

**NORTH CRAWFORD SCHOOLS
MINUTES
MAY, 2025 REGULAR MEETING
May 28, 2025**

Proof of Publication was presented. Meeting held at the North Crawford Large Group Room
47050 County Road X
Soldiers Grove, WI 54655 at the school.
Roll Call of Board Members present:

_____ Dull	_____ O'Donnell
_____ Dworschack	_____ Powell
_____ Fortney	_____ Swenson
_____ Kuhn	

Administration & press present:

_____ Superintendent Munson	_____ Business Manager Andrews
_____ Principal Tripalin	_____ Administrative Assistant Boland
_____ Principal/Spec. Ed. Director Kruizenga	
_____ Local Press	

Motion made by _____ seconded
by _____

Motion carried/failed _____ Yes _____ No _____

1. MEETING CALLED TO ORDER

- A. Proof of Publication
- B. Roll Call

2. DISTRICT SHOWCASE - Retirement Recognition - Scott Hubatch, Business Ed. Teacher

3. PUBLIC INPUT *

4. ADMINISTRATIVE REPORTS

- A. Elementary Principal - *Building Information and Updates* 3
- B. MS/HS Principal - *Building Information and Updates* 6
- C. Student Services - *Department Information and Updates* 15
- D. Superintendent - *District Information and Updates*

5. ACTION ITEMS

A. OLD BUSINESS

- 1. Second Reading of School Board Policy Update 34.1 16

B. NEW BUSINESS

- 1. 2025-26 Election of Officers and Committee Assignments 191
- 2. Set Days and Time of Regular Monthly Board Meetings 192
- 3. First Reading of Modifications to School Board Policies 6152.02-Food Service
Debt Collection and 8500-Food Service 193
- 4. Consideration of Summer School and Summer Rec Staffing
- 5. Review 2025-26 High School Course Handbook 196
- 6. Approve Class of 2025 Graduates and Certificates of Attendance 246
- 7. Consideration of 2025-26 Open Enrollment Applications 247
- 8. Consideration of 2025-26 Staff Salary/Wage Increases - *postpone to June meeting*

C. CONSENT AGENDA

- 1. **Approval of Minutes of Previous Meeting(s)** **248**
- 2. **Presentation of Vouchers**
- 3. **Treasurer's Report**
- 6. **COMMUNICATION/CORRESPONDENTS REPORT**
- 7. **NEXT MEETING DATE** - *Wednesday, June 18th*
- 8. **EXECUTIVE CLOSED SESSION** under Sec. 19.85(1)(c) Wis. Stats., concerning employment, promotion, compensation, or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility.
 - A. Convening into closed session as described in the preceding item to consider employment recommendation(s)
 - B. Consideration of Staff Resignation
 - C. Consideration of Staff for Letters of Offer 2025-26
- 9. **RECONVENE TO OPEN SESSION**
 - A. Action on Employment Recommendations
 - B. Approval of Staff Letters of Offer for the 2025-26 School Year
- 10. **ADJOURN**

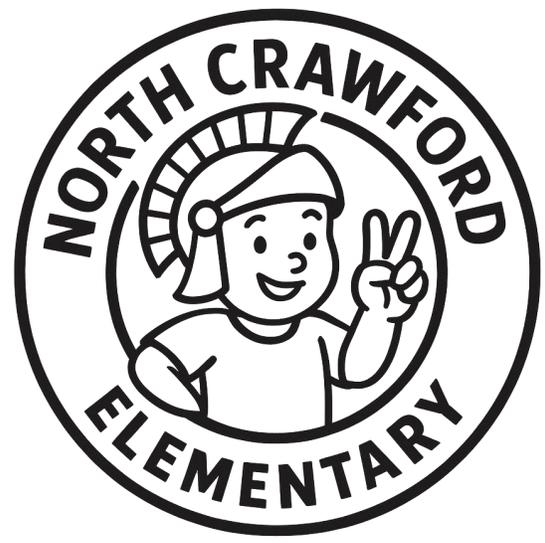
Motion to Adjourn made by _____ Seconded by

Time: _____

Submitted by:

SIGNATURE-CLERK OR ACTING CLERK

May 2025



SCHOOL BOARD REPORT

Learning Progressions

Over the past several months, our elementary team has been working very hard to break down Wisconsin State Standards alongside our core curricula—CKLA for ELA and Illustrative Math—to create clear, student-centered learning progressions. These progressions outline what our most essential learning targets are at each grade level and help teachers pinpoint the the progression of skills in phonics, phonological awareness, language, comprehension, writing, grammar, and math.

The result is a set of working documents that guide instruction, support interventions, and allow every student to move through learning in a more intentional and individualized way. We are working through the process of having each child have one of these documents for the 25-26 school year. Teachers can check off skills when students have shown mastery. We will then be able to have grade level documents where we can monitor the percent of students showing mastery of the different targets. The whole grade data will help our staff tailor instruction for all students at tier 1 and more individualized at tier 2 and tier 3.

Staff have worked two days mornings before school the last few weeks to ensure the document is complete and ready to go. The curriculum day in the summer calendar will be used to support our staff in how we make best use of this document into our day to day instruction.

Learning Progressions

	A	B	C	D	E	F	G
55	3.OA.C	Multiply and divide within 100.	<input type="checkbox"/>				
56	3.OA.D	Solve problems involving the four operations, and identify and explain patterns in arithmetic.	<input type="checkbox"/>				
57	3.NF.A	Develop understanding of fractions as numbers.	<input type="checkbox"/>				
58	3.MD.A	Solve problems involving measurement and estimation of intervals of time (one minute intervals and elapsed time), liquid volumes, and masses of objects.	<input type="checkbox"/>				
59	3.MD.C	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	<input type="checkbox"/>				
60	3.MD.D	Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures	<input type="checkbox"/>				
61		Required Fluencies					
62	3.OA.C.7	Single digit products and quotients (<i>products from memory by end of grade 3</i>)	<input type="checkbox"/>				
63	3.NBT.A.2	Add / Subtract within 1000	<input type="checkbox"/>				
64							
65	Fourth Grade						
66				UNIT			
67	4.OA.A	Use the four operations with whole numbers to solve problems.	<input type="checkbox"/>	4			
68	4.OA.B	Gain familiarity with factors and multiples	<input type="checkbox"/>	1			
69	4.NBT.A	Generalize place value understanding for multi-digit whole numbers.	<input type="checkbox"/>	4			
70		Compare, order, and round within 1,000,000	<input type="checkbox"/>	4			
71	4.NBT.B	Use place value understanding and properties of operations to perform multi-digit arithmetic.	<input type="checkbox"/>	4			
72		Add and subtract multi-digit numbers	<input type="checkbox"/>				
73		Multiply and divide multi-digit numbers	<input type="checkbox"/>	5, 6			

2ND GRADE - ELA - LANGUAGE / GRAMMAR

■ Major Work
 ■ Supporting Work
 ■ Additional Work

Language	
Vocabulary and Context Clues Progression	Use clues from the sentence to figure out what unknown words mean.
Morphology (Prefixes, Suffixes, Roots) Progression	<p>Prefixes:</p> <ul style="list-style-type: none"> un- (not) re- (again) pre- (before) <p>Suffixes:</p> <ul style="list-style-type: none"> -s, -es (plural) -ed (past tense) -ing (ongoing action) -er, -est (comparatives) <p>Roots/Word Bases:</p> <ul style="list-style-type: none"> Very limited at this level; focus on base words (e.g., play, jump, help)
Figurative Language and Word Relationships Progression	Understand the difference between literal and nonliteral meanings (e.g., "break a leg" doesn't mean get hurt).

Grammar	
Nouns and Pronouns Progression	Use collective nouns (e.g., team, class). Use reflexive pronouns (e.g., myself, yourself, ourselves).
Verbs and Verb Tense Progression	Use regular and irregular past-tense verbs (e.g., walked, ran, swam). Choose the correct verb tense to match the subject.
Sentence Structure Progression	Write longer sentences by expanding and rearranging ideas. Create compound sentences using conjunctions.
Modifiers (Adjectives, Adverbs, Relative Adverbs)	Use relative adverbs (where, when, why) correctly in sentences.
Conjunctions (Simple, Subordinating, Correlative)	Use conjunctions to form compound sentences (e.g., and, but, or).

Kiddom Site Visit



Kiddom, the company that we use to access the digital components of our math curriculum, came to visit North Crawford on May 2nd at no charge to the district. While at North Crawford, they observed in Mr. Ladwig's, Mrs. Wedeberg's, and Mrs. Dull's classrooms on the elementary end. Dr. Nick DeArmas presented to our admin staff about his observations and our schoolwide data within the platform. He was very complimentary about our teachers and noticed a high level of student thinking and engagement. Dr. Nick DeArmas also brought to light our third grade team who is using the online platform in a meaningful way early in our implementation.

We are so thankful to partner with Kiddom as we grow our math program.

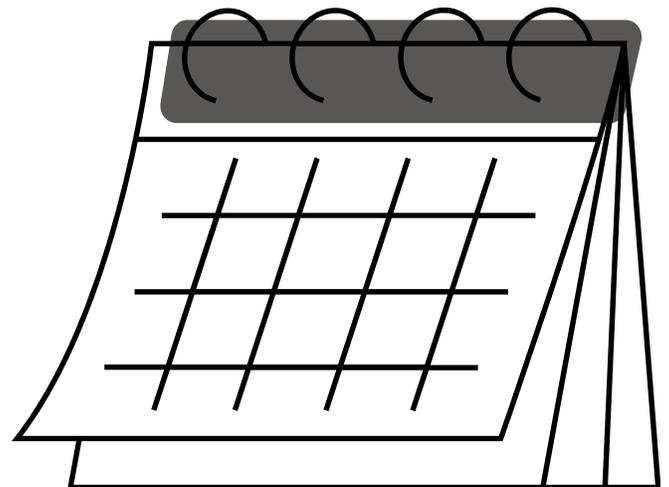
Important Dates

🎵 Music Concert Dates

May 21 @ 2:00 PM – Grades 3–5 Concert (with a special 5th Grade recognition)

May 30 @ 2:00 PM – 4K–2nd Grade Concert

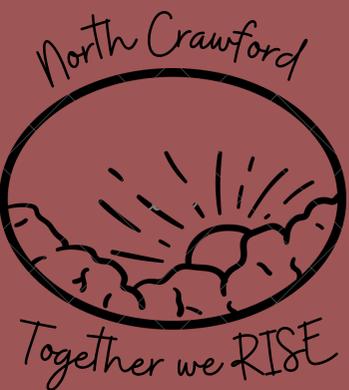
- 5.20 - Kindergarten to La Crosse
- 5.21 - 4k to Animal Tracks
- 5.23 - 1st Grade to Keewaydin Farms
- 5.23 - 3rd - 5th Skating Field Trip
- 5.23 - 4k to Myrick Park
- 5.26 - No School
- 5.27 - 2nd Grade to Norskedalen
- 5.28 - Field Day at School
- 5.29 - 4th Grade to Madison
- 5.31 - Graduation 10am
- 6.2 - 5th Grade vs. Staff Kickball Game
- 6.3 - Elementary Inflatables Day
- 6.4 - 5th Grade Overnight at School
- 6.5 - Last Day of School Early Release 1:00





TROJANS

School Board Report May 2025





June 4 at 6:00 PM⁷

Friday, May 30th

7:30 AM Senior Salute/Breakfast & Walk

8:15 AM Graduation Rehearsal

9:15 AM Complete CPR state requirement

Saturday, May 31st

9:00 AM Seniors meet in the small gym, please do not be late.

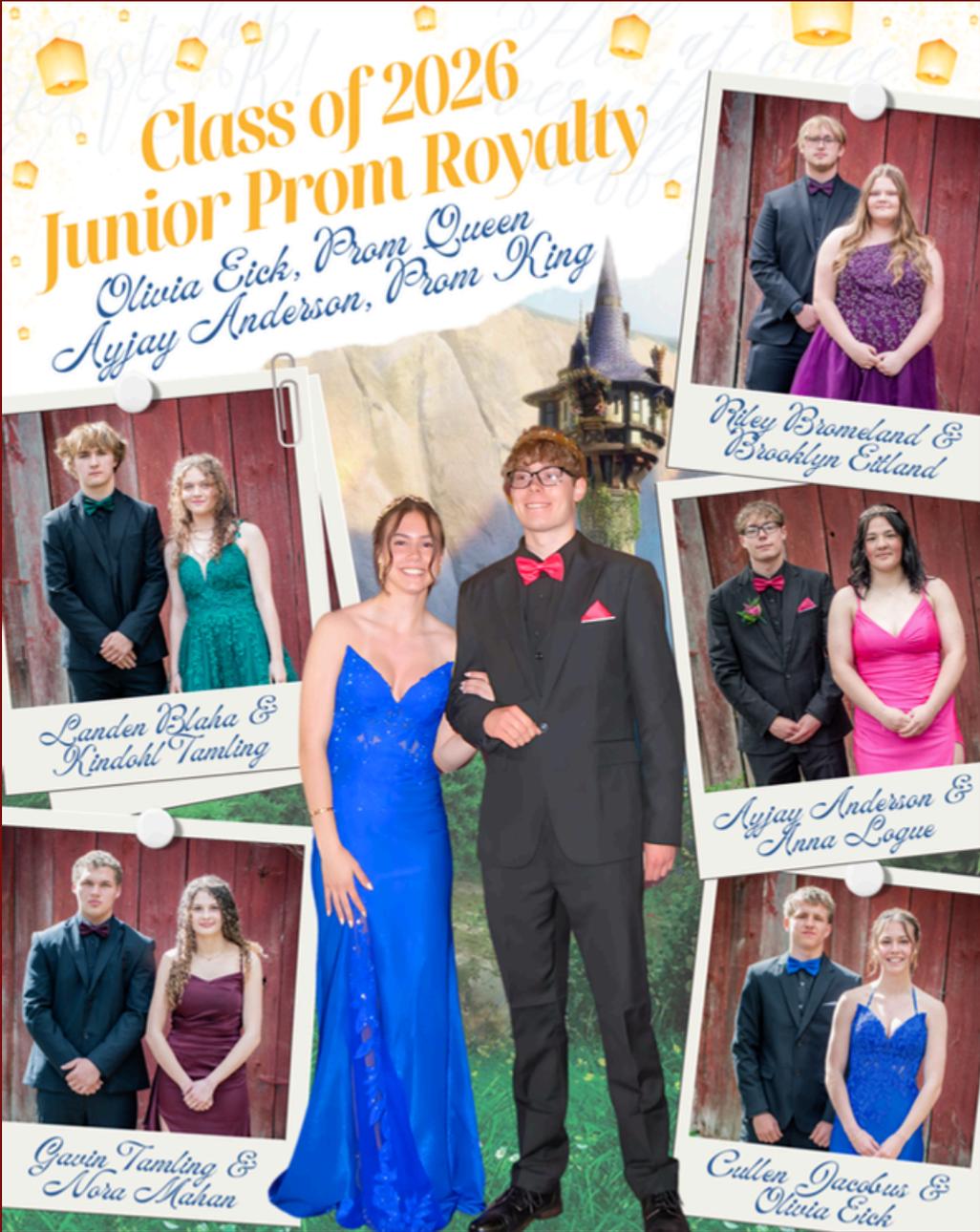
10:00 AM Graduation.



8th Grade Washington DC Trip



Prom 2025



2025 TCMC (Three Conference Math Contest)

Bangor, Cashton, De Soto, Ithaca, Kickapoo, La Farge, Wauzeka-Steuben,
Brookwood/NOW, and Wonewoc-Center.

JV Division, NC earned 2nd Place Overall.

John Powell -First Team All-Conference

Jameson Adkins - Second Team All-Conference

Additional team members included Reese Seiser, Abigail Jorgensen, Dalton Ewing, Kiana Fisher, Lena Schmidt, and Matthew Sanders.

10

Varsity Division took 2nd Place Overall.

Carter Wilson, Jordan Derrick, Kate Swenson, and Gavin Finnell were
named First Team All-Conference

Ayjay Anderson, Gavin Tammling, and Kindohl Tammling earned Second
Team All-Conference honors.

Additional Team Member Cullen Jacobus

FFA Car Show and Plant Sale

Join NHS
May 4th at 1 pm
For a Cornhole Tournament

\$20/Team (2 person)

At North Crawford Schools

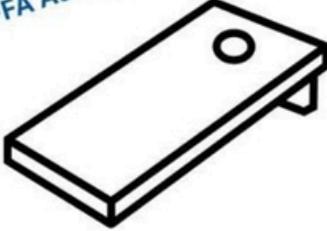
Fundraiser for the Food4Kids Program

Contact Chris Finnell at 608-735-4311 Ext 183 to sign up

During the FFA Auto Show

NATIONAL HONOR SOCIETY

Cash Prizes to Winners



NORTH CRAWFORD FFA AUTO SHOW

11:00 AM - 2:00 PM
\$10 registration donation recommend

SUNDAY, MAY 4TH

Order your commemorative t-shirt here!



Limited Extra Available Day Of

FFA GREENHOUSE OPEN RAIN OR SHINE



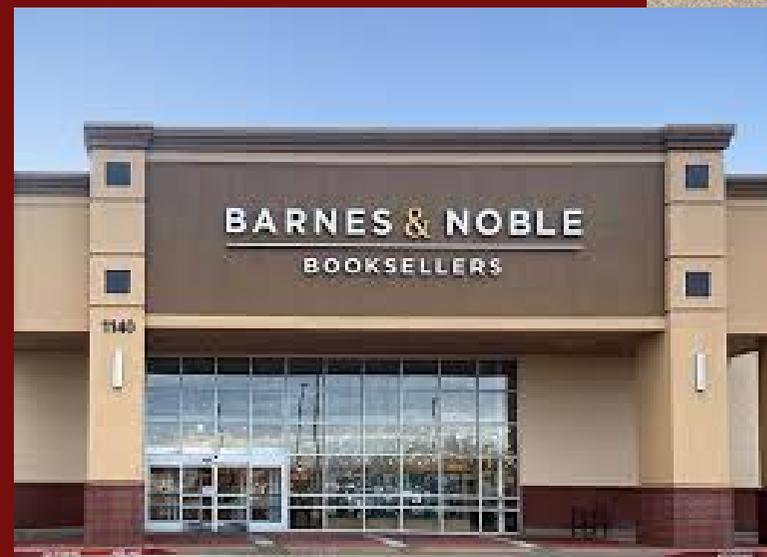
North Crawford Schools
47050 County Road X Soldiers Grove, WI
RAIN DATE - SUNDAY, MAY 18TH
Dash Plaques to the first 100
Need more information?
Contact: mknutson@ncrawford.k12.wi.us OR 608-735-4318 EXT191





The NC CTE department \$25,000 through the WEDC (Wisconsin Economic Development Corporation)

This was partnened with the \$45,000 grant to construct the Fab lab



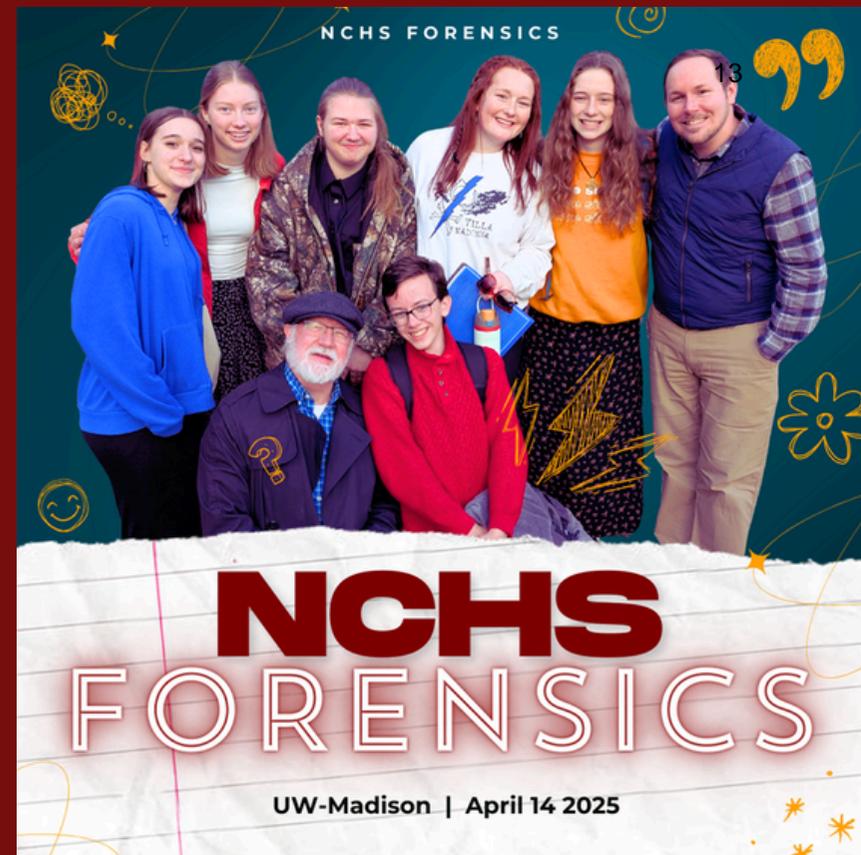
MS Book Trip
Having kids pick out the books for the library

Forensics team at UW-Madison!

Performing in the Group Interpretation category, Mara O'Brien, Agnes Carstens, Lena Schmidt, Abigail Jorgensen received a gold medal

Poetry category, Lena Schmidt and Mara O'Brien (both double entered) earn gold medals.

Camden Unseth and John Powell both scored 24 of 25 points to earn silver medals. The entire team made it to state with exceptional results.



Other things happening at NC



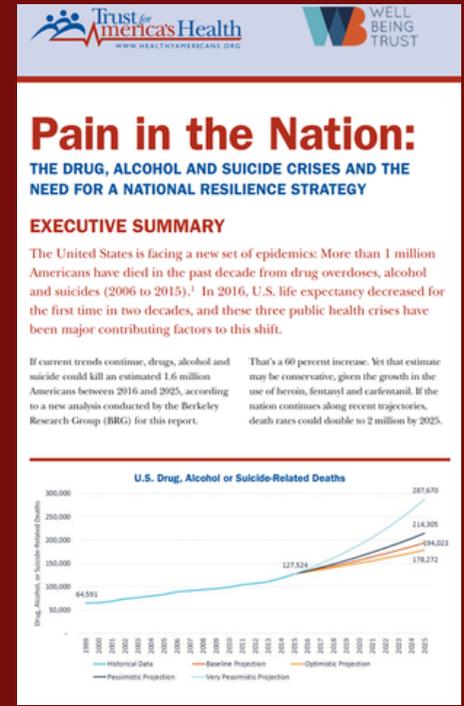
FastBridge Learning



AP Exam Schedule
2025



14
Training attended in PDC



School Board Report
May 28, 2025
Cara E. Wood
Director of Student Services

Please excuse my absence at the board meeting, I have started teaching at Viterbo for the summer semester, and the class is on Wednesday nights.

The year in review(as of 5/20/2025):

Number of students receiving special education: 84

Number of evaluations:	26	Number of evaluations still pending:	5
Initial evaluations:	10	Initial 0-3 referrals:	2
Re-evaluations:	9	Re-evaluations:	2
Eval for dismissal:	7	Initial (OE student):	1

We have had another fantastic year in the student services department. We have a very strong and dedicated team. I want to take this opportunity to thank the school board for the opportunity to work at this amazing school. I will miss the students, staff, and parents that I had the pleasure of working with.

I plan to meet with our incoming Director of Student Services, Amanda Wagner, in July and will be available to assist in any way possible to ensure a smooth transition.



Book	Policy Manual
Section	0.2 For Board Consideration --Vol. 34, No. 1 Policies
Title	Overview
Code	1- INFORMATION ONLY - Edited for Board and Superintendent
Status	

WISCONSIN OVERVIEW AND COMMENTS

Volume 34, Number 1 December 2024

Supplemental Information

Checklist of District Administrator Reports to the Board as Required by Policy
Memo - UW System Guaranteed Admission

Policy Revisions

Policy 1100 - District Organization (Revised)

This policy has been clarified and previous optional language regarding consultants has been moved to new Policy 8125 - Consultants, and a reference to this policy is added to Policy 6320 - Purchasing.

Recommended for consistency with other policies.

Policy 1130 - Ethics and Conflict of Interest (Revised)

Policy 3230 - Ethics and Conflict of Interest (Revised)

Policy 4230 - Ethics and Conflict of Interest (Revised)

These policies have been revised for consistency, incorporating additional restriction on supervision of a relative, and options involving outside employment or consulting.

The revisions are recommended for broader application and consistency with other policies.

Policy 1241 - Non-Renewal or Termination of the District Administrator's Contract (Revised)

The title and content of this policy have been modified to incorporate language consistent with the nonrenewal statute as well as provide termination removed from Policy 3140 for a more comprehensive policy pertaining to the District Administrator. (Policy 3140 is clarified with a cross-reference to this policy.)

Recommended for internal consistency.

Policy 2210 - Curriculum Development (Revised)

This policy is updated by removing a reference that is not pertinent to this policy and the curriculum items in the citations. The removed language is part of the educational outcome goals and expectations reflected in Section 118.01 of the Wisconsin statutes, not the curriculum development standard 16 in PI 8. Therefore, this reference is removed from this policy, but remains in Policy 2131 - Educational Outcome Goals and Expectations.

This revision is recommended to accurately reflect the curriculum standards.

Policy 2270 - Religion in the Curriculum (Revised)

This policy is revised to add legal citations and to reflect the annual notice requirement in the law.

Policy 2271.01 - Start College Now Program (Revised)

The policy is updated to reflect that, in addition to any tuition cost, the law requires that the District pay the costs of course fees and materials to the same extent the institutions requires of resident students enrolled in the higher education institution directly.

This revision is recommended.

Policy 2416 - Student Privacy and Parental Access to Information (Revised)

This policy is updated to improve the arrangement of the policy provisions to be more user-friendly, and to update parental notification requirements.

Policy 2440.01 - Summer or Interim School Attendance (New)

This new policy is provided to separate the attendance rules for summer session as requested in a recent School District membership audit. Options are included for establishing minimum hours or percentage of attendance for purposes of earning credits for applicable summer school courses.

Adoption of this policy is recommended.

Policy 2464 - Advanced Learning Instruction ("Gifted and Talented") (Replacement)

This policy replaces the existing policy to account for significant revisions. The new policy includes new provisions, based on State-based statutory language and administrative regulations from the Wisconsin Department of Public Instruction. This policy was developed with the assistance of the Wisconsin Association for Talented and Gifted (WATG).

Adoption of this replacement policy is recommended.

Policy 3214 - Staff Gifts (Replacement)

Policy 4214 - Staff Gifts (Replacement)

These policies have been updated and restructured to present the more common scenarios involving gifts to or from staff.

Recommended but not required.

Policy 3281 - Personal Property of Staff Members (Revised)

Language has been added to this policy authorizing administration to require removal of inappropriate personal property from District premises.

Recommended for confirmation of such authority.

Policy 4124 - Notice of Reasonable Assurance of Employment (Revised)

This language in this policy has been modified to be more consistent with State statute.

Recommended for consistency with statute.

Policy 5113 - Open Enrollment Program (Inter-District) (Revised)

This policy is revised to incorporate verbiage regarding requirements to review a special education student's IEP to determine both space and service availability.

Adoption of this is recommended, and because this involves handling open enrollment applications, strongly recommended to improve a District's ability to successfully defend a decision to deny open enrollment.

Policy 5330 - Administration of Medication/Emergency Care (Revised)

This policy option is added pursuant to 2023 Wisconsin Act 195, effective March 2024, which permits a school to develop a plan to have available the use of bronchodilators, provided by prescription to the school. Doing so is voluntary, but provides the ability to protect students with severe asthma. Administration of a bronchodilator by school staff to a student must be consistent with the plan, involve staff training, and be administered only to students who have a prescription for their use.

Policy 5341 - Emergency Medical Authorization (Rescind)

This policy is rescinded because its contents are fully incorporated into Policy 5330 - Administration of Medication/Emergency Use.

Rescinding this policy is recommended to avoid confusion and duplication, as well as to remove a misleading reference to parental consent to provide emergency care to a student, which is not what the law requires.

Policy 5512 - Use of Tobacco and Nicotine by Students (Revised)

The policy revisions are offered in consultation with representatives from the American Lung Association to provide options for incorporating smoking cessation programs into the student intervention process, as opposed to strictly punitive measures. Also added is a more descriptive policy position to promote respect for Native American ceremonial tobacco usage.

These recommendations are not required.

Policy 5611 - Due Process Rights (Rescind)

This policy is rescinded because its contents are already included in the more applicable Policy 5610 - Suspension and Expulsion.

Rescinding this policy does not diminish any student rights, but rather eliminates the potential for two (2) separate policies to become inconsistent over time and as a result impair students' and school officials' efforts to apply the student and parental rights associated with the disciplinary process.

Policy 5710 - Student Complains (Rescind)

This policy is rescinded to avoid confusion regarding sources of student opportunities to raise concerns and have their concerns addressed. The concept of student participation in improving the educational environment is important. This policy identifies those sources, but inadvertently creates the impression of a separate complaint procedure created by this policy. The catch-all process is incorporated into Policy 9130, which is also referenced in this Policy.

Similar to the rescission of Policy 5611 - Due Process Rights, this policy serves to create possible confusion as to the proper procedure to follow in the event of a student complaint, and in creating such confusion, reduces the students' access to consistent predictable ameliorative procedures to address student complaints.

Policy 6231 - Budget Implementation (Revised)

This policy is revised to clarify language regarding fund balance expenditures consistent with current practices.

Recommended but not required.

Policy 6235 - Fund Balance (Revised)

This policy is updated to include additional rationale and options for Districts for management fund balances.

Recommended but not required.

Policy 6620 - Petty Cash (Revised)

This policy has been updated and simplified and provides an option for a petty cash fund limit.

Recommended but not required.

Policy 7410 - Maintenance (Revised)

Terminology in this policy has been updated and clarified.

Recommended but not required.

Policy 7430 - Safety Standards (Revised)

This policy has been revised to clarify what information is required to be reported to the Board.

Recommended for consistency with statutory requirements.

Policy 7440 - Facility Security (Revised)

The revisions to this policy clarify law enforcement contact and remove optional language.

Recommended for clarity in application.

Policy 7440.02 - Smart Sensor and Monitoring Technology (Revised)

This revision updates the title to better describe current technology and adds a definition corresponding to same.

Policy 7540.03 - Student Technology Acceptable Use and Safety (Revised)

Policy 7540.04 - Staff Technology Acceptable Use and Safety (Revised)

These policies are updated to reflect new requirements by the FCC in a District's Acceptable Use Policy.

These changes are recommended for legal compliance if the District receives Federal E-Rate funds through the Universal Service Program.

Policy 7540.07 - District-Issued Student E-Mail Account (Revised)

This policy is revised to include optional language regarding use of District-issued email addresses on other media accounts.

Recommended for current and comprehensive application.

Policy 8120 - Volunteers (Revised)

This policy update clarifies options regarding volunteer background checks and statutory requirements to conduct background checks on Board member volunteers.

Reference to the use of software intake systems (e.g. Raptor) is also added for those Districts that use such software.

Policy 8125 - Consultants (New)

This new policy is added to provide clear direction from the Board to administration regarding the scope of authority and process to engage a variety of educational consultants that provide services to support the schools' programming.

Adoption of this policy is recommended.

Policy 8305 - Information Security (Revised)

This policy revision provides cross-references to related policies, and includes additional language regarding limitations on the public discussion of cyber-security measures.

These revisions are recommended, but not required.

Policy 8531 - Free and Reduced-Price Meals (Revised)

This policy revision is provided to allow for circumstances where a District may have one (1) or more of its schools qualify for the CEP program but others that do not. By incorporating the CEP option as part of the general policy language, the policy will not need to be updated in the event a District's school or schools become eligible.

This revision is recommended, but not required. If your District has any school that qualifies for the CEP option, this revision is strongly recommended.

Policy 8600 - Transportation (Revised)

This policy revision clarifies the transportation obligations in the context of students receiving special education services to incorporate each students' IEP requirements.

This revision is recommended, but not required. If not adopted, transportation for students receiving special education services must still be provided consistent with the students' IEP.

Last Modified by Dave Laehn on March 21, 2025



Book Policy Manual
Section 0.2 For Board Consideration --Vol. 34, No. 1 Policies
Title Copy of DISTRICT ORGANIZATION
Code po1100 - Clarifying language on organizational plan with Board approval and consultant language removed and moved to new policy 8125
Status
Adopted February 19, 2014

1100 - DISTRICT ORGANIZATION

The Board of Education recognizes that the grouping of grades and services within the facilities of the District can assist the efficient operation of the District and help achieve a more effective instructional program.

The District Administrator shall continually monitor the effectiveness of the District organizational plan and recommend to the Board such modifications in the plan which are in the best interests of the students, make wisest use of District resources, and serve the educational goals of the Board. Any reconfiguration of the grouping of grades, the use of buildings, or revision of services as part of the District's instructional program shall require Board approval.

~~Modifications in the organizational plan of the schools may be made by the Board upon the recommendation of the District Administrator.~~

The District Administrator shall be the chief executive officer/administrative head of the School District. The District Administrator shall define and recommend those administrative positions required to implement the educational system and program of learning established by the Board. In each case, the Board will approve the broad purpose and function of the position in harmony with State law and regulations. Any revision of the District's administrative organizational structure shall require Board approval.

Responsibility shall flow clearly from the District Administrator through the administrative staff/administrators to the operational personnel in a manner consistent with the District's plan of supervision for staff.

It shall be the responsibility of the District Administrator to determine the need for and define operational requirements sufficient to ensure the smooth functioning of the District. Maintenance of an efficient, skilled, operational staff is essential to the effective performance of the system.

On occasion, the District Administrator may find it necessary to recommend to the Board the employment of specialists or consultants to maintain or support programs implemented by the District in areas requiring specialized knowledge. These positions will be considered by the Board on the merits of their potential contribution to the School District and the specific conditions of the stated contract or agreement.

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Legal 118.24,
Wis. Stats.



Book	Policy Manual
Section	0.2 For Board Consideration --Vol. 34, No. 1 Policies
Title	ETHICS AND CONFLICT OF INTEREST
Code	po1130 - Restrictions on supervising a relative and limits on pecuniary interest with dependents.
Status	
Adopted	February 19, 2014
Last Revised	November 17, 2021

1130 - ETHICS AND CONFLICT OF INTEREST

The proper performance of school business is dependent upon the maintenance of unusually high standards of honesty, integrity, impartiality, and professional conduct by Board members, and the District's administrative employees, officers, and agents, and is essential to the Board's commitment to earn and keep the public's confidence in the School District.

For these reasons, the Board adopts the following guidelines that are designed to avoid the occurrence or appearance of any conflicts of interest. These guidelines apply to all administrative employees, officers, and agents, including members of the Board. These guidelines are not intended to be all inclusive, nor to substitute for good judgment on the part of all administrative employees, officers, and agents. Administrative employees are expected to perform their duties in an ethical manner and free from an actual conflict of interest or from situations that create the appearance of a conflict of interest, in a manner consistent with 19.59, Wis. Stats. The Board's interest in enforcing this policy is to assure that the decisions and actions of public employees retain the public's trust. Therefore, even a conflict relationship that can be viewed as beneficial to the District or that was intended to be beneficial to the District, may still be a violation of this policy.

- A. No administrative employee, officer, or agent shall engage in or have a personal or financial or other interest, directly or indirectly, in any activity that conflicts or raises a reasonable question of conflict with his/her the employee's, officer's, or agent's duties and responsibilities in the school system. Specifically, administrative employees must perform their duties in a manner that does not violate criminal conflict of interest laws pursuant to 946.13, Wis. Stats. by having a private pecuniary interest in an amount that exceeds \$15,000, but also lesser valued conflicts that nonetheless create the appearance of using one's public position to secure a private pecuniary interest and/or benefit.
- B. Administrative employees shall not directly supervise a relative employed by the District or employed in a position contracted for by the District.
- C. Administrative employees, officers, and agents shall not engage in business, private practice of their profession, the rendering of services, or anything of substantial value or the sale of goods of any type where advantage is taken of any professional relationship they may have with any employee, student, client, or parents of such students or clients in the course of their employment or professional relationship with the School District.

Included, by way of illustration rather than limitation are the following:

1. the provision of any private lessons or services for a fee, unless the provision of services is arranged outside of school and is separate from, and in addition to, regular support provided to students as part of the administrator's regular duties or the service is not provided to students enrolled in one or more class with an administrative staff member;
2. soliciting on school premises or under circumstances which are coercive for the private sale of goods or services to students or other employees

3. the use, sale, or improper divulging of any privileged information ~~through his/her access to School District records,~~ ~~about a student or client,~~ ~~gained~~ ~~granted~~ in the course of the ~~administrative~~ employee's, officer's, or agent's employment or professional relationship with the School District ~~through their access to School District records;~~
 4. the referral of any student or client for lessons or services to any private business or professional practitioner if there is any expectation of reciprocal referrals, sharing of fees, or other remuneration for such referrals;
 5. the requirement of employees, students or clients to purchase any private goods or services provided by an administrative employee, officer or agent or any business or professional practitioner with whom any employee, officer or agent has a financial or other relationship, as a condition of receiving any grades, credits, promotions, approvals, or recommendations.
- D. Should exceptions to this policy be necessary in order to provide mandatory services to students or clients of the School District, all such exceptions will be made known to the administrative employee's supervisor and will be disclosed to the District Administrator before entering into any private relationship.
- E. Administrative employees, officers, and agents shall not make use of materials, equipment, or facilities of the School District for their own personal financial gain or business interest. Examples would be the use of facilities before, during, or after regular business hours for service to private practice clients, or the checking out of items from an instructional materials center for private practice.
- F. ~~Administrative employees, officers, and agents cannot participate in the selection, award, or administration of a contract supported by a Federal grant/award if s/he has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer or agent, any member of his/her immediate family, his/her partner, or an organization which employs or is about to employ any of the parties described in this section, has a financial or other interest in, or a tangible personal benefit from, a firm considered for a contract.~~ Administrative employees, officers, and agents shall not participate in the selection, award, and administration of any contract to an entity in which they have a pecuniary interest or from which they derive a profit, or in which a dependent of the employee has a pecuniary interest or from which the dependent derives a profit. "Dependent" includes the employee's spouse; unemancipated child, stepchild, or adopted child under the age of eighteen (18); or individual for whom the employee provides more than one-half (1/2) of the individual's support during a year. A "pecuniary interest" means an interest in a contract or purchase that will result or is intended to result in an ascertainable increase in the income or net worth of the employee or the employee's dependent who is under the direct or indirect administrative control of the professional employee or who receives a contract or purchase order that is reviewed, approved, or directly or indirectly administered by the employee.

Administrative employees, officers, and agents may not solicit or accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts.

However, pursuant to Federal rules, the School District has set standards for when an administrative employee, officer, or agent may accept a gift of an unsolicited item of nominal value. For purposes of this section, "nominal value" means that the gift has a monetary value of \$25.00 or less.

- G. Administrative employees, officers, and agents must disclose any potential conflict of interest which may lead to a violation of this policy to the School District. Upon discovery of any potential conflict of interest, the School District will disclose, in writing, the potential conflict of interest to the appropriate Federal awarding agency or, if applicable, the pass-through entity.

The District will also disclose, in a timely manner, all violations of Federal criminal law involving fraud, bribery, or gratuity that affect a Federal award to the appropriate Federal awarding agency or, if applicable, the pass-through entity.

- H. Administrative employees, officers, and agents found to be in violation of this conflict of interest policy will be subject to disciplinary actions.

In the event that, within the course of administering a Federally funded grant program or service to the District, an administrative employee identifies a conflict of interest, a potential conflict of interest, or that the appearance of a conflict of interest may arise in the course of administering the Federal grant funds, the administrative employee must immediately notify either the Federal agency administering the grant in a manner consistent with that particular agency's rules on conflict of interests, or the District employee directly responsible for grant compliance. Such notice shall be provided at the earliest possible time.

It is a violation of this policy to take action or to refrain from taking action, or for an administrative employee to otherwise use his/her the employee's public position to obtain a financial gain or anything of substantial value for himself/herself oneself or his/her the employee's immediate family, as defined in 19.42(7), Wis. Stats.

Revised 4/17/19
Revised 11/9/20
Revised 2/17/21

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Legal 19.42(7), 19.59, 946.13, Wis. Stats.
2 C.F.R. 200.12, 2 C.F.R. 200.113, 2 C.F.R. 200.318
7 C.F.R. 3016.36(b)(3) and 7 C.F.R. 3019.42

Last Modified by Dave Laehn on March 20, 2025



Book	Policy Manual
Section	0.2 For Board Consideration --Vol. 34, No. 1 Policies
Title	NON-REEMPLOYMENT OF THE DISTRICT ADMINISTRATOR
Code	po1241 - Corrected terminology for nonrenewal of DA and policy reference to 3140 for nonrenewal of other administrators
Status	
Adopted	February 19, 2014
Last Revised	November 9, 2020

1241 - NON-REEMPLOYMENT RENEWAL OR TERMINATION OF THE DISTRICT ADMINISTRATOR ADMINISTRATOR'S CONTRACT

The Board has an obligation to the students, parents, and residents of this District to employ the professional leadership the Board feels best suited to meet the educational needs of the students. The Board shall meet this obligation through recruitment, hiring, and supervision efforts designed to assure that the District Administrator is highly qualified and meeting performance standards while in the position.

If the District Administrator's performance is found to be unsatisfactory by the Board, the District Administrator shall be notified in writing by the President. The District Administrator shall normally be given an opportunity to ~~correct the condition~~ address identified deficiencies in performance.

If the Board intends to consider non-renewal of the District Administrator's contract, it shall give the District Administrator written preliminary notice by registered mail at least five (5) months prior to the expiration of the contract.

If the District Administrator files a written request with the Board within seven (7) days after receiving such notice, the District Administrator has a right to a hearing prior to being given the notice of non-renewal of the contract. The District Administrator may request a public or private hearing and request that the Board provide its reasons for non-renewal, in writing, prior to the hearing.

At least four (4) months prior to the expiration of the contract of the District Administrator, the Board shall provide notice, in writing, of either renewal of the contract or refusal to renew such contract. No person may be employed or dismissed except by a majority vote of the full membership of the Board.

Non-renewal or unilateral termination of the District Administrator's contract shall be consistent with State law and with the provisions of the employment contract between the Board and the District Administrator. The Board President, with the assistance of Board legal counsel, shall be responsible for compliance with non-renewal or termination procedural requirements.

By mutual agreement of the Board and the District Administrator, the employment contract may be modified or terminated. Policy 3140 - Non-Renewal, Resignation, and Termination applies to administrators other than the District Administrator.

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Legal 118.24(6) and (7), Wis. Stats.

Last Modified by Dave Laehn on March 20, 2025



Book	Policy Manual
Section	0.2 For Board Consideration --Vol. 34, No. 1 Policies
Title	Copy of CURRICULUM DEVELOPMENT
Code	po2210 - Corrects statute for curriculum in PI 8 and eliminates information to be placed in policy 2131 on educational goals and expectations
Status	
Adopted	February 19, 2014
Last Revised	June 17, 2024

2210 - CURRICULUM DEVELOPMENT

The Board recognizes its responsibility for the quality of the educational program of the schools. To this end, a District curriculum plan shall be developed, evaluated, and adopted. The plan shall include overall program evaluation processes that provide for evaluation on a continuing basis and shall provide for the review of the evaluation process at least every five (5) years. The District curriculum plan shall include sequential curriculum plans, which provides an organized set of learning experiences that build upon previously acquired knowledge and skills.

For purposes of this policy and consistent communication throughout the District, curriculum shall be defined to include the courses of study, subjects, classes, and organized activities provided by the school.

The Board directs that the curriculum shall be developed and evaluated by the District Administrator, and that curriculum plans and courses of study incorporated into the curriculum of this District:

- A. provide instruction in courses consistent with statute and regulations of the Department of Public Instruction or appropriate State agency;
- B. ensure, consistent with 115 Wis. Stats. and other applicable Federal and State laws and regulations, that special learning needs of students are provided for in the context of the regular program or classroom and provides for effective coordination with programs or agencies that are needed to meet those needs that cannot be dealt with in the regular program or classroom;
- C. incorporate State-recommended performance standards for students as the basis for determining how well each student is achieving curriculum objectives;
- D. encourage students to utilize school counseling services in their academic and career planning;
- E. in the elementary grades, provide regular instruction in reading, language arts, social studies, mathematics, science, health, physical education, art, and music;
- F. in grades 5 to 8, provide regular instruction in language arts, social studies, mathematics, science, health, physical education, art, and music;
- G. in grades 9 to 12, provide access to an educational program that enables students each year to study English, social studies, mathematics, science, vocational education, foreign language, physical education, art, and music;
- H. provides regular instruction in foreign language in grades 7 and 8;
- I. in one of grades 5 to 8 and in one of grades 10 to 12, provide students with the instruction on shaken baby syndrome and impacted babies described in 253.15 (5) Wis. Stats.;

- J. incorporates instruction in financial literacy into the curriculum in grades kindergarten to 12;
- K. at least once in grades 5 to 8 and at least once in grades 9 to 12, include instruction on the Holocaust and other genocide;
- L. provide that, in the social studies curriculum, instruction in the history, culture, and tribal sovereignty of Federally-recognized American Indian tribes and bands located in Wisconsin takes place at least twice in the elementary grades and once in the high school grades;
- M. ~~provide for multi-cultural education by including, at each level, courses or units which help students understand the culture and contributions of various ethnic groups comprising American society, including, but not limited to Euro-Americans, African Americans, Asian Americans, Hispanic Americans, and Native Americans.~~

Instructional staff committees shall be appointed to study the needs of each of the subject areas and to develop the curriculum that will best serve the needs of the students of the District. The principal shall be responsible for assisting in the development of the several curriculums and in planning and adopting the courses of study necessary to meet the interests and needs of students.

The District recognizes the importance of continually upgrading and monitoring the established curriculum guides being used in the educational program of the District. The purpose of continued monitoring is to allow staff the opportunity to keep the curriculum updated, fresh, and representative of current educational practices. The review of all established curriculums and curriculum guides in place in the District shall be monitored according to the established curriculum review schedule.

Any changes in curriculum shall be recommended to the District Administrator and approved by the Board before being implemented.

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

The District Administrator may propose programming using innovative instructional design as deemed to be beneficial or necessary to the continuing growth of the instructional program and to better promote the District's educational goals. Each such innovative program intended to be part of the required hours of instruction must be consistent with State law and implemented consistent with the District's curriculum as approved by the Board.

Revised 11/9/20
 Revised 4/18/22
 Revised 5/24/23
 T.C. 6/17/24

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Legal 118.01, 118.24, 118.30, 121.01(1)(k), 121.02(1)(L), Wis. Stats.
 PI 8.001(6g)
 PI 8.01(2)(L), PI 8.01(2)(K)

Last Modified by Dave Laehn on March 20, 2025



Book	Policy Manual
Section	0.2 For Board Consideration --Vol. 34, No. 1 Policies
Title	Copy of RELIGION IN THE CURRICULUM
Code	po2270 - Add legal citations and annual notice requirement
Status	
Adopted	February 19, 2014
Last Revised	April 17, 2019

2270 - RELIGION IN THE CURRICULUM

As a public entity, the District must comply with the U.S. Constitution's First Amendment requirement that the District neither establish religion in the schools nor prohibit students' free exercise of religion according to pertinent interpretation and application of those Constitutional provisions by the Courts. Accordingly, no Board employee will promote religion in the classroom or in the District's curriculum, or compel or pressure any student to participate in devotional exercises. Displays of a religious character must conform with Policy 8800 AG 8800A, AG 8800B, and AG 8800D. Instructional activities shall not be permitted to advance or inhibit any particular religion or religion generally. Teachers shall forward requests for religious accommodation in instruction to the principal.

An understanding of religions and their effects on civilization is essential to the thorough education of young people and to their appreciation of a pluralistic society. To that end, curriculum may include, as appropriate to the various ages and attainments of the students, instruction about the religions of the world.

The Board acknowledges the degree to which religion often is incorporated into certain aspects of the arts, literature, music, and issues of morality. The instructional and resource materials approved for use in the District schools sometimes contain religious references or concern moral issues that have traditionally been the focus of religious concern. That such materials may contain such references, or may concern such issues, shall not, by itself, bar their use by the District. The Board directs that professional staff members employing such materials be neutral in their approach and avoid using them to advance or inhibit religion in any way.

The Board recognizes that religious traditions vary in their perceptions and doctrines regarding the natural world and its processes. The curriculum is chosen for its place in the education of the District's students, not for its conformity to religious principles. Students should receive unbiased instruction in the schools, so they may privately accept or reject the knowledge thus gained, in accordance with their own religious tenets if any.

