	111548	7/26/2024	24,212.80
242500116	M3 INSURANCE SOLU INC	111549	7/26/2024	24,212.80
242500116	M3 INSURANCE SOLU INC	111549	7/26/2024	28,710.00
242500116	M3 INSURANCE SOLU INC	111548	7/26/2024	45,772.00
242500117	MACCO'S COMMERCIAL INTERIORS	MC016874A	7/26/2024	3,841.14
242500118	MADA CUSTOM , LLC.	86565	7/26/2024	810.00
242500119	MADISON NATL LIFE INS CO	45505	7/26/2024	6,691.88

**DC EVEREST AREA SCHOOL DISTRICT
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CHECK NUMBER	VENDOR	INVOICE NUMBER	CHECK DATE	AMOUNT
242500119	MADISON NATL LIFE INS CO	45505	7/26/2024	11,445.75
242500120	MARQUARDT, KRISTEL	JUL2024 ITEMa	7/26/2024	95.00
242500121	NASSCO INC - CUSTODIAL	6448248	7/26/2024	1,087.74
242500121	NASSCO INC - CUSTODIAL	6446968	7/26/2024	2,366.49
242500122	NORTHSTAR ENVIRONMENTAL TESTING, LLC	240-297A	7/26/2024	1,920.00
242500123	PERFORMANCE FOODSERVICE	566503	7/26/2024	503.12
242500124	RENNING LEWIS & LACY, S.C.	DCE-JUL2024	7/26/2024	217.00
242500124	RENNING LEWIS & LACY, S.C.	7329096	7/26/2024	1,705.00
242500125	ROCHESTER 100 INC	INV077933	7/26/2024	145.00
242500126	SEPNAFSKI, BRITTANY	JUL2024 ITEM.	7/26/2024	351.90
242500127	STENGER, MOLLY	JUL2024 ITEM	7/26/2024	20.00
242500128	SUCKOW, ELLEN	JUL2024 MILEAGE	7/26/2024	140.03
242500129	TRASKA, KORRIN	JUNJUL2024 ITEM	7/26/2024	583.70
242500130	TRIMNER, SARAH	JUL2024 ITEM	7/26/2024	94.14
242500131	US OMNI & TSACG COMPLIANCE SERVICES	110429	7/26/2024	293.28
242500132	VIKING ELECTRIC SUPPLY	S008240051.001	7/26/2024	17.74
242500132	VIKING ELECTRIC SUPPLY	S008257851.001	7/26/2024	85.25
242500132	VIKING ELECTRIC SUPPLY	S008237930.003	7/26/2024	179.65
242500132	VIKING ELECTRIC SUPPLY	S008237930.002	7/26/2024	213.81
242500132	VIKING ELECTRIC SUPPLY	S008239087.001	7/26/2024	238.08
242500132	VIKING ELECTRIC SUPPLY	S008237930.001	7/26/2024	1,379.41
242500133	WENNING GRINDING SUPPLY INC.	104598	7/26/2024	226.25
242500134	WHITSETT, DAWN	JUL2024 ITEM	7/26/2024	35.90
242500136	DC EVEREST EDUCATION FOUNDATION, INC.	20240726BDGTCC	7/26/2024	190.00
242500136	DC EVEREST EDUCATION FOUNDATION, INC.	20240726ADGTCC	7/26/2024	428.77
				4,214,123.31

**DC EVEREST AREA SCHOOL DISTRICT
 FUND 42 BOARD CHECK REGISTER
 (7/1/2024 - 7/31/2024)**

CHECK NUMBER	VENDOR	INVOICE NUMBER	CHECK DATE	AMOUNT
4200048	FAULKS BROS CONSTR INC	406024	7/11/2024	654.07
4200049	VENDING.COM	VCI000005115	7/11/2024	8,985.00
202400023	DC EVEREST FUND 42 46	JULY 2024 STATEMENT	7/29/2024	6,649.88
242500021	THE BOLDT COMPANY	103990-0019	7/11/2024	1,348,892.51
242500075	NASSCO INC - CUSTODIAL	6441376	7/12/2024	16,202.00
				1,381,383.46

**DC EVEREST AREA SCHOOL DISTRICT
FUND 46 BOARD CHECK REGISTER
(7/1/2024 - 7/31/2024)**

CHECK NUMBER	VENDOR	INVOICE NUMBER	CHECK DATE	AMOUNT
4600047	MALBRIT MECHANICAL INC	186336	7/19/2024	2,886.92
242500022	PGA, INC.	537020	7/11/2024	305,782.75
242500135	PGA, INC.	537258	7/26/2024	180,079.85
				488,749.52

Account Level		Beginning	2024-25		Ending
Fd T Loc Obj Func Prj DeptJob	Fd T Loc Obj Fu Description	Balance	FYTD Debits	FYTD Credits	Balance
10 A 000 000 711000 000 000 000	GENERAL FUND/CL Cash	-2,381,941.15	8,737,894.08	9,174,815.02	-2,818,862.09
10 A 000 000 711100 000 000 000	GENERAL FUND/PA Payroll Cash Clearance Account	0.00	2,582,748.09	2,582,748.09	0.00
10 A 000 000 711105 000 000 000	GENERAL FUND/A/ A/P ACH Cash Clearing Account	0.00	0.00	0.00	0.00
10 A 000 000 711200 000 000 000	GENERAL FUND/PE PETTY CASH	87.00	2,900.00	0.00	2,987.00
10 A 000 000 712000 000 000 000	GENERAL FUND/IN INVESTMENTS	22,503,343.40	2,824,263.34	9,594,740.73	15,732,866.01
10 A 000 000 712001 000 000 000	GENERAL FUND/CD E-COMMERCE CASH ACCOUNT	67.20	104.67	0.00	171.87
10 A 000 000 712999 000 000 000	GENERAL FUND/WI WISC INVESTMENT ACCOUNT, PMA	832,526.54	3,700.29	0.00	836,226.83
10 A 000 000 713100 000 000 000	GENERAL FUND/TA TAXES RECEIVABLE	7,362,352.67	0.00	0.00	7,362,352.67
10 A 000 000 713200 000 000 000	GENERAL FUND/AC ACCOUNTS RECEIVABLE	19,414.91	0.00	19,414.91	0.00
10 A 000 000 713207 000 000 000	GENERAL FUND/SC SCOREBOARDS RECEIVABLE	0.00	0.00	0.00	0.00
10 A 000 000 713208 000 000 000	GENERAL FUND/FO FOUNDATION RECEIVABLE	0.00	0.00	0.00	0.00
10 A 000 000 713210 000 000 000	GENERAL FUND/TR TRACK RENOVATION PROJECT	0.00	0.00	0.00	0.00
10 A 000 000 714100 000 000 000	GENERAL FUND/DU Due From Other Funds	0.00	0.00	0.00	0.00
10 A 000 000 715100 000 000 000	GENERAL FUND/DU DUE FROM LOCAL GOVERNMENTS	0.00	0.00	0.00	0.00
10 A 000 000 715200 000 000 000	GENERAL FUND/OT OTHER WI DISTRICTS	0.00	0.00	0.00	0.00
10 A 000 000 715420 000 000 000	GENERAL FUND/CE RECEIVABLE FROM CESA	0.00	0.00	0.00	0.00
10 A 000 000 715500 000 000 000	GENERAL FUND/DU DUE FROM STATE GOVERNMENT	152,042.87	0.00	128,642.21	23,400.66
10 A 000 000 715600 000 000 000	GENERAL FUND/DU DUE FROM FED GOVERNMENT	312,063.71	0.00	312,063.71	0.00
10 A 000 000 716100 000 000 000	GENERAL FUND/IN INVENTORY	0.00	0.00	0.00	0.00
10 A 000 000 717000 000 000 000	GENERAL FUND/PR PREPAID EXPENSE	260,981.89	0.00	0.00	260,981.89
10 A 000 000 717001 000 000 000	GENERAL FUND/PR PREPAID EXPENSE	0.00	0.00	0.00	0.00
10 A 000 000 751000 000 000 000	GENERAL FUND/FI FIXED ASSETS-SITES	0.00	0.00	0.00	0.00
10 A 000 000 753000 000 000 000	GENERAL FUND/FI FIXED ASSETS-BUILDINGS	0.00	0.00	0.00	0.00
10 A 000 000 754000 000 000 000	GENERAL FUND/FI FIXED ASSETS-EQUIPMENT	0.00	0.00	0.00	0.00
10 A 000 000 754100 000 000 000	GENERAL FUND/EQ FIXED ASSETS-ACCUM DEPRECIATN	0.00	0.00	0.00	0.00
10 L 000 000 000000 000 000 000	GENERAL FUND/N/	0.00	0.00	0.00	0.00
10 L 000 000 811100 000 000 000	GENERAL FUND/TE TEMPORARY NOTES PAYABLE	0.00	0.00	0.00	0.00
10 L 000 000 811200 000 000 000	GENERAL FUND/AC ACCOUNTS PAYABLE	-398,501.41	3,821,372.13	3,438,228.90	-15,358.18
10 L 000 000 811555 000 000 000	GENERAL FUND/AP AP P-CARD	0.00	0.00	0.00	0.00
10 L 000 000 811558 000 000 000	GENERAL FUND/AP AP STAPLES	0.00	0.00	0.00	0.00
10 L 000 000 811610 000 000 000	GENERAL FUND/ME MEDICARE TAX	-53,186.00	119,786.08	90,959.52	-24,359.44
10 L 000 000 811611 000 000 000	GENERAL FUND/FI SOCIAL SECURITY TAX	-227,415.71	512,186.93	388,928.64	-104,157.42
10 L 000 000 811612 000 000 000	GENERAL FUND/FE FEDERAL INCOME TAX	0.00	210,184.69	210,184.69	0.00
10 L 000 000 811613 000 000 000	GENERAL FUND/ST STATE INCOME TAX	-65,027.12	119,288.70	108,706.99	-54,445.41
10 L 000 000 811620 000 000 000	GENERAL FUND/RE RETIREMENT DEDUCTION	-750,700.39	633,888.37	419,863.80	-536,675.82
10 L 000 000 811622 000 000 000	GENERAL FUND/HD HDHP - 4K / 8K	0.00	0.00	0.00	0.00
10 L 000 000 811624 000 000 000	GENERAL FUND/HD HDHP - 40 PLAN	0.00	0.00	0.00	0.00
10 L 000 000 811626 000 000 000	GENERAL FUND/HS HSA - EMPLOYEE DEDUCTIONS	0.00	0.00	0.00	0.00
10 L 000 000 811628 000 000 000	GENERAL FUND/HS HSA - EMPLOYER CONTRIBUTIONS	0.00	0.00	0.00	0.00
10 L 000 000 811630 000 000 000	GENERAL FUND/DE DENTAL - PPO CONTRIBUTIONS	0.00	0.00	0.00	0.00

Account Level		Beginning	2024-25	2024-25	Ending
Fd T Loc Obj Func Prj DeptJob	Fd T Loc Obj Fu Description	Balance	FYTD Debits	FYTD Credits	Balance
10 L 000 000 811631 000 000 000	GENERAL FUND/HE HEALTH INSURANCE DEDUCT	0.00	0.00	0.00	0.00
10 L 000 000 811632 000 000 000	GENERAL FUND/DE DENTAL INSURANCE DEDUCT	0.00	0.00	0.00	0.00
10 L 000 000 811633 000 000 000	GENERAL FUND/DI DISABILITY INS DEDUCTION	-14,317.24	18,356.85	9,648.31	-5,608.70
10 L 000 000 811634 000 000 000	GENERAL FUND/SP SPOUSE/DEP'T LIFE INSURANCE	-2,769.84	887.07	673.22	-2,555.99
10 L 000 000 811635 000 000 000	GENERAL FUND/DE DEPENDENT CARE - CHPT125	15,022.03	1,969.12	4,409.82	12,581.33
10 L 000 000 811636 000 000 000	GENERAL FUND/DE DENTAL-PPO CHAPTER 125	0.00	0.00	0.00	0.00
10 L 000 000 811637 000 000 000	GENERAL FUND/HE HEALTH-CHAPTER 125	0.00	0.00	0.00	0.00
10 L 000 000 811638 000 000 000	GENERAL FUND/DE DENTAL-CHAPTER 125	0.00	0.00	0.00	0.00
10 L 000 000 811639 000 000 000	GENERAL FUND/AD ADDITIONAL LIFE INSURANCE	-493.37	8,179.45	7,062.75	623.33
10 L 000 000 811640 000 000 000	GENERAL FUND/UN UNITED WAY	0.00	1,684.56	1,684.56	0.00
10 L 000 000 811641 000 000 000	GENERAL FUND/OT OTHER MEDICAL - CHPT 125	0.00	0.00	0.00	0.00
10 L 000 000 811642 000 000 000	GENERAL FUND/EB EBC - FLEX CLAIMS TAIL	0.00	0.00	0.00	0.00
10 L 000 000 811643 000 000 000	GENERAL FUND/HE HEALTH INS. - SELF PAY - COBRA	0.00	0.00	14,674.13	-14,674.13
10 L 000 000 811644 000 000 000	GENERAL FUND/DE DENTAL INS. - SELF PAY - COBRA	0.00	0.00	1,170.89	-1,170.89
10 L 000 000 811645 000 000 000	GENERAL FUND/LI LIFE INS - EMPLOYER CONTRIBUTI	-24,748.59	11,319.55	6,470.98	-19,900.02
10 L 000 000 811647 000 000 000	GENERAL FUND/LI LIMITED FLEX PLAN-CHAPTER 125	0.00	0.00	0.00	0.00
10 L 000 000 811648 000 000 000	GENERAL FUND/SU SUPPLEMENTAL LIFE INSURANCE	-5,204.16	3,520.55	3,054.18	-4,737.79
10 L 000 000 811650 000 000 000	GENERAL FUND/UN UNION DUES DEDUCTION	0.00	0.00	0.00	0.00
10 L 000 000 811652 000 000 000	GENERAL FUND/GR GREENHECK FIELDHOUSE MEMBERSHP	0.00	0.00	0.00	0.00
10 L 000 000 811654 000 000 000	GENERAL FUND/GT GREENHECK TURNER CTR DONATIONS	0.00	1,237.54	1,237.54	0.00
10 L 000 000 811655 000 000 000	GENERAL FUND/V V VISION PLAN (DELTA)	126.49	4,059.64	3,082.91	1,103.22
10 L 000 000 811656 000 000 000	GENERAL FUND/V V SHORT TERM DISABILITY	7,011.65	6,715.95	5,236.88	8,490.72
10 L 000 000 811665 000 000 000	GENERAL FUND/RO ROTH 403(B)	0.00	8,976.50	8,976.50	0.00
10 L 000 000 811670 000 000 000	GENERAL FUND/TS TSA'S	0.00	58,138.62	58,138.62	0.00
10 L 000 000 811673 000 000 000	GENERAL FUND/RE RETIREE HEALTH	0.00	0.00	0.00	0.00
10 L 000 000 811674 000 000 000	GENERAL FUND/RE RETIREE DENTAL	0.00	0.00	0.00	0.00
10 L 000 000 811675 000 000 000	GENERAL FUND/RE RETIREE LIFE	0.00	0.00	0.00	0.00
10 L 000 000 811697 000 000 000	GENERAL FUND/CH CHAMBER GIFT CERTIFICATES	0.00	0.00	0.00	0.00
10 L 000 000 811699 000 000 000	GENERAL FUND/MI MISCELLANEOUS DEDUCTION	0.00	2,307.36	2,307.36	0.00
10 L 000 000 811700 000 000 000	GENERAL FUND/IN INTEREST PAYABLE	0.00	0.00	0.00	0.00
10 L 000 000 811810 000 000 000	GENERAL FUND/NE NET PAYROLL PAYABLE (CHECKS)	0.00	0.00	0.00	0.00
10 L 000 000 811815 000 000 000	GENERAL FUND/NE NET EFT PAYABLE	0.00	7,998,927.96	7,998,927.96	0.00
10 L 000 000 811820 000 000 000	GENERAL FUND/VO VOUCHERS PAYABLE	-3,712,632.73	2,010,684.51	0.00	-1,701,948.22
10 L 000 000 812000 000 000 000	GENERAL FUND/DU Due To Other Funds	-2,127,472.63	2,127,472.63	0.00	0.00
10 L 000 000 815100 000 000 000	GENERAL FUND/SE SELF FUNDED PREMIUM DEPOSITS	0.00	0.00	0.00	0.00
10 L 000 000 815110 000 000 000	GENERAL FUND/DI SF DENTAL PREMIUMS - DISTRICT	0.00	0.00	0.00	0.00
10 L 000 000 815120 000 000 000	GENERAL FUND/EM SF DENTAL PREMIUMS - EMPLOYEE	0.00	0.00	0.00	0.00
10 L 000 000 815901 000 000 000	GENERAL FUND/OP OPEB 73	0.00	0.00	0.00	0.00
10 L 000 000 816000 000 000 000	GENERAL FUND/DE DEFERRED REVENUES	0.00	0.00	0.00	0.00
10 L 000 000 816200 000 000 000	GENERAL FUND/DE DEFERRED REVENUE STATE AID	0.00	0.00	0.00	0.00

		Account Level		Beginning	2024-25		2024-25	Ending									
Fd	T	Loc	Obj	Func	Prj	Dept	Job	Fd	T	Loc	Obj	Fu	Description	Balance	FYTD Debits	FYTD Credits	Balance
10	L	000	000	816903	000	000	000	GENERAL	FUND/DE				DEFERRED REVENUE-VARIOUS CAMPS	0.00	0.00	0.00	0.00
10	L	000	000	816905	000	000	000	GENERAL	FUND/DE				DEFERRED REVENUE-MISC. ICE USE	0.00	0.00	0.00	0.00
10	L	000	000	816909	000	000	000	GENERAL	FUND/DE				DEFERRED REVENUE H.S. HOCKEY	0.00	0.00	0.00	0.00
10	L	000	000	816910	000	000	000	GENERAL	FUND/DE				DEF. REV. - IN TECH	0.00	0.00	0.00	0.00
10	L	000	000	816999	000	000	000	GENERAL	FUND/OT				DEFERRED REVENUE- OTHER GRANTS	0.00	0.00	0.00	0.00
10	L	000	000	817100	000	000	000	GENERAL	FUND/HE				HEALTH-CLAIMS PAYABLE	0.00	0.00	0.00	0.00
10	L	000	000	817101	000	000	000	GENERAL	FUND/SE				HEALTH INS. PREMIUM PAYABLE	-1,093,066.16	1,215,971.69	681,336.93	-558,431.40
10	L	000	000	817150	000	000	000	GENERAL	FUND/HR				HRA PAYABLE	0.00	0.00	0.00	0.00
10	L	000	000	817200	000	000	000	GENERAL	FUND/DE				DENTAL-CLAIMS PAYABLE	-179,305.60	122,638.36	64,878.54	-121,545.78
10	L	000	000	819107	000	000	000	GENERAL	FUND/CO				CONF ROOM A - ED IMPROVEMENT	0.00	0.00	0.00	0.00
10	L	000	000	842300	000	000	000	GENERAL	FUND/LO				LONG TERM BONDS PAYABLE	0.00	0.00	0.00	0.00
10	L	000	000	842350	000	000	000	GENERAL	FUND/38				38 FUND TAXABLE BONDS	0.00	0.00	0.00	0.00
10	Q	000	000	000000	000	000	000	GENERAL	FUND/N/					0.00	0.00	0.00	0.00
10	Q	000	000	911000	000	000	000	GENERAL	FUND/FI				FIXED ASSETS - L.T.D.	0.00	0.00	0.00	0.00
10	Q	000	000	912000	000	000	000	GENERAL	FUND/FI				FIXED ASSETS - TAX LEVY	0.00	0.00	0.00	0.00
10	Q	000	000	914000	000	000	000	GENERAL	FUND/FI				FIXED ASSETS-ACCUM DEPRECIATIO	0.00	0.00	0.00	0.00
10	Q	000	000	916000	000	000	000	GENERAL	FUND/FI				FIXED ASSETS - DONATIONS	0.00	0.00	0.00	0.00
10	Q	000	000	931000	000	000	000	GENERAL	FUND/FU				FUND BALANCE-RESERVED	0.00	436,865.95	1,041,203.62	-604,337.67
10	Q	000	000	931700	000	000	000	GENERAL	FUND/FU				FUND BALANCE - L.T.D.	0.00	0.00	0.00	0.00
10	Q	000	000	932000	000	000	000	GENERAL	FUND/FU				FUND BALANCE - CASH FLOW	0.00	0.00	0.00	0.00
10	Q	000	000	936110	000	000	000	GENERAL	FUND/SE				FUND BALANCE - SELF INSURANCE	0.00	0.00	0.00	0.00
10	Q	000	000	936120	000	000	000	GENERAL	FUND/Co				CONT OBLIG-RESTRICTED FUND BAL	0.00	0.00	0.00	0.00
10	Q	000	000	936130	000	000	000	GENERAL	FUND/UN				UNSPENT COMMON SCHOOL LIBRARY	-33,767.38	197,431.01	136,135.26	27,528.37
10	Q	000	000	936320	000	000	000	GENERAL	FUND/De				DEBT SERVICE RETIREMENT	0.00	0.00	0.00	0.00
10	Q	000	000	936500	000	000	000	GENERAL	FUND/Fo				FOOD SERVICE FUND BALANCE	0.00	0.00	0.00	0.00
10	Q	000	000	936900	000	000	000	GENERAL	FUND/FD				FUND BALANCE-RESTRICTED OTHER	0.00	0.00	0.00	0.00
10	Q	000	000	938900	000	000	000	GENERAL	FUND/As				ASSIGNED FUND BALANCE	0.00	0.00	0.00	0.00
10	Q	000	000	939200	000	000	000	GENERAL	FUND/CA				WORKING CAPITAL (CASH FLOW)	-20,394,490.88	7,138,291.98	4,424,346.05	-17,680,544.95
10	Q	000	000	939900	000	000	000	GENERAL	FUND/Un				UNASSIGNED FUND BALANCE	0.00	0.00	0.00	0.00
10	-	---	---	-----	---	---	---							0.00	40,943,954.22	40,943,954.22	0.00

Fd T Loc		Obj Func		Prj DeptJob		Fd T Loc Obj Fu		Account Level	Beginning	2024-25		Ending	
								Description	Balance	FYTD Debits	FYTD Credits	Balance	
27	A	000	000	711000	000	000	000	SPECIAL EDUCATI	CASH	232,156.12	933,812.21	714,833.17	451,135.16
27	A	000	000	711100	000	000	000	SPECIAL EDUCATI	PAYROLL CLEARANCE ACCOUNT	0.00	629,767.58	629,767.58	0.00
27	A	000	000	711105	000	000	000	SPECIAL EDUCATI	A/P ACH CASH ACCOUNT INTERCITY	0.00	0.00	0.00	0.00
27	A	000	000	712000	000	000	000	SPECIAL EDUCATI	INVESTMENTS	0.00	894,339.26	894,339.26	0.00
27	A	000	000	713200	000	000	000	SPECIAL EDUCATI	ACCOUNTS RECEIVABLE	19,393.87	0.00	19,393.87	0.00
27	A	000	000	714100	000	000	000	SPECIAL EDUCATI	Due From Other Funds	0.00	0.00	0.00	0.00
27	A	000	000	715420	000	000	000	SPECIAL EDUCATI	DUE FROM CESA	0.00	0.00	0.00	0.00
27	A	000	000	715500	000	000	000	SPECIAL EDUCATI	DUE FROM STATE GOVERNMENT	0.00	0.00	0.00	0.00
27	A	000	000	715600	000	000	000	SPECIAL EDUCATI	DUE FROM FED GOVERNMENT	895,453.65	0.00	895,453.65	0.00
27	L	000	000	000000	000	000	000	SPECIAL EDUCATI		0.00	0.00	0.00	0.00
27	L	000	000	811200	000	000	000	SPECIAL EDUCATI	ACCOUNTS PAYABLE	-3,914.98	83,721.82	79,806.84	0.00
27	L	000	000	811558	000	000	000	SPECIAL EDUCATI	AP STAPLES	0.00	0.00	0.00	0.00
27	L	000	000	811610	000	000	000	SPECIAL EDUCATI	MEDICARE TAX	-11,431.18	5,994.07	0.00	-5,437.11
27	L	000	000	811611	000	000	000	SPECIAL EDUCATI	SOCIAL SECURITY TAX	-48,878.18	25,629.85	0.00	-23,248.33
27	L	000	000	811620	000	000	000	SPECIAL EDUCATI	RETIREMENT DEDUCTION	-55,155.65	28,910.47	0.00	-26,245.18
27	L	000	000	811628	000	000	000	SPECIAL EDUCATI	HSA - EMPLOYER CONTRIBUTIONS	0.00	0.00	0.00	0.00
27	L	000	000	811630	000	000	000	SPECIAL EDUCATI	DENTAL - PPO CONTRIBUTION	0.00	0.00	0.00	0.00
27	L	000	000	811633	000	000	000	SPECIAL EDUCATI	DISABILITY INS DEDUCTION	-2,345.61	1,212.96	0.00	-1,132.65
27	L	000	000	811645	000	000	000	SPECIAL EDUCATI	LIFE INS - EMPLOYER CONTRIBUTI	-1,345.03	692.76	0.04	-652.31
27	L	000	000	811815	000	000	000	SPECIAL EDUCATI	NET EFT PAYABLE	0.00	1,643,544.85	1,643,544.85	0.00
27	L	000	000	811820	000	000	000	SPECIAL EDUCATI	VOUCHERS PAYABLE	-799,354.56	418,991.52	0.00	-380,363.04
27	L	000	000	812000	000	000	000	SPECIAL EDUCATI	Due To Other Funds	0.00	0.00	0.00	0.00
27	L	000	000	813500	000	000	000	SPECIAL EDUCATI	DUE TO STATE GOVERNMENT	0.00	0.00	0.00	0.00
27	L	000	000	815100	000	000	000	SPECIAL EDUCATI	SELF FUNDED PREMIUM DEPOSITS	0.00	0.00	0.00	0.00
27	L	000	000	815110	000	000	000	SPECIAL EDUCATI	S/F DENTAL PREMIUMS - DISTRICT	0.00	0.00	0.00	0.00
27	L	000	000	817101	000	000	000	SPECIAL EDUCATI	SECURITY PREMIUM PAYABLE	-206,991.48	105,810.42	0.00	-101,181.06
27	L	000	000	817150	000	000	000	SPECIAL EDUCATI	HRA PAYABLE	0.00	0.00	0.00	0.00
27	L	000	000	817200	000	000	000	SPECIAL EDUCATI	DENTAL - CLAIMS PAYABLE	-17,586.97	8,988.06	0.00	-8,598.91
27	Q	000	000	000000	000	000	000	SPECIAL EDUCATI		0.00	0.00	0.00	0.00
27	Q	000	000	931000	000	000	000	SPECIAL EDUCATI	FUND BALANCE - RESERVED	0.00	16,071.34	79,027.58	-62,956.24
27	Q	000	000	932000	000	000	000	SPECIAL EDUCATI	FUND BALANCE - CASH FLOW	0.00	0.00	0.00	0.00
27	Q	000	000	936120	000	000	000	SPECIAL EDUCATI	CONT OBLIG-RESTRICTED FUND BAL	0.00	0.00	0.00	0.00
27	Q	000	000	936320	000	000	000	SPECIAL EDUCATI	DEBT SERVICE RETIREMENT	0.00	0.00	0.00	0.00
27	Q	000	000	936500	000	000	000	SPECIAL EDUCATI	FOOD SERVICE FUND BALANCE	0.00	0.00	0.00	0.00
27	Q	000	000	936900	000	000	000	SPECIAL EDUCATI	FUND BALANCE-RESTRICTED OTHER	0.00	0.00	0.00	0.00
27	Q	000	000	938900	000	000	000	SPECIAL EDUCATI	ASSIGNED FUND BALANCE	0.00	0.00	0.00	0.00
27	Q	000	000	939200	000	000	000	SPECIAL EDUCATI	WORKING CAPITAL (CASH FLOW)	0.00	0.00	0.00	0.00
27	Q	000	000	939900	000	000	000	SPECIAL EDUCATI	UNASSIGNED FUND BALANCE	0.00	812,365.35	653,685.68	158,679.67
27	-	---	---	-----	---	---	---			0.00	5,609,852.52	5,609,852.52	0.00

Account Level		Beginning	2024-25	2024-25	Ending
Fd T Loc Obj Func Prj DeptJob	Fd T Loc Obj Fu Description	Balance	FYTD Debits	FYTD Credits	Balance
50 A 000 000 711000 000 000 000	FOOD SERVICE FU CASH	1,192,263.42	97,967.35	259,980.72	1,030,250.05
50 A 000 000 711100 000 000 000	FOOD SERVICE FU PAYROLL CLEARANCE ACCOUNT	0.00	59,101.48	59,101.48	0.00
50 A 000 000 711105 000 000 000	FOOD SERVICE FU A/P ACH CASH ACCOUNT INTERCITY	0.00	0.00	0.00	0.00
50 A 000 000 711200 000 000 000	FOOD SERVICE FU PETTY CASH	678.10	0.00	0.00	678.10
50 A 000 000 712000 000 000 000	FOOD SERVICE FU INVESTMENTS	0.00	93,522.32	93,522.32	0.00
50 A 000 000 712001 000 000 000	FOOD SERVICE FU FS INTERNET CASH ACCOUNT	0.14	1,060.00	0.00	1,060.14
50 A 000 000 713200 000 000 000	FOOD SERVICE FU ACCOUNTS RECEIVABLE	0.00	0.00	0.00	0.00
50 A 000 000 713300 000 000 000	FOOD SERVICE FU INTEREST RECEIVABLE	0.00	0.00	0.00	0.00
50 A 000 000 714100 000 000 000	FOOD SERVICE FU Due From Other Funds	0.00	0.00	0.00	0.00
50 A 000 000 715500 000 000 000	FOOD SERVICE FU DUE FROM STATE GOVERNMENT	0.00	0.00	0.00	0.00
50 A 000 000 715600 000 000 000	FOOD SERVICE FU DUE FROM FEDERAL FUNDS	93,522.32	0.00	93,522.32	0.00
50 L 000 000 000000 000 000 000	FOOD SERVICE FU	0.00	0.00	0.00	0.00
50 L 000 000 811200 000 000 000	FOOD SERVICE FU ACCOUNTS PAYABLE	-157,512.04	199,020.20	41,508.16	0.00
50 L 000 000 811558 000 000 000	FOOD SERVICE FU AP STAPLES	0.00	0.00	0.00	0.00
50 L 000 000 811610 000 000 000	FOOD SERVICE FU MEDICARE TAX	-206.74	206.74	0.00	0.00
50 L 000 000 811611 000 000 000	FOOD SERVICE FU SOCIAL SECURITY TAX	-883.60	883.60	0.00	0.00
50 L 000 000 811620 000 000 000	FOOD SERVICE FU RETIREMENT DEDUCTION	-983.37	983.37	0.00	0.00
50 L 000 000 811628 000 000 000	FOOD SERVICE FU HSA - EMPLOYER CONTRIBUTIONS	0.00	0.00	0.00	0.00
50 L 000 000 811630 000 000 000	FOOD SERVICE FU DENTAL PPO PLAN	0.00	0.00	0.00	0.00
50 L 000 000 811633 000 000 000	FOOD SERVICE FU DISABILITY INS DEDUCTION	0.00	0.00	0.00	0.00
50 L 000 000 811645 000 000 000	FOOD SERVICE FU LIFE INS - EMPLOYER CONTRIBUTI	0.00	0.00	0.00	0.00
50 L 000 000 811815 000 000 000	FOOD SERVICE FU NET EFT PAYABLE	0.00	90,763.96	90,763.96	0.00
50 L 000 000 811820 000 000 000	FOOD SERVICE FU VOUCHERS PAYABLE	-14,250.99	14,250.99	0.00	0.00
50 L 000 000 812000 000 000 000	FOOD SERVICE FU Due To Other Funds	0.00	0.00	0.00	0.00
50 L 000 000 815000 000 000 000	FOOD SERVICE FU DEPOSITS PAYABLE-FAMILY BALANC	0.00	0.00	0.00	0.00
50 L 000 000 815100 000 000 000	FOOD SERVICE FU SELF FUNDED PREMIUM DEPOSITS	0.00	0.00	0.00	0.00
50 L 000 000 815300 000 000 000	FOOD SERVICE FU DUE TO STATE	0.00	0.00	0.00	0.00
50 L 000 000 815900 000 000 000	FOOD SERVICE FU Other Deposits Payable	-123,801.18	0.00	0.00	-123,801.18
50 L 000 000 817101 000 000 000	FOOD SERVICE FU SECURITY PREMIUM PAYABLE	0.00	0.00	0.00	0.00
50 L 000 000 817150 000 000 000	FOOD SERVICE FU HRA PAYABLE	0.00	0.00	0.00	0.00
50 L 000 000 817200 000 000 000	FOOD SERVICE FU DENTAL-CLAIMS PAYABLE	0.00	0.00	0.00	0.00
50 Q 000 000 000000 000 000 000	FOOD SERVICE FU	0.00	0.00	0.00	0.00
50 Q 000 000 931000 000 000 000	FOOD SERVICE FU FUND BALANCE - RESERVED	0.00	18,679.36	20,679.36	-2,000.00
50 Q 000 000 932000 000 000 000	FOOD SERVICE FU FUND BALANCE - CASH FLOW	0.00	0.00	0.00	0.00
50 Q 000 000 936120 000 000 000	FOOD SERVICE FU CONT OBLIG-RESTRICTED FUND BAL	0.00	0.00	0.00	0.00
50 Q 000 000 936320 000 000 000	FOOD SERVICE FU DEBT SERVICE RETIREMENT	0.00	0.00	0.00	0.00
50 Q 000 000 936500 000 000 000	FOOD SERVICE FU FOOD SERVICE FUND BALANCE	-988,826.06	123,833.92	41,194.97	-906,187.11
50 Q 000 000 936900 000 000 000	FOOD SERVICE FU FUND BALANCE-RESTRICTED OTHER	0.00	0.00	0.00	0.00
50 Q 000 000 938900 000 000 000	FOOD SERVICE FU ASSIGNED FUND BALANCE	0.00	0.00	0.00	0.00
50 Q 000 000 939200 000 000 000	FOOD SERVICE FU WORKING CAPITAL (CASH FLOW)	0.00	0.00	0.00	0.00

Account Level										Beginning	2024-25		Ending				
Fd	T	Loc	Obj	Func	Prj	Dept	Job	Fd	T	Loc	Obj	Fu	Description	Balance	FYTD Debits	FYTD Credits	Balance
50	Q	000	000	939900	000	000	000	FOOD	SERVICE	FU			UNASSIGNED FUND BALANCE	0.00	0.00	0.00	0.00
50	-	---	---	-----	---	---	---							0.00	700,273.29	700,273.29	0.00

Fd T Loc		Obj Func		Prj DeptJob		Fd T Loc Obj Fu		Account Level	Beginning	2024-25		Ending
								Description	Balance	FYTD Debits	FYTD Credits	Balance
80	A	000	000	711000	000	000	000	COMMUNITY SERVI CASH	32,322.86	185,430.94	277,150.94	-59,397.14
80	A	000	000	711001	000	000	000	COMMUNITY SERVI COMM. SERV. MINIMUM BALANCE RQ	250.00	0.00	0.00	250.00
80	A	000	000	711100	000	000	000	COMMUNITY SERVI PAYROLL CLEARANCE ACCOUNT	0.00	135,056.00	135,056.00	0.00
80	A	000	000	711105	000	000	000	COMMUNITY SERVI A/P ACH CASH ACCOUNT INTERCITY	0.00	0.00	0.00	0.00
80	A	000	000	711200	000	000	000	COMMUNITY SERVI PETTY CASH	1,030.00	0.00	0.00	1,030.00
80	A	000	000	711300	000	000	000	COMMUNITY SERVI HOLDING ACCOUNT - CASH	0.00	0.00	0.00	0.00
80	A	000	000	712000	000	000	000	COMMUNITY SERVI INVESTMENTS	0.00	0.00	0.00	0.00
80	A	000	000	712001	000	000	000	COMMUNITY SERVI ECOMMERCE - COMMUNITY SERVICE	17,191.53	15,357.57	0.00	32,549.10
80	A	000	000	713100	000	000	000	COMMUNITY SERVI TAXES RECEIVABLE	0.00	0.00	0.00	0.00
80	A	000	000	713200	000	000	000	COMMUNITY SERVI ACCOUNTS RECEIVABLE	241,965.07	0.00	166,909.57	75,055.50
80	A	000	000	713205	000	000	000	COMMUNITY SERVI RECEIVABLES - UNCOLLECTED GHF	0.00	0.00	0.00	0.00
80	A	000	000	714100	000	000	000	COMMUNITY SERVI Due From Other Funds	0.00	0.00	0.00	0.00
80	A	000	000	715600	000	000	000	COMMUNITY SERVI DUE FROM FEDERAL GOVERNMENT	0.00	0.00	0.00	0.00
80	L	000	000	000000	000	000	000	COMMUNITY SERVI	0.00	0.00	0.00	0.00
80	L	000	000	811200	000	000	000	COMMUNITY SERVI ACCOUNTS PAYABLE	-67,128.13	128,318.42	61,190.29	0.00
80	L	000	000	811225	000	000	000	COMMUNITY SERVI CMTY ED CK ACCT PAYABLE	0.00	0.00	0.00	0.00
80	L	000	000	811558	000	000	000	COMMUNITY SERVI AP STAPLES	0.00	0.00	0.00	0.00
80	L	000	000	811610	000	000	000	COMMUNITY SERVI MEDICARE TAX	-537.25	537.25	0.00	0.00
80	L	000	000	811611	000	000	000	COMMUNITY SERVI SOCIAL SECURITY TAX	-2,297.33	2,297.33	0.00	0.00
80	L	000	000	811620	000	000	000	COMMUNITY SERVI RETIREMENT DEDUCTION	-1,096.80	1,096.80	0.00	0.00
80	L	000	000	811628	000	000	000	COMMUNITY SERVI HSA - EMPLOYER CONTRIBUTIONS	0.00	0.00	0.00	0.00
80	L	000	000	811630	000	000	000	COMMUNITY SERVI DENTAL - PPO CONTRIBUTION	0.00	0.00	0.00	0.00
80	L	000	000	811633	000	000	000	COMMUNITY SERVI DISABILITY INSURANCE	0.00	0.00	0.00	0.00
80	L	000	000	811645	000	000	000	COMMUNITY SERVI LIFE INS - EMPLOYER CONTRIBUTI	0.00	0.00	0.00	0.00
80	L	000	000	811815	000	000	000	COMMUNITY SERVI NET EFT PAYABLE	0.00	213,093.14	213,093.14	0.00
80	L	000	000	811820	000	000	000	COMMUNITY SERVI VOUCHERS PAYABLE	-37,052.88	37,052.88	0.00	0.00
80	L	000	000	812000	000	000	000	COMMUNITY SERVI Due To Other Funds	0.00	0.00	0.00	0.00
80	L	000	000	816000	000	000	000	COMMUNITY SERVI	0.00	0.00	0.00	0.00
80	L	000	000	816900	000	000	000	COMMUNITY SERVI DEFER.REV.-SCHL.AGE CARE	-34,878.30	0.00	0.00	-34,878.30
80	L	000	000	816901	000	000	000	COMMUNITY SERVI DEFERRED REV.-YOUTH ACTIV.FEES	-59,840.39	0.00	0.00	-59,840.39
80	L	000	000	816902	000	000	000	COMMUNITY SERVI DEFER.REV.-ADULT & FAMILY FEES	0.00	0.00	0.00	0.00
80	L	000	000	816903	000	000	000	COMMUNITY SERVI DEFERRED REVENUE-VARIOUS CAMPS	-3,225.59	0.00	0.00	-3,225.59
80	L	000	000	816904	000	000	000	COMMUNITY SERVI DEFERRED REVENUE PRESCHOOL FEE	0.00	0.00	0.00	0.00
80	L	000	000	816905	000	000	000	COMMUNITY SERVI DEFERRED REVENUE-OTHER ICE USE	-6,439.75	0.00	0.00	-6,439.75
80	L	000	000	816906	000	000	000	COMMUNITY SERVI DEFERRED REVENUE - CARE CORNER	0.00	0.00	0.00	0.00
80	L	000	000	816907	000	000	000	COMMUNITY SERVI DEFERRED REVENUE-POOL ACTIVITY	0.00	0.00	0.00	0.00
80	L	000	000	816908	000	000	000	COMMUNITY SERVI DEF.REV.-GFH BUILDING RENTAL	-2,508.41	0.00	0.00	-2,508.41
80	L	000	000	816909	000	000	000	COMMUNITY SERVI DEF.REV.- H.S. HOCKEY	-750.00	0.00	0.00	-750.00
80	L	000	000	816911	000	000	000	COMMUNITY SERVI DEF.REV.-MEMBERSHIPS	0.00	0.00	0.00	0.00
80	L	000	000	816913	000	000	000	COMMUNITY SERVI DEFERRED REVENUE-GHF CONCESSIO	0.00	0.00	0.00	0.00

Account Level		Beginning	2024-25		Ending
Fd T Loc Obj Func Prj DeptJob	Fd T Loc Obj Fu Description	Balance	FYTD Debits	FYTD Credits	Balance
80 L 000 000 816915 000 000 000	COMMUNITY SERVI DEFFERED REVENUE - GTCC TURF	-1,099.20	0.00	0.00	-1,099.20
80 L 000 000 816916 000 000 000	COMMUNITY SERVI DEFERRED REVENUE - YOUTH HOCKE	-160.00	0.00	0.00	-160.00
80 L 000 000 817101 000 000 000	COMMUNITY SERVI SECURITY PREMIUM PAYABLE	0.00	0.00	0.00	0.00
80 L 000 000 817200 000 000 000	COMMUNITY SERVI DENTAL CLAIMS PAYABLE	0.00	0.00	0.00	0.00
80 Q 000 000 000000 000 000 000	COMMUNITY SERVI	0.00	0.00	0.00	0.00
80 Q 000 000 931000 000 000 000	COMMUNITY SERVI FUND BALANCE - RESERVED	0.00	0.00	1,200.00	-1,200.00
80 Q 000 000 931896 000 000 000	COMMUNITY SERVI TOURNAMENT ACTIVITY	0.00	0.00	0.00	0.00
80 Q 000 000 932000 000 000 000	COMMUNITY SERVI FUND BALANCE - CASH FLOW	0.00	0.00	0.00	0.00
80 Q 000 000 936120 000 000 000	COMMUNITY SERVI CONT OBLIG-RESTRICTED FUND BAL	0.00	0.00	0.00	0.00
80 Q 000 000 936320 000 000 000	COMMUNITY SERVI DEBT SERVICE RETIREMENT	0.00	0.00	0.00	0.00
80 Q 000 000 936500 000 000 000	COMMUNITY SERVI FOOD SERVICE FUND BALANCE	0.00	0.00	0.00	0.00
80 Q 000 000 936900 000 000 000	COMMUNITY SERVI FUND BALANCE-RESTRICTED OTHER	-76,816.38	213,633.27	77,273.66	59,543.23
80 Q 000 000 938900 000 000 000	COMMUNITY SERVI ASSIGNED FUND BALANCE	0.00	0.00	0.00	0.00
80 Q 000 000 939200 000 000 000	COMMUNITY SERVI WORKING CAPITAL (CASH FLOW)	0.00	0.00	0.00	0.00
80 Q 000 000 939900 000 000 000	COMMUNITY SERVI UNASSIGNED FUND BALANCE	0.00	0.00	0.00	0.00
80 Q 862 000 936900 000 120 000	COMMUNITY SERVI 3K PROGRAM EQUITY ACCOUNT	1,070.95	0.00	0.00	1,070.95
80 - - - - -		0.00	931,873.60	931,873.60	0.00

Account Level		Beginning	2024-25	2024-25	Ending
Fd T Loc Obj Func	Prj DeptJob Fd T Loc Obj Fu Description	Balance	FYTD Debits	FYTD Credits	Balance
Grand Asset Totals		31,787,166.12	17,197,025.18	26,051,455.55	22,932,735.75
Grand Liability Totals		-10,294,336.37	22,031,756.27	15,659,751.90	-3,922,332.00
Grand Equity Totals		-21,492,829.75	8,957,172.18	6,474,746.18	-19,010,403.75
Grand Totals		0.00	48,185,953.63	48,185,953.63	0.00

Number of Accounts: 244

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



Book	Policy Manual
Section	Second Reading by Board
Title	PUBLIC COMMENT AT BOARD MEETINGS
Code	po0167.3
Status	Second Reading
Adopted	May 25, 2016
Last Revised	April 13, 2022

0167.3 - **PUBLIC COMMENT AT BOARD MEETINGS**

Board meetings are for the purpose of carrying on the business of the District; they are not public meetings, but official business meetings held in public. The Board recognizes the value of public comment on educational issues and the importance of allowing members of the public to express themselves on District matters.

Such requests shall be subject to the approval of the Superintendent and the Board President.

Public Comment Section of the Meeting

To permit fair and orderly public expression, the Board may provide a period for public comment at any regular in-person meeting of the Board and publish rules to govern such comment in Board meetings. All public comment will be made in person.

If a meeting is held virtually, public comment will only be accepted via email to esuckow@dce.k12.wi.us up to one (1) hour prior to the posted meeting with the email title "Public Comment". Name and address need to be included in the body of the email. The three-minute time limit will apply. Where applicable, the guidelines below still apply.

The presiding officer of each Board meeting at which public comment is permitted shall administer the rules of the Board for its conduct.

The presiding officer shall be guided by the following rules:

- A. Public comment shall be permitted as indicated on the order of business at the discretion of the presiding officer.
- B. Attendees must register their intention to comment in the public portion of the meeting upon their physical arrival at the meeting.
- C. Participants must be legitimate stakeholders have a legitimate interest in District business such as current District residents, students, parents, guardians, employees, or contractors of the D.C. Everest Area School District.
- D. Participants must be recognized by the presiding officer and will be requested to preface their comments by an announcement of their name; address; and group affiliation, if and when appropriate.
- E. Each participant's comments shall be limited to three (3) minutes duration. No amount of time may be "donated" to a different speaker.
- F. Participants shall direct all comments to the Board and not to staff or other participants.

- G. Participants shall address only topics within the legitimate jurisdiction of the Board.
- H. All statements shall be directed to the presiding officer; no person may address or question Board members individually.
- I. The presiding officer may:
1. interrupt, warn, or terminate a participant's statement when the statement is too lengthy, personally directed, abusive, obscene, or irrelevant;
 2. request any individual to leave the meeting when that person does not observe reasonable decorum;
 3. request the assistance of law enforcement officers in the removal of a disorderly person when that person's conduct interferes with the orderly progress of the meeting;
 4. call for a recess or an adjournment to another time when the lack of public decorum so interferes with the orderly conduct of the meeting as to warrant such action;
 5. waive these rules with the approval of the Board when necessary for the protection of privacy or the administration of the Board's business.
- J. The portion of the meeting during which the comment of the public is invited shall be limited to thirty (30) minutes unless extended by a vote of the Board.

Recording, filming, or photographing the Board's open meetings by Third Parties is permitted pursuant to 19.90, Wis. Stat. Recording, filming, or photographing the Board's closed session is only permitted pursuant to Bylaw 0167.2 – Closed Session. The person operating the equipment should contact the Superintendent prior to the Board meeting to review possible placement of the equipment, and must agree to abide by the following conditions:

- A. No obstructions are created between the Board and the audience.
- B. No interviews are conducted in the meeting room while the Board is in session.
- C. No commentary, adjustment of equipment, or positioning of operators is made that would distract either the Board or members of the audience or otherwise disrupt the meeting while the Board is in session.

Revised 1/25/17
Revised 12/18/19
Revised 5/20/20
Revised 11/18/20
Revised 2/23/22

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Legal 19.90, Wis. Stats.

Last Modified by Ellen Suckow on July 18, 2024

	<p>D.C. Everest Area School District</p> <p>6100 Alderson Street Weston, WI 54476 Phone 715-359-4221 www.dce.k12.wi.us</p> <p>Dr. Kelley Strike Assistant Superintendent of Operations</p>	<p>MISSION STATEMENT</p> <p>D.C. Everest Area School District, in partnership with the community, is committed to being an innovative educational leader in developing knowledgeable, productive, caring, creative, responsible individuals prepared to meet the challenges of an ever-changing global society.</p>
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TO: Dr. Casey Nye, Superintendent
FROM: Dr. Kelley Strike, Assistant Superintendent of Operations
DATE: August 21, 2024
SUBJECT: Safe Routes to School Plan

Safe Routes to School programs encourage children in grades K-8 to walk and bike to school by creating safer walking and biking routes. These programs were initially funded through the revised federal transportation act, SAFETEA-LU, which was signed into law on August 10, 2005. This legislation provided funding to state departments of transportation to create and administer SRTS programs. SRTS programs improve walking and biking travel options, promote healthier lifestyles in children at an early age, and decrease auto-related emissions near schools.

Weston Elementary participated in the program. A presentation was provided last year from the team involved with the program. The plan is now complete and needs board approval.

Program Timeline:

- January 2022 – NCWRPC applied for SRTS Planning Grant
 - (No cost to DCE)
- July 2022 – Planning Grant Awarded.
- Fall 2022 – Parent Survey & Student Tally administered
- Spring 2023 – First SRTS Task Force Meeting
- Fall 2023 – Draft SRTS Plan Created
- Fall / Winter 2023 – SRTS Plan Completed

We have been fortunate to receive donations for bicycles for the physical education curriculum to provide opportunity for students to learn to ride a bike. We appreciate these donations and believe they reinforce the value of this program.

There have been discussions with multiple partners including the Village of Weston, Marathon County, and designers of the roundabout at Camp Phillips Road and Ross Avenue that will be installed in summer 2026. There is interest to incorporate recommendations from the Safe Routes to School Plan with any available grant resources.

It is recommended that the board approve the Safe Routes to School Plan.

Weston Elementary Safe Routes to School Plan



ACKNOWLEDGEMENTS

The Weston Elementary Safe Routes to School Plan was developed with the following residents and staff. Special thanks are extended to the following:

Weston Elementary Safe Routes to School Task Force

Kelly Ziegelbauer, Weston Elementary Principal, DCE
Karen Wegge, Physical Education//Health/AODA Coordinator, DCE
Jason Jablonski, Director of Buildings and Grounds, DCE
Christopher Nichols, Finance Supervisor, DCE
Yee Xiong, School Board Member, DCE
Tiffany Wurz, Mother of a DCE student
Officer Greg Schremp, Student Resource Officer, DCE
Michael Wodalski, Director of Public Works, Village of Weston

Staff for this Plan

Fred Heider, AICP, NCWRPC Planner



February 2024

Cover photo sources

This plan was developed by NCWRPC in conjunction with the D.C. Everest School District, Village of Weston, and the Weston Elementary SRTS Task Force as part of the North Central Wisconsin Regional Safe Routes to School Program. This Regional program was made possible in part by a Transportation Alternatives Program grant from the Wisconsin Department of Transportation. Additional funding provided by the NCWRPC.

For more information contact:



North Central Wisconsin Regional Planning Commission (NCWRPC)
210 McClellan St., Suite 210
Wausau, WI 54403
715-849-5510
www.ncwrpc.org



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ATTACHMENTS

- A. Student Tally & Parent Survey
- B. Bicycle Crash Analysis for Wisconsin, 2006
- C. Highlights of... Wisconsin Pedestrian and Bicycle Crash Analysis, 2011-2013
- D. Adoption Documentation
- E. Bicycle Parking Guidelines

PREFACE

NCWRPC

The North Central Wisconsin Regional Planning Commission (NCWRPC) is a voluntary association of governments created in 1973 under Wisconsin State Statute 66.945, now 66.0309. NCWRPC provides assistance throughout the region in the areas of economic development, geographic information systems (GIS), intergovernmental cooperation, land use, and transportation. Staff regularly provides professional planning services to communities, for projects of both local and regional significance.



Under Wisconsin law §66.0309(9), “The regional planning commission shall have the function and duty of making and adopting a master plan for the physical development of the region”. The statute was later revised to add that the master plan must incorporate the elements described in §66.1001 – the state's comprehensive planning law. To comply with that requirement, the NCWRPC adopted the "Regional Livability Plan" in 2015.

THE REGION

The Region consists of a ten county area stretching one hundred and eighty-five miles in a north-south direction, extending from Forest and Vilas Counties in the north to Adams and Juneau Counties in the south. The Region roughly follows the upper Wisconsin River Valley and covers 9,328 square miles, or about 17 percent of the state’s total land mass.

The ten counties are: Adams, Juneau, Forest, Langlade, Lincoln, Marathon, Oneida, Portage, Wood, and Vilas. The Region includes 268 local units of government: 198 towns, 39 villages, 21 cities, and ten counties.

REGIONAL LIVABILITY PLAN



The Regional Livability Plan (RLP) of 2015 identifies ways to address the Region’s opportunities and weaknesses to become more livable for all residents. The RLP addresses four specific areas: Housing, Economic Development, Transportation, and Land Use. The RLP introduces goals, objectives, and recommendations that can help the Region use the money we have more effectively and efficiently by investing in solutions that solve multiple problems. Mainly, livable and sustainable developments are less expensive to

build, require fewer municipal services, result in higher property values, and generate a range of long-term social and environmental benefits.

Working as a region, all communities can be made more livable. When residents are able to live near their place of employment, travel costs, transportation maintenance, pollution, and congestion are reduced. Efficient use of land and support for walking, biking, and access to transit reduces energy consumption saving money for individuals, communities, and the Region. The successful implementation of the RLP will save tax dollars, create more housing options, provide more transportation choices, increase economic development, accommodate an aging population, retain and attract a knowledgeable workforce, improve community health, protect the Region’s rural character, and enhance the Region’s scenic beauty.

NORTH CENTRAL WISCONSIN REGIONAL SAFE ROUTES TO SCHOOL PROGRAM

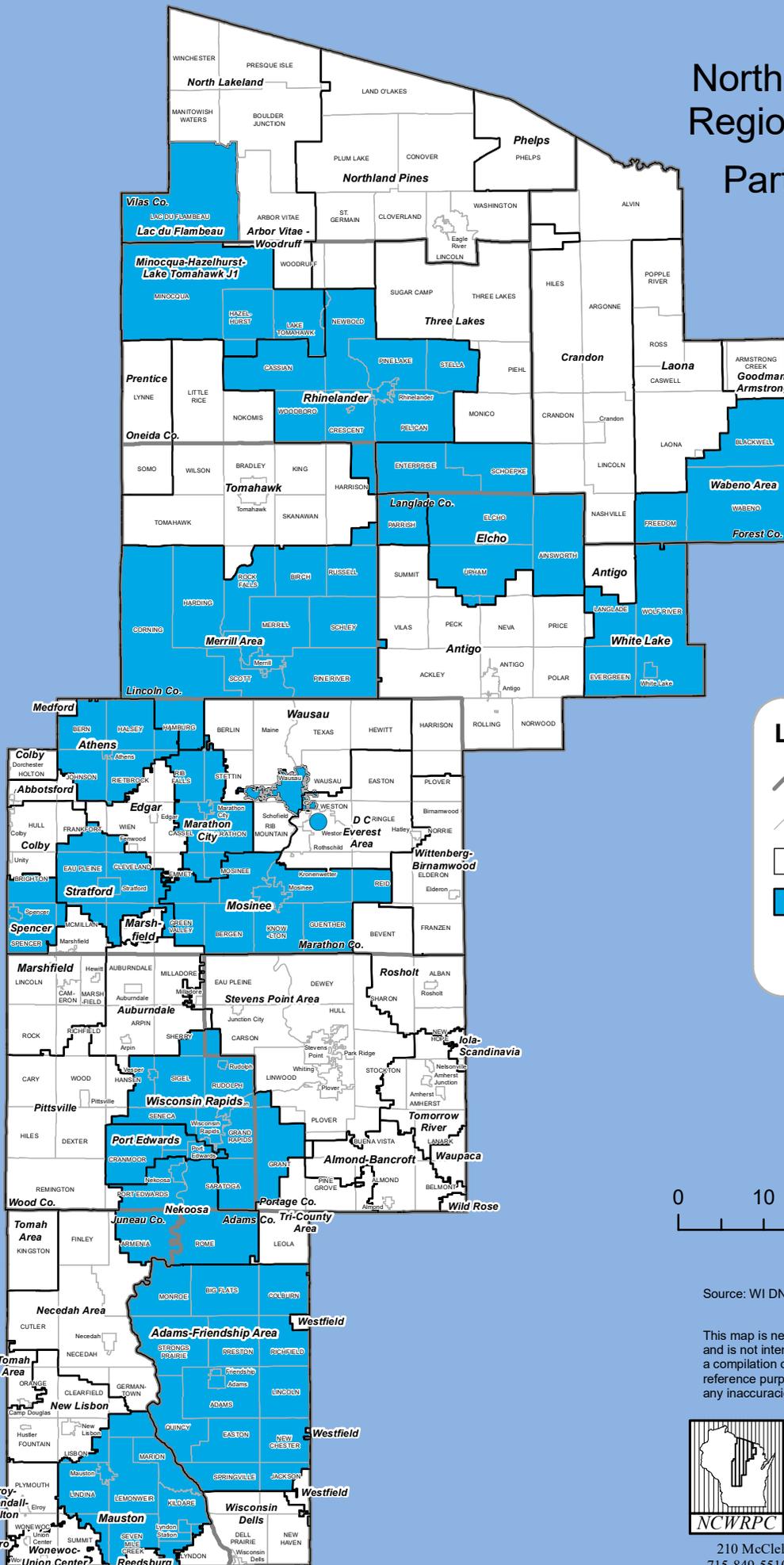
As part of NCWRPC’s on-going commitment to implement the Regional Livability Plan, the North Central Wisconsin Regional Planning Commission (NCWRPC) has created the Regional Safe Routes To School (SRTS) program. Implementing Safe Routes to School advances livability principles by making it safer and more enjoyable for people to walk and bike within their communities. The Regional SRTS program’s 2022-2025 funding period allows the NCWRPC to assist seven school districts comprised of a total of 32 school sites. See Map 1 for all districts that have entered the Regional SRTS program. This Safe Routes to School Plan document and the associated school SRTS Action Plans are an outcome of the Regional SRTS program.



To fund the program, the NCWRPC applied for and received Transportation Alternatives Program (TAP) grants from the Wisconsin Department of Transportation. Additional funding to support the grant was provided by the NCWRPC and local governments. The Regional SRTS program will provide resources and ongoing support for public and private schools, as well as communities, within the North Central Region. This regional effort will effectively leverage local funds with state funds to greatly increase Safe Routes to School programming in the Region and state.

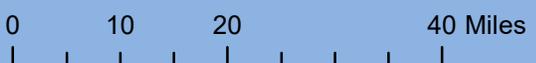


North Central Wisconsin Regional SRTS Program Participating School Districts



Legend

- County Borders
- Minor Civil Divisions
- School District Boundaries
- Participating Districts
- Participating School (Weston Elementary)



Source: WI DNR, NCWRPC

This map is neither a legally recorded map nor a survey and is not intended to be used as one. This drawing is a compilation of records, information and data used for reference purposes only. NCWRPC is not responsible for any inaccuracies herein contained.



Prepared By:
**North Central
 Wisconsin Regional
 Planning Commission**

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CHAPTER 1: INTRODUCTION

PURPOSE AND OVERVIEW

The purpose of Safe Routes to School (SRTS) is to provide safe pedestrian and bicycle facilities that provide healthier lifestyle choices. SRTS 1) identifies physical barriers to safe walking and biking; 2) provides physical improvement ideas; and 3) provides tools for parents, students, and the community on how to safely walk and bike to school and the long lasting benefits of doing so.

Safe Routes to School (SRTS) is an international movement--and federal program--that uses programs and infrastructure to encourage children to walk and bike to school.

SRTS planning efforts 1) assess the facilities and conditions near a school; 2) examine how students are currently traveling to/from school; and 3) identify concerns/issues raised by parents, the school, and the community. Infrastructure and programming recommendations are then created for local implementation.

NCWRPC continues to be a resource for a community as they implement their SRTS Plan.

Major SRTS goals are:

1. To facilitate the planning, development, and implementation of projects and activities that will improve the safety of walking or biking to school.
2. To enable and encourage parents to allow their children, including those with disabilities, to walk and bike to school where it is safe to do so.
3. To make bicycling and walking to school a safer and fun transportation alternative, thereby encouraging a healthy and active lifestyle from an early age.



Office of Policy, Performance, and Evaluation



HEALTH IMPACT IN 5 YEARS

Achieving lasting impact on health outcomes requires a focus not just on patient care, but on community-wide approaches aimed at improving population health.

The CDC's Health Impact in 5 Years (HI-5) initiative highlights non-clinical, community-wide approaches that have evidence reporting 1) positive health impacts, 2) results within five years, and 3) cost effectiveness and/or cost savings over the lifetime of the population or earlier.

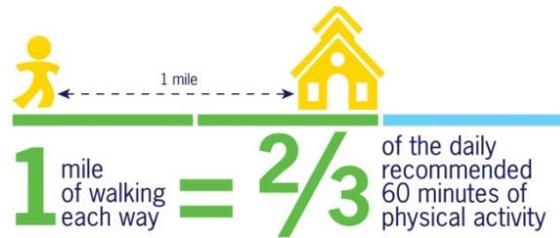
Safe Routes to School is one of those programs that are cost-effective and show significant population health impacts within five years.

WHY SAFE ROUTES TO SCHOOL?

Safe Routes to School is an international movement that began in Denmark in the 1970s when high student traffic deaths occurred. U.S. Congress established a nationwide SRTS program in 2005 due to high child pedestrian crash rates and rising childhood obesity rates. The whole reason for this effort is to make it safer and easier for students to walk and bike to school. Nationally, walking and bicycling to school are viewed as realistic ways for students to achieve higher levels of daily physical activity and for communities to reduce the number and speed of vehicles around schools.

Health and Obesity

- Over the past 40 years, rates of obesity have continued to steadily increase among children of all ages in the United States; and approximately 14.7 million children and adolescents—about 19.7%—are now overweight or obese. (CDC)
- Today, approximately 20% of health care costs in the United States are attributable to obesity, and health care costs just for childhood obesity are estimated at about \$14 billion per year (\$19,000 per child). (NIH)
- Less than one-quarter of children (24%) get 60 minutes of physical activity every day. (CDC)



Physical Activity and Academic Performance

- Physical activity and fitness boost learning and memory in children; fitness-associated performance benefits are largest for those situations in which initial learning is the most challenging. (NIH)
- Sixth- and ninth-grade students with high fitness scored significantly better on math and social studies tests compared with less fit students, even after controlling for socioeconomic status. Muscular strength and muscular endurance were significantly associated with academic achievement in all grades. (NIH)
- Lower performing students appear to derive particular benefit from physical activity. In addition, short bicycling exercise periods resulted in enhanced neuronal activity and increased cognitive performance for teenagers with intellectual and developmental disabilities. (NIH)
- When children get physical activity before class, they are more on task and fidget less. This is true for both girls and boys, and has been shown to be particularly beneficial for children who have the most trouble paying attention and those with attention deficit disorders. (NIH)

Safety

- People walking are more than twice as likely to be struck by a vehicle in locations without sidewalks. (FHA)
- In 2020, approximately 10,400 children ages 14 and younger were injured and about 212 were killed while walking or bicycling in the United States. (NHTSA)
- Studies clearly show that higher speeds result in greater impact at the time of a crash, which leads to more severe injuries and fatalities. This is especially concerning for more vulnerable road users, such as motorcyclists, bicyclists, and pedestrians. Per vehicle miles traveled in 2019, motorcyclist fatalities occurred nearly 29 times more frequently than passenger car occupant fatalities, and 33% of motorcycle riders involved in fatal crashes in 2019 were speeding. Pedestrians made up 17% of traffic fatalities in 2019 with 6,205 fatalities. Bicyclists accounted for approximately 2% of fatalities in 2019 with 846 bicyclist fatalities. (FHA)

Traffic Congestion

- By boosting the number of children walking and bicycling, Safe Routes to School projects reduce traffic congestion around schools. (Nat'l SRTS)
- Within the span of one generation, the percentage of children that live within 1 mile of school and walked or biked to school has dropped precipitously, from approximately 89% in 1969 to just 35% in 2009. (FHA & Nat'l SRTS)
- While distance to school is the most commonly reported barrier to walking and bicycling by parents, private vehicles still account for half of school trips between 1/4 and 1/2 mile—a distance easily covered on foot or bike. (FHA)

CDC = Center for Disease Control and Prevention

NIH = National Institutes of Health

FHA = Federal Highway Administration

NHTSA = National Highway Traffic Safety Association

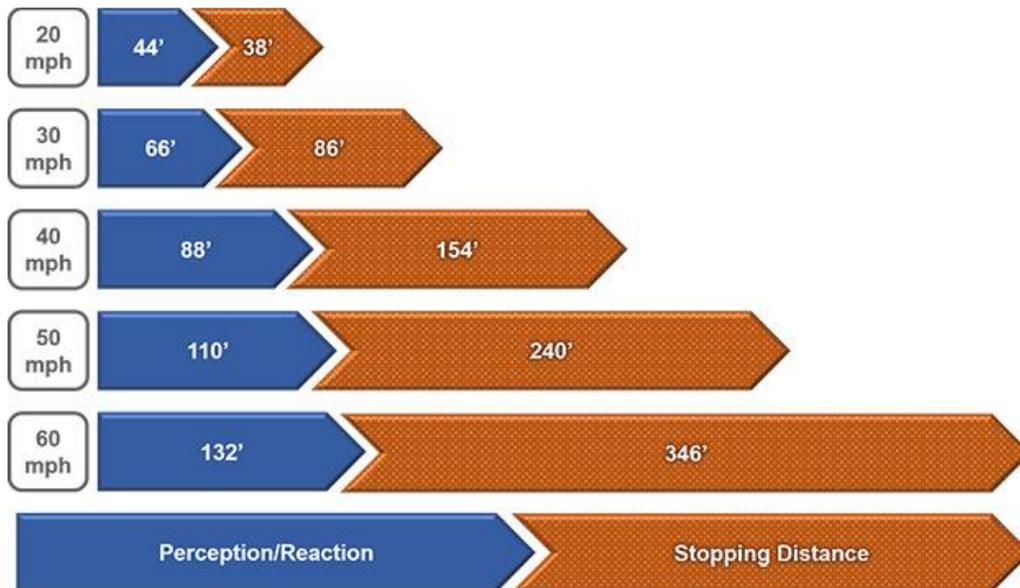
Nat'l SRTS = National Safe Routes to School Partnership

WHY SPEED MATTERS

There is a proven relationship between motor vehicle speeds and pedestrian safety. The average risk of death for a pedestrian upon impact from a vehicle rises as a vehicle's speed increases. Higher speeds also give both drivers and walkers less time to avoid a crash.

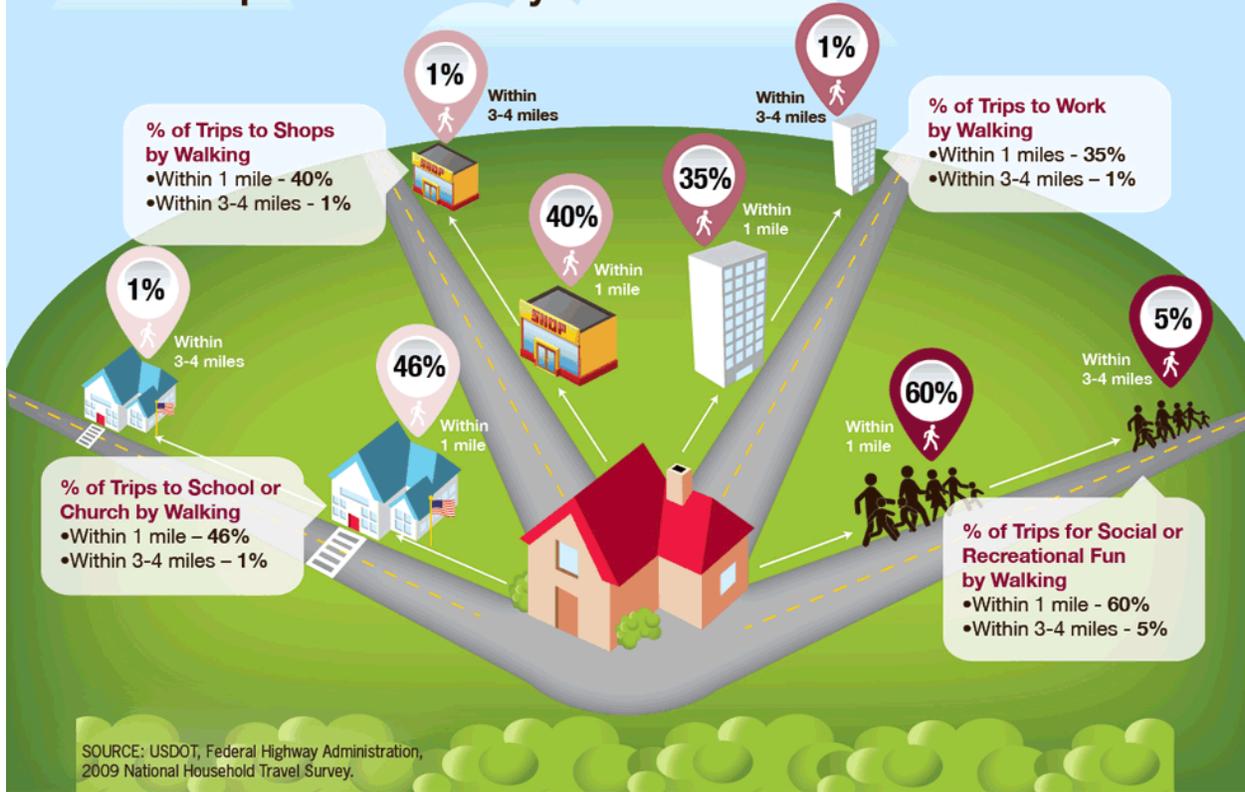


Source: Federal Highway Administration. Based on data from the AAA Foundation for Traffic Safety, Impact Speed and a Pedestrian's Risk of Severe Injury or Death, September 2011.



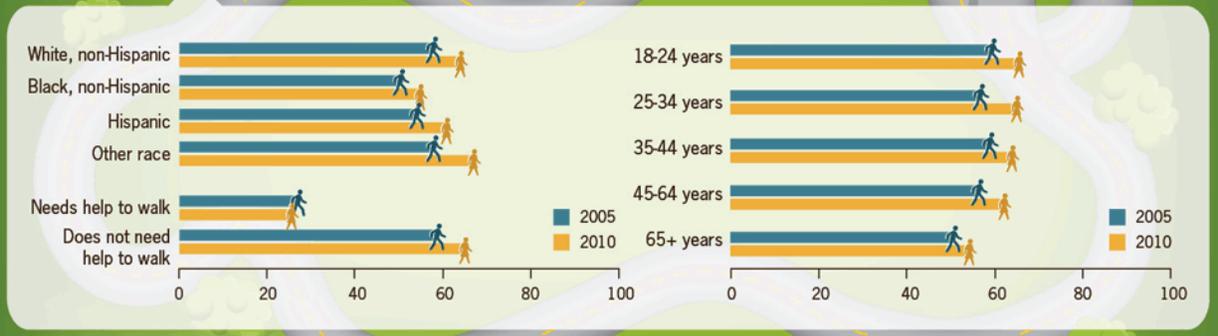
Source: FHWA.

People walk to get to places they want to go when places are nearby.



Source: USDOT, Federal Highway Administration; 2009 National Household Travel Survey.

Percentage of adults who walk



Source: CDC National Health Interview Survey, 2005, 2010.



Benefits of Safe Routes to School

Safe Routes to School improves sidewalks and street crossings and creates safe, convenient, and fun opportunities for children to bicycle and walk to and from school. The CDC has recognized Safe Routes to School as one of a handful of programs that are cost-effective and show significant population health impacts within five years. saferoutespartnership.org

COST SAVINGS

- Household savings from reduced gas & car use
- Education budget savings through reduced student busing costs



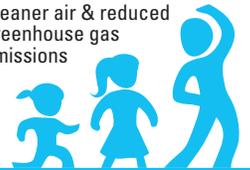
TRAFFIC SAFETY

- Reduced traffic injuries & dangers for students and community members at arrival & dismissal through street improvements near schools
- More chances to learn & practice road safety for students



CLIMATE BENEFITS AND CLEANER AIR

- Fewer student asthma attacks due to less driving & reduced air pollution results
- Cleaner air & reduced greenhouse gas emissions



SAFETY FROM CRIME

- Increased safety from crime & violence due to more people on the streets, good lighting & better street design
- Less harassment, bullying, or violence when students walk or bike together or with adults



COMMUNITY CONNECTEDNESS

- Stronger student friendships & relationships through walking & biking together
- Positive social connections for families & neighbors



HEALTHIER STUDENTS

- Better health & stronger bones, muscles & joints through more walking & biking
- Reduced risk of chronic disease, diabetes, & obesity



SCHOOL TRANSPORTATION FIXES

- Solutions to reduced or non-existent bus service through Safe Routes to School
- Reduced traffic congestion at pick-up/drop-off times



BETTER ACADEMIC PERFORMANCE

- Better focus, improved concentration & less distraction for students who are active before school
- Fewer absences and less tardiness when students walk or bike in groups



SCHOOL

THE 6 ES OF SAFE ROUTES TO SCHOOL

Comprehensive Safe Routes to School (SRTS) initiatives have been shown to be more effective at increasing bicycling and walking to school and reducing injuries. Community members; public health, planning and transportation professionals; and school communities all have roles to play to change norms in how we move around our communities and make it appealing and safe for students to walk, bike or roll to school. The Regional Safe Routes to School program uses the 6 E's strategy as a framework for identifying needs and structuring a local SRTS program.

Education – *Providing families and the community with the skills to walk and bicycle safely.*

- A general cultural shift has increased the use of motor vehicles for short trips that easily could be done by walking or biking. **Educational** efforts include skills training among students, driver education courses, and making sure street signs and pavement markings are current and well maintained (**Engineering**).

Encouragement – *Generating enthusiasm through events, activities, and programs.*

- Encouragement strategies are about having fun; they generate excitement and interest in walking and bicycling. Encouragement activities also play an important role moving the overall SRTS program forward, because they build interest and enthusiasm, which can maintain support for changes that might require more time and resources – such as constructing a sidewalk (**Engineering**).

Engineering – *Creating physical improvements to streets and neighborhoods.*

- Engineering is the design, implementation, operation, and maintenance of traffic control devices or physical measures of roads, sidewalks, and paths. Children and adolescents need well designed paths, safe crossings, and well-maintained roads and pathways. The goal of these recommendations is to create a balanced roadway environment that can accommodate traffic, bicycles, and pedestrians of all types including those with disabilities. With regard to engineering, it is best to implement low cost solutions first and then seek funding for the larger cost-intensive projects.

Enforcement – *Working together to enforce rules for safe walking, biking, and driving.*

- Enforcement includes parents, adult school crossing guards, student patrols, school personnel, and neighborhood watch programs all working in conjunction with law enforcement to enforce rules for safe walking, bicycling, and driving.

Equity – *Ensuring that initiatives are benefiting all demographic groups and neighborhoods.*

- By prioritizing schools and neighborhoods with the highest need for safe walking and biking conditions (**Engineering**), **Education & Encouragement** programs, and **Enforcement** solutions, a higher bang-for-the-buck usually results because walking and biking are already occurring here for many trips.

Evaluation – *Assessing which approaches are more or less successful, and if they are supporting equitable outcomes.*

- Evaluation data is key to determining the scope and the success of **Education** programs; **Encouragement** events, activities, and programs; **Enforcement** solutions, **Engineering** improvements; all while making sure that results are benefiting everyone (**Equity**)

WESTON ELEMENTARY SRTS PLANNING PROCESS

This Safe Routes to School (SRTS) Plan was prepared by the North Central Wisconsin Regional Planning Commission (NCWRPC) as part of its Regional Safe Routes to School Program. This Program was made possible by an 80% Transportation Alternatives Program (TAP) grant from the Wisconsin Department of Transportation (WisDOT), with the local match coming from NCWRPC. The Village of Weston, Weston Elementary staff and D.C. Everest School District were one of 7 community & school district groups to join with the NCWRPC for TAP applications submitted in January of 2022 to WisDOT.

To make sure SRTS Plan development matches a community's and school district's needs, a SRTS Task Force is created to provide plan oversight. A SRTS Task Force is comprised of school administrators, principals, planners, law enforcement, engineers, and other Village and School District staff that also will pass an SRTS Plan through all the committees necessary to fully review and adopt the SRTS Plan for implementation.

The planning effort undertaken by the Weston Elementary SRTS Task Force and NCWRPC began with collecting and analyzing information, identifying school and community issues, and recommending steps to improve existing conditions so more walking and biking can occur.

Weston Elementary SRTS Planning Timeline

Fall/Winter 2021 – D.C. Everest School District applied with NCWRPC for SRTS Planning Grant.

Summer 2022 – WisDOT awards SRTS Planning grant.

Fall 2022 – Parent Survey & Student Tally administered in schools.

April 2023 – SRTS Task Force Mtg #1, Parent Survey & Student Tally data presented.

June 2023 – SRTS Task Force Mtg #2, Walk Audit performed around the schools.

Summer 2023 – Additional data collection, maps showing existing conditions created.

July 2023 – SRTS Task Force was emailed maps and physical recommendations for their review.

October 2023 – SRTS Task Force Mtg #3, Draft SRTS Plan presented.

Weston Elementary School Boundary

Weston Elementary is part of the D.C. Everest School District. See **Map 2** for the Weston Elementary enrollment boundary.

All grades in Weston Elementary are part of this Safe Routes to School (SRTS) Plan.

DEMOGRAPHICS COVERING WESTON ELEMENTARY

Table 1 identifies the number of residents who live within the whole Village of Weston that attend public schools (most of which will be in D.C. Everest elementary schools). This data is from the Census' American Community Survey's 5-year estimates that end on the year in the table (2010, 2015, 2021). Overall enrollment in the Village of Weston of 3 year olds and over increased and then only slightly declined (see **Table 1**). Nursery/Preschool enrollment has basically stayed the same point from a decade ago. Kindergarten enrollment substantially increased, and then returned to about the same point a decade earlier. Elementary & middle school grades both decreased substantially, with elementary enrollment surpassing the 2010 number, but high school enrollment continuing a steep decline.

Table 1: School Enrollment in Village of Weston			
	2010	2015	2021
Total 3 year olds and over enrolled in public school (mostly in D.C. Everest schools)	3,676	4,169	4,129
Nursery School/Preschool – public school	225	199	219
Kindergarten – public school	121	227	127
Elementary School (Grades 1-8) – public school	1,921	1,743	2,056
High School (Grades 9-12) – public school	920	727	687

Source: U.S. Census's American Community Survey

Table 2 shows enrollment in Weston Elementary over the last decade. Weston Elementary's enrollment is much higher in the 2015-16 and 2020-21 school years over past years.

Table 2: Enrollment			
	2010-11	2015-16	2020-21
Weston Elementary	409	538	533

Source: Department of Public Instruction

Table 3 shows The Village of Weston's population and Weston Elementary's school boundary's population in 2021 using the Census' American Community Survey. Population under 5 years identifies how many children will join their local elementary school within the next 5 years. The population of 5 to 9 year olds shows how much elementary school enrollment comes from the Village. School boundaries put this population into different elementary schools. The median ages in **Table 3** shows that the Village is slightly younger than the school boundary as a whole (see Map 2 for the school boundary).

Table 3: Population, 2021				
	Total Population	Under 5 years	5 to 9 years	Median Age
Village of Weston	15,609	765 (4.9%)	906 (5.8%)	37.1
Weston Elementary School Boundary	8,668	375 (4.3%)	354 (4.1%)	38.2

Source: U.S. Census's American Community Survey

EQUITY IN SAFE ROUTES TO SCHOOL

Equity is defined as:

"just and fair inclusion into a society in which all can participate, prosper, and reach their full potential" (various)

"freedom from bias or favoritism" (Merriam-Webster)

"the quality of being fair and impartial" (Oxford Language)

An Equity in Safe Routes to School approach challenges practices and actions that disproportionately impact and stymie the progress of certain segments of the population. These impacts can manifest in many forms, including negative health outcomes, concentrated poverty, and displacement.

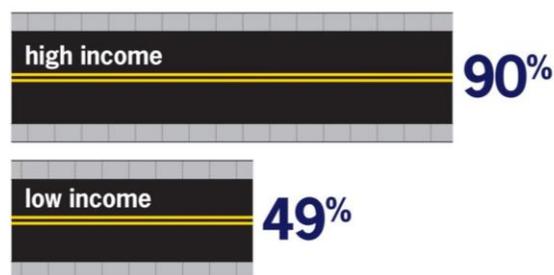
For example, children in low-income communities nationwide bear the burden of the most dangerous conditions for walking and biking (Figures 1 & 2) – which discourages active transportation and leads to disproportionately high rates of walking and biking injuries.

Key Point 1:

If a local government has such a neighborhood that lacks safe walking and biking areas, then that local government should set a higher priority to fix things that would improve walking and biking conditions in that neighborhood to current standards. The local school district should make sure that the school serving that same neighborhood is a high priority for getting walking and biking education to parents.

Figure 1:

Communities with Sidewalks



Bridging the Gap, Income Disparities in Street Features that Encourage Walking, 2012

© 2015 Safe Routes to School National Partnership

Figure 2:

Children Killed While Walking

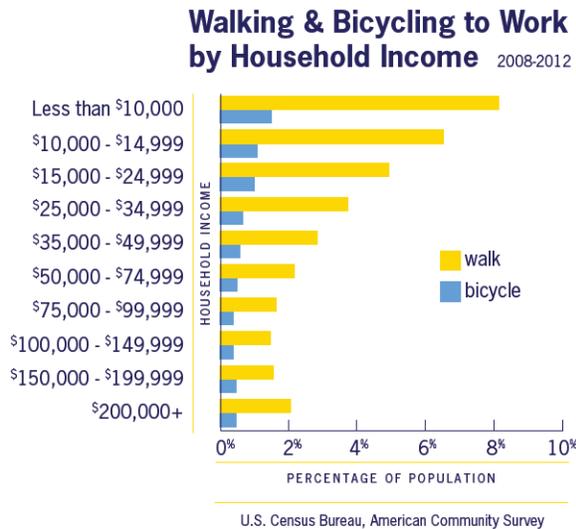


Dangerous by Design, 2011

© 2015 Safe Routes to School National Partnership

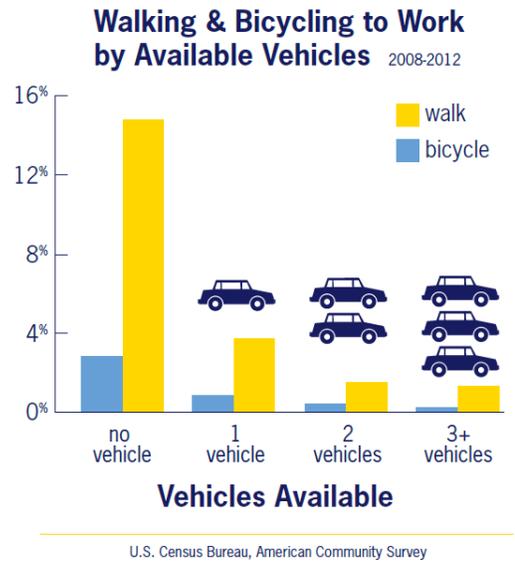
For many residents in low-income communities, walking and biking is a main way of travel for basic needs such as food, employment, and education, as opposed to walking and biking for recreation (Figures 3 & 4). Safe places to walk and bike are a huge contributor to the vibrant fabric of any community. At the same time, walking and biking to everyday destinations in low-income communities can be very daunting when safe walking and biking are not available.

Figure 3:



Low income Americans have the highest rates of walking and bicycling to work, and bicycling is growing most rapidly among people of color. Most transit riders are low to moderate income, and more than 60 percent walk to or from transit. The safety and convenience of walking and bicycling is vitally important for low-income people and people of color. (Census 2008-2012, Nat'l SRTS)

Figure 4:



Approximately 15% of people without access to an automobile walk to work, compared to 4% for those with access to a car. Around 3% of people without access to a car bicycle to work, compared with less than a ½% of people with access to a car. People with lower incomes also report walking and bicycling to work more. Among those making less than \$10,000 per year, almost 8% walk to work and 2% bike to work, while less than 2% walk and less than a ½% bike to work among those making more than \$50,000 per year. (Census 2008-2012, Nat'l SRTS)

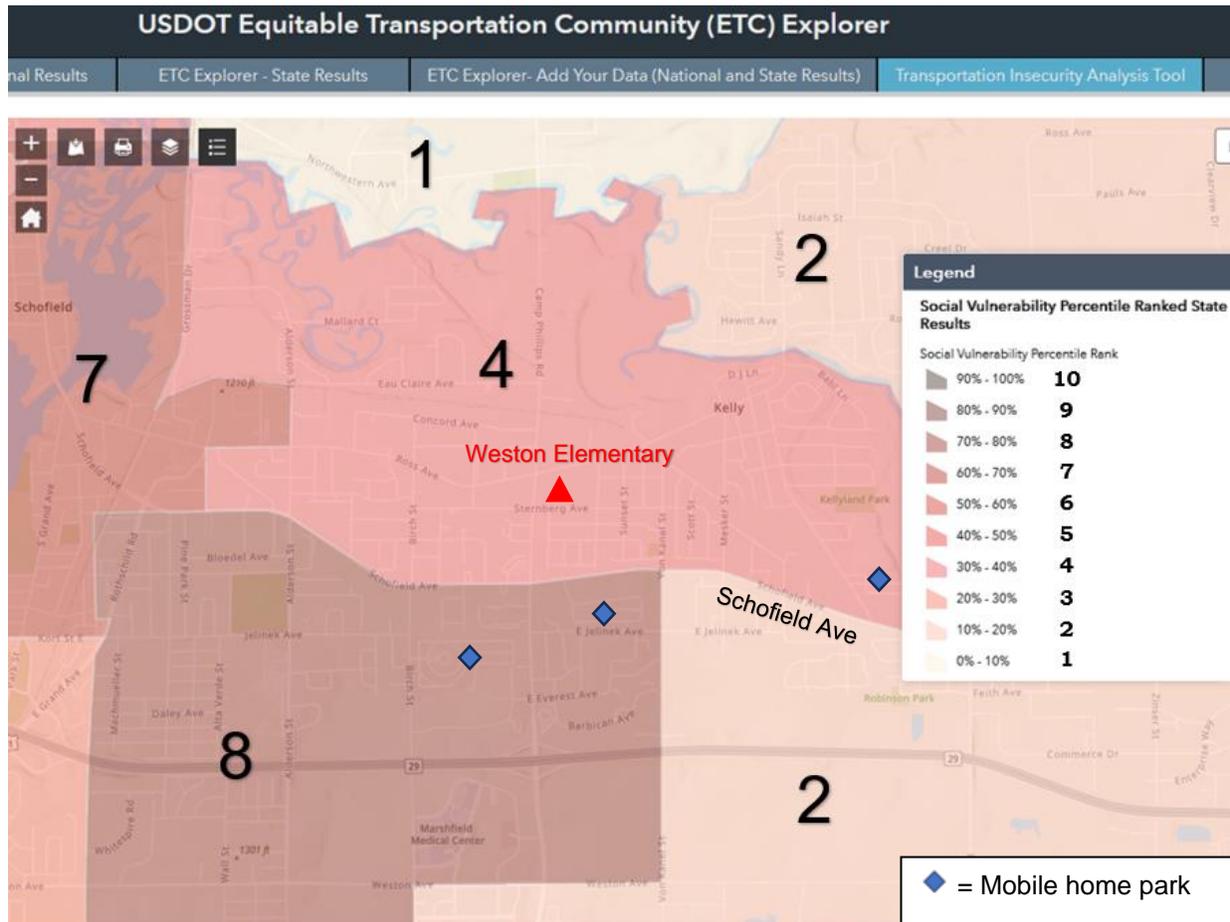
Key Point 2:

By prioritizing schools and neighborhoods with the highest need (low income, few or no vehicles available) for safe walking and biking conditions, and education programs, then equitable Safe Routes to School programs and infrastructure can assist with reducing inequities that may have occurred from investment decisions that funneled funds to other neighborhoods or schools within the same local government or school district.

WESTON ELEMENTARY SRTS EQUITY ANALYSIS

The Weston Elementary Safe Routes to School Equity Analysis identifies neighborhoods that would receive a higher benefit from similar resources that provide safe walking and bicycling areas than other neighborhoods.

Figure 5: U.S. DOT Equitable Transportation Community (ETC) Explorer



Source: U.S. Dept. of Transportation's Equitable Transportation Community (ETC) Explorer. Accessed: August 2023.

Wisconsin's Department of Transportation (WisDOT) notes that a collection of mobile homes indicates a higher priority for the Department to fund walking and biking infrastructure to connect that housing development to other locations in the same community.

In Weston, there are 3 mobile home parks near Weston Elementary, but only one is within the Weston Elementary enrollment boundary, which is north of Schofield Ave (see Figure 5 and Map 2).

Weston Elementary has a combination of a 30%-40% Social Vulnerability Rank (SVR), with parts of a 60%-70% and 70%-80% SVR per the USDOT's ETC Explorer (see Figure 5).

CHAPTER 2: EXISTING CONDITIONS

This chapter analyzes a range of background material and information used to help develop the recommended safe routes to school strategies, including: a review of the results of the student travel tallies and parent surveys conducted as part of this Plan; discussion of information gleaned from the planning meetings and site assessments; and background information on the planning area including policies and practices that are in place, as well as traffic and crash data.

STUDENT TALLY OVERVIEW

In the fall of 2022, student tallies were administered by most homeroom teachers in Weston Elementary. The **student tally** (3-day Students Arrival and Departure Tally Sheet) from the National Safe Routes To School Center was used (See Attachment A). In the student tally, homeroom teachers documented how students traveled to and from school and had the opportunity to note other relevant comments.

Student tallies occurred over a two-day period, so one student could equal four trips if they attended school both days. However, it is possible that some students attended only one day due to illness or absence.

Student tally results for Weston Elementary are shown in **Figure 7** on the following pages.

PARENT SURVEY OVERVIEW

While student tallies were being coordinated at school, parent surveys were sent home to be completed by parents. The **Parent Survey** from the National Safe Routes To School Center was used (See Attachment A). On the form, parents identified how children got to and from school, distance from school, total travel time, and factors that influence their decision to allow or keep their children from walking/biking to and from school. Additionally, they were asked if they thought walking/biking is fun and healthy and to what degree they felt that the school encouraged walking/biking.

Parents were instructed to fill out only one survey per school. If multiple children attended the same school, they were asked to fill out one survey for the child with the next birthday from that day's date.

Parent survey results for Weston Elementary are shown in **Figures 8-10** on the following pages.

SITE ASSESSMENT MAP

As part of this Safe Routes to School planning process, a walking and bicycling audit was conducted within a few blocks Weston Elementary. NCWRPC staff and the Weston Elementary SRTS Task Force walked the area around the school, discussed how students arrive and leave school, and identified any concerns about current walking and biking conditions near the school. Audit results are shown on **Map 3 (Site Assessment)**.

A walk & bike audit is an activity where participants observe and assess how pedestrians and bicyclists can navigate travel along a street and through intersections in a particular area.

TRANSPORTATION MAP

Map 4 (Transportation) shows the most current traffic volume counts within about a half mile radius of each school. It also details pedestrian and bicycle crashes that have occurred between 2010 and 2020 within about a half mile radius of the school.

Safety, traffic volume, and traffic speed are generally top reasons parents report as why they don't allow their child to walk or bike to school more often. Creating a safer environment for these activities is an important factor that requires an understanding of safety issues and proven actions that can be taken to improve safety.

Traffic counts are reported as the number of vehicles expected to pass a given location on an average day of the year. This value is called the **annual average daily traffic** or AADT and is represented on traffic count or traffic volume maps. The AADT is based on a short duration traffic count, usually 48 hours, taken at the location. This count is then adjusted for the variation in traffic volume throughout the year and the average number of axles per vehicle. Short duration counts are collected over three, six, or 10-year cycles at more than 26,000 rural and urban locations throughout the state.

Traffic crashes – Traffic safety experts have moved away from the term “accident” in favor of the term “crash” to describe a collision. WisDOT made this change in 1990 because traffic crashes are not accidents, but avoidable events caused by a single variable or chain of variables. Crashes involving motor vehicles that result in injuries or fatalities to bicyclists and pedestrians have been recorded at the state and federal levels for many years.

Crash data is reported universally in Wisconsin on form DT4000. A reportable crash is one that results in injury or death of any person, damage to government owned property of \$200 or more, or private property damage of \$1,000 or more. *However, it is important to highlight some shortcomings:*

1. *Some studies indicate that as few as 10% of all bicycle cashes are reported;*
2. *Some roads with a higher frequency of bicycle crashes may have higher bicycle use;*
3. *Very likely that there will be no detectable pattern of bicycle crashes because of the small number reported in rural areas and small cities.*

Children ages 4 to 6 have little concept of how fast cars are traveling, or how to anticipate what a driver is going to do, so it is up to adults to be responsible.



NHTSA

WISCONSIN BIKE AND PEDESTRIAN CRASH ANALYSIS

A bicycle crash analysis that was performed for Wisconsin in 2006 (**Attachment B**) has some major findings that directly affect pedestrian and bicycle planning for Weston Elementary:

- “Four out of the top five crash types indicate that the motorist made the critical error. This may indicate that motorists are not fully aware of bicyclists on the roadway and that increased education is necessary.”
- “Many bicycle–vehicle crashes had similar characteristics. A large concentration of crashes occurred within one of, or a combination of, the following environments: in an urban city, at an intersection, or on an urban city street or arterial roadway. Eighty-three percent of crashes occurred in a city (MV4000 Report), 93.6% of crashes occurred in an urban area (MV4000 Report), 65.7% of crashes occurred at an intersection (PBCAT), 71.7% of crashes occurred on a city street (MV4000 Report), and 56.1% of crashes occurred on an arterial street.”
- The city of Madison has a low average crash rate based on bicycle miles traveled. A scattering of other cities – Appleton, Green Bay, and Wausau also have relatively low average crash rates based on bicycle miles traveled, but none of these communities come close to the total bicycle miles traveled as demonstrated by Madison.
- Bicycle–vehicle crashes are almost twice as common during workweek days than on the weekend days. The majority of workweek crashes occur during the a.m. and p.m. peak travel hours. The lower number of crashes occurring on weekends may indicate that recreational bike trips occur more frequently on recreational trails or low volume roadways where exposure is less.