Accordingly, no student shall be exempted from completion of a required course of study on the grounds that components of the instruction interfere with the free exercise of his/her religion. However, if after careful personal review of the program's lessons and/or materials, a **parent student or parent of a minor child** indicates to the school that either the content or activities conflict with **his/her student's** or religious beliefs or value system, the school will honor a written request for his/her child to be excused from a particular class period.

The student will be provided with alternate learning activities during the times of such parent requested absence.

For the privacy of students whose parents request that they not take part in the particular class period for specified reasons prior arrangements will be made for the student(s) to go to a supervised location where under the supervision of a staff member the student(s) will be provided with the alternate learning activities during the requested absence.

The District's instructional materials shall not be designed to influence students to accept or reject a particular religious belief or point of view ~~and the District Administrator shall prepare administrative guidelines to that effect.~~

Complaints by students or the public regarding any such course of study will be handled in accordance with Board Policy 9130. Parents and students shall be provided annual notices regarding the contents of this policy.

See Reference: Policy 8800- Religious Activities and Observances, and Policy 8802 - Patriotic Activities and Observances

See References: AGs 8800A- Religious Activities/Ceremonies, AG 8800B- Religious Expression in the District, and AG 8800D

Revised 10/31/14

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U.S. Constitutional Amendment 1

Last Modified by Dave Laehn on March 20, 2025



Book	Policy Manual
Section	0.2 For Board Consideration --Vol. 34, No. 1 Policies
Title	Copy of START COLLEGE NOW PROGRAM
Code	po2271.01 - Added language on District shall pay cost of books and fees in addition to tuition.
Status	
Adopted	April 17, 2019
Last Revised	February 17, 2021

2271.01 - **START COLLEGE NOW PROGRAM**

The District will permit resident high school students who have completed the 10th grade and who meet eligibility criteria, to take courses at a technical college in the Wisconsin Technical College System for the purpose of earning both high school and postsecondary credit. Students who wish to attend a technical college under this policy must request attendance and, if the student is a minor, must provide written approval from the student's parent. Students must request such attendance from the student's resident School District if attending the District as a non-resident.

General Eligibility Criteria for Students that Have Completed the 10th Grade:

To be eligible to attend courses at a technical college pursuant to this policy, a student:

- A. must be in good academic standing;
- B. must provide written notification to the board of the school district in which the student resides of his/her/the student's intent to attend a technical college under this subsection by March 1st if the student intends to enroll in the fall semester, and by October 1st if the student intends to enroll in the spring semester;
- C. must not be identified as a child-at-risk, pursuant to Policy 5461 - Children At-Risk of Not Graduating from High School;
- D. must not be ineligible for participation for having failed a previous class under either this program or the Early College Credit Program (see Policy 2271 - Early College Credit Program) and failing to reimburse the Board for any costs the student is required to pay; and
- E. must be admitted to the technical college for attendance.

Undue Financial Hardship

The Board may prohibit a student's attendance if the student is a child with a disability and the Board determines that the cost to the School District of any required additional special services for participation in this program would impose an undue financial burden on the District.

Tuition Payments for Technical College Attendance

The District shall pay to the technical college the cost of a student's tuition for attendance, including any additional costs associated with a student's special services, if applicable, if attendance is permitted, except as follows:

- A. For any course that the Board determines does not meet high school graduation requirements or the Board determines the District provides a comparable course³⁴. The student may appeal an adverse decision to the Department of Public Instruction. The Board shall notify the student no less than thirty (30) calendar days prior to

the start date of the proposed course if it finds that the course either does not meet high school graduation requirements or is comparable to a course offered in the District.

B. The student has already completed eighteen (18) postsecondary semester credits.

Other Instructional Costs in Addition to Tuition

The District shall pay all costs for course fees and books that would be paid by a Wisconsin resident attending the technical college, provided that the course is not comparable to a course offered by the District.

Transportation Expenses

The District is not responsible for transporting a student attending a technical college under this policy to or from the technical college that the student is attending.

If a student receives a failing grade in a course or fails to complete a course, at a technical college for which the Board has made payment, the student's parent ~~or guardian~~, or the student if ~~she~~ ~~the student~~ is an adult, may be required by the Board to reimburse the Board the amount paid on the student's behalf to the extent permitted by law to do so. For the purposes of this paragraph, a grade that constitutes a failing grade for a course offered in the School District constitutes a failing grade for a course taken at a technical college under this section.

T.C. 2/17/21

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Legal 38.12(14), Wis. Stats.

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Book	Policy Manual
Section	0.2 For Board Consideration --Vol. 34, No. 1 Policies
Title	Copy of STUDENT PRIVACY AND PARENTAL ACCESS TO INFORMATION
Code	po2416 - Information on personal information for marketing moved to appropriate header placement along with parental notification to be more user-friendly
Status	
Adopted	February 19, 2014
Last Revised	October 25, 2023

2416 - **STUDENT PRIVACY AND PARENTAL ACCESS TO INFORMATION**

The Board respects the privacy rights of parents and their children. No student shall be required, as a part of the school program or the District's curriculum, without prior written consent of the student (if an adult, or an emancipated minor) or, if an unemancipated minor, their parents, to submit to or participate in any survey, analysis, or evaluation that reveals information concerning:

- A. political affiliations or beliefs of the student or their parents;
- B. mental or psychological problems of the student or their family;
- C. sex behavior or attitudes;
- D. illegal, anti-social, self-incriminating, or demeaning behavior;
- E. critical appraisals of other individuals with whom respondents have close family relationships;
- F. legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;
- G. religious practices, affiliations, or beliefs of the student or the student's parents; or
- H. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program).

The District Administrator shall establish procedures to provide parents with the opportunity to inspect any materials created by a third party used in conjunction with any such survey, analysis, or evaluation before the survey/evaluation is administered or distributed by the school to the student. The parent will have access to the survey/evaluation within a reasonable period of time after the request is received by the building principal.

Parent's Right to Inspect Surveys

Parents have the right to inspect, upon request, any instrument used in the collection of personal information before the instrument is administered or distributed to the student. The parent will have access to the instrument within a reasonable period of time after the request is received by the building principal.

Consistent with parental rights, the Board directs building and program administrators to:

- A. notify parents in writing of any surveys, analyses, or evaluations, which may reveal any of the information, as identified in A-H above, in a timely manner, and which allows interested parties to request an opportunity to inspect the survey, analysis, or evaluation; and the administrator to arrange for inspection prior to initiating the activity with students;

- B. allow the parents the option of excluding their student from the activity;
- C. report collected data in a summarized fashion which does not permit one to make a connection between the data and individual students or small groups of students;
- D. treat information as identified in A-H above as any other confidential information in accordance with Policy 8350 - Confidentiality and Policy 8330 - Student Records.

For the privacy of students whose parents request that they not take part in the survey, arrangements will be made prior to the time period when the survey will be given, for the student(s) to go to a supervised location where under the supervision of a staff member the student will be provided with an alternate activity.

Personal Information for Marketing or Sale

The Board shall not collect or use personal information obtained from students or their parents for the purpose of marketing or for selling that information.

For purposes of this section, "personal information" means individually identifiable information including: a student or parent's first and last name; a home or other physical address (including street name and the name of the city or town); a telephone number; and a Social Security identification number.

This section does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for or to student or educational institutions, such as the following:

- A. college or other postsecondary education recruitment, or military recruitment;
- B. book clubs, magazines, and programs providing access to low-cost literary products;
- C. curricular and instructional materials used by elementary and secondary schools;
- D. tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
- E. the sale by students of products or services to raise funds for school-related or education-related activities;
- F. student recognition programs.

Notice Requirements

The District Administrator is directed to provide notice directly to parents of students enrolled in the District of the substantive content of this policy at least annually at the beginning of the school year, and within a reasonable period of time after any substantive change in this policy. In addition, the District Administrator is directed to notify parents of students in the District, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when the administration of any survey by a third party that contains one or more of the items described in A through H above are scheduled or expected to be scheduled.

The notice shall provide the following:

- A. Notice of the specific or approximate dates during the school year when the following activities are scheduled or expected to be scheduled:
 - 1. activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose)
 - 2. the administration of any survey by a third party that contains one or more of the items described in A through H above
- B. The opportunity for the parents to opt their child(ren) out of participation in any survey involving any of the items above.

Parents have the right to inspect, upon request, any instrument used in the collection of personal information before the instrument is administered or distributed to the student. The parent will have access to the instrument within a reasonable period of time after the request is received by the building principal.

The term "personal information" means individually identifiable information including: a student or parent's first and last name; a home or other physical address (including street name and the name of the city or town); a telephone number; and a Social Security identification number.

This section does not apply to the collection, disclosure or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, student or educational institutions, such as the following:

- A. college or other postsecondary education recruitment, or military recruitment
- B. book clubs, magazines, and programs providing access to low cost literary products
- C. curricular and instructional materials used by elementary and secondary schools
- D. tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments
- E. the sale by students of products or services to raise funds for school related or education related activities
- F. student recognition programs

Definitions

For purposes of this policy, the term "parent" includes a legal guardian or other person standing in loco parentis (such as grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child).

Revised 6/16/21

T.C. 10/18/22

T.C. 10/25/23

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20 U.S.C. 1232g, 20 U.S.C. 1232h

Last Modified by Dave Laehn on March 20, 2025



Book	Policy Manual
Section	0.2 For Board Consideration --Vol. 34, No. 1 Policies
Title	Replacement Policy - Vol. 34, No. 1, Dec. 2024 - ADVANCED LEARNING INSTRUCTION ("GIFTED AND TALENTED")
Code	po2464 - Replaces existing policy with significant revisions based on state-based statutory language and administrative regulations from DPI. Developed with assistance of Wisconsin Association for Talented and Gifted (WATG)
Status	
Adopted	February 19, 2014

Replacement Policy - Vol. 34, No. 1

2464 - PROGRAMS FOR GIFTED AND TALENTED STUDENTS ADVANCED LEARNING INSTRUCTION ("GIFTED AND TALENTED")

~~In accordance with the philosophy of the Board of Education to develop the special abilities of each student, the Board requires that appropriate instructional programs be conducted to meet the needs of gifted and talented students.~~

~~Gifted and talented students are those who give evidence, through valid assessment, of high performance capability in intellectual, creative, artistic, leadership, and/or other academic areas and who need services or activities not ordinarily provided in the regular District program in order to develop such capabilities.~~

~~The learning outcomes of a program for gifted and talented students shall be related to:~~

- ~~A. () expansion of academic attainments and intellectual skills;~~
- ~~B. () stimulation of intellectual curiosity, independence, and responsibility;~~
- ~~C. () development of originality and creativity;~~
- ~~D. () development of a positive attitude toward self and others;~~
- ~~E. () development of desirable social and leadership skills;~~
- ~~F. () career exploration and awareness.~~

~~The District Administrator shall develop administrative guidelines which shall include those for valid identification, curriculum development and implementation, and assessment of the learning outcomes.~~

~~The Board recognizes that at any grade level, students have a diverse range of learning needs, with some students requiring instruction and content above grade level standards. The Board further recognizes its responsibility to provide a strong instructional program that results in the academic and social emotional growth of all students, including its advanced learners ("gifted and talented students"), in accordance with Wisconsin law.~~

~~Advanced learning focuses on identifying the instructional needs of students within the K-12 grade level system. Advanced learners (gifted and talented) are defined as students who give evidence of high performance capability or potential in any one (1) or more of five (5) domains: general intellectual, specific academic, leadership, creativity, and visual and performing arts. These students need instruction not ordinarily provided in a regular school program or assigned grade level in order to fully develop such capabilities.~~

The Board shall direct the District Administrator to establish a plan and designate a person to coordinate advanced instruction in a systematic and continuous K-12 progression. Instructional options should be designed to match students' learning needs in the domain(s) in which they are identified. The Coordinator should have background and training in gifted education and/or advanced learning, and all instructional staff will be provided with professional learning specific to the needs of advanced learners. The District Administrator shall provide an opportunity for parental participation in the identification process and resultant programming at both the District level and the school level.

IDENTIFICATION

Advanced learners (gifted and talented pupils) shall be identified in kindergarten through grade 12 in the five (5) domains: general intellectual, specific academic, leadership, creativity, and visual and performing arts. ~~(-) Universal screening should occur before second grade, and again before sixth grade. The purpose of universal screening is to include students who traditionally are underrepresented in advanced learning opportunities. [END OF OPTION]~~ The identification process shall result in a student profile based on multiple indicators of student need, including but not limited to standardized test data with use of both national and local norms, rating scales or inventories, classwork, portfolios, nominations, and demonstrated performance. Identification tools shall be appropriately matched to each domain in which students are being identified. The identification process and tools shall be responsive to factors such as, but not limited to, pupils' economic conditions, race, gender, culture, native language, developmental differences, and identified disabilities (as described under subch. V of ch. 115, Stats.) ~~(-) Students with advanced learning needs in one area but learning challenges in another (i.e. "twice exceptional learners") shall be included. [END OF OPTION]~~

INSTRUCTION

The District Administrator shall provide access to appropriate instruction for students identified as advanced learners (gifted or talented) that results in their continued academic growth and development. This instruction shall be provided during the regular school day and without charge for tuition. Classroom-based, school-based, and/or District-wide advanced interventions should include evidence-based practices appropriate for the instruction of advanced learners.

Instruction for advanced learners should include opportunities both within and outside the established grade level curriculum. Such opportunities may include but are not limited to, classroom differentiation, curriculum compacting, above grade level instruction, acceleration in an individual subject, full grade acceleration, cluster grouping and flexible grouping, faster pace and greater depth of instruction, academic enrichment, early admission to kindergarten or first grade, concurrent enrollment at accredited institutions, and early graduation.

~~[] Accelerated learning opportunities should be available, including but not limited to early entrance to kindergarten, subject acceleration, whole grade acceleration, and early graduation from high school. [END OF OPTION]~~

DOCUMENTATION AND EVALUATION

Identification will be documented for each student indicating for which domain(s) they are identified as an advanced learner and what instruction and opportunities were provided.

The District Administrator will evaluate the effectiveness of identification and programming for advanced learners through ongoing data analysis to measure both the growth of individual students and the consistent implementation of advanced learning instruction and opportunities across all K-12 schools ~~(-) and will report this to the Board annually [END OF OPTION].~~

~~[] The District Administrator shall develop administrative guidelines which shall include those for valid identification, instruction implementation, and assessment of learning outcomes. [END OF OPTION]~~

118.35, Wis. Stats.

121.02(1)(t), Wis. Stats.

8.01(2)(t)2 Admin. Rule

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118.35, Wis. Stats.

121.02(1)(t), Wis. Stats.

8.01(2)(t)2 Admin. Rule



Book	Policy Manual
Section	0.2 For Board Consideration --Vol. 34, No. 1 Policies
Title	Replacement Policy - Vol. 34, No. 1, Dec. 2024 - STAFF GIFTS
Code	po3214 - REPLACEMENT POLICY - Language regarding appearance of favoritism and nominal value as defined in policies 1130/3230/4230
Status	
Adopted	February 19, 2014

Replacement Policy - Vol. 34, No. 1

3214 - STAFF GIFTS

~~The Board of Education considers the presentation of gifts to professional staff members by students and their parents an undesirable practice because it tends to embarrass students with limited means and gives the appearance of currying favor.~~

~~Based on the foregoing premise, it is the policy of the Board that~~

~~[] professional staff members not accept gifts from students or parents.~~

~~[] professional staff members may accept gifts of nominal value from students or parents.~~

~~[] Individual gifts from the professional staff member to each student are strongly discouraged. It is suggested that if a professional staff member wishes to give a gift, s/he may do so as a gift to the classroom, for example, library books or other educational resources for the class.~~

~~The District Administrator may approve acts of generosity to individual staff members in unusual situations.~~

~~[] Upon the recommendation of the District Administrator, the Board shall consider, as appropriate, the presentation of token gifts to retiring members of the staff who have rendered service for a period of time.~~

~~The Board generally discourages the presentation of gifts to staff members by students and their parents beyond nominal value to avoid the appearance of favoritism and to avoid the embarrassment of students who are unable or whose parents are unable or unwilling to provide professional staff with gifts.~~

~~Teachers may accept only gifts of nominal value (the amount as defined in Policy 1130/Policy 3230 - Ethics and Conflict of Interest) from students and their parents, or token items often distributed by companies through their public relations or marketing programs. Other gifts must be declined for compliance with this policy.~~

~~It shall not be considered a violation of this policy for an employee to receive entertainment, food, refreshments, meals, health screenings, amenities, or beverages that are provided in connection with a conference sponsored by an established or recognized educational organization, or as may be approved by the District Administrator.~~

~~Gifts that are intended for the benefit of the District shall be referred to the District Administrator for proper processing in accordance with Policy 7230 - Gifts, Grants, and Bequests.~~

~~The District Administrator may approve acts of generosity to individual staff members in special situations.~~

~~Upon the recommendation of the District Administrator, the Board shall consider, as appropriate, the presentation of recognition gifts to members of the staff who have rendered service for a period of time.~~

Last Modified by Dave Laehn on March 21, 2025



Book	Policy Manual
Section	0.2 For Board Consideration --Vol. 34, No. 1 Policies
Title	Copy of ETHICS AND CONFLICT OF INTEREST
Code	po3230 - Restrictions on supervising a relative, use and sale of privileged information.
Status	
Adopted	August 20, 2015
Last Revised	November 17, 2021

3230 - ETHICS AND CONFLICT OF INTEREST

The proper performance of school business is dependent upon the maintenance of unusually high standards of honesty, integrity, impartiality, and professional conduct by Board members and the District's employees, officers, and agents is essential to the Board's commitment to earn and keep the public's confidence in the School District.

For these reasons, the Board adopts the following guidelines designed to avoid the occurrence or appearance of any conflicts of interest. These guidelines apply to all District employees, officers, and agents, including members of the Board. These guidelines are not intended to be all inclusive, nor to substitute for good judgment on the part of all professional employees, officers, and agents. Professional employees are expected to perform their duties in an ethical manner and free from an actual conflict of interest or from situations that create the appearance of a conflict of interest, in a manner consistent with 19.59, Wis. Stats. The Board's interest in enforcing this policy is to assure that the decisions and actions of public employees retain the public's trust. Therefore, even a conflict relationship that can be viewed as beneficial to the District, or that was intended to be beneficial to the District, may still be a violation of this policy.

- A. No professional employee, officer, or agent shall engage in or have a personal or financial or other interest, directly or indirectly, in any activity that conflicts or raises a reasonable question of conflict with his/her the employee's, officer's, or agent's duties and responsibilities in the school system. Specifically, professional employees must perform their duties in a manner that does not violate criminal conflict of interest laws pursuant to 946.13, Wis. Stats. by having a private pecuniary interest in an amount that exceeds \$15,000, but also lesser valued conflicts that nonetheless create the appearance of using one's public position to secure a private pecuniary interest and/or benefit.
- B. Professional employees, officers, or agents shall not directly supervise a relative employed by the District or employed in a position contracted for by the District.
- C. Professional employees, officers, and agents shall not engage in business, private practice of their profession, the rendering of services, anything of substantial value, or the sale of goods of any type where advantage is taken of any professional relationship they may have with any employee, student, client, or parents of such students or clients in the course of their employment or professional relationship with the School District.

Included, by way of illustration, rather than limitation are the following:

1. the provision of any private lessons or services for a fee, unless the provision of services is arranged outside of school and is separate from and in addition to regular support provided to students as part of the professional staff member's regular duties or the service is not provided to students enrolled in one or more class in which the staff member is a teacher or aide;
2. soliciting on school premises or under circumstances which are coercive for the private sale of goods or services to students or other employees;

3. ~~the use, sale, or improper divulging of any privileged information about a student or client granted in the course of the employee's, officer's or agent's employment or professional relationship with the School District through his/her access to School District records~~ the use, sale, or improper divulging of any privileged information about a student or client granted in the course of the employee's, officer's or agent's employment or professional relationship with the School District through their access to School District records;
 4. the referral of any student or client for lessons or services to any private business or professional practitioner if there is any expectation of reciprocal referrals, sharing of fees, or other remuneration for such referrals;
 5. the requirement of employees, students or clients to purchase any private goods or services provided by an employee, officer or agent or any business or professional practitioner with whom any employee, officer or agent has a financial or other relationship, as a condition of receiving any grades, credits, promotions, approvals, or recommendations;
- D. Should exceptions to this policy be necessary in order to provide mandatory services to students or clients of the School District, all such exceptions will be made known to the employee's supervisor and will be disclosed to the District Administrator before entering into any private relationship.
- E. Professional employees, officers, and agents shall not make use of materials, equipment, or facilities of the School District for their own personal financial gain or business interest. Examples would be the use of facilities before, during, or after regular business hours for service to private practice clients, or the checking out of items from an instructional materials center for private practice.
- F. ~~Professional employees, officers, and agents shall not participate in the selection, award and administration of any contract to an entity in which they have a pecuniary interest or from which they derive a profit or in which a dependent of the employee has a pecuniary interest or from which the dependent derives a profit. "Dependent" includes the employee's spouse; unemancipated child, stepchild, or adopted child under the age of eighteen (18); or individual for whom the employee provides more than one half (1/2) of the individual's support during a year. A "pecuniary interest" means an interest in a contract or purchase that will result or is intended to result in an ascertainable increase in the income or net worth of the employee or the employee's dependent who is under the direct or indirect administrative control of the professional employee or who receives a contract or purchase order that is reviewed, approved, or directly or indirectly administered by the employee.~~ Professional employees, officers, and agents shall not participate in the selection, award, and administration of any contract to an entity in which they have a pecuniary interest or from which they derive a profit, or in which a dependent of the employee has a pecuniary interest or from which the dependent derives a profit. "Dependent" includes the employee's spouse; unemancipated child, stepchild, or adopted child under the age of eighteen (18); or individual for whom the employee provides more than one-half (1/2) of the individual's support during a year. A "pecuniary interest" means an interest in a contract or purchase that will result or is intended to result in an ascertainable increase in the income or net worth of the employee or the employee's dependent who is under the direct or indirect administrative control of the professional employee or who receives a contract or purchase order that is reviewed, approved, or directly or indirectly administered by the employee.

Professional employees, officers, and agents may not solicit or accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts.

However, pursuant to Federal rules, the School District has set standards for when an employee, officer, or agent may accept a gift of an unsolicited item of nominal value. For purposes of this section, "nominal value" means that the gift has a monetary value of \$25 or less.

- G. Professional employees, officers, and agents must disclose any potential conflict of interest which may lead to a violation of this policy to the School District. Upon discovery of any potential conflict of interest, the School District will disclose, in writing, the potential conflict of interest to the appropriate Federal awarding agency or, if applicable, the pass-through entity.

The District will also disclose, in a timely manner, all violations of Federal criminal law involving fraud, bribery, or gratuity that affect a Federal award to the appropriate Federal awarding agency or, if applicable, the pass-through entity.

- H. Support employees, officers, and agents found to be in violation of this conflict of interest policy will be subject to disciplinary actions.

In the event that, within the course of administering a Federally funded grant program or service to the District, any professional employee that identifies a conflict of interest, a potential conflict of interest, or that the appearance of a conflict of interest may arise in the course of administering the Federal grant funds, the employee must immediately notify either the Federal agency administering the grant in a manner consistent with that particular agencies rules on conflict of interests, or the District employee directly responsible for grant compliance. Such notice shall be provided at the earliest possible time.

It is a violation of this policy to take action or to refrain from taking action, or for an employee to otherwise use ~~his/her~~the ~~employee's~~ public position to obtain a financial gain or anything of substantial value for ~~himself/herself~~oneself or ~~his/her~~the ~~employee's~~ immediate family, as defined in 19.42(7), Wis. Stats.

Revised 4/17/19
Revised 11/9/20
Revised 2/17/21

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Legal 19.59, 19.42(7), 946.13, Wis. Stats.
 2 C.F.R. 200.12
 2 C.F.R. 200.113
 2 C.F.R. 200.318
 7 C.F.R. 3016.36(b)(3)
 7 C.F.R. 3019.42

Last Modified by Dave Laehn on March 21, 2025



Book	Policy Manual
Section	0.2 For Board Consideration --Vol. 34, No. 1 Policies
Title	Copy of PERSONAL PROPERTY OF STAFF MEMBERS
Code	po3281 - Authorizes administrators to require employee to remove inappropriate personal property
Status	
Adopted	August 20, 2015
Last Revised	October 25, 2023

3281 - PERSONAL PROPERTY OF STAFF MEMBERS

Employees may bring personal property, including personal communication devices, to school either for reasons associated with professional responsibilities or for use during off-duty time (see Policy 7530.02 - Staff and School Officials Use of Personal Communication Devices in accordance with the Teacher Handbook.

The owner of the personal property bears all responsibility and assumes all risk for loss, damage, or misuse of said personal property while it is on Board District property. Administrators are authorized to direct employees to remove inappropriate or unauthorized personal property from District premises.

T.C. 10/25/23

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Last Modified by Dave Laehn on April 4, 2025



Book Policy Manual
Section 0.2 For Board Consideration --Vol. 34, No. 1 Policies
Title Copy of LETTER OF REASONABLE ASSURANCE
Code po4124 - Modified to more consistently reflect state statute and language on no benefits if have reasonable assurance of continuing employment
Status
Adopted February 19, 2014
Last Revised August 20, 2015

4124 - **LETTER NOTICE OF REASONABLE ASSURANCE OF EMPLOYMENT**

~~Support~~ Prior to the conclusion of each school year, support staff employed in instructional year positions ~~less than year-round positions~~ shall be ~~issued~~ notified, in writing, a letter of reasonable assurance of continued employment for the subsequent school year ~~or term~~ when such employment is anticipated.

A school year employee of an educational institution who performs services other than in an instructional, research, or principal administrative capacity is ineligible for benefits based on such services for any week of unemployment which occurs during a period between two (2) successive academic years or terms if the school year employee performed such services for any educational institution in the first such year or term and there is reasonable assurance that the employee will perform such services for any educational institution in the second such year or term.

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Legal 108.04 (17)(d), Wis. Stats.

Last Modified by Dave Laehn on March 21, 2025



Book Policy Manual
Section 0.2 For Board Consideration --Vol. 34, No. 1 Policies
Title Replacement Policy - Vol. 34, No. 1, Dec. 2024 - STAFF GIFTS
Code po4214 REPLACEMENT POLICY - Language regarding appearance of favoritism and nominal value as defined in policies 1130/3230/4230
Status
Adopted February 19, 2014

Replacement Policy - Vol. 34, No. 1

4214 - STAFF GIFTS

~~The Board of Education considers the presentation of gifts to support staff members by students and their parents an undesirable practice because it tends to embarrass students with limited means and gives the appearance of currying favor.~~

~~Based on the foregoing premise, it is the policy of the Board that~~

~~support staff members not accept gifts from students or parents.~~

~~support staff members may accept gifts of nominal value from students or parents.~~

~~The District Administrator may approve acts of generosity to individual staff members in unusual situations.~~

~~Upon the recommendation of the District Administrator, the Board shall consider, as appropriate, the presentation of token gifts to retiring members of the staff who have rendered service for a period of time.~~

~~The Board generally discourages the presentation of gifts to staff members by students and their parents beyond nominal value to avoid the appearance of favoritism and to avoid embarrassment of students who are unable or whose parents are unable or unwilling to provide support staff with gifts.~~

~~Teachers may accept only gifts of nominal value (the amount as defined in Policy 4230 - Ethics and Conflict of Interest) from students and their parents, or token items often distributed by companies through their public relations or marketing programs. Other gifts must be graciously declined for compliance with this policy.~~

~~It shall not be considered a violation of this policy for an employee to receive entertainment, food, refreshments, meals, health screenings, amenities, or beverages that are provided in connection with a conference sponsored by an established or recognized educational organization, or as may be approved by the District Administrator.~~

~~Gifts that are intended for the benefit of the District shall be referred to the District Administrator for proper processing in accordance with Policy 7230 - Gifts, Grants, and Bequests.~~

~~The District Administrator may approve acts of generosity to individual staff members in special situations.~~

~~Upon the recommendation of the District Administrator, the Board shall consider, as appropriate, the presentation of recognition gifts to members of the staff who have rendered service for a period of time.~~

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Last Modified by Dave Laehn on March 21, 2025



Book	Policy Manual
Section	0.2 For Board Consideration --Vol. 34, No. 1 Policies
Title	Copy of ETHICS AND CONFLICT OF INTEREST
Code	po4230 - Restrictions on supervising a relative, use and sale of privileged information, and limits on pecuniary interest with dependents.
Status	
Adopted	August 20, 2015
Last Revised	November 17, 2021

4230 - ETHICS AND CONFLICT OF INTEREST

The proper performance of school business is dependent upon the maintenance of unusually high standards of honesty, integrity, impartiality, and professional conduct by Board members and District's employees, officers, and agents is essential to the Board's commitment to earn and keep public confidence in the School District.

For these reasons, the Board adopts the following guidelines designed to avoid the occurrence or appearance of any conflicts of interest. These guidelines apply to all District employees, officers, and agents, including members of the Board. These guidelines are not intended to be all inclusive, nor to substitute for good judgment on the part of all support employees, officers, and agents. Support employees are expected to perform their duties in an ethical manner and free from an actual conflict of interest or from situations that create the appearance of a conflict of interest, in a manner consistent with 19.59, Wis. Stats. The Board's interest in enforcing this policy is to assure that the decisions and actions of public employees retain the public's trust. Therefore, even a conflict relationship that can be viewed as beneficial to the District or that was intended to be beneficial to the District, may still be a violation of this policy.

- A. No support employee, officer, or agent shall engage in or have a personal or financial or other interest, directly or indirectly, in any activity that conflicts or raises a reasonable question of conflict with his/her the employee's, officer's, or agent's duties and responsibilities in the school system. Specifically, support employees must perform their duties in a manner that does not violate criminal conflict of interest laws pursuant to 946.13, Wis. Stats. by having a private pecuniary interest in an amount that exceeds \$15,000, but also lesser valued conflicts that nonetheless create the appearance of using one's public position to secure a private pecuniary interest and/or benefit.
- B. Support staff employees, officers, or agents shall not directly supervise a relative employed by the District or employed in a position contracted for by the District.
- C. Support employees, officers, and agents shall not engage in business, private practice of their profession, the rendering of services, anything of substantial value, or the sale of goods of any type where advantage is taken of any professional relationship they may have with any employee, student, client, or parents of such students or clients in the course of their employment or professional relationship with the School District.

Included, by way of illustration, rather than limitation are the following:

1. the provision of any private lessons or services for a fee, unless the provision of services is arranged outside of school and is separate from and in addition to regular support provided to students as part of the staff member's regular duties or the service is not provided to students enrolled in one or more class with a support staff member;
2. soliciting on school premises or under circumstances which are coercive for the private sale of goods or services to students or other employees;

3. ~~the use, sale, or improper divulging of any privileged information about a student or client granted in the course of the employee's, officer's or agent's employment or professional relationship with the School District through his/her access to School District records~~the use, sale, or improper divulging of any privileged information about a student or client granted in the course of the employee's, officer's or agent's employment or professional relationship with the School District through their access to School District records;
 4. the referral of any student or client for lessons or services to any private business or professional practitioner if there is any expectation of reciprocal referrals, sharing of fees, or other remuneration for such referrals;
 5. the requirement of employees, students or clients to purchase any private goods or services provided by an employee, officer or agent or any business or professional practitioner with whom any employee, officer or agent has a financial or other relationship, as a condition of receiving any grades, credits, promotions, approvals, or recommendations.
- D. Should exceptions to this policy be necessary in order to provide mandatory services to students or clients of the School District, all such exceptions will be made known to the employee's supervisor and will be disclosed to the District Administrator **before** entering into any private relationship.
- E. Support employees shall not make use of materials, equipment, or facilities of the School District for their own personal financial gain or business interest. Examples would be the use of facilities before, during, or after regular business hours for service to private practice clients, or the checking out of items from an instructional materials center for private practice.
- F. ~~Support employees, officers, and agents shall not participate in the selection, award and administration of any contract to an entity in which they have a pecuniary interest or from which they derive a profit or in which a dependent of the employee has a pecuniary interest or from which the dependent derives a profit. "Dependent" includes the employee's spouse; unemancipated child, stepchild or adopted child under the age of eighteen (18); or individual for whom the employee provides more than one half (1/2) of the individual's support during a year. A "pecuniary interest" means an interest in a contract or purchase that will result or is intended to result in an ascertainable increase in the income or net worth of the employee or the employee's dependent who is under the direct or indirect administrative control of the support employee or who receives a contract or purchase order that is reviewed, approved, or directly or indirectly administered by the employee.~~Support employees, officers, and agents shall not participate in the selection, award, and administration of any contract to an entity in which they have a pecuniary interest or from which they derive a profit, or in which a dependent of the employee has a pecuniary interest or from which the dependent derives a profit. "Dependent" includes the employee's spouse; unemancipated child, stepchild, or adopted child under the age of eighteen (18); or individual for whom the employee provides more than one-half (1/2) of the individual's support during a year. A "pecuniary interest" means an interest in a contract or purchase that will result or is intended to result in an ascertainable increase in the income or net worth of the employee or the employee's dependent who is under the direct or indirect administrative control of the professional employee or who receives a contract or purchase order that is reviewed, approved, or directly or indirectly administered by the employee.

Support employees, officers, and agents may not solicit or accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts.

However, pursuant to Federal rules, the School District has set standards for when an employee, officer, or agent may accept a gift of an unsolicited item of nominal value. For purposes of this section, "nominal value" means that the gift has a monetary value of \$25 or less.

- G. Support employees, officers, and agents must disclose any potential conflict of interest which may lead to a violation of this policy to the School District. Upon discovery of any potential conflict of interest, the School District will disclose, in writing, the potential conflict of interest to the appropriate Federal awarding agency or, if applicable, the pass-through entity.

The District will also disclose, in a timely manner, all violations of Federal criminal law involving fraud, bribery, or gratuity that affect a Federal award to the appropriate Federal awarding agency or, if applicable, the pass-through entity.

- H. Support employees, officers, and agents found to be in violation of this conflict of interest policy will be subject to disciplinary actions.

In the event that, within the course of administering a Federal^{ly} funded grant program or service to the District, any employee that identifies a conflict of interest, a potential conflict of interest, or that the appearance of a conflict of interest may arise in the course of administering the Federal grant funds, the employee must immediately notify either the Federal

agency administering the grant in a manner consistent with that particular agencies rules on conflict of interests, or the District employee directly responsible for grant compliance. Such notice shall be provided at the earliest possible time.

It is a violation of this policy to take action or to refrain from taking action, or for an employee to otherwise use **his/her the employee's** public position to obtain a financial gain or anything of substantial value for **himself/herself oneself** or **his/her the employee's** immediate family, as defined in 19.42(7), Wis. Stats.

Revised 4/17/19
Revised 11/9/20
Revised 2/17/21

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Legal 19.59, 19.42(7), 946.13, Wis. Stats.
 2 C.F.R. 200.12
 2 C.F.R. 200.113
 2 C.F.R. 200.318
 7 C.F.R. 3016.36(b)(3)
 7 C.F.R. 3019.42

Last Modified by Dave Laehn on March 21, 2025



Book	Policy Manual
Section	0.2 For Board Consideration --Vol. 34, No. 1 Policies
Title	Copy of OPEN ENROLLMENT PROGRAM (INTER-DISTRICT)
Code	po5113 - Required review of student IEP to determine space and service availability.
Status	
Adopted	February 19, 2014
Last Revised	October 25, 2023

5113 - OPEN ENROLLMENT PROGRAM (Inter-District)

The District will participate in the Wisconsin Public School Open Enrollment Program in accordance with applicable law and the relevant policies and rules of the District, all as amended from time-to-time.

DEFINITIONS

The following definitions will apply to the District's Open Enrollment Program.

A. Non-Resident District

A school district located in Wisconsin which is not a student's district of residence.

B. Non-Resident Student

A student who does not reside within the geographic boundaries of the District and who seeks admission to this District under the Open Enrollment Program.

C. Tuition Student

A non-resident student who attends school in the District and pays tuition in accordance with State law.

D. Full-Time Enrollment

A student is enrolled for the entire school day and receives all required education in this District.

E. Class Size

The District's determination of the maximum number of students who can be accommodated properly in a particular classroom without jeopardizing the quality of the instructional program and mitigating circumstances for a particular school, class, or program, including enrollment projections established by the District Administrator.

F. Program Size

The enrollment or size restrictions in a specific program within a class or building. The District reserves the exclusive right to establish program size and to limit enrollment based upon the capability to properly allocate available resources, create and maintain a proper learning environment, and comply with contracts, grants, and applicable laws and regulations.

G. Resident Student

A student who is a resident of this District and is consequently entitled to attend school in this District in accordance

with Policy 5111 - Eligibility of Resident/Non-resident Students.

H. Absences (Excused and Unexcused)

See Policy 5200 - Attendance.

I. Truancy and Habitual Truancy

See Policy 5200 - Attendance.

J. Part of the School Day

See Policy 5200 - Attendance.

K. Tardiness

See Policy 5200 - Attendance.

FULL-TIME OPEN ENROLLMENT

A. Annual Space Determinations

During a January meeting, the Board shall establish the availability of space by determining the number of regular education and special education spaces in the schools, programs, classes, or grades. In setting space availability, the Board may choose to set no limitations or may set limits on availability using the following criteria:

1. District practices, policies, procedures, or other factors regarding class size ranges for particular programs or classes.
2. District practices, policies, procedures, or other factors regarding faculty-student ratio ranges for particular programs, classes, or buildings.
3. Enrollment projections, which account for factors that include but are not necessarily limited to, likely short and long term economic development in the community, housing starts, current and future needs for special programs, laboratories, or other initiatives.

In establishing current enrollment numbers for open enrollment availability purposes, the Board does not guarantee open enrollment approvals to any non-resident students.

4. If the Board determines that no special education space is available in any grade or program, the District must still review each student's IEP in its entirety to determine the following:
 - a. whether the District has space available in the special education and related services required in the student's IEP.
 - b. whether the District has special education and related services available as required in the student's IEP.

B. Processing of Open Enrollment Applications

A parent of a nonresident student may submit an application to attend school in the District during the applicable regular open enrollment period or through the alternative open enrollment process. The application must be submitted using the form designated by the Wisconsin Department of Public Instruction.

Upon receipt of an application, the District Administrator shall confirm that the application is complete or request that it be completed before being further considered.

Parents shall be notified of the determination on their applications on or before the first Friday following the first Monday in June following receipt of the application, or within the timeframe otherwise established by law. If approved, the parent shall be notified of the approval and the specific assignment within the District. If, upon enrollment, the student is appropriately placed in a different grade level, the student shall be so assigned unless applications for that grade level have been denied or there is no longer space available at that grade level.

Any notice of a decision to deny shall include the following:

1. Specific reason(s) for denial and whether the student has been placed on the waiting list.
2. Notice of the parents' right to appeal, the address to send the appeal, and information on where to locate the form required for appeal.

Application of Space Determinations and Random Selection Process

If there are more applications than spaces, the Board will fill the available spaces by random selection. Random selection shall be conducted among the student applications for each grade level. The order of grade level selection shall also be randomly determined. The following considerations will be included in the random selection process:

1. Preferences

- a. If the Board has not guaranteed approval in its determination of space availability to currently attending students, it shall grant preference to such students in the random selection process.
- b. If the Board has not guaranteed approval in its determination of space availability to the siblings of currently attending students, it shall grant preference to such students in the random selection process.

If in any selection process there are more students eligible for preferred treatment than there are spaces available, the Board shall conduct random selection from among the students granted preference. Both currently attending students and siblings of currently attending students who are not guaranteed approval shall be granted equal preference.

2. The sibling of a student selected in the random selection process shall be granted preference to any spaces available that the sibling has applied for, but the sibling may not be approved if there are no remaining spaces for the sibling.
3. The District will establish a numbered waiting list of all applicants. When all available slots have been filled by randomly selecting names from all applicants, the remaining names will be drawn randomly and placed on the waiting list in order of selection, with those students granted a preference under this policy to be included first on the waiting list in random order followed by any other student applicants in random order.

After the date specified in 118.51(3)(a)3., Wis. Stats., the nonresident school board may approve applications it had initially denied if any of the following cause spaces to become available:

- a. A parent notifies the nonresident school board that the student will not attend the nonresident school district.
- b. A parent fails to provide the notification accepting open enrollment as required in 118.51(3)(a)6., Wis. Stats.
- c. The Board determines that additional spaces have become available since its determination at the January Board meeting.

The District shall notify the parent of a student accepted from the waiting list of that student's eligibility to attend the District, unless the student has already enrolled in a different non-resident school district or has since become a resident of the District. The notice shall state the following:

- a. the school or program the student has been assigned to;
- b. a date, at least ten (10) calendar days from the date of the notice, by which the parent must accept the open enrollment approval. Failure to timely accept shall be considered rejection and the approval shall be considered rescinded.

C. Decisional Criteria for Non-Resident Applications

Decisions on non-resident open enrollment applications will be based only on the following criteria:

1. Space availability as defined in this policy.

2. Whether an applicant for a pre-kindergarten, four (4) year old kindergarten, early childhood or school operated day care program resides in a district which offers the program for which application is made.
3. Whether the nonresident student is currently under an order of expulsion for any reason; or has been expelled from any school district within the current school year or the two (2) preceding school years but the period of expulsion has ended, or is pending any disciplinary proceeding, based on any of the following activities:
 - a. Conveying or causing to be conveyed any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy school property by means of explosives.
 - b. Engaging in conduct while at school or under school supervision that endangered the health, safety, or property of others.
 - c. Engaging in conduct while not at school or while not under the supervision of a school authority that endangered the health, safety, or property of others at school or under the supervision of a school authority or of any school employee or Board member.
 - d. Possessing a dangerous weapon (as defined in 939.22(10), Wis. Stats.) while on school property or under school supervision.

Notwithstanding the Board's acceptance of a non-resident student's application, the Board may withdraw acceptance if, prior to the beginning of the first school year in which the non-resident student will attend a school in the District, the student is determined to fall under paragraph C. 3.

The Board may request a copy of a non-resident student's disciplinary records from the resident school board.

The resident board shall provide to the nonresident board a copy of any expulsion order or findings, a copy of any pending disciplinary proceedings, a written explanation of said proceeding, the length of the expulsion or possible outcomes of a pending proceeding, and/or such records as permitted by law.

4. Whether the special education program or related services described in the non-resident student's Individualized Education Program ("IEP") are available in the District. Whether a service is available depends on whether existing staff in the District are qualified to provide the service or whether the District has facilities and/or equipment required for the service. A service is not available in the District if that service is currently provided to resident students through contract with a third party. Whether a service is available is not a function of whether there is space available in any program or service. A service may be unavailable even if no space limitations have been established.
5. Whether there is space available in the District to provide the special education or related services identified in the non-resident student's IEP, after consideration of class size limits, student-teacher ratios, and enrollment projections.
6. Whether the non-resident student has been referred to the non-resident student's resident board under 115.777(1), Wis. Stats. or identified by the non-resident student's resident school board under 115.77(1m)(a), Wis. Stats., but not yet evaluated by an individualized education program team.
7. If a non-resident student's IEP is developed or changed after starting in the District, and it is then discovered that the District does not have necessary programs available or does not have space in the special education program, the District may notify the student's parent and the student's resident board. If such notice is provided, the non-resident may be transferred to their resident school district.
8. If the Board has made a determination that a non-resident student attending the District under the Open Enrollment Program is habitually truant from the District during either semester of the current school year, the Board may prohibit the student from attending in the succeeding semester or school year, after complying with the requirements of PI 36.09(2).

The habitual truancy determination shall be made on the sole basis of enrollment in the non-resident district. Open enrollment may not be denied based on the student's truancy from any other district.

D. Reapplication Procedures

The Board will not require accepted non-resident students to reapply under the open enrollment policy as long as

the student is continuously enrolled in the District.

E. Termination of Open Enrollment

If the Board determines that a student is habitually truant during either semester of the current school year, the Board may prohibit the nonresident student from attending in the succeeding semester or school year. The District Administrator shall assure compliance with DPI regulations pertaining to open enrollment termination found in Wis. Admin Code PI 36.09.

If the parent or nonresident student believes the student has been marked absent, tardy, or truant in error, the parent or student may contact the school attendance officer and provide a written explanation of the circumstances believed to be in error. The attendance officer shall review the matter and provide a response to the parent or student either correcting the attendance record, confirming the accuracy of the record, or requesting additional information upon which a decision will then be made. If additional information is requested, it must be provided within five (5) school days of the request or no additional information will be considered in the decision.

Open enrollment of a student in a virtual charter school may also be terminated if, on three (3) occasions during a single semester, the student has failed to respond to a school assignment or directive within five (5) school days not counting any days excused by the student's parents up to a maximum of ten (10) school days per year, and after each occurrence the virtual charter school notified the student's parents. After the third incident, the virtual charter school program shall notify the Board of the nonresident students failure to participate in the program. The Board may terminate the student's open enrollment.

F. Transportation

The parents of a student attending a non-resident school district will be solely responsible for providing transportation to and from the school site. The District will permit a non-resident student to ride District transportation if space is available on a regularly-scheduled bus route. The District will provide transportation for a non-resident student with an identified disability for whom transportation is required by the student's IEP.

The Board may provide transportation to non-resident students from their resident district provided the student's resident district approved. The District Administrator shall develop procedures for implementing this provision.

The Board will not permit a neighboring District to bus resident students from within its boundaries for attendance at the non-resident neighboring District.

ALTERNATIVE APPLICATION PROCEDURES

The parent of a non-resident student who wishes to attend a school in the District may apply at any time throughout the year by submitting an application under the alternative application procedure if the student satisfies at least one (1) of the statutory criteria and has not applied to more than three (3) non-resident school districts. (See AG 5113 and AG 5113B – Open Enrollment for Students with Disabilities.)

Applications from a non-resident student under the alternative application procedures received after the Board's January meeting, at which it sets open enrollment space availability numbers for the subsequent year, may be approved for the current year if the Board has not imposed a space limitation for the student's current year grade level and also has not imposed a space limitation for the subsequent school year in the student's subsequent grade level. Alternative applications received prior to the 3rd Friday in September may be approved if the Board has approved all applications for that grade level that were received during the regular period, including the offer of enrollment to applicants placed on the waiting list, if any.

DELEGATION TO DISTRICT ADMINISTRATOR

The Board delegates to the District Administrator the authority to approve or deny open enrollment applications including under the alternative procedures consistent with the criteria in this policy and based on the Board's space determinations approved in January of each year.

REVIEW AND REVISION OF POLICY

If, in the course of reviewing the Board's Open Enrollment Program, it opts to modify the policy, any changes shall be made by resolution and be adopted prior to the first application date of the open enrollment period to which the revisions shall apply.

General Provisions

- A. A student, who has been accepted under this program, who has not met the academic prerequisites for participation in a particular program in which the student wishes to enroll shall not be placed in that program.
- B. The District's Policy 2260 – Nondiscrimination and Access to Equal Educational Opportunity shall apply to all applicants under this program. In addition, the District will not discriminate on the basis of an applicant's intellectual, academic, artistic, athletic, or other ability, talent, or accomplishment, or based on a mental or physical disability, except as provided for in the statute authorizing this program.
- C. The District Administrator shall be responsible for developing and promulgating administrative guidelines to implement this policy. (See accompanying pages.) Such guidelines shall address at least the following matters:
 - 1. participation in interscholastic athletics
 - 2. District transportation services
 - 3. transfer of academic credit
 - 4. assignment within the District
 - 5. payment of fees and other charges

Application of Emergency Orders

All timelines or other procedures described in this policy and in any implementing administrative guidelines are subject to modification in the event that the State or Federal government issues emergency or other temporary orders affecting any of the subject matter of this policy. The policy automatically incorporates the contents of any such order or proclamation, including any discretionary authority provided, and delegates by policy the authority to exercise that discretion to the District Administrator.

Revised 10/31/14
Revised 8/20/15
Revised 12/17/15
Revised 4/17/19
Revised 11/20/19
Revised 11/9/20
Revised 6/16/21
Revised 4/18/22
Revised 10/18/22

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Legal 118.51, Wis. Stats.
 Wis. Adm. Code Ch. P.I. 36

Last Modified by Dave Laehn on March 21, 2025



Book	Policy Manual
Section	0.2 For Board Consideration --Vol. 34, No. 1 Policies
Title	Copy of ADMINISTRATION OF MEDICATION/EMERGENCY CARE
Code	po5330 - Policy option pursuant to 2023 Wisconsin Act 195 (effect March 2024), permitting schools to have available the use of bronchodilators
Status	
Adopted	February 19, 2014
Last Revised	June 17, 2024

5330 - ADMINISTRATION OF MEDICATION/EMERGENCY CARE

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

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

"Practitioner" shall include any physician, dentist, podiatrist, optometrist, physician assistant, and advanced practice nurse prescriber who is licensed in any state.