In 2015, WisDOT commissioned a pedestrian and bicycle crash analysis (**Attachment C**) which also have some major findings that directly affect walking and bicycle planning in Weston:

Overall Trends in Wisconsin Pedestrian and Bicycle Safety

- “Higher levels of walking and bicycling were associated with greater pedestrian and bicyclist safety: between 2006 and 2013, the number of people walking and bicycling to work increased and the risk of pedestrian and bicyclist fatalities and injuries (per commuter) decreased.”
- Of fatal traffic crashes reported between 2011 and 2013, approximately 10% involved pedestrians and 2% involved bicyclists. Approximately 9% of total trips were made by pedestrians and 1% were made by bicyclists, so these travel modes were overrepresented in fatal crashes.
- The highest concentrations (“hot spots”) of fatal and severe-injury pedestrian and bicycle crashes tend to be along signalized, multilane, arterial roadway corridors in urban and suburban areas with moderate to high levels of pedestrian or bicycle activity. Without controlling for pedestrian and bicycle volumes (or other measures of exposure), it is not possible to determine if these locations experienced more crashes simply because they had more activity or because their conditions were inherently more dangerous. Regardless, these types of locations warrant attention due to high numbers of crashes.

Strategies to Improve Pedestrian and Bicycle Safety (Attachment C)

Engineering Strategies

- “Reduce roadway design speeds (e.g., reduce the number of lanes, narrow roadway lanes).”
- “Reduce roadway crossing distances.”
- “Provide pedestrian and bicycle facilities (e.g., sidewalks, paved shoulders, and bicycle lanes).”
- “Improve roadway lighting.”

See “Why Speed Matters” on page 7.

See **Attachment C** for additional strategies in Education, Enforcement, & Evaluation.

SCHOOL ROUTES MAP

A school routes map in this plan was developed to visualize where walking and biking students could travel to and from school. These routes may not be the most direct routes to walk or bike to school, but they identify where important safe crossings are provided. School Routes are shown on **Map 5** (School Routes).

Through map development, places may become apparent where adult crossing guards, sidewalks, painted crosswalks, signage, and traffic signals should be provided or maintained. In order to identify the optimal routes to school as well as problem areas, it is necessary to conduct an assessment of the physical environment surrounding the school and particular intersections blocks away from a school that cross busy streets.

School routes maps identify routes that are as direct as possible to encourage more walking and biking to school.
Note: Routes are for planning purposes and may not be safe to use now.

The **school boundary** on the map identifies a geographic zone within which a student is assigned to attend that designated school. The full school enrollment boundary is on **Map 2**.

The **1-mile walk distance** on the map was created using a computer to walk or bike 1-mile based upon the existing road and path network and limiting factors such as a railroad track or river.

EXISTING POLICIES AND SERVICES

County Road X Corridor Plan

This is an extensive plan for the County Road X corridor from Ross Ave south to Weston Ave that was adopted in 2017. Map 2 in this Corridor Plan identifies proposed Ped / Bike Enhancements that apply to getting kids to school. This plan recognizes that Weston Elementary is a community asset and:

“To support the School, the village wishes to preserve the integrity, safety, and family-friendliness of the single-family residential neighborhood to its south, and promote reinvestment and redevelopment in the largely rental, multiple family area to its west across Camp Phillips Road.”

Therefore, the Village supports safe walking and biking from the surrounding neighborhoods to Weston Elementary.

Weston Sidewalk Policy

Generally, 1) original sidewalk construction and repaired or replaced sidewalk costs shall be borne by the Village when included as part of a Village-initiated project. 2) Developers are responsible for sidewalk costs when instructed to install them. 3) Repaired or replaced sidewalk costs shall be borne by the adjacent owner. The owner abutting a sidewalk shall remove snow and ice within 48 hours. See the Village ordinance for details.

School Busing

Generally, D.C. Everest School District’s school bus policy provides transportation for these situations:

- Student resides more than two miles from school.
- For Grades K-9, a student must reside at or beyond 1/2 mile.
- Student resides in an area identified in the District's Unusually Hazardous Transportation Plan.
- Special needs student with transportation that is arranged by Pupil Services consistent with IEP.

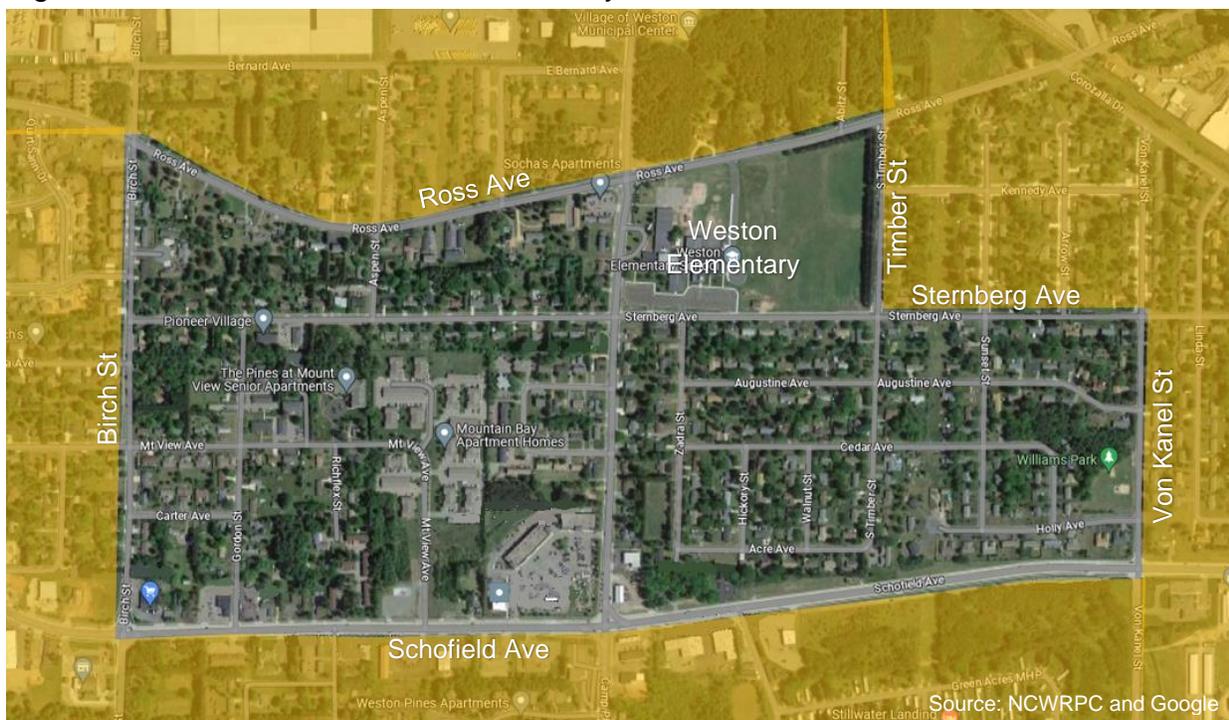
According to Wisconsin law, a K-12 public school student living more than two miles from a public school is entitled to busing provided by the School District. Additionally, §121.5(9)(a), Wis. Stats., establishes procedures to develop an unusually hazardous transportation (UHT) plan within a two mile radius of each school. An “unusual hazard” is an existing transportation condition that constitutes more than an ordinary hazard and seriously jeopardizes the safety of pupils traveling to and from school. If a hazard is found, then it is documented in a UHT plan, and the student is offered school busing.

D.C. Everest School District has an active UHT plan, and **UHT Elementary Zones for Weston Elementary** are (also see Figure 6):

Hazardous Area	Hazard
Area 3 Schofield Avenue (Hwy JJ) From Business 51 Grand Avenue and Schofield Avenue Intersection to Club House Rd.	Heavy truck and auto traffic throughout the day. Continuous sidewalks do not exist and there are no crossing guards <i>Affects students living south of Schofield Ave.</i>
Area 12 Ross Avenue From Business 51 to Timber St.	Heavy truck and auto traffic throughout the day. Continuous sidewalks do not exist and there are no crossing guards. <i>Affects students living north of Ross Ave.</i>

Area 15 Birch Street From Ross Ave to Schofield Ave.	Children would be exposed to heavy auto traffic throughout the day and has no crossing guards. <i>Affects students living west of Birch St.</i>
Area 16 Timber Street From Ross Ave to Sternberg Ave	This area has no sidewalks and has no crossing guards. <i>Affects students living east of Timber St.</i>
Area 17 Sternberg Avenue From Timber St to Von Kanel St.	This area has no sidewalks and has no crossing guards. <i>Affects students living north of Sternberg Ave.</i>
Area 18 Von Kanel Street From Sternberg Ave to Schofield Ave	This area has no sidewalks and has no crossing guards. <i>Affects students living east of Von Kanel St.</i>

Figure 6: UHT Zone for Weston Elementary



Yellow area = UHT Zone

General Policy on Walking and Biking

Weston Elementary has the following policies: Students who walk, ride a bicycle, or skate to school will be dismissed at the end of the day after all buses have left. Students who ride bicycles to school are to practice good safety habits at all times. Helmets should be worn. Bicycles are to be walked to and from the bicycle rack area and off school grounds. Violation of this rule may result in the loss of the privilege of bringing a bicycle to school. The school is not responsible for the damage or theft of bicycles.

Bike Racks

Bike racks at Weston Elementary are located along the western school sidewalk, but not by the main entrance. The Site Assessment map shows where bike racks are located. Similar to most schools in Wisconsin, all of the bike racks need updating, because they don't allow a bike frame to be supported at two points to hold it up while locked, and to allow a U-lock to secure the frame and front tire to the bike rack (See rack guidance in **Attachment F**).

Crossing Guards

Map 3 shows an adult crossing guard assists students crossing CTH X at Sternberg Avenue.

Adult crossing guards are usually assigned at heavily traveled intersections. The presence of crossing guards can significantly increase safety for youth by ensuring that they are learning and obeying pedestrian safety rules as they cross the street under their watch.

Safety Patrols

Safety Patrol provides an opportunity for many young people to demonstrate their public service and leadership potential. The program promotes safety awareness and provides protection for children as they travel to and from school. A student in the Safety Patrol program at their school is assigned to one corner of an intersection, and is taught how to keep other children on the sidewalk safe from traffic. Safety Patrol students are only placed at intersections with an adult present. See **Map 3** for their locations.

Walking and Bicycling Education

Education is an important component of improving the safety of bicyclists, pedestrians, and motorists alike through skills development. Education is one of the 6 E's strategies of a multi-faceted approach to reduce pedestrian and bicycle crash risk, with the other E's being Engineering, Encouragement, Equity, Enforcement, and Evaluation.

Current Weston Area walking and bicycle education includes:

1. Each summer the Everest Area Optimist Club hosts a Bike Rodeo at the Weston Public Safety Building. The event challenges participants in a number of riding skills, bike knowledge, and safety. Prizes are given in three age groups to the riders who demonstrate knowledge and skills at the highest level.
2. SAFE KIDS Marathon County, led by Aspirus Health, hosts bike helmet fittings, free helmet distributions, and bike safety skills demonstrations at various community events every year.
3. www.BicycleWausau.org – Wausau MPO website with bike routes, trails, and education.
4. In summer, residents place: "Give 3-feet" yard signs in front yards from Wisconsin Bike Fed.

Walking and Bicycling Encouragement

Encouraging people of all ages and abilities to walk and bicycle requires varying degrees of information, support, and persuasion. Encouragement is one of the 6 E's strategies of a multi-faceted approach to reduce pedestrian and bicycle crash risk, with the other E's being Engineering, Education, Equity, Enforcement, and Evaluation.

Current Weston Area walking and bicycle encouragement includes:

- There are many 5K run/walk events that happen every year in Weston.
- Multiple gatherings in Weston are held year round to build community and inadvertently promote walking to and among the events.
- Multiple independent and big box stores supply walking and bicycling gear.

COMMON SRTS ENCOURAGEMENT EVENT AND PROGRAM DESCRIPTIONS



Walk and Roll to School Day (fall), and Bike and Roll to School Day (spring) – A national event (<https://www.walkbiketoschool.org/>) that is created locally at a school with nationally branded materials to encourage walking, biking, or rolling to school on this one occasion. Once a person has walked, rolled, or biked to school, then they may ask questions that lead to continuing to walk, bike, or roll to school.

Walking School Bus Program – A group of children who walk to school together under the supervision of a trained route leader.

See the 2-page guide, "Starting a Walking School Bus: The Basics," that is available on <https://www.ncwrpc.org> and searching for "Safe Routes Resources."



Frequent Walker/Biker Program – This could be designed in a number of ways to encourage walking/biking to school; or at school during lunch/recess, with trinket rewards after so many times participating.



Safe Routes Partnership – The Safe Routes Partnership is a national nonprofit organization working to advance safe walking and rolling to and from schools and in everyday life, improving the health and well-being of people of all races, income levels, and abilities, and building healthy, thriving communities for everyone.

They share success stories from around the nation in their blog, through a resource library, and webinars.

NOTE – Many other programs, and the creation of new programs, are happening throughout the nation all the time.

1 = Source for Walking School Bus graphic is <https://zerofatalitiesnv.com/>

CHAPTER 3: SCHOOL DATA & RECOMMENDATIONS

This chapter presents possible solutions to address the issues and opportunities observed by SRTS Task Force members, and NCWRPC staff throughout the development of this Plan.

- Each school's data starts this chapter, with each school's recommendations following.
- Communitywide recommendations follow all the school sections.

Comprehensive Safe Routes to School initiatives have been shown to be more effective at increasing walking and biking to school and reducing injuries.

The SRTS Task Force and NCWRPC have developed the following recommendations on the six E's principals of Safe Routes to School programs (further defined on page 9):

Education – Providing families and the community with the skills to walk and bicycle safely.

Encouragement – Generating enthusiasm through events, activities, and programs.

Engineering – Creating physical improvements to streets and neighborhoods.

Enforcement – Working together to enforce rules for safe walking, biking, and driving.

Equity – Ensuring that initiatives are benefiting all demographic groups and neighborhoods.

Evaluation – Assessing which approaches are more or less successful, and if they are supporting equitable outcomes.

CDC research discovered that three low-cost strategies are associated with schools that have a higher percentage of students who walk or bike to school:

- 1 of 3 - Having crossing guards;
- 2 of 3 - Having bicycle racks; and
- 3 of 3 - Providing promotional materials to students and families.

RECOMMENDATION IMPLEMENTATION

The following guidance for how soon a recommendation could occur is listed by each specific recommendation:

- Short-term (less than 2 years)
- Medium-term (2 to 5 years)
- Long-term (more than 5 years)

Responsible party identifies who may act on this recommendation with **the lead party in bold**.

Italicized words (i.e., *Engineering*, *Encouragement*, *Education*, *Equity*, *Enforcement*, and *Evaluation*) in the following recommendations identify which of the E's initiatives a recommendation relates to.

Weston Elementary served 532 students (2022-2023) in Kindergarten through 5th grades.

➤ **Main modes of travel by Weston Elementary students:**

1. School Bus (47% morning & 56% afternoon)
2. Family Vehicle (48% morning & 39% afternoon)

Number of students living within 1-mile of school: 132 (25%).

Distance eligibility for riding a bus: beyond 1/2 mile (K-9).

Number of students eligible for a bus ride: 467 (88%).

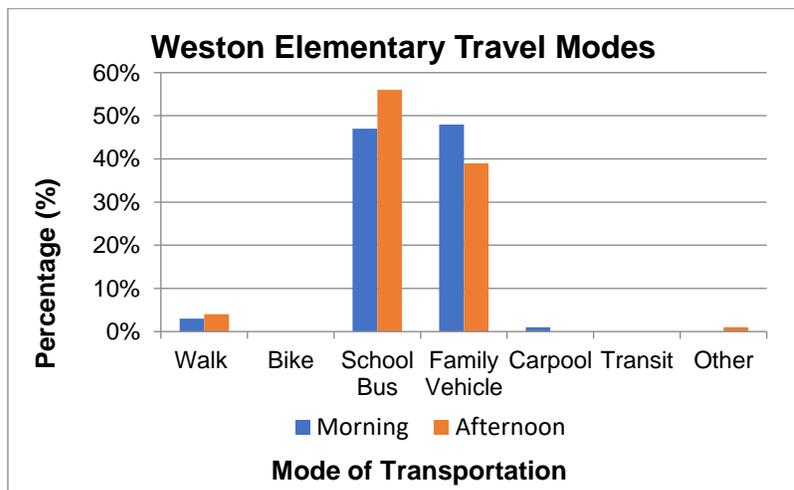
Number of students eligible for busing due to a hazard situation: 23 (4%).

Table 4		Weston Elementary Morning & Afternoon Travel Comparison					
	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
Morning	3%	0.3%	47%	48%	0.7%	0	0.3%
Afternoon	4%	0.1%	56%	39%	0	0	0.5%

Source: Student Tally, October 2022

The discrepancy between morning and afternoon travel in Table 4 & Figure 7 shows that 9% more parents are driving their kids to school in the morning vs. afternoon. All except 1% of those students take the bus home and the 1% walks home. Percentages don't total 100% due to rounding.

Figure 7: Weston Elementary Student Tally Results Morning and Afternoon Travel Comparison



Source: Student Tallies, October 2022

Weston Elementary Parent Survey Results

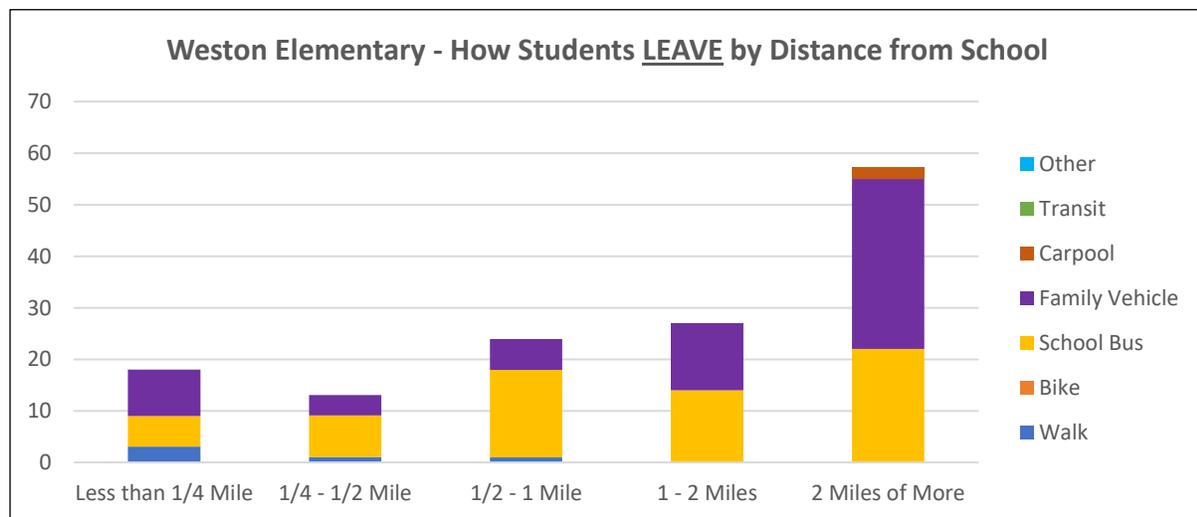
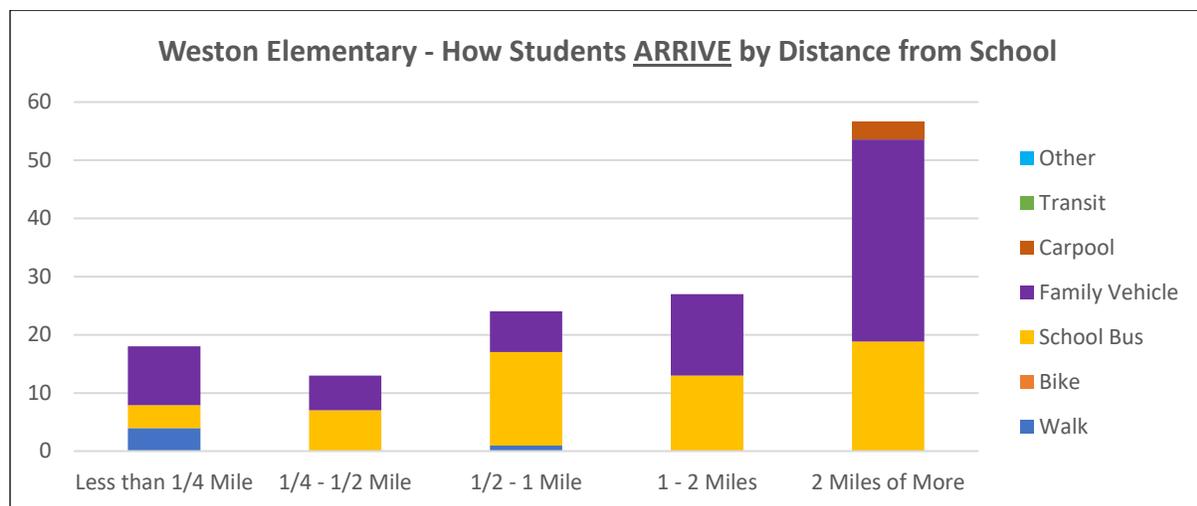
156 surveys received.

Parents were instructed to fill out only one survey per school. If multiple children attended the same school, they were asked to fill out one survey for the child with the next birthday from that day's date.

Among parents who answered the survey, 55 of 156 students live within 1-mile of school - with only 5 students (3%) walking, and none biking to school (see Figure 8). About 46% of students represented in this parent survey took the school bus, which is slightly less than the student tally (51.5%).

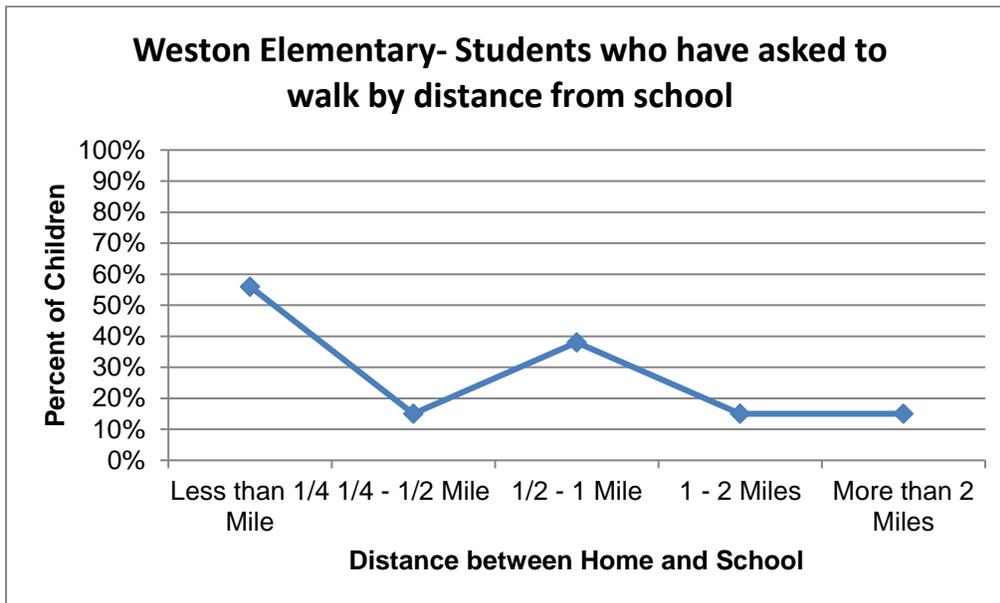
By comparing student arrival in the parent survey vs. the student tally, it appears that parent survey results show a similar representation as the student tally. These are not statistical results but should be used to assess the general mood of parents from Weston Elementary.

FIGURE 8: How does your child arrive and depart from school?



Source: Parent Surveys, October 2022

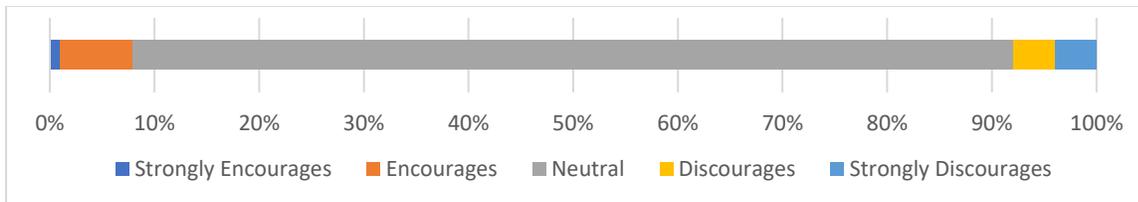
FIGURE 9: Has your child asked to walk?



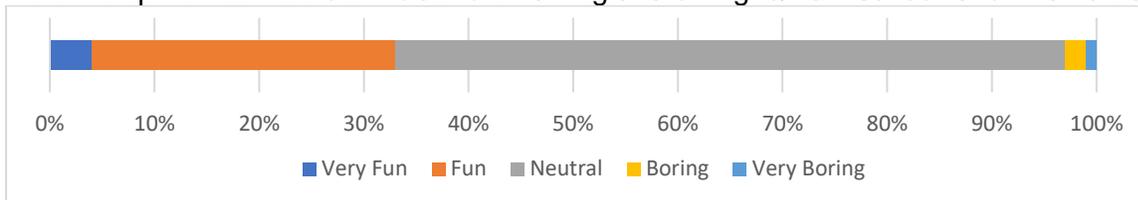
Source: Parent Surveys, October 2022

From Weston Elementary's October 2022 Parent Survey

Parent's opinion about how much their **child's school encourages/discourages** walking/biking to/from school:



Parent's opinion about **how much fun** walking and biking to/from school is for their child:



Parent's opinion about **how healthy** walking and biking to/from school is for their child:

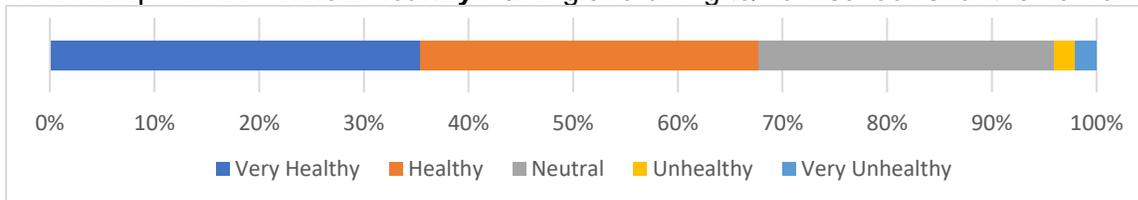
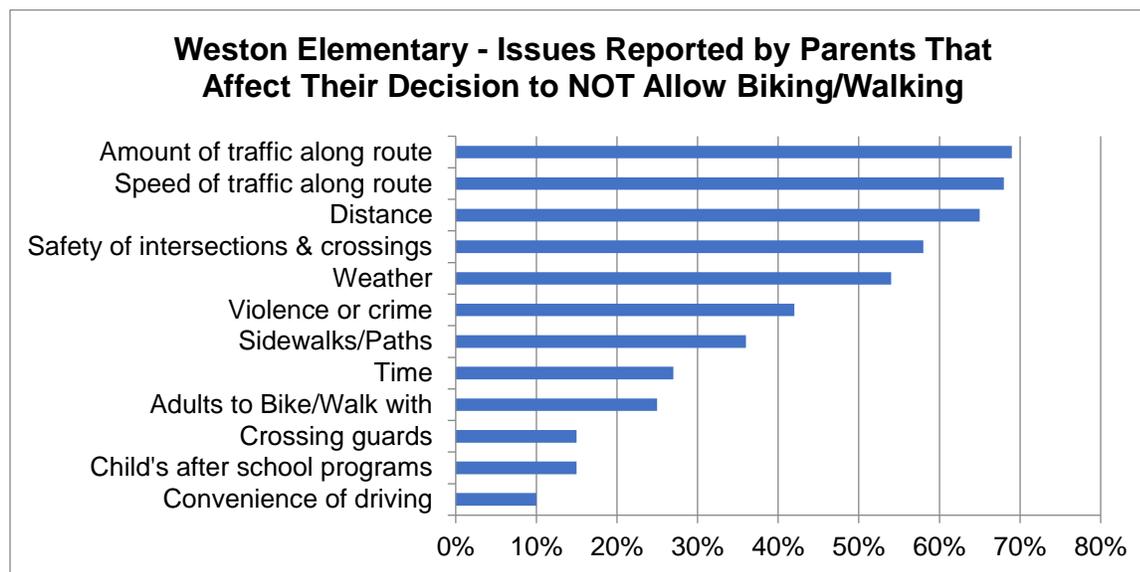


FIGURE 10: What of the following issues affect your decision to NOT allow walking or biking?



Source: Parent Surveys, October 2022

Existing Policies and Services for Weston Elementary Students

Current walking and biking policies and programming at Weston Elementary include:

- Bike & Roll to School Day encouragement event (see table below).

School	WALK & ROLL TO SCHOOL DAY (Fall)	BIKE & ROLL TO SCHOOL DAY (Spring)
Weston Elementary		2018

Crossing Guards

Adult crossing guards are assigned by the Everest Police Department to the intersection of Camp Phillips Rd and Sternberg Ave for Weston Elementary students. See **Map 3**.

Safety Patrol

Students in the Safety Patrol program are assigned to assist at the Camp Phillips Rd and Sternberg Ave crosswalks, with additional students by the circle drive entrance. See **Map 3**.

Bike Racks

Bike racks are located on the west side of Weston Elementary. The main areas where students would ride from are the south through the south parking lot, and from the east. A second set of bike racks should be near the main entrance to serve students that arrive from the east, and for visitors to the school. Site Assessment **Map 3** shows where bike racks are located.

Similar to most schools in Wisconsin, all of the bike racks need updating, because they don't allow a bike frame to be supported at two points to hold it up while locked, and to allow a U-lock to secure the frame and front tire to the bike rack (See rack guidance in Attachment E).



Bike racks on west side of building

Weston Elementary – Maps

Site Assessment Map

As part of this Safe Routes to School planning process, a walking and bicycling audit was conducted within a few blocks around the school. Walk and bike audit results are shown on **Map 3** (Site Assessment).

Transportation Map

Map 4 (Transportation) shows the most current traffic volume counts within about a half mile radius of the school. It also details pedestrian and bicycle crashes that have occurred between 2010 and 2020 within about a half mile radius of the school. A *Wisconsin Bike and Pedestrian Crash Analysis* exists along with strategies to improve pedestrian and bicycle safety on pages 18-20.

School Routes Map

A map of potential school routes was developed to visualize where walking and biking students could travel to and from school. These routes may not be the most direct routes to walk or bike to school, but they identify where important safe crossings are provided. School Routes are shown on **Map 5** (School Routes).

Recommendations for Weston Elementary

NOTE – There are additional recommendations that apply to the school that are listed in the Village of Weston Recommendations section following these recommendations.

Map 6B – “School Grounds” box *Engineering*

Short-term Responsible party: **School Dist., Village.**

Recommendation: Connect campus sidewalk on south side of building to Camp Phillips Rd sidewalk.

Short-term Responsible party: **School Dist., Village.**

Recommendation: Connect campus sidewalk on south side of building through parking lot to Sternberg Ave sidewalk.

Short-term Responsible party: **School Dist.**

Recommendation: Install white Stop line 9-feet in advance of Sternberg Ave sidewalk at all three driveways, and move Stop signs back to Stop lines. This will reinforce to drivers that stopping before encroaching upon the sidewalk is key to keeping pedestrians safe. The Stop sign for the driveway furthest to the east could be on a movable base and moved to the grass when snow plowing season begins, and returned to the asphalt location in spring.

Short-term Responsible party: **School Dist.**

Recommendation: Replace all bike racks with new racks that allow front tire & bike frame to be locked. As the need arises add scooter racks and skateboard racks. Place at least one new bike rack in an area adjacent to the main entrance. See bike rack guidelines in Attachment F.

Short-term Responsible party: **School Dist.**

Recommendation: Consider adding a bike repair station by loop drive off of Camp Phillips.

Review "Update Community & School Parents..." recommendation when completing each of these recommendations.



Encourage Walking and Biking *Education & Encouragement*

Traffic increases near schools because parents are driving their kids to school instead of allowing them to walk or bike. This flow of traffic increases the likelihood of a variety of traffic incidents that includes crashes, speeding, illegal parking, and failure to yield the right of way. It also decreases the likelihood that students are motivated to walk or bike to school or that parents will allow them to do so.

The “Resources” webpage has various support materials for a successful Safe Routes To School program. Go to: <https://www.ncwrpc.org> and search for Safe Routes Resources.

Short-term

Responsible party: School Dist.

Recommendation: Advertise that the “Nat’l SRTS–Teaching Kids To Walk Safely (by age)” document exists to parents before each school year to assist them with teaching their child to walk safely to school if they wish.



Short-term

Responsible party: **School Dist.**, Village.

Recommendation: Consider annually participating in Walk and Roll to School (fall) or Bike and Roll to School (spring). School and Village may need to cooperate if additional temporary crossing guards or traffic cones are needed on these special **day or week long** events.

Whether addressing the need to make walking and biking safer for children and youth or encouraging them to be more active, Walk Bike & Roll To School events can be a powerful tool to start, grow and sustain change. Events can celebrate good things, put a light on neglected issues, galvanize community support, or even start advocacy. They can be particularly good at helping all stakeholders to come together and experience what is working, what isn't, and how to collaborate to fix what is broken.

Go online here (<https://www.walkbiketoschool.org/>) to:

- Plan and register an event;
- Get resources for your event; and
- Learn who else is participating and more.

Short-term

Responsible party: School Dist.

Recommendation: Consider linking to WisDOT's *Pedestrian safety* and *Bicycling safety* websites on the School website.

Short-term Responsible party: Village, School Dist.

Recommendation: Consider bringing established bicycle safety training to Weston and possibly co-advertise this training via School and Village newsletters (regardless of location or sponsorship as long as the event is open to the public; if only available to school families, then Village would not advertise event).

Medium-term Responsible party: **School Dist.**, WI Bike Fed.

Recommendation: Consider increasing bicycle education in Weston Elementary by cooperating the School District to 1) train staff to become bicycle education trainers (usually PE teachers are trained); and 2) acquire a fleet of bicycles, helmets, and a trailer for the bike fleet, so bicycling education can move to various schools within the School District or to various locations for training. Contact the WI Bike Fed to Train the Trainer.

Note: Under the Village's Recommendation: "Community-wide Bicycling Education" the Wausau MPO (which the Village is a member) may decide to buy a bike fleet for local school district use.

Short-term Responsible party: School Dist.

Recommendation: Consider creating a walking/biking club whereby students get punch cards and token rewards for walking and biking to school. This potential program could be expanded to include walking laps around the school grounds during the school day.

School Bus Policy *Evaluation*

Families are dis-incentivized to allow walking or biking through the School District's bussing policy. By providing a school bus ride for such short distances in urban areas, the School District is suggesting that most urban residential streets are not safe to walk or bike.

Short-term Responsible party: School Dist.

Recommendation: Consider revising school bus policy to allow walking without a bus being provided in the Village of Weston until these distances are met:

- For Pre-K & Kindergarten, all are bussed but stop may be up to 1/2 mile from home with parental accompaniment.
- For Grades 1-3, beyond 1 mile.
- For Grades 4-12, beyond 2 miles.

Note: A review of each incorporated municipality that hosts a DCE school needs to be reviewed before a blanket school bus policy change is made. There may need to be a separate part in the policy that is specific to each municipality based upon a traffic analysis near each school.

Measure if Engineering and Education Efforts are Working *Evaluation*

A variety of recommendations have been made to work toward creating Safe Routes to School for Weston Elementary. However, it is imperative that Student Tallies and other measurement tools are utilized **as needed** to determine if the implemented recommendations have been effective. In this way, the Task Force can continue to make new observations and recommendations to help work toward the goal of creating safe routes for the students in the community.

The “Resources” webpage has various support materials for a successful Safe Routes To School program. Go to: <https://www.ncwrpc.org> and search for Safe Routes Resources.

Short-term Responsible party: School Dist., Village.

Recommendation: After a series of recommendations have been implemented, then consider conducting student tallies to determine how effective at changing behavior those recommendations worked.

If walking and biking have not increased, then review why and make changes to the educational programming or physical infrastructure or any other change as needed.

Short-term Responsible party: Village.

Recommendation: Consider conducting a traffic study as necessary on Camp Phillips Rd in front of Weston Elementary to determine if additional countermeasures are needed to slow down traffic.

Village of Weston Recommendations

All of the following recommendations are within the Village of Weston limits, but various parties may be responsible for implementation.

NOTES – 1) There are additional recommendations that apply to the Village that are listed in the Weston Elementary Recommendations section. 2) Use the WMUTCD for all signage recommendations. 3) Consult Marathon County Highway or WisDOT to coordinate recommendations that are suggested for county or state highways.

Sidewalks *Engineering*

Sidewalks exist sporadically on major roads in Weston. The Weston SRTS Task Force and NCWRPC identified additional locations for some sidewalks.

Medium-term Responsible party: Village.

Recommendation: Add sidewalks per Maps 6A & 6B. **Equity:** To serve those who may walk more than others for transportation purposes, consider completing projects that serve a mobile home park first. Any projects along a school route (Map 6) from the mobile home park to school qualifies as serving this neighborhood.

Short-term Responsible party: Village.

Recommendation: While waiting to install sidewalks on Sternberg Ave per Map 6A, consider painting an “urban shoulder” white line, 8-9 feet off the curb face on both sides of the road, and consider installing “walk facing traffic” and “bike with traffic” signs. The urban shoulder and “bike with traffic” sign are useful for all of Sternberg Ave. This would provide a shared space to allow on-road parking and also provide a space to walk (where no sidewalk exists) or bike out of the main travel lanes.



Source: Iheartorangecountyny (Facebook)

Review "Update Community & School Parents..." recommendation when completing each of these recommendations.

Map 6A – “Camp Phillips Rd” box *Engineering*

Short to long-term Responsible party: **Village**, Marathon County Hwy.

Recommendation: Add a pair of double sided Rectangular Rapid Flash Beacons (RRFBs), or Pedestrian Hybrid Beacons, School Crossing signs on the north side of Sternberg Ave school crosswalk, and possibly add a pedestrian refuge island, and possibly reduce curb radii on all 4 corners.

Short-term Responsible party: Village, **Marathon County Hwy.**

Recommendation: At Sternberg Ave intersection, re-paint all crosswalks and Stop lines exactly the same as the high visibility crosswalks and Stop lines at Ross Ave and Camp Phillips Rd.

Short-term Responsible party: **Village**, Marathon County Hwy.

Recommendation: Install a second street light on southeast corner of Sternberg Ave & Camp Phillips Rd, facing west.

Review "Update Community & School Parents..." recommendation when completing each of these recommendations.

Map 6A – “Camp Phillips Rd” box at the bottom of the map *Engineering*

Short-term Responsible party: Village, **Marathon County Hwy.**

Recommendation: Paint “SCHOOL X-ING” at least 100-feet in advance of the Sternberg Ave school crosswalk.

Short-term Responsible party: Village, **Marathon County Hwy.**

Recommendation: Add Higher Fines signs to School Zone signs.

Short-term Responsible party: Village, **Marathon County Hwy.**

Recommendation: Install School Zone Ends and Speed Limit signs on the same post at the end of School Zone.

Short-term Responsible party: **Village**, Marathon County Hwy.

Recommendation: Paint “shark teeth” yield triangles 30-feet in advance of Sternberg Ave school crosswalk; and install Yield To Pedestrians School paddle sign on road centerline at “shark teeth.”

Review "Update Community & School Parents..." recommendation when completing each of these recommendations.

Map 6A – “Camp Phillips Rd & Ross Ave Intersection” box *Engineering*

Short-term Responsible party: Village, **Marathon County Hwy.**

Recommendation: Continue painting existing high visibility crosswalks and Stop lines as is.

Short-term Responsible party: Village, **Marathon County Hwy.**

Recommendation: Re-paint regular crosswalks as high visibility crosswalks, and move Stop lines for re-painted crosswalks to same distance as existing high visibility crosswalks.

Review "Update Community & School Parents..." recommendation when completing each of these recommendations.

Map 6B – “School Grounds” box *Engineering*

Short-term Responsible party: **School Dist.**, Village.

Recommendation: Connect campus sidewalk on south side of building to Camp Phillips Rd sidewalk.

Short-term Responsible party: **School Dist.**, Village.

Recommendation: Connect campus sidewalk on south side of building through parking lot to Sternberg Ave sidewalk.

Short-term Responsible party: School Dist.

Recommendation: Install white Stop line 9-feet in advance of Sternberg Ave sidewalk at all three driveways, and move Stop signs back to Stop lines. The Stop sign for the driveway furthest to the east could be on a movable base and moved to the grass when snow plowing season begins, and returned to the asphalt location in spring.

Short-term Responsible party: School Dist.

Recommendation: Replace all bike racks with new racks that allow front tire & bike frame to be locked. As the need arises add scooter racks and skateboard racks. Place at least one new bike rack in an area adjacent to the main entrance. See bike rack guidelines in Attachment F.

Short-term Responsible party: School Dist.

Recommendation: Consider adding a bike repair station by loop drive off of Camp Phillips.

Review "Update Community & School Parents..." recommendation when completing each of these recommendations.

Short-term Responsible party: Village.

Recommendation: Re-paint regular crosswalk as high visibility crosswalk.

Short-term Responsible party: Village.

Recommendation: Install an in-street Yield to Pedestrians School paddle sign in center of road, 8-feet east of school crosswalk; **or** only during arrival and pick-up, place 2 reflective traffic cones in center of road, 8-feet in advance of both sides of school crosswalks on Sternberg Ave.

Short-term Responsible party: Village.

Recommendation: Since no sidewalk exists on south side of Sternberg Ave, then install an in-street Yield to Pedestrians School paddle sign 6-feet off curb face on west side of crosswalk to create pedestrian refuge area in crosswalk.

Short-term Responsible party: Village.

Recommendation: Add a street light to cover crosswalk.

Review "Update Community & School Parents..." recommendation when completing each of these recommendations.

Crossing Guards *Enforcement & Education*

The Village has an adult crossing guard program, which is run by the Police Department. Adult crossing guards are usually assigned at heavily traveled intersections. The presence of crossing guards can significantly increase safety for youth by ensuring that they are learning and obeying pedestrian safety rules as they cross the street under their watch.

Short-term Responsible party: Village.

Recommendation: Continue an adult crossing guard program to serve school crossings that need extra attention in the Village.

Short-term Responsible party: Village.

Recommendation: Consider adding crossing guards to the following intersections:

- Birch St & Sternberg Ave;
- Timber St & Sternberg Ave;
- Van Kanel St & Sternberg Ave; and
- Ross Ave & Camp Phillips Rd.

Community-wide Bicycling Education *Education*

There are several school districts in the metro area with Weston that have or will have Safe Routes To School plans. All of these districts are determining their own ways to implement bicycle education within their schools. There are many home-schooled and parochial school students that could also benefit from such bike education.

Medium-term Responsible party: Wausau MPO, **Village, School Dist.**, WI Bike Fed, NCWRPC

Recommendation: Wausau MPO to possibly partner with the Wisconsin Bike Fed to provide bicycle education services to the greater MPO community and to local school districts. Bicycle education strategies could include programs to train physical education teachers, provide annual educational events and programs (like Bike & Roll To School Day/Week), or provide other support or assistance to schools within the Wausau MPO.

This may be an opportunity to support establishing a Wisconsin Bike Fed employee in the Central Wisconsin area for more hands on support for school districts and local governments to become more bike friendly.

Note: Under the School's Recommendation: "Encourage Walking and Biking" the School District may decide to buy a bike fleet for local school district use.

Encourage Walking and Biking *Education & Encouragement*

Traffic increases near schools because parents are driving their kids to school instead of allowing them to walk or bike. This flow of traffic increases the likelihood of a variety of traffic incidents that includes crashes, speeding, illegal parking, and failure to yield the right of way. It also decreases the likelihood that students are motivated to walk or bike to school or that parents will allow them to do so.

The "Resources" webpage has various support materials for a successful Safe Routes To School program. Go to: <https://www.ncwrpc.org> and search for Safe Routes Resources.

Short-term Responsible party: Village

Recommendation: Consider linking to WisDOT's Pedestrian safety and Bicycling safety websites on the Village website.

Short-term Responsible party: Village, School Dist.

Recommendation: Consider bringing established bicycle safety training to Weston and possibly co-advertise this training via School and Village newsletters (regardless of location or sponsorship as long as the event is open to the public; if only available to school families, then Village would not advertise event).



Short-term

Responsible party: **School Dist.**, Village.

Recommendation: Consider annually participating in Walk and Roll to School (fall) or Bike and Roll to School (spring). School and Village may need to cooperate if additional temporary crossing guards or traffic cones are needed on these special **day or week long** events.

Whether addressing the need to make walking and biking safer for children and youth or encouraging them to be more active, Walk Bike & Roll To School events can be a powerful tool to start, grow and sustain change. Events can celebrate good things, put a light on neglected issues, galvanize community support, or even start advocacy. They can be particularly good at helping all stakeholders to come together and experience what is working, what isn't, and how to collaborate to fix what is broken.

Go online here (<https://www.walkbiketoschool.org/>) to:

- Plan and register an event;
- Get resources for your event; and
- Learn who else is participating and more.

Camp Phillips Road Speeding *Enforcement & Engineering*

Camp Phillips Rd speed limit is 25 mph between Schofield Ave and Ross Ave. In the summer of 2023, a speed study was performed on Camp Phillips Rd at about Sternberg Ave. The results showed an 85th percentile speed of traffic as 37-39 mph – **more than 10 miles over the speed limit.**

There is no way for an officer to be stationed on Camp Phillips Rd at all times; but the design speed of the road could be reduced to make the road feel like driving 25 mph is the right speed.

See “Why Speed Matters” on page 7 of this plan.

Short-term Responsible party: **Village**, Marathon County Hwy.

Recommendation: To make drivers aware of the existing 25 mph speed limit, make the following improvements to Camp Phillips Rd’s 25 mph speed limit zone:

- Install extra large speed limit signs at both ends of this stretch of Camp Phillips Rd.
- Increase the amount of speed limit signs on this stretch of Camp Phillips Rd.
- If needed, paint “25 MPH” in both lanes at the start of both ends of this speed limit zone.
- If needed, install temporary digital speed feedback signs at different locations within this speed limit zone, and move the signs every 3 weeks when used.

Medium-term Responsible party: **Village**, Marathon County Hwy.

Recommendation: If the 85th percentile speed of traffic on Camp Phillips Rd at about Sternberg Ave does not become 25 mph after the above recommendations, then investigate what countermeasures to employ on Camp Phillips Rd.

Update Community & School Parents After Recommendation Installed *Education*

Each of the *engineering* recommendations in this plan is designed to national standards and therefore can stand on its own. In order to get faster understanding of the new traffic pattern, new device, or policy change, community education will provide the critical mass that will then through their actions teach the rest of the traveling public how to react.

Short-term Responsible party: **School Dist., Village**, Local large employers.

Recommendation: After a recommendation in this SRTS Plan is completed, consider if the public would benefit from a newsletter article teaching them about the new traffic pattern, new road device, or new policy, and then create and publish a newsletter article if warranted.

The Village has a newsletter, the School has a newsletter, and large employers in the area may also have newsletters. If an engineering recommendation is completed that warrants an article, then the Village’s engineer would write the article for Village, School, and large employer use. If a school policy is changed that affects the whole community, then the School would write the article for School, Village, and large employers to use. Websites are another use for these articles, but newsletters go to each client individually whether by mail or email.

Measure if Engineering and Education Efforts are Working *Evaluation*

A variety of recommendations have been made to work toward creating Safe Routes to School for Weston Elementary. However, it is imperative that Student Tallies and other measurement tools are utilized **as needed** to determine if the implemented recommendations have been effective. In this way, the Task Force can continue to make new observations and recommendations to help work toward the goal of creating safe routes for the students in the community.

The “Resources” webpage has various support materials for a successful Safe Routes To School program. Go to: <https://www.ncwrpc.org> and search for Safe Routes Resources.

Short-term Responsible party: School Dist., Village.

Recommendation: After a series of recommendations have been implemented, then consider conducting student tallies once in a school year to determine how effective at changing behavior those recommendations were.

Note: Make sure that community education occurs before Student Tallies are conducted. See recommendation: “Update Community & School Parents After Recommendation Installed.”

If walking and biking have not increased, then review why and make changes to the educational programming or physical infrastructure or any other change as needed.

Short-term Responsible party: Village.

Recommendation: Consider conducting a traffic study as necessary on Camp Phillips Rd in front of Weston Elementary to determine if additional countermeasures are needed to slow down traffic.

Annual SRTS Plan Review *Evaluation*

No plan operates in a vacuum with unlimited resources. There are annual cost constraints that every school and government needs to weigh the benefits of.

Short-term Responsible party: **School Dist., Village, NCWRPC**

Recommendation: Choose a committee to work on implementing this plan.

Short-term Responsible party: **School Dist., Village, NCWRPC.**

Recommendation: Annually review this Weston Elementary SRTS Plan’s recommendations when preparing annual budgets and annual operations procedures.

If costs are too high to budget for a particular recommendation in a given year, then consider how low cost projects may be accomplished instead. Hosting annual Walk & Roll or Bike & Roll to School day/weeks keeps the momentum going for changes that take time.

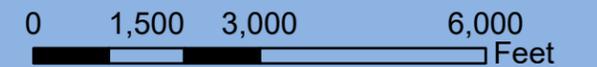
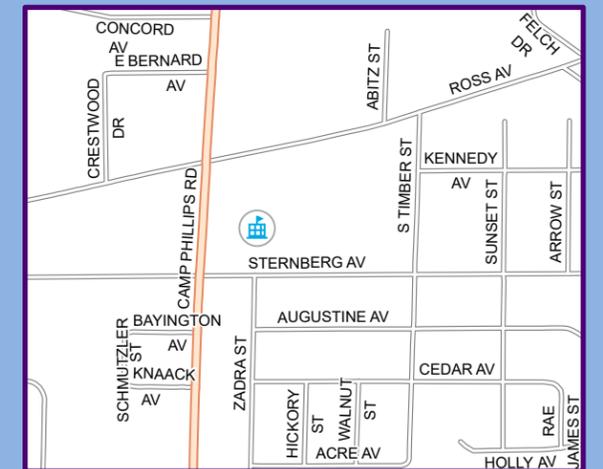
NCWRPC continues to be a resource for the whole community as you implement this SRTS Plan.

Map 2 Enrollment Boundary Weston Elementary

Weston Elementary
Safe Routes To School

Legend

-  Weston Elementary
-  Minor Civil Division
-  Water

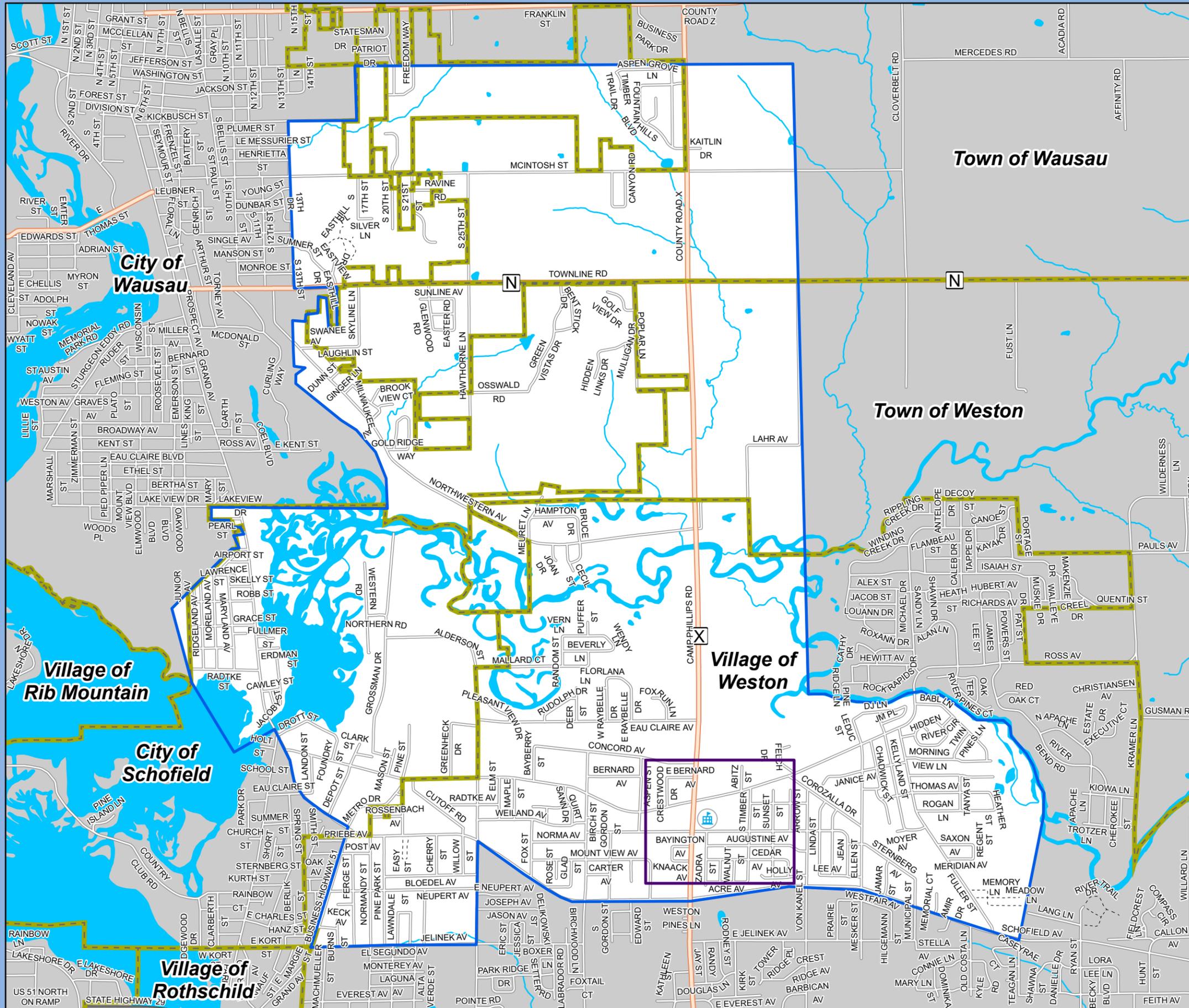


Source: WI DNR, WisDOT, NCWRPC, Village of Weston
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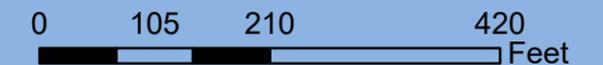
Map 3 Site Assessment

Weston Elementary

Weston Elementary
Safe Routes To School

Legend

-  Weston Elementary
-  School Entrance
-  Bike Rack
-  Crossing Guard
-  Safety Patrol
-  Speed Feedback Sign
-  Traffic Light
-  School Crossing
-  Sidewalk
-  Fence
-  Gate
-  15 MPH School Speed Limit (Includes Higher Fine Zone)
-  High Visibility Crosswalk

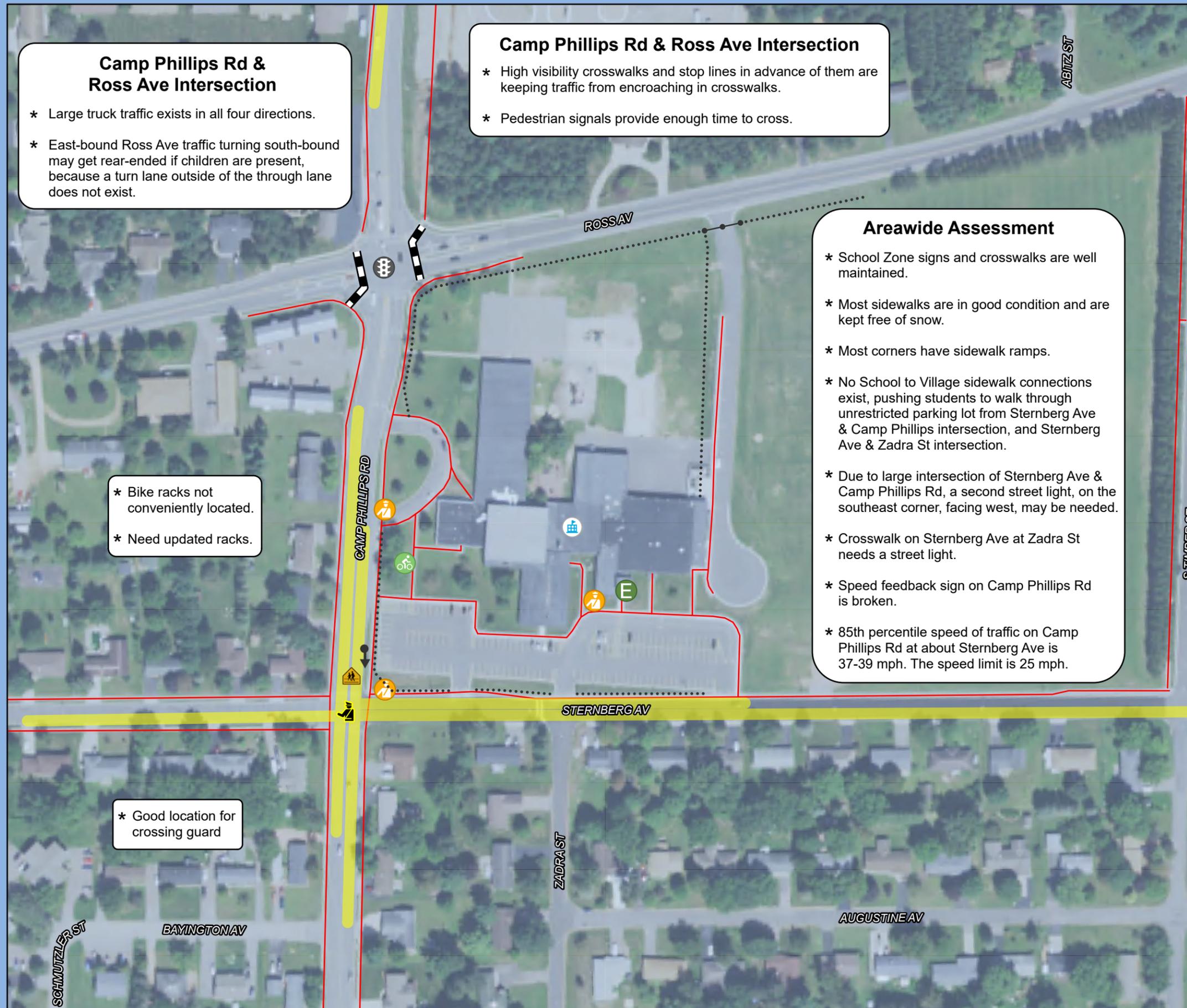


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Camp Phillips Rd & Ross Ave Intersection

- * Large truck traffic exists in all four directions.
- * East-bound Ross Ave traffic turning south-bound may get rear-ended if children are present, because a turn lane outside of the through lane does not exist.

Camp Phillips Rd & Ross Ave Intersection

- * High visibility crosswalks and stop lines in advance of them are keeping traffic from encroaching in crosswalks.
- * Pedestrian signals provide enough time to cross.

Areawide Assessment

- * School Zone signs and crosswalks are well maintained.
- * Most sidewalks are in good condition and are kept free of snow.
- * Most corners have sidewalk ramps.
- * No School to Village sidewalk connections exist, pushing students to walk through unrestricted parking lot from Sternberg Ave & Camp Phillips intersection, and Sternberg Ave & Zadra St intersection.
- * Due to large intersection of Sternberg Ave & Camp Phillips Rd, a second street light, on the southeast corner, facing west, may be needed.
- * Crosswalk on Sternberg Ave at Zadra St needs a street light.
- * Speed feedback sign on Camp Phillips Rd is broken.
- * 85th percentile speed of traffic on Camp Phillips Rd at about Sternberg Ave is 37-39 mph. The speed limit is 25 mph.

- * Bike racks not conveniently located.
- * Need updated racks.

- * Good location for crossing guard

Map 4 Transportation

Weston Elementary

Weston Elementary
Safe Routes To School

Legend

-  Weston Elementary
 -  U.S. Highway
 -  State Highway
 -  Main Roads
 -  Local Roads
 -  15 MPH School Speed Limit
 -  Higher Fine School Zone
 -  Sidewalks
 -  Traffic Counts
 -  Speed Limit
- Crash Type (2010-2023)**
-  Bicycle
 -  Pedestrian
 -  Both

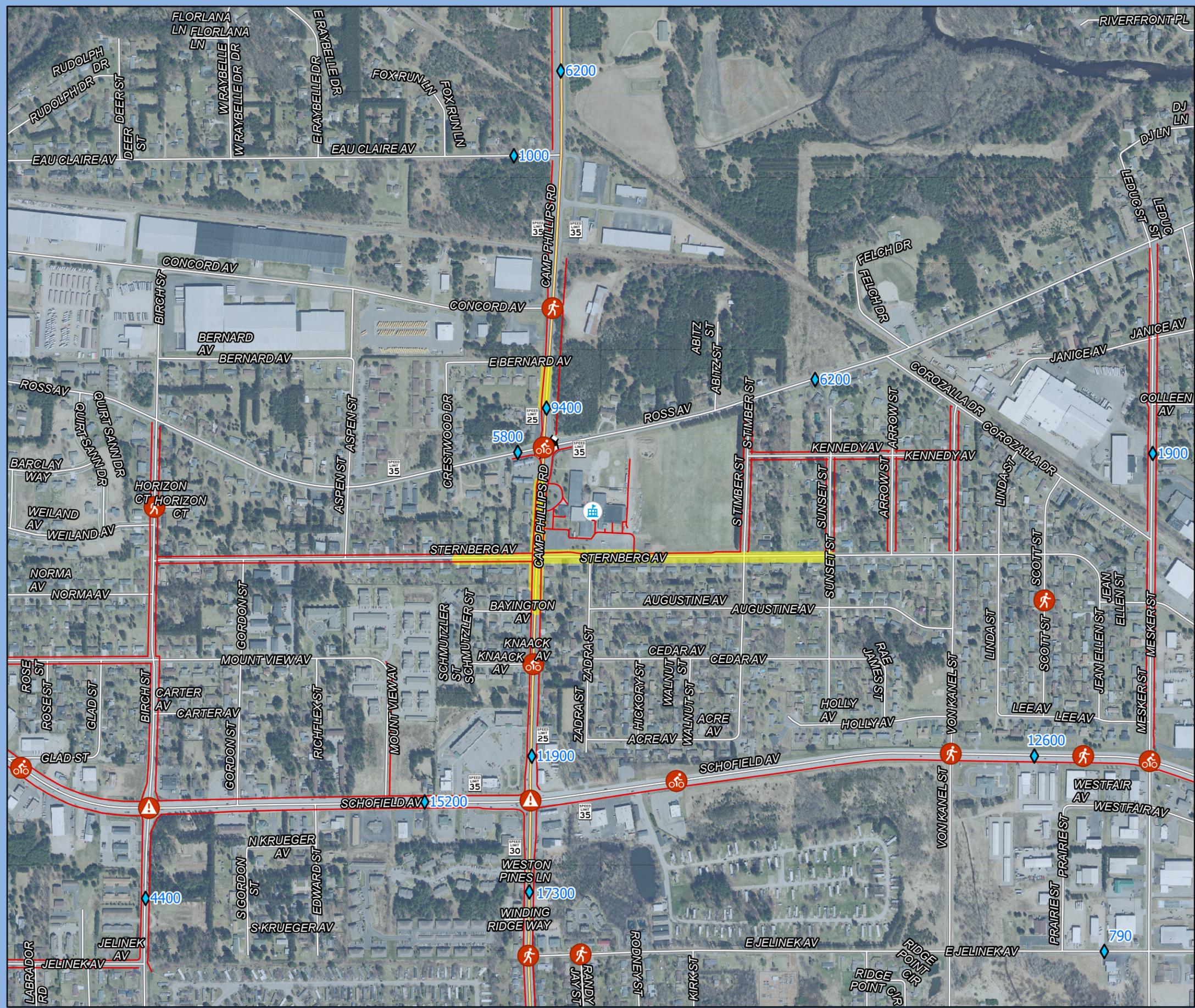


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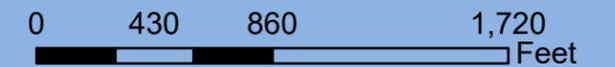
Map 5 School Routes

Weston Elementary

Weston Elementary
Safe Routes To School

Legend

-  Weston Elementary
-  School Boundary
-  Feeder Route
-  Main Route
-  1-Mile Walk Distance
-  U.S. Highway
-  State Highway
-  Main Roads
-  Local Roads

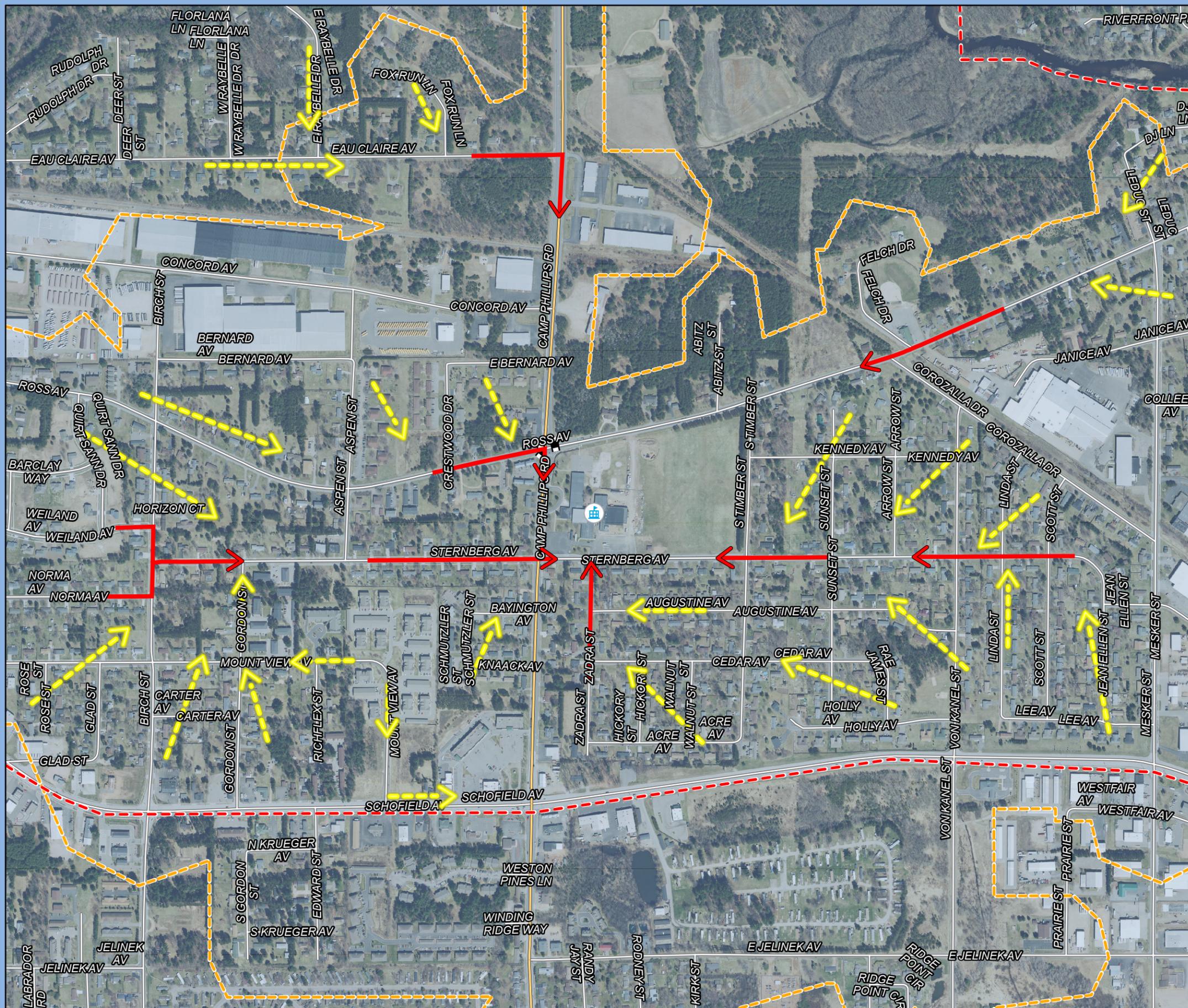


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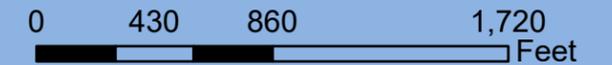


Map 6A Physical Recommendations Weston Elementary

Weston Elementary
Safe Routes To School

Legend

-  Weston Elementary
 -  U.S. Highway
 -  State Highway
 -  Main Roads
 -  Local Roads
 -  15 MPH School Speed Limit (Includes Higher Fine Zone)
 -  Sidewalk
 -  Bike Lanes
- ### Recommendations
-  Proposed Sidewalk

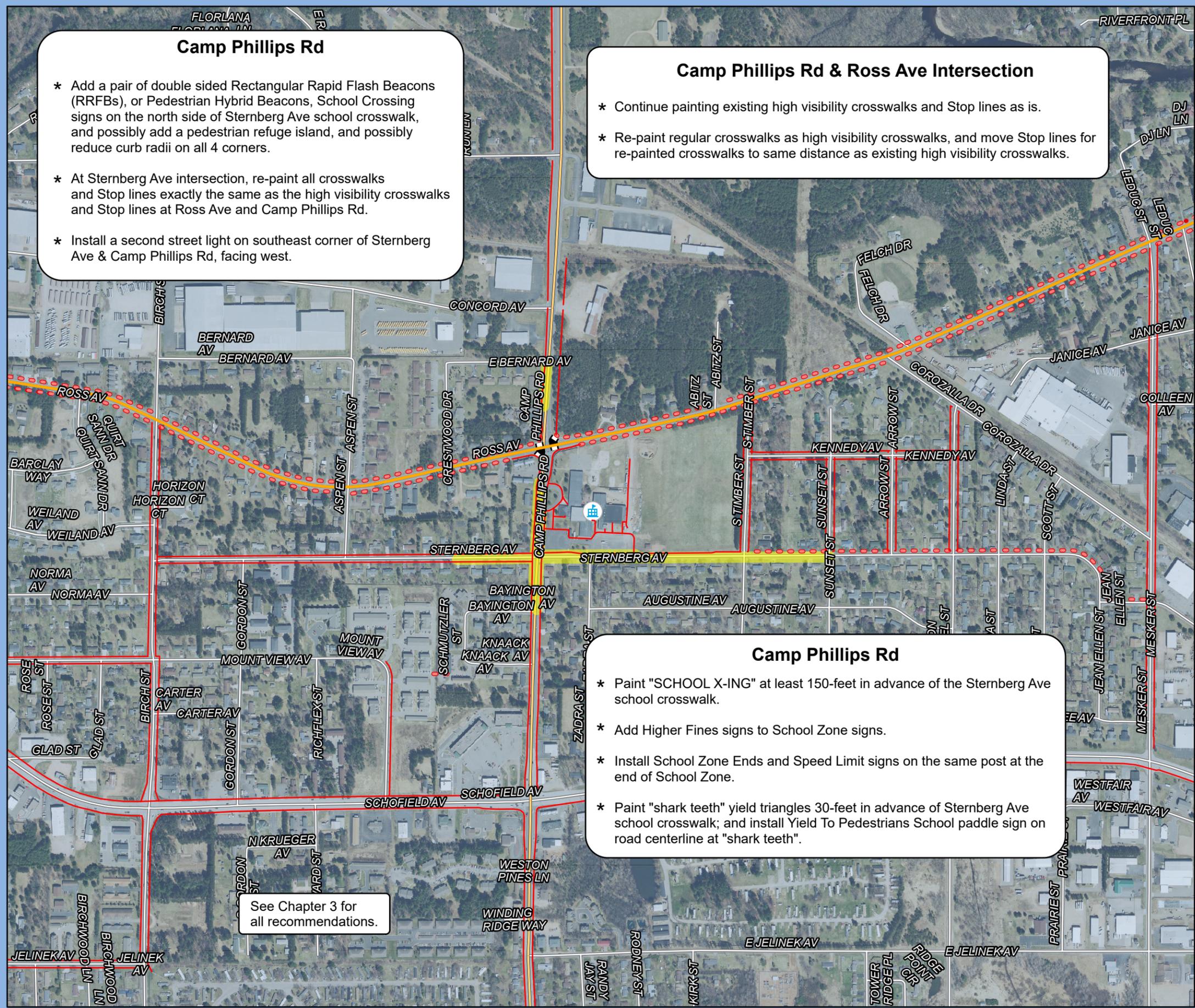


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Camp Phillips Rd

- * Add a pair of double sided Rectangular Rapid Flash Beacons (RRFBs), or Pedestrian Hybrid Beacons, School Crossing signs on the north side of Sternberg Ave school crosswalk, and possibly add a pedestrian refuge island, and possibly reduce curb radii on all 4 corners.
- * At Sternberg Ave intersection, re-paint all crosswalks and Stop lines exactly the same as the high visibility crosswalks and Stop lines at Ross Ave and Camp Phillips Rd.
- * Install a second street light on southeast corner of Sternberg Ave & Camp Phillips Rd, facing west.

Camp Phillips Rd & Ross Ave Intersection

- * Continue painting existing high visibility crosswalks and Stop lines as is.
- * Re-paint regular crosswalks as high visibility crosswalks, and move Stop lines for re-painted crosswalks to same distance as existing high visibility crosswalks.

Camp Phillips Rd

- * Paint "SCHOOL X-ING" at least 150-feet in advance of the Sternberg Ave school crosswalk.
- * Add Higher Fines signs to School Zone signs.
- * Install School Zone Ends and Speed Limit signs on the same post at the end of School Zone.
- * Paint "shark teeth" yield triangles 30-feet in advance of Sternberg Ave school crosswalk; and install Yield To Pedestrians School paddle sign on road centerline at "shark teeth".

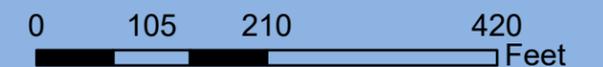
See Chapter 3 for all recommendations.

Map 6B Physical Recommendations Weston Elementary

Weston Elementary
Safe Routes To School

Legend

-  Weston Elementary
-  Sidewalk
-  15 MPH School Speed Limit (Includes Higher Fine Zone)
-  High Visibility Crosswalk
-  Recommendations
-  Proposed Sidewalk



Source: WI DNR, WisDOT, NCWRPC, Village of Weston
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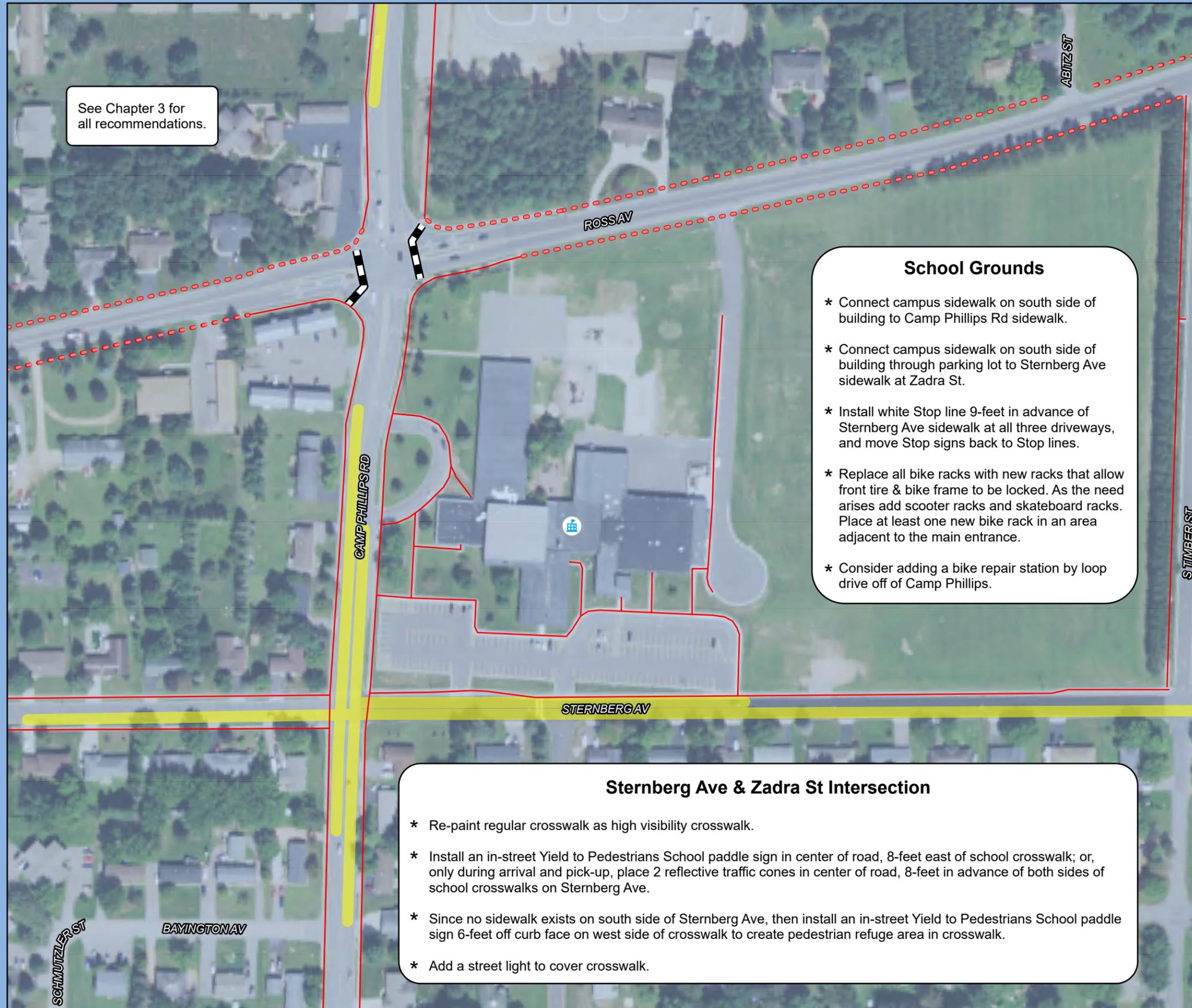
See Chapter 3 for all recommendations.

School Grounds

- * Connect campus sidewalk on south side of building to Camp Phillips Rd sidewalk.
- * Connect campus sidewalk on south side of building through parking lot to Sternberg Ave sidewalk at Zadra St.
- * Install white Stop line 9-feet in advance of Sternberg Ave sidewalk at all three driveways, and move Stop signs back to Stop lines.
- * Replace all bike racks with new racks that allow front tire & bike frame to be locked. As the need arises add scooter racks and skateboard racks. Place at least one new bike rack in an area adjacent to the main entrance.
- * Consider adding a bike repair station by loop drive off of Camp Phillips.

Sternberg Ave & Zadra St Intersection

- * Re-paint regular crosswalk as high visibility crosswalk.
- * Install an in-street Yield to Pedestrians School paddle sign in center of road, 8-feet east of school crosswalk; or, only during arrival and pick-up, place 2 reflective traffic cones in center of road, 8-feet in advance of both sides of school crosswalks on Sternberg Ave.
- * Since no sidewalk exists on south side of Sternberg Ave, then install an in-street Yield to Pedestrians School paddle sign 6-feet off curb face on west side of crosswalk to create pedestrian refuge area in crosswalk.
- * Add a street light to cover crosswalk.



ATTACHMENT A

Student Tally and Parent Survey Forms

From: National Center for Safe Routes to School

- First attachment is the Student Tally.
- Second attachment is the Parent Survey in English
- Third attachment is the Parent Survey in Spanish
- Fourth attachment is the Parent Survey in Hmong

8. Has your child asked you for permission to walk or bike to/from school in the last year? Yes No

9. At what grade would you allow your child to walk or bike to/from school without an adult?

(Select a grade between PK,K,1,2,3...) grade (or) I would not feel comfortable at any grade

Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box

10. What of the following issues affected your decision to not allow your child to walk or bike to/from school? (Select ALL that apply)

11. Would you probably let your child walk or bike to/from school if this problem were changed or improved? (Select one choice per line, mark box with X)

- My child already walks or bikes to/from school (Skip to #12)
- Distance..... Yes No Not Sure
- Convenience of driving..... Yes No Not Sure
- Time..... Yes No Not Sure
- Child's before or after-school activities..... Yes No Not Sure
- Speed of traffic along route..... Yes No Not Sure
- Amount of traffic along route..... Yes No Not Sure
- Adults to walk or bike with..... Yes No Not Sure
- Sidewalks or pathways..... Yes No Not Sure
- Safety of intersections and crossings..... Yes No Not Sure
- Crossing guards..... Yes No Not Sure
- Violence or crime..... Yes No Not Sure
- Weather or climate..... Yes No Not Sure

+ Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box

12. In your opinion, how much does your child's school encourage or discourage walking and biking to/from school?

- Strongly Encourages Encourages Neither Discourages Strongly Discourages

13. How much fun is walking or biking to/from school for your child?

- Very Fun Fun Neutral Boring Very Boring

14. How healthy is walking or biking to/from school for your child?

- Very Healthy Healthy Neutral Unhealthy Very Unhealthy

+ Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box

15. What is the highest grade or year of school you completed?

- Grades 1 through 8 (Elementary) College 1 to 3 years (Some college or technical school)
- Grades 9 through 11 (Some high school) College 4 years or more (College graduate)
- Grade 12 or GED (High school graduate) Prefer not to answer

16. Please provide any additional comments below.

8. ¿En el último año, le ha pedido permiso su hijo para caminar o andar en bicicleta hacia o desde la escuela? Sí No

9. ¿En qué grado permitiría que su hijo camine o ande en bicicleta solo a/o de la escuela? (seleccione un grado entre PK,K,1,2,3...) grado o No me sentiría cómodo/a en ningún grado

¿Cómo llenar este formulario?: Escriba en letras MAYUSCULAS. Marque las cajas con "X"

10. ¿Cuáles de las siguientes situaciones afectaron su decisión de permitir, o no permitir, que su niño camine o ande en bicicleta hacia o desde la escuela? (marque todas las que correspondan)

11. ¿Probablemente dejaría que su hijo caminara o usara la bicicleta para ir a /regresar de la escuela si este problema cambiara o mejorara? (elija una respuesta por línea)

- Distance, Convenience, Time, Activities, Velocity, Quantity, Adults, Sidewalks, Safety, Guards, Violence, Weather. Each item has a response grid for 'Yes', 'No', and 'Not sure'.

¿Cómo llenar este formulario?: Escriba en letras MAYUSCULAS. Marque las cajas con "X"

12. En su opinión, ¿cuánto apoyo provee la escuela de su hijo a caminar y usar la bicicleta para ir o regresar de la escuela?

- Options: Anima Fuertemente, Anima, Ni uno ni otro, Desalienta, Desalienta Fuertemente.

13. ¿Qué tan DIVERTIDO es caminar o andar en bicicleta hacia o desde la escuela para su niño?

- Options: Muy Divertido, Divertido, Neutral, Aburrido, Muy Aburrido.

14. ¿Qué tan SANO es caminar o andar en bicicleta hacia o desde la escuela para su niño?

- Options: Muy Sano, Sano, Neutral, Malsano, Muy Malsano.

¿Cómo llenar este formulario?: Escriba en letras MAYUSCULAS. Marque las cajas con "X"

15. ¿Cuál es el grado o el año más alto de educación que usted terminó?

- Options: Grados 1 a 8, Grados 9 a 11, Grado 12 o GED, Universidad 1 a 3 años, Universidad 4 años o más, Prefiero no contestar.

16. Por favor proporcione comentarios adicionales:

Empty text box for additional comments.

7. Koj tus menyuam siv sijhawm ntev npaum li cas kom nws mus txog rau lossis los txog tom tsev kawm ntawv? (Xaiv ib qho ntawm txhua kab, khij lub npov nrog tus X)

Sijhawm siv mus los rau tom tsev kawm ntawv

- Tsawg tshaj 5 feeb
- 5 – 10 feeb
- 11 – 20 feeb
- Ntau tshaj 20 feeb
- Tsis paub / Tsis paub tseeb

Sijhawm siv mus los rau tom tsev kawm ntawv

- Tsawg tshaj 5 feeb
- 5 – 10 feeb
- 11 – 20 feeb
- Ntau tshaj 20 feeb
- Tsis paub / Tsis paub tseeb

8. Koj tus menyuam puas tau nug kom koj pub nws taug kev lossis caij luv thij mus/los rau tom tsev kawm ntawv xyoo tag los txog tamsim no?

Tau Tsis tau

9. Koj tus menyuam yuav tau nyob qib dabtsi koj thiaj li pub nws taug kev lossis caij luv thij mus/los rau tom tsev kawm ntawv uas tsis muaj ib tug neeg laus nrog?

(Xaiv ib qib uas nyob nruab nrab ntawm PK,K,1,2,3...)

qib **(lossis)** Txawm nws yuav nyob qib twg los kuv yuav tsis pom zoo

10. Vim cov teeb meem twg uas lawv qab ntawm no thiaj li ua rau koj txiav txim tias koj yuav pub, lossis yuav tsis pub, koj tus menyuam taug kev lossis caij luv thij mus/los rau tom tsev kawm ntawv? (Xaiv TAGNRHO cov haum)

11. Yog tias qhov teeb meem no tau hloov lossis raug muab kho kom zoo dua koj puas pub koj tus menyuam taug kev lossis caij luv thij mus/los rau tom tsev kawm ntawv? (Xaiv ib qho rau txhua kab, khij lub npov nrog tus X)

- | | | | |
|---|------------------------------|-----------------------------------|------------------------------------|
| <input type="checkbox"/> Deb..... | <input type="checkbox"/> Pub | <input type="checkbox"/> Tsis pub | <input type="checkbox"/> Tsis Paub |
| <input type="checkbox"/> Yooj yim tsav tsheb dua..... | <input type="checkbox"/> Pub | <input type="checkbox"/> Tsis pub | <input type="checkbox"/> Tsis Paub |
| <input type="checkbox"/> Sijhawm..... | <input type="checkbox"/> Pub | <input type="checkbox"/> Tsis pub | <input type="checkbox"/> Tsis Paub |
| <input type="checkbox"/> Tej yam kev ua si los yog ncaws kis las uas tus menyuam muaj ua ntej thiab tom qab tsev kawm ntawv | <input type="checkbox"/> Pub | <input type="checkbox"/> Tsis pub | <input type="checkbox"/> Tsis Paub |
| <input type="checkbox"/> Txoj kev taug mus muaj tsheb khiav nrawm | <input type="checkbox"/> Pub | <input type="checkbox"/> Tsis pub | <input type="checkbox"/> Tsis Paub |
| <input type="checkbox"/> Txoj kev taug mus muaj tsheb khiav ntau | <input type="checkbox"/> Pub | <input type="checkbox"/> Tsis pub | <input type="checkbox"/> Tsis Paub |
| <input type="checkbox"/> Cov neeg laus los taug kev lossis caij tsheb nrog | <input type="checkbox"/> Pub | <input type="checkbox"/> Tsis pub | <input type="checkbox"/> Tsis Paub |
| <input type="checkbox"/> Cov kev taug ko taw lossis cov kab taug..... | <input type="checkbox"/> Pub | <input type="checkbox"/> Tsis pub | <input type="checkbox"/> Tsis Paub |
| <input type="checkbox"/> Kev nyab xeeb ntawm ob txoj kev sib tshuam thiab qhov chaw hla | <input type="checkbox"/> Pub | <input type="checkbox"/> Tsis pub | <input type="checkbox"/> Tsis Paub |
| <input type="checkbox"/> Cov neeg pab hla kev | <input type="checkbox"/> Pub | <input type="checkbox"/> Tsis pub | <input type="checkbox"/> Tsis Paub |
| <input type="checkbox"/> Kev sib ntaus sib tua lossis kev txob plaub | <input type="checkbox"/> Pub | <input type="checkbox"/> Tsis pub | <input type="checkbox"/> Tsis Paub |
| <input type="checkbox"/> Huab cua lossis huab cua kub txias | <input type="checkbox"/> Pub | <input type="checkbox"/> Tsis pub | <input type="checkbox"/> Tsis Paub |

Kuv tus menyuam yeej taug kev lossis caij luv thij mus/los rau tom tsev kawm ntawv

+ Sau tus 'X' kom pom tseeb rau hauv lub npov. Yog tias koj yuam kev, khij tag nrho lub npov, ces khij lub npov uas thwj **+**

12. Raws li koj xav, koj tus menyuam lub tsev kawm ntawv txhawb lossis txhawb kom tsis txhob taug kev thiab caij luv thij mus los rau tom tsev kawm ntawv heev npaum li cas?

- Sib Zog Txhawb Txhawb Tsis Ua Ib Qho Li Txhawb Kom Tsis Txhob Ua Sib Zog Txhawb Kom Tsis Txhob Ua

13. Taug kev lossis caij luv thij mus/los rau tom tsev kawm ntawv lom zem npaum li cas rau koj menyuam?

- Lom Zem Heev Lom Zem Tsis Xav Li Cas Tsis Lom Zem Tsis Lom Zem Kiang Li

14. Thaum koj tus menyuam taug kev lossis caij luv thij mus/los rau tom tsev kawm ntawv nws yuav noj qab haus huv npaum li cas?

- Noj Qab Haus Huv Heev Noj Qab Haus Huv Tsis Xav Li Cas Tsis Noj Qab Haus Huv Tsis Noj Qab Haus Huv Kiang Li

+ Sau tus 'X' kom pom tseeb rau hauv lub npov. Yog tias koj yuam kev, khij tag nrho lub npov, ces khij lub npov uas thwj **+**

15. Koj tau kawm tiav qib lossis mus txog xyoo kawm ntawv siab tshaj li cas?

- Qib 1 mus txog 8 (Qib qis elementary) Qib siab college 1 mus rau 3 xyoos (Kawm tiav ib co hoob qib siab lossis tom lub tsev kawm ntawv qhia ua haujlwm)
- Qib 9 mus txog 11 (Kawm tiav ib co hoob high school) Qib siab college 4 xyoos lossis siab dua (Kawm tiav qib siab college)
- Qib 12 lossis GED (Kawm tiav high school) Tsis xav teb

16. Thov sau tej yam koj xav hais ntxiv rau hauv qab.

ATTACHMENT B

Bicycle Crash Analysis for Wisconsin, 2006

From: Wisconsin Department of Transportation

Bicycle Crash Analysis for Wisconsin

Successful efforts have been made over the past three decades in Wisconsin to reduce the number of crashes and fatalities related to bicycle-vehicle crashes. However, a more complete understanding of these crashes was necessary in order to continue to decrease the number of serious and fatal crashes. This comprehensive crash analysis takes the first and most important step of “typing” bike-motor vehicle crashes for 2003. This report goes on to analyze these crashes in more depth and identifies commonalities between these crashes and crash characteristics, specifically related to traffic conditions, roadway attributes, and the users involved in the crashes.

REVIEW OF MAJOR FINDINGS

Based on the preliminary findings of previous smaller studies, some of this study’s findings are not surprising. In another regard, the study produced significant new contributions to crash evaluation in the state. This study made an enormous contribution by determining the crash types for all bicyclist-motorist (bicycle-vehicle) crashes during an entire year. It also researched the characteristics of roadway width in more depth than in previous works. Additionally, the evaluation of sidepath crashes was not done on a statewide basis until this study was performed. Here are the major findings of the report:

- Bicycle-vehicle crashes are declining in the State of Wisconsin. From 1999 – 2004, annual crashes have decreased by 14%. Ideally, this report will contribute to a continual reduction in crashes by increasing bicyclist awareness, providing countermeasures to avoid common crashes, and increasing education amongst bicyclists and motorists.
- Bicycle-vehicle crashes are almost twice as common during workweek days than on the weekend days. The majority of workweek crashes occur during the a.m. and p.m. peak travel hours. The lower number of crashes occurring on weekends may indicate that recreational bike trips occur more frequently on recreational trails or low volume roadways where exposure is less.
- Many bicycle-vehicle crashes had similar characteristics. A large concentration of crashes occurred within one of, or a combination of, the following environments: in an urban city, at an intersection, or on an urban city street or arterial roadway. Eighty-three percent of crashes occurred in a city (MV4000 Report), 93.6% of crashes occurred in an urban area (MV4000 Report), 65.7% of crashes occurred at an intersection (PBCAT), 71.7% of crashes occurred on a city street (MV4000 Report), and 56.1% of crashes occurred on an arterial street.
- Unfortunately, alcohol was a factor in some of the crashes. The MV4000 data does not declare whether the driver or bicyclist was under influence, only if alcohol was a factor in the crash. 4.2% of urban crashes reported alcohol as being involved and 4.6% of rural crashes reported alcohol as being involved. This is slightly lower than national percentages from the Crash Types of the Early 1990’s report and compares to a 7.0% alcohol involvement of all Wisconsin crashes.
- Bicycle-vehicle crashes occurred mainly during daylight hours, and when they did occur at night, most were in a location with lighting. Over 83% of crashes occurred during daylight hours, and of the 12.3% of crashes occurring at night, only one out of every ten occurred without some sort of lighting present.