"Medication" shall include all drugs including those prescribed by a practitioner and any nonprescription drug products.

"Administer" means the direct application of a nonprescription drug product or prescription drug, whether by injection, ingestion, or other means, to the human body.

"Nonprescription drug product" means any nonnarcotic drug product which may be sold without a prescription order and which is prepackaged for use by consumers and labeled in accordance with the requirements of State and Federal law.

Administration of Prescription Drug Products by School Staff

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

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

Administration of Nonprescription Drug Products by School Staff

Nonprescription drug products may be administered to any student during school hours only with the prior written consent of the parent/guardian. Such documentation shall be kept on file in the school office. Substances that are not FDA approved (i.e., natural products, food supplements) will not be administered by District staff. Nonprescription drugs that are provided by the parent/guardian may be administered only if they are supplied in the original manufacturer's package which lists the ingredients, recommended therapeutic dosage in a legible format, and the student's name. Any dosage of nonprescription medication other than that listed on the medication's packaging must be authorized in writing by a medical

practitioner. For grades 6-12, certain nonprescription drugs (i.e., acetaminophen, ibuprofen, and diphenhydramine) kept in stock by the District with an order provided by the School Nurse will be administered with annual written consent of the parent using the Medication Request and Authorization Form.

Student Possession of Medication

Students are prohibited from possessing, using, carrying, or distributing in school, at school-sponsored events, or on school grounds any drugs or other products which, even though not defined as a drug, are used or marketed for use for medicinal purposes, such as to relieve pain or to relieve the symptoms of an underlying medical condition (including aspirin, ibuprofen, dietary supplements, CBD oil products, etc.).

The provisions of this policy are to be viewed together with Policy 5530 - Student Use or Possession of Intoxicants, Drugs, or Paraphernalia.

General Provisions

Parents/Guardians may administer medication at school or at school-sponsored events.

No student is allowed to provide or sell any type of medication to another student. Violations of this rule will be considered violations of the Student Code of Conduct and of Policy 5530 - Student Use or Possession of Intoxicants, Drugs, or Paraphernalia.

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

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

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

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

Any time a student, or a group of students, participates in a school event not on District premises, District staff responsible for organizing and/or supervising the event will take steps so that Emergency Medical Information Forms, Health Plans, or Section 504 Plans are available in the event of an emergency. This includes, and is not limited to, students all school-sponsored or school-related activities, including music trips, athletic trips, field trips, and academic contests. This does not include student spectators at events.

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

Epinephrine Auto-Injectors

The Board intends to adopt and maintain a plan for managing students with life-threatening allergies so as to permit each school to obtain a school prescription for epinephrine auto-injectors and to permit each school nurse and designated school personnel to administer them. Accordingly, the Board directs the school nursing staff in consultation with the District Administrator to develop a plan that meets the following:

- A. specifies those designated school personnel that have agreed to receive training and that will be trained and authorized to perform the functions of the plan;

- B. identifies the specific training program that will be implemented to prepare each school nurse and designated school personnel to identify the signs of anaphylaxis and to provide or administer epinephrine auto-injectors accordingly;
- C. delineates the permissible scope of usage to include providing District-owned epinephrine auto-injectors to students who have a prescription on file with the school in the event the student is experiencing an anaphylactic event and/or administering epinephrine auto-injectors to such students, and/or administering epinephrine auto-injector treatment to any student, regardless of whether the student has a prescription on file or the staff member so trained is not aware of whether the student has a prescription on file, but believes in good faith the student is suffering from anaphylaxis, provided that the staff member immediately contacts emergency medical services;
- D. identifies the number and type of epinephrine auto-injectors each school will keep on site and identifies a member of the nursing staff or other school official who will be responsible for maintaining the epinephrine auto-injectors supply;
- E. is approved by a physician licensed in the State of Wisconsin;
- F. notes that the school and any school nurse or designated school personnel that provide or administer epinephrine auto-injectors under this plan are immune from civil liability for any harm that may result, regardless of whether there is a parental or medical provider authorization, unless the administration was a result of gross negligence or willful or wanton misconduct;
- G. is published on the District's website.

~~(-) OPTION [Drafting Note: if the Board adopts this option regarding the provision of stock bronchodilators and staff administration, it must adopt a plan with the approval of a physician, an advanced practice nurse prescriber, or a physician assistant before any school nurse or designated personnel can provide or administer a bronchodilator to a student]~~

Stock Bronchodilators for School Districts

~~The Board recognizes that asthma is a leading cause of hospitalization of children and is responsible for many missed school days every year. Accordingly, the Board directs (-) the District Administrator (-) the school nursing staff, in consultation with the District Administrator, [END OF OPTIONS] to develop a plan that meets the following:~~

- ~~A. specifies those designated school personnel that have agreed to receive training and that will be trained and authorized to perform the functions of the plan;~~
- ~~B. identifies the specific training program that will be implemented to prepare each school nurse and designated school personnel to identify the signs of respiratory distress and to provide or administer bronchodilators accordingly;~~
- ~~C. delineates the permissible scope of usage to include providing a District-owned bronchodilator to students who have a prescription on file with the school in the event the student is experiencing a respiratory event and/or administering a bronchodilator to such students, and/or administering a bronchodilator to any student or other person, regardless of whether there is a prescription on file, but believes in good faith the person is suffering from respiratory distress;~~
- ~~D. is approved by a physician, an advanced practice nurse prescriber, or a physician assistant licensed in the State of Wisconsin;~~
- ~~E. notes that the school and any school nurse or designated school personnel that provide or administer bronchodilators under this plan are immune from civil liability for any harm that may result, regardless of whether there is a parental or medical provider authorization, unless the administration was a result of gross negligence or willful or wanton misconduct;~~
- ~~F. is published on the District's website or the website of each school (-) is made available to any person upon request until such time as the District has a website on which it can be published. [NOTE: the plan has to be published on the District or school internet sites unless there is no such site. This option should be selected only if the District does not have a website.]~~

Revised 10/31/14
 Revised 4/17/19
 Revised 11/9/20
 T.C. 6/16/21
 Revised 5/24/23

Legal

118.29, Wis. Stats.

118.291, Wis. Stats.

118.292, Wis. Stats.

118.2925, Wis. Stats.

121.02, Wis. Stats.

PI 8.01(2)(g)

Wis. Admin. Code N 6.03

2009 Wisconsin Act 160

Last Modified by Dave Laehn on April 4, 2025



Book Policy Manual
Section 0.2 For Board Consideration --Vol. 34, No. 1 Policies
Title Copy of EMERGENCY MEDICAL AUTHORIZATION
Code po5341 - RESCIND (CONTENTS ALREADY INCORPORATED INTO POLICY 5330 - ADMINISTRATION OF MEDICATION/EMERGENCY USE.
Status
Adopted February 19, 2014
Last Revised October 25, 2023

~~5341~~ **EMERGENCY MEDICAL AUTHORIZATION**

~~The District will distribute annually to parents or guardians of all students the Emergency Medical Authorization Form via their Student Information System (SIS) In the event emergency medical treatment for a student is necessary, the District will adhere to the instructions on the authorization form.~~

~~The Emergency Medical Authorization Form will be kept in a separate, easily accessible, physical or electronic file in each school building or student management system during the school year.~~

~~Any time a student or a group of students is taken out of the District to participate in a school event, the staff in charge of the event must take the Emergency Medical Forms for those students. This includes, and is not limited to, students involved in music trips, athletic trips, field trips, and academic contests. This does not include student spectators at events.~~

~~Whenever it is necessary for staff members to use emergency procedures in order to care properly for a student, they are to follow Policy 5340— Student Accidents/Illness/Concussion & Sudden Cardiac Arrest and are not to abide by any "Do Not Resuscitate" (DNR) agreement that may exist for a student, unless ordered to do so by a court of law.~~

~~Revised 4/17/19
T.C. 10/25/23~~

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Book	Policy Manual
Section	0.2 For Board Consideration --Vol. 34, No. 1 Policies
Title	New Policy - Special Update - Act 20 - Feb. 2025 - THIRD GRADE PROMOTION AND RETENTION: AT-RISK STUDENTS
Code	po5411
Status	

5411 - THIRD GRADE PROMOTION AND RETENTION: AT-RISK STUDENTS

Introduction

This policy governs the promotion of students from 3rd grade to 4th grade in accordance with 118.33, Wis. Stats. The policy applies to all students being considered for promotion from 3rd to 4th grade, effective on ~~September 1, 2027~~ [insert date]. **[DRAFTING NOTE: This date cannot be later than September 1, 2027 for students entering 4th grade.]**

The District intends to make promotion decisions based on a thorough and equitable process that considers individual student needs in reading. For any student who has not completed their personal reading plan by the end of 3rd grade, a team will determine whether retention or promotion to 4th grade, with intensive instructional support, progress monitoring, and supports to remediate the identified areas of deficiency, is in the student's best interest. The determination process will consider relevant factors such as reading proficiency, social and emotional development, and available supports.

Definitions

"Personal Reading Plan" means a reading plan provided for five (5) year-old-kindergarten to third grade students that are identified as at risk based on a universal screening assessment or diagnostic assessment, in accordance with 118.016(5), Wis. Stats.

"Limited English-Proficient Student" means a student whose ability to use the English language is limited because of the use of a non-English language in the student's family or the student's daily, non-school surroundings, and who has difficulty in performing ordinary classwork in English as a result of such limited English proficiency.

"Completed" - means a student who has "completed" their personal reading plan if the student's parent(s) and the District agree that the student has met the goals outlined in the personal reading plan and the student scores at grade-level in reading on a summative assessment.

Promotion of Third Grade Students with Personal Reading Plans

For any student who has not completed their personal reading plan by the end of the student's third grade year, the District will engage in a process to determine whether to promote that student to the fourth grade. The District will not promote a student from third to fourth grade who has not completed their personal reading plan by the end of third grade unless the District, in consultation with the student's parent(s), believes retention is not in the best interest of the student.

[Drafting Note: While the statute does not require choosing any of the following, however, the statute does require that the District provide criteria in policy regarding the decision-making process.]

In reaching the decision to promote or retain the student, the District will carefully consider all relevant factors, including but not limited to:

- A. Whether a team of interested individuals, including the parent(s) of the student and school representatives who have knowledge of the reading instruction, supports, and interventions provided to

the student, believe promotion is in the best interest of the student;

- B. (X) All relevant and available data demonstrating the student's response or progress to reading instruction and intervention, and data demonstrating the student's progress towards meeting personal reading plan goals;
- C. (X) Why the student has not completed their personal reading plan;
- D. (X) Whether or which alternatives to retention can help support the student to achieve reading proficiency;
- E. (X) Any other factor(s) relevant in deciding whether to retain or promote a student;
- F. (X) Those factor(s) or conditions considered elsewhere in District policy or administrative guidelines pertaining to student promotion and retention;
- G. (X) Whether the student is eligible for an exception contained under this policy;
- H. (X) The potential long-term adverse risks of retention.

Based on the comprehensive evaluation of factors above, the District will make one of the following determinations:

- A. Promotion: Promotion to fourth grade with applicable supports and services is more appropriate than retention to third grade.
- B. Promotion: The student's non-completion of their personal reading plan was not primarily due to the student's lack of reading proficiency.
- C. Promotion: The District recommends retention with applicable supports and services but the student's parent(s) do not agree with the District's recommendation.
- D. Retention: The District determined that, in consultation with the student's parent(s), retention with applicable supports and services is more appropriate than promotion to fourth grade.

Promoting Students with Incomplete Personal Reading Plans

If the District promotes a third-grade student who has not completed their personal reading plan by the end of third grade, the District shall conduct all of the following post-promotion requirements:

- A. In the following and subsequent school year(s) provide intensive instructional services, progress monitoring, and supports to remediate the identified areas of deficiency until the student scores at grade level in reading on a summative assessment;
- B. Notify the student's parent(s), in writing, that the student did not complete their personal reading plan, including a description of the instructional services and supports that will be provided to the student to remediate the identified areas of deficiency; and
- C. Provide the student with an intensive summer reading program each summer until the student scores at grade-level in reading on a summative assessment.

Exceptions to Post-Promotion Requirements

The following are good cause exceptions. Any student who meets one or more of the following good cause exceptions may be exempt from the promotion policy, the intensive summer reading program, and/or the intensive reading intervention requirements:

- A. The student is identified as a Limited-English Proficient student as per the definition included in this policy;
- B. The student has an individualized education plan (IEP) that indicates that neither taking the universal reading screener nor the State summative assessment in reading is appropriate for the student;
- C. The student scores as proficient in reading on the alternative Statewide standardized summative assessment;
- D. The student has an IEP or Section 504 plan under the Rehabilitation Act of 1973 that indicates that the student has received intensive intervention in reading for more than two (2) years if the student continues to demonstrate a

deficiency in reading and was previously retained in 5K, grades one, two, or three;

E. The student has received intensive reading interventions for two (2) or more school years, continues to demonstrate a deficiency in reading, and was previously retained in 5K, grades one, two, or three for a total of two (2) years.

Mid-Year Enrollment/Transfers

Any student who enrolls as a third-grade student late in the school term without any accompanying record of a personal reading plan shall be promoted to fourth grade under the criteria that the student did not have a personal reading plan in effect at the end of third grade.

If a student transfers into a school enrolled as a fourth-grade student and the provided records indicate the student may have met requirements to be retained in third grade (e.g., incomplete personal reading plan), the District shall provide all supports and services that the student would have otherwise received as a post-promotion requirement including intensive instructional services, progress monitoring and supports to remediate the identified areas of deficiency, parent notification, and an intensive summer reading program each summer until the pupil scores at grade-level in reading on a summative assessment.

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Legal 118.016(5), Wis. Stats.
 118.33(5m)(a), Wis. Stats.

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Book	Policy Manual
Section	0.2 For Board Consideration --Vol. 34, No. 1 Policies
Title	Copy of USE OF TOBACCO AND NICOTINE BY STUDENTS
Code	po5512 - Permissive language from American Lung Association regarding supportive disciplinary practices rather than just punitive measures. Also expanded definition of "tobacco product."
Status	
Adopted	February 19, 2014
Last Revised	June 17, 2024

5512 - USE OF TOBACCO AND NICOTINE BY STUDENTS

The Board recognizes that the use of tobacco products, as well as other nicotine delivery systems, such as electronic smoking devices, are a health, safety, and environmental hazard for students, staff, visitors, and school facilities. The Board is acutely aware of the serious health risks associated with the use of these products, both to users and non-users, and that their use or promotion on school grounds and at off-campus school-sponsored events is detrimental to the health and safety of students, staff, and visitors. The Board also believes accepting tobacco industry gifts or materials will send an inconsistent message to students, staff, and visitors.

It shall be a violation of this policy for any student of the District to possess, use, consume, display, promote, or sell any tobacco products, tobacco industry brand, tobacco-related devices, imitation tobacco products, or electronic smoking or vaping devices, regardless of content, including smoking as defined in this policy, at any time on school property or at off-campus, school-sponsored events. The Board authorizes the District Administrator to take reasonable measures related to the Board's expectation that the promotion and display of tobacco and related products on school property or at off-campus, school-sponsored events is prohibited.

It shall be a violation of this policy for the District to solicit or accept any contributions, gifts, money, curricula, or materials from the tobacco industry or from any tobacco products retailer. This includes, but is not limited to, donations, monies for sponsorship, advertising, promotions, loans, or support for equipment, uniforms, and sports and/or training facilities. It shall be a violation of this policy to participate in any type of service funded by the tobacco industry while in the scope of employment for the District.

Exceptions

It shall not be a violation of this policy for tobacco products, tobacco-related devices, imitation tobacco products, or lighters to be included in instructional or work-related activities in school buildings if the activity is conducted by a staff member or an approved visitor and the activity does not include smoking, chewing, or otherwise ingesting the product.

The prohibition on the use of other products containing nicotine, including, but not limited to, nicotine patches and nicotine gum may be removed when a parent or "adult" student provides documentation from a licensed medical practitioner that the student's use of non-tobacco nicotine products is being medically supervised for the cessation of a nicotine addiction and the student complies with Policy 5330 - Administration of Medication.

Instruction in the history and purpose of traditional tobacco that has been used as a part of faith and tradition in the Native American and American Indian communities is an exception to this policy. Nothing in this policy is intended to infringe upon the legitimate exercise of cultural beliefs or ceremonial representations. In the event of a potential conflict between the Board's policy prohibiting the use or possession of nicotine containing products and a student's exercise of cultural traditions, the administration shall consult with appropriate community representatives to apply this policy in a manner that respects such cultural significance.

[] Response to Policy Violations

~~[] Separate from disciplinary sanctions imposed for violations of this policy, the District shall address violations of this policy by students with the application of supportive disciplinary practices designed to promote recovery and reduction of tobacco and nicotine addictions and dependence. () See AG 5512 – Use of Tobacco and Nicotine by Students.~~

~~[] The District recognizes the use of in-school or out-of-school suspension for tobacco and nicotine addiction increases the likelihood of negative educational outcomes, and thereby () prohibits () discourages [END OF OPTION] exclusionary practices for students who violated this policy, including suspension and expulsion. () The participation in extra-curricular activities may not be withheld from the student unless required by outside organizations (i.e., WIAA sanctions minimum suspension policy).~~

Policy Specific Definitions

The term "any time" means during normal school and non-school hours: twenty-four (24) hours a day, seven (7) days a week.

The term "electronic smoking device" means any product containing or delivering nicotine, or any other substance, whether natural or synthetic, intended for human consumption through the inhalation of aerosol or vapor from the product. The term electronic smoking device includes, but is not limited to, devices manufactured, marketed, or sold as e-cigarettes, e-cigars, e-pipes, vape pens, mods, tank systems, JUUL, or under any other product name or descriptor. The term electronic smoking device includes any component part of a product, whether or not marketed or sold separately, including but not limited to e-liquids, e-juice, cartridges, and pods.

The term "imitation tobacco product" means any edible non-tobacco product designed to resemble a tobacco product, or non-edible, non-tobacco product designed to resemble a tobacco product that is intended to be used by children as a toy. Examples of imitation tobacco products include but are not limited to: candy or chocolate cigarettes, bubble gum cigars, shredded bubble gum resembling chewing tobacco, pouches containing flavored substances packaged similar to snuff, shredded beef jerky in containers resembling snuff tins, plastic cigars, and puff cigarettes.

The term "off-campus, school-sponsored event" means any event sponsored by the school or School District that is not on school property, including but not limited to, sporting events, day camps, field trips, entertainment seminars, dances or theatrical productions.

The term "school property" means all facilities and property, including land, whether owned, rented, or leased by the District, and all vehicles owned, leased, rented, contracted for, or controlled by the District used for transported students, staff and visitors.

The term "smoking" means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette or pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. This specifically includes marijuana and hemp plant derived substances, whether or not legally sold in Wisconsin, including CBD products (i.e., CBD oils, CBD gummies), Delta 8 THC, Delta 9 THC, Delta 10 THC, or any other variation or derivative thereof. "Smoking" for purposes of this policy also includes carrying or using an activated electronic smoking device, or ingesting products containing any of the referenced substances.

~~[] The term "supportive disciplinary practices" means disciplinary practices that incorporate opportunities for students to understand the root causes of their behavior, develop positive coping strategies, and support efforts to cease the problematic conduct. [END OF OPTION]~~

The term "tobacco product" means any product containing, made, or derived from tobacco or that contains nicotine, whether synthetic or natural, that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product, including but not limited to, cigarettes; electronic smoking devices; cigars; little cigars; cheroots; stogies; periques; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; pouches, snuff; snuff flour; cavendish; plug and twist tobacco; fine-cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco, and other kinds and forms of tobacco.

The term "tobacco products retailer" means retailers whose primary business is to sell tobacco and/or tobacco-related products.

The term "tobacco industry" means manufacturers, distributors, or wholesalers of tobacco products, electronic smoking devices, or tobacco-related devices; this includes parent companies and subsidiaries.

The term "tobacco industry brand" means any corporate name, trademark, logo, symbol, motto, selling message, recognizable pattern of colors, or any other indication of product identification identical or similar to those used for any brand of tobacco product, company, or manufacturer of tobacco products.

Revised 2/17/21
Revised 11/17/21
T.C. 10/18/22
Revised 5/24/23

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Legal 111.321, Wis. Stats.
 120.12(20), Wis. Stats.
 20 U.S.C. 6081 et seq.
 20 U.S.C. 7182

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Book	Policy Manual
Section	0.2 For Board Consideration --Vol. 34, No. 1 Policies
Title	Copy of DUE PROCESS RIGHTS
Code	po5611 - RESCIND - (CONTENTS ALREADY INCLUDED IN POLICY 5610 - SUSPENSION AND EXPULSION)
Status	
Adopted	February 19, 2014

~~5611 DUE PROCESS RIGHTS~~

~~The Board of Education recognizes the importance of safeguarding a student's constitutional rights, particularly when subject to the District's disciplinary procedures.~~

~~To better ensure appropriate due process is provided a student, the Board establishes the following guidelines:~~

~~A. Students subject to suspension:~~

~~The suspended student, and if a minor, the parent of the suspended minor student shall be given prompt notice of the suspension and the reason for the suspension. The student or the student's parents may within five (5) school days following the beginning of the suspension, have a conference with the District Administrator. This conference will serve as the opportunity for the student to respond to the charges against him/her. If the Administrator finds that the student was suspended unfairly or unjustly or that the student suffered undue consequences as the result of suspension, the student's record shall be expunged.~~

~~B. Students subject to expulsion:~~

~~Prior to expelling a student, the Board must hold a hearing. A student and his/her parent must be given written notice of the intention to expel and the reasons therefor, at least five (5) days prior to the date of the hearing. The hearing is the opportunity for the student and his/her parent to appear with a representative or legal counsel before the Board to answer the charges. The Board will keep written minutes of the hearing. The hearing will be closed. The student and/or his/her parent may appeal the expulsion consistent with Chapter 120.13, Wis. Stats.~~

~~The District Administrator shall establish procedures to ensure that all members of the staff use the above guidelines when dealing with students. In addition, this statement of due process rights should be placed in all student handbooks in a manner that will facilitate understanding by students and their parents.~~

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Book Policy Manual
Section 0.2 For Board Consideration --Vol. 34, No. 1 Policies
Title Copy of STUDENT COMPLAINTS
Code po5710 - RESCIND - ALREADY ADDRESSED IN POLICIES ON BULLYING AND HARASSMENT AND POLICY 9130 - PUBLIC REQUESTS, SUGGESTIONS OR COMPLAINTS.
Status
Adopted February 19, 2014
Last Revised November 20, 2019

~~5710 STUDENT COMPLAINTS~~

~~The Board recognizes that, as citizens, students have the right to request redress of complaints. Further, the Board believes that the inculcation of respect for lawful procedures is an important part of the educational process. Accordingly, individual and group complaints should be provided for and appropriate appeal procedures implemented.~~

~~The Board or its employees will hear the complaints of the students of this District provided that such complaints are made according to procedures established by the District Administrator. Multiple policies provide complaint procedures available to students which include but may not be limited to:~~

- ~~A. Policy 5517.01 Bullying;~~
- ~~B. Policy 2260.01 Section 504/ADA Prohibition Against Discrimination Based on Disability;~~
- ~~C. Policy 2260 Nondiscrimination and Access to Equal Educational Opportunity;~~
- ~~D. Policy 5517 Student Anti Harassment; and~~
- ~~E. Policy 9130 Public Requests, Suggestions, or Complaints.~~

~~If a student has a complaint which does not appear to fit any of the above categories or another adopted policy of the Board, the student should present the complaint to the student's Principal or the District Administrator for review and response.~~

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Legal 118.13 Wis. Stats.
P.I. 9, 41, Wis. Adm. Code
Fourteenth Amendment, U.S. Constitution
20 U.S.C. 1681, Title IX of Education Amendments Act
20 U.S.C. 1701 et seq., Equal Educational Opportunities Act of 1974
29 U.S.C. 794, Rehabilitation Act of 1973
42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990
42 U.S.C. 2000 et seq., Civil Rights Act of 1964

Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services, Department of Education, Office of Civil Rights, 1979

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Book Policy Manual
Section 0.2 For Board Consideration --Vol. 34, No. 1 Policies
Title Copy of BUDGET IMPLEMENTATION
Code po6231 - Clarifies fund balance expenditures and adjustments to current year budgets.
Status
Adopted February 19, 2014
Last Revised June 16, 2021

6231 - BUDGET IMPLEMENTATION

The Board of Education places the responsibility of administering the budget, once adopted, with the District Administrator. S/He may consult with the Board President when major purchases are considered and shall keep the Board informed as to problems or concerns as the budget is being implemented.

The District Administrator is authorized to proceed with making financial commitments, purchases, and other expenditures within limits provided in the Board-approved budget, limitations stated in Board policies, and within legal authority expressed in State statutes.

Listings of expenditures, appropriate financial reports, and budget comparison reports shall be submitted monthly to the Board to keep members informed as to the status of the budget and overall financial condition of the District. Once each month, the Board minutes shall include a statement of the receipts and expenditures in the aggregate.

If, during the fiscal year, it appears to the District Administrator that actual revenues are less than estimated revenues, including the available equity upon which the appropriations from the fund were based, the District Administrator shall present to the Board recommended amendments to the budget that will prevent unplanned expenditures from exceeding revenues Fund Balance reserves. S/HeThe District Administrator shall ensure that such recommendations shall be in accordance with requirements of the law and provisions of negotiated agreements. Such budget amendments must be approved by a two-thirds (2/3's) affirmative vote of the entire membership of the Board.

T.C. 6/16/21

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Legal 66.0607(7), 120.11(4) Wis. Stats.

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Book Policy Manual
Section 0.2 For Board Consideration --Vol. 34, No. 1 Policies
Title Copy of FUND BALANCE
Code po6235 - Rationale and options added for management of fund balance.
Status
Adopted February 19, 2014

6235 - FUND BALANCE

Fund Balance Purpose and Goals:

The Board of Education recognizes the need to maintain an adequate fund balance to meet cash flow needs during the school year. It is especially important to maintain an adequate amount for operational purposes during the time that the final tax revenues from the previous year are received in August and new tax receipts are received in January. In addition, a healthy fund balance may be used to limit short term borrowing, be accessible for one-time expenditures/purchases and help maintain a favorable credit rating to reduce borrowing costs for future referendum or other borrowing purposes.

The general goal for the fund balance is to maintain an amount that may alleviate the need to short-term borrow. The fund balance should only be used for one-time purposes such as emergency repairs, or any other non-recurring expenditures approved by the Board, and to demonstrate financial stability to preserve or enhance the District's bond rating, thereby lowering debt issuance costs.

Financial Disclosures:

The District shall report its fund balance in accordance with generally accepted accounting principles. The District shall classify fund balance into the following categories: Non-Spendable, Restricted, Committed, Assigned, Unassigned.

Categories such as inventories (e.g. food service), prepaid expenses, long-term receivables, scholarship dollars and any amounts that are contractually committed may be classified as non-spendable.

The fund balance for the spendable portions (Restricted, Committed, Assigned and Unassigned) of the Special Revenue Trust Fund, Debt Service Fund, Capital Projects Fund, Food Service Fund and the Community Service Fund shall be designated as Restricted.

In the event that the Board may want to commit funds from the fund balance to a specific purpose, they may do so by a majority vote during a posted and open meeting. Committed funds shall be used exclusively for the specific purpose unless the Board decides to change the commitment.

The assigned nature of the fund balance represents an amount that is for a specific purpose. However the intent or decision can be made by the governing body or by an official that acts as the body's designated authority. For example, if an emergency repair is needed, the fund balance may be assigned for the purpose of remedying that repair.

The District Administrator is authorized to assign fund balances. The Board directs the District Administrator to assign fund balance, to the extent that it is used to maintain case flow needs and an amount necessary to cover the cost of unsettled labor agreements.

Unassigned fund balance amounts are available for any purpose, and if the general fund has available resources that are not of the other four (4) categories, it shall be deemed unassigned.

For any fund where the current year results in expenditures exceeding revenues, the deficit will first reduce unassigned fund balance, then assigned fund balance and finally to committed fund balance until exhausted.

If during the fiscal year, it appears to the District Administrator that the fund balance will be less than estimated, the District Administrator will bring forward for Board consideration recommendations that will protect the fund balances. Such recommendations shall be in accordance with the requirements of the law.

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Book Policy Manual
Section 0.2 For Board Consideration --Vol. 34, No. 1 Policies
Title Copy of PETTY CASH
Code po6620 - Simplified language and option added for cash fund limit
Status
Adopted February 19, 2014

6620 - PETTY CASH

The Board of Education recognizes the convenience afforded the day-by-day operation of the schools by the establishment of one (1) or more petty cash funds. The Board shall require the imposition of such District Administrator shall be responsible for the implementation and maintenance of such controls as will and procedures to prevent abuse of such petty cash funds.

~~Each custodian of a petty cash fund shall ensure that the funds in his/her care shall be disbursed only for minor expenditures not readily deferred. No petty cash fund may be used to circumvent the purchasing procedures required by law and the policies of this Board. () No petty cash fund shall exceed \$ _____ unless approved by the Board. [END OF OPTION] A request for petty cash funds must be made in writing, be signed by the person making the request, and include such supporting documentation as may be appropriate. The petty cash box must be secured daily.~~

~~The custodian of each petty cash fund shall prepare a schedule of disbursements when the funds available in petty cash have declined to less than twenty five percent (25%) of the full amount authorized and shall show the disbursements by line account numbers. The custodian shall submit the schedule to the District Administrator with a voucher requesting replenishment in like amount.~~

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Book Policy Manual
Section 0.2 For Board Consideration --Vol. 34, No. 1 Policies
Title Copy of MAINTENANCE
Code po7410 - Terminology updated and clarified.
Status
Adopted February 19, 2014

7410 - MAINTENANCE

The Board of Education recognizes that the fixed capital assets of this District represent a significant investment of this community and their maintenance of those assets is of prime concern to the Board.

The Board directs the conduct of a continuous program of inspection, maintenance, and rehabilitation for the preservation of all school buildings and equipment, and District grounds. Wherever possible and feasible, maintenance shall be preventive.

The District Administrator shall develop, for implementation within budget allocations approved by the Board by the custodial and maintenance staff, a maintenance program which that shall include:

- A. a regular summer program of facilities repair and conditioning;
- B. repair or replacement of equipment or facilities for energy conservation, safety, or other environmental factors.

The District Administrator shall develop and promulgate provide to the custodial and maintenance staff such administrative guidelines as may be necessary for the ongoing maintenance and good order of the physical plant and for the expeditious repair of those conditions which threaten the safety of the occupants or the integrity of the plant. **[END OF OPTION]**

Such guidelines are to include provision for Handicapped Parking Disabled parking spaces and signs which conform to conformance with State law, shall be provided where deemed necessary.

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Book Policy Manual
Section 0.2 For Board Consideration --Vol. 34, No. 1 Policies
Title Copy of SAFETY STANDARDS
Code po7430 - Clarify the information that should be provided to the Board
Status
Adopted February 19, 2014
Last Revised November 17, 2021

7430 - **SAFETY STANDARDS**

The Board believes that the employees and students of this District, as well as visitors, are entitled to function in an environment as free from hazards as can reasonably be provided. In this regard and in accordance with law, the Board will provide reasonable and adequate protection to the lives, safety, and health of its employees.

The District Administrator shall be responsible for the maintenance of standards in the facilities to prevent accidents and to minimize their consequences. ~~S/He~~The District Administrator shall designate an employee who shall conduct periodic audits of health and safety conditions within the facilities of the District in accordance with the Federal OSHA standards adopted by the State, and take appropriate action on any violations ~~thereof~~ discovered during such audits. Reports of violations and remediation actions shall be provided to the District Administrator who shall keep the Board informed of significant issues.

In the event an inspection is made by a representative of the State and a violation is indicated on the inspection report, the District Administrator shall report the ~~results thereof~~ violation(s) and corrective action(s) to the Board no later than at the meeting following the receipt of the State report.

TC 11/17/21

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Legal 101.055, Wis. Stats.

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Book	Policy Manual
Section	0.2 For Board Consideration --Vol. 34, No. 1 Policies
Title	Copy of FACILITY SECURITY
Code	po7440 - Clarifies law enforcement contact and removes optional language
Status	
Adopted	February 1, 2014
Last Revised	June 17, 2024

7440 - FACILITY SECURITY

Promoting the safety of students, staff, and others in the school buildings, as well as providing for the protection of the significant financial investment in the District's buildings is a critical function of the Board. Proper safety measures are to be implemented to protect those who use the buildings and to protect the buildings and equipment owned by the Board from theft and vandalism in order to maintain the optimum conditions for carrying out the educational program.

The District Administrator shall develop and supervise the District's School Safety Plan, in compliance with State and Federal laws, as described in Policy 8420 - School Safety.

~~Every effort shall be made to~~ Law enforcement ~~shall~~ may be contacted and District officials ~~shall~~ will fully cooperate with law enforcement's efforts to apprehend those who knowingly cause ~~serious~~ physical harm to students, staff, visitors, and Board property and to ~~require~~ request prosecution of those who bring harm to persons and/or property.

The Board authorizes the District Administrator to conduct searches of non-student visitors or vehicles on school property when there is a reasonable suspicion of violation of the law or school rules, and the search is reasonable in scope related to the objectives of the search and not excessively intrusive.

~~Appropriate authorities may be contacted in the case of serious offenses.~~

The District Administrator is authorized to utilize metal detectors (e.g., walk through detectors and hand-held wands), video surveillance/electronic monitoring equipment, and other security devices on school property in order to protect the health, welfare, and safety of students, staff, visitors and Board property in school buildings and on District property.

The District Administrator shall report to the Board no later than the next regular Board meeting, any significant incident involving vandalism, theft, personal safety or other security risks and the measures being taken to address the situation.

Public Access to School Facilities

The Board expects that during regular school hours only students and school staff need to be present in the school building. The Board also acknowledges that there will be times during the instructional day that members of the public, including parents, invited guests, or other individuals will for appropriate and legitimate reasons require entry into a school facility. In such cases, the following guidelines shall be followed:

- A. All exterior doors to every school building shall be locked during the instructional day, preventing entry into the building and all visitors to the school building during those times will be directed to two (2) entrances into the building. These entrances shall be the entrance closest to each of the school offices. Visitors must identify themselves and the purpose of their visit to the school through the intercom system.
- B. All persons other than students and building staff shall check in with the main office of the building and shall complete a visitor log. Each visitor shall be given a visitor tag that shall be worn at all times while in the building.

C. All visitors are expected to sign out prior to departing the building.

Any visitor to the school may be refused entry or asked to leave the building at any time if the building administrator or event supervisor determines that the visitor's presence is disruptive or is likely to become disruptive to the educational environment, including all school-sponsored events, or for other safety or security reasons. If a visitor refuses to leave upon request by the building administrator or event supervisor, the building administrator or event supervisor shall contact the school resource officer or local law enforcement as appropriate. No staff member should attempt to physically remove a visitor unless the visitor poses an imminent safety threat.

Failure to follow the requirements above when entering or remaining in school facilities may be subjected to a fine not exceeding \$1,000. In circumstances tending to provoke a disturbance of the peace, persons may be fined not more than \$10,000 or imprisoned not more than ninety (90) days.

Any school staff member that witnesses a visitor in the school building who is not wearing a visitor tag as required shall report the visitor's presence to the school office. In the event the school office does not have a record of such visitor properly checking in, the office staff shall immediately contact an Administrator or, if an Administrator is not available, the school resource officer, if applicable, or appropriate law enforcement.

Parents as Visitors

The Board encourages parental involvement in the education of students in the District. For this reason, it is important to facilitate the involvement of parents in school activities and the educational process while at the same time preserving the integrity of the educational environment for all students. As a balance, the Board adopts the following requirements for parents visiting the school during the instructional day.

Parents, like any other visitor, shall check in at the main office in the same fashion as a visitor.

Parents **that who** do not follow these guidelines or whose presence is disruptive to the educational environment may be asked to leave the building by the Building Administrator. Any decision to permanently restrict access of a parent may only be made by the District Administrator due to repeated failure to follow rules causing a disruption to the educational environment or for overt threats of harm or actual physical contact with any staff or student.

Court Imposed Restrictions

In any case in which an individual is the subject of a court order restricting the individual's presence at a school building, including any restrictions on the individual's physical proximity to an individual that is a student or staff member at the school facility, the Building Administrator shall inform staff of the situation and if any staff member sees the individual on school premises that staff member shall immediately contact the main office.

Sex Offenders on School Property

Any person **that who** is a registered sex offender under Wisconsin Law is required to notify the District Administrator of the specific date, time and place of the person's visit to any school facility and must notify the District Administrator of their status as a registered sex offender.

Parents of students enrolled in the District must notify the District Administrator of their status as a registered sex offender and that they have a child enrolled in the District. Notification must occur at the beginning of each school year or at the time the individual is required to register or whenever the child is first enrolled, whichever occurs first.

Notification requirements do not apply if the person will be on school grounds to vote in an election or to attend a non-school sponsored event occurring on the school grounds.

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Revised 4/17/19
Revised 11/20/19
Revised 5/24/23
T.C. 10/25/23

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175.32(2), (3), Wis. Stat.

301.475, Wis. Stat.

State v. Vang, 2018 AP 1730 (Ct. App. 2021), pet. rev. denied.

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Book	Policy Manual
Section	0.2 For Board Consideration --Vol. 34, No. 1 Policies
Title	Copy of SMART MONITORING EQUIPMENT
Code	po7440.02 - Updated title to reflect current technology and definition to reflect the same
Status	
Adopted	October 25, 2023

7440.02 - SMART SENSOR AND MONITORING EQUIPMENT TECHNOLOGY

In order to protect students and faculty, promote security and protect the health, welfare and safety of students, staff and visitors, the Board authorizes the use of smart sensor and electronic monitoring equipment on school property, and in school buildings and school buses. Smart sensor and monitoring technology uses devices that can sense, collect, and process a variety of environmental information. Information obtained through smart sensor devices may be used to identify intruders and persons breaking the law, Board policy, or the Student Code of Conduct (i.e., it may be used as evidence in disciplinary actions and criminal proceedings).

The monitoring of actions and behavior of individuals who come onto school property is a significant factor in maintaining order and discipline and protecting students, staff, visitors, and school and student property. Smart sensor monitoring systems serve to complement other means being employed in the District to promote and foster a safe and secure teaching and learning environment for students and staff. The Board recognizes that the use of a smart sensor monitoring system does not replace the need for the ongoing vigilance of the school staff assigned by the building principal to monitor and supervise the school building. Rather, the smart sensor monitoring system serves as an appropriate and useful tool with which to augment or support the in-person supervision provided by staff. The building principal is responsible for verifying that due diligence is observed in maintaining general campus safety and security.

The District Administrator is responsible for determining where to install and operate fixed-location smart sensor monitoring equipment in the District. The determination of where and when to use smart sensor equipment will be made in a nondiscriminatory manner. Smart sensor equipment may be placed in designated areas in school buildings (e.g., school hallways, restrooms, classrooms, locker rooms, entryways, the front office where students, employees, and visitors are permitted to freely come and go, gymnasiums, cafeterias, libraries).

Any person who takes action to block, move, or alter the location of a smart sensor shall be subject to disciplinary action.

Any information obtained from smart sensor monitoring systems may only be used to support the orderly operation of the ~~School~~ District's schools and facilities, and for law enforcement purposes, and not for any other purposes. As such, information obtained through the use of smart sensor equipment may be used as evidence in any disciplinary proceedings, administrative proceedings or criminal proceedings, subject to Board policy and ~~regulations~~ administrative guidelines.

Smart sensor technology is to be implemented in accordance with this policy and ~~the any~~ related guidelines. The Board will not accept or tolerate the improper use of smart sensor ~~equipment and monitoring technology~~ and will take appropriate action in any cases of wrongful use of ~~this policy~~ such technology.

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Book	Policy Manual
Section	0.2 For Board Consideration --Vol. 34, No. 1 Policies
Title	Copy of STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY
Code	po7540.03 - Reflects new requirement by FCC regarding acceptable use for districts that receive e-rate funding
Status	
Adopted	February 19, 2014
Last Revised	February 17, 2021

7540.03 - **STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY**

Technology has fundamentally altered the ways in which information is accessed, communicated, and transferred in society. As a result, educators are continually adapting their means and methods of instruction, and the way they approach student learning to incorporate the vast, diverse, and unique resources available through the Internet. The Board provides technology resources (as defined in Bylaw 0100 - **Definitions**) to support the educational and professional needs of its students and staff. With respect to students, District Technology Resources afford them the opportunity to acquire the skills and knowledge to learn effectively and live productively in a digital world. The Board provides students with access to the Internet for limited educational purposes only and utilizes online educational services/apps to enhance the instruction delivered to its students. The District's computer network and Internet system do not serve as a public access service or a public forum, and the Board imposes reasonable restrictions on its use consistent with its limited educational purpose.

The Board regulates the use of District technology resources by principles consistent with applicable local, State, and Federal laws, the District's educational mission, and articulated expectations of student conduct as delineated in the Student Code of Conduct. This policy and its related administrative guidelines and the Student Code of Conduct govern students' use of District Technology Resources and students' personal communication devices when they are connected to the District computer network, Internet connection, and/or online educational services/apps, or when used while the student is on Board-owned property or at a Board-sponsored activity (see Policy 5136 - **Personal Communication Devices**).

Users are required to refrain from actions that are illegal (such as libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, and the like) or unkind (such as personal attacks, invasion of privacy, injurious comment, and the like). Because its Technology Resources are not unlimited, the Board has also instituted restrictions aimed at preserving these resources, such as placing limits on use of bandwidth, storage space, and printers.

Users have no right or expectation to privacy when using District Technology Resources (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity when using the District's computer network and/or Internet connection).

The Board may not be able to technologically limit access to services through its technology resources to only those that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, opens classrooms and students to electronic information resources that may not have been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures, that protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act.⁸⁰ At the discretion of the Board or the District Administrator, the technology protection measures may be configured to protect against access to other material considered inappropriate for

students to access. The technology protection measures may not be disabled at any time that students may be using the District technology resources, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

The Board utilizes software and/or hardware to monitor online activity of students and to block/filter access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. "Harmful to minors" is a term defined by the Communications Act of 1934 (47 U.S.C. 254(h)(7)) as any picture, image, graphic image file, or other visual depiction that:

- A. taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
- B. depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals;
- C. taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

At the discretion of the Board or the District Administrator, the technology protection measure may be configured to protect against access to other material considered inappropriate for students to access. The technology protection measure may not be disabled at any time that students may be using the District technology resources, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

The District Administrator or Technology Coordinator may temporarily or permanently unblock access to websites or online educational services/apps containing appropriate material if access to such sites has been inappropriately blocked by the technology protection measure. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measure.

The District Administrator, principal, or Technology Coordinator may disable the technology protection measure to enable access for bona fide research or other lawful purposes.

Parents are advised that a determined user may be able to gain access to services and/or resources on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents may find inappropriate, offensive, objectionable or controversial. Parents of minors are responsible for setting and conveying the standards that their children should follow when using the Internet.

Pursuant to Federal law, students shall receive education about the following:

- A. safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications;
- B. the dangers inherent with the online disclosure of personally identifiable information;
- C. the consequences of unauthorized access (e.g., "hacking", "harvesting", "digital piracy", "data mining", etc.), cyberbullying, and other unlawful or inappropriate activities by students online;
- D. unauthorized disclosure, use, and dissemination of personally identifiable information regarding minors.

Staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above. Furthermore, staff members will monitor the online activities of students while at school.

Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.

Building Principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of District technology resources. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social media, including in chat rooms, and cyberbullying awareness and response. All users of District technology resources (and their parents if they are minors) are required to confirm their agreement to abide by the terms and conditions of this policy any accompanying guidelines by during the annual student registration process.

{Drafting Note: If the District participates in the Federal Universal Service E-Rate Program for Schools, the Federal Communications Commission (FCC) requires the following language be included in your acceptable use policy.}

{ } Off premises use of E-Rate supported technology must be primarily for an educational purpose that is integral, immediate, and proximate to the education of students.

Students will be assigned a school email account that they are required to utilize for all school-related electronic communications, including those to staff members, peers, and individuals and/or organizations outside the District with whom they are communicating for school-related projects and assignments. Further, as directed and authorized by their teachers, they shall use their school-assigned email account when signing-up/registering for access to various online educational services, including mobile applications/apps that will be utilized by the student for educational purposes.

Students are responsible for good behavior when using District technology resources - i.e., behavior comparable to that expected of students when they are in classrooms, school hallways, and other school premises and school-sponsored events. Communications on the Internet are often public in nature. The Board does not approve any use of its technology resources that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines.

Students may only use District technology resources to access or use social media if it is done for educational purposes in accordance with their teacher's approved plan for such use.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users are personally responsible and liable, both civilly and criminally, for uses of District technology resources that are not authorized by this policy and its accompanying guidelines.

The Board designates the District Administrator and principals as the administrator(s) responsible for initiating, implementing, and enforcing this policy and any accompanying guidelines as they apply to students' use of District technology resources.

Revised 2/19/15
Revised 4/17/19
Revised 11/9/20
T.C. 2/17/21

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Legal	H.R. 4577, P.L. 106-554, Children's Internet Protection Act of 2000
	47 U.S.C. 254(h), (1), Communications Act of 1934, as amended
	20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended
	18 U.S.C. 2256
	18 U.S.C. 1460
	18 U.S.C. 2246
	47 C.F.R. 54.500
	47 C.F.R. 54.501
	47 C.F.R. 54.502
	47 C.F.R. 54.503
	47 C.F.R. 54.504
	47 C.F.R. 54.505
	47 C.F.R. 54.506
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Last Modified by Dave Laehn on April 4, 2025



Book	Policy Manual
Section	0.2 For Board Consideration --Vol. 34, No. 1 Policies
Title	Copy of STAFF TECHNOLOGY ACCEPTABLE USE AND SAFETY
Code	po7540.04 - Legal compliance if district receives Federal E-Rate funds through the Universal Service Program.
Status	
Adopted	February 19, 2014
Last Revised	October 25, 2023

7540.04 - **STAFF TECHNOLOGY ACCEPTABLE USE AND SAFETY**

Technology has fundamentally altered the ways in which information is accessed, communicated, and transferred in society. As a result, educators are continually adapting their means and methods of instruction, and the way they approach student learning to incorporate the vast, diverse, and unique resources available through the Internet. The Board provides Technology and Information Resources (as defined by Bylaw 0100 - Definitions) to support the educational and professional needs of its staff and students. The Board provides staff with access to the Internet for limited educational purposes only and utilizes online educational services/apps to enhance the instruction delivered to its students and to facilitate the staff's work. The District's computer network and Internet system do not serve as a public access service or a public forum, and the Board imposes reasonable restrictions on its use consistent with its limited educational purpose.

The Board regulates the use of District Technology and Information Resources by principles consistent with applicable local, State, and Federal laws, and the District's educational mission. This policy and its related administrative guidelines, and Policy 7544 - Use of Social Media and any applicable employment contracts govern the staff's use of the District's computers, laptops, tablets, personal communication devices (as defined by Policy 7540.02 - Web Content, Apps, and Services), when they are connected to the District computer network, Internet connection, and/or educational services/apps.

Users are required to refrain from actions that are illegal (such as libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, and the like) or unkind (such as personal attacks, invasion of privacy, injurious comment, and the like). Because its Technology Resources are not unlimited, the Board has also instituted restrictions aimed at preserving these resources, such as placing limits on the use of bandwidth, storage space, and printers.

Users have no right or expectation to privacy when using District Technology and Information Resources (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity when using the District's computer network and/or Internet connection).

Staff members are expected to utilize District technology and information resources to promote educational excellence in our schools by providing students with the opportunity to develop the resource sharing, innovation, and communication skills and tools that are essential to both life and work. The Board encourages the faculty to develop the appropriate skills necessary to effectively access, analyze, evaluate, and utilize these resources to enrich educational activities. The instructional use of the Internet and online educational services will be guided by the Board's Policy 2521 - Selection of Instructional Materials and Equipment.

The Internet is a global information and communication network that provides a valuable education and information resources to our students. The Internet connects computers and users in the District with computers and users worldwide. Through the Internet, students and staff can access relevant information that will enhance their learning and the education process. Further, District technology and resources provide students and staff with the opportunity to communicate with other people from throughout the world. Access to such a vast quantity of information and resources brings with it, however, certain unique challenges.