Bicycle Crash Analysis for Wisconsin

- Male bicyclists were involved in almost 75% of all bicycle – vehicle crashes. Even crashes involving children reported over 70% of the bicyclists being male.
- Almost 80% of rural bicycle–vehicle crashes occurred on roadways with posted speed limits of 55 miles per hour. Crashes occurring at such high rates of speed will increase the likelihood of a bicyclist injury or death. This is evident in the higher percentage of rural crashes resulting in fatalities than in urban crashes.
- Four out of the top five crash types indicate that the motorist made the critical error. This may indicate that motorists are not fully aware of bicyclists on the roadway and that increased education is necessary.
- Urban areas and urban streets have much higher crash rates than rural areas based on all indices examined - miles of roadway, bicycle miles traveled, and vehicle miles traveled. Although crash rates were higher for urban areas, the rate of fatal crashes was double for rural crashes compared to urban crashes based on bicycle miles traveled.
- Milwaukee County has the highest average crash rate when bicycle miles traveled and vehicle miles traveled are averaged together. The rate is three times that of the lowest counties of Brown, Marathon, and Wood.
- The city of Madison has a low average crash rate based on bicycle miles traveled. A scattering of other cities – Appleton, Green Bay, and Wausau also have relatively low average crash rates based on bicycle miles traveled, but none of these communities come close to the total bicycle miles traveled as demonstrated by Madison.
- When bicycle-vehicle crash rate is compared to the overall crash rate for all vehicles, the rate was twice as high for bicycle-vehicle crashes compared to all vehicle crashes. The bicycle crash rate was based on bicycle miles traveled, while the comparison rate for total vehicle crashes was based on total vehicle miles traveled.
- For local rural roads, the greater the width, the lower the bicycle-vehicle crash rate. Twenty foot roadways had a crash rate that was double the crash rate of 22 foot roadways, but the 22 foot roadways had a rate that was over 40% higher than 24' roadways. Overtaking-type crashes were significantly lower for 24' roadways.
- Rural state highways had much lower bicycle-vehicle crash rates than local roads. Similar to local roads, 24-foot roadways had significantly lower crash rates than 22-foot roadways. Interestingly, having three foot paved shoulders did not improve the crash rate among these widths of roadways. However, the crash rate did significantly lessen when five [foot] paved shoulders were added (compared to three foot paved shoulders).
- Sidepath crashes are common crashes in urban areas. Twenty-nine percent of all urban crashes were recorded as such. Motorist drive-out from both sign and signal-controlled intersections are by far the two most common crash types. How significant a problem this is, is difficult to ascertain without knowing the frequency of bicycle use on sidepaths/walks and their connecting crosswalks.

ATTACHMENT C

Highlights of... Wisconsin Pedestrian and Bicycle Crash Analysis: 2011-2013

From: Wisconsin Department of Transportation

Highlights

Overall Trends in Wisconsin Pedestrian and Bicycle Safety

- Higher levels of walking and bicycling were associated with greater pedestrian and bicyclist safety: between 2006 and 2013, the number of people walking and bicycling to work increased and the risk of pedestrian and bicyclist fatalities and injuries (per commuter) decreased.
- Of fatal traffic crashes reported between 2011 and 2013, approximately 10% involved pedestrians and 2% involved bicyclists. Approximately 9% of total trips were made by pedestrians and 1% were made by bicyclists, so these travel modes were overrepresented in fatal crashes.
- The highest concentrations (“hot spots”) of fatal and severe-injury pedestrian and bicycle crashes tend to be along signalized, multilane, arterial roadway corridors in urban and suburban areas with moderate to high levels of pedestrian or bicycle activity. Without controlling for pedestrian and bicycle volumes (or other measures of exposure), it is not possible to determine if these locations experienced more crashes simply because they had more activity or because their conditions were inherently more dangerous. Regardless, these types of locations warrant attention due to high numbers of crashes.

Fatal Pedestrian and Bicycle Crashes

The following points highlight common characteristics of fatal pedestrian and bicycle crashes reported in Wisconsin between 2011 and 2013. Note that these results do not control for exposure: some characteristics may have high percentages of crashes because they are associated with higher levels of pedestrian or bicycle activity.

Fatal Pedestrian Crashes: Location

- 83% were at locations with no traffic signal or stop sign facing the driver (some of these locations had crosswalks, which require motorists to yield the right-of-way to pedestrians).
- 74% were on arterial or collector roadways.
- 55% occurred on roadways between intersections (i.e., >50 feet from the nearest intersection).
- 46% were on roadways with speed limits of 35 mph or higher.
- 36% were on rural roadways.
- 20% were at night on roadways with no lights.

Fatal Pedestrian Crashes: Behavior

- 77% involved a motor vehicle traveling straight.
- 31% involved alcohol (either the driver or the pedestrian had been drinking alcohol).
- 28% involved a driver not yielding to a pedestrian in a crosswalk.
- 65% of fatalities at intersections involved driver error (59% failed to yield to a pedestrian in a crosswalk and 6% violated a traffic signal) while 12% involved pedestrian error (violated a traffic signal).

Fatal Pedestrian Crashes: Other

- 52% occurred between 3 p.m. and midnight. The peak 3-hour period was 3 to 6 p.m. (24%).
- 31% involved pedestrians aged 65 or older.

Fatal Bicycle Crashes: Location

- 76% were on arterial or collector roadways.
- 70% were on roadways with speed limits of 35 mph or higher.

- 67% were at locations with no traffic control for the driver (i.e., no traffic signal or stop sign).
- 64% were on roadways between intersections.
- 33% were on rural roadways.

Fatal Bicycle Crashes: Behavior

- 79% involved a motor vehicle traveling straight.
- 39% involved a motor vehicle striking a bicyclist from behind on a roadway. Of these rear-end fatalities, 62% were on rural highways and 31% occurred during darkness.
- 27% involved alcohol (either the driver or the bicyclist had been drinking alcohol).

Fatal Bicycle Crashes: Other

- Crashes involving bicyclists younger than age 20 decreased from 62% of all bicycle crashes in 2003 to 33% of all bicycle crashes between 2011 and 2013 (includes all injury severity levels).

Strategies to Improve Pedestrian and Bicycle Safety

This report recommends a multi-faceted approach to reduce pedestrian and bicycle crash risk, including engineering, education, enforcement, and evaluation strategies.

Engineering

- Reduce roadway design speeds (e.g., reduce the number of lanes, narrow roadway lanes).
- Reduce roadway crossing distances.
- Provide pedestrian and bicycle facilities (e.g., sidewalks, paved shoulders, and bicycle lanes).
- Improve roadway lighting.

Education

- Increase driver awareness of laws requiring them to yield to pedestrians in crosswalks and provide at least three feet of space when passing bicyclists (even when a bike lane exists).
- Increase driver awareness of the danger they pose to their neighbors who are walking and bicycling when they speed, are intoxicated, or are distracted (e.g., texting while driving, eating).
- Increase driver awareness of their responsibility to travel at a prudent speed (potentially lower than the speed limit) in order to be able to react safely to pedestrians and bicyclists at night.
- Increase bicyclist awareness of the risk of riding in the opposite direction of adjacent traffic, disobeying traffic control, and bicycling at night without lights and bright clothing.
- Increase pedestrian awareness of the risk of walking while intoxicated and disobeying traffic control. Emphasize the importance of pedestrian nighttime visibility to aid driver detection.

Enforcement

- Enforce laws to reduce drunk driving, speeding, failure to yield to pedestrians, and passing too close to bicyclists
- Enforce laws to reduce bicycling at night without lights and pedestrian and bicyclist traffic signal violations.

Evaluation

- Improve police pedestrian and bicycle crash reporting practices to record details such as alcohol involvement by person/individual, crash type, helmet use, use of lights, and relevant maintenance problems.
- Collect pedestrian and bicycle counts and surveys to account for exposure.
- Quantify the impacts of specific intersection and roadway characteristics, education, and enforcement efforts on pedestrian and bicycle crash risk to inform future recommendations.

ATTACHMENT D

Adoption Documentation

From: Various governing bodies

VILLAGE OF WESTON, WISCONSIN
RESOLUTION NO. 2024-006

A RESOLUTION, Adopting the Weston Elementary Safe Routes to School Plan

WHEREAS, the Village of Weston, Marathon County, supports improving walking and biking routes for students to get to school; and

WHEREAS, the health and safety of children is of highest concern to the citizens of the Village of Weston; and

WHEREAS Safe Routes to School (SRTS) efforts help remove barriers to walking and biking to school, and reduce traffic congestion and speed in and around schools; and

WHEREAS the Wisconsin Department of Transportation (WisDOT) requires, that in order to be eligible for funding of needed projects, municipalities need to either create or amend their SRTS Plan; and

WHEREAS, the Village of Weston has developed a SRTS Plan for the dual purposes of serving as a guide for future programming and infrastructure improvements (the 6 E's of education, encouragement, engineering, equity, enforcement and evaluation), and in order to be eligible for various funding programs including WisDOT's Transportation Alternatives Program (TAP grant); and

WHEREAS, the Village of Weston had staff on the SRTS Task Force; and

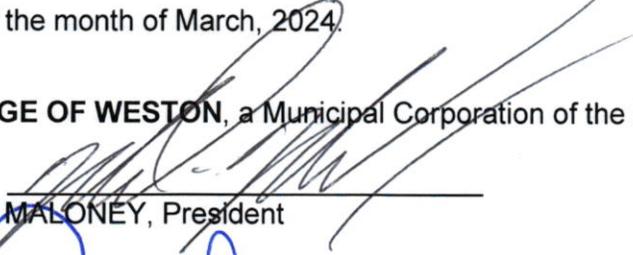
WHEREAS, the SRTS Task Force collected data, reviewed the results, and provided direction for SRTS Plan development, and then incorporated those results into the SRTS Plan.

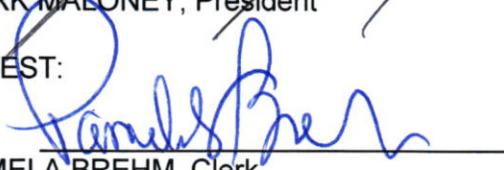
NOW THEREFORE, BE IT RESOLVED, that the Village of Weston hereby adopts Resolution 2024-006

BE IT FURTHER RESOLVED, that the Village of Weston staff is directed to begin implementing this SRTS Plan by coordinating efforts among both entities who created this plan (Village of Weston and Weston Elementary)

PASSED BY THE BOARD OF TRUSTEES OF THE VILLAGE OF WESTON, at a meeting thereof this 18th day of the month of March, 2024.

VILLAGE OF WESTON, a Municipal Corporation of the State of Wisconsin.

By: 
MARK MALONEY, President

ATTEST:
By: 
PAMELA BREHM, Clerk



Placeholder – School District resolution

ATTACHMENT E

Bicycle Parking Guidelines

From: Association of Pedestrian and Bicycle Professionals (APBP)
One page summary sheet.

And from City of Baltimore

Bicycle Parking Guidelines

A summary of recommendations from the Association of Pedestrian and Bicycle Professionals

Bicycle Parking Design

- Required spaces shall be at least 2 feet by 6 feet.
- An access aisle of at least 5 feet shall be provided in each facility.
- Racks shall be situated to allow a minimum of 2 feet between adjacent bike parking stalls.
- Spaces shall have a vertical clearance of at least 80 inches.

Bicycle Rack Design

Structures that require a user-supplied locking device:

- must accommodate U-shaped locking devices;
- support the bike frame at two points;
- be securely anchored to the ground or the building structure; and
- be designed and maintained to be mud and dust free.

Bicycle Rack Location

- Racks should be located in a clearly designated safe and convenient location.
- Racks should be designed and located to be harmonious with the surrounding environment.
- Racks should be at least as convenient as the majority of auto parking spaces provided.

To learn more about bicycle parking guidelines, visit the Association of Pedestrian and Bicycle Professionals at: www.apbp.org.

These bicycle racks do NOT meet the design guidelines:

Grid or Fence Style Racks



Wave or Ribbon Style Racks



These bicycle racks DO meet the design guidelines:

Inverted-U Style Racks



Angled Wave Style Racks



Freestanding Style Racks



The above images are examples only. NCWRPC does not endorse any particular bicycle rack manufacturers.

If you have questions about whether a particular bicycle parking rack you are considering using meets these requirements, please contact NCWRPC planner **Fred Heider**, AICP at fheider@ncwrpc.org.

PLACEMENT OF BICYCLE PARKING RACKS

RACK PLACEMENT

RULES:

5' from:

Fire hydrant
Crosswalk

4' from:

Loading zone
Bus stop
Bus shelter
Bus bench

Min. 2', Rec. 3' from:

Curb

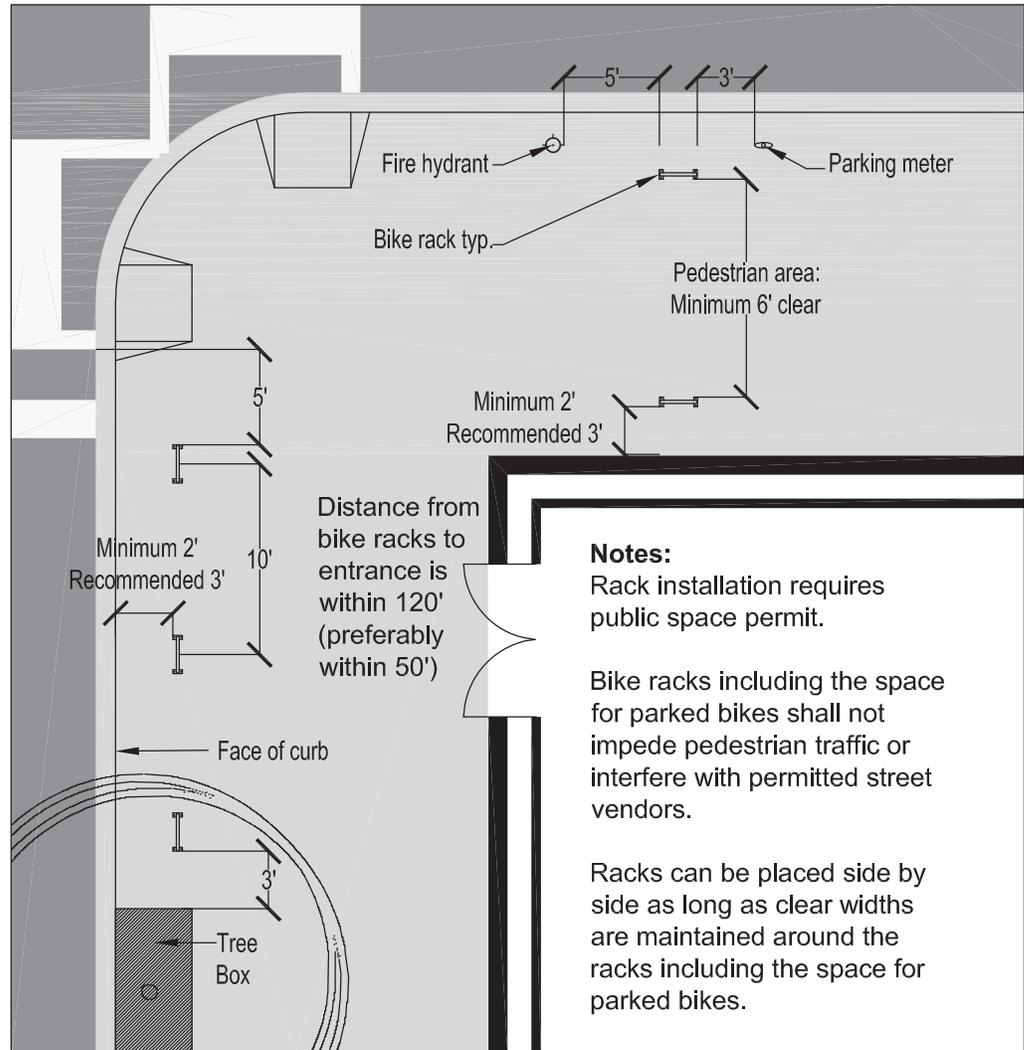
3' from:

Parking meter
Newspaper rack
US mailbox
Light pole
Sign pole
Driveway
Tree space
Trash can
Other street furniture
Other sidewalk obstructions

WALL SETBACKS

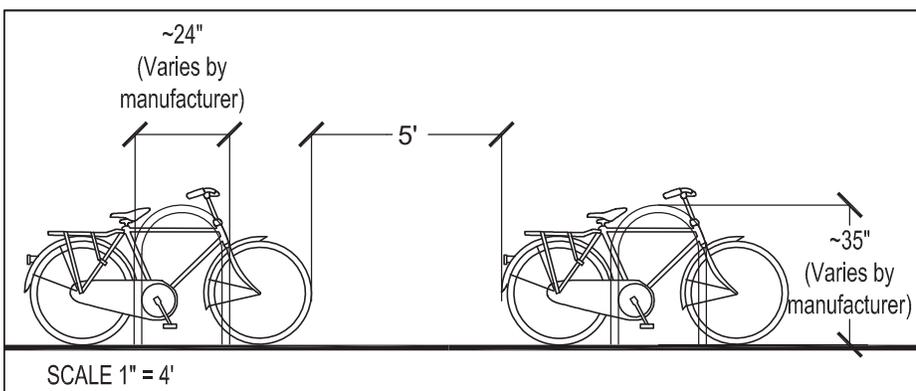
For racks set parallel to a wall:
Min. 24", Rec. 36"

For racks set perpendicular to a wall:
Min. 28", Rec. 36"

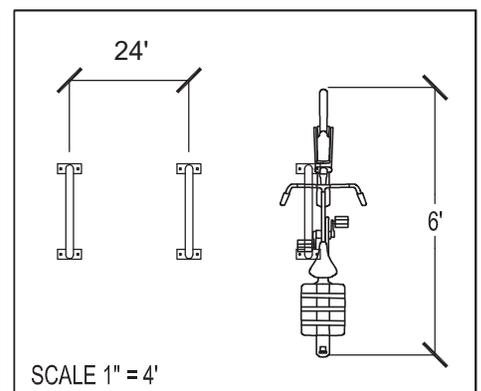


SCALE 1" = 10'

SIDE VIEW



SIDE BY SIDE RACKS:





D.C. Everest Area School

District

6100 Alderson Street
Weston, WI 54476
Phone 715-359-4221
www.dce.k12.wi.us

Dr. Kelley Strike
Assistant Superintendent of Operations

MISSION STATEMENT

D.C. Everest Area School District, in partnership with the community, is committed to being an innovative educational leader in developing knowledgeable, productive, caring, creative, responsible individuals prepared to meet the challenges of an ever-changing global society.

TO: Dr. Casey Nye, Superintendent

FROM: Dr. Kelley Strike, Assistant Superintendent of Operations

DATE: August 21, 2024

RE: 10 Year Capital Plan Approval

One of the requirements to hold a Fund 46 Long Term Capital Improvement Trust Fund is to maintain a capital improvement plan for a minimum of 10 years. This plan is reviewed annually and has been updated to reflect all the capital projects that the board approved this spring.

The Board approved utilizing up to \$3 million in Fund 10 Fund Balance for the capital projects approved in the spring and those projects will be completed throughout the 24-25 school year and into the 25-26 school year. We will utilize the available Fund 46 budget prior to utilizing Fund Balance. Some items will be paid out of Fund 10 through technology and capital projects budgets and are noted in the plan. We transferred \$2,127,472.63 into Fund 46 at the end of the 23-24 school year. Our Fund Balance in Fund 46 at the end of the 23-24 was \$3,596,109.70.

The plan can be updated regularly and is brought for Board approval on an annual basis. We will continue to review district needs and update the plan. I would like to thank Jason Jablonski for his work on developing the plan and ongoing capital project needs.

Approval is recommended.

D.C. Everest Capital Projects Review - 2024-2025

Location	Project	Cost	Notes	PO #	Notes
District/Facilities	14 vacuums	\$7,840.00	14 at \$560 - 1 ea. per school		Fund 10
	Technology Upgrades	\$1,135,000.00			Fund 10
	Maintenance Building Garage Door replacement	\$40,000.00			
	Maintenance Building HVAC replacement	\$25,000.00			
	District Camera Upgrades 1 of 4	\$104,000.00			
	Maintenance Building Upgrades	\$124,000.00			
		\$1,435,840.00			
Rothschild	Playground Equipment	\$91,500.00			
	Wood Chips	\$9,000.00			
	Asphalt	\$9,000.00			
		\$109,500.00			
Riverside	Remainder of roofing replacement (100%)	\$124,500.00			
		\$124,500.00			
Weston					
		\$0.00			
Mountain Bay	Phase 2 second floor carpet replacement 2024	\$30,000.00			Fund 10
	Phase 1 first floor carpet replacement 2025	\$35,000.00			Fund 10
		\$65,000.00			
Evergreen	Playground Equipment	\$19,000.00			
	Wood Chips	\$9,515.00			
		\$28,515.00			
Hatley					
		\$0.00			

Middle School	Phase 2 B wing carpet replacement 2024	\$30,000.00			Fund 10
	Phase 1 A wing carpet replacement	\$45,000.00			Fund 10
		\$75,000.00			
Junior High School					
		\$0.00			
Senior High School	Phase 3 Parking Lot Replacement	\$640,000.00			
	Conversion Employee Bathroom to Single Use	\$40,000.00			
	Gym Floor replacement	\$384,690.00			
	Gym Upgrades Summer 2025 (prior to June 30th)	\$600,000.00			
	Auditorium Upgrades (prior to June 30th)	\$350,000.00			
		\$2,014,690.00			
Greenheck Fieldhouse	Athletic Storage and GTCC storage	\$150,000.00			
		\$150,000.00			
Twin Oaks					
		\$0.00			
District Wide	High school/Admin/GTCC Signage	\$70,000.00			
	Landscaping Admin/High School	\$90,000.00			
		\$160,000.00			
	Running Total	\$4,163,045.00			

D.C. Everest Capital Projects Review - 2025-2026

Location	Project	Cost	Notes	PO #	Notes
District/Facilities	14 vacuums	\$7,980.00	14 at \$570 - 1 ea. per school		
	District Furniture and Desks	\$100,000.00			
	Parking Lot Stripe and Crack Fill	\$40,000.00			
	District Camera Upgrades 2 of 4	\$110,000.00			
	Maintenance Vehicle Replacement	\$40,000.00			
		\$297,980.00			
Rothschild					
		\$0.00			
Riverside					
		\$0.00			
Weston	Gym Roof Replacement	\$75,000.00			
		\$75,000.00			
Mountain Bay	Phase 2 first floor carpet replacement 2025	\$35,000.00			
		\$35,000.00			
Evergreen	Roof Replacement complete	\$325,000.00			
		\$325,000.00			
Hatley					
		\$0.00			
Middle School	Phase 2 A wing carpet replacement	\$45,000.00			

D.C. Everest Capital Projects Review - 2026-2027

Location	Project	Cost	Notes	PO #	Notes
District/Facilities	14 vacuums	\$8,120.00	14 at \$580 - 1 ea. per school		
	District Furniture and Desks	\$100,000.00			
	Parking Lot Stripe and Crack Fill	\$40,000.00			
	Plow Truck Replacement	\$55,000.00			
	District Camera Upgrades 3 of 4	\$110,000.00			
		\$313,120.00			
Rothschild					
		\$0.00			
Riverside	Replace lawnmower	\$32,000.00			
		\$32,000.00			
Weston	Boiler Replacement 1 of 4	\$30,000.00			
		\$30,000.00			
Mountain Bay					
		\$0.00			
Evergreen	Boiler Replacement 1 of 4	\$30,000.00			
	Boiler Replacement 2 of 4	\$30,000.00			
		\$60,000.00			
Hatley					
		\$0.00			
Middle School	Soccer Field Main Drive Asphalt Replacement	\$120,000.00			

D.C. Everest Capital Projects Review - 2027-2028

Location	Project	Cost	Notes	PO #	Notes
District/Facilities	14 vacuums	\$8,260.00	14 at \$590 - 1 ea. per school		
	District Furniture and Desks	\$100,000.00			
	Parking Lot Stripe and Crack Fill	\$40,000.00			
	District Delivery Truck Replacement	\$95,000.00			
	District Camera Upgrades 4 of 4	\$110,000.00			
	District Van Replacement	\$40,000.00			
		\$393,260.00			
Rothschild					
		\$0.00			
Riverside					
		\$0.00			
Weston	Boiler Replacement 2 of 4	\$30,000.00			
	Roofing Replacement	\$250,000.00			
		\$280,000.00			
Mountain Bay					
		\$0.00			
Evergreen	Boiler Replacement 3 of 4	\$30,000.00			
		\$30,000.00			
Hatley	Boiler Replacement 1 of 2	\$30,000.00			
		\$30,000.00			

Middle School				
		\$0.00		
Junior High School				
		\$0.00		
Senior High School	Locker Room Upgrades (after June 30th)	\$100,000.00		
	Roofing replacement Gym Area	\$350,000.00		
		\$450,000.00		
Greenheck Fieldhouse				
		\$0.00		
Twin Oaks	Metal Roofing Replacement	\$24,000.00	\$12,000 Per Building	
		\$24,000.00		
IDEA School				
		\$0.00		
	Running Total	\$1,207,260.00		

D.C. Everest Capital Projects Review - 2028-2029

Location	Project	Cost	Notes	PO #	Notes
District/Facilities	14 vacuums	\$8,400.00	14 at \$600 - 1 ea. per school		
	District Furniture and Desks	\$125,000.00			
	Parking Lot Stripe and Crack Fill	\$40,000.00			
		\$173,400.00			
Rothschild					
		\$0.00			
Riverside					
		\$0.00			
Weston	Replace lawnmower	\$32,000.00			
	Boiler Replacement 3 of 4	\$32,000.00			
		\$64,000.00			
Mountain Bay					
		\$0.00			
Evergreen	Boiler Replacement 4 of 4	\$32,000.00			
		\$32,000.00			
Hatley	Boiler Replacement 2 of 2	\$32,000.00			
		\$32,000.00			
Middle School					

			\$0.00		
Junior High School	North Parking Lot Replacement		\$250,000.00		
			\$250,000.00		
Senior High School	Pool Replacement Phase 1		\$575,000.00		
			\$575,000.00		
Greenheck Fieldhouse					
			\$0.00		
Twin Oaks	Replace Roofing on Main Lodge		\$40,000.00		
			\$40,000.00		
Maintenance Building					
			\$0.00		
IDEA School	Misc. Upgrades (Paint, Carpet, Casework)		\$35,000.00		
			\$35,000.00		

Running Total

\$1,201,400.00

D.C. Everest Capital Projects Review - 2029-2030

Location	Project	Cost	Notes	PO #	Notes
District/Facilities	14 vacuums	\$8,540.00	14 at \$610 - 1 ea. per school		
	District Furniture and Desks	\$125,000.00			
	Parking Lot Stripe and Crack Fill	\$40,000.00			
	Curbing and Sidewalk Replacements (district wide)	\$150,000.00			
		\$323,540.00			
Rothschild	Boiler Replacement 1 of 2	\$40,000.00			
		\$40,000.00			
Riverside					
		\$0.00			
Weston	Boiler Replacement 4 of 4	\$32,000.00			
		\$32,000.00			
Mountain Bay	Playground Equipment Upgrade	\$40,000.00			
		\$40,000.00			
Evergreen					
		\$0.00			
Hatley					
		\$0.00			
Middle School					

Running Total

\$1,180,540.00

D.C. Everest Capital Projects Review - 2030-2031

Location	Project	Cost	Notes	PO #	Notes
District/Facilities	14 vacuums	\$8,680.00	14 at \$620 - 1 ea. per school		
	District Furniture and Desks	\$125,000.00			
	Parking Lot Stripe and Crack Fill	\$40,000.00			
	HVAC Controls Update	\$100,000.00			
		\$273,680.00			
Rothschild	Boiler Replacement 2 of 2	\$40,000.00			
		\$40,000.00			
Riverside					
		\$0.00			
Weston					
		\$0.00			
Mountain Bay	Replace lawnmower	\$34,000.00			
		\$34,000.00			
Evergreen	Replace lawnmower	\$34,000.00			
		\$34,000.00			
Hatley	Misc. Upgrades (Paint, Carpet, Casework)	\$35,000.00			
		\$35,000.00			
Middle School	Boiler Replacements	\$270,000.00	3 Boilers @ 90,000 Each		
	Boiler Controls Upgrade	\$50,000.00			

D.C. Everest Capital Projects Review - 2031-2032

Location	Project	Cost	Notes	PO #	Notes
District/Facilities	14 vacuums	\$8,820.00	14 at \$630 - 1 ea. per school		
	District Furniture and Desks	\$125,000.00			
	Parking Lot Stripe and Crack Fill	\$40,000.00			
		\$173,820.00			
Rothschild	Misc. Upgrades (Paint, Carpet)	\$15,000.00			
	Casework Classroom Upgrades and Lockers	\$100,000.00			
		\$115,000.00			
Riverside	Misc. Upgrades (Paint, Carpet, Casework)	\$15,000.00			
		\$15,000.00			
Weston	Misc. Upgrades (Paint, Carpet, Casework)	\$15,000.00			
		\$15,000.00			
Mountain Bay	Misc. Upgrades (Paint, Casework)	\$20,000.00			
		\$20,000.00			
Evergreen	Misc. Upgrades (Paint, Carpet, Casework)	\$15,000.00			
	Playground Equipment Replacements	\$50,000.00			
		\$65,000.00			
Hatley	Misc. Upgrades (Paint, Carpet, Casework)	\$10,000.00			
		\$10,000.00			
Middle School	Misc. Upgrades (Paint, Casework)	\$20,000.00			

			\$0.00		
		Running Total	\$1,018,820.00		

D.C. Everest Capital Projects Review - 2032-2033

Location	Project	Cost	Notes	PO #	Notes
District/Facilities	14 vacuums	\$8,988.00	14 at \$640 - 1 ea. per school		
	District Furniture and Desks	\$125,000.00			
	Parking Lot Stripe and Crack Fill	\$40,000.00			
	Roofing Upgrades District	\$400,000.00			
		\$573,988.00			
Rothschild	Lower Level Locker Replacement	\$35,000.00			
		\$35,000.00			
Riverside					
		\$0.00			
Weston					
		\$0.00			
Mountain Bay	Playground Equipment Upgrade	\$40,000.00			
		\$40,000.00			
Evergreen					
		\$0.00			
Hatley	Replace lawnmower	\$34,000.00			
	Playground Equipment Upgrade	\$40,000.00			
		\$74,000.00			
Middle School	Playground Equipment Upgrade	\$40,000.00			

			\$40,000.00		
Junior High School	Window Replacements 1 of 2		\$500,000.00		
	Stadium Concession Upgrade		\$10,000.00		
	Stadium Fencing Repairs and Replacement		\$40,000.00		
			\$550,000.00		
Senior High School	Server Room Generator Replacement		\$110,000.00		
	Varsity Baseball Field Repairs and upgrades		\$60,000.00		
			\$170,000.00		
Greenheck Fieldhouse					
			\$0.00		
Twin Oaks					
			\$0.00		
Maintenance Building					
			\$0.00		
IDEA School					
			\$0.00		

Running Total

\$1,482,988.00

D.C. Everest Capital Projects Review - 2033-2034

Location	Project	Cost	Notes	PO #	Notes
District/Facilities	14 vacuums	\$8,988.00	14 at \$640 - 1 ea. per school		
	District Furniture and Desks	\$100,000.00			
	Parking Lot Stripe and Crack Fill	\$40,000.00			
	Curbing and Sidewalk Replacements (district wide)	\$150,000.00			
		\$298,988.00			
Rothschild	Paint Classrooms	\$30,000.00			
		\$30,000.00			
Riverside	Paint Classrooms	\$30,000.00			
		\$30,000.00			
Weston	Paint Classrooms	\$30,000.00			
		\$30,000.00			
Mountain Bay	Paint Classrooms	\$30,000.00			
		\$30,000.00			
Evergreen	Paint Classrooms	\$30,000.00			
		\$30,000.00			
Hatley					
		\$0.00			
Middle School	Paint Classrooms	\$30,000.00			

			\$30,000.00		
Junior High School	Window Replacements 2 of 2		\$500,000.00		
	Paint Classrooms		\$30,000.00		
			\$530,000.00		
Senior High School	Paint Classrooms		\$30,000.00		
			\$30,000.00		
Greenheck Fieldhouse					
			\$0.00		
Twin Oaks	Lodge Bunk rooms Upgrades		\$100,000.00		
			\$100,000.00		
IDEA School					
			\$0.00		
	Running Total		\$1,138,988.00		

	<p>D.C. Everest Area School District</p> <p>6100 Alderson Street Weston, WI 54476 Phone 715-359-4221 www.dce.k12.wi.us</p> <p>Dr. Kelley Strike Assistant Superintendent of Operations</p>	<p>MISSION STATEMENT</p> <p>D.C. Everest Area School District, in partnership with the community, is committed to being an innovative educational leader in developing knowledgeable, productive, caring, creative, responsible individuals prepared to meet the challenges of an ever-changing global society.</p>
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TO: Dr. Casey Nye, Superintendent
FROM: Dr. Kelley Strike, Assistant Superintendent of Operations
DATE: August 21, 2024
SUBJECT: Implementation of New Voluntary Benefit – Accident Insurance

Currently, D.C. Everest utilizes National Insurance Company (NIS) for both our Long-Term Disability and Short-Term Disability benefits. We have found their services to be beneficial to our staff; about 95% of eligible staff are enrolled in the Long-Term Disability, and about 40% of eligible staff are enrolled in the Short-Term Disability.

We would like to propose the implementation of a third optional benefit from NIS, to be offered during our next Open Enrollment period and effective January 1, 2025: Accident Insurance.

Accident Insurance is designed to provide cash payments (financial security) to employees in the event of covered injuries and accidents such as burns, dislocations, fractures, lacerations, surgeries due to injuries, etc. This voluntary benefit will deliver payments directly to enrolled employees and their families to help offset high medical deductibles and other unforeseen expenses that come with any accident or injury. It will pay in addition to any paid time off, Worker’s Compensation, and Short-Term Disability payments the employee may also be receiving.

Because this is a voluntary benefit, there will be no additional cost to the District. The coverage options and monthly rates for employees (guaranteed for two years) are:

- Employee \$11.40
- Employee + Spouse \$18.10
- Employee + Child(ren) \$27.60
- Family \$41.60

Implementing Accident Insurance aligns with our Board goal of “Great Place to Work” by continuing to enhance and provide comprehensive benefits that support the health and financial wellbeing of our staff. This voluntary benefit complements our existing employee benefit offerings and will enhance our recruitment and retention of our staff.

As a result of adding this benefit, we will be eligible to utilize WISE Employee Benefits Solution. This will provide a system for new and existing employees to complete all benefit paperwork in an online platform.

Summer Learning 2024



DC Everest - Time to Shine 2024



6 New Courses ✨ New & Improved Curriculum ✨ Continued Traditions & Programs



Read & Run 3/4



Students in this course were able to grow their love of reading while working out, exploring, and having fun with friends. Each week students brought their tennis shoes and literacy brain to READ & RUN.



They explored inside movement activities and new outside games and activities such as Soccer, Team Building Activities, Tagging games, Jump roping, Football, and Frisbee. This course was a great way for students to grow their love of reading while working out, exploring, and having fun with friends!



Star Wars Universe



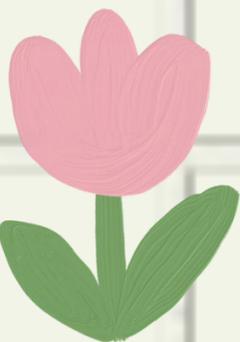
Students participated in everything Star Wars from building a Labyrinth-based marble maze to creating a lightsaber, writing Star Wars themed poetry, and even making Star Wars snacks. Not to mention creating Lightsabers and using them for daily Jedi workouts which led to choreographing a group battle scene!

MAY THE FORCE BE WITH YOU!



Ready to Rise

Ready to Rise provided intensive summer school intervention for current K-1 students needing additional support to close foundational literacy gaps. Wisconsin's new early literacy law (Wisconsin Act 20) requires us to ensure students are proficient readers by third grade, and by 2025, it will require us to identify students who are not and require them to attend foundational, explicit literacy instruction during summer school. It further has a retention component for third graders - and we don't want to wait until then to support these students in all ways possible! Ready to Rise made a tremendous impact on those students who were able to attend on a regular basis.



Amazing Artists

What a group of creative geniuses in our Amazing Artists class! They rocked their Vision Board with so many positive plans for their future. Their stained glass art projects were truly AMAZING and their Tree of Life was another powerful representation of their strong character.



Magic of Mindfulness



Students created Kindness Buckets, Positive Fortune Tellers, Gratitude Jars, Meditation Chains and enjoyed a Mindful Nature Walk. and students shined through reflecting and creating in this new course!



I will use this meditation chain when I am feeling shy & nervous

Bead one: My ideas are worthwhile.

Bead two: I am important.

Bead three: People enjoy having me around

Bead four: I play an important role in the world.

Bead five: I am perfect just the way I am.

Bead six: Everyone has flaws.

Bead seven: People like me for me.

Bead eight: _____

Bead nine: _____

Bead ten: _____

Bead eleven: _____



The Ice Cream truck made its return!



Buddy Jack's Ice Cream

June 24 · 🌐



We feel grateful for the chance to bring the ice cream truck to a few summer school locations; Weston Elementary, Rothschild Elementary and DC Everest middle school. Thank you so much and we hope you enjoyed the sweet treats 🍦 ☀️





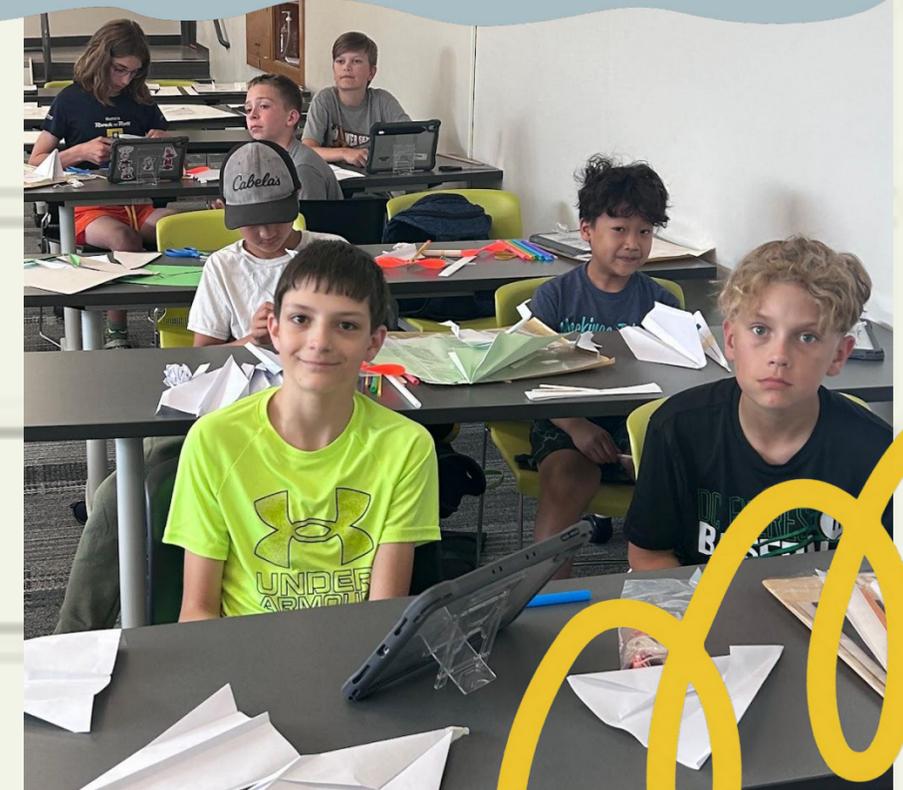
3rd Annual Engineering Tomorrow Camp

Aerodynamics (Grades 5-7):

- Forces an airplane experiences in flight
- Lift-to-drag ratios to complete the distance or flight time challenges

Astrodynamics (Grades 8-11):

- Spacecraft
- Launch vehicles
- and Orbits



Strength & Conditioning

- A successful summer under new leadership!
- Providing a group environment with an individualized approach to fitness for each student.



Summer Learning 'Broadway Bound'

A Kid's Life

- 18 mornings of rehearsal
- Students displayed incredible passion to music and theatre.





Hmong Phoojywg Enrichment Program 2024

Another great year for our Hmong Phoojywg Enrichment Program! The collaboration with the Wausau School District continues to enhance our program which can be seen in the continued rise in attendance and a phenomenal final day celebration.



August programs in progress

Transition Programs for Kindergarten



Music Camps at SRH & MS



Web Leaders at DCEMS



We couldn't
have done it
without you!



Best wishes and a special
thank you to Katelyn
Landerman for her 6 years
as one of our elementary
Summer Learning
principals!

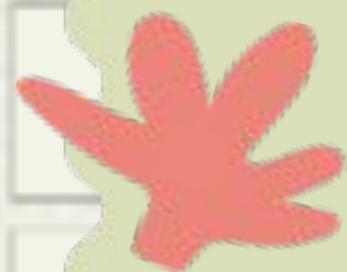
- Administrators and Team
at the Admin Building
- Building Principals and
Secretaries
- Summer Learning Teachers
& Educational Assistants
- Nurses & Health Assistants
 - Nutrition Team
 - Custodians
- Technology Department



And a special



Thank You



to our school board for the many
opportunities our Summer
Learning program offered our
D.C. Everest students and staff.

ODYSSEY ELEMENTARY

PARENT AND STUDENT HANDBOOK

2024-2025



ODYSSEY
ELEMENTARY

Otters

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EQUAL OPPORTUNITY AND PUPIL NONDISCRIMINATION PROVISIONS

The D.C. Everest School Board does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, (including transgender status, change of sex or gender identity), or physical, mental, emotional, or learning disability (“Protected Classes”) in any of its student programs and activities. The following staff are designated to receive inquiries regarding the non-discrimination policies:

Sarah Trimner, Director of Talent & Culture
6100 Alderson St, Weston, WI 54476
(715) 359-4221, ext. 1225, strimner@dce.k12.wi.us

Kelley Strike, Assistant Superintendent of Operations
6100 Alderson St, Weston, WI 54476
(715) 359-4221, ext. 1243, kstrike@dce.k12.wi.us

DISTRICT MISSION STATEMENT

D.C. Everest schools, in partnership with the community, are committed to be innovative educational leaders in developing knowledgeable, productive, caring, creative, responsible individuals prepared to meet the challenges of an everchanging global society.

TITLE IX NOTICE

The Board of the D.C. Everest Area School District does not discriminate on the basis of sex in its education program or activity and is required by Title IX and its implementing regulations not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The District’s Title IX Coordinators are:

Gina Lehman (students), Director of Student Services
6100 Alderson St, Weston, WI 54476
(715) 359-4221, ext. 1351, gilehman@dce.k12.wi.us

Sarah Trimner (Staff), Director of Talent & Culture
6100 Alderson St, Weston, WI 54476
(715) 359-4221, ext. 1225, strimner@dce.k12.wi.us

Any inquiries about the application of Title IX and its implementing regulations to the District may be referred to the Title IX Coordinators, the Assistant Secretary for the U.S. Department of Education’s Office for Civil Rights or both.

The Board has adopted a grievance process and procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that is prohibited by Title IX and/or its implementing regulations. The grievance process and procedures are included in Policy 2266 – Nondiscrimination on the Basis of Sex in Education Programs or Activities. The grievance process and procedures specifically address how to report or file a complaint of sex discrimination, how to report or file a formal complaint of Sexual Harassment, and how the District will respond.

STAFF DEVELOPMENT/TEACHER WORKDAYS

Please note that during the school year, there will be days when there will be no school OR virtual school for students to give teachers time for staff development, long-range planning or to work on special building projects. Please note the following staff development dates for the 2024-2025 school year:

2024-2025 DCE Calendar

<p>AUGUST '24</p> <table border="1"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </table>	S	M	T	W	Th	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	<p>12-23, 26, 30 Teachers work 2 half day increments in-person during these days</p> <p>27-29 Teacher Work Days</p>	<p>FEBRUARY '25</p> <table border="1"> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td></td></tr> </table>	S	M	T	W	Th	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28		<p>20 No School for All Students Elementary: P/T Conferences Secondary: student Independent Learning Day - teachers ½ vertical teaming & 1/2 work day</p> <p>21 Teacher PD Day</p>														
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2024-2025 Odyssey Calendar

September 3rd	Tuesday	First Day of School
September 30th	Monday	No School: Teacher Work Day
October 10th	Thursday	Odyssey: PT Goal Setting Conferences (3:00-6:00)
October 11th	Friday	Odyssey NO SCHOOL: PT Goal Setting Conferences
October 24th	Thursday	No School: Teacher PD day
October 25th	Friday	No School
November 4th	Monday	District No School
November 27th-29th	Wednesday-Friday	No School: Thanksgiving Break
December 23rd-January 1st	Monday-Wednesday 1st	No School: Winter Break
January 2nd	Thursday	First Day of School After Winter Break
January 20th	Monday	District No School: Teacher work day
January 27th	Monday	Odyssey Virtual Day: Teacher PD day
February 20th	Thursday	No School: Elementary PT Conferences
February 21st	Friday	No School: Teacher PD day
March 21st	Friday	No School: Teacher PD day
March 24th-28th	Monday-Friday	No School: Spring Break
April 4th	Friday	State Forward ELA Testing <ul style="list-style-type: none"> ● K-2 Virtual Day - Learning at home ● 3-5 In-person testing 7:40-11:00
April 11th	Friday	State Forward ELA Testing <ul style="list-style-type: none"> ● K-2 Virtual Day - Learning at home ● 3-5 In-person testing 7:40-11:00
April 18th	Friday	District No School
April 30th-May 2nd	Wednesday-Friday	Odyssey Virtual Days: Teacher PD (State Math Conference)
May 26th	Monday	No School: Memorial Day
June 3rd	Tuesday	Odyssey 5th Grade Send-Off
June 5th	Thursday	Students Last Day (unless needed for snow make-up)
June 6th	Friday	Snow Make-up Day (if needed)

QUARTER DATES FOR 2024-2025 SCHOOL YEAR

- 1st quarter ends November 1, 2024
- 2nd quarter ends January 17, 2025
- 3rd quarter ends March 20, 2025
- 4th quarter ends June 5, 2025

THE SCHOOL DAY

All elementary schools within the DC Everest district have approximately the same school day. Students in grades kindergarten through fifth receive core and related arts instruction daily. Our school day allows ample time for instruction and supervised activities.

RELATED ARTS INSTRUCTION

Students receive special instruction from a “related arts” teacher in art, music, physical education, guidance, and library skills on a rotating basis throughout the school year. Classroom teachers expand upon the lessons introduced by related arts teachers and reinforce newly acquired skills.

ODYSSEY ELEMENTARY LEARNING ENVIRONMENT

Core Values: Discovery, Innovation, Creation, Curiosity, Empowerment, Connection

Vision: Empower curious, creative learners to discover and connect in an innovative learning environment.

PBIS Matrix: Be Responsible, Be Respectful, Be Safe

Mission: In partnership with our families and community, we allow students to thrive in an authentic, collaborative learning environment which engages their mind through interdisciplinary project-based learning. These interactive, inquiry based models of learning foster student imagination, exploration of passions and innovation, support collaboration and critical thinking, and guide students to flourish as empowered leaders and life-long learners in our ever changing global society.