The Board may not be able to technologically limit access to services through its technology resources to only those that have been authorized for the purpose of instruction, study, and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, opens classrooms and students to electronic information resources that may not have been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures, that protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act. At the discretion of the Board or District Administrator, the technology protection measures may also be configured to protect against access to other material considered inappropriate for students to access. The Board also utilizes software and/or hardware to monitor online activity of staff members to restrict access to child pornography and other material that is obscene, objectionable, inappropriate, and/or harmful to minors. The technology protection measures may not be disabled at any time that students may be using the District's technology resources if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any staff member who attempts to disable the technology protection measures without express written consent of an appropriate administrator will be subject to disciplinary action, up to and including termination.

The Board utilizes software and/or hardware to monitor online activity of staff and to block/filter access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. "Harmful to minors" is a term defined by the Communications Act of 1934 (47 U.S.C. 254 (h)(7)) as any picture, image, graphic image file, or other visual depiction that:

- A. taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
- B. depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals;
- C. taken as a whole, lacks serious literary, artistic, political, or scientific value to minors.

The District Administrator or Technology Director may temporarily or permanently unblock access to websites or online educational services/apps containing appropriate material if access to such sites has been inappropriately blocked by the technology protection measures. The determination of whether the material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measures. The District Administrator or Technology Director may disable the technology protection measure to enable access for bona fide research or other lawful purposes for staff or students aged seventeen (17) or older.

Staff members will participate in professional development programs in accordance with the provisions of this policy. Training shall include:

- A. the safety and security of students while using e-mail, chat rooms, social networking sites and other forms of direct electronic communications;
- B. the inherent danger of students disclosing personally identifiable information online;
- C. the consequences of unauthorized access (e.g., "hacking", "harvesting", "digital piracy", "data mining", etc.), cyberbullying and other unlawful or inappropriate activities by students or staff online; and
- D. unauthorized disclosure, use, and dissemination of personally identifiable information regarding minors.

Furthermore, staff members shall provide instruction for their students regarding the appropriate technology use and online safety and security as specified above, and staff members will monitor students' online activities while at school.

Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.

The disclosure of personally identifiable information about students online is prohibited.

Building Principals are responsible for providing training so that Staff users of District technology resources under the Principal's are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of the District technology resources. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social media, including chat rooms and cyberbullying awareness and response. All users of District technology resources are required confirm their agreement to abide by the terms and conditions of this policy and any accompanying guidelines by signing a written agreement. Pursuant to Policy 7540.06 - District-Issued Staff E-Mail Account, staff and Board members using the District's e-mail system shall acknowledge their review of, and intent to comply with, the District's policy on acceptable use of District-issued email accounts.

~~{Drafting Note: If the District participates in the Federal Universal Service E-Rate Program for Schools, the Federal Communications Commission (FCC) requires the following language be included in your acceptable use policy.}~~

~~{ } Off premises use of E-Rate supported technology must be primarily for an educational purpose that is integral, immediate, and proximate to the education of students.~~

Staff will be assigned a school email address that they are required to utilize for all school-related electronic communications, including those to students, parents and other constituents, fellow staff members, and vendors or individuals seeking to do business with the District.

With prior approval from the District Administrator or Principal, staff may direct students who have been issued school-assigned email accounts to use those accounts when signing-up/registering for access to various online educational services, including mobile applications/apps that will be utilized by the students for educational purposes under the teacher's supervision.

Staff members are responsible for good behavior when using District technology and information resources - i.e., behavior comparable to that expected when they are in classrooms, school hallways, and other school premises and school-sponsored events. Communications on the Internet are often public in nature. The Board does not approve any use of the technology and information resources that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines and Policy 7544.

Staff members' use of District technology resources to access or use social media is to be consistent with Policy 7544 and its accompanying guideline.

An employee's personal or private use of social media may have unintended consequences. While the Board respects its employees' First Amendment rights, those rights do not include permission to post inflammatory comments that could compromise the District's mission, undermine staff relationships, or cause a substantial disruption to the school environment. This warning includes staff members' online conduct that occurs off school property including from the employee's personal computer. Postings to social media should be done in a manner sensitive to the staff member's professional responsibilities.

General school rules for behavior and communication apply.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users are personally responsible and liable, both civilly and criminally, for uses of District technology and information resources that are not authorized by this policy and its accompanying guidelines.

The Board designates the District Administrator and the Principal as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to staff members' use of District technology and information resources.

In addition, Federal and State confidentiality laws forbid schools and their employees from using or disclosing student education records without parental consent. See Policy 8330 - Student Records. Education records include a wide variety of information; posting personally identifiable information about students is not permitted. Staff members who violate State and Federal confidentiality laws or privacy laws related to the disclosure of confidential employee information may be disciplined.

Staff members retain rights of communication for collective bargaining purposes and union organizational activities.

Revised 2/19/15
Revised 11/9/20
T.C. 2/17/21
T.C. 10/25/23

Legal

P.L. 106-554, Children's Internet Protection Act of 2000
47 U.S.C. 254(h, 1), Communications Act of 1934, as amended
20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended (2003)
18 U.S.C. 2256
18 U.S.C. 1460
18 U.S.C. 2246
20 U.S.C. 6777
20 U.S.C. 9134 (2003)
47 C.F.R. 54.500
47 C.F.R. 54.501
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47 C.F.R. 54.523

Last Modified by Dave Laehn on April 4, 2025



Book	Policy Manual
Section	0.2 For Board Consideration --Vol. 34, No. 1 Policies
Title	Copy of DISTRICT-ISSUED STUDENT E-MAIL ACCOUNT
Code	po7540.07 - Prohibits using student issued email to access personal third party accounts such as X, Facebook, Instagram without principal permission.
Status	
Adopted	April 17, 2019
Last Revised	April 18, 2022

7540.07 - DISTRICT-ISSUED STUDENT E-MAIL ACCOUNT

Students assigned a school email account are required to utilize it for all school-related electronic communications, including those to staff members and individuals and/or organizations outside the District with whom they are communicating for school-related projects and assignments. Further, as directed and authorized by their teachers, they shall use their school-assigned email account when signing-up/registering for access to various online educational services, including mobile applications/apps that will be utilized by the student for educational purposes.

This policy and any corresponding guidelines serve to establish a framework for student's proper use of e-mail as an educational tool.

Personal e-mail accounts on providers other than the District's e-mail system may be blocked at any time if concerns for network security, SPAM, or virus protection arise. Students are expected to exercise reasonable judgment and prudence and take appropriate precautions to prevent viruses from entering the District's network when opening or forwarding any e-mails or attachments to e-mails that originate from unknown sources.

~~[] Students are prohibited from using any District issued email address, or password for the District issued email account, for personal accounts in third party services (e.g., Facebook, X, Instagram, Pinterest, YouTube, etc.) () without authorization from the Principal [END OF OPTION]. [END OF OPTIONAL SENTENCE]~~

Students shall not send or forward mass e-mails, even if educationally-related, without prior approval of their classroom teacher or the Principal.

Students may join list serves or other e-mail services (e.g. RSS feeds) that pertain to academic work, provided the emails received from the list serves or other e-mail services do not become excessive. If a student is unsure whether they have adequate storage or should subscribe to a list serves or RSS feed, the student should discuss the issue with a classroom teacher, the building principal or the District's Technology Director. The Technology Director is authorized to block e-mail from list serves or e-mail services if the e-mails received by the student becomes excessive.

~~Students are encouraged to keep their inbox and folders organized by regularly reviewing e-mail messages and purging e-mails once they are read and no longer needed for school.~~

Unauthorized E-mail

The Board does not authorize the use of its Technology Resources, including its computer network ("network"), to accept, transmit, or distribute unsolicited bulk e-mail sent through the Internet to network e-mail accounts. In addition, Internet e-mail sent, or caused to be sent, to or through the network that makes use of or contains invalid or forged headers, invalid or non-existent domain names, or other means of deceptive addressing will be deemed to be counterfeit. Any attempt to send or cause such counterfeit e-mail to be sent to or through the network is unauthorized. Similarly, e-mail that is relayed from any third party's e-mail servers without the permission of that third party, or which employs similar techniques to hide or obscure the source of the e-mail, is also an unauthorized use of the network. The Board does not authorize the

harvesting or collection of network e-mail addresses for the purposes of sending unsolicited e-mail. The Board reserves the right to take all legal and technical steps available to prevent unsolicited bulk e-mail or other unauthorized e-mail from entering, utilizing, or remaining within the network. Nothing in this policy is intended to grant any right to transmit or send e-mail to, or through, the network. The Board's failure to enforce this policy in every instance in which it might have application does not amount to a waiver of its rights.

Unauthorized use of the network in connection with the transmission of unsolicited bulk e-mail, including the transmission of counterfeit e-mail, may result in civil and criminal penalties against the sender and/or possible disciplinary action.

Authorized Use and Training

Pursuant to Policy 7540.03 - **Student Technology Acceptable Use and Safety**, students using the District's e-mail system shall acknowledge their review of, and intent to comply with, the District's policy on acceptable use and safety.

T.C. 4/18/22

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Last Modified by Dave Laehn on April 4, 2025



Book	Policy Manual
Section	0.2 For Board Consideration --Vol. 34, No. 1 Policies
Title	Copy of VOLUNTEERS
Code	po8120 - Statutory requirement that background check must be done on Board members who volunteer
Status	
Adopted	August 20, 2015
Last Revised	June 17, 2024

8120 - VOLUNTEERS

The Board recognizes that certain programs and activities can be enhanced through the use of volunteers who have particular knowledge or skills that will be helpful to members of the staff responsible for the conduct of those programs and activities.

The District Administrator shall be responsible for recruiting community volunteers, reviewing their capabilities, and making appropriate placements. The District Administrator shall not be obligated to make use of volunteers whose abilities are not in accord with District needs.

~~**{Drafting Note: If the District allows Board members to be volunteers consistent with 120.20, Wis. Stats., a background check must be completed before the Board member begins volunteering.}**~~

Board members (↔) and any other individuals who volunteer to work in the schools **[END OF OPTION]** must submit to a criminal history records and background check before being allowed to participate in any activity or program.

~~Any volunteer who works with or has access to students shall submit to a criminal history records check, prior to being allowed to participate in any activity or program.~~

~~Any volunteer who works with or has access to students shall be screened through the Internet site for the Sex Offenders Registry (SOR) list prior to being allowed to participate in any activity or program.~~

A Board member may serve as a volunteer coach or supervisor of an extra-curricular activity if the provisions of 120.20, Wis. Stats. and this policy are satisfied. (See also Bylaw 0144.3 - Conflict of Interest)

A Board member may serve as a volunteer bus driver for the District if the provisions of 120.20, Wis. Stats., and the policy are satisfied. (See also Bylaw 0144.3 - Conflict of Interest)

Each volunteer:

- A. shall agree to abide by all Board policies and District guidelines while on duty as a volunteer;
- B. will be covered under the District's liability policy but the District cannot provide any type of health insurance to cover illness or accident incurred while serving as a volunteer, nor is the person eligible for workers compensation;
- C. in accepting the role of a volunteer, agrees to verification that a satisfactory background check may be conducted through appropriate State agencies or other applicable means.

Policy 9800.01- Veterans as Classroom Volunteers outlines veteran volunteers requirements for recognition from the District and the Wisconsin Department of Veteran Affairs.

T.C. 4/18/22

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Book	Policy Manual
Section	0.2 For Board Consideration --Vol. 34, No. 1 Policies
Title	Copy of INFORMATION SECURITY
Code	po8305 - Cross references to related policies and limitations on public discussion of cyber security measures
Status	
Adopted	April 17, 2019
Last Revised	May 24, 2023

8305 - INFORMATION SECURITY

The District collects, classifies, and retains data/information from and about students, staff, vendors/contractors, and other individuals, about programs and initiatives undertaken by the school system, and about and related to the business of the District. This information may be in hard copy or digital format, and may be stored in the District or offsite with a third party provider.

Data/information collected by the District shall be classified as Confidential, Controlled, or Published. Data/information will be considered Controlled until identified otherwise.

Protecting District Information Resources (as defined in Bylaw 0100 - Definitions) is of paramount importance. Information security requires everyone's active participation to keep the District's data/information secure. This includes Board members, staff members/employees, students, parents, contractors/vendors, and visitors who use District Technology Resources (as defined in Bylaw 0100 - Definitions) and Information Resources.

Individuals who are granted access to data/information collected and retained by the District must follow established procedures so that the information is protected and preserved. Board members, administrators, and all District staff members, as well as contractors, vendors, and their employees, granted access to data/information retained by the District are required to certify annually that they shall comply with the established information security protocols pertaining to District data/information. Further, all individuals granted access to Confidential Data/Information retained by the District must certify annually that they will comply with the information security protocols pertaining to Confidential Data/Information.

All Board members, staff members/employees, students, contractors/vendors, and visitors who have access to Board-owned or managed data/information must maintain the security of that data/information and the District Technology Resources on which it is stored.

If an individual has any questions concerning whether this Policy and/or its related administrative guidelines apply to him/her the individual or how they this policy and/or related administrative guidelines apply to him/her the individual, then the individual should contact the District's Technology Director or Information Technology Department/Office.

The Superintendent shall develop administrative guidelines that set forth the internal controls necessary to provide for the collection, classification, retention, access, and security of District Data/Information.

Further, the Superintendent is authorized to develop procedures that would be implemented in the event of an unauthorized release or breach of data/information. These procedures shall comply with the District's legal requirements if such a breach of personally-identifiable information occurs. (See Policy 8320.01 - Unauthorized Acquisition of Staff Personal Information and/or Policy 8330.01 - Unauthorized Acquisition of Student Personal Information.)

The Superintendent shall require the participation of staff members in appropriate training related to the internal controls pertaining to the data/information that they collect, to which they have access, and for which they would be responsible for the security protocols.

Third-party contractors/vendors who require access to Confidential Data/ Information collected and retained by the District will be informed of relevant Board policies that govern access to and use of *Information Resources*, including the duty to safeguard the confidentiality of such data/information.

Failure to adhere to this **Policy** and its related administrative guidelines may put data/information collected and retained by the District at risk. Employees who violate this policy and/or the administrative guidelines promulgated consistent with this policy may have disciplinary consequences imposed, up to and including termination of employment, and/or referral to law enforcement. Students who violate this **Policy** and/or **administrative** guidelines will be subject to disciplinary action, up to and including expulsion, and/or referral to law enforcement. Contractors/vendors who violate this **Policy** and/or **administrative** guidelines may face termination of their business relationships with and/or legal action by the District. Parents and visitors who violate this **Policy** and/or **administrative** guidelines may be denied access to the District's Technology Resources.

The Superintendent shall conduct a periodic assessment of risk related to the access to and security of the data/information collected and retained by the District, as well as the viability of the continuity of organizational operations plan developed pursuant to Policy 8300 - Continuity of Organizational Operations Plan. **Public discussion of any component of an Information Systems assessment or audit will not be held if, at the Superintendent District Administrator's discretion, doing so would jeopardize cybersecurity, or the confidentiality, integrity, or availability of employee or student information, or any other security related considerations require confidentiality.**

T.C. 5/24/23

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Book	Policy Manual
Section	0.2 For Board Consideration --Vol. 34, No. 1 Policies
Title	Copy of FREE AND REDUCED-PRICE MEALS
Code	po8531 - allows for individual school in district to participate CEP program if they qualify
Status	
Adopted	February 19, 2014
Last Revised	October 25, 2023

8531 - FREE AND REDUCED-PRICE MEALS

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

The Board shall provide needy children with breakfast and lunch at a reduced rate or at no charge to the student.

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

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

The schools shall twice a year notify all families of the availability, eligibility requirements, and/or application procedure for free and reduced-price meals by distributing an application to the family of each student enrolled in the school and shall seek out and apply for such Federal, State, and local funds as may be applied to the District's program of free and reduced-price meals.

~~If the District has received approval to extend free meals to all students in one (1) or more of the District's schools through the Community Eligibility Provision (CEP), such participation. Participation in CEP means that all students attending those qualifying schools receive free meal service on an equal basis, and that no individual household applications may be collected, except as frequently as required by law to continue CEP eligibility. If any school is found in any fourth year of CEP to have a free or reduced lunch eligible student percentage less than twenty five percent (25%) but more than fifteen percent (15%), the [] District Administrator [] Food Service Director [END OF OPTIONS] shall notify DPI and request an additional year of CEP eligibility prior to recertification.~~

Nondiscrimination Statement

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

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

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

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

1. Mail:

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

2. Fax:

(833) 256-1665 or (202) 690-7442; or

3. E-mail:

program.intake@usda.gov.

This institution is an equal opportunity provider.

Revised 4/17/19

T.C. 6/16/21

T.C. 5/24/23

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Legal

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

42 U.S.C. 1771 et seq.

Last Modified by Dave Laehn on April 4, 2025



Book	Policy Manual
Section	0.2 For Board Consideration --Vol. 34, No. 1 Policies
Title	Copy of TRANSPORTATION
Code	po8600 - Clarifies language for transportation of students with disability as defined in their IEP
Status	
Adopted	February 19, 2014
Last Revised	May 24, 2023

8600 - **TRANSPORTATION**

The District shall provide bus transportation for all eligible students enrolled in the District. Physically handicapped students shall be transported in accordance with State law. Parent contracts shall be used when it is the only viable alternative for transportation.

In accordance with State law, the District shall not transport students by alternative transportation methods of vehicles carrying more than nine (9) passengers and the operator. This prohibition does not apply to school buses operated in compliance with the Wisconsin Department of Transportation's regulations.

For the purposes of this policy, the term "student with a disability" refers to a student who qualifies for special education under the Individuals with Disabilities Education Act (IDEA). In addition to transportation provided routinely to all students, some students with disabilities require transportation (often called "specialized transportation") as a related service as part of their individualized education program (IEP). Students with disabilities are entitled to transportation as a related service only if the IEP team has determined that transportation is necessary for the student to benefit from special education. Outside of IEP team determinations about specialized transportation, State and local officials set most transportation policies and procedures.

Transportation must be viewed as a way to include students with disabilities with their nondisabled peers. In general, transportation for students with disabilities should occur in the same manner as for their peers. This may be especially important for students with disabilities who have limited opportunities during the school day to interact with their nondisabled peers. Safety issues must also be taken into consideration when determining appropriate transportation arrangements.

The District will not provide door-to-door pickup down driveways where the house can be seen from the road and there are no small children present.

The Board considers school buses to be an extension of the school facility, therefore, all rules and regulations concerning student conduct shall be enforced. Failure to observe such rules and regulations may result in revocation of transportation privileges.

The Transportation Supervisor shall be responsible for the student transportation program.

The Board authorizes the District Administrator to install and operate video surveillance on District buses to enhance student safety and well-being.

The District's process for signing up for transportation services shall include notice of the policies regarding student behavior and conduct expectations and regarding surveillance technology on the buses, if applicable.

Revised 8/20/15

Legal

120.13(27m), 121.52, 121.53, 121.54 et seq., 121.555(1)(a) Wis. Stats.

Wis. Admin. Code Trans 300.81

Last Modified by Dave Laehn on April 4, 2025



Book	Policy Manual
Section	0.1 For Administrator Consideration--Volume 34, No. 1 Technical Corrections
Title	Overview & Comments
Code	1 - INFORMATION ONLY - Edited for Superintendent
Status	

WISCONSIN OVERVIEW AND COMMENTS

Volume 34, Number 1, Technical Corrections

December 2024

Neola will issue an update of only technical corrections, as necessary. With this change, the Regular Update will contain the more substantive policy issues for review that would require consideration by and approval of the Board. Importantly, these technical changes do not materially alter the policy's intent but rather provide minor changes that improve the quality and/or consistency of the policy or guideline. If the Board has adopted the language noted below in Bylaw 0131.1 - Bylaws and Policies, these technical corrections may be made without approval by the Board. However, as noted, the Board should be informed of these technical corrections no later than at the next regular Board meeting. It is our belief that this change will help to streamline the process of review and adoption.

Pursuant to optional language offered in Bylaw 0131.1 - Bylaws and Policies:

The District Administrator is authorized to review and make technical corrections to policies that have already been adopted through normal rulemaking procedures. Technical corrections are those corrections to policy language or construction that do not reflect a policy decision or substantive consideration by the Board, such as correction of a typographical or grammatical error, inclusion or correction of a statutory citation, renumbering of sections, combining of policies, or similar actions. The District Administrator shall inform the Board of any such changes no later than the next regular Board meeting.

Bylaws and Policies

Policy 0152 - Officers (Technical Correction)

This technical correction is provided to correct and add statutory references.

Policy 0164V1 - Meetings (Technical Correction)

This technical correction clarifies the process for setting or changing the date, time or place of regular board meetings consistent with statute.

Policy 1421 - Criminal History Record Check and Employee Self-Reporting Requirements (Technical Correction)

Policy 3121 - Criminal History Record Check and Employee Self-Reporting Requirements (Technical Correction)

Policy 4121 - Criminal History Record Check and Employee Self-Reporting Requirements (Technical Correction)

This technical correction removes a reference to volunteer background checks. That item is already addressed in Policy 8120 - VOLUNTEERS.

Policy 1619.03 - Patient Protection and Affordable Care Act (Technical Correction)

Policy 3419.03 - Patient Protection and Affordable Care Act (Technical Correction)

Policy 4419.03 - Patient Protection and Affordable Care Act (Technical Correction)

This technical correction provides grammatical improvement.

Policy 2271 - Early College Credit Program (Technical Correction)

The policy is update to reflect current terminology and to streamline language.

Policy 2440 - Summer or Interim Session School (Technical Correction)

This policy is updated to cross-reference the new summer session attendance policy, 2440.01 - Summer or Interim Session Attendance. The new policy was developed in response to an auditor's request that a separate attendance policy for summer session be available. This revision, along with the addition of Policy 2440.01, are strongly recommended.

Policy 2460 - Programs for Students with Disabilities (Technical Correction)

This policy is updated to reflect current verbiage and to reflect pertinent resources that are adopted when the districts opts to incorporate the DPI special education policies. Adoption of these revisions is recommended.

Policy 3120.04 - Employment of Substitutes (Technical Corrections)

This technical correction clarifies the language and options regarding background and criminal history checks for substitutes.

Policy 3140 - Non-Renewal, Resignation, and Termination (Technical Correction)

This policy has been revised to delete language regarding the District Administrator's contract and provide a cross-reference to Policy 1241 for that topic. Recommended for internal consistency.

Policy 4132 - Vacancies (Technical Correction)

This technical correction allows for administrative discretion for the development of guidelines related to this policy. Note: Neola does not have a companion guideline to this policy.

Policy 5136.01 Technology Resources and Other Electronic Equipment (Technical Correction)

This technical correction adds complete policy cross-references where applicable.

Policy 5200 - Attendance (Technical Correction)

This technical correction adds complete policy cross-references where applicable.

Policy 5340 - Student Accidents/Illness/Concussion & Sudden Cardiac Arrest (Technical Correction)

This technical correction removes redundant language.

Policy 5420 - Reporting Student Progress (Technical Correction)

This policy language is revised to more accurately reflect appropriate efforts, as opposed to "ensuring" outcomes.

Policy 5460 - Graduation Requirements (Technical Correction)

This technical correction adds a drafting note to assist in verifying that the appropriate subject matter credit requirements are incorporated into districts' graduation requirements.

Policy 5511 - Dress and Appearance (Technical Correction)

This technical correction reflects updated terminology.

Policy 5540 - Investigations Involving Law Enforcement and Other Governmental Agencies (Technical Correction)

This policy is revised to rename it to more accurately reflect the content and to make other technical corrections.

Policy 5610 - Suspension and Expulsion (Technical Correction)

This technical correction revises language in the suspension review procedures to reflect the statutory language. Note that for districts with a single principal or a single administrator, the suspension review need not be an administrator. Adoption of this revision is recommended.

Policy 5610.02 - In-School Discipline (Technical Correction)

This technical correction reflects that the creation of administrative guidelines is optional. Districts that do not have guidelines or have not adopted them for this policy, should verify that their policy does not include this language.

Policy 6230 - Budget Hearing (Technical Correction)

This is a technical correction of a statutory citation.

Policy 6320 - Purchasing (Technical Correction)

This technical correction adds an optional cross-references to the new Policy 8125 - Consultants.

Policy 7540.05 - Assistive Technology and Services (Technical Correction)

This technical correction clarifies the reference to students with a 504 Plan.

Policy 8310 - Public Records (Technical Correction)

This policy is updated to remove reference to specific validity dates of the different public records retention schedules that Boards may choose to adopt, but replaces the language to reflect that each adopted schedule refers to the current version. As noted when these multiple different schedules were introduced by the state public records board, Districts were not required to adopt them all but were encouraged to adopt the schedule specific to public school districts. This revision is not required, but if not adopted and your District has adopted one or more of the schedules, you will need to be sure to update your policy to reflect the expiration date of each schedule.

Policy 8700 - Lactating Employees (Technical Correction)

This policy is updated to broaden the circumstances of potential application, recognizing that lactation can occur in circumstances where the individual has not themselves given birth, which makes the policy language match the legal obligation created by federal law. This policy is required by federal law. If not adopted, Districts still have to provide employees with the rights described in the policy. To avoid inconsistent application and thus potential liability, adoption of this policy with the incorporated revisions is strongly recommended.

Policy 9600 - Staff/Student Participation in Community Events (Technical Correction)

This technical correction is intended to clarify the Board's position regarding participation in community events, which extends beyond just staff.

Policy 9700 - Relations with Non-School Affiliated Groups (Technical Correction)

This technical correction more accurately delineates the options.

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Book	Policy Manual
Section	0.1 For Administrator Consideration--Volume 34, No. 1 Technical Corrections
Title	Copy of OFFICERS
Code	po0152
Status	
Adopted	February 19, 2014
Last Revised	January 15, 2025

0152 - OFFICERS

The Board shall elect, from among its members, a President, Vice- President, Treasurer, and a Clerk. Such election shall occur at the Reorganization Meeting.

19.88(1), Wis. Stats.

120.05, Wis. Stats.

Election of officers shall be by a majority vote of seated Board members present at a Board meeting. Secret ballots may be utilized only for election of officers. Where no such majority exists on the first ballot vote, a second vote shall be cast for the two (2) candidates who received the greatest number of ballot votes.

Except for those appointed to fill a vacancy, officers shall serve for one (1) year and until their respective successors are elected and shall qualify.

Revised 4/17/19
Revised 4/18/22

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Legal 120.10, Wis. Stats.
120.15 et seq., Wis. Stats

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Book	Policy Manual
Section	0.1 For Administrator Consideration--Volume 34, No. 1 Technical Corrections
Title	Copy of MEETINGS
Code	po0164
Status	
Adopted	October 25, 2023
Last Revised	January 15, 2025

0164 - MEETINGS

Regular Meetings

The Board shall hold a meeting at least once each month on a date and at a time and place determined ~~annually~~ by a ~~resolution of~~ the Board.

Change of Regular Meetings

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

Special Meetings

A special meeting of the Board shall be held upon the written request of any Board member provided there is compliance with the following notice provisions and State law.

The School District Clerk or, in the School District Clerk's absence, the President shall fix a reasonable date, time, and place for the meeting. The School District Clerk or, in the School District Clerk's absence, the President shall notify each Board member of the date, time, and place of the meeting, in a manner likely to give the Board member notice of the meeting, at least twenty-four (24) hours before the meeting. If the School District Clerk or, in the School District Clerk's absence, the President determines that providing notice at least twenty-four (24) hours before a special Board meeting is, for good cause, shown by the School District Clerk or President, impossible or impractical, the School District Clerk or President may notify each Board member of the date, time, and place of the meeting less than twenty-four (24) hours, but not less than two (2) hours, before the meeting. A notice of any special meeting shall be posted at least twenty-four (24) hours before said special meeting at the District office and such other places as the Board may determine.

A special meeting may be held without prior notice if all Board members are present and consent or if each member consents in writing even if s/he does not attend, provided appropriate notice is provided as defined under Chapter 19.

Notice of Meetings

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

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



Book	Policy Manual
Section	0.1 For Administrator Consideration--Volume 34, No. 1 Technical Corrections
Title	Copy of CRIMINAL HISTORY RECORD CHECK AND EMPLOYEE SELF-REPORTING REQUIREMENTS
Code	po1421
Status	
Adopted	April 18, 2022
Last Revised	October 25, 2023

1421 - CRIMINAL HISTORY RECORD CHECK AND EMPLOYEE SELF-REPORTING REQUIREMENTS

Criminal History Record Check

To more adequately safeguard students and staff members, the Board requires an inquiry into the background of each applicant the District Administrator recommends for employment on the District's administrative staff. Any contracts with outsourced services, employment agencies, or temporary services must require such providers to conduct and retain a criminal history record check of individuals providing service to the District.

Such an inquiry shall also be made for substitutes who may be employed by the District ~~and for volunteers assisting District staff.~~

The District Administrator shall establish the necessary procedures for obtaining any criminal history on the applicant.

Should it be necessary to employ a person in order to maintain continuity of the program prior to receipt of the report, the District Administrator may employ the person on a provisional basis until the report is received.

All information and records obtained from such inquiries are to be considered confidential and shall not be released or disseminated to those not directly involved in evaluating the applicant's qualifications.

Employee Self-Reporting Requirement

All District employees shall notify the District Administrator as soon as possible, but no more than three (3) calendar days, after any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any criminal or municipal offense.

The District Administrator, as soon as possible, but no more than three (3) calendar days, after any arrest, indictment, conviction, no contest or guilty plea, or other adjudication shall notify the Board President for any criminal or municipal offense.

The requirement to report a conviction or deferred adjudication applies to major traffic offenses (e.g., operating under the influence of an intoxicant or other drug, reckless driving, operating after suspension/revocation, failure to report an accident, refusal to take a breath test). Minor traffic offenses (e.g., non-moving violations, speeding, failure to yield, failure to obey a traffic signal, unattended vehicle, illegal parking) do not need to be reported.

However, if an employee drives or operates a District vehicle or piece of mobile equipment or transports students or staff, other than the staff member's own family, in any vehicle they must report any traffic offense (not including parking tickets).

Failure to report under this section may result in disciplinary action, up to and including termination. All employment decisions by the District based on such information must comply with Wisconsin's arrest and conviction discrimination law.

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Book	Policy Manual
Section	0.1 For Administrator Consideration--Volume 34, No. 1 Technical Corrections
Title	Copy of PATIENT PROTECTION AND AFFORDABLE CARE ACT
Code	po1619.03
Status	
Adopted	April 17, 2019
Last Revised	February 17, 2021

1619.03 - PATIENT PROTECTION AND AFFORDABLE CARE ACT

The Board acknowledges that the Patient Protection and Affordable Care Act ("ACA") imposes certain obligations upon the District. Such obligations may include the following actions listed below.

- A. The District shall notify new employees of health insurance options available through the Health Insurance Marketplace within fourteen (14) days of an employee's employment start date. Such notice shall be consistent with the sample notice language provided by the U.S. Department of Labor.
- B. Employees of the District have the option to enroll in the Health Insurance Marketplace. If a full-time employee (as defined by the ACA) of the District enrolls in the Health Insurance Marketplace and receives a subsidy, then the District may be liable for a penalty.

In the event that the District concludes that it is fiscally wise advantageous to incur the potential penalty in lieu of providing affordable, minimum value coverage to all full-time employees, the District shall incur the potential penalty.

T.C. 2/17/21

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Legal 26 USC 4980H
29 USC 218B

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Book	Policy Manual
Section	0.1 For Administrator Consideration--Volume 34, No. 1 Technical Corrections
Title	Copy of EARLY COLLEGE CREDIT PROGRAM
Code	po2271
Status	
Adopted	February 19, 2014
Last Revised	April 17, 2019

2271 - EARLY COLLEGE CREDIT PROGRAM

The Board recognizes the value to students and to the District of students participating in programs offered by ~~University of Wisconsin system institutions~~ **the Universities of Wisconsin**, tribally controlled colleges and private, non-profit higher education institutions in Wisconsin.

The Board will allow any high school student who satisfies the eligibility requirements to participate in the Early College Credit Program (ECCP) to enroll in an approved course at an ECCP-approved institution of higher education while attending in the District. Students will be eligible to receive college and high school credit for completing course(s) at authorized institutions of higher education provided they complete the course(s) and receive a passing grade.

The School District's responsibility to pay for tuition, fees, books and other necessary materials shall be limited to eighteen (18) postsecondary credits per student.

~~The District Administrator shall establish administrative guidelines to ensure that the~~ District's Early College Credit Program ~~comports shall be operated in accordance~~ with applicable State law and the administrative rules of the Department of Public Instruction. ~~The District Administrator shall also ensure that all~~ All students enrolled in the District in the 8th, 9th, 10th, and 11th grades ~~are shall be~~ provided with information regarding the Program by October 1st of each year.

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Legal 118.55, Wis. Stats.
118.57, Wis. Stats.
P.I. 40

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Book	Policy Manual
Section	0.1 For Administrator Consideration--Volume 34, No. 1 Technical Corrections
Title	Copy of SUMMER OR INTERIM SESSION SCHOOL
Code	po2440 - Discuss if want new policy on summer school attendance - 2440.01. Cross references to new policy 2440.01
Status	
Adopted	February 19, 2014
Last Revised	April 17, 2019

2440 - **SUMMER OR INTERIM SESSION SCHOOL**

The Board of Education may conduct a summer program or an interim session program occurring outside of the periods of regular instruction and which do not count towards the minimum hours of instruction required by law, for the purpose of, academic instruction and/or recreational activities at the ECH-12 levels for resident students of this District and such other students as the Board may admit.

Summer and interim session school instruction shall be designed to provide opportunities for students to:

- A. improve a poor grade;
- B. improve learning skills;
- C. make up a failed course;
- D. enrich a scholastic program;
- E. explore new academic areas.

The Board shall annually approve a summer school program and/or an interim session school program. In order to support such a program of instruction, the Board will:

- A. employ teaching and administrative staff;
- B. purchase such books, materials, supplies, and equipment as may be necessary;
- C. make available school facilities as required;
- D. provide necessary custodial services.

Tuition fees shall not be charged to students domiciled within the District or for those students residing in the District even if they were not enrolled as residents during the most recent regular session.

Tuition may be charged for nonresident students at rates as determined by the Board.

Reasonable fees may be charged to all students for social, recreational, or extra-curricular summer or interim session classes in accordance with DPI regulations.

With regard to transportation, the Board does not accept responsibility for any student; however, accepts responsibility for students with disabilities as so determined by IEP Team.



Book	Policy Manual
Section	0.1 For Administrator Consideration--Volume 34, No. 1 Technical Corrections
Title	Copy of PROGRAMS FOR STUDENTS WITH DISABILITIES
Code	po2460
Status	
Adopted	February 19, 2014
Last Revised	February 17, 2021

2460 - PROGRAMS FOR STUDENTS WITH DISABILITIES

The Board shall provide a free, appropriate public education to all eligible ~~disabled~~ persons **With a disability**, ages three (3) through twenty-one (21) which complies with Federal and State laws and guidelines.

The District provides a continuum of special education services. The determination of the need and extent of services provided shall be subject to the Individual Educational Program (IEP) developed for the child.

The District adopts the Wisconsin Department of Public Instruction Special Education Model Forms and Policies and Procedures Manual as the Board's official policy in all practices and procedures relating to the education of children with disabilities in this School District, in compliance with State and Federal laws and regulations. The Board further assures that all District employees shall comply with the procedures and responsibilities laid forth within this manual as updated periodically by the Wisconsin Department of Public Instruction **(DPI)**.

The Board and Administration supports the requirements of State and Federal law that students with disabilities be educated, to the maximum extent appropriate, with children who are nondisabled. The Board further supports the State and Federal requirement that a continuum of alternative placements be available to meet the needs of students with disabilities eligible for special education services under the Individuals with Disabilities Education Act (IDEA).

The District identifies, locates and evaluates all children with disabilities, regardless of the severity of the disability, who are in need of special education and related services. This includes children attending private schools, who are not yet three (3) years of age, highly mobile children such as migrant children and children and youth in transition, and children who are suspected of being a student with a disability even though they are advancing from grade to grade.

Students with disabilities will take state required tests unless otherwise prescribed in their IEP. Test administration procedures may be modified as indicated in a student's IEP.

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Legal 115.78 et seq., Wis. Stats.
P.I. 11, Wis. Adm. Code
IDEA, 20 U.S.C. 1400 et seq.

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Book	Policy Manual
Section	0.1 For Administrator Consideration--Volume 34, No. 1 Technical Corrections
Title	Copy of EMPLOYMENT OF SUBSTITUTES
Code	po3120.04
Status	
Adopted	February 19, 2014
Last Revised	January 15, 2025

3120.04 - **EMPLOYMENT OF SUBSTITUTES**

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

The District Administrator shall make appropriate arrangements to assure the availability of substitutes for assignment as services are required to replace temporarily-absent regular staff members and to temporarily fill new positions. Such assignment of substitutes may be terminated when their services are no longer required.

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

In order to retain well-qualified substitutes for service in this District, the Board will offer compensation at a rate set by the Board. A person will be considered a long-term substitute if the person is appropriately certified and the staff member for whom the substitute has been hired to replace has a leave which extends for more than ten(10) consecutive school days. The long-term substitute position will be terminated by the end of the school year.

A substitute employed for ten (10) consecutive days in the same professional position shall be paid a salary not less than the minimum salary on the current salary schedule and granted the privileges provided regular staff.

A substitute shall be paid a minimum of four (4) hours (one-half (1/2) day) once the substitute is called.

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

Revised 4/17/19
Revised 2/17/21
Revised 11/17/21
Revised 10/18/2022

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



Book	Policy Manual
Section	0.1 For Administrator Consideration--Volume 34, No. 1 Technical Corrections
Title	Copy of CRIMINAL HISTORY RECORD CHECK AND EMPLOYEE SELF-REPORTING REQUIREMENTS
Code	po3121
Status	
Adopted	February 19, 2014
Last Revised	October 25, 2023

3121 - CRIMINAL HISTORY RECORD CHECK AND EMPLOYEE SELF-REPORTING REQUIREMENTS

Criminal History Record Check

To more adequately safeguard students and staff members, the Board requires an inquiry into the background of each applicant the District Administrator recommends for employment on the District's professional staff. Any contracts with outsourced services, employment agencies or temporary services must require such providers to conduct and retain a criminal history record check of individuals providing service to the District.

Such an inquiry shall also be made for substitutes who may be employed by the District ~~and for volunteers assisting District staff.~~

The District Administrator shall establish the necessary procedures for obtaining any criminal history on the applicant.

Should it be necessary to employ a person in order to maintain continuity of the program prior to receipt of the report, the District Administrator may employ the person on a provisional basis until the report is received.

All information and records obtained from such inquiries are to be considered confidential and shall not be released or disseminated to those not directly involved in evaluating the applicant's qualifications.

Employee Self-Reporting Requirement

All District employees shall notify the District Administrator as soon as possible, but no more than three (3) calendar days, after any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any criminal or municipal offense.

The requirement to report a conviction or deferred adjudication applies to major traffic offenses (e.g., operating under the influence of an intoxicant or other drug, reckless driving, operating after suspension/revocation, failure to report an accident, refusal to take a breath test). Minor traffic offenses (e.g., non-moving violations, speeding, failure to yield, failure to obey a traffic signal, unattended vehicle, illegal parking) do not need to be reported.

However, if an employee drives or operates a District vehicle or piece of mobile equipment or transports students or staff, other than the staff member's own family, in any vehicle they must report any traffic offense (not including parking tickets).

Failure to report under this section may result in disciplinary action, up to and including termination. All employment decisions by the District based on such information must comply with Wisconsin's arrest and conviction discrimination law.

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Legal

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Book	Policy Manual
Section	0.1 For Administrator Consideration--Volume 34, No. 1 Technical Corrections
Title	Copy of TERMINATION, NON-RENEWAL AND RESIGNATION
Code	po3140
Status	
Adopted	February 19, 2014
Last Revised	April 17, 2019

3140 - **NON-RENEWAL, RESIGNATION, AND TERMINATION**

A critical function of the Board is maintaining personnel necessary to carry out the District's educational program and mission. In the course of carrying out this function, the Board will at times find it necessary to end an employment relationship with a member of the professional staff. This policy governs the process of nonrenewal and termination of employees, as well as the conditions under which a resignation may be accepted.

Full-Time Teachers

All full-time teachers are required to be under contract with the District. A full-time teacher's employment contract is automatically void and employment ended if the teacher does not have an appropriate teaching license issued by the DPI. Otherwise, a full-time teacher's employment shall be subject to non-renewal, termination, or resignation as follows:

A. Non-Renewal

In the event that the District Administrator intends to recommend the non-renewal of a full-time teacher's contract, all applicable statutory non-renewal procedures and timelines will apply, including both preliminary and final notice of nonrenewal. No teacher may be non-renewed solely on the basis of the results of mandatory student examinations. The District Administrator shall be responsible for notifying the affected teacher of his/her rights relative to the non-renewal process.

Teacher contracts may be non-renewed upon a majority vote of the full membership of the Board.

B. Termination

A full-time teacher's contract may be terminated only by a majority vote of the full membership of the Board. The District Administrator shall, if deemed appropriate, recommend a teacher's termination to the Board. The District Administrator is responsible for providing the teacher with appropriate notice regarding the hearing and for taking the necessary steps to present any such recommendation to the Board. The District Administrator may engage in negotiations with the teacher for purposes of resignation short of a hearing, subject to final Board approval.

C. Resignation

A full-time teacher may resign from his/her position only upon approval of a majority of the full membership of the Board. The District Administrator may negotiate terms of resignation with such a teacher as appropriate and present those terms to the Board in an appropriately noticed, regular or special Board meeting, as necessary. A resignation is only in effect once approved by the Board. A resignation, once accepted by the Board, may not be rescinded without approval by the Board.

Part-Time Teachers

Teachers employed less than full-time, but not including substitute teachers whose employment is covered by Policy 3120.04, and whose employment contract does not specify procedures for termination of contract, may be terminated either by the District for appropriate reasons or through resignation to the District Administrator. A resignation, once accepted, may not be rescinded by the teacher.

A part-time teacher whose contract does not specify otherwise is not entitled to notice of intent to renew or of intent not to renew his/her contract for a subsequent school year.

The terms of the part-time teacher contract shall apply when the contract provides for procedures different than those noted in this policy.

Administrators

The Board employs administrative employees under a variety of employment arrangements. Generally, those arrangements include those administrators who, by law, are required to have an employment contract and are provided statutory rights with respect to those contracts; those that are not required to have contracts by law, but are nonetheless employed pursuant to a written contract approved by the Board; and those who perform administrative functions, but who do not have a contract which specifies the terms of employment as they relate to termination, resignation, and nonrenewal of the employment arrangement.

A. Statutory Administrators

The Board shall employ by contract the following persons: the District Administrator, business manager, school principals, and assistants to such persons, as well as the following persons employed solely to perform administrative functions: personnel administrators and supervisors, curriculum administrators, and assistants to such administrative personnel.

Such administrators may only be terminated, either due to appropriate circumstances justifying termination of employment or by tendered resignation, by a majority of the full membership of the Board.

Such administrators are entitled to contract renewal or notice of intent not to renew the administrator's contract pursuant to applicable statutory procedures, and any additional procedures incorporated into the said contract.

The District Administrator shall be responsible for assuring compliance with the procedures necessary for Board action to terminate or to non-renew an administrator's contract. In the case of the District Administrator's contract, ~~the Board President () with the assistance of Board legal counsel [END OF OPTION], shall be responsible for assuring procedural compliance with termination or non-renewal processes~~ **Policy 1241 - Non-Renewal or Termination of the District Administrator's Contract applies.**

A resignation, once accepted by the Board, may not be rescinded except by approval of the majority of the full membership of the Board.

B. Administrators with Contracts including Provisions Governing Termination

The Board may employ administrators who are not statutorily entitled to an employment contract or to statutory termination and non-renewal procedures, but who nonetheless are issued employment contracts with provisions governing this process applicable to the manner in which the employment relationship is concluded, either by resignation, termination, or non-renewal. In such cases, the District Administrator shall be responsible for assuring adherence to applicable contractual procedures.

C. Administrative Personnel with no Contractual or Statutory Coverage

Employees performing administrative functions, but who are not covered by applicable statutory termination or non-renewal procedures, and who have not been issued an employment contract with provisions governing the termination or non-renewal process, are not entitled to notice of intent to renew or not to renew an employment agreement. In such a case, an employment agreement shall expire and the employee shall have no expectation of continued employment beyond the term of the agreement.

Such an administrative employee's employment may be terminated by a majority of a quorum of the Board present at a regular or special Board meeting.

Such an administrative employee's resignation may be accepted by the District Administrator.

A resignation, once accepted, may not be rescinded without agreement.

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Legal 118.22, Wis. Stats.
 118.24, Wis. Stats.

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Book Policy Manual
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Title Copy of PATIENT PROTECTION AND AFFORDABLE CARE ACT
Code po3419.03
Status
Adopted April 17, 2019
Last Revised February 17, 2021

3419.03 - PATIENT PROTECTION AND AFFORDABLE CARE ACT

The Board acknowledges that the Patient Protection and Affordable Care Act ("ACA") imposes certain obligations upon the District. Such obligations may include the following actions listed below.

- A. The District shall notify new employees of health insurance options available through the Health Insurance Marketplace within fourteen (14) days of an employee's employment start date. Such notice shall be consistent with the sample notice language provided by the U.S. Department of Labor.
- B. Employees of the District have the option to enroll in the Health Insurance Marketplace. If a full-time employee (as defined by the ACA) of the District enrolls in the Health Insurance Marketplace and receives a subsidy, then the District may be liable for a penalty.

In the event that the District concludes that it is fiscally wise advantageous to incur the potential penalty in lieu of providing affordable, minimum value coverage to all full-time employees, the District shall incur the potential penalty.

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29 U.S.C. 218B

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Book	Policy Manual
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Code	po4121
Status	
Adopted	February 19, 2014
Last Revised	October 25, 2023

4121 - **CRIMINAL HISTORY RECORD CHECK AND EMPLOYEE SELF-REPORTING REQUIREMENTS**

Criminal History Record Check

To more adequately safeguard students and staff members, the Board requires an inquiry into the background of each applicant the District Administrator recommends for employment on the District's professional staff. Any contracts with outsourced services, employment agencies or temporary services must require such providers to conduct and retain a criminal history record check of individuals providing service to the District.

Such an inquiry shall also be made for substitutes who may be employed by the District ~~and for volunteers assisting District staff.~~

The District Administrator shall establish the necessary procedures for obtaining any criminal history on the applicant.

Should it be necessary to employ a person in order to maintain continuity of the program prior to receipt of the report, the District Administrator may employ the person on a provisional basis until the report is received.

All information and records obtained from such inquiries are to be considered confidential and shall not be released or disseminated to those not directly involved in evaluating the applicant's qualifications.

Employee Self-Reporting Requirement

All District employees shall notify the District Administrator as soon as possible, but no more than three (3) calendar days, after any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any criminal or municipal offense.

The requirement to report a conviction or deferred adjudication applies to major traffic offenses (e.g., operating under the influence of an intoxicant or other drug, reckless driving, operating after suspension/revocation, failure to report an accident, refusal to take a breath test). Minor traffic offenses (e.g., non-moving violations, speeding, failure to yield, failure to obey a traffic signal, unattended vehicle, illegal parking) do not need to be reported.

However, if an employee drives or operates a District vehicle or piece of mobile equipment or transports students or staff, other than the staff member's own family, in any vehicle they must report any traffic offense (not including parking tickets).

Failure to report under this section may result in disciplinary action, up to and including termination. All employment decisions by the District based on such information must comply with Wisconsin's arrest and conviction discrimination law.

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Book	Policy Manual
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4132 - VACANCIES

It shall be the policy of the Board of Education to employ the person best suited to perform the duties of a particular District vacancy at any level.

Vacancies shall be announced in accordance with established District procedures.

The District Administrator shall establish procedures to facilitate identification and evaluation of candidates for supervisory and other leadership positions.

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4419.03 - PATIENT PROTECTION AND AFFORDABLE CARE ACT

The Board acknowledges that the Patient Protection and Affordable Care Act ("ACA") imposes certain obligations upon the District. Such obligations may include the following actions listed below.

- A. The District shall notify new employees of health insurance options available through the Health Insurance Marketplace within fourteen (14) days of an employee's employment start date. Such notice shall be consistent with the sample notice language provided by the U.S. Department of Labor.
- B. Employees of the District have the option to enroll in the Health Insurance Marketplace. If a full-time employee (as defined by the ACA) of the District enrolls in the Health Insurance Marketplace and receives a subsidy, then the District may be liable for a penalty.

In the event that the District concludes that it is fiscally wise advantageous to incur the potential penalty in lieu of providing affordable, minimum value coverage to all full-time employees, the District shall incur the potential penalty.