GENERAL BEHAVIOR GUIDELINES

Odyssey Elementary school utilizes the Positive Behavior Intervention Support (PBIS) program and Love and Logic Discipline Program in designing the plan. These programs aim to promote problem solving, responsibility, respect, self-discipline, compassion and integrity. Both are an approach to teaching and supporting positive behaviors and meeting the needs of ALL students. This school-wide approach to discipline focuses on building a safe and positive environment in which all students can learn.

Students are expected to demonstrate good conduct, use self-control, and maintain a safe attitude by observing safety practices before, during, and after school. A team has worked on a plan that addresses student behavior in all areas of the school. Expectations are described and students are taught how to meet these expectations. D.C. Everest School District believes that a positive school atmosphere enhances individual learning. To maintain this atmosphere, students must conduct themselves appropriately and not interfere with the learning or rights of others. Therefore, the following "all school discipline plan" has been implemented and this section of the handbook is devoted to the communication of the plan to students and parents. A positive school atmosphere enhances individual learning. To maintain this atmosphere, students must follow the following three core values at all times:

- Respectful
- Responsible
- Safe

Please refer to the attached behavior matrix which identifies specific core value expectations in different locations within the school.

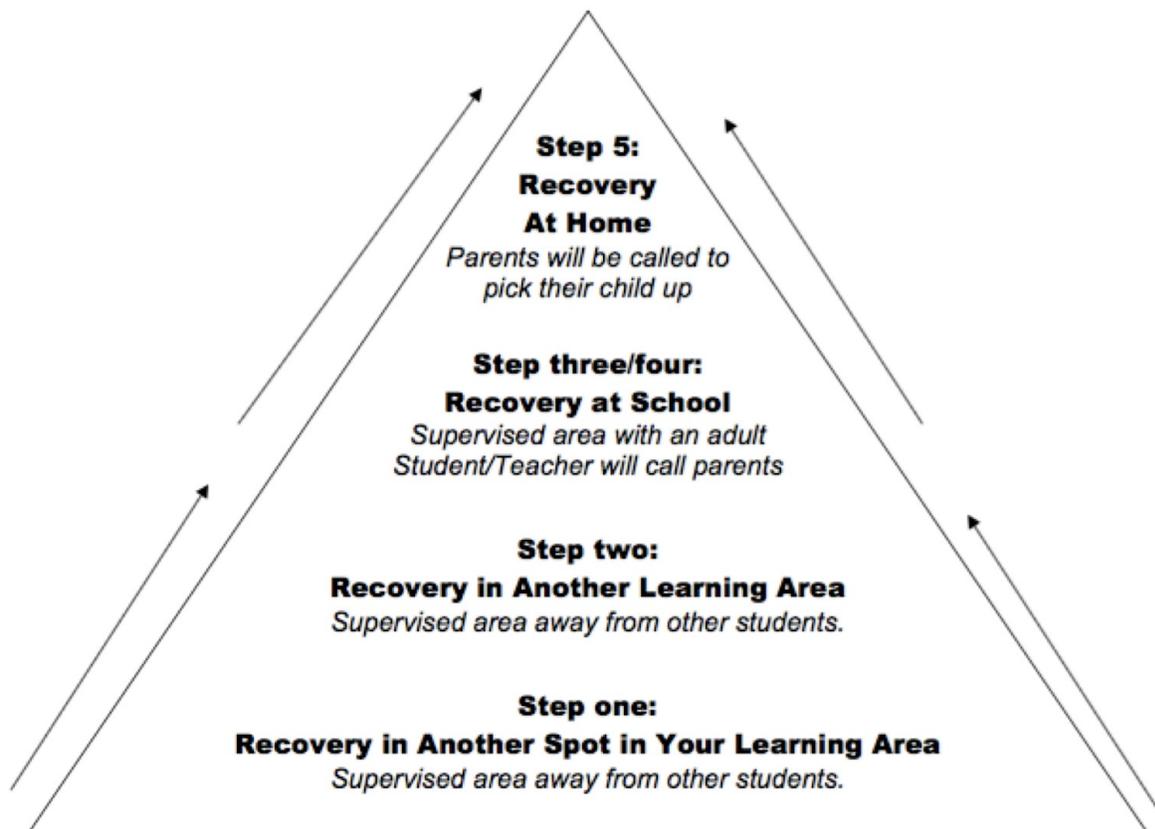
How we run our safe school:

1. Staff will treat you with respect, so you will know how to treat us.
2. Feel free to do anything that doesn't cause a problem for you or anyone else.
3. If you cause a problem, we will ask you to solve it.
4. If you can't solve the problem, or choose not to, we will do something.
5. How we handle a given situation often depends on the needs of the child
6. If you feel something is unfair, whisper to a staff member, "I'm not sure that's fair," and we will talk.

The consequences for breaking any of the above rules are noted on the triangle on the following page.

Severe Clause: Students will go directly to step 3 on the triangle if:

- A child physically hurts another child.
- A child deliberately destroys property.
- A child refuses to do what he/she is asked to do.
- A child is harassing another child.
- A child threatens another child.



ATTENDANCE PROCEDURES

ATTENDANCE

When a child is absent, a parent should call school 715-359-1040, dial 5530 for attendance, by 8:15 a.m. to inform the office that the child will not be in attendance. If a family does not call to inform school about a student's absence, the school will make a reasonable attempt to reach a parent at home or work. If the office is not able to contact a parent to get an explanation for an unreported absence, the absent child will be recorded as "unexcused". Police may be called if we are concerned with the safety of the child. After a student has been absent, he or she should bring to school a written excuse signed by a parent. For doctor or dentist appointments, please bring a slip from their office to have the appointment considered as a medical excuse. Absences beyond five per semester may need a doctor's excuse. The only excused absences are those due to illness of the student, death in the family, a doctor or dentist appointment that cannot be scheduled after school hours, or whenever the principal considers that exemption from attendance is in the best interest of the student.

STUDENTS WHO ARE TARDY

Children who arrive at school after the attendance bell will be considered tardy. When such cases occur with the parents' knowledge, they should send an excuse explaining the reason for the tardiness. **All children who are tardy must report to the office.** The attendance secretary will make the necessary changes in the school attendance report.

STUDENTS LEAVING SCHOOL EARLY

At times, it may be necessary for you to schedule an appointment, or an emergency occurs which requires an early release of your child(ren). Please send a note to school informing the teacher of the early release. Parents picking up students during the school day must always check in at the school office and sign him/her out. The teacher will then be contacted to dismiss the student. Parents may not remove students from a classroom, lunchroom, playground or location other than the office. Students will not be permitted to wait for parents in the parking lot or at a curbside location. This procedure will be followed for your child's protection.

CHANGES FOR STUDENT PICK-UP DURING THE DAY

If a parent needs to change the plan for pick-up/bus drop-off at the end of a day, the parent must call the office and notify the secretary by 2:15 PM. The secretary will relay the message to the teacher and the student. Do not email the child's teacher or leave messages on their phone, as the teacher may not get the message before the end of the day.

STUDENT ARRIVAL AND DISMISSAL

Students who ride the school bus will arrive at school at 7:20 am. Students who walk to school or are driven by parents should plan to arrive at about the same time. Students will not be permitted to go to the classrooms earlier, since prior to that time, teachers are not available to provide necessary supervision. (The outer doors of the school are locked until 7:30 am and students are not permitted in the building prior to that time.) The dismissal time is 2:40 pm. Children are not to remain after school or play on the playground unless it is an organized, coach-supervised practice or game. In the event that children return to the playground after dismissal, teachers or other school personnel will not be responsible for supervising their play or for accidents.

PRE-ARRANGED ABSENCE

Families should make a sincere effort to plan family vacations to correspond with the scheduled vacation days of the school year. This way, students will experience the best of both worlds; they can participate in educational vacations and not miss learning experiences at school. If your child will be absent for three or more days, parents should request a Pre-Arranged Absence Notification form from your school, complete it and turn it in to your child’s teacher. The form should be submitted one week prior to the intended absence. All students are expected to make up work missed. A completed form does not exempt your child from state/district attendance procedures.

Highlights of the Attendance Section:

- Call school when your child is absent, 715-359-1040, dial 5530
- Tardy students must report in at the office
- Parents may not remove students from classrooms or the playground
- When returning from a doctor or dentist appointment, please bring slip from their office to have the absence considered as a medical excuse.
- Police may be called for the safety of the child.

FOOD SERVICES

SCHOOL MEAL PROGRAM

The D.C. Everest Area School District is proud to offer school meals with a wide variety of fresh, local, and homemade ingredients as part of the National School Breakfast and Lunch Programs.

Elementary Meal Prices 2024-2025 Table

	Milk (Snack Break or Cold Lunch Milk)	Breakfast	Lunch	Milk, Breakfast, & Lunch
Daily	\$0.45	\$1.50	\$2.00	\$3.95
Weekly	\$2.25	\$7.50	\$10.00	\$19.75
Monthly (20 days)	\$9.00	\$30.00	\$40.00	\$79.00
Quarterly (45 days)	\$20.25	\$67.50	\$90.00	\$177.75
Semester (90 days)	\$40.50	\$135.00	\$180.00	\$355.50
Reduced Costs:	\$0.00	\$0	\$0.40	

MEAL PAYMENTS

We accept cash or check payments in person at the school office. Please include the student's name and ID number with the deposit. Payment may also be made online for a small fee on the [MySchoolBucks website at www.myschoolbucks.com](http://www.myschoolbucks.com). You can check account balances, view recent purchases, and set up low balance alerts for free on the MySchoolBucks website.

FREE AND REDUCED

A copy of the Free or Reduced-Price Meal Applications are sent home to each household and are available in the school office or on the D.C. Everest website. If you think your family might qualify for this benefit, please fill out an application. A new application must be completed each school year. We only need one form per household, even if your students attend multiple D.C. Everest Schools. Applications may be submitted at any time during the school year. All information is kept confidential.

MENUS

A printed school breakfast and lunch menu is sent home monthly. [Check Nutrislice for our interactive online menus at www.dce.nutrislice.com](http://www.dce.nutrislice.com).

BREAKFAST PROGRAM

Breakfast is served each day that school is in session unless there is a school delay. Students are encouraged to order breakfast the day prior, however any student is welcome to participate in breakfast.

WISCONSIN MORNING MILK PROGRAM

Milk is offered every day during a morning break for \$0.40 per 8 oz carton. If a student is determined to be eligible for Free & Reduced-Price Meals, then milk is also free during morning break.

FIELD TRIP BAG LUNCH MEAL DEAL

Students may order a bag lunch from the Food Service program when there is an activity that takes them out of the building over the lunch period. All lunches must be ordered in advance. The lunch may be purchased for the cost of a meal and will be charged to the student's lunch account. If a student is determined to be eligible for Free & Reduced-Price Meals, then the meal will be charged accordingly.

NUT FREE POLICY

Some food products can cause an anaphylactic reaction if a person eats, touches, or breathes in the protein. Anaphylaxis means that the immune system overreacts to a particular protein found in that food. Each reaction is unique, and symptoms range from mild to life threatening with each exposure. The eight foods most commonly responsible for the majority of reactions are: cow's milk, eggs, fish, peanuts, shellfish, soy, tree nuts, and wheat. Examples of non-food related anaphylactic allergens are latex, medication, and insect venom (i.e. bee stings).

Although the district cannot guarantee an allergen free campus, DC Everest Policy 5335.01 provides an anaphylactic aware environment (K-12) for staff and students by taking measures to minimize the risk of an exposure and educate staff to respond to life threatening reactions. During classroom projects and activities, common food allergens, as well as latex, will be avoided.

To reduce the risk of exposure for physician diagnosed anaphylactic food allergies, Odyssey Elementary has become a nut free environment. If nut containing products are eaten, hand washing with soap and water is required prior to returning to a classroom environment or playground. Items for snack break/lunch should not contain nuts as they cannot be consumed in the learning environment.

The food service department will make dietary substitutions in accordance with USDA regulations 7 CFR Part 15b, when the "Medical Statement for Children with Disabilities Requiring Special Foods in Child Nutrition Programs" is correctly completed by a physician and returned to the Supervisor of Food Services.

A reasonable effort for school operated programs will be made to not serve or purchase food products that contain nut ingredients. Nut containing products will not be served in grades K-5. Snack and lunch items should not contain nuts as they cannot be consumed in the learning environment.

The parent/guardians will supply a physician signed and completed Anaphylactic Action plan to the school and indicate if the student should sit at an allergy safe table and notify staff if there are any changes in the student's health.

HEALTH SERVICES

WHEN TO KEEP YOUR STUDENT HOME FROM SCHOOL DUE TO ILLNESS

It is often hard to know when to keep a student home from school. The following guide will give you helpful hints to make a decision about sending your student to school.

Fever

A fever is a sign that your child may be sick and/or contagious.

- If your child has a temperature of 100.4 degrees or more, they will be sent home.
- Your child can return to school when he/she is fever free for 24 hours without the use of a fever reducing medication.
- Call your doctor if the fever continues for more than a few days.

Vomiting

If your child vomits due to illness, and the vomiting is not due to a chronic health condition he/she will be sent home.

- A child who is vomiting needs to stay home until he/she is symptom free for 24 hours.
- Call your doctor if the vomiting continues more than 24 hours, and/or your child is not drinking fluids.
- Your child should be able to eat and drink without vomiting before they return to school.

Diarrhea

If your child has diarrhea due to illness, and the diarrhea is not due to a chronic health condition, he/she will be sent home.

- Notify your doctor if the diarrhea is frequent or accompanied by fever, rash, or general weakness lasting more than 24 hours.
- A child with diarrhea needs to stay home until he/she is symptom free for 24 hours.
- If the diarrhea is associated with illness, your child should not have diarrhea when they return to school.

Rashes

A rash may be the first sign of an illness.

- A doctor should evaluate the skin rash before you send your child to school.
- Your child will be sent home if they have a rash that is spreading, open and cannot be covered.
- Your child may return to school after seeing a doctor. Send a note from the doctor stating that the rash is not contagious and that your child may be at school.

Coughs and Colds

Infections are spread when children cough and sneeze, forgetting to cover their nose and mouth.

- Your child will be sent home if they have continuous nasal drainage, coughing spells or if symptoms interfere with their ability to learn.
- Children may stay at school and/or return to school providing they do not have a fever, nasal drainage is minimal and coughing is less frequent.

Pink Eye

Allergies, virus, and/or bacteria can cause pink eye. Pink eye can be highly contagious depending on the cause.

- Symptoms are red watery eyes, swelling of the upper and/or lower eyelid, and/or yellow drainage.
- Your child will be sent home if the pink eye is accompanied by fever, behavioral changes and/or inability to avoid touching the eye.
- Treatment for eye infections vary. Call your doctor, optometrist, or ophthalmologist, to find out if any treatment is needed.
- Antibiotics should be use for 24 hours before returning to school.

Strep Throat

If your child has been diagnosed with Strep Throat, he/she must remain home 24 hours after antibiotics have begun or return with written Dr. approval.

Lice

If designated staff discover head lice or untreated nits on a student at school, the school staff will notify the parent/guardian and recommend to pick the student up and administer an FDA approved lice treatment (pediculicide/ovicide). If a student with live lice or untreated nits is not able to be picked-up they may remain in the classroom the remainder of the school day, but must be treated with an FDA approved lice treatment prior to returning to school. Nits may persist, but successful treatment should kill live lice. If nits are found, after initial treatment with an FDA approved pediculicide/ovicide, child may stay in school. Nit removal should be done at home. Head lice can be found in every community at

all times and are not an indicator of cleanliness or socioeconomic status. Lice are a nuisance but do not spread disease. Therefore, notification home and/or to the local health department is not necessary.

MEDICATION AT SCHOOL

The purpose of the medication procedure is to keep your child safe and provide him/her with the medication ordered. District staff will not give any medication – prescription and/or OTC - to any student if the criteria below are not met.

Parent-Physician Consent Forms

No medication can be given to your child without the signed completed consent form.

- Parent signature is required for over-the-counter medications (OTC).
 - A physician's signature is required if the dose needed of the over-the-counter medication is more than the recommendations listed on the label.
 - A physician's signature required if medication age appropriate.
- Parent and physician signature are required for all prescription medication.
- Complete a new consent form when the dose of the medication is changed and/or the medication is discontinued.
- **Special Note:** Parent and physician signatures are required before staff is allowed to administer herbal, homeopathic or dietary supplements at school.
- The Medication Consent Form be found on the Board Docs website [Parent-Physician Medication Consent Form](#).
- Narcotic medications cannot be given to your child at school.

Medication Bottles and Labeling

- Prescription medication MUST be in the original labeled pharmacy bottle. The label must clearly state:
 - Student's name.
 - Name of the medication.
 - Time to give medication and dose to give.
 - Physician's name.
 - Date medication was dispensed by pharmacy.
- OTC medication must be in the original container or single dose package.
- Staff cannot give any medication sent in a plastic bag or an envelope.
- Medication will not be given to your child if the bottle is incorrectly labeled.

Handling and Storage of Medication at School

- Medications are stored in the original labeled pharmacy container and in a locked cabinet.
- Parents and/or guardians must pick up all unused, discontinued, or outdated medications.
- Parents and/or guardians must pick up all medication at the end of the school year.
- Any unclaimed medication will be disposed of at the end of the school year.

Special Considerations – Inhalers and Epi-pens

- Students can self- carry emergency medications - Epi-pens, inhalers and glucagon - to treat a life- threatening health condition with written permission from the parent and physician.
- All students needing an emergency medication are taken by ambulance to the nearest emergency room. Parents will be notified.

General Safety Considerations

- Bring your child's medication to the health office.
- Send only limited quantities of medication to school.
- All medication is stored in the health room.

Contact the school health assistant with questions.

HEARING AND VISION SCREENING PROGRAMS

Marathon County Public Health Department staff will be at each elementary school this fall to conduct a vision and hearing-screening program. Screening dates will be listed in the school newsletters.

Students in grades K-3 and 5 are screened. This program is only a screening. Participation in the screening is optional. If you do not want your child to participate in the screening, send a written signed note to the health assistant at school telling us you do not want your child screened.

If your child wears glasses, please make sure the glasses are at school for the vision screening.

Any student who does not pass the initial screening will be re-screened by the health department staff in 4 weeks. If your child does not pass the re-screening, you will receive a letter and a phone call from the health department.

Highlights of the Health Services Section:

- **Three registered nurses employed by the D.C. Everest School District supervise the delivery of health services. There is always not a registered nurse on site.**
- **Each D.C. Everest Elementary School has the services of a health associate during school hours.**
- **If a child becomes ill or injured at school, parent/guardian will be notified. It is very important that parents /guardians provide school with the telephone number of family members or friends who can assist in an emergency if a parent/guardian is not available.**
- **School staff may administer medication only to students who have the proper forms on file.**
- **Parents/guardians are required to provide the school with an accurate immunization record with the dates of vaccinations. In addition, parents/guardians are required to provide updated vaccinated dates.**

If a child's condition warrants emergency treatment, the school will attempt to contact the parent/guardian and the child will be sent via ambulance to the emergency room at the closest hospital.

GENERAL INFORMATION/POLICIES

BICYCLES, ROLLERBLADES, SKATEBOARDS, SCOOTERS & ROLLERSHOES

Students who walk, ride a bicycle, or skate to school will be dismissed at the end of the day after all buses have left. Students who ride bicycles to school are to practice good safety habits at all times. Helmets should be worn. Bicycles are to be walked to and from the bicycle rack area and off school

grounds. Violation of this rule may result in the loss of the privilege of bringing a bicycle to school. The school is not responsible for the damage or theft of bicycles.

Students are not permitted to use in-line skates (i.e. “rollerblades, skateboards, roller-shoes & scooters”) on school property. Students who choose to use these items for transportation to school must remove and carry them before entering the school driveway, parking lot or sidewalks. These items should be placed in backpacks during the school day.

CHANGE OF ADDRESS

Parents who have moved and whose children remain in the same school are required to send a change of address and phone number to us as soon as the move is completed. Changes can also be made through the [Infinite Campus parent portal](#).

DANGEROUS TOYS/WEAPONS

Objects that might be considered dangerous are not allowed in school. Toys such as squirt guns, fireworks, rubber bands, cap guns, knives, etc., are not allowed at school. These items will be confiscated. Weapons and look-a-like weapons are not allowed on school grounds. (See D.C. Everest School District Board Policy 5772)

DISTRICT/STATE TESTING

Each year, the D.C. Everest District administers standardized and criterion performance tests to elementary students. The tests are given throughout the year to assist teachers in monitoring student progress and to provide information to aid in the remediation of student weaknesses in academic areas.

- The universal screening tool iReady is an adaptive assessment used in grades K-5 for math and in grades 4-5 for literacy to help determine where students might have gaps in knowledge and skills and need assistance. For grades K-3 in the area of literacy, aimswebPlus is the universal screening tool chosen by Wisconsin as a comprehensive assessment of young children's knowledge of literacy foundational skills that are predictive of future reading success.
- iReady and aimswebPlus universal reading screening data will also be used to determine which students would benefit from continuing in the screening process through use of informal, diagnostic, individually administered assessment tools in the areas of phonemic awareness, decoding, fluency, and spelling. This will help us identify students who display risk factors associated with dyslexia/related difficulties. The results from these assessments are not intended or designed to diagnose dyslexia; their purpose is to identify children who are experiencing reading difficulties that may require extra support and ensure that support is targeted to each student's areas of need.
- In spring, the Wisconsin Forward Exam will be administered to all students in 3rd, 4th, and 5th grades. The Forward Exam is a large-scale, standardized achievement test designed to assess what students know in relation to the Wisconsin Academic Standards. Students in 3rd, 4th, and 5th grade will take the reading and math portions of the exam. Fourth grade students will also be tested in science and social studies.

SCREENERS

The D.C. Everest School District continues to create academic and social-emotional support systems linked directly to the assessed needs of our students. This system, known as the Everest System of Supports (E.S.S.), provides all students with timely and targeted instruction and intervention based upon the data-driven results of universal screening tools.

The primary purpose of universal screenings is to help all students be successful. By identifying students who are in need of more specialized academic or behavioral interventions, we can provide assistance and preventative measures as early as possible. Likewise, by identifying students with higher reasoning skills and talent potential, we can provide them with opportunities to participate in the Gifted and Talented Magnet

program, Honors, Advanced Placement, or Dual Enrollment programs as appropriate for the individual student.

These screenings include state or district tests, as well as specific academic or behavior screening tests. The screening assessments are typically administered to all students two or three times per year at the elementary level.

- The universal screening tool iReady is an adaptive assessment used in grades K-5 for math and in grades 4-5 for literacy to help determine where students might have gaps in knowledge and skills and need assistance. For grades K-3 in the area of literacy, aimswebPlus is the universal screening tool chosen by Wisconsin as a comprehensive assessment of young children's knowledge of literacy foundational skills that are predictive of future reading success.
- iReady and aimswebPlus universal reading screening data will also be used to determine which students would benefit from continuing in the screening process through use of informal, diagnostic, individually administered assessment tools in the areas of phonemic awareness, decoding, fluency, and spelling. This will help us identify students who display risk factors associated with dyslexia/related difficulties. The results from these assessments are not intended or designed to diagnose dyslexia; their purpose is to identify children who are experiencing reading difficulties that may require extra support and ensure that support is targeted to each student's areas of need.
- The Bloomsights screening tool (grades 1-5) helps to identify the connections among students and provides them an opportunity to express their own concerns related to the school environment. It is a student completed screener that informs decision making at the student, classroom, and school level.

Thank you for supporting the D.C. Everest School District's efforts to build a system of student supports linked directly to data. This initiative will ensure each of our students has the opportunity to receive the assistance they need to achieve academic and social-emotional success. Please do not hesitate to contact your building principal if you would like to discuss any of the screening processes or the options of opting your child out of a specific screener.

DRESSING AND GROOMING

The school does not have an official dress code. We rely on parents to see that their children are properly dressed for school. Clothing should be in good taste and of such a nature as to not disrupt the educational process. Garments that publicize tobacco use, alcohol or drugs, shirts with spaghetti straps or exposed midriff tops, strapless shirts, short shorts or low-cut waist pants/shorts, etc., are not acceptable.

DRUG/ALCOHOL ABUSE

According to the D.C. Everest District's School Board Policy 5530 – Drug Prevention, all schools are to be free of drug and alcohol abuse. Students are not allowed to bring, have in their possession, or use drugs or alcohol on school grounds, on transportation provided by the district, or at school-sponsored functions.

ELECTRONIC DEVICES, TOYS, & ITEMS FROM HOME

Because the focus of our time with students is educational, any device or item from home that becomes a distraction from student learning should be left at home. We cannot be responsible for items brought from home that get lost or taken.

EMERGENCY MEETING LOCATIONS

Should it be deemed necessary to evacuate the grounds, Lamers Bus Service will be contacted to mobilize buses for student transport to a designated district site. District reunification plans will be communicated to parents through multiple means of communications. Parents will be required to sign their children out when picking up from the designated location.

EVEREST SYSTEM OF SUPPORT (ESS)

D.C. Everest Area School District is committed to addressing the unique needs of all students through high-quality, research-based instruction. The Everest System of Support (ESS) is an organized multi-level system of support implemented to help students achieve academic and behavioral success that: ensures a high-quality education for all students, communicates and demonstrates expected behaviors, recognizes students for academic achievements and appropriate behavior, provides intervention for students who struggle or excel academically and/or behaviorally, and collects data to measure student progress and to make informed decisions. Parents are often an integral part of the ESS team.

How can parents get involved? Ensure your child has consistent attendance at school. Communicate with your child's teacher on a regular basis. Attend school events such as parent-teacher conferences. Ask questions without hesitation. Share with staff what works for your child at home. Help your child complete homework and practice skills. Ask for tools and resources you can use to support your child at home.

FIELD TRIPS/EDUCATIONAL STUDY

Trips are used to enhance the study of many concepts or units. Whenever your child is going on a trip, a notice will be sent home. Your child will not be permitted to go unless a parent or legal guardian has signed the "consent form" granting permission for the child to participate in all study trips. This form is sent home each fall and is kept on file throughout the school year. (See appendix for D.C. Everest Board Policy 2340.)

5th GRADE RESIDENT CAMP EXPERIENCE

All 5th grade students will attend a two-and-a-half-day resident camping experience at the Twin Oaks Environmental Camp. Each school is scheduled for this experience during the months of December to the end of March. Prior to camp, students will be involved in gaining background curriculum information and in the planning for this experience. Through these experiences at Twin Oaks, students gain a keen insight into the ecology of our Wisconsin winters. You will receive a general information form to be completed and a request for money to cover the cost of the meals. Please complete all of the information and have your child return it to school.

If the weather conditions result in the cancellation of school or an early dismissal, the following practice will be followed:

- If the weather forecast indicates that there is a possibility that school may be dismissed early, the administrative team may decide to send a bus and return students to school. Furthermore, the administrative team will determine if and when students will return to Twin Oaks. This decision will be communicated to families.
- If school is beginning late due to inclement weather, students will have delayed departure or remain at Twin Oaks.
- If school is cancelled prior to the start of the school day when students are overnight at Twin Oaks,
 - The administrative team will contact the district bus company and determine when road conditions will be safe for transporting students to their school or home.
 - If conditions are determined to be too hazardous for transporting students, the students will remain at Twin Oaks.
 - All decisions will be communicated to families.

FIRE, TORNADO, AND LOCKDOWN DRILLS

Fire, tornado, and lockdown drills are held periodically in our school. It is extremely important that children practice the proper procedures so they will be prepared for such an emergency. Although the importance of these drills is carefully explained to children by the school staff, it is essential for parents to also stress the importance of these safety procedures with children.

FLOWERS OR BALLOONS, PARTY INVITATIONS

Occasionally, families request that we permit florists or other businesses to deliver flowers or balloons to their child while at school. While we recognize the importance of birthdays and other special occasions in a child's life, we have found that this practice disrupts classes and interferes with instruction. Also, there is always the potential for children in attendance to have allergies to plants and latex. Student flowers and balloons will not be allowed in the classroom or to be taken on the bus. Therefore, we are asking that families not have flowers or other special deliveries made to school.

Please do not bring or send invitations to parties to school with your child. This creates a situation where the feelings of others can become hurt, and it is also a distraction to the purpose of school. Per D.C. Everest Board Policy 8330, school personnel are not permitted to release addresses or other student information.

GYM SHOES

All students should have athletic shoes for physical education activities.

HOMEWORK POLICY

It is the practice of the district elementary schools to assign homework throughout the school year avoiding, whenever possible, homework on Wednesday evenings. Homework will be assigned when a child is absent from school, additional practice is necessary for the child to acquire the new skill, assignments are not completed on time and must be made up, a student needs an opportunity to review previously learned skills, or students need to complete a project that is intended as a long-term assignment. It is the responsibility of the child and the home to have homework completed in the allotted time.

INCLEMENT WEATHER

On those rare days in which school must be closed because of weather conditions, the decision to cancel school and/or utilize remote learning will be made at the district level. In the event that the weather patterns change during the day and it becomes a potential threat to safe transportation, school may be dismissed early. D.C. Everest will notify parents through their webpage, Infinite Campus messaging system, and local media sources about closures and early dismissals. The practice will be to follow the arrangements as stated by parents/guardians on the Inclement Weather/Emergency Closing Form completed at the beginning of the year. It is the responsibility of parents/guardians to keep this form updated as necessary.

INSURANCE

The D.C. Everest Area School District does not provide any type of health insurance or accident insurance for injuries that take place on school property or school functions as the district has governmental immunity. Families have the ability to purchase a student accident insurance policy for as little as \$37 per year. You can find out more about the plan and purchase a policy by going onto the district website and clicking on the "Students and Families" link. You also can [download a brochure and enroll for this insurance at the following web link: http://www.1stAgency.com](http://www.1stAgency.com). When you arrive at the above website, select the state, then scroll down and you will see D.C. Everest. If you do not have access to the internet and you have interest in buying this insurance, please work with your school office and they will provide you with a computer that will allow you to enroll.

IPADS & TEXTBOOKS

All iPads, textbooks and workbooks needed for the education of your child will be furnished by the school district. These and all other school property are to be handled with extreme care by the students to ensure long use. Any property that is damaged through misuse or carelessness by a student will be replaced by that student at his/her expense. Please see technology section of this handbook for applicable iPad fees.

LIBRARY BOOKS ARE AVAILABLE

Our goal is to encourage student reading. Students will be allowed to check out library books, which must be returned within a two-week period. If a child fails to return the book or the book is damaged, you will be asked to remit the cost of replacing the book. Please encourage your child(ren) to read.

LIFE EDUCATION

Life Education is a special program for fourth and fifth grade students that discusses how the human body grows and changes during puberty. Each year, parents of fourth and fifth grade students receive a complete outline of the Life Education Curriculum before their child enters the unit of study. All parents are also invited to an evening meeting to review curriculum.

LOST AND FOUND/LABELING OF CLOTHING

It is very helpful when parents label all articles of clothing (including boots and tennis shoes) and school items to ensure that they are brought home at the end of the seasonal period or school term. Each week, several good articles of clothing are left at school which no student claims. These items are placed in the lost and found area. If any item is left on the bus, the driver will retain it a day or so to enable the child who lost the item to reclaim it. Unclaimed items will be donated to a local charity.

MANDATED REPORTING OF CHILD NEGLECT OR ABUSE

Wisconsin law requires all employees of Wisconsin public school districts to report suspected child abuse and neglect, Wis. Stat. sec. 48.981(2)(a)16m.

NEWSLETTER

Our newsletter, TidBits, is posted on Odyssey's webpage and is sent out via infinite campus. Parents who do not have access to the internet or would prefer a hard copy of the newsletter may have their child stop by the office for a copy to take home. The newsletter will contain information for parents such as important dates, special events at school, and classroom news. If there is something you feel should be included in the newsletter, please contact the school principal.

NON-CUSTODIAL PARENT MAILINGS

D.C. Everest Elementary Schools will send the following information to non-custodial parents routinely: state test scores, progress reports, parent/teacher conference schedules, and excessive absence notifications. Copies of other information students receive at school are given to students in the classroom. Non-custodial parents can receive this information by making arrangements with the homeroom teacher. It is the responsibility of the parents to make this contact. This information can also be mailed to the non-custodial parent if self-addressed, stamped envelopes are provided to the school. Envelopes provided will be given to the homeroom teacher to be used to mail informational items as they become available.

PARENT-TEACHER CONFERENCES

Formal conferences will be held twice each year, **in the fall and in the spring**, to permit teachers and parents to discuss a student's progress in school. An online parent-teacher conference scheduling program is used for scheduling conferences. A parent, using any computer with online access, can do the scheduling on a first come, first served basis. This program will give parents direct access for scheduling conferences at their convenience. With this program, parents will know their conference times immediately and be able to change appointments, if necessary. Since it is important for a teacher and parents to communicate with one another, the school annually sets a goal of 100% parent participation at conferences.

PARENT VOLUNTEERS

DCE EVERGREEN VOLUNTEER PROGRAM utilizing *Volunteer Tracker*

Every day, D.C. Everest volunteers make a huge impact on the educational experience of our students. Volunteers are welcome and greatly appreciated. Whether you are interested in a one-time, one-hour project or an ongoing opportunity, we will find something that fits your schedule, talents and desires.

We continually strive to build a culture of civic engagement across our K-12 curriculum and strengthen connections district wide through meaningful engagement. With safety as a top priority, D.C. Everest has updated how it approaches the use of volunteers who may work with our students. All school sites across the D.C. Everest Area School District (DCE) and Greenheck Fieldhouse Recreational Programming will utilize an automated volunteer management program called *Volunteer Tracker* to manage volunteer opportunities. Volunteer Tracker allows us to manage our volunteer program across the district, track and recognize the volunteer contributions of community members, send reminders to our volunteers/staff, and conduct criminal background screenings. **A snapshot of the different levels of volunteer opportunities and an overview of the application and background check procedures associated with each is provided below.** If you have questions about volunteer opportunities at a specific school, please contact the relevant principal's office.

For in-depth information related to district volunteer opportunities and/or protocols, please visit the DCE Volunteer page www.dce.k12.wi.us/volunteer.

All of us at D.C. Everest thank you for playing an important role in our school community.

Levels of Engagement School/Student	Description of Volunteer Type	Requirements/Process
Visitor/ Family Involvement	<ul style="list-style-type: none"> A parent or community member attending a school event: sporting event, theater production, class choir, or school family event A parent/guardian picking their child up from school 	<ul style="list-style-type: none"> NO application required NO background check required
Level 1 Volunteer	<p>A volunteer assisting with a one-time event that does not have ongoing/independent one-on-one contact with a student <i>Including, not limited to:</i></p> <ul style="list-style-type: none"> Guest Speaker Judge Campus Beautification Crew Book Fair Helper Fundraising/Family Night Helper PTO Event Volunteer Performing Arts Volunteer Classroom Party Parent Helper Class Project Helper- One-day Proctor for Testing Track & Field/Sporting Event Volunteers 	<ul style="list-style-type: none"> Complete online volunteer application NO background check required School posts volunteer assignment into Volunteer Tracker> volunteer signs up
Level 2 Volunteer	<p>A volunteer involved with on-going activities with or without staff supervision <i>Including, not limited to:</i></p> <ul style="list-style-type: none"> Classroom Help: Academic Support Booster Club Member Building/Classroom Clerical Helper Field Trip Chaperone Class Project/Multi-Day Library Helper Volunteer Youth Rec. Sports Coach 	<ul style="list-style-type: none"> Complete online volunteer application Complete background check School posts volunteer assignment into Volunteer Tracker> volunteer signs up
Level 3 Volunteer <ul style="list-style-type: none"> Community Partnerships High Frequency/ 1 on 1 	<p>A volunteer involved with an ongoing activity with classroom, small group, or one-on-one contact with students. Periodic unsupervised building movement. Representatives of Community Partners. <i>Including, not limited to:</i></p> <ul style="list-style-type: none"> Reading Buddy-Semester/2-4x month Academic Tutor-Semester/1x week Mentor- Semester/1 x week PTO Board Member Community Partners/Agencies in Building Volunteer Youth Rec. Sports Coach Assist with Transporting Students 	<ul style="list-style-type: none"> Complete online volunteer application Complete background check/Provide proof of valid/clear background check to volunteer coordinator Verify individual with Community Partner Interview with building administrator and/or volunteer coordinator School posts volunteer assignment into Volunteer Tracker> volunteer signs up
Level 3 Volunteer <ul style="list-style-type: none"> Student Teacher Student Teaching Observation (6 weeks) 	<p>A long-term capacity volunteer serving in a daily/high frequency capacity in the daily routines of the students/staff/school community</p>	<ul style="list-style-type: none"> Complete online volunteer application Complete background check Verify with enrolled University Reference check (at least 2) Interview with building administrator School posts volunteer assignment into Volunteer Tracker> volunteer signs up

PARKING/STUDENT DROP OFF SITE

The parking lot at Odyssey needs to be a safe place.

- Please note the area designated for buses only.
- Parents are to use the designated areas and procedures when dropping off and picking up their child(ren).
- Remember that students cannot walk across the parking lot without an adult.

PERSONAL CHECKS

During the course of the year, students will bring money to school to purchase lunch, milk, book orders, and other items. As an aid in our bookkeeping, please make all checks payable to Odyssey Elementary School. Checks to be deposited into your child's student lunch account should include the ID number. Parents/guardians are encouraged to use online payment available on our district website.

PETS VISITING SCHOOL

Authorization needs to be obtained from the building principal prior to animals visiting school. For further guidelines and requirements, please review D.C. Everest Board Policy 8390.

PTO

Research shows that strong parent-teacher relationships aid in the growth and development of children. The school offers many opportunities for parent/guardian involvement. The PTO invites parents/guardians to participate in programs, raises funds, and provides an avenue for parents and teachers to work and socialize with each other. Parents are encouraged to attend PTO meetings and help with special projects whenever possible. **NO PTO AT THIS TIME.**

RECESS

All children are expected to participate in school recesses. Recess will be held indoors on days when inclement weather would be a threat to student health or when the temperature and wind chill combined is below zero. The only exception to this practice is if the child has a medical excuse from a physician.

Students will be out in cold weather therefore parents are asked to help children make wise choices about winter clothing. Students often decide after leaving home that they do not want to wear the hat or boots in which their parents dressed them. The school practice, except in times of exceptional changes, is to send students out for recess in the outerwear they wore to school. Students are expected to wear a hat, coats, mittens, snow pants, and boots during winter.

SCHOOL COUNSELING SERVICES

A developmental guidance program aimed at enriching the emotional and social skills of each child is offered by the counselor, psychologist, and teacher as a regular feature of the classroom curriculum. The counseling services provided vary depending on the particular needs of each child. Individual counseling is available for children who have concerns of a personal nature. Group counseling is also offered for children who have social skill needs or for those who can benefit from the support of peers. Consultation with the counselor regarding the educational, emotional, or behavioral development of

their children is available to parents. For more information, contact our Counselor, Roxanne Brecke, at 715-359-1040 ext 5537.

SCHOOL PICTURES

In the fall, a professional photographer will visit the school to take student pictures. All students will have their pictures taken, even if they do not intend to purchase a package.

SCHOOL SOCIAL WORKERS

School social workers assist students who have academic, social, or emotional difficulties within school. They serve a critical role in providing the vital link between the home, school, and community, and facilitate referrals to available community resources. School social workers may participate in parent-teacher conferences, student evaluations, and team meetings. The school social worker is available to work with students individually or in groups to improve academic and behavioral outcomes through social-emotional learning. For more information, contact our school social worker, Erin Jacobson, at 715-359-4221 ext 4200.

SMOKE-FREE ENVIRONMENT

The School Board prohibits the use of tobacco products on school district property and in school vehicles. (See D.C. Everest Board Policy 5512.)

SOFT DRINKS

D.C. Everest Elementary Schools discourages students from bringing soda or energy drinks (Red Bull, Monster, etc.) to school as a beverage with lunch or snack. Students are asked to make a healthier choice of beverage such as milk or fruit juice. Milk is available through our food service department.

STUDENT DIRECTORY INFORMATION

According D.C. Everest Board Policy 8330, "directory information" includes: a student's name; photograph; participation in officially-recognized activities and sports; height and weight, if a member of an athletic team; date of graduation; and degrees and awards received.

Parents/guardians may refuse to disclose all of such "directory information" upon written notification within fourteen (14) days after receipt of the Superintendent's annual public notice or enrollment of the student into the district if such enrollment occurs after the annual public notice.

TECHNOLOGY AND ACCEPTABLE USE

D.C. Everest encourages students to use technology to enhance their learning while being responsible consumers of media. Access to the school's wireless network is a privilege, not a right. All students must sign our acceptable user contract acknowledging the rules that maintain respectful and responsible technology use during the school day. Abuse of technology devices as written in the district policy may result in suspension or termination of technology privileges and other disciplinary action consistent with district policy. District issued iPads are the property of the D.C. Everest School District. All iPads are subject to search from school personnel when there is reasonable suspicion that school rules have been violated. School authorities may conduct general inspections of iPads given a suspicion of misconduct, without notice, without student or parent consent and without a search warrant. It is the responsibility of each student to report any misconduct of use on their district issued iPad.

Students, with support from parents, are expected to manage their device in a way that minimizes the likelihood of damage, loss or theft. iPads must never be left in an unlocked locker, unlocked car or unsupervised area. Any iPads that are broken or fail to work properly must be reported to the office immediately. If there is a device malfunction, it may be repaired or replaced through Apple's warranty. A loaner iPad will be issued to the student. Families will be responsible for paying a deductible for accidental damage, loss or theft. The cost to repair or replace an iPad within one school year will be:

- 1st incident: A \$50 deductible and a review of iPad care and security information with building administrator to receive an iPad replacement.
- 2nd incident: A \$100 deductible before a replacement iPad is issued and limited to in-school use only, duration to be determined by building administrator.
- 3rd incident: Actual cost of repair or replacement not to exceed \$320. Student will only have in-school use of the iPad for the remainder of the school year.

Additional iPad Repairs: Replacement cost for the provided iPad case is \$15, a power block \$12, a charging cable is \$6, and replacement headphones are \$5. Students that cause damage by deliberate or malicious means will be responsible for paying for the entire repair or replacement of the iPad, not to exceed \$320. Building administrators will make the determination if the damage was caused by reckless or intentional conduct. Arrangements for payment plans can be established with the building administrator.

TELEPHONE

Except in emergencies, students will not be called from class to receive telephone calls. Students wishing to use the school telephone must get their classroom teacher's permission before placing the call. Parents wishing to contact teachers should leave a voice mail message.

VISITORS AT SCHOOL

For purposes of this procedural directive: A "visitor" means an unpaid person who attends a district sponsored event or activity. As part of D.C. Everest Board Policy 8410 school safety plan, all doors to the school are locked during the school day. Visitors will need to press a call button located near the center of the front doors to enter the building. All visitors are required to register in the school office.

- "Visitor" is typically a parent/guardian/family support person attending a school event, sporting event, theater production, class choir, or school family event OR is a parent/guardian dropping off/picking up their child from school.

- Visitors attending school events shall report their presence and sign in at the school office if the visit occurs during the instructional day; but may not be required to sign in if the event or activity is after the instructional day.
- Visitors dropping off/picking up their child from school outside normal drop/pickup times will press the call button located near the center of the front doors to enter the building and drop off/pick up their child in the office lobby area.

GENERAL PUPIL CONDUCT (PBIS)

Positive Behavioral Interventions and Supports (PBIS) is an approach to teaching and supporting positive behaviors and meeting the needs of ALL students. This school-wide approach to discipline focuses on building a safe and positive environment in which all students can learn. The foundation of PBIS at D.C. Everest Elementary Schools consists of the four building-wide expectations:

- Be Respectful
- Be Responsible
- Be Productive
- Be Safe

Students are expected to demonstrate good conduct, use self-control, and maintain a safe attitude by observing safety practices before, during, and after school. A team of staff and parents have worked on a plan that addresses student behavior in all areas of the school.

Expectations are described and students are taught in the classroom how to meet these expectations. A program of reinforcement exists to recognize students for displaying positive behavior. D.C. Everest School District believes that a positive school atmosphere enhances individual learning. To maintain this atmosphere, students must conduct themselves appropriately and not interfere with the learning or rights of others. Therefore, the following "all school discipline plan" has been implemented and this section of the handbook is devoted to the communication of the plan to students and parents.

Highlights of the Discipline Section:

- **General school-wide rules are:**
 - **Follow directions, rules, and procedures. Keep hands, feet, and objects to self.**
 - **Be prepared for classes and activities. Speak and act respectfully.**
 - **Be considerate of others' learning.**
 - **Be responsible with school and others' property.**
 - **Prevent and report any bullying behavior, theft, vandalism, and emergencies.**

Students who choose to violate school rules and/or create problems for others will be asked to demonstrate responsible behavior by "fixing" the problem.

Consequences for violating school rules may include: loss of recess, assignment to lunch supervision, in-school suspension, out-of-school suspension, or a discipline conference among student, parent, teacher, and principal.

GREENHECK FIELD HOUSE/D.C. EVEREST COMMUNITY SERVICE

Community Service is a concept that embraces the idea that learning is a lifelong process; therefore, education should be a lifetime opportunity.

The D. C. Everest Community Service program provides all residents of the D. C. Everest Area School District with opportunities in community education that otherwise would be unavailable or inaccessible to them. These opportunities are offered in vocational and avocational education, cultural presentations, social gatherings, and recreational activities. Programs are provided on the basis of a demonstrated interest or need in a specific area, the identification and coordination of resources to serve the need, the availability of school facilities, and the age range of the public to be served, be it preschoolers, youth, adults, senior citizens, or the community as a whole. A few of the activities the Community Service Office offers to the youth of our district include the following: swim lessons, gymnastics classes, a flag football program, a boys' and girls' basketball program, an indoor soccer program, and preschool classes.

The Community Service Office also facilitates the use of school facilities for community use. The D.C. Everest School Board and the area schools recognize that its buildings and facilities can be a valuable asset to the community. Therefore, they encourage participation and involvement in the use of school facilities by community groups when such uses do not interfere with regular school activities.

Community Service helps bring community members together through program offerings and through the use of the school facilities. Community Service is one way the school district links the schools and community together.

For more information on Community Service programs and activities, please contact the Community Service Office at 715-359-6563.

USE OF SCHOOL FACILITIES & GREENHECK FIELD HOUSE

All community groups wishing to use the school facilities/buildings (including the Greenheck Field House) must contact the Community Services Office at 715-359-6563 or [online at Greenheck Fieldhouse http://www.greenheckfieldhouse.com](http://www.greenheckfieldhouse.com). An "Application for Use of School Facilities" form needs to be completed. Organizations or individuals requesting use of school facilities must give the Community Services Office at least seven school days notice for past facility users and ten school days notice for first time facility users. Requests are handled on a first come basis.

TRANSPORTATION POLICY

SCHOOL BUS ROUTES

Prior to the opening of school in the fall, Lamers Bus Lines will mail each student notification of the route the student will ride throughout the school year. Parents should review the information sent by the bus contractor and help their child determine the appropriate bus stop. During the first few days of school, routes may be altered. If a child boards the wrong bus during the first few days, he or she will be taken home at the end of the driver's run.

ALTERNATE PICK UP AND DROP OFF LOCATIONS

It is the intent of the D.C. Everest Area School District to try to accommodate the special needs of parents and children and to help working parents, whenever possible, by allowing transportation to babysitters or day care centers.