T.C. 2/17/21

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Book	Policy Manual
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5136.01 - TECHNOLOGY RESOURCES AND OTHER ELECTRONIC EQUIPMENT

In some instances the possession and use of technology resources (as defined in Bylaw 0100 - Definitions) and other electronic equipment or devices by a student at school may be appropriate the possession and use of such technology resources and other equipment or devices by students at school may also have the effect of distracting, disrupting and/or intimidating others in the school environment and leading to opportunities for academic dishonesty and other disruptions of the educational process.

Prohibited devices include, but are not limited to lasers and laser pens or pointers.

Students may use the following technology resources and other electronic equipment/devices on school property only for educational or instructional purposes (e.g. taking notes, recording a class lecture, writing papers) with the teacher's permission and supervision:

- A. cameras (photographic and/or video);
- B. laptops;
- C. tablets (e.g., iPad-like devices);
- D. smartphones;
- E. e-readers (e.g., Kindle-like devices);
- F. personal digital assistants (PDAs);
- G. portable CD/MP3 players with headphones.

Distracting behavior that creates an unsafe environment will not be tolerated.

Students are prohibited from using technology resources and other electronic equipment or devices in a manner that may be physically harmful to another person (e.g. shining a laser in the eyes of another student). Further, at no time may any technology resources or other electronic equipment/device be utilized by a student in a way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed, or intimidated. See Policy 5517.01 – Bullying and Other Forms of Aggressive Behavior. In particular, students are prohibited from using technology resources, a camera or other electronic equipment/device to: (1) transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon their race, national origin, sex, (including transgender identity, sexual orientation, and gender identity), age, disability, religion, or political beliefs; and (2) send, share, view or possess pictures, text messages, e-mails or other materials of a sexual nature (i.e., sexting) in electronic or any other form. Violation of these prohibitions shall result in disciplinary action. Furthermore, such actions will be reported to local law enforcement and child protective services as required by law.

Students are prohibited from using technology resources and other electronic equipment/devices to capture, record, or transmit test information or any other information in a manner constituting fraud, theft, or academic dishonesty. Similarly, students are prohibited from using technology devices and other electronic equipment and devices to capture record, or transmit the words (i.e. audio) and/or images (i.e. pictures/video) of any student, staff member or other person in the school or while attending a school-related activity, without express prior notice and explicit consent for the capture and/or recording of such words or images. Using technology resources or other electronic equipment/devices to capture, record, or transmit audio and/or pictures/video of an individual without his/her consent is considered an invasion of privacy and is not permitted, unless authorized by the building principal. Technology resources and other electronic equipment/devices are expressly banned from and may not be possessed, activated, or utilized at any time in any school situation where a reasonable expectation of personal privacy exists. These locations and circumstances include but are not limited to locker rooms, shower facilities, restrooms, and any other areas where students or others may change clothes or be in any stage or degree of disrobing or changing clothes. The building principal has authority to make determinations as to other specific locations and situations where possession of a camera or other electronic equipment/device is absolutely prohibited.

Unauthorized technology resources and other electronic equipment and devices will be confiscated from the student by school personnel and disciplinary action taken.

If technology resources or other electronic equipment/device is confiscated, it will be released/returned to the student's parent/guardian after the student complies with any other disciplinary consequences that are imposed.

Students are personally and solely responsible for the care and security of any technology resources and other electronic equipment or devices they bring to school. The Board assumes no responsibility for theft, loss, damage, or vandalism to electronic equipment and devices brought onto its property, or the unauthorized use of such devices.

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5200 - **ATTENDANCE**

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

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

~~[] For information on summer or interim school attendance, see Policy 2440.01 Summer or Interim School Attendance.~~

Parent Notification of Absence Required

The District Administrator shall require, from the parent of each student or from an adult student, who has been absent for any reason either a written or oral notification stating the reason for the absence and the time period covered by the absence. The Board reserves the right to verify such statements and to investigate the cause of each single absence.

School Attendance Officer

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

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

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

Excused Absences

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

A. Physical or Mental Condition

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

B. Obtaining Religious Instruction

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

C. Parent-Excused Pre-Planned Absence

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

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

D. Religious Holiday

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

E. Suspension or Expulsion

The student has been suspended or expelled.

F. Program or Curriculum Modification

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

G. High School Equivalency – Secured Facilities

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

H. Child at Risk

The student is a "child at risk" as defined under State law and is participating in a program at a technical college on either a part-time or full-time basis leading to high school graduation, as provided under State law.

I. Election Day Official

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

J. Virtual Access

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

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

A. Quarantine

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

B. Illness of an Immediate Family Member

The illness of an immediate family member.

C. Emergency

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

D. Work at Home Due to Absence of Parents

To work at home due to the absence of the student's parents.

E. Severe Weather Conditions

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

F. Sounding Taps

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

Unexcused Absences

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

The Board authorizes, but does not encourage the District Administrator, to suspend a student from a particular class or from school if sincere efforts by the staff and parents cannot rectify the pattern of absence. In keeping with its philosophy, the Board supports efforts to provide for out-of-school alternative educational opportunities for truant students rather than to heighten the effects of absence through suspension.

Definitions

A. Truancy

A student will be considered truant if the student is absent part or all of one (1) or more days from school during which the School Attendance Officer, principal, or a teacher has not been notified of the legal cause of such absence by the parent of the absent student. A student who is absent intermittently for the purpose of defeating the intent of the Wisconsin Compulsory Attendance Statute 118.15, Wis. Stats., will also be considered truant.

B. Habitual Truant

A student will be considered a habitual truant if the student is absent from school without an acceptable excuse for part or all of five (5) or more days on which school is held during a school semester.

C. Part of a School Day

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

Tardiness/Late Arrival and Early Dismissal

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

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

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

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

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

Truancy Plan

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

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

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

G. methods to involve the truant child's parent in dealing with and solving the child's truancy problem.

Notice of Truancy

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

Notice of Habitual Truancy

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

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

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

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

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

Referral to the District Attorney

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

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

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



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5340 - **STUDENT ACCIDENTS/ILLNESS/CONCUSSION & SUDDEN CARDIAC ARREST**

The Board believes that school personnel have certain responsibilities in case of accidents, illness or concussions that occur in school. Said responsibilities extend to the administration of first aid by persons trained to do so, summoning of medical assistance, notification of administration personnel, notification of parents, and the filing of accident reports.

Accidents

Employees should administer first aid within the limits of their knowledge of recommended practices. However, any staff member or volunteer who, in good faith, renders emergency care to a student is immune from civil liability for their acts or omissions in rendering such emergency care.

The District Administrator may provide for an in-service program on first aid and CPR procedures.

The administrator in charge must submit an accident report to the school office on all accidents.

Illness

School personnel shall not diagnose illness or administer medication of any kind except in accordance with Policy 5330.

Concussion

A concussion is a type of traumatic brain injury. Concussions occur when there is a forceful blow to the head or body that results in rapid movement of the head and causes any change in behavior, thinking, or physical functioning. Concussions are not limited to situations involving loss of consciousness. Some symptoms of a concussion include headache, nausea, confusion, memory difficulties, dizziness, blurred vision, anxiety, difficulty concentrating, and difficulty sleeping.

At the beginning of a season of any athletic sport, the Athletic Director shall distribute a concussion and head injury information sheet to each coach and to each student participant. No student will be permitted to participate in any athletic activity unless that student, or if the student is under age nineteen (19) his/her then the student's parent, has returned a signed concussion and head injury information sheet. A student is only required to return one (1) signed sheet per school year in order to participate in athletics.

A teacher or coach shall remove a student from the class, practice, activity, or game if the teacher or coach determines the student is exhibiting signs, symptoms, or behavior consistent with a concussion or head injury. The student will not be permitted to return to full participation until the student is evaluated by a healthcare professional experienced in concussion management and receives written clearance for full participation from the healthcare professional. Limited physical activity in the physical education context may eventually be permitted, depending on the recommendation of the healthcare professional.

Parents who inform coaches and teachers that their child is being treated by a healthcare professional for a concussion must provide written clearance from that healthcare professional for full or limited participation in class, practice, activity, or competition. Prior to receiving written clearance from a healthcare professional, students who have sustained a concussion may not participate in any school-related physical activities.

Parents shall be notified about the possible concussion and given information on concussions and the need for medical attention.

Sudden Cardiac Arrest

Sudden cardiac arrest is a medical event that involves a sudden increase in the heart's ventricular beat that prevents the heart from distributing blood to the brain, lungs, and other organs. It occurs without warning and in youth athletics participants who appear healthy and have passed pre-participation physical examinations. Severe damage and death can occur very quickly without immediate treatment.

In an effort to educate parents, students, and coaches regarding this condition, information regarding sudden cardiac arrest shall be included along with distribution of the required information concerning concussions and shall be distributed to all participants age twelve (12) and older and to coaches prior to participation on youth athletic activity. The information shall contain the following information as provided by the Wisconsin Department of Public Instruction (DPI) and Wisconsin Interscholastic Athletic Association (WIAA):

- A. information about the risks associated continuing to participate in a youth activity after experiencing one (1) or more symptoms of sudden cardiac arrest, including fainting, difficulty breathing, chest pains, dizziness, and abnormal racing heart rate;
- B. information about electrocardiogram testing, including the potential risks, benefits, and evidentiary basis behind electrocardiogram testing; and
- C. information how to request, from a student's health care provider, the administration of an electrocardiogram in addition to a comprehensive physical examination.

~~The District shall provide the information regarding sudden cardiac arrest developed by the Department of Public Instruction and the Wisconsin Interscholastic Athletic Association.~~

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5420 - REPORTING STUDENT PROGRESS

The Board believes that the cooperation of school and home is a vital ingredient to the growth and education of the whole child. It recognizes its responsibility to keep parents informed of student welfare and progress in school.

The Board directs the establishment of a system of reporting student progress which may include written or electronic reports and/or parent conferences with teachers, and shall require all appropriate staff members to comply with such a system as part of their professional responsibility.

The District Administrator, in conjunction with appropriate staff members, shall develop procedures for reporting student progress to parents which:

- A. ~~ensure that~~ provide to both student and parent ~~receive~~ ample warning of a pending grade of "failure" or one that would adversely affect the student's status;
- B. enable the scheduling of parent-teacher conferences at such times and in such places ~~as will ensure the greatest degree of~~ that will likely result in maximum participation by parents;
- C. specify the issuance of report cards at intervals determined by the Board.

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5511 - DRESS AND GROOMING APPEARANCE

The Board recognizes that each student's mode of dress and grooming appearance is a manifestation of personal style and individual preference. The Board will not interfere with the right of students and their parents to make decisions regarding their appearance, except when their choices interfere with the educational program of the schools.

Accordingly, the District Administrator shall establish such grooming dress and appearance guidelines as are necessary to promote discipline, maintain order, secure the safety of students, and provide a healthy environment conducive to academic purposes. Such guidelines shall prohibit student dress or grooming appearance practices which that:

- A. present a hazard to the health or safety of the individual student himself/herself or to others in the school, including by way of communicating threats of harm or depictions of harmful conduct directed at others;
- B. interfere with school work, create disorder, or disrupt the educational program, including dress that promotes or depicts illegal activity, such as illegal drug use, underage alcohol consumption, or similar activities.

Such guidelines shall also apply to the dress requirements for members of the athletic teams, bands, and other school groups when representing the District at a public event. Where appropriate, a uniform or specific dress requirement shall be used for students when representing the District as described.

In enforcing the dress code, the following procedures shall be used:

- A. the principal shall serve as the initial arbiter of student dress and grooming in his/her appearance within the building or at school-sponsored events or activities;
- B. before taking action to enforce dress code requirements, including by requiring that a student remove, cover, or otherwise conceal the item or depiction at issue, the principal shall determine whether the item constitutes protected speech in so far insofar as the item independently makes a statement of a discernable nature to the observer by depiction, words, or combination of the two that does not require separate explanation.

Expressive dress may not be protected speech if it involves:

- A. Obscenity obscenity;
- B. Language language or depictions intended to incite violence or foment hatred of others.

Dress that is protected speech may still be prohibited if it is likely to cause a substantial disruption to the educational environment. This may include dress that includes the use of vulgarity, discriminatory language including racial or ethnic slurs, negative stereotypes, violence, or other communication when the clear intent is to invoke strong reactions in observers so as to impair the ability of teachers and/or students to engage in educational pursuit.

No protected speech may be prohibited on the basis of disagreement by District officials with the specific point of view expressed if the topic is otherwise permitted (e.g. permitting depictions of support for one political party, but prohibiting depictions of support for the other).

If the clothing cannot be removed or concealed, the student may be sent home after contact is made with the student's parent/guardian.

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5540 - **THE SCHOOLS AND GOVERNMENTAL AGENCIES INVESTIGATIONS INVOLVING LAW ENFORCEMENT AND OTHER GOVERNMENTAL AGENCIES**

The Board is committed to maintaining the educational atmosphere of the schools and restricting access by individuals not part of the school system but also recognizes its responsibility to cooperate with law enforcement agencies and its need for assistance from law enforcement in certain circumstances.

The District contracts with one or more municipalities for the services of School Resource Officers (SROs) pursuant to its shared agreement or Memorandum of Understanding, which sets forth the relationship between school officials and SRO.

When law enforcement requests permission to interview a student at school, the District Administrator or building administrator shall be contacted prior to any further action by law enforcement. The administrator shall determine whether it is appropriate to provide access to the student based on the officer's purpose, whether the officer has stated that there is an emergency involving imminent threat, or that the officer is in possession of a valid warrant. A warrant shall be deemed valid if executed by a judicial officer and describes the school premises.

If law enforcement is contacted by the administration for assistance, administration shall make every reasonable effort to notify a parent or guardian of the law enforcement request.

When an agency requests permission to remove a student, or does remove a student without prior permission, the building administrator shall notify the District Administrator.

Law enforcement investigations on school premises fall into two (2) primary categories. First, some investigations will occur at the request of school administration due to suspicion of a violation of school policy that may also be criminal. Second, law enforcement investigations may occur without the initiation of school officials and may or may not involve activity on school grounds.

Interrogations and Searches

Interrogations - In the absence of parental consent, the principal shall release students to law enforcement officials only if a *caus* is issued, or if the arresting officer provides a written statement that s/he has seen the student commit a specific offense, or the officers is in "hot pursuit".

School principals may permit a police officer to meet with a child when it is deemed highly advisable and in such a manner as to avoid undue publicity with others present such as a principal, teacher, or the child's parents. Principals shall make every reasonable effort to notify a parent or guardian of any action taken in school by a law enforcement officer.

Different procedures are to be followed in each instance as outlined below:

A. By law enforcement personnel, on request of school authorities

1. An administrator may exercise ~~his/her~~ discretion in determining whether to request assistance of law enforcement in investigating a crime, or allegation of a crime, committed in ~~his/her~~ the administrator's school building or on school grounds during school hours. If assistance is so requested, it shall be directed to the local law enforcement agency and the administration shall remain the primary investigator with assistance from law enforcement. When determining whether to contact law enforcement, a school administrator shall consider the mandatory reporting requirements of ~~Section 48.981, Wis. Stats.~~, in the event the allegations involve suspected child abuse or neglect.
2. If the administrator requests assistance, a law enforcement officer may conduct an investigation within the school building and interview students as witnesses in school during the school day. Administrators shall take steps to assure that students are not removed from classes if at all possible. The administrator shall be present during the interview unless the law enforcement officer, student or ~~his/her~~ the student's parent requests that the school official not be present. The student may request other representation such as legal counsel. If a student requests legal counsel, the administrator will make an effort to contact the parent(s) and the student will be put in custody of the law enforcement agency. The administrator shall attempt to contact the parent(s) of any student prior to questioning by law enforcement. A decision whether to take a student into custody is the decision of the law enforcement officer.
3. If the investigation focuses on a particular student as a prime suspect of crime, the administrator and the law enforcement officer shall abide by the guidelines with respect to any interrogation, search and arrest. Once law enforcement is involved in an investigation of possible criminal activity on school grounds, assuring that the constitutionally protected rights are respected during the investigation process is the law enforcement officers' responsibility.
4. School officials shall assist and cooperate in investigations as requested by law enforcement and consistent with District responsibility to maintain the confidentiality of student records under State and Federal law.

B. By law enforcement personnel without request of school authorities

1. Law enforcement officers will be asked to make every effort to interview students outside of the school hours and outside of the school setting in those cases where assistance has not been requested by school authorities. This procedure will not apply to circumstances where a serious crime may be involved, or where imminent threats to persons or property may be involved or where law enforcement states that it is not feasible to interview the student outside of school due to the nature of the investigation.
2. If law enforcement deems it absolutely necessary to interview a student at school, the law enforcement personnel shall first contact the administrator regarding the planned visit and inform the administrator of the circumstances that require ~~him/her~~ law enforcement to investigate within the school and obtain ~~his/her~~ the administrator's approval to interview a student during school hours. The law enforcement officer shall not commence ~~his/her~~ an investigation until such approval is obtained. The law enforcement personnel may appeal to the District Administrator if it is deemed that approval was unreasonably withheld.

The administrator shall make every effort to maintain the privacy of the student.

3. Accordingly, the administrator shall do the following:
 - a. ~~Request~~ request that the student be pulled out of class by a school administrator, rather than a police officer, if necessary.
 - b. ~~Notify~~ notify the law enforcement officer that the school official be attempting to contact the student's parent prior to questioning, unless specifically requested not to because such contact would unduly impede the investigation.
4. If law enforcement officer is in possession of a **valid warrant**, school officials shall in no way interfere with the officer's execution of the warrant. A warrant shall be considered "valid" if it accurately describes the school facility and is executed by an authorized judicial official. District officials shall not attempt to evaluate the sufficiency of probable cause upon which the warrant is based.

In the event a law enforcement officer seeks to execute a warrant on school grounds, the officer is to be directed to building administration. The administration shall attempt to assist in executing the warrant by directing the student to report to the office. The school administration shall then: (1) contact the student's parent if the student is a minor; and (2) contact the District Administrator. This process shall be followed

unless the law enforcement official states that ~~the~~ **the official** has reason to believe that the subject of the warrant poses an immediate threat to the health and safety of others while in the school. In such a case, school officials shall grant access to the facility for execution of the warrant.

~~The District Administrator shall prepare guidelines to promote understanding and cooperation between staff members and students and these agencies.~~

Revised 8/20/15

Revised 4/17/19

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Legal 118.257, Wis. Stats.
 120.13(35), Wis. Stats.
 175.32, Wis. Stats.

Last Modified by Dave Laehn on March 21, 2025



Book	Policy Manual
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Title	Copy of SUSPENSION AND EXPULSION
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Adopted	February 1, 2014
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5610 - **SUSPENSION AND EXPULSION**

The Board recognizes that exclusion from educational programs of the School District, by suspension or expulsion, is a substantial sanction and that such action must comply with the student's due process rights. Exclusionary discipline is appropriate to address serious misconduct or when alternatives, such as in-school discipline or restorative practices, have been ineffective to address a student's repeated refusal or neglect to obey school rules.

SUSPENSION

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

The District Administrator, any principal, or a teacher designated by the District Administrator may suspend a student for up to five (5) school days or, if a notice of expulsion hearing has been sent, for up to fifteen (15) consecutive school days. Students identified with a disability may be suspended in accordance with AG 5605 - Disciplining Students with Disabilities.

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

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

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

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

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

EXPULSION

Under this policy, expulsion shall mean the Board will not permit a student to attend school at all for a specified period of time. If the student is expelled, the Board will determine the length of the expulsion period, which may extend at a maximum to the student's 21st birthday.

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

The School Board shall expel a student from school for not less than one (1) year whenever it finds that the student brought a firearm to school or, while at school or while under the supervision of a school authority, possessed a firearm, as defined in 18 U.S.C. 921(a) (3), unless the Board finds that the punishment should be reduced based upon the circumstances of the incident. Any such finding by the Board shall be in writing.

The District shall refer any student who brings a firearm (as defined in 18 U.S.C. 921(a)(3)) or a weapon to school to the criminal justice or juvenile delinquency system.

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

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

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

In the event a student is classified as Homeless, the building principal shall consult with the Homeless Coordinator to determine whether the conduct is a result of homelessness. The District will not expel a homeless student for conduct that is caused by the student's homelessness. The Homeless Coordinator will assist administration and the student's parents or guardians in correcting conduct subject to disciplinary action that is caused by homelessness. If the conduct in question is determined not to be caused by the student's homelessness, the District shall proceed with expulsion proceedings as outlined in this policy.

Revised 11/20/19
T.C. 5/24/23
Revised 6/17/24

Legal

119.25, Wis. Stats.

120.13, Wis. Stats.

18 U.S.C. 921(a)(3)

20 U.S.C. 7151

42 U.S.C. 11431 et seq.

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Code po5610.02
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5610.02 - IN-SCHOOL DISCIPLINE

It is the purpose of this policy to provide an alternative to out-of-school suspension. The availability of in-school discipline options is dependent upon the financial ability of the Board of Education to support such a program.

In-school discipline will only be offered at the discretion of the administration for offenses found in the Student Code of Conduct.

No student is to be detained after the close of the regular school day unless the student's parent has been contacted and informed that the student will be detained. No student shall be refused transportation services until the parent has been notified. Notification to the parent is the responsibility of District personnel and should be made prior to the departure of school buses. If a parent cannot be contacted, the child should be detained on another day.

~~The District Administrator is to establish administrative guidelines for the proper operation of such programs and to ensure that appropriate due process procedures are followed as applicable.~~

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Legal 120.13(1), Wis. Stats.

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Book	Policy Manual
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6230 - BUDGET HEARING

The annual budget adopted by the Board of Education represents the Board's position on the allocation of resources required to operate an appropriate system of education. All reasonable means shall be employed by the Board to present and explain that position to all interested parties. A public budget hearing will be conducted at the annual meeting.

The report will include:

- A. receipts and expenditures of the School District since the last annual meeting;
- B. the current cash balance of the School District;
- C. the amount of the deficit and the bills payable to the School District;
- D. the budget summary required under ~~s. 65.90 of the Wisconsin Statutes, Wis. Stats.;~~
- E. the amount in the trust established pursuant to ~~Section 66.0603 (1m) (b) 3. of the Wisconsin Statutes, Wis. Stats.;~~ the investment return earned by the trust since the last annual meeting, the total of disbursements made from the trust since the last annual meeting, and the name of the investment manager if the investment authority has been delegated.

Each member of the Board and each District Administrator shall be sufficiently acquainted with the budget and its underlying purposes to answer questions from members of the public.

A simplified form of the budget may be prepared annually and may be sent to appropriate parties and distributed to each person attending the annual budget hearing.

A simplified budget may include the expenditure in each major category of current expense for the current year and the coming year and a summary of anticipated receipts as well as a brief explanation of significant increases and decreases from the preceding budget.

The final budget approved by the Board shall be made available to the public in the form and places as required by law.

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Legal 65.980, Wis. Stats.
120.11(3), Wis. Stats.



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Title Copy of PURCHASING
Code po6320 - Discuss choice on new policy 8125 - Hiring of Consultants
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Adopted February 19, 2014

6320 - PURCHASING

It is the policy of the Board of Education that the District Administrator seek at least three (3) price quotations on purchases of more than \$5,000.00 for a single item, except in cases of emergency or when the materials purchased are of such a nature that price negotiations would not result in a savings to the District.

When the purchase of, and contract for, single items of supplies, materials, or equipment is reasonably anticipated to reach the amount of \$5,000.00 or more, the District shall obtain competitive bids.

Bids shall be sealed and shall be opened by the District Administrator in the presence of at least one (1) witness. All orders or contracts should be awarded to the lowest responsible bidder. A bidder may be required to submit a sworn statement regarding:

- A. financial ability to complete the contract;
- B. nature and quality of equipment to be used in performing the contract;
- C. experience and past performance in performing the contract;
- D. such other information the District deems relevant to the protection and welfare of the public in the performance of the contract.

Such statements shall be delivered to the District no later than five (5) days prior to the bid opening and shall be kept confidential by the District, except upon the written order of the person submitting the statement or on behalf of whom the statement is submitted, for the necessary use by the District in qualifying the person/bidder or the District.

The Board reserves the right to reject any and all bids.

Contracts can be awarded by the District Administrator without Board approval for any single item or group of identical items costing less than \$5,000.00. All other contracts require Board approval prior to purchase.

Bidding Requirements

Bids are not required for:

- A. textbooks, books, tapes, films, workbooks, educational kits, periodicals;
- B. replacement parts for existing equipment where the value of the replacement parts are estimated to be less than fifty percent (50%) of the total value of the equipment;
- C. C.E.S.A. contracts;
- D. maintenance contracts of at least one (1) year's duration where the maintenance is to be performed on a routine or as needed basis on specific equipment and shall include the additional cost of all repairs or replacement parts.

The District Administrator is authorized to enter into cooperative agreements with other school districts for the purchase of any product or services used by the District, when such arrangements will be for the benefit of the District.

If emergency situations exist, attempts will be made for quotes if time allows.

When bidding procedures are used, bids shall be advertised appropriately. Suppliers shall be invited to have their names placed on a mailing list to receive invitations to bid. When specifications are prepared, they will be mailed to all merchants and suppliers who have indicated an interest in bidding.

The District Administrator is authorized to purchase all items within budget allocations. ~~() For additional information on hiring consultants, see Policy 8125 Consultants. [END OF OPTIONS]~~

The District Administrator is authorized to make emergency purchases, without prior approval, of those goods and/or services needed to keep the schools in operation. Such purchases shall be brought to the Board's attention at the next regular meeting.

In order to promote efficiency and economy in the operation of the District, the Board requires that the Business Office periodically estimate requirements for standard items or classes of items and make quantity purchases on a bid basis to procure the lowest cost consistent with good quality.

Whenever storage facilities or other conditions make it impractical to receive total delivery at any one time, the total quantity to be shipped shall be made a part of the bid specifications.

Before the Business Office places a purchase order, a confirmation will be made to determine whether: (a) the proposed purchase is subject to bid, (b) whether sufficient funds exist in the budget and (c) the goods or services might be available elsewhere in the District. All purchase orders shall be numbered consecutively.

In the interests of economy, fairness, and efficiency in its business dealings, the Board requires that:

- A. items commonly used in the various schools or units thereof, be standardized whenever consistency with educational goals can be maintained;
- B. opportunity be provided to as many responsible suppliers as possible to do business with the School District;
- C. a prompt and courteous reception, insofar as conditions permit, be given to all who call on legitimate business matters;
- D. where the requisitioner has recommended a supplier, the Business Office may make suggestion alternatives to the requisitioner if, in his/her judgment, better service, delivery, economy, or utility can be achieved by using a different supplier;
- E. upon the placement of a purchase order, the Bookkeeper shall commit the expenditure against a specific line item to guard against the creation of liabilities in excess of appropriations.

The District Administrator shall determine the maximum expenditure allowed without a properly signed purchase order.

Employees may be held personally responsible for anything purchased without a properly signed purchase order or authorization.

The Board may acquire office equipment by lease, installment payments, lease-purchase agreements, or by lease with an option to purchase, provided the contract sets forth the specific terms, including price, of such a purchase.

Debarred Contractors Excluded

The District shall not award any contract, agreement or subcontract for goods or services to any party that has been suspended or debarred from receiving contracts or subcontracts by the Federal Acquisition Regulations (FAR).

For any contract or sub contract with a value in excess of \$25,000, the District shall include a provision in the contract or as a condition of any subcontract award that the contracting party attest that it is not at the time of contracting a suspended or debarred party under the Federal Acquisition Regulations and that, if at any time during performance of the services or delivery of goods in the applicable contract, said contractor or subcontractor should be identified as a suspended or debarred entity by the General Services Administration, the contractor or subcontractor shall immediately notify the District of that fact, which shall serve as sufficient grounds to terminate the contract as the District determines is appropriate



Book	Policy Manual
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Title	Copy of ASSISTIVE TECHNOLOGY AND SERVICES
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7540.05 - **ASSISTIVE TECHNOLOGY AND SERVICES**

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

Each IEP team must include in ~~their~~ deliberations consideration of whether the use of assistive technology devices and services to aid students with disabilities is appropriate for each specific student.

The Board also directs that students who qualify under Section 504 of the Rehabilitation Act be provided with assistive technology ~~devices and services when deemed necessary~~ consistent with the student's 504 Plan.

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

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

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

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

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

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

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

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Individuals with Disabilities Education Act (IDEA), as amended

20 U.S.C. 1401

Section 504 Rehabilitation Act of 1973

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

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Book	Policy Manual
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8310 - PUBLIC RECORDS

The Board recognizes its responsibility to maintain the public records of this District and to make such records available for inspection and reproduction. The Board designates the District Administrator as the District Records Custodian (DRC), to be the legal custodian of records for the District. The DRC shall safely keep and preserve the public records of the District and shall have the authority to render decisions and carry out duties related to those public records, including providing the notice required under 19.34(1) Wis. Stats., identifying the positions of the District that constitute a local public office pursuant to 19.32(1dm) Wis. Stats., and other required information. The DRC may deny access to records only in accordance with the law. The DRC is authorized and encouraged to consult with the District's legal counsel to determine whether to deny access to a records request in whole or in part.

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

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

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

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

The District may impose a fee upon the requester of a copy of a record of \$.10 per page, which represents the actual, necessary, and direct cost of reproduction of the record. In addition, the District may impose a fee upon a requester for the actual time spent by District employees in locating a record, if the cost is \$50.00 or more. In calculating location costs, the District will use the applicable employee's hourly rate for salary and benefits.

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

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

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

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

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

~~Records Retention Schedule~~

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

The Board has approved the following current records retention ~~schedules~~ schedule developed by the Wisconsin Historical Society and PRB as their records retention schedule: Wisconsin Public School District and Related Records GRS (~~expiring March 20, 2033~~).

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

Revised 4/17/19
Revised 11/9/20
Revised 4/18/22
Revised 10/25/23

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

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8700 - LACTATING EMPLOYEES

The Board supports staff members who choose to express breast milk. When any staff member, ~~whether a professional staff member or support staff member~~ has notified their supervisor of the staff member's intent to express breast milk during the workday, the Principal shall make necessary arrangements to provide the following:

- A. ~~An~~ appropriate location that is suitable for expressing breast milk. The location must be shielded from view and not accessible during usage by any other person. The location provided may not be a bathroom.
- B. ~~A~~ reasonable amount of time to complete the activity based on an established schedule of frequency the staff member requires. The staff member is responsible for providing a schedule of frequency and for completing the process efficiently.

Additional requests from a covered employee for assistance in developing procedures for the employee's need to express breast milk under this policy should be addressed to a building administrator. Reasonable efforts will be made to facilitate full access to the benefits of this policy.

Any staff member who opts to express breast milk is entitled to the benefits of this policy.

Any staff member who has provided notice of the need to express breast milk at work and has complied with the responsibilities of doing so in this policy is eligible to do so for up to one (1) calendar year from the birth of the child.

No staff member who requires break time to express breastmilk consistent with this policy shall be subjected to retaliation or any form of adverse treatment for doing so.

Any staff member who feels they have been denied adequate protections or feels they have been retaliated against or otherwise treated unfairly as a result of availing themselves of the rights described in this policy shall report such concerns to the District Administrator. Any such report shall specify the alleged deficiency and desired resolution so that the District Administrator may provide an appropriate resolution, within ten (10) calendar days of the report.

The benefits described in this policy shall be administered concurrently with other benefits, such as Family Medical Leave Act (FMLA) rights.

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Legal 29 U.S.C. 218d



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9600 - STAFF/STUDENT PARTICIPATION IN COMMUNITY EVENTS

The Board recognizes that the local community offers many programs and events that provide learning experiences which are not available in the schools and which can help students become more literate, cultured, productive human beings.

The Board seeks to maintain continuing communication with those groups and organizations that enrich the life of the community and authorizes the District Administrator to cooperate with their leaders both in the use of District resources that can aid their efforts and ensuring that members of the staff and student body are made aware of education-related activities of these groups. Further, the Board encourages members of the staff to make their many talents and specialized knowledge available, as time permits, to enhance the quality of such community activities.

The Board supports and encourages ~~staff~~ participation in:

- A. community activities and events which are related to District Courses of Study, as appropriate, as either required or enrichment assignments;
- B. school activities to which the public is invited are scheduled, to the extent possible, so as not to conflict with other events in the community which would appeal to the same audience. Such scheduling conflicts not only diminish the attendance at both the school and the community activities but also deprive the students and staff of deriving the benefits from participation in community programs which enhance learning and the quality of life.

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Adopted	February 19, 2014
Last Revised	October 25, 2023

9700 - **RELATIONS WITH NON-SCHOOL AFFILIATED GROUPS**

It is the policy of the Board that students, staff members, and District facilities not be used for advertising or promoting the interests of any nonschool agency or organization, public or private, without the approval of the Board; and any such approval, granted for whatever cause or group, shall not be construed as an endorsement of said cause or group by this Board. All crowdfunding activities are subject to Policy 6605 - Crowdfunding and AG 6605 - Crowdfunding.

No non-school affiliated group may use the name, logo, mascot, or any other name which would associate an activity with the District without the specific written permission of the District Administrator. Additionally, no non-school affiliated group may use any assets of the District, including but not limited to facilities, technology, or communication networks without the specific written permission of the District Administrator.

School District Referendum Advocacy

This policy applies expressly to any outside organization's advocacy concerning School District referenda. Any such organization, whether advocating in favor of or in opposition to a referendum question must clearly identify themselves as independent of the School District and may not, under any circumstances, use School District logos, mascots, slogans or other such items that are protected by or regularly used and identified with the District. School District officials may not advocate for a position on a referendum in any manner in which such advocacy is in the individual's capacity as a School District official or may reasonably be perceived as such. School District officials may always provide factual information concerning any referendum question.

A. Materials or Activities

All materials or activities proposed by outside political or commercial sources for student or staff use or participation shall be reviewed by the principal on the basis of their educational contribution to part or all of the school program, benefit to students, good taste, and no such approval shall have the primary purpose of advancing the name, product, or special interest of the proposing group.

The Board shall not permit the use of any type of educational material, program, or equipment in its curricular, co-curricular, or extra-curricular activities or at any time during the school day if such materials, programs, or equipment contain partisan political or commercial messages or are designed to persuade students or staff members to acquire a particular product or service offered by a named individual, company, organization, association, or agency. Professional staff may, however, utilize political materials or those provided by special interest-groups in adopted courses of study with the approval of the principal.

B. Contests/Exhibits

The Board recognizes that contests, exhibits, and the like may benefit individual students or the District as a whole, but participation in such special activities may not:

1. have the primary effect of advancing a special product, group, or company;

2. make unreasonable demands upon the time and energies of staff or students or upon the resources of the District;
3. interrupt the regular school program;
4. cause the participants to leave the School District, unless:
 - a. the Board's Policy 2340 - Field and Other District-Sponsored Trips has been complied with in all aspects;
 - b. the Board has granted special permission;
 - c. the parents of a minor student have granted their permission.

C. Distribution/Posting of Literature

No outside organization or staff member or student representing an outside organization may distribute or post literature on that organization's behalf on District property either during or after school hours without the permission and prior review of the principal.

The District Administrator shall establish administrative guidelines which ensure that:

1. criteria established in Policy 5722 - Student Publications and Productions - are used to make a decision regarding materials that students seek to post or distribute;
2. the school mail system is not used by students or staff for distribution of nonschool-related materials;
3. no materials from any profit-making organization are distributed for students to take home to their parents unless authorized by the District Administrator.

D. Solicitation of Funds

Any outside organization or staff member representing an outside organization desiring to solicit funds on school property must receive permission to do so from the District Administrator.

~~Permission to solicit funds will be granted only to those organizations or individuals who meet the permission criteria established in the District's administrative guidelines. Solicitation must take place at such times and places and in such a manner as specified in the administrative guidelines. In accordance with Board Policy 5830 - Student Fund-Raising, no District student may participate in the solicitation without the District Administrator's approval.~~

The Board disclaims all responsibility for the protection of, or accounting for, such funds.

A copy of this policy as well as the relevant administrative guidelines shall be given to any individual granted permission to solicit funds on District property.

This policy does not apply to the raising of funds for District-sponsored or school-sponsored activities.

E. Prizes/Scholarships/Other Awards

The Board is appreciative of the generosity of organizations which offer scholarships, prizes, or other awards to deserving students in this District.

In the administration of scholarships, prizes, or other awards, the District shall not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex (including gender status, change of sex, or gender identity), or physical, mental, emotional, or learning disability (Protected Classes) in any of its student program and activities.

Administration of scholarship or award programs appropriately designated under this policy to benefit individuals in a particular group that has not traditionally been represented does not violate this policy.

It will be the District's practice to provide all outside agencies and organizations notification of the nondiscrimination policy in awarding prizes, scholarships, or other aids, benefits, or services.

The District may administer or assist in the administration of scholarships, fellowships, or other forms of financial assistance established by a domestic or foreign will, trust, bequest, or similar legal instrument that requires the award to go to a student of a particular sex, race, color, national origin, or with a particular disability. Such restricted awards must not lead to discrimination in access to the total amount of prizes, scholarships, or other awards available.

In accepting the offer of such scholarships or prizes from non-District entities or persons, the Board directs that these guidelines be observed:

1. No information either academic or personal shall be released from the student's record for the purpose of selecting a scholarship or prize winner without the permission of the student who is eighteen (18), or the parents of a student who is younger in accordance with the Board's policy on student records.
2. The type of scholarship or prize, the criteria for selection of the winner, and any restrictions upon it shall be approved by the principal.

The District will periodically review their procedures for awarding scholarships, prizes, and other awards. This review will require that the District's procedure does not discriminate on the basis of sex, race, color, national origin, or disability in the overall effect of the scholarships, prizes, and other awards given to students.

F. Sale of School Supplies

In determining the appropriateness of the sale of school supplies by organizations other than the School District, the Board requires that:

1. the organization have a purpose which will benefit the School District and its students;
2. the organization's planned activities are clearly in the best interest of the School District and its students;
3. the organization has submitted the following information and assurances on the form provided by the District: a statement noting the purpose of the organization, financial accountability assurances, and use of facility assurances.

All funds generated by the sale of such school supplies shall be kept separate from other activity funds or other transactions of the Board.

G. Surveys and Questionnaires

Distribution of Surveys and Questionnaires to Students is governed by Policy 2416 - Student Privacy and Parental Access to Information.

Revised 4/17/19
Revised 6/16/21
Revised 11/17/21
T.C. 10/25/23

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Legal 118.125, Wis. Stats.

Last Modified by Dave Laehn on March 21, 2025



Book	Policy Manual
Section	0.3 Special Update - UGG-EDGAR - Oct 2024
Title	Wisconsin Special Update
Code	1- INFORMATION ONLY
Status	

SPECIAL UPDATE October 2024

This Special Update is issued to Neola Clients in response to the April 2024 release of revisions to the Uniform Grant Guidance regulations.

This special update package consists of the following:

- Revisions to 11 current bylaws/policies; and
- Revisions to 2 administrative guidelines.

The Office of Management and Budget (OMB) revised several parts of the OMB Guidance for Grants and Agreements, now called the OMB Guidance for Federal Financial Assistance, located in Title 2 of the Code of Federal Regulations (CFR). When the Office of Management and Budget (OMB) officially released revisions to the Uniform Guidance, all Federal agencies, including the Department of Education (ED), were to ensure the 2024 revisions were effective for all Federal awards issued on or after October 1, 2024. However, per ED's guidance, recipients of Federal fiscal year 2024 State-administered formula grants (such as Title I and IDEA-B) issued on or after July 1, 2024, could implement the revised 2024 Uniform Guidance effective July 1, 2024, provided that they have revised any applicable State policies and procedures.

For Federal grants issued prior to July 1, 2024 and the close-out spending and reporting, the earlier regulations and policies should remain in effect through September 30, 2024, unless notified otherwise by the awarding agency or Wisconsin Department of Public Instruction.

OMB revised its guidance and the regulations in 2 C.F.R. for the purpose of:

- incorporating statutory requirements and administration priorities;
- reducing agency and recipient burden;
- clarifying sections that recipients or agencies have interpreted in different ways; and
- rewriting applicable sections in plain language, improving flow, and addressing inconsistent use of terms within the guidance.

OMB's revisions are intended to improve Federal financial assistance management, transparency, and oversight through more accessible and easily understandable guidance.

Neola has conducted a thorough review of policy and administrative procedures templates and is providing appropriate revisions and additions in this special update to assist districts in meeting compliance standards put forth by OMB.

Neola is vigilant in providing policy language to clients that has been vetted for legal accuracy by outside legal counsel. Should questions arise as to the legal compliance or accuracy of Neola materials, it is our expectation that Neola's counsel would have the opportunity to assist in the resolution of such a claim. Please notify the Neola corporate office if an issue arises in which such a review or assistance is necessary.

Policies in this update have been reviewed by Neola legal counsel for consistency with Federal and State law, respectively.

Significant work, however, will be necessary for each district to draft and/or revise the required procedures for a variety of functions. Neola will, upon request, process and post districts' procedures/manuals as electronic links to provide for convenient flow from policy to administrative procedures to district procedure.

If you have questions about any of these Special Update materials, please contact your Neola Associate. All production-related materials and questions should be directed to the Production Office - Coshocton at 632 Main Street, Coshocton, Ohio 43812 (phone 800-407-5815, email: production@neola.com). Billing and other questions should be directed to the Business Office - Stow at 3914 Clock Pointe Trail, Suite 103, Stow, Ohio 44224 (phone 330-926-0514, fax 330-926-0525).

This Update includes the following documents:

Policy 3440 - Job-Related Expenses (Revised)
Policy 4440 - Job-Related Expenses (Revised)
Policy 6110 - Grant Funds (Revised)
Policy 6111 - Internal Controls (Revised)
Policy 6112 - Cash Management of Grants (Revised)
Policy 6114 - Cost Principles - Spending Federal Funds (Revised)
Policy 6325 - Procurement - Federal Grants/Funds (Revised)
Policy 7310 - Disposition of Personal Property (Revised)
Policy 7450 - Property Inventory (Revised)

AG 6325 - Procurement - Federal Grants/Funds (New)
AG 7450 - Inventory Procedure (Revised)

Last Modified by Dave Laehn on March 18, 2025



Book	Policy Manual
Section	0.3 Special Update - UGG-EDGAR - Oct 2024
Title	Copy of JOB-RELATED EXPENSES
Code	po3440 - Dependent care option and conference costs
Status	
Adopted	February 19, 2014
Last Revised	October 18, 2022

3440 - **JOB-RELATED EXPENSES**

The Board may provide for the payment of the actual and necessary expenses, including traveling expenses, of any professional staff member of the District reasonably and necessarily incurred in the course of performing services for the District, whether within or outside the District, under the direction of the Board.

The validity of payments for job-related expenses shall be determined by the Business Manager.

Payment and reimbursement rates for per diem meals, lodging, and mileage shall be approved by the Board annually. The Board shall establish mileage rates not exceeding the Federal Internal Revenue Service prescribed mileage rate.

Employees are expected to exercise the same care incurring travel expenses that a prudent person would exercise if traveling on personal business and expending personal funds. Unauthorized costs and additional expenses incurred for personal preference or convenience will not be reimbursed.

Unauthorized expenses include but are not limited to alcohol, movies, fines for traffic violations, and the entertainment/meals/lodging of spouses or guests.

[DRAFTING NOTE: Choosing this option requires this also to be applicable to all District travel.]

[] The costs of identifying and providing locally available dependent care resources for conference participants are allowable, as needed.

[] Conference costs must be appropriate, necessary, and managed to minimize costs to the Federal award.

Travel payment and reimbursement provided from Federal funds must be authorized in advance and must be reasonable and consistent with the District's travel policy. For travel paid for with Federal funds, the travel authorization must include documentation that demonstrates that 1) the participation in the event by the individual traveling is necessary to the Federal award; and 2) the costs are reasonable and consistent with the District's travel policy.

The Board shall pay the expenses of professional staff members when they attend professional meetings approved in accordance with the policy of this Board and in accordance with the administrative guidelines of the District Administrator.

Whenever a staff member is unable to provide appropriate expense documentation, they may be reimbursed in an amount not to exceed \$100.00 upon written approval of the expenses by the District Administrator.

All travel shall comply with the travel procedures and rates established in the administrative guidelines. All costs incurred with Federal funds must meet the cost allowability standards within Board Policy 6110 - **Grant Funds**.

To the extent that the District's policy does not establish the allowability of a particular type of travel cost, the rates and amounts established under 5 U.S.C. 5701-11, ("Travel and Subsistence Expenses; Mileage Allowances"), or by the Administrator of General Services, or by the President (or designee), must apply to travel under Federal awards.

T.C. 10/18/22

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2 C.F.R. 200.474

5 U.S.C. 5701-11

Last Modified by Dave Laehn on April 4, 2025



Book	Policy Manual
Section	0.3 Special Update - UGG-EDGAR - Oct 2024
Title	Copy of JOB-RELATED EXPENSES
Code	po4440 - Dependent care and conference costs
Status	
Adopted	February 19, 2014
Last Revised	January 15, 2025

4440 - **JOB-RELATED EXPENSES**

The Board will provide for the payment of the actual and necessary expenses, including traveling expenses, of any support staff member of the District reasonably and necessarily incurred in the course of performing services for the District, whether within or outside the District, under the direction of the Board and in accordance with the District Administrator's administrative guidelines.

The validity of payments for job-related expenses shall be determined by the Business Manager.

Payment and reimbursement rates for per diem meals, lodging, and mileage shall be approved by the Board annually. The Board shall establish mileage rates not exceeding the Federal Internal Revenue Service prescribed mileage rate.

Employees are expected to exercise the same care incurring travel expenses that a prudent person would exercise if traveling on personal business and expending personal funds. Unauthorized costs and additional expenses incurred for personal preference or convenience will not be reimbursed.

Unauthorized expenses include but are not limited to alcohol, movies, fines for traffic violations, and the entertainment/meals/lodging of spouses or guests.

~~[DRAFTING NOTE: Choosing this option requires this also to be applicable to all District policies.]~~

~~[] The costs of identifying and providing locally available dependent care resources for conference participants are allowable, as needed.~~

~~[] Conference costs must be appropriate, necessary, and managed to minimize costs to the Federal award.~~

Travel payment and reimbursement provided from Federal funds must be authorized in advance and must be reasonable and consistent with the District's travel policy and administrative guidelines. For travel paid for with Federal funds, the travel authorization must include documentation that demonstrates that (1) the participation in the event by the individual traveling is necessary to the Federal award; and (2) the costs are reasonable and consistent with the District's travel policy.

The Board shall pay the expenses of support staff members when they attend professional meetings approved in accordance with the policy of this Board and in accordance with the administrative guidelines of the District Administrator.

Whenever a staff member is unable to provide appropriate expense documentation, they may be reimbursed in an amount not to exceed \$100.00.

All travel shall comply with the travel procedures and rates established in the administrative guidelines. All costs incurred with Federal funds must meet the cost allowability standards within Board Policy 6110 - **Federal Grant** Funds.

To the extent that the District's policy does not establish the allowability of a particular type of travel cost, the rates and amounts established under 5 U.S.C. 5701-11, ("Travel and Subsistence Expenses; Mileage Allowances"), or by the Administrator of General Services, or by the President (or designee), must apply to travel under Federal awards.

Revised 4/17/19
T.C. 10/18/22

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2 C.F.R. 200.474

5 U.S.C. 5701-11

Last Modified by Dave Laehn on April 4, 2025



Book	Policy Manual
Section	0.3 Special Update - UGG-EDGAR - Oct 2024
Title	Copy of GRANT FUNDS
Code	po6110 - Mandatory disclosure, whistleblower protections, identification, cybersecurity, audit, certification/records retention and program income language added
Status	
Adopted	February 19, 2014
Last Revised	April 17, 2019

6110 - **FEDERAL GRANT FUNDS**

It is the objective of the Board of Education to provide equal educational opportunities for all District students within the District. Government agencies, as well as foundations, businesses, and individuals, periodically offer both human and material resources to the District that benefit students and the educational program. Therefore, it is the intent of the Board to study Federal legislation consider grant proposals and applications for their potential to enhance educational opportunities, the educational environment, and the physical and mental growth for each student.

The District Administrator shall review new Federal education legislation and prepare proposals for programs s/he the District Administrator deems would be of aid to the students of this District. The District Administrator shall approve each such proposal prior to its submission, and the Board shall approve all grants resulting from such proposals.

The Board regards available Federal funds of aid to local school districts and communities as a public trust. It forbids the use of Federal monies for partisan political activities and for any use that would not be in accord with Federal guidelines on discrimination. All Federal funds received by the District will be used in accordance with the applicable Federal regulations and guidelines. The District Administrator shall ensure that each draw of Federal monies is as close as administratively feasible to the related program expenditures.

No Federal funds received by the District shall be used (1) to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; (2) to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; (3) to provide sex education or HIV-prevention education in schools unless the instruction is age-appropriate and includes the health benefits of abstinence; or (4) to operate a program of contraceptive distribution in the schools.

Grant Proposal Development

- A. All grant proposals must support at least one (1) District goal or priority.
- B. For projects where grant funds will not cover the entire cost of project implementation, additional fund sources must be identified, documented, and approved during the internal review process.

Grant Proposal Internal Review

- A. Each grant proposal shall be reviewed and approved by the District Administrator prior to submission to the funding source.
- B. The District Administrator shall present the following proposals to the Board for approval:

1. government-funded proposals, regardless of the amount;
2. proposals with budgets exceeding \$1,000.00; or
3. multi-school or District-wide proposals.

Mandatory Disclosures

The District must promptly disclose whenever they have credible evidence of a violation of Federal criminal law potentially affecting the Federal award including, but not limited to, any fraud, embezzlement, bribery, gratuity violations, identity theft, or sexual assault and exploitation, or a violation of the Civil False Claims Act (2 C.F.R. 200.113) regarding the obligation to report credible information related to conduct prohibited by the Trafficking Victims Protection Act, 22 U.S.C. 7104c.

The disclosure must be made in writing to the Federal agency and the agency's Office of Inspector General, and to the pass-through entity, such as the Department of Public Instruction.

Whistleblower Protections

An employee of the District may not be discharged, demoted, or otherwise discriminated against as a reprisal for disclosing information to the appropriate agency or individual that the employee reasonably believes is evidence of gross mismanagement of a Federal contract or grant, a gross waste of Federal funds, an abuse of authority relating to a Federal contract or grant, a substantial and specific danger to public health or safety, or a violation of law, rule, or regulation related to a Federal contract or grant. See Policy 1211/Policy 3211/Policy 4211 - Whistleblower Protection and Policy 8900 - Fraud.

Grant Administration

- A. The administration of grants will adhere to all applicable Federal, State, local and grantor rules and regulations, including the terms and conditions of the Federal awards, as well as District policies and administrative guidelines.
- B. The District Administrator is responsible for the efficient and effective administration of grant awards through the application of sound management practices.
- C. The District Administrator is responsible for administering grant funds in a manner consistent with underlying agreements, program applicable statutes, regulations and objectives, and the terms and conditions of the grant award.
- D. The District, in recognition of its unique combination of staff, facilities, and experience, shall employ internal controls, including organizational and management strategies necessary to assure proper and efficient administration of grant awards.
- E. All Federal funds received by the District will be used in accordance with the applicable Federal law and regulations and the terms and conditions of the Federal award. The District Administrator shall require that each draw of Federal monies be aligned with the District's payment process (whether reimbursement, cash advance, or a combination). If funds are permitted to be drawn in advance, all draws will be as close as administratively feasible to the related program expenditures and that, when restricted, such monies are used to supplement programs and funding and not to supplant or replace existing programming or current funding.

Maintenance of Effort (MOE) and Maintenance of Equity (MOEquity) requirements of the Federal program will be met in accordance with the requirements of the specific funded program. The District shall maintain appropriate documentation and records to substantiate compliance or to justify allowable exceptions, exemptions, or waivers.

- F. The District Administrator is authorized to sign related documents for grant administration, including documents required for submittal of grant proposals.
- G. Written amendments requiring the District Administrator's signature shall be presented to the Board for approval.
- H. Program reports including but not limited to audit, site visits and final reports shall be submitted to the District Administrator for review and distribution to the Board and other appropriate parties.

Financial Management

The financial management of grant funds shall be in compliance with all applicable Federal, State, local and grantor rules, regulations, and assurances as well as District policies and administrative guidelines.

The District Administrator shall provide for the following:

- A. Identification of all Federal awards received and expended and the Federal programs under which they were received. Federal program and Federal award identification must include, as applicable, the Assistance Listings title and number, Federal award identification number, the year the Federal award was issued, and name of the Federal agency or pass-through entity. ~~Identification, in District accounts, of all grant awards received and expended and the programs under which they were received. For Federal programs and awards, identification shall include the Catalog of Federal Domestic Assistance (CFDA) title and number, Federal award identification number and year, name of the Federal agency and name of the pass-through entity, as applicable.~~
- B. Accurate, current, and complete disclosure of the financial results of each Federal award or program in accordance with the reporting requirements of the grant.

Maintaining records that sufficiently identify the amount, source, and expenditure of Federal funds for Federal awards. These records must contain information necessary to identify Federal awards, authorizations, financial obligations, unobligated balances, as well as assets, expenditures, income, and interest. All records must be supported by source documentation.

- C. ~~Records that identify adequately the source and application of funds provided for Federally funded activities. These records must contain information pertaining to Federal awards, authorizations, obligations, unobligated balances, assets, expenditures, income and interest and be supported by source documentation.~~
- D. Effective control over and accountability for all funds, property, and other assets.

The District must adequately safeguard all assets and ~~assure that~~ ensure they are used solely for authorized purposes.

Further, the District must:

1. establish and maintain effective internal control over the Federal award that provides reasonable assurance that the District is managing the Federal award in compliance with the U.S. Constitution, Federal statutes, regulations, and the terms and conditions of the Federal award;
2. comply with the U.S. Constitution, Federal statutes, regulations and the terms and conditions of the Federal award;
3. evaluate and monitor the District's compliance with statutes, regulations and the terms and conditions of the Federal award; and
4. take prompt action when instances of noncompliance are identified ~~including noncompliance identified in audit findings; and.~~
5. ~~take reasonable measures to safeguard protected personally identifiable information and other information the Federal awarding agency or pass through entity designates as sensitive consistent with applicable Federal, State, local, and tribal laws regarding privacy and obligations of confidentiality.~~

E. Take reasonable cybersecurity and other measures to safeguard information including protected personally identifiable information (PII) and other types of information. This also includes information the Federal awarding agency or pass-through entity designates as sensitive or other information the District considers sensitive and is consistent with applicable Federal, State, local, and tribal laws regarding privacy and obligations of confidentiality. ~~Comparison of expenditures with budget amounts for each Federal award.~~

F. Actual expenditures or outlays must be compared with budgeted amounts for each Federal award.

G. Recordkeeping and written procedures to the extent required by Federal, State, ~~local~~, and grantor rules and regulations pertaining to the grant award and ~~accountability,~~ accountability including, but not limited to the following areas:

1. cash management in accordance with 2 C.F.R. 200.305
2. allowability of costs in accordance with subpart ~~165~~ and the terms and conditions of the Federal award

3. conflict of interest
 4. procurement
 5. equipment management
 6. conducting technical evaluations of proposals and selecting recipients
 7. compensation and fringe benefits
 8. travel
- H. Disclosure of any potential conflict of interest and all mandatory violation disclosures potentially affecting the Federal award/grant to the Federal awarding agency or pass-through agency in accordance with applicable Federal policy.
- I. Insurance coverage for real property and equipment, if applicable, equivalent to such property owned by the District.

Audit Requirements

A single or program-specific audit (2 C.F.R. 200.514, 2 C.F.R. 200.507) is required for any year if the District expends \$1,000,000 or more in Federal awards during the District's fiscal year. When Federal awards expended are less than \$1,000,000, the District may be exempt from Federal audit requirements (2 C.F.R. 200.501) for that year. However, in all instances, the District's records must be available for review or audit by appropriate officials of the Federal agency, pass-through entity, and the Government Accountability Office (GAO).

The District shall:

- A. arrange for the audit required in accordance with 2 C.F.R. 200.509 and make sure that the audit is properly performed and submitted in accordance with 2 C.F.R. 200.512;
- B. prepare financial statements including the schedule of expenditures of Federal awards in accordance with 2 C.F.R. 200.510;
- C. promptly follow up and take corrective action on audit findings, including preparing a summary schedule of prior audit findings and a corrective action plan (2 C.F.R. 200.511); and
- D. provide the auditor access to personnel, accounts, books, records, supporting documentation, and any other information needed for the auditor to perform the audit.

Certifications and Records Retention

Financial reports must include a certification, signed by an official who is authorized to legally bind the District. The certification should state:

"I certify to the best of my knowledge and belief that the information provided herein is true, complete, and accurate. I am aware that the provision of false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative consequences including, but not limited to, violations of U.S. Code Title 18, Sections 2, 1001, 1343 and Title 31, Sections 3729-3730 and 3801-3812"

Each certification must be maintained pursuant to the requirements of 2 C.F.R. 200.334. The District shall retain all Federal award records for three (3) years from the date of submission of the final financial report or longer if required by the Board-adopted retention schedule.

Cost Principles

The District Administrator is responsible for the efficient and effective administration of grant funds through the application of sound management practices. Such funds shall be administered in a manner consistent with the associated agreements/assurances, program objectives, and the specific terms and conditions of the grant award.

Costs may be allowable to a specific grant award if the cost is necessary and reasonable for the performance of the grant program initiative, is in accordance with generally accepted accounting principles (GAAP), and is allocable to the grant award if the goods or services involved are charged in accordance with relative benefits accrued to the initiative. A cost is reasonable if it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the purchasing decision is made.

Program Income

Program income means gross income earned by a grant recipient that is directly generated by a supported activity or earned as a result of the Federal award during the grant's period of performance.

It includes, but is not limited to, income from fees for services performed, the use or rental of real or personal property acquired under Federal awards, the sale of commodities or items fabricated under a Federal award, license fees and royalties on patents and copyrights, and principal and interest on loans made with Federal award funds. Interest earned on advances of Federal funds is not program income. Except as otherwise provided in Federal statutes, regulations or the terms and conditions of the Federal award, program income does not include rebates, credits, discounts and interest earned on any of them. Additionally, taxes, special assessments, levies, fines and ~~other such similar~~ revenues raised by a recipient are not program income ~~unless the revenues are specifically identified in the Federal award or Federal awarding agency regulations as program income. Finally, proceeds~~ Proceeds from the sale of real property, equipment or supplies are not program income. ~~Finally, license fees and royalties for copyrighted material, patents, patent applications, trademarks, and inventions made under the Federal award subject to 37 C.F.R. Part 401 are not program income.~~

Unless ~~the District~~ the District has received prior approval to use a different method or the terms and conditions of the grant authorize a different method, the District uses the deduction method of accounting for program income. Under the deduction method, program income is deducted from total allowable costs to determine the net allowable costs. Program income will only be used for current costs unless the District is otherwise directed by the Federal ~~awarding~~ agency or pass-through entity.

2 C.F.R. 200.56, 200.71, 200.77, 200.80, 200.112, 200.113, 200.302, 200.307
2 C.F.R. 200.309, 200.310, 200.313, 200.318 - .320, 200.343(b) & (e), 200.403
2 C.F.R. 200.404 and 200.406, 200.501-511
34 C.F.R. 75.707, 76.563, 76.565, 76.707
Compliance Supplement for Single Audits of State and Local Governments
20 U.S.C. 7906
31 U.S.C. 3729-3733

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Legal 2 C.F.R. 200.56, 200.71, 200.77, 200.80, 200.112, 200.113, 200.302, 200.307
2 C.F.R. 200.309, 200.310, 200.313, 200.318 - .320, 200.343(b) & (e), 200.403
2 C.F.R. 200.404 and 200.406, 200.501-511
34 C.F.R. 75.707, 76.563, 76.565, 76.707
Compliance Supplement for Single Audits of State and Local Governments
20 U.S.C. 7906
31 U.S.C. 3729-3733

Last Modified by Dave Laehn on March 18, 2025



Book	Policy Manual
Section	0.3 Special Update - UGG-EDGAR - Oct 2024
Title	Copy of INTERNAL CONTROLS
Code	po6111 - Comply with standards in "Internal Control-Integrated Framework, cybersecurity and suggested resources list
Status	

6111 - INTERNAL CONTROLS

The District Administrator shall establish, document, and maintain effective internal controls over Federal awards that provide reasonable assurance that the District is managing all Federal awards in compliance with applicable the U.S. Constitution, statutes, regulations, and the terms and conditions of the awards. The District will have a process that provides reasonable assurance regarding the achievement of the following objectives:

- A. effectiveness and efficiency of operations;
- B. reliability of reporting for internal and external use; and
- C. compliance with applicable laws and regulations.

These internal controls should comply with the guidance in "Standards for Internal Control in the Federal Government" issued by the Comptroller General of the United States or the "Internal Control-Integrated Framework" issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).

The internal controls must provide reasonable assurance that transactions are properly recorded and accounted for in order to permit the preparation of reliable financial statements and Federal reports; maintain accountability over assets; and demonstrate compliance with Federal statutes, regulations, and the terms and conditions of the Federal award. The internal controls must also provide reasonable assurance that these transactions are executed in compliance with Federal statutes, regulations, and the terms and conditions of the Federal award that could have a direct and material effect on a Federal award, as well as any other Federal statutes and regulations that are identified in the Compliance Supplement. Finally, the District's internal controls must provide reasonable assurance that all Federal funds, property, and other assets are safeguarded against loss from unauthorized use or disposition.

The District shall:

- A. comply with the U.S. Constitution, Federal statutes, regulations, and the terms and conditions of the Federal awards;
- B. evaluate and monitor its compliance with the U.S. Constitution, statutes, regulations, and the terms and conditions of the award;
- C. take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; and
- D. take reasonable cybersecurity and other measures to safeguard protected information including protected "personally identifiable information" (PII) and other types of information. This also includes information the Federal agency or pass-through entity designates as sensitive or other information the District considers sensitive and is consistent with applicable Federal, State, local, and tribal laws regarding privacy and responsibility over confidentiality, personally identifiable information" (PII) and other information the awarding agency or pass-through entity designates as sensitive or the District considers sensitive consistent with applicable Federal, state, local, and tribal laws and District policies regarding privacy and obligations of confidentiality.

PII is defined at 2 C.F.R. Section ~~200.79~~200.1 as "information that can be used to distinguish or trace an individual's identity, either alone or when combined with other personal or identifying information that is linked or linkable to a specific individual."

However, the definition of PII is not anchored~~attached~~ to any single category of information or technology. Rather, it requires a case-by-case assessment of the specific risk that an individual can be identified.

Suggested Resources:

- A. "Standards for Internal Control in the Federal Government" issued by the Comptroller General of the United States;
- B. "Internal Control Integrated Framework" (commonly referred to as the Green Book) issued by the Committee of Sponsoring Organizations of the Treadway Commission;
- C. "Compliance Supplement" issued by the U.S. Office of Management and Budget; and
- D. Internal control guidance issued by the U.S. Department of Education.

~~2 C.F.R. 200.61-.62~~

2 C.F.R. ~~200.79~~200.1

2 C.F.R. 200.303

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2 C.F.R. 200.1

2 C.F.R. 200.303

Last Modified by Dave Laehn on March 18, 2025



Book Policy Manual
Section 0.3 Special Update - UGG-EDGAR - Oct 2024
Title Copy of CASH MANAGEMENT OF GRANTS
Code po6112 - Interest bearing language and limitations added
Status

6112 - CASH MANAGEMENT OF GRANTS

In order to provide reasonable assurance that all assets, including Federal, State, and local funds, are safeguarded against waste, loss, unauthorized use, or misappropriation, the District Administrator shall implement internal controls in the area of cash management.

The District's ~~payments~~ **payment** methods shall minimize the time elapsing between the transfer of funds from the ~~United States Treasury~~ **Federal agency** or the Department of Public Instruction (pass-through entity) and disbursement by the District, regardless of whether the payment is made by electronic funds transfer, or issuance or redemption of checks, warrants, or payment by other means.

The District shall use forms and procedures required by the grantor agency or pass-through entity to request payment. The District shall request grant funds payments in accordance with the provisions of the grant. Additionally, the District's financial management systems shall meet the standards for fund control and accountability as established by the awarding agency.

The District Administrator is authorized to submit **payment requests as often as necessary when electronic fund transfers are used or at least monthly when electronic transfers are not used. See requests for advance payments and reimbursements at least monthly when electronic fund transfers are not used, and as often as deemed appropriate when electronic transfers are used** **Electronic Fund Transfer Act (15 U.S.C. 1693-1693r).**

When the District uses a cash advance payment method, the following standards shall apply:

- A. The timing and amount of the advance payment requested ~~will~~ **must** be as close as is administratively feasible to the actual ~~disbursement~~ **disbursements by the District** for direct program or project costs and the proportionate share of any allowable indirect costs.
- B. The District shall make timely ~~payment~~ **payments** to contractors in accordance with contract provisions.
- C. **Whenever possible, advance payment requests by the District must be consolidated to cover anticipated cash needs for all Federal awards received by the recipient from the awarding Federal agency or Wisconsin Department of Public Instruction (DPI).**
- D. ~~To the extent~~ **If** available, the District shall disburse funds available from program income (including repayments to a revolving fund), rebates, refunds, contract settlements, audit recoveries, and interest earned on ~~such~~ **Federal** funds before requesting additional cash payments.
- E. The District shall account for the receipt, ~~obligation~~ **obligation**, and expenditure of funds.
- F. Advance payments will be deposited and maintained in insured accounts whenever possible.
- G. Advance payments will be maintained in ~~interest-bearing~~ **interest-bearing** accounts unless the following apply:
 - 1. The District receives less than ~~\$120,000~~ **\$250,000** in Federal ~~awards~~ **funding** per year.

2. The best ~~reasonably~~ available interest-bearing account would not ~~reasonably~~ be expected to earn interest in excess of \$500 per year on Federal cash balances.
 3. The depository would require an average or minimum balance so high that it would not be feasible within the expected Federal and non-Federal cash resources.
 4. A foreign government or banking system prohibits or precludes ~~interest-bearing~~ interest-bearing accounts.
 5. An interest-bearing account is not readily accessible (for example, due to public or political unrest in a foreign country).
- H. Pursuant to Federal law and regulations, the District may retain interest earned in an amount up to \$500 per year for administrative costs. Any additional interest earned on Federal ~~advance payments deposited in interest-bearing accounts must be remitted~~ funds must be returned annually to the Department of Health and Human Services Payment Management System (PMS) through an electronic medium using either ~~the~~ Automated Clearing House (ACH) network or a Fedwire Funds Service payment. ~~Remittances shall include pertinent information of the payee and nature of payment in the memo area (often referred to as "addenda records" by Financial Institutions) as that will assist in the timely posting of interest earned on Federal funds. Pertinent details include the Payee Account Number (PAN) if the payment originated from PMS, or Agency information if the payment originated from ASAP, NSF or another Federal agency payment system.~~
- I. All interest in excess of \$500 per year must be returned to PMS regardless of whether the District was paid through PMS. Instructions for returning interest can be found at <https://pms.psc.gov/grant-recipients/returning-funds-interest.html>.
 - J. All other Federal funds must be returned to the payment system of the Federal agency. Returns should follow the instructions provided by the Federal agency. All returns to PMS should follow the instructions provided at <https://pms.psc.gov/grant-recipients/returning-funds-interest.html>.

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2 C.F.R. 200.305

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Book	Policy Manual
Section	0.3 Special Update - UGG-EDGAR - Oct 2024
Title	Copy of COST PRINCIPLES - SPENDING FEDERAL FUNDS
Code	po6114 - Cost principles, prior written approval, direct or indirect costs, timely obligation of funds (entire section rewritten), and period of performance
Status	
Adopted	April 17, 2019
Last Revised	April 18, 2022

6114 - COST PRINCIPLES - SPENDING FEDERAL FUNDS

The District Administrator is responsible for the efficient and effective administration of grant funds through the application of sound management practices. Such funds shall be administered in a manner consistent with all applicable Federal, ~~State~~ State, and local laws, the associated agreements/assurances, program ~~objectives~~ objectives, and the specific terms and conditions of the grant award.

Cost Principles

A cost is reasonable if it does not exceed an amount that a prudent person would incur under the circumstances prevailing when the decision was made to incur the cost. Except where otherwise authorized by statute, costs shall meet the following general criteria in order to be allowable under Federal awards:

- A. Be necessary and reasonable for proper and efficient performance and administration of the Federal award and be allocable thereto under these principles.

To determine whether a cost is reasonable, consideration shall be given to:

1. whether a cost is ~~a type~~ generally recognized as ordinary and necessary for the operation ~~of the District~~ or the proper and efficient performance of the Federal award;
2. the restraints or requirements imposed by such factors as sound business practices, arm's length bargaining, Federal, State, local, ~~tribal~~ tribal, and other laws and regulations;
3. market prices for comparable ~~goods or services~~ costs for the geographic area;
4. whether the individuals concerned acted with prudence in the circumstances considering their responsibilities ~~to the District, its employees, its students or membership (if applicable), the public at large, and the Federal Government;~~ and
5. ~~whether the cost does not represent any significant deviation from the established practices or Board policy which may unjustifiably increase the expense~~ the degree to which the cost represents a deviation from the Board's established written policies and procedures for incurring costs.

~~Whether an expenditure is necessary is determined based on the needs of the program. The expenditure must be necessary to achieve an important program objective and it must be established that the expenditure addresses an existing need. While Federal regulations do not provide specific descriptions of what satisfies the necessary element beyond its inclusion in the reasonableness analysis above, whether a cost is necessary is determined based on the needs of the program. Specifically, the expenditure must be necessary to achieve an important program objective. A key aspect in determining whether a cost is necessary is whether the District can demonstrate that the~~

cost addresses an existing need, and can prove it.

When determining whether a cost is necessary, consideration may be given to whether:

1. the cost is needed for the proper and efficient performance of the grant program;
2. the cost is identified in the approved budget or application;
3. there is an educational benefit associated with the cost;
4. the cost aligns with identified needs based on results and findings from a needs assessment;
5. the cost addresses program goals and objectives and is based on program data.

A cost is allocable to the Federal award if the goods or services involved are chargeable or assignable to the Federal award in accordance with the relative benefit received.

This standard is met if the cost:

1. is incurred specifically for the Federal award;
 2. benefits both the Federal award and other work of the District and can be distributed in proportions that may be approximated using reasonable methods; ~~and/or~~
 3. is necessary to the overall operation of the District and is assignable, ~~in part,~~ to the Federal award in accordance with ~~these~~ cost principles ~~mentioned here~~.
- B. Conform to any limitations or exclusions set forth in the cost principles ~~as required by law~~ 2 C.F.R. Part 200 or in the terms and conditions of the Federal award, including prohibitions regarding costs incurred for telecommunications and video surveillance services or equipment or as a substantial or essential component of any system or as critical technology as part of any system. Such prohibition also applies to funds generated as program income, indirect cost recoveries, or to satisfy cost share requirements.
- C. Be consistent with policies and procedures that apply uniformly to both Federally-financed and other activities of the District.
- D. Be accorded consistent treatment. A cost cannot be assigned to a Federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been allocated to a Federal award as an indirect cost under another award.
- E. Be determined in accordance with generally accepted accounting principles.
- F. Be representative of actual cost, net of all applicable ~~credits~~ credits, or offsets.
- The term "~~applicable credits~~" applicable credits refers to those ~~receipts or reductions of expenditures that operate to offset or reduce expense items~~ transactions that offset or reduce direct or indirect costs allocable to the Federal award. Typical examples of such transactions are: purchase discounts; rebates or allowances; recoveries or indemnities on losses; ~~insurance refunds or rebates~~; and adjustments of overpayments or erroneous charges. To the extent that such credits accruing to or received by the ~~State~~ District relate to the Federal award, they shall be credited to the Federal award, either as a cost reduction or a cash refund, as appropriate.
- G. Be not included as a match or cost-share ~~requirements of any other Federally-financed program in either the current or a prior period~~, unless the specific Federal program authorizes Federal costs to be treated as such.
- H. Be adequately documented:
1. in the case of personal services, the District Administrator shall implement a system for District personnel to account for time and efforts expended on grant-funded programs to ~~assure~~ document that only permissible personnel expenses are allocated;
 2. in the case of other costs, all receipts and other invoice materials shall be retained, along with any documentation identifying the need and purpose ~~for~~ for such expenditure if not otherwise clear.

- I. Administrative closeout costs may be incurred until the due date of the final report(s). If incurred, these costs must be liquidated prior to the due date of the final report(s) and charged to the final budget period of the award unless otherwise specified by the Federal agency.

All other costs must be incurred during the approved budget period. At its discretion, the Federal agency is authorized to waive prior written approvals to carry forward unobligated balances to subsequent budget periods.

The budget period means the time interval from the start date of a funded portion of an award to the end date of that funded portion during which recipients are authorized to carry out authorized work and expend incur financial obligations of the funds awarded, including any funds carried forward or other revisions pursuant to the law 2 C.F.R. 200.308. Prior written approval from the Federal awarding agency or state State pass-through entity may be required to carry forward unobligated balances to subsequent budget periods, unless waived.

Selected Items of Cost

The District shall follow the rules for selected items of cost at 2 C.F.R. Part 200, Subpart E when charging these specific expenditures to a Federal grant. When applicable, District staff shall check costs against the selected items of cost requirements to ensure the cost is allowable. In addition, State, District, and program-specific rules, including the terms and conditions of the award, may deem a cost as unallowable and District personnel shall follow those rules as well.

The following rules of allowability must apply to equipment and other capital expenditures ~~(as defined in Policy 7455—Accounting System for Capital Assets):~~

- A. Capital expenditures for ~~general purpose~~ general-purpose equipment, buildings, and land are ~~unallowable~~ allowable as direct charges, ~~except~~ but only with the prior written approval of the Federal ~~awarding~~ agency or pass-through entity.
- B. Capital expenditures for special purpose equipment are allowable as direct costs, provided that items with a unit cost of ~~\$5,000~~ \$10,000 or more have the prior written approval of the Federal ~~awarding~~ agency or pass-through entity.
- C. Capital expenditures for improvements to land, buildings, or equipment ~~which~~ that materially increase their value or useful life are ~~unallowable~~ allowable as a direct cost ~~except~~ but only with the prior written approval of the Federal ~~awarding~~ agency, or pass-through entity.
- D. All Federally-funded contracts in excess of \$2,000 related to construction, alteration, repairs, painting, decorating, etc. must comply with Davis-Bacon prevailing wage requirements.
- E. Allowability of depreciation on buildings, capital improvements, and equipment shall be in accordance with 2 C.F.R. 200.436 and 2 C.F.R. 200.465.
- F. When approved as a direct cost by the Federal ~~awarding~~ agency or pass-through entity under Sections A - C, capital expenditures will be charged in the period in which the expenditure is incurred, or as otherwise determined appropriate and negotiated with the Federal ~~awarding~~ agency.
- G. The District may claim the unamortized portion of any equipment written off as a result of a change in capitalization levels by continuing to claim the otherwise allowable depreciation on the equipment, or by amortizing the amount to be written off over a period of years negotiated with the cognizant agency for indirect cost.
- H. If the District is instructed by the Federal ~~awarding~~ agency to otherwise dispose of or transfer the equipment, the costs of such disposal or transfer are allowable.
- I. Equipment and other capital expenditures are unallowable as indirect costs.

Statutory requirements may limit the allowability of costs. Any costs that exceed the maximum amount allowed by statute may not be charged to the Federal award. Only the amount allowable by statute may be charged to the Federal award.

Payments made for costs determined to be unallowable by the Federal agency, cognizant agency for indirect costs, or pass-through entity must be refunded (with interest) to the Federal Government.

Prior Written Approval

To avoid subsequent disallowance or dispute based on unreasonableness or nonallocability, the District may seek the prior written approval of the Federal agency (or, for indirect costs, the cognizant agency for indirect costs) before incurring the cost. The absence of prior written approval on any element of cost will not, in itself, affect the reasonableness or allocability of that cost unless prior approval is specifically required for allowability.

Cost Compliance

The District Administrator shall require that grant program funds are expended and are accounted for consistent with the requirements of the specific program and as identified in the grant application. Compliance monitoring includes accounting for direct or indirect costs and reporting them as permitted or required by each grant. Costs incurred for the same purpose in like circumstances shall be treated consistently as either direct or indirect costs, but may not be double charged or inconsistently charged as both.

Determining Whether a Cost is Direct or Indirect

The association of costs with a Federal award (rather than the nature of the procurement transaction) determines whether costs are direct or indirect. Costs incurred for the same purpose in like circumstances must be treated consistently as direct or indirect.

- A. Direct costs are those costs that can be identified specifically with a particular final cost objective, such as a Federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.

These costs may include: salaries and fringe benefits of employees working directly on a grant-funded project; purchased services contracted for performance under the grant; travel of employees working directly on a grant-funded project; materials, supplies, and equipment purchased for use on a specific grant; program evaluation costs or other institutional service operations; and infrastructure costs directly attributable to the program (such as long-distance telephone calls specific to the program, etc.). Direct costs may also include capital expenditures if approved by the Federal agency or pass-through entity, as well as capital expenditures for special purpose equipment with a unit cost of less than \$10,000.

If a cost benefits two (2) or more projects or activities in proportions that can be determined without undue effort or cost, the cost must be allocated to the projects based on the proportional benefit.

- B. Indirect costs are those that have been incurred for a common or joint purpose benefitting more than one (1) cost objective, and not readily assignable to the cost objectives specifically benefitted, without effort disproportionate to the results achieved. Costs incurred for the same purpose in like circumstances shall be treated consistently as either direct or indirect costs.

These costs may include: general data processing, human resources, utility costs, maintenance, accounting, etc.

Federal education programs with supplement not supplant provisions must use a restricted indirect cost rate. In a restricted rate, indirect costs are limited to general management costs. General management costs do not include divisional administration that is limited to one (1) component of the District, the governing body of the District, compensation of the District Administrator, compensation of the chief executive officer of any component of the District, and operation of the immediate offices of these officers.

The salaries of administrative and clerical staff should normally be treated as indirect costs. Direct charging of these costs may be appropriate only if all of the following conditions are met:

1. Administrative or clerical services are integral to a project or activity.
2. Individuals involved can be specifically identified with the project or activity.
3. Such costs are explicitly included in the budget or have the prior written approval of the Federal awarding agency.
4. The costs are not also recovered as indirect costs.

Where a Federal program has a specific cap on the percentage of administrative costs that may be charged to a grant, that cap shall include all direct administrative charges as well as any recovered indirect charges.

Effort should be given to identify costs as direct costs whenever practical, but allocation of indirect costs may be used where not prohibited and where indirect cost allocation is approved ahead of time by the Wisconsin Department of Instruction (DPI) or the pass-through entity (Federal funds subject to 2 CFR Part 200 pertaining to determining indirect cost allocation).

Timely Obligation of Funds

Financial obligations are orders placed for property and services, contracts and subawards made, and similar transactions that require payment under a Federal award that will result in expenditures by a recipient or subrecipient under a Federal award.

The following list illustrates when funds are determined to be obligated under the U.S. Department of Education regulations:

If the obligation is for:

- A. Acquisition of property - on the date which the District makes a binding written commitment to acquire the property.
- B. Personal services by an employee of the District - when the services are performed.
- C. Personal services by a contractor who is not an employee of the District - on the date which the District makes a binding written commitment to obtain the services.
- D. Performance of work other than personal services - on the date when the District makes a binding written commitment to obtain the work.
- E. Public utility services - when the District receives the services.
- F. Travel - when the travel is taken.
- G. Rental of property - when the District uses the property.
- H. A pre-agreement cost that was properly approved by the Secretary under the cost principles in 2 C.F.R. Part 200, Subpart E - Cost Principles - on the first day of the project period.

~~When Obligations are Made~~

~~Financial obligations are orders placed for property and services, contracts and subawards made, and similar transactions that require payment.~~

~~This term is used when referencing a recipient's or subrecipient's use of funds under a Federal award.~~

~~The following table illustrates when funds are determined to be obligated under the U.S. Department of Education regulations:~~

If the obligation is for:	The obligation is made:
Acquisition of Property	On the date the District makes a binding written commitment to acquire property
Personal services by an employee of the District	When the services are performed
Personal services by a contractor who is not an employee of the District	On the date the District makes a binding agreement to obtain the services
Performance of work other than personal services	On the date when the District makes a binding written commitment to obtain the work
Public utility services	When the District receives the services
Travel	When the travel is taken
Rental property	When the District uses the property



Book	Policy Manual
Section	0.3 Special Update - UGG-EDGAR - Oct 2024
Title	Copy of PROCUREMENT - FEDERAL GRANTS/FUNDS
Code	po6325 - CHOICE - Procurement of recovered materials and record retention language
Status	
Adopted	April 17, 2019
Last Revised	June 17, 2024

6325 - PROCUREMENT – FEDERAL GRANTS/FUNDS

Procurement of all supplies, materials, equipment, and services paid for from Federal funds including any District matching funds shall be made in accordance with all applicable Federal, State, and local statutes and/or regulations, the terms and conditions of the Federal grant, Board policies, and administrative procedures.

The District Administrator shall have and use a procurement and contract administration system in accordance with the USDOE requirements (2 C.F.R. 200.317-.326), including affirmative steps for small businesses, minority business, women's business enterprises, veteran-owned businesses, and labor surplus area firms, for the administration and management of Federal grants and federally-funded programs. The District shall maintain oversight that requires contractors to perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. Except as otherwise noted, procurement transactions shall conform to the provisions of the District's documented general purchasing policy and administrative guidelines (Policy 6320 - Purchasing and AG 6320A - Purchasing).

When required by Federal program legislation, all Federally-funded contracts in excess of \$2,000 related to construction, alteration, repairs, painting, decorating, etc. must comply with Davis-Bacon prevailing wage requirements.

All District employees, officers, and agents who have purchasing authority shall abide by the standards of conduct covering conflicts of interest and governing the actions of its employees, officers, and agents engaged in the selection, award, and administration of contracts as established in Policy 1130 – Ethics and Conflict of Interest, Policy 3230 – Ethics and Conflict of Interest, and Policy 4230 – Ethics and Conflict of Interest.

The District will avoid acquisition of unnecessary or duplicative items. Additionally, consideration shall be given to consolidating or breaking out procurements to obtain a more economical purchase and, where appropriate, an analysis shall be made of lease versus purchase alternatives, and any other appropriate analysis to determine the most economical approach. When appropriate, an analysis shall be made between leasing and purchasing property or equipment to determine the most economical approach. These considerations are given as part of the process to determine the allowability of each purchase made with Federal funds.

To foster greater economy and efficiency, the District may enter into State and local intergovernmental agreements, where appropriate, for procurement or use of common or shared goods and services.

Competition

All procurement transactions for the acquisition of property or services required under a Federal award paid for from Federal funds or District matching funds shall be conducted in a manner that encourages provides full and open competition and that is in accordance with 2 C.F.R. Part 200, good administrative practice, and sound business judgement. In order to promote To ensure objective contractor performance and eliminate unfair competitive advantage, the District shall exclude any contractor that has developed or drafted specifications, requirements, statements of work, or invitations for bids or requests for proposals, from competition for such procurements.

~~Some of the situations considered to be restrictive of competition include, but are not limited to, the following~~ Examples of situations that may restrict competition include, but are not limited to:

- A. unreasonable requirements on firms ~~in order~~ for them to qualify to do business
- B. unnecessary experience and excessive bonding requirements
- C. noncompetitive pricing practices between firms or between affiliated companies
- D. noncompetitive contracts to consultants that are on retainer contracts
- E. organizational conflicts of interest
- F. specification of only a "brand name" product instead of allowing for an "or equal" product to be offered and describing the performance or other relevant requirements of the procurement
- G. any arbitrary action in the procurement process

~~Further, the District does not use statutorily or administratively imposed State, local, or tribal geographical preferences in the evaluation of bids or proposals, unless 1) an applicable Federal statute expressly mandates or encourages a geographic preference; or 2) the District is contracting for architectural and engineering services, in which case geographic location may be a selection criterion provided its application leaves an appropriate number of qualified firms, given the nature and size of the project, to compete for the contract.~~

To the extent that the District uses a pre-qualified list of persons, ~~firms~~ firms, or products to acquire goods and services ~~that are subject to this policy~~, the pre-qualified list includes enough qualified sources ~~as~~ to ensure maximum open and free competition. The District allows vendors to apply for consideration to be placed on the list periodically.

The District shall require that all prequalified lists of persons, firms, or products which are used in ~~acquiring goods and services are current and include enough qualified sources to provide maximum open and free competition~~ procurement transactions are current and include enough qualified sources to provide maximum open competition. When establishing or amending prequalified lists, the District (or subrecipient) must consider objective factors that evaluate price and cost to ~~maximize competition~~. The District shall not preclude potential bidders from qualifying during the solicitation period.

~~To the extent consistent with established practices and legal requirements applicable to the recipient or subrecipient, this subpart does not prohibit recipients or subrecipients from developing written procedures for procurement transactions that incorporate a scoring mechanism that rewards bidders that commit to specific numbers and types of U.S. jobs, minimum compensation, benefits, on-the-job-training for employees making work products or providing services on a contract, and other worker protections. This subpart also does not prohibit recipients and subrecipients from making inquiries of bidders about these subjects and 2 C.F.R. Revisions 2024: Unofficial Comparison Version assessing the responses. Any scoring mechanism must be consistent with the U.S. Constitution, applicable Federal statutes and regulations, and the terms and conditions of the Federal award.~~

Solicitation Language (Purchasing Procedures)

The District shall have written procurement procedures ~~(in accordance with 2 C.F.R. 200.319(d))~~ that require that all solicitations incorporate a clear and accurate description of the technical requirements for the ~~material, product, or service to be procured~~ property, equipment, or service being procured. ~~Such description shall not, in competitive procurements, contain features which unduly restrict competition.~~ The description may include a statement of the ~~qualitative nature of the material, product~~ property, equipment, or service to be procured. ~~and, when necessary, shall~~ When necessary, the description must set forth those minimum essential characteristics and standards to which ~~it shall conform if it is to satisfy its intended use~~ the property, equipment, or service shall conform. Detailed product specifications should be avoided if at all possible.

When it is impractical or uneconomical to ~~make a clear and accurate description of~~ clearly and accurately describe the technical requirements, a "brand name or equivalent" description ~~may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which shall be met by offers shall be clearly stated; and identify all requirements which the offerors shall fulfill and all other factors to be used in evaluating bids or proposals~~ of features to provide procurement requirements may be used. The specific features of the named brand must be clearly stated and the District must identify any additional requirements which the offerors must fulfill and all other factors that will be used in evaluating bids or proposals.

The Board will not approve any expenditure for an unauthorized purchase or contract.

Procurement Methods

The District shall have and use documented procedures, consistent with the standards described above, for the following methods of procurement:

A. Informal Procurement Methods

Informal procurement methods for small purchases expedite the completion of transactions, minimize administrative burdens, and reduce costs. Informal procurement methods may be used when the value of the procurement for property or services transaction under a Federal award does not exceed the simplified acquisition threshold, or a lower threshold established by the State, formal procurement methods are not required. The District may use informal procurement methods to expedite the completion of its transactions and minimize the associated administrative burden and cost. The informal procurement methods used for procurement of property or services at or below the simplified acquisition threshold include:

1. Micro-purchases

Procurement by micro-purchase is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed the class maximum deviation by Federal Acquisition Regulation. To the maximum extent practicable, the District should distribute micro-purchases equitably among qualified suppliers. Micro-purchases may be made without soliciting competitive quotations if the District Administrator considers the price to be reasonable based on research, experience, purchase history or other relevant information and documents are filed accordingly maintains documents to support its conclusion. The District shall maintain evidence of this reasonableness in the records of all purchases made by this method.

An eligible District may self-certify a threshold of up to \$50,000 on an annual basis and must maintain documentation to be made available to the Federal agency or pass-through entity and auditors in accordance with 2 C.F.R. 200.334. A district which is qualified as a low risk auditee for the most recent audit (C.F.R. 200.520) may increase the micro purchase threshold up to \$50,000. An eligible district may self-certify the increased micro purchase threshold on an annual basis after completing the annual internal institutional risk assessment to identify, mitigate, and manage financial risks. The self-certification, in accordance with 2 C.F.R. 200.334, must include a justification, clear identification of the threshold, and supporting documentation of the qualifications listed above any of the following:

- a. a qualification as a low-risk auditee in accordance with the criteria in 2 C.F.R. 200.520;
- b. an annual internal institutional risk assessment to identify, mitigate, and manage financial risks; or
- c. for public institutions, a higher threshold is consistent with State law.

[DRAFTING NOTE: The Federal regulation allows for a \$50,000 threshold. While this authority is allowed for an entity qualified as a low risk auditee by Federal regulation, this increased threshold has not yet been addressed by the Department of Public Instruction (DPI) and Neola does not suggest its use due to the complexity and subjectivity of the mechanism.] [END OF OPTION]

2. Small purchases

Small purchases include the acquisition of property or services, the aggregate dollar amount of which is higher than the micro-purchase threshold but does not exceed the simplified acquisition threshold of ~~(→) \$250,000~~ **[not to exceed \$250,000]** ~~(→) the class maximum deviation by Federal Acquisition Regulation [END OF OPTION]~~, except as otherwise required by State law. Small purchase procedures require that price or rate quotations shall be obtained from an adequate number of qualified sources.

Districts are responsible for determining an appropriate simplified acquisition threshold based on internal controls, an evaluation of risk, and its documented procurement procedures which must not exceed the threshold established in the Federal Acquisition Regulations ~~(FAR)~~ **("FAR")**. When applicable, a lower simplified acquisition threshold used by the ~~non-Federal entity~~ District must be authorized or not prohibited under State, local, or tribal laws or regulations.

B. Formal Procurement Methods

When the value of the procurement for property or services under a Federal award exceeds the simplified acquisition threshold, or a lower threshold established by the State, formal procurement methods are required. Formal

procurement methods require following documented procedures. Formal procurement methods also require public advertising unless a non-competitive procurement method can be used in accordance with the standards on competition in 200.319 or non-competitive procurement. The formal methods of procurement are:

1. Sealed bids

Sealed, competitive bids shall be obtained when the purchase of, and contract for, single items of supplies, materials, or equipment which amounts to more than \$100,000 ~~unless otherwise required by State law and when the Board determines to build, repair, enlarge, improve, or demolish a school building/facility, the cost of which will exceed \$50,000.~~

In order for sealed bidding to be feasible, the following conditions shall be present:

- a. a complete, adequate, and realistic specification or purchase description is available;
- b. two (2) or more responsible bidders ~~are~~ have been identified as willing and able to compete effectively for the business; and
- c. the procurement lends itself to a firm fixed-price contract and the selection of the successful bidder can be made principally based on the basis of price.

When sealed bids are used, the following requirements apply:

- a. Bids shall be solicited in accordance with the provisions of State law and Policy 6320. Bids shall be solicited from an adequate number of qualified suppliers, providing sufficient response time prior to the date set for the opening of bids. The invitation to bid shall be publicly advertised.
- b. The invitation for bids ~~will include product/contract specifications and pertinent attachments and shall define the items and/or services required in order for the bidder to properly respond~~ must define the items or services with specific information, including any required specifications, for the bidder to properly respond.
- c. All bids will be opened at the time and place prescribed in the invitation for bids; bids will be opened publicly.
- d. A firm fixed-price contract ~~award will be made~~ is awarded in writing to the lowest responsive bid and responsible bidder. ~~Where~~ When specified in bidding documents, the invitation for bids, factors such as discounts, transportation ~~cost~~ costs, and life cycle costs shall be considered in determining which bid is lowest. Payment discounts ~~may~~ must only be used to determine the low bid when the District determines they are a valid factor based on prior experience ~~indicates that such discounts are usually taken.~~
- e. The Board reserves the right to reject any or all bids ~~for sound documented reason~~ but must document and provide a justification for all bids it rejects.

2. Proposals

Procurement by proposals is a method in which either a ~~fixed price~~ fixed-price or cost-reimbursement ~~type~~ contract is awarded. ~~Proposals are generally~~ This method is used when conditions are not appropriate for the use of sealed bids or in the case of a recognized exception to the sealed bid method. **Drafting Note DRAFTING NOTE: Federal law does not require a competitive proposal unless the procurement is for over \$250,000. The State/District may set a lower threshold for sealed bids and competitive proposals. The threshold established herein should be consistent with Policy 6320 - Purchasing.]**

If this method is used, the following requirements apply:

- a. Requests for proposals ~~shall be publicized and~~ require public notice and must identify all evaluation factors and their relative importance. ~~Any response to the publicized requests for proposals shall be considered to the maximum extent practical~~ To the maximum extent practicable, any proposals submitted in response to the public notice must be considered.

- b. Proposals shall be solicited from an adequate number of sources.

- c. The District ~~shall use its written method~~ must have written procedures for conducting technical evaluations ~~of the proposals received and for selecting recipients~~ and for making selections.
- d. Contracts ~~shall~~ must be awarded to the responsible ~~firm~~ offeror whose proposal is most advantageous to the ~~program, with price and other factors considered~~ District considering price and other factors.

The District may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby the competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method, where the price is not used as a selection factor, can only be used ~~in procurement of~~ to procure A/E professional services. ~~The method cannot be used to purchase other types of services though provided by A/E firms that are a potential source to perform the proposed effort.~~

3. Noncompetitive Procurement

Procurement by noncompetitive proposals ~~allows for solicitation of a proposal from only one source and~~ may be used only when one (1) or more of the following circumstances apply:

- a. ~~micro purchases~~ the aggregate amount of the procurement transaction does not exceed the micro-purchase threshold;
- b. ~~the item is available only from~~ the procurement transaction can only be fulfilled by a single source;
- c. the public exigency or emergency for the requirement will not permit a delay resulting from ~~publicizing~~ providing public notice of a competitive solicitation;
- d. ~~the Federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the District~~ the District requests in writing to use a noncompetitive procurement method, and the Federal agency or pass-through entity provides written approval; or
- e. after ~~solicitation of a number of~~ soliciting several sources, competition is determined to be inadequate.

Domestic Preference for Procurement

~~As appropriate and to the extent consistent with law, the District shall~~ The District should, to the extent practicable ~~under a Federal award~~ and consistent with law, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States. Such requirements shall be included in all ~~subawards including all contracts~~ subawards, contracts, and purchase orders ~~for work or products~~ under the Federal award.

Procurement of Recovered Materials

The District must comply with Section 6002 of the Solid Waste Disposal Act, as amended by the Resource Conservation and Recovery Act of 1976, as amended, 42 U.S.C. 6962. These requirements include:

- A. procuring only items designated in the guidelines of the Environmental Protection Agency ("EPA") at 40 C.F.R. part 247 that contain the highest percentage of recovered materials practicable, consistent with maintaining a satisfactory level of competition, where the purchase price of the item exceeds \$10,000 or the value of the quantity acquired during the preceding fiscal year exceeded \$10,000;
- B. procuring solid waste management services in a manner that maximizes energy and resource recovery; and
- C. establishing an affirmative procurement program for the procurement of recovered materials identified in the EPA guidelines.

The District should, to the greatest extent practicable and consistent with law, purchase, acquire, or use products and services that can be reused, refurbished, or recycled; contain recycled content, are biobased, or are energy and water efficient; and are sustainable.

This may include purchasing compostable items and other products and services that reduce the use of single-use plastic products.

The District shall perform a cost or price analysis ~~in connection with every procurement action in excess of \$250,000, including contract modifications~~ for every procurement transaction, including contract modifications, in excess of the Simplified Acquisition Threshold (currently \$250,000). The method and degree of analysis conducted depend on the facts surrounding the particular procurement transaction. For example, the District should consider potential workforce impacts in their analysis if the procurement transaction will displace public sector employees. However, as a starting point, the District must make independent estimates before receiving bids or proposals.

A cost analysis generally means evaluating the separate cost elements that make up the total price, while a price analysis means evaluating the total price, without looking at the individual cost elements. The District must not use the "cost plus a percentage of cost" and "percentage of construction costs" methods of contracting.

~~The method and degree of analysis is dependent on the facts surrounding the particular procurement situation; however, the District shall come to an independent estimate prior to receiving bids or proposals. Costs or prices based on estimated costs for contracts under the Federal award are allowable only to the extent that the costs incurred or cost estimates included in negotiated prices would be allowable for the District according to cost principle requirements.~~

~~When performing a cost analysis, the District shall negotiate profit as a separate element of the price. To establish a fair and reasonable profit, consideration is given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work.~~

Time and Materials Contracts

The District uses a time and materials type contract only 1) after a determination that no other contract is suitable; and 2) if the contract includes a ceiling price that the contractor exceeds at its own risk. ~~Time~~ A time-and-materials ~~and materials~~ type contract means a contract whose cost to the District is the sum ~~of~~ of the actual costs of ~~materials, materials~~ and direct labor hours charged at fixed hourly rates that reflect wages, general and administrative expenses, and profit.

~~Since~~ **Because** this formula generates an open-ended contract price, a time-and-materials contract provides no positive profit incentive to the contractor for cost control or labor efficiency. Therefore, the District sets a ceiling price for each contract that the contractor exceeds at its own risk. Further, the District shall assert a high degree of oversight ~~in order~~ to obtain reasonable assurance that the contractor is using efficient methods and effective cost controls.