The concern of the school district and the transportation company is for the safety and welfare of our children. Therefore, all children must be picked up and/or delivered to the same location on a regular basis.

The district will honor requests for multiple pick-up or delivery points for the same days during the week, providing the alternate drop-off and/or pick-up location is on an established bus route in the school's attendance area. Parents are required to provide the district with a schedule for the alternate pick-up and/or drop-off location.

Requests to have children change bus routes to go to a babysitter or day care center may be granted only when it is determined by the transportation company that there is room on the affected bus. Requests for a change in bus stops that are on existing bus routes and for a period of at least 30 days will be considered. Pick-up and delivery to a location outside the school's attendance areas will be considered if the pick-up or delivery point is on an established bus route.

Requests for alternate pick-up and drop-off locations must be in writing, must meet the above criteria, and be approved by the Supervisor of Administrative Services. Temporary bus changes will be approved on a short-term basis for emergency situations only. Requests of a social nature will not be approved (sports, parties, lessons, etc.).

Transportation Change Request Forms can be found here, the individual school offices, Lamers Bus Lines, or at the Administration Building. Requests for the next school year must be submitted no later than July 15th so the change, if approved, can be incorporated into the bus routing.

Highlights of the Transportation Policy Section:

- **Requests to have children picked up or dropped off at a sitter or day care may be granted if the necessary request form has been submitted. Pick up the form at the school, the Administration Building or at Lamers Bus Lines.**
- **Requests to have a student ride a different bus for a "social reason" (sports, parties, etc.) will not be permitted.**

DISTRICT POLICIES FOR ELEMENTARY HANDBOOKS

All District policies may be found at <https://go.boarddocs.com/wi/dcea/Board.nsf/Public>. If you need assistance locating a policy, please contact Ellen Suckow, Executive Assistant to the Superintendent, at 715-359-4221, ext. 1220.

- Policy 2240 Controversial Issues in the Classroom
- Policy 2260 Nondiscrimination and Access to Equal Educational Opportunity
- Policy 2261.01 Parent and Family Engagement in Title 1 Programs
- Policy 2261.02 Title 1 – Parents’ Right to Know
- Policy 2266 Nondiscrimination on the Basis of Sex in Educational Programs or Activities
- Policy 2270 Religion in the Curriculum
- Policy 2340 District Sponsored Trips
- Policy 2416 Student Privacy and Parental Access to Information
- Policy 5136 Personal Communication Devices
- Policy 5200 Attendance
- Policy 5335.01 Students with Anaphylactic Allergies
- Policy 5410 Promotion, Placement, and Retention
- Policy 5500 Student Code of Classroom Conduct
- Policy 5511 Dress and Grooming
- Policy 5512 Use of Tobacco and Nicotine by Students
- Policy 5516 Student Hazing
- Policy 5517 Student Anti-Harassment
- Policy 5517.01 Bullying
- Policy 5530 Drug Prevention
- Policy 5771 Search and Seizure
- Policy 5772 Weapons
- Policy 7217 Weapons
- Policy 7440.01 Video Surveillance and Electronic Monitoring
- Policy 7540.03 Student Technology Acceptable Use and Safety
- Policy 8330 Student Records
- Policy 8390 Animals on District Property
- Policy 8410 School Safety and Crisis Intervention
- Policy 8462 Child Abuse and Neglect
- Policy 8500 School Nutrition
- Policy 8510 Wellness

Administrative Guideline 8600B School Bus Rider Rules



D.C. Everest Area School

District

6100 Alderson Street
Weston, WI 54476
Phone 715-359-4221
www.dce.k12.wi.us

Gina Lehman, Director of Student Services

MISSION STATEMENT

D.C. Everest Area School District, in partnership with the community, is committed to being an innovative educational leader in developing knowledgeable, productive, caring, creative, responsible individuals prepared to meet the challenges of an ever-changing global society.

TO: Dr. Casey Nye, Superintendent & D.C. Everest School Board

FROM: Mrs. Gina Lehman, Director of Student Services
Mrs. Lisa Braun, Everest System of Support (ESS) Coordinator

DATE: August 12, 2024

RE: Continuum of Services (including students who are at-risk of not graduating)

This memo serves as the reporting requirement of School Board policy 5461– Children At-Risk of Not Graduating from High School. Wisconsin State Statute 118.153 requires the District to submit to the School Board of Education a plan to meet the needs of students who are at-risk of not graduating. The following two documents will show:

- D.C. Everest programs and continuum of services are developed to support all students including "children of at-risk." Programs are designed to improve and expand educational opportunities based on individualized needs. These programs and our District's continuum of services provide the flexibility to receive both support and opportunities to ensure students are college, career and life ready. (Continuum of Services for all Students)
- A framework (Everest System of Supports-ESS) used to identify and support all students, including students who need additional services and intervention. (ESS Flow Charts)

We remain committed to supporting all learners in their journey toward D.C. Everest's Portrait of a Graduate.

Acronym Reference List:

EL-English Learners
ESS-Everest Systems of Support
EVA-Everest Virtual Academy
SPED-Special Education



CONTINUUM OF SERVICES FOR ALL STUDENTS

(including students who are at-risk of not graduating)



Facilitated through the Everest System of Support Process

DCE Measures	Grades PK-12	Grades PK-5	Grades 6-7	Grades 8-9	Grades 10-12
Universal Screening in Reading & Math	EL	Reading Intervention	Targeted Course Selection	Targeted Course Selection	Targeted Course Selection
Bloomsights/ Staff Connections	SpEd	Math Intervention	Reading Intervention	V.A.L.O.R. (AEP)	Guided Study
Attendance	504/Health Plans	Challenge Program	Math Intervention	New Horizons (AEP)	V.A.L.O.R. (AEP)
Behavior	EVA Coursework	Student Support Teachers	Guided Study		New Horizons (AEP)
Progress Monitoring	Extended Learning Time (ELT)		V.A.L.O.R. (AEP)		Alt High School Coursework (AEP)
Mental Health Tools	What I Need (WIN)				
Teacher Input	Small Group Wellness				
State Assessments	Summer Learning				

AEP=Alternative Education Programming

Tier I—Everest System of Support—D.C. Everest Area School District

This flowchart describes the progression used to monitor academic, behavioral, social, emotional needs while considering culturally-responsive practices.

Teacher has concerns about a student who:

- Is struggling to meet grade-level expectations (academic/behavioral/social/emotional).
- Far-exceeds grade-level expectations (academic).

Teacher &/or ESS team:

- Reviews multiple sources of academic &/or behavioral/social/emotional data to identify Tier I supports needed. See ESS/ Assessment Canvas course for potential supports.
- Documents strengths/interests, concerns/needs, and initial supports on ESS form in eduCLIMBER.

Teacher &/or ESS team member:

- Implements supports for about 6-8 weeks and monitors student progress.
- Differentiates instruction and behavioral approaches to meet student needs.
- Documents progress &/or support changes on ESS form in eduCLIMBER.

After 6-8 weeks, the ESS team reviews/discusses student progress.

Adequate Progress Made:

- ESS team discusses need for continued Tier I supports and documents decision on ESS form.
- If supports will continue, team continues documentation while supports continue. Team reviews progress regularly.

Adequate Progress Not Made:

- ESS team discusses need for Tier II intervention and documents decision on ESS form.
- ESS team notifies Tier II/III representative of need for collaboration.

Tier II/III—Everest System of Support—D.C. Everest Area School District

This flowchart describes the progression used to monitor academic, behavioral, social, emotional needs while considering culturally-responsive practices. Depending on implementation, many interventions fall under both Tiers. There is not a designated number of interventions to be provided at each Tier. SLD referrals need a minimum of two interventions that were progress-monitored weekly using a district-designated tool. Students who have been referred continue to receive tiered supports/interventions while referral is in progress. Students not meeting special education eligibility requirements continue to receive tiered supports/interventions.

ESS team participation is evaluated and updated to include additional members if necessary. Parent/Guardian must be informed and provided opportunity to contribute to discussion.



Prior to intervention starting, ESS team:

- Discusses and completes Tier II/III Documentation section of ESS Form
- Determines level of support and decides on an appropriate scientifically-researched or evidence-based intervention (see ESS/Assessment Canvas resource for interventions provided by classroom teachers)
- Plans and establishes roles and responsibilities of team members
- Chooses a district-designated progress-monitoring tool/establishes schedule
- Schedules mid-point review meeting



During intervention, ESS team:

- Reviews/discusses progress halfway through intervention if intervention updates parent/guardian on progress.
- Documents data review and any decisions on ESS form in eduCLIMBER
- Schedules end-of intervention review meeting



Near the end of intervention, ESS team reviews progress.



Adequate Progress Made:

- ESS team discusses need for continuing the intervention and documents decision on ESS form.
- If intervention will continue, team continues documentation while intervention continues. Team reviews progress regularly.

Adequate Progress Not Made

1st Unsuccessful Intervention: ESS Team repeats process above to identify alternative or change to intervention, implement intervention, review intervention.

2nd, 3rd, + Unsuccessful Intervention: ESS Team repeats process above to identify alternative or change to intervention, implement intervention, review intervention OR ESS Team considers referral to special education.



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TO: Dr. Casey Nye, Superintendent & D.C. Everest School Board

FROM: Mrs. Gina Lehman, Director of Student Services

DATE: August 14, 2024

RE: Emergency Procedures Quick Reference Guide

This memo fulfills the reporting requirements of School Board Policy 8420 - School Safety and Emergency Preparedness. In compliance with Wisconsin State Statute 118.07, the District is required to submit each school's safety plan to the School Board annually.

The Emergency Procedures Quick Reference Guide outlines the guidelines and procedures for responding to a variety of situations that may occur in our schools. These procedures cover building evacuations, student disturbances, medical emergencies, fires, inclement weather, hazardous materials, weapons, bomb threats, lockdowns, active shooter scenarios, and missing students.

We remain steadfast in our commitment to ensuring the safety of all students and staff within the D.C. Everest Area School District.



EMERGENCY PROCEDURES

QUICK REFERENCE GUIDE

Remain Calm, Evaluate the Situation, and Take Action

BUILDING EVACUATION

The following procedures should be activated for a Building Evacuation:

1. An announcement will be made over the public address system indicating a need to evacuate the building. Listen carefully for instructions.
2. When evacuating the building, teachers should take iPad with them and have an up-to-date list of students assigned to them at the time of the evacuation.
3. Evacuation does not automatically mean that school is being dismissed for the day.
4. All school rules are still in effect — includes use of cell phones at the discretion of staff.
5. Students and staff will move to the *designated evacuation area.
6. Upon arrival at the designated area, students will remain with their class they evacuated with. Teachers must be prepared to provide a list indicating who is present and accounted for. Teachers with classes will be assigned to supervise their students. Teachers without classes at the time of evacuation, should be available to assist as needed.
7. Release of students — done through a designated procedure facilitated by Administrators.

*Evacuation Area: _____

STUDENT DISTURBANCE

The following procedures should be activated for Student Disturbance situations at school:

Verbal Altercation

1. Assess the level of risk or threat.
2. Attempt to de-escalate the situation, keeping in mind your own personal safety and those around you.
3. If the situation can be resolved, notify Building Administration of the situation, including student names and as many details as possible.
4. If unable to de-escalate, call 9999 to notify Building Administration.
5. Disperse crowd - telling uninvolved students to leave the scene.
6. Assist Building Administration as necessary.

Physical Altercation

1. Call 9999 to notify Building Administration. Provide as many detail as possible.
2. Attempt to de-escalate the situation, keeping in mind your personal safety and those around you.
3. When students are a threat to self or others, CPI trained staff should intervene when appropriate and Blue Team called.
4. Disperse crowd - telling uninvolved students to leave the scene.
5. Assist Building Administration as necessary.

MEDICAL EMERGENCY • FIRST AID

Treating a Student - Life Threatening

1. **Immediately call 911:**
 - Give your name, telephone number, building, room number, and location of student.
 - Describe the nature and severity of the medical emergency.
 - Explain which building entrance should be used to access the student.
 - Send student to seek adult assistance
2. Call 9999 to notify the Medical Response Team of a medical emergency.
3. Stay calm and DO NOT move the student unless there is danger of further injury.
4. Keep the student calm and apply basic first aid until help arrives.
5. Upon arrival, provide the EMT responder the student's status, emergency numbers and parent/guardian name(s).
6. Complete incident/accident report and submit to a Building Administrator.

Treating a Student - Non Life Threatening

1. In case of a minor injury or illness and depending on severity, escort the student or allow the student on their own to seek assistance from the school nurse or other designated staff member in the absence of the nurse.
2. Work with the Health Office to notify the parent/guardian of the incident.
3. In the case of an injury, where it occurred on school grounds, complete the incident report and submit it to a Building Administrator.

FIRE

The following procedures should be activated for Fire related emergencies:

Seeing Smoke or Fire

- Immediately pull fire alarm and call 911:
 - Give your name, building, room number and location of the fire/smoke
 - Explain which building entrance should be used to access the fire/smoke.
- If safe, use a fire extinguisher to put out the fire.
- Call 9999 to notify the Emergency Response Team.
- Follow the procedure for "responding to a fire alarm" listed here.

Responding to a Fire Alarm

- Evacuate the building using the designated exit route. When exiting, look in the hallway to ensure it is safe to exit, turn off lights, shut all windows, leave doors unlocked and closed. If a room has a main shut-off valve for gas, this should be closed.
- When evacuating the building, teachers should have access to their iPad and/or class rosters with an up-to-date list of those students assigned to them at the time of the evacuation.
- Assemble a safe distance away from the building in your designated area and notify Building Administration immediately if anyone is missing from your roster.
- All school rules are still in effect, including the use of cell phone — used at the discretion of staff.
- Await further instructions.

Return to the building only after an "ALL CLEAR" signal is given through the Remind App.

INCLEMENT WEATHER

The following procedures should be activated for Severe Weather:

Severe Thunderstorm Warning

1. Instruction continues as normal.
2. If outside, seek shelter inside a building.
3. All outdoor activities should be canceled until the warning expires.

End-of-Day Dismissal

Students can be released as normal.

Tornado Watch/Warning

TORNADO WATCH: Conditions are such that a tornado might develop. Instruction continues as normal.

TORNADO WARNING: A tornado has been sighted.

1. Proceed immediately to the designated safe area. Include any students or visitors in the area.
2. In the designated safe area, sit or kneel on the floor with heads down and faced away from any glass or outside walls/doors.
3. Keep students quiet and calm.
4. The plan of action will remain in effect until an "All-Clear" is announced by Building Administrator or designated person.

End-of-Day or After Dismissal:

1. If the student is on D.C. Everest School District property, they are required to go to a designated safe area and WILL NOT be released until the warning has expired.
2. Once the warning expires, students may be released if a parent signs them out. (Phone calls are not allowed.)
3. Students who are self-accountable may sign themselves out.
4. School buses will not operate during a tornado warning.

HAZARDOUS MATERIALS

The following procedures should be activated for any uncontrolled Hazardous Materials situation. An uncontrolled hazardous materials situation is a spill or release of any hazardous material that is greater than the amount of what you normally are equipped to deal with.

Spill

1. Get out of the area. Move upwind and uphill of the spill.
2. Assess persons in and around the affected area for any sign of exposure. If medical attention is needed, dial 911.
3. If a building emergency exists, activate the fire alarm. Evacuate the building according to fire drill procedures.
4. Call 9999 to notify the Emergency Response Team as soon as possible.
5. Be ready to provide as much information about the hazardous material (MSDS sheet).
6. Building Administration will assess the risk level. Listen for directions if further actions are needed.
7. Keep students calm and controlled.

Fumes

1. Get out of the area. If fumes are noticed, and if applicable (eg. science room) close main gas lines prior to leaving the area.
2. Call 9999 to notify the Emergency Response Team as soon as possible.
3. Be ready to provide as much information about the fumes as possible.
4. Building Administration will assess the risk level. Listen for directions if further actions are needed.
5. Keep students calm and controlled.

WEAPONS — GUNS • KNIVES • RAZORS • THREAT OF HARM

Suspected Possession of a Weapon

- Call 9999 to notify Building Administration and indicate that you need administration immediately to your area. Keep your voice low so students are not panicked and the person suspected of having the weapon in possession is not alerted of your concern.
- Continue with regular practice. When the Building Administration or Safety Response Team arrives, be prepared to provide as much detail as possible. Further actions will be decided based on information communicated to the team.

Verbal Threat of Any Kind

1. Notify Building Administrator immediately.
2. Administrator will conduct a threat assessment as needed.
3. Be prepared to move into Hard Lockdown when directed.

BOMB THREAT

The following procedures should be activated for a Bomb Threat:

Written Threat
<ol style="list-style-type: none"> 1. Notify Building Administration immediately. 2. Share with Building Administrators as much information as possible. Such information could include: <ul style="list-style-type: none"> • Students who were in and around the area of written threat. • Use the Bomb Threat Checklist 3. Call 9999 to notify Emergency Response Team. Provide the information you collected: <ul style="list-style-type: none"> • Time of discovery • Recognizable writing 4. Building Administration will assess the risk level.

Verbal Threat
<ol style="list-style-type: none"> 1. Listen carefully and DO NOT interrupt the caller. 2. Collect as much information as possible. Use the Bomb Threat Checklist. 3. Provide the information you collected. 4. Building Administration will assess the risk level. Listen for directions if further actions are needed.

BOMB THREAT CHECKLIST

DO NOT Interrupt the Caller Except to Ask the Following Questions		
Where is it placed?		
When will it go off?		
What does it look like?		
Sex <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Unknown	Background Noises <input type="checkbox"/> Airplanes <input type="checkbox"/> Animals <input type="checkbox"/> Boats <input type="checkbox"/> Factory Machines <input type="checkbox"/> Music <input type="checkbox"/> Office Machines <input type="checkbox"/> Quiet <input type="checkbox"/> Street Traffic <input type="checkbox"/> Trains <input type="checkbox"/> Voices <input type="checkbox"/> Other <input type="checkbox"/> Is caller familiar with building?	Characteristic of Voice <hr/> Voice Accent <hr/> Use of Certain Words
Age <input type="checkbox"/> Under 21 <input type="checkbox"/> 21-40 <input type="checkbox"/> Over 40 <input type="checkbox"/> Don't Know		
Manner <input type="checkbox"/> Rational <input type="checkbox"/> Coherent <input type="checkbox"/> Incoherent <input type="checkbox"/> Angry <input type="checkbox"/> Nervous <input type="checkbox"/> Other _____		

SECURITY WATCH • MEDICAL HOLD • SOFT LOCKDOWN

Security Watch

All Students/Staff should be inside the building. No one is to enter or exit the building without administrator approval. Classes continue as normal. All outside activities are canceled. Staff-check email and listen to announcements for more information.

Medical Hold

Doors should be closed. Ignore the bells, classroom activities continue. You do not need to barricade. Staff-check email and listen to announcements for more information.

Soft Lockdown

Doors should be closed and locked. Bells ignored, and classroom activities continued. All outside activities canceled. You do not need to barricade. Students can travel hallways with adult supervision (health room or bathroom). Staff-check email and listen to announcements for more information.

ACTIVE SHOOTER

IN CASE OF AN ACTIVE SHOOTER



If You See Something - Say Something!
Report Suspicious Activity to the Police

Consider All Your Options

RUN

RUN/ESCAPE IF POSSIBLE

- Have an emergency escape route and plan in mind
- Leave your belongings behind
- Evacuate regardless of whether others agree to follow
- Warn and prevent individuals from entering an area where the active shooter might be

HIDE

IF ESCAPE IS NOT POSSIBLE

- Hide in an area out of the active shooter's view (not in fatal funnel)
- Lock and block doors, close blinds, and turn off lights
- Silence your cell phones (including vibrate mode) and remain quiet
- Stay in place until law enforcement gives you the all clear

FIGHT

AS A LAST RESORT

- Fight as a last resort and only when your life is in danger
- Attempt to incapacitate the shooter
- Recruit others to ambush the shooter with makeshift weapons chairs, scissors, fire extinguishers, books, etc.
- Act with physical aggression and throw items at the active shooter

ANNOUNCEMENT: This is not a drill — barricade or leave the building immediately. The Aggressor is (Location)

Upon completion of event, gather Crisis Team to develop and implement a follow-up plan.

LOST/MISSING STUDENT

1. The person with the information will dial 9999 and establish communication with the building office.
2. Principal, Assistant Principal, or School Resource Office will be notified immediately. Staff member should be able to provide where and when the student was last seen, clothing description, vehicle information/license plate, and direction of travel if available.
3. Building Administration, School Resource Officer, and designated staff will conduct a building/ground search for the student, if appropriate. (Intercom may be used to assist when necessary.)
4. Call 911, if necessary.
5. Notify parent/guardian of missing child.
6. Superintendent will be notified and will follow the district wide communication plan.
7. Provide post-assessment of the incident and counseling, if necessary.

EMERGENCY NUMBERS

Emergency Police Department	911
Fire Department Non-Emergency	715-261-1200
Marathon County Health Department	715-261-1900
Mountain Bay Metro	715-359-3333
Mountain Bay Metro After-hours (4:30 pm - 7:30 am)	715-261-1200 (non-emergency number)
Poison Control	800-222-1222
District Nurses	ext 3109
SROs	715-571-8748
District Office Numbers	715-359-4221 or ext. 1397
Lamers Busing	715-298-6110

Riverside/Hately Sheriff Department: Non-Emergency Number: 715-261-1200



D.C. Everest Area School District

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Casey Nye, Ed.D.
Superintendent

MISSION STATEMENT

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To: D.C. Everest School Board

From: Dr. Casey Nye, Superintendent

Date: August 2024

Subject: Police Officer Student Records Access

State Statute 118.125(2)(d) requires the School Board to individually designate the police officers assigned to the D.C. Everest School District who may have access to student records.

I recommend the School Board give access to our student records to Mountain Bay Metropolitan Police Officers who serve as School Resource Officers in our District. For the 2024-2025 school year these are: Officer Loveless, Officer Zwicky, Officer Schremp, Officer Behnke, and Officer English.

We consider these officers school officials with legitimate educational interests through our MOU with the Mountain Bay Metropolitan Police Department.



Book	Policy Manual
Section	2000 Program
Title	NONDISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES
Code	po2264
Status	Active
Adopted	July 17, 2024

2264 - **NONDISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES**

This policy pertains to sex discrimination, including sex-based harassment, which occurs on or after August 1, 2024. Allegations of sex-based harassment that occur on or before July 31, 2024, shall be addressed pursuant to Policy 2266 and AG 2266. Throughout this policy, unless expressly stated otherwise, reference to "Title IX" includes and incorporates the 2024 Title IX regulations (also known as the "2024 Final Rule"). The Title IX regulations are found at 34 C.F.R. Part 106. References solely to Title IX (20 U.S.C. §§ 1681 – 1688) are denoted as "Title IX (Statute)." In this policy, unless the context otherwise requires, words importing the singular include the plural and vice versa.

For purposes of this policy, both Policy 2264 - Nondiscrimination on the Basis of Sex in Education Programs or Activities and Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities are frequently referenced herein and shall only be referred to by the policy number. As identified in Policy 2266, that policy shall be used for allegations of sex discrimination, including Sexual Harassment, that is based on conduct alleged to have occurred prior to August 1, 2024.

NONDISCRIMINATION

Overview:

The Board of the D.C. Everest Area School District (hereinafter referred to as "the Board" or "the District") does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in admission and employment.

Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

The Board is committed to maintaining an education and work environment that is free from sex discrimination (including sex-based harassment), responding promptly and effectively when it has knowledge of conduct that reasonably may constitute sex discrimination, and addressing sex discrimination in its education program or activity. Persons who commit sex-based harassment are subject to the full range of disciplinary sanctions set forth in this policy. The Board will provide persons who have experienced sex-based harassment ongoing remedies as reasonably necessary to restore or preserve access to the District's education program or activity.

KEY DEFINITIONS

Words used in this policy shall have those meanings specified herein; words not defined herein shall be construed according to their plain and ordinary meanings.

Complainant means:

- A. a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX; or
- B. a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX and who was participating or attempting to participate in the District's education program or activity at the time of the alleged sex discrimination.

Complaint means: an oral or written request to the District that objectively can be understood as a request for the District to investigate and make a determination about alleged discrimination under Title IX.

Day(s): Unless expressly stated otherwise, the term "day" or "days" as used in this policy means business day(s) (i.e., a day(s) that the Board office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays).

Disciplinary sanctions means: consequences imposed on a respondent following a determination under Title IX that the respondent violated the Board's prohibition on sex discrimination.

Education program or activity refers to: all the District's operations including, but not limited to, in-person and online/remote educational instruction, employment, extracurricular activities, athletics, performances, and community engagement and outreach programs. The term applies to all activity that occurs on school grounds or on other property owned or occupied by the Board. It also includes events and circumstances that take place off school property/grounds but over which the District asserts disciplinary authority.

Eligible Student means: a student who has reached eighteen (18) years of age or is attending an institution of postsecondary education.

Exculpatory evidence means: evidence that is favorable to a respondent because it helps excuse, justify, or absolve a respondent of alleged wrongdoing and tends to establish a respondent did not engage in sex discrimination.

Inculpatory evidence means: evidence that links a respondent to alleged wrongdoing and tends to establish a respondent engaged in sex discrimination (i.e., has culpability).

Parental status means: the status of a person who, with respect to another person who is under the age of eighteen (18) or who is eighteen (18) or older but is incapable of self-care because of a physical or mental disability, is:

- A. a biological parent;
- B. an adoptive parent;
- C. a foster parent;
- D. a stepparent;
- E. a legal custodian or guardian;
- F. in loco parentis with respect to such a person; or
- G. actively seeking legal custody, guardianship, visitation, or adoption of such a person.

Party means: a complainant or respondent.

Peer retaliation means: retaliation by a student against another student.

Pregnancy or related conditions means:

- A. pregnancy, childbirth, termination of pregnancy, or lactation;
- B. medical conditions related to pregnancy, childbirth, termination of pregnancy, or lactation; or
- C. recovery from pregnancy, childbirth, termination of pregnancy, lactation, or related medical conditions.

Relevant means: related to the allegations of sex discrimination under investigation as part of the Board's grievance procedures. Questions are relevant when they seek evidence that may aid in showing whether the alleged sex discrimination occurred, and evidence is relevant when it may aid a decision-maker in determining whether the alleged sex discrimination occurred.

Remedies means: measures provided, as appropriate, to a complainant or any other person the District identifies as having had their equal access to the District's education program or activity limited or denied by sex discrimination. These measures are provided to restore or preserve that person's access to the District's education program or activity after the District determines that sex discrimination occurred.

Respondent means: a person who is alleged to have violated the Board's prohibition on sex discrimination.

Retaliation means: intimidation, threats, coercion, or discrimination against any person by the District, a student, a Board employee, or any other person authorized by the Board to provide aid, benefit, or service under the District's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under the 2024 Title IX regulations.

Sex-based harassment prohibited under this policy and the 2024 Title IX regulations is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex – including on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity – that is:

- A. Quid pro quo harassment. An employee, agent, or other person authorized by the Board to provide an aid, benefit, or service under the District's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct.

OR

- B. Hostile environment harassment. Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the District's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:

1. the degree to which the conduct affected the complainant's ability to access the District's education program or activity;
2. the type, frequency, and duration of the conduct;
3. the parties' ages, roles within the District's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
4. the location of the conduct and the context in which the conduct occurred; and
5. other sex-based harassment in the District's education program or activity.

OR

- C. Specific offenses.

1. Sexual assault meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
2. Dating violence meaning violence committed by a person:
 - a. who is or has been in a social relationship of a romantic or intimate nature with the victim; and
 - b. where the existence of such a relationship shall be determined based on a consideration of the following factors:
 1. the length of the relationship;
 2. the type of relationship; and
 3. the frequency of interaction between the persons involved in the relationship.
3. Domestic violence meaning felony or misdemeanor crimes committed by a person who:

- a. is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction in which the District is located, or a person similarly situated to a spouse of the victim;
 - b. is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
 - c. shares a child in common with the victim; or
 - d. commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the applicable jurisdiction.
4. Stalking meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
- a. fear for the person's safety or the safety of others; or
 - b. suffer substantial emotional distress.

Student means: a person eligible to enroll in, attend, or participate in an elementary (including preschool) or secondary school in the District and who is enrolled in, attending, or participating in, or is seeking/attempting to enroll in, attend, or participate, in the District's education program or activity.

Student with a disability means: a student who is an individual with a disability as defined under Section 504 of the Rehabilitation Act of 1973, as amended ("Section 504"), or a child with a disability as defined under the Individuals with Disabilities Education Improvement Act ("IDEA").

Supportive measures means: individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to the complainant or respondent to:

- A. restore or preserve that party's access to the District's education program or activity, including measures that are designed to protect the safety of the parties or the District's educational environment; or
- B. provide support during the Board's grievance procedures or an informal resolution process.

Parental, Family, or Marital Status

The Board will not adopt or apply any policy, practice, or procedure concerning a student's current, potential, or past parental, family, or marital status that treats such student differently on the basis of sex.

Pregnancy or Related Conditions

Students:

The Board prohibits discrimination in its education program or activity against any student based on the student's current, potential, or past pregnancy or related conditions. The Board will permit a student, based on pregnancy or related conditions, to voluntarily participate in a separate portion of the District's education program or activity provided the separate portion is comparable to that offered to students who are not pregnant and do not have related conditions. A student who is pregnant or experiencing related conditions shall receive comparable treatment to those with temporary medical conditions. In other words, to the extent not otherwise addressed above, the Board will treat pregnancy or related conditions in the same manner and under the same policies as any other medical condition with respect to any medical or hospital benefit, service, plan, or policy the Board administers, operates, offers, or participates in with respect to students admitted to the District's education program or activity.

The District will not require a student who is pregnant or has related conditions to provide certification from a healthcare provider or any other person that the student is physically able to participate in the District's class, program, or extracurricular activity unless:

- A. the certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
- B. the District requires such certification of all students participating in the class, program, or extracurricular activity; and

C. the information obtained is not used as a basis for discrimination prohibited by Title IX or this Policy.

District's Responsibilities with Respect to a Student's Pregnancy or Related Conditions

When a Board employee is informed of a student's pregnancy or related conditions by the student or a person who has a legal right to act on behalf of the student, the employee shall promptly provide that person with the Title IX Coordinator's contact information and inform that person that the Title IX Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to the District's education program or activity, unless the employee reasonably believes the Title IX Coordinator has already been notified.

Once a student, or a person who has a legal right to act on behalf of the student, notifies the Title IX Coordinator of the student's pregnancy or related conditions, the Title IX Coordinator shall promptly take the following specific actions to effectively prevent sex discrimination and ensure equal access to the District's education program or activity:

- A. Inform the student and, if applicable, the person who notified the Title IX Coordinator of the District's obligations to:
 1. prohibit sex discrimination under this policy, including sex-based harassment;
 2. provide the student with the option of reasonable modifications to the Board's policies, practices, or procedures because of pregnancy or related conditions;
 3. allow access, on a voluntary basis, to any separate and comparable portion of the District's education program or activity;
 4. allow a voluntary leave of absence;
 5. provide lactation space; and
 6. maintain grievance procedures that provide for the prompt and equitable resolution of complaints of sex discrimination, including sex-based harassment.
- B. Provide the student with voluntary reasonable modifications to the Board's policies, practices, or procedures because of pregnancy or related conditions.
- C. Allow the student to take a voluntary leave of absence from the District's education program or activity to cover, at minimum, the period of time deemed medically necessary by the student's licensed healthcare provider. To the extent that a Board maintains a leave policy for students that allows a greater period of time than the medically necessary period, the Board shall permit the student to take leave under that policy instead if the student so chooses. When the student returns to the District's education program or activity, the student will be reinstated to the academic status and, as practicable, to the extracurricular status that the student held when the leave began.
- D. Provide lactation space, which must be a space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used by a student for expressing breast milk or breastfeeding as needed.

See Policy 5751 – School-Age Parents and Married Status of Students and AG 5751 – Education Services for School-Age Parents.

Employees:

The Board will not adopt or implement any policy, practice, or procedure, or take any employment action, on the basis of sex:

- A. concerning the current, potential, or past parental, family, or marital status of an employee or applicant for employment, which treats persons differently; or
- B. that is based upon whether an employee or applicant for employment is the head of household or principal wage earner in such employee's or applicant's family unit.

The Board also will not make a pre-employment inquiry as to the marital status of an applicant for employment, including whether such applicant is a "Miss or Mrs."

Similarly, the Board will treat pregnancy or related conditions as any other temporary medical conditions for all job-related purposes, including commencement, duration, and extensions of leave; payment of disability income; accrual of seniority and any other benefit or service; and reinstatement; and under any fringe benefit offered to employees by virtue of

employment.

If an employee has insufficient leave or accrued employment time to qualify for leave under the Board's leave policy, the Board will treat pregnancy or related conditions as a justification for a voluntary leave of absence without pay for a reasonable period of time, at the conclusion of which the employee shall be reinstated to the status held when the leave began or to a comparable position, without decrease in rate of compensation or loss of promotional opportunities, or any other right or privilege of employment.

The Board will provide reasonable break time for an employee to express breast milk or breastfeed as needed and will provide the employee with access to a lactation space, which must be a space other than a bathroom that is clean, shielded from view, free from intrusion from others, and may be used by an employee for expressing breast milk or breastfeeding as needed. See Board Policy 6700 – Fair Labor Standards Act.

TITLE IX COORDINATOR(S)

The Board designates and authorizes the following individual(s) to coordinate its efforts to comply with the Board's responsibilities under Title IX:

Director of Student Services
6100 Alderson Street
Weston, WI 54476
715-359-4221

The Title IX Coordinator may delegate specific duties to one (1) or more designees.

The Title IX Coordinator shall report directly to the Superintendent except when the Superintendent is a party to a complaint (i.e., either the complainant or the respondent). Under such circumstances, the Title IX Coordinator shall report directly to the Board's Legal Counsel until the matter in which the Superintendent is a party is concluded.

Questions about this policy and Policy 2266 and AG 2264 and AG 2266 should be directed to the Title IX Coordinator.

The Title IX Coordinator shall monitor the District's education programs and activities for barriers to reporting information about conduct that reasonably may constitute sex discrimination under Title IX, and take steps reasonably calculated to address such barriers.

Notice of Nondiscrimination

The Superintendent shall provide a notice of nondiscrimination to students, parents, guardians, or other authorized legal representatives of elementary and secondary students; employees; and applicants for admission and employment; and all unions and professional organizations holding collective bargaining or professional agreements with the Board. Specifically, the Superintendent shall post the notice of discrimination on the District's website and in each handbook, catalog, announcement, bulletin, and application form that it makes available to the persons listed above, or which are otherwise used in connection with the recruitment of students or employees. See AG 2264 and Form 2264F1 – Notice and Statement of Nondiscrimination.

GRIEVANCE PROCEDURES

Overview:

The Board adopts the following grievance procedures to provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in the District's education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX.

These grievance procedures shall be used for all complaints of sex discrimination, including sex-based harassment, involving conduct alleged to have occurred on or after August 1, 2024. These grievance procedures also may be used, at the discretion of the Title IX Coordinator, to investigate, address, and remedy (as necessary) conduct alleged to have occurred before August 1, 2024, that does not involve sex-based harassment, but some other form of sex discrimination prohibited by Title IX (Statute) – e.g., claims of unequal athletic opportunities, admissions discrimination, discrimination in courses or academic programs (i.e., excluding students from certain classes or programs based on their sex), pregnancy discrimination, unequal treatment based on parental, family, or marital status, discrimination in employment (including in hiring, promotion, and compensation), and retaliation. If the Title IX Coordinator elects not to use these grievances procedures to investigate and resolve such claims, the Title IX Coordinator will still need to implement some procedures to assess – in a prompt, effective, and equitable manner – whether Title IX (Statute) was violated, and, if it was, how best to end the sex discrimination in the District's education program or activity, prevent its recurrence, and remedy its effects.

Reports and Formal Complaints of "Sexual Harassment" (as defined in Policy 2266) involving conduct alleged to have occurred prior to August 1, 2024, are subject to the grievance procedures outlined in Policy 2266.

Under all circumstances, the Title IX Coordinator shall offer and coordinate supportive measures, as appropriate, in accordance with this policy and AG 2264, or Policy 2266 and AG 2266, if the Report or Formal Complaint involves "Sexual Harassment" alleged to have occurred prior to August 1, 2024.

If the conduct giving rise to a report or complaint of sex discrimination is alleged to have occurred both before **and** after August 1, 2024 (i.e., is part of a pattern of sex discrimination), the Title IX Coordinator shall determine, after consulting with the Board's Legal Counsel, whether to use the grievance procedures contained in this policy or the grievance procedures contained in Policy 2266. The Title IX Coordinator will notify, in writing, the parties of the determination and the rationale for it. Under no circumstances, however, will a party be denied the due process to which the party is entitled based on the U.S. Department of Education-issued regulations in effect at the time the conduct alleged to violate Title IX (Statute) took place. Nothing herein shall prevent the Title IX Coordinator from using a hybrid grievance procedure that contains aspects of the grievance procedures contained in both this policy and Policy 2266, so that the parties receive all of the due process to which they are entitled.

Complaints:

The following people may make a complaint of sex discrimination – i.e., request that the District investigate and make a determination about whether sex discrimination as prohibited under Title IX occurred:

A. a "complainant," which includes:

1. a student or employee of the District who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX; or
2. a person other than a student or employee of the District who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX at a time when that individual was participating or attempting to participate in the District's education program or activity;

B. a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant;

C. the District's Title IX Coordinator.

A person is entitled to make a complaint of sex-based harassment only if they themselves are alleged to have been subjected to the sex-based harassment, if they have a legal right to act on behalf of such person who was subjected to the sex-based harassment, or if the Title IX Coordinator initiates a complaint consistent with the requirements of the 2024 Title IX regulations, which are detailed in AG 2264.

With respect to complaints of sex discrimination other than sex-based harassment, in addition to the people listed above, the following persons have a right to make a complaint:

A. any student or employee of the District; or

B. any person other than a student or employee who was participating or attempting to participate in the District's education program or activity at the time of the alleged sex discrimination.

The District may consolidate complaints of sex discrimination against more than one (1) respondent, or by more than one (1) complainant against one (1) or more respondents, or by one (1) party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances. When more than one (1) complainant or more than one (1) respondent is involved, references below to a party, complainant, or respondent include the plural, as applicable.

Basic Requirements:

The District will treat complainants and respondents equitably.

All persons involved with implementing the grievance procedures and any other aspects of Policy 2264, including the Title IX Coordinator, the investigator, the decision-maker, and the appeal decision-maker, and the facilitator of the informal resolution process, shall be free from any conflicts of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

The Title IX Coordinator may serve simultaneously as an investigator and/or a decision-maker.

If the Title IX Coordinator does not intend to serve as the investigator and decision-maker in a specific case, the Title IX Coordinator shall designate one (1) or more administrators who are appropriately trained to serve in the role. Likewise, the Title IX Coordinator shall appoint an appeal decision-maker when an appeal is filed.

In circumstances when the Title IX Coordinator and trained administrators do not have time/capacity to serve, or are prevented due to a conflict of interest, bias, or partiality, or other reasons that impair the Title IX Coordinator and other trained administrators from serving as an investigator and/or decision-maker in a specific case, the Title IX Coordinator shall, in consultation with and approval of the Superintendent or Board President (as appropriate), secure one (1) or more independent third parties to serve as the investigator and/or decision-maker. Similarly, the Title IX Coordinator has authority, in consultation with and approval of the Superintendent or Board President (as appropriate), to secure an independent third party to serve as the appeal decision-maker.

The District presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

Under ordinary circumstances, the Board expects to complete the major stages of the grievance procedures within the timeframe specified below:

- A. **Evaluation** – The Title IX Coordinator will determine whether to dismiss a complaint or investigate it within ten (10) days of receiving the complaint.
- B. **Investigation** – The Title IX Coordinator, or designated investigator, shall ordinarily complete the investigation (i.e., collect relevant evidence that is not otherwise impermissible) within thirty (30) days of the Title IX Coordinator determining the charges require investigation. If, however, the Title IX Coordinator, or designated investigator, determines that the investigation is going to take longer, the Title IX Coordinator will so notify the parties and the Superintendent and will thereafter keep the parties and the Superintendent informed of the status of the matter on a regular basis. Once the Title IX Coordinator, or designated investigator, provides the parties with “access” to either the relevant and not otherwise impermissible evidence and/or an accurate description of the evidence, the parties will have five (5) days to respond to the evidence or the description of the evidence unless the Title IX Coordinator approves a party’s written request for more time. If the Title IX Coordinator approves such a request, both parties will be afforded an equal amount of time to submit their response.
- C. **Determination** – After the parties either submit responses to the evidence/description of the evidence, or the deadline for submitting such responses expires, the Title IX Coordinator, or designated decision-maker, will consider the relevant and otherwise not impermissible evidence and issue a determination as to whether sex discrimination occurred. The determination shall be issued within ten (10) days of the deadline for the parties to submit responses to the evidence/description of the evidence unless the Title IX Coordinator approves an extension of time, which must be communicated in writing to the parties
- D. **Appeal** – A party filing an appeal of the Title IX Coordinator’s decision to dismiss a complaint, or the Determination, must do so within five (5) days of receiving the Dismissal (X) or Determination.

The Title IX Coordinator, or the Superintendent, if the Title IX Coordinator is the individual requesting an extension, may approve reasonable extensions of the preceding timeframes on a case-by-case basis for good cause with notice to the parties.

The District will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties shall not engage in retaliation, including against witnesses.

The Title IX Coordinator, or designated decision-maker, shall objectively evaluate all evidence that is relevant and not otherwise impermissible — including both inculpatory and exculpatory evidence. Credibility determinations shall not be based on a person’s status as a complainant, respondent, or witness.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be accessed or considered, except by the District to determine whether one of the exceptions listed below applies; will not be disclosed; and will not otherwise be used), regardless of whether they are relevant:

- A. evidence that is protected under a privilege recognized by Federal or State law, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;

- B. a party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless the District obtains that party's or witness's voluntary, written consent for use in its grievance procedures; and
- C. evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent shall not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude a determination that sex-based harassment occurred.

Notice of Allegations:

Upon initiation of the Board's grievance procedures, the Title IX Coordinator shall notify the parties of the following:

- A. the Board's Title IX grievance procedures and informal resolution process;
- B. sufficient information available at the time to allow the parties to respond to the allegations, including the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination, and the date(s) and location(s) of the alleged incident(s);
- C. retaliation is prohibited; and
- D. the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence. If the Title IX Coordinator, or designated investigator, provides the parties with a description of the evidence, any party may request access to the relevant and not otherwise impermissible evidence. The Title IX Coordinator will provide the requesting party with the relevant and not otherwise impermissible evidence in a timely manner.

Should the Title IX Coordinator decide, at any point, to investigate allegations that are materially beyond the scope of the initial written notice, the Title IX Coordinator will provide a supplemental written notice describing the additional allegations to be investigated.

Dismissal of a Complaint:

The Title IX Coordinator may dismiss a complaint of sex discrimination if:

- A. the District is unable to identify the respondent after taking reasonable steps to do so;
- B. the respondent is not participating in the District's education program or activity and is not employed by the Board;
- C. the complainant voluntarily withdraws any or all the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the District determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- D. the District determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Before dismissing the complaint, the Title IX Coordinator will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the Title IX Coordinator will promptly notify, in writing, the complainant of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then the Title IX Coordinator will also simultaneously notify, in writing, the respondent of the dismissal and the basis for the dismissal.

The Title IX Coordinator will notify the complainant that a dismissal may be appealed and will provide the complainant with an opportunity to appeal the dismissal of a complaint. If the dismissal occurs after the respondent has been notified of the allegations, then the Title IX Coordinator will also notify the respondent that the dismissal may be appealed. Dismissals may be appealed on the following bases:

- A. procedural irregularity that would change the outcome;
- B. new evidence that would change the outcome and that was not reasonably available when the dismissal was made; and

- C. the Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal is appealed, the Title IX Coordinator will:

- A. notify the parties of any appeal, including notice of the allegations, if notice was not previously provided to the respondent;
- B. implement appeal procedures equally for the parties;
- C. ensure that the appeal decision-maker did not take part in an investigation of the allegations or dismissal of the complaint;
- D. ensure that the appeal decision-maker has been trained consistent with the 2024 Title IX regulations See AG 2264;
- E. provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome; and
- F. notify the parties of the result of the appeal and the rationale for the result.

When a complaint is dismissed, the Title IX Coordinator will, at a minimum:

- A. offer supportive measures to the complainant as appropriate;
- B. if the respondent has been notified of the allegations, offer supportive measures to the respondent as appropriate; and
- C. take other prompt and effective steps, as appropriate, to ensure that sex discrimination does not continue or recur within the District's education program or activity.

Informal Resolution Process:

In lieu of resolving a complaint through the Board's Title IX grievance procedures, the parties may instead elect to participate in an informal resolution process. The District will not offer informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Adding Allegations and/or Consolidating Complaints:

If, in the course of an investigation, the District decides to investigate additional allegations of sex discrimination by the respondent toward the complainant that are not included in the original Notice of Allegations provided or that are included in a complaint that is consolidated, the Title IX Coordinator will notify the parties of the additional allegations.

Investigation:

The District will provide for an adequate, reliable, and impartial investigation of complaints.

The burden is on the District — not on the parties — to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred.

The Title IX Coordinator, or the designated investigator and/or decision-maker, will provide an equal opportunity for the parties to present fact witnesses and other inculpatory and exculpatory evidence that are relevant and not otherwise impermissible.

The Title IX Coordinator, or the designated investigator and/or decision-maker, will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance.

The District will provide each party with an equal opportunity to access the evidence that is relevant to the allegations of sex discrimination and not otherwise impermissible, in the following manner:

- A. the District will provide the parties with an equal opportunity to access either the relevant and not otherwise impermissible evidence, or an accurate description of this evidence;

If the Title IX Coordinator, or designated investigator, provides a description of the evidence, the Title IX

Coordinator, or designated investigator, will provide the parties with an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party.

- B. the District will provide a reasonable opportunity to the parties to respond to the evidence or the accurate description of the evidence; and
- C. the District will take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures. Disclosures of such information and evidence for purposes of administrative proceedings or litigation related to the complaint of sex discrimination are authorized.

Questioning the Parties and Witnesses:

As part of the Investigation, the investigator is encouraged to include in the investigator's notes/file the investigator's opinion about each party's or witness's credibility to the extent credibility is both in dispute and relevant to evaluating one (1) or more allegations of sex discrimination.

If the investigator and decision-maker are two (2) separate individuals, the decision-maker will have an opportunity to question the parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is both in dispute and relevant to evaluating one (1) or more allegations of sex discrimination.

If the investigator and the decision-maker are the same person, the decision-maker will have an opportunity to question the parties and witnesses in individual meetings as part of the investigation.