Suspension and Debarment

The District will award contracts only to responsible contractors ~~possessing~~ that ~~possess~~ the ability to perform successfully under the terms and conditions of the proposed ~~procurement contract~~. All purchasing decisions shall be made in the best interests of the District and shall seek to obtain the maximum value for each dollar expended. When making a purchasing decision, the District shall consider such factors as 1) contractor integrity; 2) ~~compliance with~~ public policy; 3) ~~compliance~~; 4) ~~proper classification of employees~~; 5) record of past performance; and 4) financial and technical resources.

~~The District Administrator shall have the authority to suspend or debar a person/corporation, for cause, from consideration or award of further contracts. The District is subject to and shall abide by the nonprocurement debarment and suspension regulations implementing Executive Orders 12549 and 12689, 2 CFR Part 180.~~

~~Suspension is an action taken by the District that immediately prohibits a person from participating in covered transactions and transactions covered under the Federal Acquisition Regulation (48 C.F.R. Chapter 1) for a temporary period, pending completion of an agency investigation and any judicial or administrative proceedings that may ensue. A person so excluded is suspended. (2 C.F.R. Part 180 Subpart G)~~

~~Debarment is an action taken by the District Administrator to exclude a person from participating in covered transactions and transactions covered under the Federal Acquisition Regulation (48 C.F.R. Chapter 1). A person so excluded is debarred. (2 C.F.R. Part 180 Subpart H)~~

The District shall not subcontract with or award subgrants to any person or company who is debarred or suspended. For contracts over \$25,000, the District shall confirm that the vendor is not debarred or suspended by either checking the Federal government's System for Award Management, which maintains a list of such debarred or suspended ~~vendors, vendors~~, at www.sam.gov; collecting a certification from the vendor; or adding a clause or condition to the covered transaction with that vendor. (2 C.F.R. Part 180 Subpart C)

Bid Protest

The District maintains the following protest procedures to handle and resolve disputes relating to procurements and, in all instances, discloses information regarding the protest to the ~~awarding~~ agency.



Book	Policy Manual
Section	0.3 Special Update - UGG-EDGAR - Oct 2024
Title	Copy of DISPOSITION OF PERSONAL PROPERTY
Code	po7310 - CHOICE - Equipment tangible personal property, disposition of residual inventory of supplies exceeding \$10,000, transfer of title to federal government
Status	
Adopted	February 19, 2014
Last Revised	November 17, 2021

7310 - **DISPOSITION OF PERSONAL PROPERTY**

The Board requires the District Administrator to review the personal property of the District periodically and to dispose of that material and equipment which is no longer usable in accordance with the terms of this policy. The disposition of real property is governed by Policy 7300 - Disposition of Real Property.

"Personal property" means property other than real property. It may be tangible, having physical existence, such as vehicles, equipment, or instructional materials or intangible, such as intellectual property.

"Real property" means land, including land improvements, structures, and appurtenances thereto, but excludes moveable machinery and equipment.

A. Instructional Material

The District shall review instructional materials (~~h.e.i.e.~~, textbooks, library books, manuals, support materials, etc.) periodically to determine the relevance of such materials to the present world and current instructional programs. The following criteria will be used to review instructional materials for redistribution and possible disposal:

1. concepts or content that do not support the current goals of the curriculum
2. information that may not be current, ~~or~~
3. worn beyond salvage

B. Equipment

For purposes of this policy, equipment shall mean tangible personal property (including information technology systems), a unit of furniture or furnishings, an instrument, a machine, an apparatus, or a set of articles which retains its shape and appearance with use, is nonexpendable, having a useful life of more than one (1) year, and a per-unit cost that equals or exceeds \$ ~~_____~~ 10,000 ~~(→)~~ to replace ~~(→)~~ as a single unit ~~[END OF OPTIONS]~~ and does not lose its identity when incorporated into a more complex unit.

The District shall inspect the equipment used in the ~~instructional educational~~ program ~~and other equipment owned by the District~~ periodically, to determine the condition and usability of such equipment in the current educational program ~~or other District operations~~. Should the equipment be deemed no longer serviceable or usable, the following criteria will be used to determine possible disposal:

1. repair parts for the equipment no longer readily available
2. repair records indicate the equipment has no ~~usable~~ life remaining



Book	Policy Manual
Section	0.3 Special Update - UGG-EDGAR - Oct 2024
Title	Copy of PROPERTY INVENTORY
Code	po7450 - CHOICE - Procedures for use of equipment purchased with federal money/grants
Status	
Adopted	February 19, 2014
Last Revised	November 17, 2021

7450 - PROPERTY INVENTORY

As steward of this District's property, the Board recognizes that efficient management and full replacement upon loss requires accurate inventory and properly maintained property records.

The Board shall conduct a complete inventory of all District-owned equipment and supplies, including computing devices at such intervals as will coincide with property insurance renewal and Generally Accepted Accounting Principles (GAAP) reporting requirements.

~~For purposes of this policy, "equipment" means tangible personal property (including information technology systems) having a useful life of more than one (1) year and a per-unit acquisition cost which equals or exceeds \$5,000. For purposes of this policy, equipment shall mean tangible personal property (including information technology systems), a unit of furniture or furnishings, an instrument, a machine, an apparatus, or a set of articles which retains its shape and appearance with use, is nonexpendable, having a useful life of more than one (1) year and a per-unit cost that equals or exceeds \$_____10,000 {ENTER AMOUNT}, (→) to replace (←) as a single unit {END OF OPTION} and does not lose its identity when incorporated into a more complex unit. When defining supplies for inventory purposes, no items will be counted whose total value is less than \$_____10,000 {ENTER AMOUNT}. {DRAFTING NOTE: The Federal regulation (2 C.F.R. 200.439) allows for a \$10,000 threshold. Capital expenditures with a unit cost of \$10,000 or more require prior written approval of the Federal agency or pass-through entity such as the Department of Public Instruction (DPI).}~~

Capital assets include equipment as well as the following:

- A. land, buildings (facilities), and intellectual property (including software) whether acquired by purchase, construction, manufacture, lease-purchase, exchange, or through capital leases
- B. additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations or alterations to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)

Capital expenditures, which are expenditures for capital assets, require prior written approval in order to be allowable in certain situations. General-purpose equipment, buildings, and land, as well as improvements to land, buildings, or equipment which materially increase their value or useful life, are unallowable as direct charges unless the Federal awarding agency or pass-through entity provides prior written approval. Whereas capital expenditures for special purpose equipment are allowable as direct costs, provided that items with a unit cost of \$5,000 or more have the prior written approval of the Federal awarding agency or pass-through entity.

~~When defining supplies for inventory purposes, no items will be counted whose total acquisition cost is less than \$_____.~~

"Computing devices" are machines used to acquire, store, analyze, process, and publish data and other information electronically, including accessories for printing, transmitting and receiving, or storing electronic information. Examples of computing devices include laptops, smartphones, tablets, etc. Computing devices are classified as equipment if their

acquisition cost meets the above-mentioned equipment threshold. Computing devices that do not meet the acquisition cost threshold are considered supplies. Regardless of whether a computing device is classified as an equipment or supply, it must be counted during the inventory.

It shall be the duty of the Business Manager to ensure that inventories are recorded systematically and accurately and property records of equipment are updated and adjusted annually by reference to purchase orders and withdrawal reports.

Major items of equipment shall be subject to annual spot check inventory to determine loss, mislocation, or depreciation; any major loss shall be reported to the Board.

The Business Manager shall maintain a system of property records which shall show, as appropriate to the item recorded, the:

- A. description of the property;
- B. serial number or other identification number;
- C. source of funding for the property;
- D. titleholder;
- E. acquisition date;
- F. acquisition cost;
- G. percentage of Federal participation in the project costs for the Federal award under which the property was acquired;
- H. location;
- I. use and condition of the property;
- J. ultimate disposition data including the date of disposal and sales price;
- K. manufacturer; and
- L. evaluation in conformity with insurance requirements.

The District is responsible for maintaining and updating property records when there is a change in the status of the property.

Equipment and computing devices acquired in whole or in part under a Federal award will vest upon acquisition to the District, subject to the following conditions:

- A. The equipment shall be used for the authorized purposes of the award project during the period of performance or until the equipment is no longer needed for the purposes of the project. The property shall be used in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by the Federal award.
 - 1. When no longer needed for the original program or project, the property may be used in other activities in the following order of priority: 1) activities under a Federal award from the Federal awarding agency which funded the original program or project; then 2) activities under Federal awards from other Federal awarding agencies.
 - 2. During the time that property is used on the project or program for which it was acquired, the District must also make the property available for use on other projects or programs currently or previously supported by the Federal program, provided that the use will not interfere with the work on the original project or program.
- B. While the equipment is being used for the originally-authorized purpose, the District (or subrecipient) must not dispose of or encumber its title or other interests without the approval of the Federal agency or pass-through entity. The property shall not be encumbered without the approval of the Federal awarding agency or the pass-through entity.

- C. The equipment may only be used and disposed of in accordance with the provisions of the Federal agency or the pass-through entity and Policy 7300 - Disposition of Real Property/Personal Property and Policy 7310 - Disposition of Surplus Property, and AG 7310 - Disposal of Nonfixed-Asset Property. ~~The property may only be used and disposed of in accordance with the provisions of the Federal awarding agency or the pass-through entity and Policy 7300 and Policy 7310 (-) and AG 7310.~~
- D. The District must use equipment for the project or program for which it was acquired and for as long as needed, whether or not the project or program continues to be supported by the Federal award. The District must not encumber the equipment without prior approval of the Federal agency or pass-through entity. ~~Property records shall be maintained that include a description of the property, a serial number or other identification number, the source of funding for the property (including the FAIN), title entity, acquisition date, cost of the property, percentage of Federal participation in the project costs for the award under which the property was acquired, the location, use, and condition of the property, and ultimate disposition data, including date of disposal and sale price of the property, in accordance with this policy.~~
- E. When no longer needed for the original project or program, the equipment may be used in other activities in the following order of priority: ~~A physical inventory of the property must be taken and results reconciled with property records at least once every two (2) years, in accordance with this policy.~~
1. ~~activities under other Federal awards from the Federal agency that funded the original program or project; then~~
 2. ~~activities under Federal awards from other Federal agencies. These activities include consolidated equipment for information technology systems.~~
- F. During the time that equipment is used on the project or program for which it was acquired, the District must also make the equipment available for use on other programs or projects supported by the Federal Government, provided that such use will not interfere with the purpose for which it was originally acquired. First preference for other use of the equipment must be given to other programs or projects supported by the Federal agency that financed the equipment. Second preference must be given to programs or projects under Federal awards from other Federal agencies. Use for non-Federally funded projects is also permissible, provided such use will not interfere with the purpose for which it was originally acquired. The District should consider charging user fees as appropriate. If the District does use equipment to earn program income, it must not charge a fee that is less than a private company would charge for similar services unless specifically authorized by Federal statute. ~~A control system shall be developed to provide adequate safeguards to prevent loss, damage, or theft of the property. Any such loss, damage, or theft shall be investigated.~~
- G. When acquiring replacement equipment, the District may either trade-in or sell the equipment and use the proceeds to offset the cost of the replacement equipment. ~~Adequate maintenance procedures shall be implemented to keep the property in good condition.~~
- H. Property records shall be maintained that include a description of the equipment, a serial number or other identification number, the source of funding for the equipment (including the Federal Award Identification Number ("FAIN")), title holder, acquisition date, cost of the property, percentage of Federal agency contribution towards the original purchase, the location, use, and condition of the property, and ultimate disposition data, including date of disposal and sale price of the property. ~~Proper sales procedures shall be established to ensure the highest possible return, in the event the District is authorized or required to sell the equipment/property.~~
- I. A physical inventory of the property must be conducted and results reconciled with property records at least once every two (2) years. ~~When original or replacement equipment acquired under a Federal award is no longer needed for the original project/program or for activities currently or previously supported by a Federal awarding agency, and except as otherwise provided by Federal statutes, regulations, or Federal awarding agency disposition instructions, the District shall request disposition instructions from the Federal awarding agency if required by the terms and conditions of the Federal award. Disposition of the equipment shall be made in accordance with the provisions of 2 C.F.R. 200.313.~~
- J. A control system shall be in place to provide safeguards for preventing loss, damage, or theft of the property. Any such loss, damage, or theft of the property must be investigated. The District must notify the Federal agency or pass-through entity of any loss, damage, or theft of equipment that will have an impact on the program.
- K. Regular maintenance procedures shall be implemented to keep the property in proper working condition.

- L. Proper sales procedures shall be established to ensure the highest possible return in the event the District is authorized or required to sell the equipment/property.
- M. When equipment acquired under a Federal award is no longer needed for the original project/program or for activities currently or previously supported by a Federal agency, the District shall request disposition instructions from the Federal agency or the pass-through entity if required by the terms and conditions of the Federal award. Disposition of the equipment shall be made in accordance with the provisions of 2 C.F.R. 200.313.

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2 C.F.R. 200.313

Last Modified by Dave Laehn on April 4, 2025



Book	Policy Manual
Section	8000 Operations
Title	LACTATING EMPLOYEES
Code	po8700
Status	Active
Adopted	October 25, 2023
Last Revised	January 15, 2025

8700 - LACTATING EMPLOYEES

The Board supports staff members who choose to express breast milk. When any staff member, whether a professional staff member or support staff member has notified their supervisor of the staff member's intent to express breast milk during the workday, the Principal shall make necessary arrangements to provide the following:

- A. An appropriate location that is suitable for expressing breast milk. The location must be shielded from view and not accessible during usage by any other person. The location provided may not be a bathroom.
- B. A reasonable amount of time to complete the activity based on an established schedule of frequency the staff member requires. The staff member is responsible for providing a schedule of frequency and for completing the process efficiently.

Additional requests from a covered employee for assistance in developing procedures for the employee's need to express breast milk under this policy should be addressed to a building administrator. Reasonable efforts will be made to facilitate full access to the benefits of this policy.

Any staff member who opts to express breast milk is entitled to the benefits of this policy.

Any staff member who has provided notice of the need to express breast milk at work and has complied with the responsibilities of doing so in this policy is eligible to do so. **for up to one (1) calendar year from the birth of the child.**

No staff member who requires break time to express breastmilk consistent with this policy shall be subjected to retaliation or any form of adverse treatment for doing so.

Any staff member who feels they have been denied adequate protections or feels they have been retaliated against or otherwise treated unfairly as a result of availing themselves of the rights described in this policy shall report such concerns to the District Administrator. Any such report shall specify the alleged deficiency and desired resolution so that the District Administrator may provide an appropriate resolution, within ten (10) calendar days of the report.

The benefits described in this policy shall be administered concurrently with other benefits, such as Family Medical Leave Act (FMLA) rights.

Revised 6/17/24

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NORTH CRAWFORD SCHOOL BOARD
2024-25 Officers & Committee Assignments

Terry O'Donnell, President
Jerry Coleman, Vice-President
Cody Brockway, Treasurer
Judy Powell, Clerk

Mark Fredelake, Member
Ed Heisz, Member
Charissa Richter, Member

Buildings & Grounds

Ed Heisz
Terry O'Donnell
Mark Fredelake

Audit

Cody Brockway

Transportation

Judy Powell
Ed Heisz
Mark Fredelake

Food Service

Ed Heisz
Mark Fredelake
Jerry Coleman

Personnel

Charissa Richter
Terry O'Donnell
Jerry Coleman

Policy

Charissa Richter
Cody Brockway
Judy Powell

Curriculum

Cody Brockway
Jerry Coleman
Judy Powell

WASB Convention

Terry O'Donnell, Delegate
Judy Powell, Alternate

Budget

Charissa Richter
Cody Brockway
Terry O'Donnell

CESA #3 Delegate

Mark Fredelake

Correspondent

Charissa Richter



North Crawford School District

47050 County Road X, Soldiers Grove, WI 54655
Fax: 608.735.4317



Mr. Brandon Munson
Superintendent
District Office: 608.735.4318

Mrs. Amanda Killeen
Elementary Principal
Elementary Office: 608.624.5201

Dr. Robert Sailer
Middle/High School Principal
MS/HS Office: 608.735.4311

Mrs. Cara Wood
Director of Student Services
Elementary Office: 608.624.5201

TO: North Crawford School Board

FROM: Brandon Munson

DATE: 5/7/2025

SUBJECT: Regular School Board Meeting Days and Times

Each year the school board establishes the monthly days and times of regular school board meetings. The current day and time is the 3rd Wednesday of each month, beginning at 6:00 p.m.

I recommend we continue to hold regularly scheduled school board meetings on the 3rd Wednesday of each month, beginning at 6:00 p.m.

PO 8500 - Food Service + modify 5 school days language

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

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

Dietary Modifications

Modifications Based on Compliant Medical Documentation

An adult student or student's parent requesting special dietary accommodations for a student with a disability that restricts the diet must provide the Medical Statement for Special Dietary Needs signed by a State authorized medical authority, which is a medical professional authorized in the State of Wisconsin to write prescriptions. The request must contain the following information:

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

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

A special dietary accommodation for a student who has a disability that restricts the student's diet must be supported by a Medical Statement for Special Dietary Needs, which should be submitted to the Food Service Director who shall serve as the Special Dietary Accommodation Coordinator the Special Dietary Accommodation Coordinator. Jennifer Kapienus, 40570, County Road X, Soliders Grove, 54655, 608-624-5201, jkapienus@ncrawdford.k12.wi.us

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

The individual making an initial request for such substitutions must inform the Food Service Director or Special Dietary Accommodation Coordinator that the student has a medical condition that restricts the student's diet, in accordance with the criteria set forth in 7 C.F.R. Part 15b. The School District will honor the request for the remainder of the school year. ~~Within five (5) school days after receiving the initial request, a~~ health care provider with prescriptive authority in the State of Wisconsin must submit medical certification that the student's medical condition restricts their diet, in accordance with the criteria set forth in 7 C.F.R. Part 15b. ~~The substitutions may be discontinued until such medical certification is received.~~

The individual making an initial request for such substitutions must inform the Food Service Director or Special Dietary Accommodation Coordinator that the student has a disability that restricts the student's diet. The School District will honor the request upon receipt of the required documentation from a State authorized medical authority. If the Special Dietary Accommodation Coordinator is unable to grant a requested accommodation following receipt of the medical authority's statement, the student or parent shall be provided with an explanation of the basis for the decision. Compliant requests shall be immediately implemented.

Disability Accommodation Grievance Procedure

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

- A. If an initial request for accommodation in the form of substituted meals is denied, the student or parent may request review of that decision by the District Administrator and shall provide any communications between the student or parent and food service officials concerning the accommodation request, any documentation provided by a medical authority, and any additional information the student or parent believes is pertinent to the decision. A



Book Policy Manual
Section 6000 Finances
Title DEBT COLLECTION PROCEDURES FOR THE FOOD SERVICE PROGRAM
Code po6152.02 - modified per Committee and DPI Compliance
Status
Adopted February 19, 2014
Last Revised February 18, 2016

*to modify cut off language
to add non-disc. statement*

6152.02 - DEBT COLLECTION PROCEDURES FOR THE FOOD SERVICE PROGRAM

The following procedures are to be followed to address negative family accounts in the food service program:

- A. The food service department will send a statement home, with a student, when the balance reaches \$ 5.00.
- B. If the balance reaches negative \$20.00, the building principal will ~~call the parent/guardian and~~ mail a letter to the residence notifying the family of their negative balance and suggesting methods of payment. ~~that their child(ren) will no longer be able to participate in the food service program after one (1) calendar week, unless payment is made or payment arrangements are established.~~
- C. If the balance reaches negative \$100.00, the building principal will call the family and mail a letter to the residence notifying the family of their negative balance and suggesting methods of payment.
- D. ~~Denial of breakfast/lunch cannot be made if the family is on the national school reduced price meals program even if they don't pay the cost of the reduced priced meal.~~
 - 1. ~~Denial of breakfast/lunch cannot be made if the family is on the national school reduced price meals program even if they don't pay the cost of the reduced priced meal.~~
 - 2. ~~If payment has not been made or payment arrangements established within one week following the call from the building principal, the child(ren) will receive three (3) days of alternative meals before participation in the food service program is terminated.~~
 - 3. ~~The building principal will make contact with the student(s), if payment is not received, to ensure they understand that they are not to participate in the program.~~

~~After exhausting all other approaches to the collection of delinquent food service balance, the District Administrator or designee may secure the services of legal counsel in the effort to secure collection. The District Administrator shall advise the Board of this action. No lawsuit shall be filed without the approval of the Board in a regular or special meet~~

Nondiscrimination Statement

~~In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity. The District's nondiscrimination statement below is complementary to the District's nondiscrimination policies, including Policy 2260 - Nondiscrimination and Access to Equal Opportunity and Policy 1422/Policy 3122/P194 4122 - Nondiscrimination and Equal Employment Opportunity.~~

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

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

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

This institution is an equal opportunity provider.

Last Modified by Brandon Munson on May 12, 2025

Page 3 - Mathematics

Rationale for Implementing Algebra A / Algebra B Sequence

ACT data clearly show that success on the math portion of the exam relies heavily on concepts from Algebra I, Geometry, and Algebra II, with nearly 30% of the questions coming from Algebra-related content alone. Yet many students struggle when moving directly from Algebra I to Algebra II, lacking the foundational depth and fluency needed to handle higher-level algebraic reasoning, functions, and modeling.

Introducing an Algebra A / Algebra B course sequence would:

- Provide a developmentally appropriate bridge between Algebra I and Algebra II.
- Allow for deeper conceptual understanding and practice with multi-step problem solving, particularly in functions and modeling—skills that are emphasized on the ACT.
- Give students the time and structure to master key content before tackling more abstract Algebra II topics, reducing failure rates and frustration.
- Align with national trends and research emphasizing progressive skill development over accelerated pacing for long-term gains in college readiness.

By strategically strengthening students' algebraic foundations, we position them for greater success in Algebra II and, ultimately, for higher ACT scores and increased postsecondary opportunities.

ACT Math Section Breakdown (Official Categories)

1. Preparing for Higher Math (57–60%)

This category includes more recent mathematics concepts typically introduced from Algebra I through early Pre-Calculus and is divided into five subcategories:

- **Number & Quantity (7–10%):** Real and complex number systems, including integer and rational exponents, vectors, and matrices.
- **Algebra (12–15%):** Solving, graphing, and modeling linear, polynomial, radical, and exponential relationships.
- **Functions (12–15%):** Understanding function definitions, notation, representation, and application, including linear, radical, piecewise, polynomial, and logarithmic functions.
- **Geometry (12–15%):** Applying knowledge of shapes and solids, including congruence and similarity, surface area, volume, and trigonometric ratios.
- **Statistics and Probability (8–12%):** Describing data distributions, analyzing data collection methods, modeling bivariate data, and calculating probabilities.

2. Integrating Essential Skills (40–43%)

Assesses the ability to apply fundamental mathematical concepts in multi-step problems, including ratios, percentages, proportional relationships, area and volume calculations, and interpreting numerical data.

3. Modeling

Modeling is assessed throughout the test, emphasizing students' ability to apply mathematics to real-world situations and contexts.

Rationale for Introducing an Intro to Chemistry Course

Traditional high school chemistry can present significant barriers for students who struggle with abstract reasoning, math fluency, or reading comprehension. These challenges often result in disengagement, course failure, and missed opportunities to build scientific literacy—especially among lower-functioning or academically developing students.

Introducing an **Intro to Chemistry** course offers a foundational, accessible pathway that supports student success by:

- **Building conceptual understanding** before introducing complex calculations and abstract content found in traditional chemistry.
- Emphasizing **real-world applications**, hands-on experiences, and fundamental principles over theory-heavy instruction.
- Allowing for **intentional literacy and math support**, ensuring students have the tools to engage meaningfully with scientific ideas.
- Creating a **scaffolded science sequence**, better preparing students for future coursework such as Chemistry or Physical Science, and for standardized science assessments like the ACT.
- Promoting **equity in science education** by ensuring all students—regardless of academic level—have access to relevant, meaningful science instruction.

By offering a differentiated chemistry option, we meet students where they are and lay the groundwork for stronger performance in upper-level science courses, state assessments, and life beyond high school.

Page 5 Capstone

ACP Capstone Portfolio Implementation and Rationale

As part of our commitment to ensuring all students are college, career, and life ready—and in alignment with our ongoing **Pathways grant initiative**—we are introducing the **ACP Capstone Portfolio (0.5 credit)** as a formal graduation requirement for all students, beginning with the incoming freshman class. This project represents a critical milestone in our Academic and Career Planning (ACP) efforts and reinforces our district's vision of personalized, meaningful post-secondary preparation.

Rationale and Connection to the Pathways Grant

The ACP Capstone Portfolio is designed as a culminating experience that enables students to demonstrate the full breadth of their high school journey—academically, professionally, and personally. It aligns directly with our Pathways grant, which emphasizes:

- Clear documentation of **post-secondary planning**,
- Demonstration of **career readiness and personal growth**, and
- Engagement with **community and workforce partners**.

Across the state, school districts are moving toward capstone-style experiences that reflect the whole student and ensure graduates leave with a well-articulated plan. Our implementation places us in step with this movement while maintaining flexibility to serve the needs of all learners.

Course Structure and Oversight

This portfolio is **not a stand-alone course**, but is embedded within the fabric of our current high school experience. Specifically:

- Students will use **designated ACP homeroom time—one homeroom period per week**—to work on their portfolio from grades 9 through 12.
- Portions of the required content will be developed in other courses (e.g., resume and cover letter in **Personal Finance**), while others will stem from extracurricular engagement and service learning.

Oversight and coordination will be led by **Mackenzie Knutson, ACP Coordinator**, who will track student progress and portfolio completion using our existing **Xello platform**. Xello allows both students and staff to organize artifacts, monitor progress toward requirements, and ensure no critical elements are missed.

Proactive Monitoring to Ensure Completion

To address concerns about last-minute issues prior to graduation:

- **Benchmarks** will be established by grade level, and progress will be reviewed regularly.

- ACP time will be used purposefully to track, reflect, and refine portfolio components.
- Students falling behind will be flagged through Xello and supported with targeted follow-up.
- The **Senior Presentation Night** serves as a final check and celebration of completion.

Conclusion

The ACP Capstone Portfolio is more than a compliance measure—it's an investment in our students' futures. By embedding it within our existing systems and leveraging grant-supported initiatives, we provide every student with the opportunity to reflect on their growth, articulate their plans, and leave North Crawford with confidence in what lies ahead.

Rationale for Revised Tutor-Aid / Classroom Assistant Program Policy

Over the past several years, our Tutor-Aid/Classroom Assistant program has functioned with limited structure, often serving more as an unmonitored free period than a meaningful educational experience. Since becoming principal, I've observed firsthand how this lack of structure has led to inconsistent expectations, misuse of instructional time, and a number of students effectively using the TA period as a "loophole" to disengage from academic responsibilities.

To address these concerns and restore the original intent of the program, we are implementing a **revised and formalized Tutor-Aid/Classroom Assistant policy** beginning next school year. This updated approach is designed to:

- Establish **clear expectations and accountability** for students, teachers, and administration.
- Ensure that TA placements are **intentionally assigned** to students who are academically and behaviorally prepared to support classroom environments.
- Require all TA placements to be **formally requested by staff** and reviewed by the counseling office and administration prior to approval.
- Introduce a **signed contract agreement** outlining student duties, time expectations, and behavioral expectations.
- Clarify that students must remain in the classroom for the full period and that misuse of time—such as phone use, wandering halls, or failing to follow directions—will result in **immediate removal from the TA role** and reassignment to a traditional class.

This structure mirrors what we expect in all academic areas: purpose, responsibility, and engagement. We believe these changes will preserve the value of the TA program for both staff and students, while eliminating the confusion and lack of accountability that has historically surrounded it.

Ultimately, this policy change reinforces our commitment to ensuring every student's time at school is structured, purposeful, and aligned with our educational goals.

Rationale will be provided in the detailed sections.

Animal Science Course Update

The **Animal Science** course now offers **3 transcribed college credits** through Southwest Tech (Course #10-006-180). The curriculum remains unchanged—this addition simply provides eligible students with the opportunity to earn college credit while completing the high school course.

The **Plant Systems/Science** course now offers **3 transcribed college credits** through Southwest Tech (Course #10-006-160). The course content remains the same; this update adds the opportunity for students to earn college credit while completing the high school class.

Expansion of Agriculture Course Offerings

To address limited access to agricultural coursework and align with state initiatives promoting career readiness in agriculture and natural resources, we have expanded our course offerings to include the following:

- **Introduction to Agriculture and Natural Resources** – A foundational course covering plant, soil, and animal systems, production agriculture, and FFA/career exploration.
- **Horticultural Science** – Focused on greenhouse management and landscaping, with hands-on, project-based learning.
- **Wildlife and Recreation Management** – Emphasizes natural resource careers, land and water use, and wildlife conservation.
- **Agricultural Leadership** – Builds leadership, communication, and problem-solving skills in an agricultural context.
- **Agricultural Entrepreneurship** – Focuses on business planning, financial management, and entrepreneurial skills within agriculture.

These additions broaden student access to ag-related pathways, support hands-on learning, and help us better meet state career and technical education goals.

Expansion of Family and Consumer Sciences (FACS) and Business Course Offerings

To provide students with broader access to career pathways in education, health sciences, hospitality, and business—and to align with Wisconsin DPI’s vision for Academic and Career Planning—we have expanded our course offerings in the Family and Consumer Sciences (FACS) and Business departments. These additions offer hands-on, skill-based learning that supports both personal development and future career readiness.

New FACS Courses:

- **Child Care / Child Development / Foundations of Early Childhood Education (Independent Study):** Courses support student interest in teaching, childcare, and early education careers through development-focused instruction and local site visits.
- **Food Service / Nutrition and Food Preparation:** Provide foundational skills in culinary arts, health, and nutrition, supporting career paths in hospitality, food science, and healthcare.
- **Family and Interpersonal Relationships:** Prepares students for real-world relationship building, parenting, and understanding human development across the life span.
- **Hospitality and Tourism / Interior Design:** Engage students in project-based learning related to home design, event planning, and service industries.
- **Life Skills / Personal Finance:** Reinforce everyday competencies such as budgeting, communication, and decision-making—core to student independence and post-secondary success.

New Business and Entrepreneurship Courses:

- **Entrepreneurship / School-Based Enterprise (FACS & Business):** Students develop real-world business experience and entrepreneurial thinking through school-managed enterprises, marketing, and operations planning.

These additions provide critical opportunities for students to explore high-interest, high-need career areas and help ensure that our course offerings are inclusive, relevant, and aligned with both student needs and statewide career readiness initiatives.

Summary of English Course Updates and Rationale

As part of our continued efforts to strengthen and diversify our English Language Arts curriculum, we have made several important updates to our high school course offerings. While the majority of the English curriculum remains unchanged and consistent with state standards and local graduation requirements, we are excited to share a few key additions:

New Course Additions:

- **Earned Honors Program:** Embedded within English 9–12, this program offers students the opportunity to earn an honors designation without needing to pre-enroll in a separate honors course. It expands access to rigor while maintaining inclusive, high-expectation learning environments.
- **Sports Literature:** A new elective that engages students by analyzing literature through the lens of athletics, identity, and society. This course supports reading engagement and critical thinking through high-interest content.
- **Drama I and II:** These new electives expand our performing arts pathway by offering students structured, skill-based instruction in acting, directing, and theatrical production. They also support cross-curricular engagement with the Forensics program and technical theatre opportunities.

Rationale:

These additions are designed to:

- Increase student choice and engagement by offering diverse and relevant electives.
- Support differentiated instruction and access to honors-level learning without requiring tracking or separate course sections.
- Provide more opportunities for students to explore interests in the arts, media, and performance, aligning with DPI recommendations for well-rounded educational experiences and postsecondary readiness.

These courses reflect our commitment to preparing all students for college, career, and community life by offering relevant, rigorous, and engaging coursework across the curriculum.

New Technical Education Course Additions and Women in Tech Rationale

As part of our effort to expand student access to high-demand technical skills and strengthen our Career and Technical Education (CTE) programming, we are adding several new courses to our Tech Ed offerings for the upcoming school year:

New Course Additions:

- **Auto Maintenance** – Introductory course focused on vehicle systems, maintenance practices, and light repair.
- **Home Maintenance** – Covers practical, hands-on skills related to residential upkeep, repair, and home systems.
- **Introduction to CAD** – Introduces students to foundational drafting and 2D/3D design using industry-standard software.
- **Women in Tech** – Designed specifically for female students, this course provides an overview of multiple trades areas through hands-on experiences in a supportive, exploratory setting.

Rationale for “Women in Tech”:

The **Women in Tech** course was created to **address the underrepresentation of women in trades and technical fields**, a concern that has been well-documented at both the state and national levels. This course is **co-taught by Mr. Stovey and Mr. Keenlance** and intentionally structured to:

- Introduce female students to **basic skills** in home maintenance, plumbing, electrical, metalwork, woodworking, and auto repair.
- Provide an **inclusive, welcoming environment** where students can build confidence before entering more advanced technical coursework.
- Serve as an **on-ramp to other CTE offerings** (e.g., Auto Maintenance, Welding, Woodworking), which explore these topics in significantly more depth and are open to all students.

This course is not intended to duplicate content or restrict participation in any other program. Rather, it serves to **encourage participation** among a group of students who have historically not enrolled in technical courses and may feel uncertain or out of place in a traditional shop environment. By helping female students build comfort and confidence, we increase the likelihood of them pursuing advanced coursework and careers in high-wage, high-skill trades fields.

We recognize the importance of equitable access for all students and view this as a targeted effort to close existing opportunity gaps—not to exclude any group from access to valuable content.

North Crawford



TROJANS

High School Course Offering Handbook 2025-2026

Welcome to North Crawford: This course book is designed to provide students and parents with an overview of the courses offered at North Crawford High School. The primary purpose is to allow parents and students to learn about each individual course and the requirements to be met which are necessary for enrollment in those courses. It is imperative that students review their graduation requirements. During the scheduling process each student will meet with the school counselor and discuss courses needed and credits earned. You should choose courses that are best suited to your interests, future plans, and capabilities.

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High School Graduation Requirements

In order for a student to graduate from North Crawford School District, the student must complete 25 credits of study. Of the 25 credits 15 are required under State Statute [ss. 118.33(1)(a) 1 and 2]: 4 credits in English/language arts, 3 in Social Studies, 4 in Mathematics, 3 in Science, 1.5 in Physical Education, and 0.5 in Health Education. North Crawford School District requires the following:

English	4 credits	English 9 English 10 English 11 English 12 or AP
Social Studies	3 credits	Social Studies 9 (World Geography and History) (Required) US History and (Required) Government (Required)
Mathematics	4 credits	Algebra and/or Alg A/B Geometry Algebra 2 Pre-Calculus or Math Topics AP Calculus AB
Science	3 credits	Biology Chem I and/or Intro to Chem Chem II Plant & Animal Science Anatomy & Physiology AP Chem
Physical Education & Health	2 credits	Health is scheduled in 8 th grade Students will need to take an additional 1.5 credits of PE in High School (0.5 credit/yr)
Fine Arts	1 credit	This requirement may be satisfied with Art, Band and Choir
Personal Finance	0.5 credit	Personal Finance
ACP Capstone	0.5 credits	Senior Year Presentation
Electives	7.0 credits	
Total needed credits for graduation		25 credits

Credit Options

Classes earn ½ credit per one semester.

Credit Option for Physical Education Requirement

Students who have participated in interscholastic athletics, or cheerleading for at least two (2) full seasons, as defined in the athletic handbook, while enrolled in grades eleven (11) or twelve (12), and as documented by the Athletic Director and Counselor and approved by the principal, may be excused from one-half (.5) credits of the high school physical education requirement, provided they take an additional one-half (.5) credits in English, social studies, mathematics, science, or health education, at their choosing. This option is only available to students in interscholastic athletics or cheerleading when there are high priorities of taking academic classes during the school day. This request form **MUST** be approved and signed by the student, parent, coach(es), Athletic Director, PE teacher, school counselor, and building principal.

General Information

In addition to the credit requirement, graduation decisions will be based on the three criteria listed below [ss. 118.33(1)(f)1].

A. Student's Academic Performance

By achieving a grade point average of 1.499 or above;

Or

Satisfactory performance on the 10th grade Wisconsin Forward Exam and Pre-ACT Secure and the 11th grade ACT exams

Or

By successfully completing the Goals and Objectives on the Individual Education Plan (IEP); **or**

B. Teacher Recommendations

Securing a consensus recommendation from the graduation committee. The graduation committee will consist of the school counselor, and five teachers from courses required for graduation (i.e. social studies, math, science, English and fine arts or physical education) and whom the student has taken courses and can attest to the student's knowledge and skill based upon grades assigned by those teachers. (Demonstrated attainment of established academic standards will be based upon receipt of a passing grade in a course.)

ACP Capstone Portfolio (0.5 credit)

As part of the comprehensive graduation requirements, **all senior students must complete and submit a finalized Academic and Career Planning (ACP) Portfolio.** The **ACP Capstone Portfolio** is a culminating experience for students. This project is designed to provide students with the opportunity to apply the knowledge, skills, and career exploration experiences they have gained throughout their high school education. The Capstone Project allows students to demonstrate their readiness for post-graduation success, whether they are pursuing further education, entering the workforce, or engaging in other career-related opportunities. Students will be given additional details on the capstone project during their ACP time.

This portfolio serves as a culminating demonstration of each student's preparedness for life beyond high school. It is designed to reflect their academic growth, career exploration efforts, and thoughtful planning for post-secondary success.

The ACP Portfolio is a personalized collection of documents and reflections that together present a holistic view of each student's high school experience and future goals. It must clearly illustrate the student's readiness for college, career, military service, or other post-secondary pathways. The completed portfolio must include the following essential components:

- **An Updated Resume**
A current, professional-quality resume that outlines the student's academic background, work experience, extracurricular involvement, volunteer work, and relevant skills.
- **A Personal Statement or Cover Letter**
A well-written narrative or cover letter that communicates the student's goals, personal journey, and aspirations for the future, tailored to their intended career or post-secondary path.
- **Post-Secondary Plan Documentation**
Verified evidence of a post-graduation plan, which may include a college acceptance letter, military enlistment confirmation, employment offer, apprenticeship placement, or enrollment in a certification or technical program.
- **Career Interest Assessment Results and Reflection**
Results from a recognized career interest inventory or assessment, accompanied by a thoughtful written reflection analyzing how the results align with the student's goals and choices.
- **ACP Activities and Artifacts (Grades 9–12)**
A curated selection of completed ACP-related activities, projects, or assignments completed throughout high school, demonstrating ongoing engagement in academic and career planning.
- **Community Service and Extracurricular Involvement Record**
A comprehensive log or portfolio of the student's participation in extracurricular activities, clubs, leadership roles, athletics, and community service. Students must complete a minimum of 8 hours of community service, which must be clearly documented and accompanied by a written reflection on what was learned and how the experience contributed to their personal growth and civic awareness.

- **Capstone Presentation**

A formal presentation that synthesizes the student's learning experiences, career planning, and personal development, developed as a capstone to the ACP process.

In addition to the submission of the portfolio, **all seniors are required to participate in a Senior Presentation Night**, a public event open to families, faculty, staff, and members of the broader community. During this celebratory evening, each student will present highlights from their ACP Portfolio, articulate their post-graduation plans, and reflect on key moments from their high school journey. The event not only showcases individual student accomplishments but also serves to strengthen relationships between the school and the community by honoring the diverse paths of graduating seniors.

To fulfill graduation requirements, both the ACP Portfolio and the Capstone Presentation must meet all specified criteria and be completed by the designated deadlines. Timely submission and participation are mandatory. Failure to complete these components satisfactorily may impact a student's eligibility for graduation.

Career and Work-Based Learning Requirement

As part of their Academic and Career Planning (ACP) Portfolio, **students are required to attend a total of six (6) career or work-based learning events** during their high school years. Of these six, **at least four (4) must be the annual North Crawford Career Fair**. These events are designed to give students real-world exposure to a wide range of career options, helping them make informed, confident decisions about their futures.

Accepted Types of Career/Work-Based Learning Events

Students may choose from the following approved experiences to fulfill their remaining two event requirements.

Note: Attendance at the North Crawford Career Fair for four separate years (grades 9–12) is mandatory.

- **Annual North Crawford Career Fair (4 Required)**

A school-sponsored event featuring professionals from diverse industries who provide insights into career opportunities, skills, and educational pathways.

- **Job Shadows**

One-on-one observation of a professional in the student's career field of interest.

- **College Visits**

Attending a college visit either the school or providing a letter of attendance.

- **Service/Volunteer Learning**

Structured volunteer experiences that help students build transferable skills and community awareness.

- **Supervised Local Work Programs**

School-affiliated employment experiences that include guided learning objectives and mentorship.

- **Youth Apprenticeship**
State-recognized programs that combine classroom instruction with paid, hands-on training in a career field.
- **State Certified Skill Standards (COOP)**
Certification programs that assess and recognize a student’s competencies in a particular industry.
- **Employability Skills Certificate**
Recognition of demonstrated soft skills, work ethic, and readiness for the workplace.
- **Reality Daze**
A life-simulation event that helps students explore budgeting, careers, and the responsibilities of adulthood.
- **Job Presentations or Panels**
Events where professionals share insights about their careers and answer student questions.
- **College Fairs**
Events that provide access to representatives from post-secondary institutions and training programs.
- **Career and Technical Student Organization (CTSO) Involvement**
Participation in organizations like DECA, FBLA, FCCLA, FFA, HOSA, or SkillsUSA that build leadership and career-related skills through competitions, conferences, and hands-on activities.

Additional Credit Opportunities

Transcripted Credit Options

Transcripted Credit is a type of concurrent enrollment where students receive high school credit along with college credit from the college in which the course is affiliated with. All concurrent enrollment courses are “transcripted” in that students receive a formal transcript from the college or university. The affiliated college or university’s course standards and grading expectations will be followed in all transcripted courses.

A student’s grade is based on class performance. Students who successfully complete the high school course, receive credit from both North Crawford High School and the college institution the class is affiliated with. Final grades are recorded on both the student’s official high school and college transcript. Credit transfer is at the sole discretion of the student’s selected post-secondary institution.

Transcripted credit courses are taught by a North Crawford high school instructor who is also certified as a Wisconsin Technical College System instructor at no cost to the student.

Advanced Placement Program

Advanced Placement (AP) courses are college level classes that follow a specific curriculum developed by the College Board, university professors, and high school teachers. Success on AP coursework is a good indication of college readiness. Students must take the content specific AP exam (given in May) to be eligible to receive college credit.

A student's grade is based on class performance. However, the ability to earn college credit is based on their score on the AP exam taken in May. AP exams are scored on a scale of 1 to 5. Colleges award college credit based on the score the student earned. Typically scores of 3 or higher receive college credit; however, some colleges require a score of 4 or 5 to award college credit. Students receive AP exam scores in July.

Students are not required to take the AP exam; however if they choose to do so, the AP exam is not figured into the student's class grade and does not count toward a student's grade point average

The following expectations are expected of students that enroll in an Advanced Placement (AP) class:

- Participation, effort, and behavior are expected at a college level.
- Grades will be evaluated at the end of first semester.
- Regular attendance is mandatory.
- Some AP courses are taught alternative years depending on student need/interest

Independent Study Program

The purpose of the independent study program is to enable students, who have proven they can work independently, to study courses that cannot be pursued in the regular curriculum. Independent study is a serious undertaking that requires extra effort on the part of teachers and students. When you ask a teacher to do an independent study you are asking that they teach an extra class.

Teachers have no obligation to accept independent study students. Please be polite and understanding should you make such a request and receive "no" as an answer. Students who receive a teacher's permission to enroll in an independent study class must complete an independent study request. This form is available in the guidance office.

Signatures from the student, parent, teacher, school counselor, and principal are required for an independent study to be placed on your schedule. It is important that you enroll in a regular class while your application is pending.

Tutor-Aid/Classroom Assistant

Students may only enroll in one TA opportunity per year. Tutor-aid and classroom assistant positions are reserved for upperclassmen (Juniors and Seniors). These responsibilities involve working closely with both professional and paraprofessional staff members and provide meaningful support to the classroom environment.

At the beginning of each school year, if a teacher requires a classroom assistant or tutor-aid, they must submit a request, written application, through the counseling office. The school counselor will then assist in placing a student in the appropriate role based on availability and eligibility.

To be eligible for a TA position, students must be in good academic standing and maintain a positive attendance record. These opportunities are exclusively available to Juniors and Seniors. Once a student is selected, the student and classroom teacher must agree on a contract outlining the specific duties and responsibilities of the role.

In order for the TA assignment to be approved, the application form must be signed by the student, parent, teacher, counselor, and principal(s). This ensures that all parties are clear on expectations and responsibilities.

Students may obtain the necessary request forms from the counseling office. Once assigned, students are expected to remain in the classroom for the duration of the assigned period. Students who fail to attend their assigned TA class, use cell phones during TA hour, do not complete tasks as requested by the teacher, or are found wandering the halls will be removed from their TA position and reassigned to another class.

Rural Virtual Academy (RVA) Course Offerings

North Crawford School District is a proud partner of the Rural Virtual Academy, based out of Medford, WI. Students at North Crawford High School, may take courses through the RVA, provided that North Crawford does not already offer them. When utilizing this option, the student will follow the schedule for that class of the host school. All grades and markings for that course will be of the host school's policy, but will count towards credit on the North Crawford Transcript.

Early College Credit Program (ECCP)...

***Before a student takes any credits through ECCP, they must have exhausted the opportunities that North Crawford High School has available to them.**

***It is important to note that the ECCP goes through a UNIVERSITY.**

Here are the very important steps YOU need to take:

1. Fill out the **Early College Credit Program (ECCP) application** - http://www.uwc.edu/sites/uwc.edu/files/imce-uploads/admissions/_files/uw_system_early_college_credit_program_and_high_school_special_form_2018.pdf
2. Return the ECCP application to your school counselor
DEADLINES - October 1 for spring classes and March 1 for fall classes. NO late ECCP applications will be accepted.
3. The School Counselor will present the ECCP applications to the school board for approval at the October and March school board meetings. The school board will approve your application if you have selected college courses that are not comparable to courses we have at North Crawford, i.e. cannot take Accounting at a university, as we offer Accounting here.

4. Once you are approved by the school board, the school counselor will forward your school approved ECCP applications as well as your transcripts onto the university in which you intend to take the course(s). **At this time, you become “their student” and will be solely responsible for watching for emails and mailings regarding next steps - they will not release any information to us about you! They will contact you via the email or mailing address you provided on the application.**

Generally, next steps include filling out the standard UW System Application - <https://apply.wisconsin.edu/> YOU will need to create an account and apply as a “special student - Early College Credit Program (ECCP) in order to avoid paying the application fee.

5. After the school counselor sends your school approved ECCP application and transcripts to the university AND you have applied to the university using the link above, then THEY will decide to admit you or not, based on their incoming freshman applicant requirements. If they decide to admit you, you will receive a letter from them about registering for the ECCP course and next steps. It will be YOUR responsibility to ***follow up with the university with your questions*** because again, they cannot share your information with us as you are now “their student.” If they decide not to admit you, they will notify you in writing that you have not been accepted.
6. If you are admitted, they will contact you generally via email or mail about your next steps, specifically important registration dates ***If you miss a date and/or a step, they can decide to no longer admit you!***

Responsibilities

The Early College Credit Program is a student led initiative and opportunity.

Students are responsible for:

- Filling out the Early College Credit Program (ECCP) application and turning it in before the deadlines.
- Watching for communication from the university
- Applying to the university
- Watching for communication about admittance to the university
- Completing registration at the university
- Attending courses and passing
 - North Crawford will pay for the course(s) as long as you pass and do not drop past the drop date deadline. If that happens, you will be responsible for paying the tuition for the course(s).

The School Counselor is responsible for:

- Advertising the program on the announcements, via email and in Google Classroom in September and February
- Presenting the student ECCP applications to the school board for approval
- Sending school board approved ECCP applications and transcripts to the university
- Assisting students with any questions they may have!

Start College Now (SCN) program ...

***Before a student takes any credits through SCN, they must have exhausted the opportunities that North Crawford High School has available to them.**

***It is important to note that the SCN goes through a Technical School.**

CollEdge Up at Southwest Tech

CollEdge UP is an educational partnership between CESA 3 and Southwest Wisconsin Technical College that allows students to earn high school and college credits. Students are eligible to participate in various formats and pathways. Please see the table below for additional pathway information. Applications are available upon request from the high school counselor.