Determination of Whether Sex Discrimination Occurred:

Following an investigation and evaluation of all relevant and not otherwise impermissible evidence, the Title IX Coordinator or designated decision-maker will:

- A. Use the preponderance of the evidence standard of proof to determine whether sex discrimination occurred. This standard of proof requires the decision-maker to evaluate relevant and not otherwise impermissible evidence for its persuasiveness. If the decision-maker, applying the applicable standard, is not persuaded by the relevant and not otherwise impermissible evidence that sex discrimination occurred, regardless of the quantity of the evidence, the decision-maker will not determine that sex discrimination occurred.
- B. Notify the parties, in writing, of the determination whether sex discrimination occurred under Title IX including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal.
- C. Not impose discipline on a respondent for sex discrimination prohibited by Title IX unless there is a determination at the conclusion of the grievance procedures that the respondent engaged in prohibited sex discrimination.
- D. If there is a determination that sex discrimination occurred, the Title IX Coordinator will, as appropriate:
 1. coordinate the provision and implementation of remedies to a complainant and other people the District identifies as having had equal access to the District's education program or activity limited or denied by sex discrimination;
 2. coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions; and
 3. take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the District's education program or activity.
- E. Comply with the grievance procedures before the imposition of any disciplinary sanctions against a respondent; and
- F. Not discipline a party, witness, or others participating in the grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the determination of whether sex discrimination occurred.

Appeal of Determinations:

If a party disagrees with the decision-maker's determination as to whether sex discrimination occurred, the party may file an appeal. Appeals must be submitted, in writing, within five (5) days of the appealing party's receipt of the Determination.

A party may appeal a Determination on the following bases:

- A. procedural irregularity that would change the outcome;
- B. new evidence that would change the outcome and that was not reasonably available when the Determination was made; and
- C. the Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

The complainant may not challenge the ultimate disciplinary sanction/consequence that is imposed.

If a party appeals the decision-maker's determination, the Title IX Coordinator will:

- A. notify the parties of any appeal;
- B. implement appeal procedures equally for the parties;
- C. designate an appeal decision-maker, who will be a person who did not conduct the Investigation or render the Determination, and is appropriately trained, as set forth in AG 2264;
 1. the Title IX Coordinator will designate the Superintendent to be the appeal decision-maker, provided the Superintendent has not been otherwise involved in the grievance procedures (i.e., did not serve as the investigator, decision-maker, or informal resolution process facilitator) and is appropriately trained;
 2. provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the decision-maker's determination;
 3. provide the appeal decision-maker with the relevant and not otherwise impermissible evidence along with the accurate description of the relevant evidence (if one was prepared and shared with the parties), any responses the parties submitted to the investigator related to the evidence and/or the description of the evidence (if one was prepared), and the decision-maker's determination; and
 4. notify the parties, in writing, of the result of the appeal and the appeal decision-maker's rationale for the outcome.

Parties Provided a Reasonable and Equal Opportunity to Make a Statement in Support of, or Challenging, the Determination

When a party files an appeal, the appeal decision-maker shall establish a timeline for each party to submit a statement in support of their position that they want the appeal decision-maker to consider in rendering a decision. Once the decision-maker receives the parties' statements, or the timeline established by the appeal decision-maker for submitting such statements expires, the appeal decision-maker will have ten (10) days to issue a decision on the appeal.

No new or additional evidence may be submitted during the appeal process.

The appeal decision-maker shall determine the outcome of the appeal based on the appeal decision-maker's independent review of the record (i.e., the relevant and not otherwise impermissible evidence, the feedback the parties provided to the investigator and/or decision-maker based on their review of the relevant evidence and any description of the relevant evidence that was prepared and shared with the parties, and the decision-maker's written determination) and the appeal decision-maker's application of the law and Board policy to the facts in the record. The appeal decision-maker must give due deference and due weight to the decision-maker's factual findings and credibility determinations and should not overturn them unless non-testimonial extrinsic evidence in the record justifies a contrary conclusion or unless the record read in its entirety compels a contrary conclusion. Generally, the appeal decision-maker is expected to uphold the decision-maker's determination unless the appeal decision-maker determines the decision-maker's determination is unlawful, unreasonable, or against the manifest weight of the evidence. Every reasonable presumption must be made in favor of the decision-maker's determination.

The appeal decision-maker shall notify the Title IX Coordinator, in writing, of the result of the appeal and the rationale for the outcome. The Title IX Coordinator will then simultaneously notify the parties, in writing, of the result of the appeal and the appeal decision-maker's rationale for the outcome.

Supportive Measures:

The District will offer and coordinate supportive measures as appropriate for the complainant and/or respondent to restore or preserve that person's access to the District's education program or activity or provide support during the Board's grievance procedures or during the informal resolution process. For allegations of sex discrimination other than sex-based harassment or retaliation, the District's provision of support measures does not require the District, Board employees, or any other person authorized to provide aid, benefit, or service on the District's behalf to alter the alleged discriminatory conduct for the purpose of providing a supportive measure.

The Title IX Coordinator shall determine appropriate supportive measures on a case-by-case basis. Supportive measures may vary depending on what the Title IX Coordinator deems to be reasonably available. Supportive measures may include, but are not limited to: counseling; extensions of deadlines or other course-related adjustments; school/campus escort services; increased security and monitoring of certain areas of the campus (including school buildings and facilities); restrictions on contact between the parties; leaves of absence; changes in class, work, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; training and education programs related to sex-based harassment; referral to Employee Assistance Program; and other similar measures.

Supportive measures must not unreasonably burden either party and must be designed to protect the safety of the parties and/or the District's educational environment, or to provide support during the Board's grievance procedures or the informal resolution process.

The District will not impose such measures for punitive or disciplinary reasons.

The Title IX Coordinator may, as appropriate, modify or terminate supportive measures at the conclusion of the grievance procedures, or at the conclusion of the informal resolution process, or the District may continue them beyond that point.

The District will provide a complainant or respondent with a timely opportunity to seek, from an appropriate and impartial employee, modification or reversal of the Title IX Coordinator's decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee must be someone other than the employee who made the challenged decision and must have authority to modify or reverse the decision if the impartial employee determines that the decision to provide, deny, modify, or terminate the supportive measure was inconsistent with the definition of supportive measures as set forth in the Key Definitions section of this policy.

A party may seek additional modification or termination of a supportive measure applicable to them if circumstances change materially.

The District will not disclose information about any supportive measures to persons other than the person to whom they apply, including informing one party of supportive measures provided to another party, unless necessary to provide the supportive measure or restore or preserve a party's access to the District's education program or activity, or as otherwise permitted pursuant to the 2024 Title IX regulations.

If the complainant or respondent is an elementary or secondary student with a disability, the Title IX Coordinator shall consult with one (1) or more members, as appropriate, of the student's Individualized Education Program (IEP) team, if any, or one (1) or more members, as appropriate, of the student's Section 504 team, if any, to determine how to comply with the requirements of the IDEA and/or Section 504, in the implementation of supportive measures.

The Superintendent may place an employee respondent on administrative leave from employment responsibilities during the pendency of the Board's grievance procedures.

Disciplinary Sanctions and Remedies:

Following a determination that sex-based harassment occurred, the District may impose disciplinary sanctions, which may include:

For Students: Full range of discipline, including suspension or expulsion, as set forth in the Student Code of Conduct, Board Policy, and state and federal laws as applicable.

For Employees: Full range of discipline, including suspension or termination/contract non-renewal, as set forth in Employee Handbook, Board Policy, and state and federal laws as applicable.

The District may also provide remedies, which may include disciplinary sanctions/consequences. The Title IX Coordinator will notify the Superintendent of the recommended remedies, so an authorized administrator can consider the recommendation and implement appropriate remedies in compliance with applicable due process procedures, whether statutory or contractual.

With respect to student respondents, the Title IX Coordinator will notify the Superintendent of the recommended remedies (including disciplinary sanctions/consequences), so an authorized administrator can consider the recommendation(s) and implement an appropriate remedy(ies) in compliance with Policy 5605 – Suspension/Expulsion of Students with Disabilities, Policy 5610 - Suspension and Expulsion, Policy 5610.01 – Alternative Expulsion Hearing Procedure, Policy 5610.02 In-School Discipline, and Policy 5611 – Due Process Rights. Discipline of a student respondent must comply with the applicable provisions of the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972 ("Section 504"), and their respective implementing regulations.

Discipline of an employee will be implemented in accordance with Federal and State law, Board policy, and applicable provisions of any relevant employee handbooks.

Retaliation

Neither the Board nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including initiating a disciplinary process against a person for a code of conduct violation that does not involve sex discrimination but arises out of the same facts and circumstances as a complaint or information reported about possible sex discrimination, for the purpose of interfering with the exercise of any right or privilege secured by Title IX constitutes retaliation. Peer retaliation is also prohibited. Retaliation against a person for making a complaint or participating in an investigation is a serious violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

Complaints alleging retaliation may be filed according to the grievance procedures set forth above. The District shall initiate its grievance procedures upon receiving any complaint alleging retaliation.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination that sex discrimination occurred, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

Confidentiality

The District will keep confidential the identity of any individual who has made a complaint of sex discrimination, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. 1232g, or FERPA regulations, 34 C.F.R. part 99, or as required by law, or to carry out the purposes of 34 C.F.R. part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the District's obligation to maintain confidentiality shall not impair or otherwise affect the complainant's and respondent's receipt of the information to which they are entitled related to the investigation and determination of whether sex discrimination occurred).

Application of the First Amendment

The Board will construe and apply this policy consistent with the First Amendment to the U.S. Constitution. In no case will a respondent be found to have committed sex discrimination based on expressive conduct that is protected by the First Amendment.

Training

All employees, investigators, decision-makers, facilitators of informal resolution process, the Title IX Coordinator(s) and designees, and other persons who are responsible for implementing the Board's grievance procedures or have the authority to modify or terminate supportive measures shall receive training related to their duties under Title IX and this Policy. The training shall be provided promptly upon hiring or change of position that alters their duties under Title IX or this policy, and annually thereafter. The training shall not rely on sex stereotypes.

Training materials must be made available for inspection upon request by members of the public.

Recordkeeping

The District shall maintain for a period of seven (7) calendar years the following records:

- A. for each complaint of sex discrimination, records documenting the informal resolution process and/or the grievance procedures followed and the resulting outcome;
- B. for each notification that the Title IX Coordinator receives of information about conduct that reasonably may constitute sex discrimination under Title IX, including notifications under 34 C.F.R. § 106.44(c)(1) or (2), records documenting the actions the District took to meet its obligations under 34 C.F.R. §106.44; and
- C. all materials used to provide the required training.

Outside Appointments, Dual Appointments, and Delegations

The Board retains discretion to appoint suitably qualified persons who are not Board employees to fulfill any function of the Board under this policy including, but not limited to, Title IX Coordinator, investigator, decision-maker, appeal decision-maker, or facilitator of the informal resolution process.

The Board also retains discretion to appoint two (2) or more persons to jointly fulfill the role of Title IX Coordinator, investigator, decision-maker, appeal decision-maker, and facilitator of the informal resolution process.

The Superintendent may delegate functions assigned to a specific Board employee under this policy including, but not limited to, the functions assigned to the Title IX Coordinator, investigator, decision-maker, appeal decision-maker, and facilitator of the informal resolution process to any suitably qualified individual and such delegation may be rescinded by the Superintendent at any time.

Discretion in Application

The Board retains discretion to interpret and apply this policy in a manner that is not clearly unreasonable, even if the Board's interpretation or application differs from the interpretation of any specific complainant and/or respondent.

Despite the Board's reasonable efforts to anticipate all eventualities in drafting this policy, it is possible unanticipated or extraordinary circumstances may not be specifically or reasonably addressed by the express policy language, in which case the Board retains discretion to respond to the unanticipated or extraordinary circumstance in a way that is not clearly unreasonable.

The provisions of this policy are not contractual in nature, whether in their own right or as part of any other express or implied contract. Accordingly, the Board retains discretion to revise this policy at any time, and for any reason. The Board may apply policy revisions to an active case provided that doing so is not clearly unreasonable.

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Book	Policy Manual
Section	2000 Program
Title	NONDISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES (The Board's Policy and Grievance Procedures for Responding to Sexual Harassment Alleged to Have Occurred Prior to 8/1/2024)
Code	po2266
Status	Active
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Last Revised	July 17, 2024

2266 – NONDISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES (The Board's Policy and Grievance Procedures for Responding to Sexual Harassment Alleged to Have Occurred Prior to 8/1/2024)

Effective August 1, 2024, this policy shall only pertain to reports or formal complaints of Sexual Harassment that are based on conduct alleged to have occurred on or before July 31, 2024.

Introduction

The Board does not discriminate on the basis of sex (including sexual orientation or gender identity), in its education programs or activities, and is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The Board is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.

The Board prohibits sexual harassment that occurs within its education programs and activities. When the District has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.

Pursuant to its Title IX obligations, the Board is committed to eliminating sexual harassment and will take appropriate action when an individual is determined responsible for violating this policy. Members of the School District community who commit Sexual Harassment are subject to the full range of disciplinary sanctions set forth in this policy. Third parties who engage in sexual harassment are also subject to the disciplinary sanctions listed in this policy. The Board will provide persons who have experienced Sexual Harassment ongoing supportive measures as reasonably necessary to restore or preserve access to the District's education programs and activities.

Coverage

This policy applies to sexual harassment that occurs within the District's education programs and activities and that is committed by a Board employee, student, third-party vendor or contractor, guest, or other members of the school community.

This policy does not apply to sexual harassment that occurs off school grounds, in a private setting, and outside the scope of the Board's education programs and activities; such sexual misconduct/sexual activity may be prohibited by the Student Code of Conduct if committed by a student, or by Board policies and administrative guidelines, applicable State and/or Federal laws and/or Employee Handbook(s) if committed by a Board employee.

Consistent with the U.S. Department of Education's implementing regulations for Title IX, this policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the District's education programs or activities. Sexual harassment that occurs outside the geographic boundaries of the United States is governed by the Student Code of Conduct if committed by a student, or by other applicable Board policies and administrative guidelines, applicable State and/or Federal laws, and/or Employee Handbook(s) if committed by a Board employee.

Complaints alleging sexual harassment and/or discrimination on the basis of sex are also covered by and subject to the investigation procedures in Board Policy 5517 - Student Anti-Harassment. Complaints not covered by this policy may still be governed by and subject to the procedures in Policy 5517 - Student Anti-Harassment.

Definitions

Words used in this policy shall have those meanings defined herein; words not defined herein shall be construed according to their plain and ordinary meanings.

Sexual Harassment: "Sexual Harassment" means conduct on the basis of sex that satisfies one (1) or more of the following:

- A. A Board employee conditioning the provision of aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct (often called "quid pro quo" harassment);
- B. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
- C. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)A(v), or "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).
 1. "Sexual assault" means any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent. Sexual assault includes rape, sodomy, sexual assault with an object, fondling, incest, and statutory rape.
 - a. *Rape* is penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity. Attempted rape is included.
 - b. *Sodomy* is oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
 - c. *Sexual Assault with an Object* is using an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity. An "object" or "instrument" is anything used by the offender other than the offender's genitalia.
 - d. *Fondling* is the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
 - e. *Incest* is sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by State law.
 - f. *Statutory Rape* is sexual intercourse with a person who is under the statutory age of consent as defined by 948.02 or 948.09, Wis. Stats., or whose status as a student prohibits such sexual contact per 948.095, Wis. Stats.
 - g. *Other Sexual Contact* includes the intentional emission of bodily fluids on the complainant, or at the direction of the Respondent, for the purposes of sexual gratification as defined in Wis. Stat. § 940.225(5)(b).
 - h. *Consent* refers to words or actions that a reasonable person would understand as agreement to engage in the sexual conduct at issue. A person may be incapable of giving consent because of age or

because of temporary or permanent mental or physical incapacity. A person who is incapacitated is not capable of giving consent.

- i. *Incapacitated* refers to the state where a person does not understand and/or appreciate the nature or fact of sexual activity due to the effect of drugs or alcohol consumption, medical condition, disability, or due to a state of unconsciousness or sleep.
2. "Domestic violence" includes felony or misdemeanor crimes of violence committed by:
 - a. A current or former spouse or intimate partner of the victim;
 - b. A person with whom the victim shares a child in common;
 - c. A person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner;
 - d. A person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime occurred; or
 - e. Any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime occurred.
 3. "Dating violence" means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
 4. "Stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to – 1) fear for the person's safety or the safety of others; or 2) suffer substantial emotional distress.

Complainant: "Complainant" means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Respondent: "Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Formal Complaint: "Formal complaint" means a document filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the District investigate the allegation(s) of sexual harassment. At the time of filing a formal complaint with the District, a Complainant must be participating in or attempting to participate in the District's education program or activity. A "document filed by a complainant" means a document or electronic submission (such as by electronic mail or through an online portal that the Board provides for this purpose) that contains the Complainant's physical or digital signature, or otherwise indicates that the Complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a Complainant or a party to the formal complaint and must not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

Actual Knowledge: "Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to the District's Title IX Coordinator, or any District official who has authority to institute corrective measures on behalf of the Board, or any Board employee. The mere ability or obligation to report Sexual Harassment or to inform a student about how to report sexual harassment, or having been trained to do so, does not qualify an individual as one who has authority to institute corrective measures on behalf of the District. "Notice" includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator. This standard is not met when the only District official with actual knowledge is the Respondent. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge.

Supportive Measures: "Supportive measures" means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, school/campus escort services, mutual restrictions of contact between the parties, changes in work locations), leaves of absence, increased security and monitoring of certain areas of the campus (including school buildings and facilities), referral to Employee Assistance Program, and other similar measures.

Education Program or Activity: "Education program or activity" refers to all operations of the District over which the Board exercises substantial control, including in-person and online educational instruction, employment, extra-curricular activities, athletics, performances, and community engagement, and outreach programs. The term applies to all activity that occurs on school grounds or on other property owned or occupied by the Board. It also includes events and circumstances that take place off-school property/grounds if the Board exercises substantial control over both the Respondent and the context in which the sexual harassment occurs.

School District Community: 'School District community' refers to students and Board employees (i.e., administrators, and professional and support staff), as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

Title IX Coordinator(s)

The Board designates and authorizes the following individual(s) to oversee and coordinate its efforts to comply with Title IX and its implementing regulations:

Gina Lehman
 Director of Student Services
 D.C. Everest Area School District
 6100 Alderson Street
 Weston, WI 54476
 715-359-4221

Sarah Trimner
 Director of Talent and Culture
 D.C. Everest Area School District
 6100 Alderson Street
 Weston, WI 54476
 715-359-4221

The Title IX Coordinator shall report directly to the Superintendent except when the Superintendent is a Respondent. In such matters, the Title IX Coordinator shall report directly to the Board President. Questions about this policy should be directed to the Title IX Coordinator.

The Superintendent shall notify applicants for admission and employment, students, parents or legal guardians of elementary and secondary school students, Board employees, and all unions or professional organizations holding collective bargaining or professional agreements with the Board of the following information:

The Board of the D.C. Everest Area School District does not discriminate on the basis of sex in its education program or activity and is required by Title IX and its implementing regulations not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The District's Title IX Coordinator(s) are:

*Sarah Trimner
 Director of Talent and Culture
 715-359-4221, ext. 1225
 6100 Alderson Street
 Weston, WI 54476
 strimner@dce.k12.wi.us*

*Gina Lehman
 Director of Student Services
 715-359-4221, ext. 1351
 6100 Alderson Street
 Weston, WI 54476
 gilehman@dce.k12.wi.us*

Any inquiries about the application of Title IX and its implementing regulations to the District may be referred to the Title IX Coordinator(s), the Assistant Secretary for the U.S. Department of Education's Office for Civil Rights, or both.

The Board has adopted a grievance process and procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that is prohibited by Title IX and/or its implementing regulations. The grievance process and procedures are included in Policy 2266 – Nondiscrimination on the Basis of

Sex in Education Programs or Activities, which is available at: <https://go.boarddocs.com/wi/dcea/Board.nsf/Public>. The grievance process and procedures specifically address how to report or file a complaint of sex discrimination, how to report or file a formal complaint of Sexual Harassment, and how the District will respond.

The Superintendent shall also prominently display the Title IX Coordinators' contact information – including Name(s) and/or Title(s), Phone Number(s), Office Address(es), and Email Address(es) – and this policy on the District's website and in each handbook or catalog that the Board makes available to applicants for admission and employment, students, parents or legal guardians of elementary and secondary school students, Board employees, and all unions or professional organizations holding collective bargaining or professional agreements.

Grievance Process

The Board is committed to promptly and equitably resolving student and employee complaints alleging Sexual Harassment. The District's response to allegations of sexual harassment will treat Complainants and Respondents equitably, including providing supportive measures to the Complainant and Respondent, as appropriate, and following this grievance process before the imposition of any disciplinary sanctions or other actions, other than supportive measures, against the Respondent.

The Title IX Coordinator(s), along with any investigator(s), decision-maker(s), or any person(s) designated to facilitate an informal resolution process, shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

If a determination of responsibility for sexual harassment is made against the Respondent, the Board will provide remedies to the Complainant. The remedies will be designed to restore or preserve equal access to the District's education program or activity. Potential remedies include, but are not limited to, individualized services that constitute supportive measures. Remedies may also be disciplinary or punitive in nature and may burden the Respondent.

The Process described herein relates exclusively to complaints brought under this Policy. The District will continue to handle complaints subject to the District's other nondiscrimination and anti-harassment policies, including: Policy 5517 - Student Anti-Harassment; Policy 5517.01 - Bullying; Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity; Policy 2260.01 - Section 504/ADA Prohibition Against Discrimination Based on Disability.

Report of Sexual Discrimination/Harassment

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the Title IX Coordinator's(s') contact information listed above, or by any other means that results in the Title IX Coordinator receiving the person's oral or written report. Reports may be made at any time (including during non-business hours), by using the telephone number(s) or electronic mail address(es), or by mail to the office address(es), listed for the Title IX Coordinator(s).

Board employees are required, and other members of the School District community and Third Parties are encouraged, to report allegations of sex discrimination or sexual harassment promptly to the/a Title IX Coordinator or to any Board employee, who will, in turn, notify the/a Title IX Coordinator. Reports can be made orally or in writing and should be as specific as possible. The person making the report should, to the extent known, identify the alleged victim(s), the perpetrator(s), and witness(es), and describe in detail what occurred, including date(s), time(s), and location(s).

If a report involves allegations of sexual harassment by or involving the Title IX Coordinator, the person making the report should submit it to the Superintendent, or another Board employee who, in turn, will notify the Superintendent of the report. The Superintendent shall determine who will serve in place of the Title IX Coordinator for purposes of addressing that report of sexual harassment.

The Board does business with various vendors, contractors, and other third parties who are not students or employees of the Board. Notwithstanding any rights that a given vendor, contractor, or third-party Respondent may have under this policy, the Board retains the right to limit any vendor's, contractor's, or third party's access to school grounds for any reason. The Board further retains all rights it enjoys by contract or law to terminate its relationship with any vendor, contractor, or third-party irrespective of any process or outcome under this policy.

A person may file criminal charges simultaneously with filing a formal complaint. A person does not need to wait until the Title IX investigation is completed before filing a criminal complaint. Likewise, questions or complaints relating to Title IX may be filed with the U.S. Department of Education's Office for Civil Rights at any time.

Any allegations of sexual misconduct/sexual activity not involving sexual harassment will be addressed through the procedures outlined in Board policies and/or administrative guidelines, the applicable Student Code of Conduct, or the Employee Handbook.

Because the Board is considered to have actual knowledge of sexual harassment or allegations of sexual harassment if any Board employee has such knowledge, and because the Board must take specific actions when it has notice of sexual harassment or allegations of sexual harassment, a Board employee who has independent knowledge of or receives a report involving allegations of sex discrimination and/or sexual harassment must immediately/promptly notify the/a Title IX Coordinator of such information or report. The Board employee must also comply with mandatory reporting responsibilities pursuant to Wis. Stat. 48.981 and Policy 8462 – Student Abuse and Neglect, if applicable. If the Board employee's knowledge is based on another individual bringing the information to the Board employee's attention and the reporting individual submitted a written complaint to the Board employee, the Board employee must provide the written complaint to the Title IX Coordinator.

If a Board employee fails to report an incident of sexual harassment of which the Board employee is aware, the Board employee may be subject to disciplinary action, up to and including termination.

When a report of sexual harassment is made, the Title IX Coordinator shall promptly contact the Complainant (including the parent/guardian if the Complainant is under eighteen (18) years of age or under guardianship) to discuss the availability of supportive measures, consider the Complainant's wishes with respect to supportive measures, inform the Complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the Complainant the process for filing a formal complaint. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. Any supportive measures provided to the Complainant or Respondent shall be maintained as confidential, to the extent that maintaining such confidentiality will not impair the ability of the District to provide the supportive measures.

Emergency Removal: Subject to limitations and/or procedures imposed by State and/or Federal law, the District may remove a student Respondent from its education program or activity on an emergency basis after conducting an individualized safety and risk analysis. The purposes of the individualized safety and risk analysis is to determine whether the student Respondent poses an immediate threat to the physical health or safety of any student or other individual arising from the allegations of Sexual Harassment that justifies removal. If the District determines the student Respondent poses such a threat, it will so notify the student Respondent and the student Respondent will have an opportunity to challenge the decision immediately following the removal. In determining whether to impose emergency removal measures, the Title IX Coordinator shall consult related District policies, including Policy 5120 - Assignment within District; Policy 5605 - Suspension/Expulsion of Students with Disabilities, Policy 5610 – Suspension and Expulsion, and Policy 5611 – Due Process Rights.

If the Respondent is a non-student employee, the District may place the Respondent on administrative leave during the pendency of the grievance process. Such leave will typically be paid leave unless circumstances justify unpaid leave in compliance with legal requirements.

For all other Respondents, including other members of the School District community and Third Parties, the Board retains broad discretion to prohibit such persons from entering onto its school grounds and other properties at any time and for any reason, whether after receiving a report of sexual harassment or otherwise.

Formal Complaint of Sexual Harassment

A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information set forth above. If a formal complaint involves allegations of sexual harassment by or involving the Title IX Coordinator, the Complainant should submit the formal complaint to the Superintendent, who will designate another person to serve in place of the Title IX Coordinator for the limited purpose of implementing the grievance process with respect to that formal complaint.

The Complainant's wishes with respect to whether a formal complaint is filed will be respected unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the wishes of the complainant is not clearly unreasonable in light of the known circumstances.

When the Title IX Coordinator receives a formal complaint or signs a formal complaint, the District will follow its grievance process and procedures, as set forth herein. Specifically, the District will undertake an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and provide that credibility determinations will not be based on a person's status as a Complainant, Respondent, or witness.

It is a violation of this policy for a Complainant(s), Respondent(s), and/or witness(es) to knowingly making false statements or knowingly submitting false information during the grievance process, including intentionally making a false report of sexual harassment or submitting a false formal complaint. The Board will not tolerate such conduct, which is a violation of the Student Code of Conduct and the Employee Handbook.

The Respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

Timeline

The District will seek to conclude the grievance process within ninety (90) calendar days of receipt of the formal complaint, followed by the appeal process which shall be processed in a timely manner.

If the Title IX Coordinator offers informal resolution processes, the informal resolution processes may not be used by the Complainant or Respondent to unduly delay the investigation and determination of responsibility. The timeline, however, may be subject to a temporary delay of the grievance process or a limited extension for good cause with written notice to the Complainant and the Respondent of the delay or extension and the reasons for the action, except that any complaint covered by Policy 5517 - Student Anti-Harassment as well must comply with the timelines in that Policy, however, an investigation may still proceed as required under this Policy. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; and the need for language assistance or an accommodation of disabilities. The Title IX Coordinator will provide the parties with reasonable updates on the status of the grievance process.

Upon receipt of a formal complaint, the Title IX Coordinator will provide written notice of the following to the parties who are known:

- A. Notice of the Board's grievance process, including any informal resolution processes;
- B. Notice of the allegations of misconduct that potentially constitutes sexual harassment as defined in this policy, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice must:
 1. include a statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
 2. inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence.
 3. inform the parties of any provision in the Student Code of Conduct, this policy, and/or Employee Handbook that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If during the course of the investigation, the investigator becomes aware of allegations about the Complainant or Respondent that are not included in the original notice provided to the parties, the investigator will notify the Title IX Coordinator and the Title IX Coordinator will decide whether the investigator should investigate the additional allegations; if the Title IX Coordinator decides to include the new allegations as part of the investigation, the Title IX Coordinator will provide notice of the additional allegations to the parties whose identities are known.

Dismissal of a Formal Complaint

The District shall investigate the allegations in a formal complaint unless the conduct alleged in the formal complaint:

- A. would not constitute sexual harassment (as defined in this policy) even if proved;
- B. did not occur in the District's education program or activity; or
- C. did not occur against a person in the United States.

If one (1) of the preceding circumstances exist, the Title IX Coordinator shall dismiss the formal complaint. If the Title IX Coordinator dismisses the formal complaint due to one (1) of the preceding reasons, the District may still investigate and take action with respect to such alleged misconduct pursuant to another provision of an applicable code of conduct, Board policy, and/or Employee Handbook.

The Title IX Coordinator may dismiss a formal complaint, or any allegations therein, if at any time during the investigation:

- A. a Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the formal complaint or any allegations therein;
- B. the Respondent is no longer enrolled in the District or employed by the Board; or
- C. specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

If the Title IX Coordinator dismisses a formal complaint or allegations therein, the Title IX Coordinator must promptly send written notice of the dismissal and the reason(s) therefor simultaneously to the parties.

Consolidation of Formal Complaints

The Title IX Coordinator may consolidate formal complaints as to allegations of sexual harassment against more than one (1) Respondent, or by more than one (1) Complainant against one (1) or more Respondents, or by one (1) party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Where a grievance process involves more than one (1) Complainant or more than one (1) Respondent, references in this policy to the singular "party," "Complainant," or "Respondent" include the plural, as applicable.

Informal Resolution Process

Under no circumstances shall a Complainant be required as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, to waive any right to an investigation and adjudication of a formal complaint of sexual harassment. Similarly, no party shall be required to participate in an informal resolution process.

If a formal complaint is filed, the Title IX Coordinator may offer to the parties an informal resolution process. If the parties mutually agree to participate in the informal resolution process, the Title IX Coordinator shall designate a trained individual to facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication. The informal resolution process may be used at any time prior to the decision-maker(s) reaching a determination regarding responsibility.

If the Title IX Coordinator is going to propose an informal resolution process, the Title IX Coordinator shall provide to the parties a written notice disclosing:

- A. the allegations;
- B. the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations; and
- C. any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the Formal Complaint.

Before commencing the informal resolution process, the Title IX Coordinator shall obtain from the parties their voluntary, written consent to the informal resolution process.

During the pendency of the informal resolution process, the investigation and adjudication processes that would otherwise occur are stayed and all related deadlines are suspended.

The informal resolution process is not available to resolve allegations that a Board employee or another adult member of the School District community or Third Party sexually harassed a student.

The informal resolution process is not available to resolve allegations involving a sexual assault involving a student Complainant and a student Respondent.

Investigation of a Formal Complaint of Sexual Harassment

In conducting the investigation of a formal complaint and throughout the grievance process, the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility is on the District, not the parties.

In making the determination of responsibility, the decision-maker(s) is (are) directed to use the preponderance of the evidence standard. The decision-maker(s) is charged with considering the totality of all available evidence, from all relevant sources.

The District is not permitted to access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the party provides the District with voluntary, written consent to do so; if a student party is not an eligible student, the District must obtain the voluntary, written consent of a parent.

Similarly, the investigator(s) and decision-maker(s) may not require, allow, rely upon or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege in writing.

As part of the investigation, the parties have the right to:

- A. present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence; and
- B. have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney. The District may not limit the choice or presence of an advisor for either the Complainant or Respondent in any meeting or grievance proceeding.
- C. The District establishes the following restrictions, which apply equally to both parties, regarding the extent to which an advisor may participate in the proceedings.

Limit the advisor from:

1. questioning the other party,
 2. answering questions on behalf of any party, and
 3. disrupting the investigation process.
- D. Whether a person is allowed to audio record or video record any meeting or grievance proceeding will be consistent with the procedures established in Board Policy 2461 – Recording of IEP Team Meetings.

Neither party shall be restricted in their ability to discuss the allegations under investigation or to gather and present relevant evidence.

The District will provide to a party whose participation is invited or expected written notice of the date, time, location, participants, and purpose of all investigative interviews, or other meetings, with sufficient time for the party to prepare to participate. The investigator(s) and decision-maker(s) must provide a minimum of one (1) days' notice with respect to investigative interviews and other meetings.

Both parties have an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint, including the evidence upon which the District does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation.

Prior to completion of the investigative report, the Title IX Coordinator will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have at least ten (10) calendar days to submit a written response, which the investigator will consider prior to completion of the investigative report.

At the conclusion of the investigation, the investigator shall create an investigative report that fairly summarizes relevant evidence and send the report to each party and the party's advisor, if any, for their review and written response. The investigator will send the investigative report in an electronic format or a hard copy, at least ten (10) calendar days prior to the decision-maker(s) issuing a determination regarding responsibility.

Determination of Responsibility

The Title IX Coordinator shall appoint a decision-maker(s) to issue a determination of responsibility. The decision-maker(s) cannot be the same person(s) as the Title IX Coordinator(s) or the investigator(s).

After the investigator sends the investigative report to the parties and the decision-maker(s), and before the decision-maker(s) reaches a determination regarding responsibility, the decision-maker(s) will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decision-maker(s) must explain to the party proposing the question of any decision to exclude a question as not relevant.

Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

Determination of Responsibility

The Title IX Coordinator shall appoint a decision-maker(s) to issue a determination of responsibility. The decision-maker(s) cannot be the same person(s) as the Title IX Coordinator(s) or the investigator(s).

After the investigator sends the investigative report to the parties and the decision-maker(s), and before the decision-maker(s) reaches a determination regarding responsibility, the decision-maker(s) will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decision-maker(s) must explain to the party proposing the question of any decision to exclude a question as not relevant.

Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

Determination regarding responsibility: The decision-maker(s) will issue a written determination regarding responsibility. To reach this determination, the decision-maker(s) must apply the preponderance of the evidence standard.

The written determination will include the following content:

- A. Identification of the allegations potentially constituting sexual harassment pursuant to this policy;
- B. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, [and] methods used to gather other evidence.
- C. Findings of fact supporting the determinations;
- D. Conclusions regarding the application of the applicable code of conduct to the facts;
- E. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the decision-maker(s) is recommending that the District impose on the Respondent(s) and whether remedies designed to restore or preserve equal access to the District's education program or activity should be provided by the District to the Complainant(s); and
- F. The procedures and permissible bases for the Complainant(s) and Respondent(s) to appeal.

Informal or formal disciplinary sanctions/consequences may be imposed on a student Respondent who is determined responsible for violating this policy (i.e., engaging in sexual harassment). Consequences could be up to and including an expulsion hearing, or permanent exclusion from co-curricular and/or extra-curricular activity(ies), including athletics or current class enrollment.

If the decision-maker(s) determines the student Respondent is responsible for violating this policy (i.e., engaging in Sexual Harassment), the decision-maker(s) will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the Superintendent of the recommended remedies, so an authorized administrator can consider the recommendation(s) and implement an appropriate remedy(ies) in compliance with Policy 5605 – Suspension/Expulsion of Students with Disabilities, Policy 5610 – Suspension and Expulsion, Policy 5610.01 – Alternative

Expulsion Hearing Procedure, Policy 5610.02 – In-School Discipline, and Policy 5611 – Due Process Rights. The discipline of a student Respondent must comply with the applicable provisions of the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

Disciplinary sanctions/consequences may be imposed on an employee Respondent who is determined responsible for violating this policy including but not limited to (i.e., engaging in Sexual Harassment):

If the decision-maker(s) determines the employee Respondent is responsible for violating this policy (i.e., engaging in sexual harassment), the decision-maker(s) will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the Superintendent of the recommended remedies, so an authorized administrator can consider the recommendation(s) and implement an appropriate remedy(ies) in compliance with applicable due process procedures, whether statutory or contractual.

The discipline of an employee will be implemented in accordance with Federal and State law, and Board policy.

The following disciplinary sanctions/consequences may be imposed on a non-student/non-employee member of the School District community or Third Party determined responsible for violating this policy (i.e., engaging in sexual harassment):

- A. oral or written warning;
- B. written reprimands;
- C. performance improvement plan;
- D. required counseling;
- E. required training or education;
- F. demotion;
- G. suspension with pay;
- H. suspension without pay;
- I. termination, and any other sanction authorized by any applicable Employee Handbook.

If the decision-maker(s) determines the third-party Respondent is responsible for violating this policy (i.e., engaging in sexual harassment), the decision-maker(s) will recommend appropriate remedies, including the imposition of sanctions. The Title IX Coordinator will notify the Superintendent of the recommended remedies, so appropriate action can be taken.

The decision-maker(s) will provide the written determination to the Title IX Coordinator who will provide the written determination to the parties simultaneously.

In ultimately, imposing a disciplinary sanction/consequence, the Superintendent will consider the severity of the incident, previous disciplinary violations (if any), and any mitigating circumstances. If the Respondent is a member of the Board, that member of the Board shall be excluded from any determination regarding the imposition of a disciplinary sanction/consequence by the remaining Board members.

The District's resolution of a formal complaint ordinarily will not be impacted by the fact that criminal charges involving the same incident have been filed or that charges have been dismissed or reduced.

At any point in the grievance process and procedures, the Superintendent may involve local law enforcement and/or file criminal charges related to allegations of sexual harassment that involve a sexual assault.

The Title IX Coordinator is responsible for the effective implementation of any remedies.

Appeal

Both parties have the right to file an appeal from a determination regarding responsibility or from the Title IX Coordinator's dismissal of a formal complaint or any allegations therein, on the following bases:

- A. Procedural irregularity that affected the outcome of the matter (e.g. material deviation from established procedures);

- B. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
- C. The Title IX Coordinator, or decision-maker(s) had a conflict of interest or bias for or against Complainants or Respondents generally or the individual Complainant(s) or Respondent(s) that affected the outcome of the matter;
- D. The recommended remedies (including disciplinary sanctions/consequences) are unreasonable in light of the findings of fact (i.e., the nature and severity of the sexual harassment).

The Complainant(s) may not challenge the ultimate disciplinary sanction/consequence that is imposed.

Any party wishing to appeal the decision-maker(s)'s determination of responsibility, or the Title IX Coordinator's dismissal of a formal complaint or any allegations therein, must submit a written appeal to the Title IX Coordinator within five (5) days after receipt of the decision-maker(s)'s determination of responsibility or the Title IX Coordinator's dismissal of a formal complaint or any allegations therein.

Nothing herein shall prevent the Superintendent from imposing any remedy, including disciplinary sanction, while the appeal is pending.

As to all appeals, the Title IX Coordinator will notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties.

The decision-maker(s) for the appeal shall not be the same person(s) as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator(s). The decision-maker(s) for the appeal shall not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant(s) or Respondent(s) and shall receive the same training as required of other decision-makers.

Both parties shall have a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.

Specifically, the appealing party must submit with the notice of appeal a written statement challenging the determination of responsibility. The nonappealing party shall have up to five (5) days after receipt of the appealing party's written statement to submit his/her written statement in support of the determination of responsibility.

The decision-maker(s) for the appeal shall issue a written decision describing the result of the appeal and the rationale for the result. The original decision-maker(s)'s determination of responsibility will stand if the appeal request is not filed in a timely manner or the appealing party fails to show clear error and/or a compelling rationale for overturning or modifying the original determination. The written decision will be provided to the Title IX Coordinator who will provide it simultaneously to both parties. The written decision will be issued within five (5) days of when the parties' written statements were submitted.

The determination of responsibility associated with a formal complaint, including any recommendations for remedies/disciplinary sanctions, becomes final when the time for filing an appeal has passed or, if an appeal is filed, at the point when the decision-maker(s) for the appeal's decision is delivered to the Complainant and the Respondent. No further review beyond the appeal is permitted.

Retaliation

Neither the Board nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation or proceeding under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of sexual harassment, filing a formal complaint, or participating in an investigation, is a serious violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

Complaints alleging retaliation may be filed according to the grievance procedures set forth above.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

Confidentiality

The District will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any Complainant, or any individual who has been reported to be the perpetrator of sex discrimination, any Respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g, or FERPA's regulations, and State law under Wis. Stat. § 118.12, 34 CFR part 99, or as required by law, or to carry out the purposes of 34 CFR part 106, including the conduct of any investigation or judicial proceeding arising thereunder (i.e., the District's obligation to maintain confidentiality shall not impair or otherwise affect the Complainant's and Respondent's receipt of the information to which they are entitled with respect to the investigative record and determination of responsibility).

Application of the First Amendment

The Board will construe and apply this policy consistent with the First Amendment to the U.S. Constitution. In no case will a Respondent be found to have committed Sexual Harassment based on expressive conduct that is protected by the First Amendment.

Training

The District's Title IX Coordinator, along with any investigator(s), decision-maker(s), or person(s) designated to facilitate an informal resolution process, must receive training on:

- A. the definition of sexual harassment (as that term is used in this policy);
- B. the scope of the District's education program or activity;
- C. how to conduct an investigation and implement the grievance process appeals and informal resolution processes as applicable; and
- D. how to serve impartially, including by avoiding prejudgement of the facts at issue, conflicts of interests, and bias.

All Board employees will be trained concerning their legal obligation to report sexual harassment to the Title IX Coordinator. This training will include practical information about how to identify and report sexual harassment.

Recordkeeping

As part of its response to alleged violations of this policy, the District shall create, and maintain for a period of seven (7) calendar years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the District shall document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the District's education program or activity. If the District does not provide a Complainant with supportive measures, then the District will document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the District in the future from providing additional explanations or detailing additional measures taken.

The District shall maintain for a period of seven (7) calendar years the following records pursuant to Wis. Stat. § 19.21(6):

- A. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions recommended and/or imposed on the Respondent(s), and any remedies provided to the Complainant (s) designed to restore or preserve equal access to the District's education program or activity.
- B. Any appeal and the result therefrom;
- C. Any informational resolution and the result therefrom; and;
- D. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.

The District will make its training materials publicly available on its website.

Outside Appointments, Dual Appointments, and Delegations

The Board retains the discretion to appoint suitably qualified persons who are not Board employees to fulfill any function of the Board under this policy, including, but not limited to, Title IX Coordinator, investigator, decision-maker, decision-maker for appeals, facilitator of informal resolution processes, and advisor.

The Board also retains the discretion to appoint two (2) or more persons to jointly fulfill the role of Title IX Coordinator, investigator, decision-maker, decision-maker for appeals, facilitator of informal resolution processes, and advisor.

The Superintendent may delegate functions assigned to a specific Board employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator, investigator, decision-maker, decision-maker for appeals, facilitator of informal resolution processes, and advisor, to any suitably qualified individual and such delegation, may be rescinded by the Superintendent at any time.

Discretion in Application

The Board retains the discretion to interpret and apply this policy in a manner that is not clearly unreasonable, even if the Board's interpretation or application differs from the interpretation of any specific Complainant and/or Respondent.

Despite the Board's reasonable efforts to anticipate all eventualities in drafting this policy, it is possible unanticipated or extraordinary circumstances may not be specifically or reasonably addressed by the express policy language, in which case the Board retains the discretion to respond to the unanticipated or extraordinary circumstance in a way that is not clearly unreasonable.

The provisions of this policy are not contractual in nature, whether in their own right or as part of any other express or implied contract. Accordingly, the Board retains the discretion to revise this policy at any time, and for any reason. The Board may apply policy revisions to an active case provided that doing so is not clearly unreasonable.

Revised 1/31/22

Revised 3/16/22

Revised 6/15/22

Revised 6/19/23

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Legal	19.21(6), Wis. Stats.
	120.13, Wis. Stats.
	948.01 et. seq., Wis. Stats.
	20 U.S.C. 1092(F)(6)(A)(v)
	20 U.S.C. 1400 et seq., The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA)
	20 U.S.C. 1681 et seq., Title IX of the Education Amendments of 1972 (Title IX)
	34 C.F.R. Part 106
	34 U.S.C. 12291(a)(8)
	34 U.S.C. 12291(a)(10)
	34 U.S.C. 12291(a)(30)
	42 U.S.C. 1983
	42 U.S.C. 2000c et seq., Title IV of the Civil Rights Act of 1964
	42 U.S.C. 2000d et seq.
	42 U.S.C. 2000e et seq.
	OCR's Revised Sexual Harassment Guidance (2001)

Cross References

[ag2266 - NONDISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES](#)

Last Modified by Brittany Wiggins on July 29, 2024



Book	Policy Manual
Section	First Reading by Board
Title	STUDENT FUND-RAISING
Code	po5830
Status	Proposed
Adopted	May 25, 2016
Last Revised	October 10, 2022

5830 - **STUDENT FUND-RAISING**

The Board acknowledges that the solicitation of funds from students must be limited since compulsory attendance laws make the student a captive donor and may also disrupt the program of the schools.

For purposes of this policy "student fund-raising" shall include the solicitation and collection of money from students for any purpose and shall include the collection of money in exchange for tickets, papers, or any other goods or services for approved student activities.

Student-Led Fund-raising for School-Related Organizations

The Board will permit student fund-raising by students in school, on school property, or at any school-sponsored event only when the profit therefrom is to be used for school purposes or for an activity connected with the schools. The Board requires that fund-raisers by student clubs and organizations that involve the sale, to students, of food and/or beverage items that will be consumed on campus, the food and/or beverage items to be sold comply with the current USDA Dietary Guidelines for Americans and the Smart Snack Rules.

Each student organization shall be permitted two (2) fund-raising exceptions per school year when foods and beverages that are not allowable under the Smart Snack Rules can be sold. If approved, fund-raisers that involve the sale, to students, of food items or beverages to be consumed on District property shall not compete directly with the sale of reimbursable meals.

Fund-raising by approved school organizations, those whose funds are managed by the District, may be permitted in school by the Principal.

Fund-raising off school grounds may be permitted by the Superintendent.

Fund-raising by students on behalf of school-related organizations whose funds are not managed by the District may be permitted on school grounds by the Superintendent **if approved with the standard fundraiser form -5830F**. If the fundraising activity will involve students under age twelve (12) such students' parents must provide written permission for the student to participate in the fund-raising activity. Any student under nine (9) years of age, or each group containing one (1) or more students under nine (9) years of age, must be physically accompanied by a parent or a person at least sixteen (16) years of age.

All other fund-raising shall be done in accordance with Board Policy 9700.

The Superintendent shall establish administrative guidelines for the solicitation of funds which shall:

- A. specify the times and places in which funds may be collected;

- B. describe permitted methods of solicitation which do not place undue pressure on students;
- C. limit the kind and amount of advertising for solicitation;
- D. ensure proper distribution or liquidation of monies remaining in a student activity account when the organization is defunct or disbanded;
- E. limit the number of fund-raising events;
- F. Specify how funds will benefit students.

The Superintendent shall distribute this policy and any administrative guidelines which implement it to each organization granted permission to solicit funds.

Revised 1/25/17
Revised 10/25/17
T.C. 1/7/19
Revised 4/21/21

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Legal Wis. Stat. 103.23

Cross References [ag5830 - STUDENT FUND-RAISING](#)



Last Modified by Ellen Suckow on August 12, 2024