Youth Apprenticeship Program

A Youth Apprenticeship is a one or two year “earn while you learn” program for high school juniors and seniors consisting of work and related classroom instruction in a chosen occupation. Training is received on-the-job where the employer teaches the skills of the occupation. This is augmented by taking courses that are related to that occupation. No matter what the youth apprentice decides to do after high school, they will be more prepared for success because of their apprenticeship! Students can earn one credit for each successful YA (Youth Apprenticeship) credit during their junior and senior years, as determined by the Career Services Coordinator. A maximum of two credits can be earned over the two-year period. Please note that this policy is final, and no exceptions will be made.

Program Design

Youth Apprenticeship is a one/two-year program beginning in the 11th or 12th grade, offering students guided learning and work experience within an industry. The student will acquire the skills necessary for the jobs of tomorrow and a linkage between secondary and post-secondary education. The apprentices will attend regular classes in their high school, in addition to career-related classes at SWTC or some other central site. Students need a minimum of 900 worksite hours for completion of the two year program or 450 for a one year program. These hours may be obtained during the summer along with during the school year. If students work only during the school year, they will need to work a minimum of 10 hours/week during their junior year, and 15 hours/week during their senior year. These hours may or may not be during the school day; therefore, by working during the summer the student is able to participate in school related activities.

Current YA Programs offered in southwest WI include:

- Agriculture, Food & Natural Resources
- Architecture and Construction
- Arts
- AV Technology & Printing
- Finance
- Health

- Hospitality, Lodging and Tourism
- Information Technology
- Manufacturing
- Transportation, Distribution & Logistics

Program Eligibility, Students must be:

- On track towards fulfilling the graduation requirements of your home school district,
- Display a genuine interest in the field as a possible career,
- Do a job shadow in your selected industry,
- Submit a completed application (obtained from the Career Service Coordinator)
- Display good high school attendance.

In addition, the student must also be willing to:

- Follow the policies and procedures of the institutions involved (i.e. high school, technical college, CESA #3 and employer,
- Provide transportation to the apprenticeship courses and worksite location.
- For the Health YA students only: successfully complete the 120 hour CNA class and participate in the Health YA program for 12 months or will be liable for CNA expenses.

North Crawford Stipulations:

- Students are only eligible to earn one academic credit per year through the YA program
- The school counselor and/or building principal will make bi-weekly phone calls to worksites to ensure work stipulations are being met.
- Students in the YA program will be required to submit pay stubs bi-weekly to the school counselor and/or building principal
- The school counselor, CESA coordinator, and/or building principal will make at least one site visit per semester to YA worksites.

Summary of Course Offerings (2025-2026)

Agriculture

Animal Production/Science

Plant Systems/Science

Introduction to Agriculture and Natural Resources

Horticultural Science

Wildlife and Recreation Management

Agricultural Leadership

Agricultural Entrepreneurship

Fine Arts

Art I

Art II

Family & Consumer Economics

Childcare

Child Development

Foundations of Early Childhood Education Independent Study

Food Service

Nutrition and Food Preparation

Family and Interpersonal Relationships

Hospitality and Tourism

Interior Design

Life Skills

Personal Finance

Entrepreneurship

Business and Marketing—School-based Enterprise

Foreign Language

Spanish I

Spanish II

Spanish III

Spanish IV

AP Spanish

English

English 9

English 10

English 11

English 12

AP English Language

AP English Literature

Journalism

Creative Writing
Sports Literature
Film Studies
Theater Design & Production
Drama I
Drama II

Mathematics

Algebra I
Geometry
Algebra II
Math Topics
Pre-Calculus
AP Calculus

Music

Band
Choir
Intro to Guitar

Physical Education /Health

Health (Scheduled in 8th grade)
Physical Education 9
Personal Fitness
Team/Individual Sports
Strength & Conditioning (Summer School Enrichment Opportunity)

Physical and Natural Sciences

Biology
Human Anatomy and Physiology
Chemistry I
Chemistry II

Social Studies

World History & Geography
US History
Government
Psychology
Sociology

Technology Education

Woodworking I
Woodworking II
Automotive Maintenance
Home Maintenance

Intro to CAD
Small Engines I
Small Engines II
Welding I
Welding II
Women in Tech

Other High School Areas

Independent Study Program
Tutor-Aide/Classroom Assistant
Youth Apprenticeship Program
Early College Credit Program
Start College Now
CollEdge UP Program
RVA Course Offerings

Agriculture Department Summary of Course Offerings

Course / Title	Length	Open To	Prerequisite	Credit	Comments
Animal Production/Science 18101 CTE	Semester	11-12	Chemistry	0.5	High school science credit & transcribed credit with SWTC 3 credits
Plant Systems/Science 18051 CTE	Semester	11-12	Chemistry	0.5	High school science credit & transcribed credit with SWTC 3 credits
Introduction to Agriculture and Natural Resources 18001 CTE	Year	9-12	None	1.0	Elective
Horticultural Science 18052 CTE	Semester	10-12	None	0.5	Elective
Wildlife and Recreation Management 18501 CTE	Semester	10-12	None	0.5	Elective
Agricultural Leadership 18203 CTE	Year	11-12	None	1	Elective
Agricultural Entrepreneurship 18202 CTE	Year	9-12	None	1	Independent study based on instructor approval

Animal Production/Science

This course is a semester course that provides students with an overview of the field of animal science. Students participate in a large variety of activities and laboratory work including real and simulated animal science experiences and projects. Areas that the students study will primarily be applied to large animal science. Topics to address include animal anatomy, genetics, reproduction, breed descriptions, and handling of each of the large animal species. This is an excellent course for students interested in veterinary, medical or farming career areas. This course is offered as transcribed credit (3 college credits) with Southwest Tech for their Animal Science course # 10-006-180.

Plant Systems/Science

This course is designed to provide students with the opportunity to explore the practical understanding of how soils have evolved and various aspects of the plant sector of the agriculture industry. Students will gain understanding of general plant functions and purposes; as well as soil conservation, improvement and management. This course is offered as a transcribed credit (3 college credits) with Southwest Tech for their Plant Science course # 10-006-160.

Introduction to Agriculture and Natural Resources

This course is designed to serve as a foundation course for classes in the Agriculture Department. As a foundation course, students will focus on the diversity of the agricultural industry as well as looking at the biological makeup of plants, soils, and animals. Production agriculture will be discussed along with a look at agronomy, farm safety and the dairy industry. Students will explore the FFA organization and discover an agricultural career that interests them

Horticultural Science

This course will utilize the concepts learned in Horticulture and apply them to managing the greenhouse and producing successful crops in the greenhouse. The other main area of concentration for the class will be landscaping. The class will gain hands on experience in this area by actually being involved in landscaping and management of existing landscapes.

Wildlife and Recreation Management

The Natural Resources course is tailored for students intrigued by land use, water quality of rivers and streams, and the flora and fauna of ecosystems. Emphasizing careers in natural resources and the application of scientific principles to resource management, the curriculum delves into various concepts. These include human impacts on natural resources, outdoor recreational enterprises, the historical significance and importance of wildlife conservation, and the management of game animals.

Agricultural Leadership

The Agricultural Leadership course is designed to help students develop essential leadership skills with an emphasis on agriculture opportunities. Key topics include, but are not limited to, effective communication, human relationships, decision-making, problem-solving, leadership qualities and styles, and successfully completing group projects.

Agricultural Entrepreneurship

The Agricultural Entrepreneurship course emphasizes the personal skills needed to succeed in entrepreneurial ventures within the agricultural industry. Topics covered include goal setting, problem-solving, financial assessment and management, business planning, information management, evaluation, and recordkeeping.

Art Department Summary of Course Offerings

Course / Title	Length	Open To	Prerequisite	Credit	Comments
Art I	Year	9-12	None	1.0	Fine Art
Art II	Year	9-12	None	1.0	Fine Art
Graduation Requirement					Total Fine Arts Needed: 1 Credit

Art I

Introduces students to the fundamentals of visual arts, fostering creativity, self-expression, and critical thinking. Through hands-on projects, students will explore various mediums such as drawing, painting, and sculpture while learning basic techniques and the principles of art and design.

Art II

Builds on the foundational skills developed in Art I, delving deeper into the exploration of various mediums and techniques. Students will expand their artistic vocabulary and work with a variety of mediums such as acrylics, watercolors, graphite, and mixed media. Through guided projects and independent exploration, students will develop a deeper understanding of composition, color theory, and visual communication.

Family & Consumer Economics Department Summary of Course Offerings

Course / Title	Length	Open To	Prerequisite	Credit	Comments
Childcare 19051 CTE	Semester	9-12	None	0.5	Elective
Child Development 19052 CTE	Semester	9-12	None	0.5	Elective
Foundations of Early Childhood Education Independent Study 19153 CTE	Semester	11-12	Child Development	0.5	Elective
Food Service 16053 CTE	Semester	9-12	None	0.5	Elective
Nutrition and Food Preparation 16054 CTE	Semester	9-12	None	0.5	Elective
Family and Interpersonal Relationships 19259 CTE	Semester	9-12	None	0.5	Elective
Hospitality & Tourism 16993 CTE	Semester	11-12	None	0.5	Elective
Interior Design 19205 CTE	Semester	9-12	None	0.5	Elective
Life Skills	Semester	9-12	None	0.5	Elective
Personal Finance	Semester	11-12	None	0.5	Elective
Entrepreneurship 12053 CTE	Semester	9-12	None	0.5	Elective
Business and Marketing— School-based Enterprise 2993 CTE	Semester	9-12	None	0.5	Elective

Child Care

In this course, students will focus on the importance of family relationships and the development of infants, toddlers, preschool, and early elementary-age children. Students will work individually and in cooperative learning groups to explore the social, emotional, physical, and cognitive development of each age group of children from birth through middle childhood. Each student will plan developmentally appropriate activities for young children and maintain a portfolio to showcase their acquired knowledge and skills.

Child Development

The concepts covered in this course are readiness for parenthood; conception and prenatal development; birth adjustments for all involved; infancy; preschool child; preschool education; interactions with children, discipline, school readiness, child health, toys, and activities for Children.

Foundations of Early Childhood Education Independent Study

This class introduces you to the early childhood profession. You will explore the various options available in the world of early learning. You will get some hands-on experiences, in being able to visit some of our local daycares and early learning classrooms.

Food Service

This course aims to enhance your knowledge about the basics of the culinary world including health and safety standards in the restaurant industry, knife skills, and proper cuts. Not only will you obtain skills that can be used throughout your lifetime, but the class will help prepare you for a future in the Hospitality and Tourism Field, Health Sciences/Nutrition Field, and /or the Food Service Industry.

Nutrition and Food Preparation

This class will explore ways to make foods healthier and more nutritious. We will explore the six essential nutrients and their effect on your body. We will also explore special diets and learn how to incorporate nutrition information into our everyday lives. This class is beneficial to any student considering careers in health sciences, food preparation, or just for your knowledge.

Family and Interpersonal Relationships

In this course, you'll explore what it takes to build strong, healthy relationships—both at home and in everyday life. You'll learn about important topics like communication skills, family roles, dating and relationships, preparing for marriage and parenthood, and how to balance work and personal life. Whether you're thinking about your future family or just want to understand people better, this course offers practical knowledge you can use throughout your life.

Hospitality and Tourism

School-based Enterprise courses provide students the opportunity to learn about and manage an entrepreneurial operation related to hospitality and tourism within a school setting. Students will develop interpersonal and professional skills. Topics may include operations, product services management, pricing, distribution, and marketing.

Interior Design

This class explores today's housing alternatives, layout, and design rooms and select furnishings and equipment. Possible field trips to nearby homes and businesses will illustrate the classroom instruction.

Life Skills

This Life Skills class aims to develop young people's abilities and motivations to make use of all types of information. The approach will be interactive, using games, puzzles, group discussions, and a variety of other teaching techniques to keep the participants wholly involved in the sessions.

Personal Finance

This course is designed to help all students become better-educated consumers. This course will teach you how to figure out who you are and what to do for a living. How to get the education and training needed for your lifestyle choice, how to manage your time, your budget, and your responsibilities, how to shop and pay for housing and much more.

Entrepreneurship

Entrepreneurship courses help students develop the knowledge and skills necessary to own and operate their own businesses. The course content typically covers topics from several fields. Marketing, communication, and information management may also be included.

Business and Marketing—School-based Enterprise

Enterprise courses allow students to learn about and manage an entrepreneurial operation within a school setting. Students will develop interpersonal and professional skills. Topics may include operations, product services management, pricing, distribution, and marketing.

World Language Department Summary of Course Offerings

Course / Title	Length	Open To	Prerequisite	Credit	Comments
Spanish I	Year	9-12	None	1	Elective
Spanish II	Year	10-12	Passing grade in Spanish I	1	Elective
Spanish III	Year	10-12	Passing Grades in lower levels or teacher permission	1	Elective
Spanish IV	Year	11-12	Passing grade Spanish III or teacher permission	1	Elective
Spanish Novels	Semester	9-12	1st Semester of Spanish I	0.5	Elective
Graduation Requirement					None

****In general, colleges require a minimum of two years of study of the same foreign language, either for admission or for graduation from their institution. This would look great on your transcript, alleviate an additional college requirement, and allow you a chance to earn retroactive college credits. ****

Spanish 1

Spanish 1 is an introductory language course designed for high school students with little to no prior experience in Spanish. Using Units 1–8 of the *SOMOS* curriculum, this course focuses on building essential communication skills through comprehensible input, storytelling, and cultural exploration. Students will develop listening, speaking, reading, and writing skills in Spanish while acquiring vocabulary and structures in meaningful contexts.

Throughout the course, students will explore high-frequency language, build confidence in expressing basic ideas, and engage with Latin American and Spanish cultures.

By the end of the course, students will be able to understand and produce simple Spanish in everyday situations, preparing them for continued study in Spanish 2 and beyond.

Spanish 2

Spanish 2 builds on the foundational skills developed in Spanish 1, with a continued emphasis on communication, cultural understanding, and language acquisition through the *SOMOS* curriculum and additional thematic units. This course focuses on expanding students' ability to understand and express themselves in Spanish using a wider range of vocabulary and grammatical structures, including the past tense.

Students will deepen their comprehension through storytelling, readings, music, and culturally rich content. By the end of the course, students will be able to participate in more complex

conversations, describe past events, and demonstrate greater cultural awareness, preparing them for advanced Spanish study.

Spanish 3

Spanish 3 is an intermediate-level course designed for high school students who have successfully completed Spanish 2. Using the *Huellas* curriculum, this course challenges students to refine their language skills and deepen their cultural competence through rich, thought-provoking content rooted in the real-life experiences of people across the Spanish-speaking world.

The *Huellas* curriculum guides students through thematic units that explore global issues, personal identity, and social responsibility. Each unit centers around compelling stories and authentic resources that encourage students to think critically and communicate meaningfully. Students will expand their proficiency in all four language domains—listening, speaking, reading, and writing—while continuing to build their command of past tenses, complex sentence structures, and nuanced vocabulary.

Spanish 4

Spanish 4 is designed on a student-by-student basis and is often an independent course. You will reinforce and expand upon skills learned in Spanish III, especially focusing on reading and writing. You will be expected to work independently on some projects. Spanish 4 is a continued study of the *Huellas* curriculum.

Novels

Spanish Through Novels is a high school elective course designed to strengthen students' Spanish language skills through extensive reading of Spanish-language novels written specifically for language learners. This course is ideal for students who have completed at least one semester of Spanish 1 and are looking to build fluency, expand vocabulary, and deepen cultural understanding in an engaging and accessible way.

Through class discussions, creative projects, and written reflections, students will improve their reading comprehension, reinforce grammar in context, and develop greater confidence in using Spanish to express ideas and opinions. Cultural topics embedded in the novels provide insight into the diverse Spanish-speaking world and inspire thoughtful conversation and connection.

English Department Summary of Course Offerings

Graduation Requirements: English 9, 10, 11, & 12.

AP English courses can be taken in lieu of English 11 or 12.

Total required credits: 4

**Denotes Earned Honors Credit Opportunity

Course / Title	Length	Open To	Prerequisite	Credit	Comments
English 9**	Year	9	-	1	Required
English 10**	Year	10	English 9	1	Required
English 11**	Year	11	English 10	1	Required
English 12**	Year	12	English 11	1	Required
AP Language	Alternate Year	11-12	English 10, instructor consent	1	Elective
AP Literature	Alternate Year	11-12	English 10, instructor consent	1	Elective
Journalism	Year	11-12	English 11	1	Elective
Creative Writing	Semester	10-12	English 9	.5	Elective
Sports Literature	Semester	9-12	-	.5	Elective
Film Studies	Semester	10-12	English 9	.5	Elective
Theatre Design & Production	Semester	10-12	English 9	.5	Elective
Drama I	Semester	10-12	English 9	.5	Elective
Drama II	Semester	10-12	English 9 / Audition	.5	Elective

****Earned Honors Program**

Earned Honors provides access to rigorous and challenging learning for high school scholars interested in pursuing advanced coursework. Any student enrolled in English 9, 10, 11, or 12 may complete coursework of increased depth and rigor to earn an honors designation on their transcript. To receive the honors designation, students must earn an A (90% or better) in the course, complete additional coursework activities, and demonstrate a high level of achievement on predetermined performance assessments, as determined by the department. Students do not need to predetermine if they would like to pursue the honors option during course selection.

English 9

English 9 introduces students to a variety of literary and informational texts, focusing on foundational skills in reading, writing, and critical thinking. Through close reading and analysis, students will explore universal themes, character development, and the author's craft. Texts and discussions will allow students to consider and explore their place in their own communities and their impact on society. Writing instruction emphasizes clear, evidence-based responses, argumentative essays, and narrative techniques. Vocabulary development and grammar are integrated to support effective communication.

English 10

English 10 builds on students' analytical and writing skills through a diverse selection of texts, including fiction, nonfiction, drama, and poetry. A variety of approaches, including thematic units, novels, research, and argument development will be utilized to encourage students' critical thinking. Students will refine their ability to evaluate arguments, analyze complex texts, and engage in meaningful discussions. Writing assignments will emphasize argumentation, synthesis of sources, and rhetorical analysis. Continued development of academic vocabulary and grammar will support student writing and comprehension. **Prerequisite:** English 9

English 11

English 11 explores American literature and nonfiction texts that reflect the historical and cultural landscape of the United States. Students will analyze how authors use rhetorical strategies and literary techniques to convey meaning and perspective. Writing assignments will focus on persuasive and analytical essays, research-based argumentation, and synthesis of multiple sources. Emphasis is placed on critical thinking, media literacy, and preparing students for academic and professional writing. **Prerequisite:** English 10

English 12

English 12 prepares students for college, careers, and civic life through an in-depth study of literature, nonfiction, and contemporary issues. Students will refine their ability to evaluate texts critically, develop independent arguments, and write with clarity and sophistication. Coursework includes research-based writing, literary analysis, and real-world applications of communication

skills. Discussions and projects will encourage students to engage with diverse perspectives and articulate their own ideas effectively. **Prerequisite:** English 11

Advanced Placement Language & Composition

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods. Summer reading in advance of the course may be required. This course fulfills the English 11 or English 12 credit requirement. **Prerequisite:** English 10 and Instructor Consent

Advanced Placement Literature & Composition

The AP Literature and Composition course focused on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. The AP English Literature and Composition course aligns to an introductory college-level literature and writing curriculum. This course fulfills the English 11 or English 12 credit requirement. Summer reading in advance of the course may be required. **Prerequisite:** English 10 and Instructor Consent

Creative Writing

This elective course provides students with the opportunity to explore various forms of creative writing, including short stories, creative nonfiction, poetry, and drama. Students will develop a personal writing voice; learn to express themselves creatively; develop a strong understanding of literary elements, figurative language, characterization, and setting; and engage collaboratively in every step of the writing process. Students will read a variety of compelling works to use as models in their own creative process and develop a year-long writing portfolio of their written works. Students may have the opportunity to showcase their writing at a creative writing festival. **Prerequisite:** English 9

Journalism

This elective course is an introduction to the field of journalism and will enable interested students to develop their skills in newsgathering, writing, editing, and publishing news media that meets the standard of professional journalists. Students will examine the ethical decision-making process of journalists, consider the role of news media in society, and create a

variety of print and digital texts. More specifically, students will learn information gathering techniques, interview skills, writing strategies, digital design, approaches to editing, and publishing platforms. An emphasis on the production of media with real-world audiences will make this course relevant for students. **Prerequisite:** English 10

Sports Literature

This course explores the intersection of sports and literature, examining how athletics reflect broader themes of perseverance, teamwork, identity, and societal change. Students will analyze a variety of texts, including fiction, nonfiction, memoirs, journalism, and poetry, to understand how writers capture the drama and significance of sports. Through discussions, analytical essays, and creative projects, students will explore the impact of sports on individuals and communities. The course also incorporates film, media, and current events to examine how storytelling in sports extends beyond the written word and connects to real-world issues in athletics today.

Film Studies

This semester-length course introduces students to the history of film, cinematic analysis, and fundamental filmmaking techniques. Students will explore the evolution of film as an art form, examining key movements, genres, and influential filmmakers. Through close analysis of films, they will learn to interpret visual storytelling, cinematography, editing, and sound design. In addition to written and discussion-based analysis, students will complete hands-on projects that allow them to apply filmmaking techniques, experiment with creative storytelling, and develop their own short film sequences. This course is ideal for students interested in both the artistic and technical aspects of cinema.

Theatre Design & Production

This lab course offers students an in-depth and hands-on exploration of the major areas of theatre design and production. Students will learn the fundamentals of scenic design, stagecraft, lighting design, sound design, costume design, stage management, props, projections, and production management. Through hands-on projects, collaboration, and practical experience in the theatre, students will develop technical skills essential to bringing a production to life. The course also includes visits to working theatres, where students will gain insight into professional theatre production and career pathways in technical theatre, design, and management.

Drama I

Drama I introduces students to the fundamental elements of theatre, providing a comprehensive foundation in acting, voice-acting, script analysis, and basic production skills. Through hands-on exercises and real-world experiences such as Forensics and theatre performance, students will explore character development, voice and speech techniques, improvisation, and physicality. Students will also study the basics of theatre history and terminology, learning how to analyze scripts and understand the various components of a stage production. By the end of the course,

students will have the skills to perform basic monologues and scenes and develop a deeper understanding of the collaborative nature of theatre.

Prerequisite: English 9

Drama II

In this course, students will engage in in-depth script analysis, exploring character motivations, themes, and subtext in complex plays. Acting techniques are refined, with an emphasis on nuanced character creation, emotional depth, and physicality. Students will also learn the fundamentals of directing, including blocking, staging, and creating a production concept. Through performance projects, students will develop their ability to collaborate with other actors, design teams, and stage management. Additionally, students will have the opportunity to take leadership roles in directing scenes or performances, further developing their theatrical expertise. Students will have opportunities for real-world, hands-on projects such as forensics and culminating projects.

Prerequisite: Drama I and Audition

Mathematics Department Summary of Course Offerings

Course / Title	Length	Open To	Prerequisite	Credit	Comments
Algebra I	Year	9-12	Pre-Algebra or Instructors Approval	1	Math Credit
Geometry	Year	9-12	Algebra I	1	Math Credit
Algebra II	Year	9-12	Geometry	1	Math Credit
Math Topics	Year	11-12	Algebra I, Algebra II, Geometry & Teacher Recommendation	1	Math Credit
Pre-Calculus	Year	11-12	Algebra II	1	Math Credit
AP Calculus AB	Year	12	Pre-Calculus	1	Math Credit Students will prepare for the AP Calculus Exam
Graduation Requirement					Total Math Credits Needed: 4 credits

Algebra I

This class is a study of the language, concepts, and techniques of Algebra that will prepare you to approach and solve problems following a logical succession of steps. Skills taught in the course lay groundwork for upper level math and science courses and have practical uses.

Geometry

This course is designed to emphasize the study of the properties and applications of common geometric figures in two and three dimensions. It includes the study of transformations and the physical relationship between geometric figures. Inductive and deductive thinking skills are used in problem solving situations, and applications to the real world are stressed. It also emphasizes writing proofs to solve properties of geometric figures.

Algebra II

Algebra II is taken after students have successfully completed Algebra I and Geometry. Students will learn many new topics in Algebra II like polynomials, inequalities, matrices, radicals, quadratic functions, conic sections and logarithms. Students will also learn how to read new symbols, diagrams, charts and graphs as well as how to manipulate and simplify more complicated equations. Most importantly, students will learn how to use Algebra to solve real world problems.

Math Topics

This course is recommended for 4-year college bound students based on college placement, ACT test and real-life applications. Topics covered in the course include a review of high school topics: linear, quadratic, logarithms, exponential and cubic equation solving and modeling; order of operations; and trigonometry.

Pre-Calculus

Pre-Calculus follows advanced math concepts. Topics include: linear equations, theory of equations, vectors, circular functions, trigonometric functions, inverse trigonometric functions, trigonometric applications, complex numbers, exponential and logarithmic functions, conic sections, integrals, and creative problem solving.

Calculus AB (Advanced Placement)

This is a college course to be taken after Pre-Calculus. AP Calculus is for those students who want to get a head start on their college years. The further you can progress in mathematics in high school, the more prepared you will be for continuing your education. This course includes limits, integrals, and derivatives and their applications. Students in the course have the opportunity to prepare to take the Advanced Placement Test for Math to obtain college credit. It is College Level Calculus 1.

As you plan your high school math path, here are some rules and requirements to consider.

- Any college or technical school will look for you to have completed a minimum of Algebra I, Geometry, and Algebra 2.
- Any college or technical school will also highly desire students who took a full four years of math.
- For careers involving science, math and technology, getting the highest level of math possible is strongly recommended and always considered by colleges.
 - If you earn a **B** or better in Algebra 1, you may be allowed to take Geometry and Algebra 2 at the same time.
 - Doubling math courses is not recommended for most students, but may be necessary to reach AP Calculus as a senior if you took Algebra 1 as a freshman.
 - You need a teacher recommendation to double up courses.
 - You will only be allowed to double up courses if it still results with you taking math during all four years of high school. Students are expected to take four years of math (freshmen, sophomore, junior, **AND** senior year regardless of the total number of math credits the student has earned entering senior year)
- Any student entering 8th grade may be eligible to take Algebra 1 as an eighth grade student. They would gain teacher recommendation based on a qualifying score on an Algebra 1 diagnostic test and Fastbridge Math scores.
 - Largest advantage of this would be reaching AP calculus as a senior without doubling up major math courses.
- All students are required to enroll in an appropriate math course each semester throughout their high school career, irrespective of the number of credits earned.

Music Department Summary of Course Offerings

Course / Title	Length	Open To	Prerequisite	Credit	Comments
Band	Year	9-12	Ability to play an instrument	1	Elective Consent of Instructor
Choir	Year	9-12	None	1	Elective
Intro to Guitar	Semester	9-12	None	0.5	Elective
Graduation Requirement					Total Fine Arts Needed: 1 Credit

Band

This course will include an introduction to a variety of musical styles from classical to contemporary. There will be performance opportunities through concert band, solos and ensembles, jazz band, marching band and pep band. The class is designed to continue developing the student's ability on his/her instrument and to expose the student to a variety of musical styles and groups.

Chorus

This course will encompass learning to read music and experimenting in proper vocal production that includes breathing techniques, relaxing exercises and warm-ups. This class will include a number of required performances throughout the year for students to participate. The classroom community is designed to develop and improve each student's singing and music literacy while also exposing students to diverse musical styles from a variety of time periods and cultures. Choir is a unique team work experience. This class gives you an opportunity to improve your individual skills as a musician while contributing to a performance ensemble.

Intro to Guitar

In this course students will learn the fundamental skills required for playing the guitar. Students will develop a basic understanding of music theory and be able to perform melodies and chord progressions in a variety of styles. Taking this course will prepare students for a lifetime of music making for their own enjoyment and the enjoyment of others. *Prior music experience is not required.*

Physical Education Department Summary of Course Offerings

Course / Title	Length	Open To	Prerequisite	Credit	Comments
Health	Semester	8	None	0.5	Health is scheduled in 8 th grade
Physical Education 9, 10, 11/12	Semester	9-12	None	0.5	Elective
Personal Fitness	Semester	10-12	None	0.5	Elective
Individual & Team Sports	Semester	10-12	None	0.5	Elective
Strength & Conditioning	Summer	9-12	None	0.5	Elective
Graduation Requirement					Total Physical Education Credits Needed: 2.0 (0.5 credits of health and 1.5 credits of PE)

Health

Health class will consist of increasing an individual's capacity to use Basic Health Information and Services in ways to enhance their health. Students will comprehend and demonstrate concepts related to health issues and be able to make responsible decisions that relate to their health needs. Developing responsibility, self-confidence, self-discipline and commitment to helping others. Students will develop skills needed in confronting difficult situations; understand health prevention and promotion techniques that will establish a solid personal health education; and become health literate in making positive and healthy decisions.

Physical Education

This class provides each student with the opportunity to participate in a comprehensive program consisting of skill development, lead up games, team sports, and physical fitness activities. The students receive instruction in rules, skills, and strategies associated with the different sports as well as learning experiences involving physical conditioning activities. The students will also have opportunities to become involved in life-long physical activities through individual sport units. The program promotes the spirit of cooperation, leadership, fair play, and sportsmanship.

Personal Fitness

This class is designed to teach students how to properly exercise in a weight room setting. The students will learn a variety of different exercises such as free weights, cable, medicine ball, abdominal, and cardiovascular exercises. The students will also learn a variety of stretches to improve their flexibility and balance. The majority of this class will take place in the fitness shed.

Individual and Team Sports

This class is designed to teach kids how to effectively play a variety of sports learned around the world. The students will learn the skills and strategies needed to be successful in a variety of individual and team sports. The students will also learn how to promote teamwork, sportsmanship, and leadership during this class.

Strength and Conditioning

This class is for students who would like to improve their individual or sport specific physical conditioning for their own health and to improve in their specific sport. This class will comprise of highly motivated students training under the Bigger Faster Stronger program. Students will also be able to improve their speed and agility and jumping ability through a variety of plyometric moments and different foot patterns.

Science Department Summary of Course Offerings

Course / Title	Length	Open To	Prerequisite	Credit	Comments
Biology I	Year	9-12	None	1	Required
Chemistry I	Year	10-12	Algebra & Physical Science	1	Elective
Chemistry II	Year	11-12	Chemistry I & Algebra II	1	Elective
Human Anatomy & Physiology	Year	11-12	Biology & Chemistry I	1	Elective
Graduation Requirements					Total Science Credits Needed: 3 Credits

Biology I

This course is for beginning students in biology. This course will focus on the nature of life, molecular biology, and continuity of life, microbiology, multicellular plants, biology of invertebrates, and human biology.

Chemistry I

If you plan to further your education after high school at a tech school or college this is a course you should consider. Students in Chemistry I will focus on types of chemical reactions, nomenclature, predicting reactions, and calculations involving the amounts of substances in chemical reactions. Successful completion of Physical Science and Algebra I are prerequisites to this course.

Chemistry II

This is a college prep course that will be valuable for anyone going on to college especially in any science related field. The content includes quantum mechanics, trends in the periodic table, properties of solutions, acid/base reactions, red-ox reactions and organic chemistry.

Human Anatomy and Physiology

This course is recommended for students preparing for college especially in any of the health related fields. Students will cover the structure and function of the major body systems. Biology I is a pre-requisites and completion of Chemistry I is recommended.

Social Studies Department

Course / Title	Length	Open To	Prerequisite	Credit	Comments
World History & Geography	Year	9-10	None	1	Required
US History	Year	10	World History & Geography	1	Required
Government	Year	10-12	World History & Geography	1	Required
Psychology	Alternate Year	11-12	None	0.5	Elective or 3rd year of History
Sociology	Alternate Year	11-12	None	0.5	Elective or 3rd year of History
Graduation Requirement (American History, World History & Government or Psychology and Sociology)					Total Social Studies Credit: 3

US History

This course is a survey of American History from the end of the Civil War to the 1980s. Selected topics will include Reconstruction, the conquest of the American West, populist and progressive political movements, the Great Depression, U.S. involvement in 20th century world conflicts, domestic cold war politics and society, and the civil rights movement.

World Geography & History

This course will focus on global and regional topics in World History and Geography. Selected topics will include human prehistory, global environmental crises, human population dynamics, globalization of trade, influences of the classical world on the development of western civilization, medieval Europe, genocides in world history, world religions, and in-depth study of the culture, history, and landscape of selected regions.

Government

This course is a survey of the American government at the national, state, and local levels. Topics will include the general philosophies of government, the U.S. constitution, the purpose and functions of various branches and agencies of government, the criminal justice system, and comparisons of different political ideologies. The class will also include discussion of current events and classroom debates on contemporary controversial issues.

Psychology

The purpose of the Introduction to Psychology course is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each

of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

Sociology

Sociology is an elective course that studies human society and social behavior. Positive human relationships are an essential part of a civilized society and how we interact with each other is important so that we can find answers to questions and solve problems in our world.

“Sociology teaches us to look at life in a scientific, systematic way.” The way that we view the world comes from what we learn in our everyday activities. “The values, beliefs, lifestyles of those around us, as well as historic events help to mold us into unique individuals who have varied outlooks on social reality.” This course deals with the social atmosphere that helps to make us who we are and how we behave. Sociology will cover topics such as culture, violence, deviance, social control, socialization and personality, group behavior, social class, and social institutions. The key component of this course is to study ourselves and the society that influences our behavior.

Technology Education Department Summary of Course Offerings

Course / Title	Length	Open To	Prerequisite	Credit	Comments
Woodworking I	Semester	9-12	None	0.5	Elective
Woodworking II	Semester	9-12	Woods I	0.5	Elective
Automotive Maintenance	Semester	10-12	None	0.5	Elective
Home Maintenance	Semester	10-12	None	0.5	Elective
Intro to CAD	Semester	9-12	None	0.5	Elective
Small Engines I	Semester	10-12	None	0.5	Elective
Small Engines II	Semester	10-12	None	0.5	Elective
Welding I	Semester	10-12	None	0.5	Elective
Welding II	Semester	10-12	None	0.5	Elective
Women in Tech	Semester	9-12	None	0.5	Elective
Graduation Requirement					None

Woodworking 1 (Capacity 12)

Woodworking 1 introduces students to the various fields of wood working. Subjects include safety, vocabulary, measurement, machine processes, and finishing methods.

Woodworking 2 (Capacity 12)

Students will expand their knowledge by creating 1 – 2 quality projects in Woodworking 2. The student will learn about different joining methods, the fundamentals behind woodworking, and an overview of career opportunities available.

Auto Maintenance: Grades 10-12 (Capacity 12)

This course offers an introduction to auto maintenance principles. Topics include proper maintenance for longevity, resale value, and safety of a vehicle. We will explore how vehicle systems work and how to complete some light vehicle repairs to keep your vehicle on the road.

Home Maintenance Grades 10-12 (Capacity 12)

This course provides students with an opportunity to explore the many different areas in construction that relate to home maintenance and repair. Students will develop problem-solving skills as they relate to home repair, maintaining, and/or updating a residential structure.

Intro to CAD (Capacity 16)

This course introduces students to the fundamentals of Computer-Aided Design (CAD) using industry-standard software. Students will develop essential drafting and design skills while learning to create precise 2D drawings and basic 3D models. Topics covered include design principles, technical drawing, dimensioning, and blueprint reading.

Small Engines 1: Grades 10-12 (Capacity 12)

This course combines theoretical instruction with hands-on experience, allowing students to build foundational knowledge and skills in small engines. Key topics covered include safety, tool identification, basic engine fundamentals, and small engine repair.

Small Engines 2: Grades 10-12 (Capacity 12)

This course is an extension of Small Engines 1 and provides students with an in-depth understanding of small engines, covering topics such as small engine technology, theory, troubleshooting, repair, and maintenance. Students will complete a 6 module Precision Measuring Instruments certification.

Welding 1: Grades 10-12 (Capacity 12)

This course is an introduction to the processes and skills involved in welding. Students will learn SMAW and GMAW welding techniques. They will also learn oxy-acetylene cutting as well as plasma cutting.

Welding 2: Grades 10-12 (Capacity 12)

This course is an extension of Welding 1 and provides opportunities to enhance SMAW and GMAW skills. GTAW will be introduced during this course. Students will have an opportunity to utilize our CNC plasma table to produce a personalized project. The safe use of a variety of hand tools and power equipment will be studied. Students will also develop measurement and print reading skills.

Women in Tech (Capacity 16)

This course is designed for females only to gain hands-on experience in everything Tech Ed. Female students will be introduced to a variety of areas in technology education including: basic home maintenance, basic plumbing, basic wiring, basic vehicle repair, basic metal and wood working, and other technology related topics.

Processing/Production-Independent Study 13097 CTE

Processing/Production-Independent Study courses, often conducted with instructors as mentors, enable students to explore topics of interest related to processing and production. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular specialization, to explore a topic in greater detail, or to develop more advanced skills.

Metalwork-Independent Study 13247 CTE

Metalwork-Independent Study courses, often conducted with instructors as mentors, enable students to explore metal work-related topics of interest. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular specialization, to explore a topic in greater detail, or to develop more advanced skills.

Repair-Independent Study 13347 CTE

Repair-Independent Study courses, often conducted with instructors as mentors, enable students to explore topics related to repair. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular specialization, to explore a topic in greater detail, or to develop more advanced skills.

Manufacturing-Independent Study 13997 CTE

Manufacturing-Independent Study courses, often conducted with instructors as mentors, enable students to explore topics related to manufacturing. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular specialization, to explore a topic in greater detail, or to develop more advanced skills.

Graduation Check List

Required Course	Credits	Completed
English	4.0	
English 9	1.0	
English 10	1.0	
English 11	1.0	
English 12 OR AP English	1.0	
Mathematics	4.0	
Math Class	1.0	
Social Studies	3.0	
World Geography & History (9 th)	1.0	
US History or AP US History (10 th)	1.0	
Government (11 th)	1.0	
Science	3.0	
Biology	1.0	
Chemistry	1.0	
Science Elective	1.0	
Physical Education	2.0	
Health (8 th)	0.5	
Physical Education 9 (9 th)	0.5	
Elective Physical Education	0.5	
Elective Physical Education	1.0	
Personal Finance	0.5	
Academic and Career Planning	0.5	
Fine Arts (Art, Creative Writing, Band, Choir or Guitar)	1.0	
Electives	7.0	
Elective	1.0	

25 Total Credits Needed for Graduation

Sira	Maimuna	Bah	
Kieth	Harland	Bankes	
Dallas	David	Butler	
Marie Agnes	Gianna	Carstens	Certificate of Attendance
Allexzandrya	Brookelyn	Chamberlain	
Allivheiya	Brehnna	Chamberlain	
Annaleese	Bryetta	Chamberlain	
Jordan	Annastasia	Derrick	
Carter	Joseph	Emler	
Treanna	Angeleah	Fizer	
Anthony	James	Fradette	
Jacob	Lee	Glidden	
Lilou		Goffette	Certificate of Attendance
Logan	Patrick	Gorman	
Suncica		Gregov	Certificate of Attendance
Caleb	David	Harrell	
Hunter	James	Hatlan	
Constanze	Hedwig	Kuehn	Certificate of Attendance
Miles	Lloyd	Kandler	
Isabel	Rose	Knutson	
Emily	Jean	Lein	
Pierce	Robert	Lein	
Kaitlyn	Rose	McCarn	
Axil	Allen-Michael	McCormick	
Alivia	Maurine	Mellem	
Andrew	Lee	Munson	
Micaela		Murias Cazorla	Certificate of Attendance
Mara		O'Brien	Certificate of Attendance
Jake	Orvin	O'Dell	
Kaiden	Tyler	Olson	
Mason	Lee	Olson	
Autumn	Victoria	Pastorino	
Caleb	Dean	Salmon	
Tiana	Ilene	Sidie	
Heidi	Marie	Stolpa	
Kate	Helen	Swenson	
Belen	Jimena	Tinoco Cantu	
Carter	Michael	Wilson	
Jax	Stanton	Yonker	

**OPEN ENROLLMENT APPLICATIONS
2025-26**

INCOMING

APP. #	NAME	GRADE	RES. DIST.	NOTES
1		4K	Viroqua	
2		4K	Viroqua	Siblings Attend NC
3		4th	Viroqua	
4		5K	Viroqua	
5		4K	Kickapoo	
6		4K	Prairie du Chien	
7		5K	Seneca	Currently Attends NC
8		4K	Kickapoo	Sibling Attends NC
9		7th	Boscobel	
10		8th	Boscobel	
11		6th	Boscobel	
12		5K	Seneca	Currently Attends NC
13		10	Viroqua	Currently Attends NC
14		11	Viroqua	Currently Attends NC
15		2nd	Richland	Currently Attends NC
16		10th	Viroqua	Currently Attends NC
17		5th	Boscobel	Currently Attends NC
18		3rd	Boscobel	Currently Attends NC
19		5K	Boscobel	Currently Attends NC

April, 2025 Regular Meeting
Wednesday, April 16, 2025 6:00 PM Central

North Crawford Large Group Room
47050 County Road X
Soldiers Grove, WI 54655

Cody Brockway: Absent
Jerry Coleman: Present
Mark Fredelake: Present
Ed Heisz: Present
Terry O'Donnell: Present
Judy Powell: Present
Charissa Richter: Present
Present: 6, Absent: 1.

1. **MEETING CALLED TO ORDER**

Meeting called to order by President O'Donnell at 6:00 pm, proof of publication, and roll call noted.

1.A. Proof of Publication

1.B. Roll Call

2. **DISTRICT SHOWCASE** - *Winter Athletics and Activities Recognition*

Mr. Bankes provided a written report of activities and programming in the Playhouse, noting highlights of participation, theater improvements, current budget, and future program planning. Mr. Bankes also reported that the entire Forensic team successfully made it to the State level of competition achieving various levels of success.

Mr. Hady highlighted the boys and girls wrestling team season successes and State level participation, noting the continuing success of co-op teaming with the Seneca School District. The boys and girls basketball season highlights were noted in administrative reports last month.

3. **PUBLIC INPUT** *

None

4. **ADMINISTRATIVE REPORTS**

4.A. Elementary Principal - *Building Information and Updates*
See attached report.

4.B. MS/HS Principal - *Building Information and Updates*

4.C. Student Services - *Department Information and Updates*

Student Services Director Dr. Wood informed the Board that State testing process is going well and should be completed this week.

4.D. Superintendent - *District Information and Updates*

Superintendent Mr. Munson reported that the health insurance rate will increase 5% next year, the expected CPI rate is 2,9%.

5. **ACTION ITEMS**

5.A. OLD BUSINESS

None

5.B. NEW BUSINESS

5.B.1. First Reading of School Board Policy Update 34.1

Motion to approve the first reading of School Board Policy update 34.1. This motion, made by Ed Heisz and seconded by Mark Fredelake, Passed.

Cody Brockway: Absent, Jerry Coleman: Yea, Mark Fredelake: Yea, Ed Heisz: Yea, Terry O'Donnell: Yea, Judy Powell: Yea, Charissa Richter: Yea

Yea: 6, Nay: 0, Absent: 1

5.B.2. Consideration of 2025-26 Course Handbook - *postpone to May Meeting*

Motion to postpone to May meeting. This motion, made by Judy Powell and seconded by Charissa Richter, Passed.

Cody Brockway: Absent, Jerry Coleman: Yea, Mark Fredelake: Yea, Ed Heisz: Yea, Terry O'Donnell: Yea, Judy Powell: Yea, Charissa Richter: Yea

Yea: 6, Nay: 0, Absent: 1

5.B.3. Request for Donation - Village of Gays Mills

Motion to approve the request for \$1000 donation to the Village of Gays Mills Swimming Pool. This motion, made by Judy Powell and seconded by Jerry Coleman, Passed.

Cody Brockway: Absent, Jerry Coleman: Yea, Mark Fredelake: Yea, Ed Heisz: Yea, Terry O'Donnell: Yea, Judy Powell: Yea, Charissa Richter: Yea

Yea: 6, Nay: 0, Absent: 1

5.B.4. Consideration of Overnight Field Trip Request

Motion to approve the overnight field trip request for the 5th Grade on school grounds and surrounding area as presented, with certified lifeguards present for any pooled water activities. This motion, made by Judy Powell and seconded by Ed Heisz, Passed.

Cody Brockway: Absent, Jerry Coleman: Yea, Mark Fredelake: Yea, Ed Heisz: Yea, Terry O'Donnell: Yea, Judy Powell: Yea, Charissa Richter: Yea

Yea: 6, Nay: 0, Absent: 1

5.C. CONSENT AGENDA

Consent agenda approved by consensus.

5.C.1. Approval of Minutes of Previous Meeting(s)

5.C.2. Presentation of Vouchers

5.C.3. Treasurer's Report

6. COMMUNICATION/CORRESPONDENTS REPORT

None

7. NEXT MEETING DATE - Wednesday, May 28 (Rescheduled Date)

8. EXECUTIVE CLOSED SESSION under Sec. 19.85(1)(c) Wis. Stats., concerning employment, promotion, compensation, or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility.

Motion to go into closed session at 6:40 pm, roll call taken. This motion, made by Judy Powell and seconded by Mark Fredelake, Passed.

Cody Brockway: Absent, Jerry Coleman: Yea, Mark Fredelake: Yea, Ed Heisz: Yea, Terry O'Donnell: Yea, Judy Powell: Yea, Charissa Richter: Yea
Yea: 6, Nay: 0, Absent: 1

8.A. Convening into closed session as described in the preceding item to consider employment recommendation(s)

9. **RECONVENE TO OPEN SESSION**

Motion to go into open session at 7:09 pm. This motion, made by Jerry Coleman and seconded by Mark Fredelake, Passed.

Cody Brockway: Absent, Jerry Coleman: Yea, Mark Fredelake: Yea, Ed Heisz: Yea, Terry O'Donnell: Yea, Judy Powell: Yea, Charissa Richter: Yea
Yea: 6, Nay: 0, Absent: 1

9.A. Action on Employment Recommendations

Motion to approve hiring Amanda Wagner as Director of Student Services for the 2025-26 school year. This motion, made by Judy Powell and seconded by Charissa Richter, Passed.

Cody Brockway: Absent, Jerry Coleman: Yea, Mark Fredelake: Yea, Ed Heisz: Yea, Terry O'Donnell: Yea, Judy Powell: Yea, Charissa Richter: Yea
Yea: 6, Nay: 0, Absent: 1

Motion to approve hiring Lara Dudgeon for 6-12 physical education teacher. This motion, made by Ed Heisz and seconded by Judy Powell, Passed.

Cody Brockway: Absent, Jerry Coleman: Yea, Mark Fredelake: Yea, Ed Heisz: Yea, Terry O'Donnell: Yea, Judy Powell: Yea, Charissa Richter: Yea
Yea: 6, Nay: 0, Absent: 1

10. **ADJOURN**

Motion to adjourn at 7:10 pm. This motion, made by Judy Powell and seconded by Charissa Richter, Passed.

Cody Brockway: Absent, Jerry Coleman: Yea, Mark Fredelake: Yea, Ed Heisz: Yea, Terry O'Donnell: Yea, Judy Powell: Yea, Charissa Richter: Yea
Yea: 6, Nay: 0, Absent: 1

1. MEETING CALLED TO ORDER

Meeting was called to order by Superintendent Brandon Munson at 3:30 p.m. Present for the meeting were committee members Jerry Coleman and Mark Fredelake, Food Service Director Jennifer Kapinus, MS/HS Principal Rob Sailer, and Superintendent Brandon Munson

2. DEPARTMENT UPDATES AND INFORMATION

Food Service Director Jen Kapinus provided the committee with several updates of information and events going on in the food service department.

3. REVIEW CURRENT F50 FINANCIALS

Director Jen Kapinus and Superintendent Brandon Munson reviewed the current Fund 50 budget projections, including potential revenues and expenses for the remainder of the year. The district anticipates ending the year with a deficit, which was anticipated in the budget.

4. FOOD SERVICE POLICY REVIEW - DELINQUENT BALANCES

The Committee reviewed and discussed the district's current board policy regarding delinquent food service balances. In a recent DPI review, the district was advised to modify our board policy to language that the district intends to follow. The Committee put together modified language for po6152.02. The modified language will go to the full school board for a first reading at the May 28th regular board meeting.

5. FOOD SERVICE STAFFING - 2025-26

In an effort to mitigate the Fund 50 budget for the 2025-26 school year, the Committee discussed several staffing scenarios for the 2025-26 school year. The district will intend on replacing one full time position with two part-time positions, in an effort to save on staff benefits. Other staff will remain at their current hours.

6. FOOD SERVICE BUDGET CONSIDERATIONS 2025-26

The Committee discussed other budgetary items from Fund 50 with the 2025-26 budget. These included ideas on increasing revenue, while at the same time decreasing expenses. The district will continue to evaluate revenues and expenses on an ongoing basis to further mitigate a potential budget deficit.

7. ADJOURN

The Food Service Committee Meeting was adjourned at 3:30 p.m.