

**CLINTONVILLE PUBLIC SCHOOL DISTRICT**  
**Clintonville, WI 54929**  
**Regular Meeting of the Board of Education**

**Monday, February 9, 2026**  
**6:00 p.m.**  
**High School IMC**

Please Google search "Clintonville Events You Tube", or use the following link to go directly to the Clintonville Events YouTube channel:

<https://www.youtube.com/channel/UCMHZeWzjIFzVnX3EX18nLlg/featured>

**District Mission Statement**

The Clintonville Public School District, in partnership with its citizens, will empower those we educate to become lifelong learners who can think independently, critically, and creatively. Further, it is our mission to educate individuals to be successful, contributing members of our society and responsible, caring citizens in a diverse world.

**AGENDA**

**I. CALL TO ORDER**

**II. ESTABLISH QUORUM**

**III. OPEN MEETING STATEMENT**

This February 9, 2026 meeting of the Clintonville Board of Education, and all other meetings of the board, is open to the public in compliance with state statute. Notice of the meeting has been sent to the media, and has been publicly posted, in an attempt to make the citizens of the district aware of the time, place and agenda of this meeting. Upon request to the District Administrator, submitted twenty-four (24) hours in advance, the District shall make reasonable accommodation including the provision of informational material in an alternative format for a disabled person to attend this meeting.

**IV. APPROVE AGENDA**

**V. PLEDGE OF ALLEGIANCE**

**VI. READING AND APPROVAL OF MINUTES**

- A. Special Meeting - January 26, 2026
- B. Regular Meeting - January 26, 2026

**VII. PUBLIC COMMENTS/COMMUNICATIONS**

While the Board of Education welcomes communication from the public, proper procedure must be followed. Any person intending to address the Board must first fill out a Public Comments Registration Form (please see Policy #0167.3 re: Public Participation). As a reminder, this meeting of the Board is not a forum for personal attacks on any public official, staff member or citizen.

## **VIII. COMMITTEE UPDATES**

- A. Land Use Committee**
- B. Policy Committee**
- C. Dellwood Childcare Committee**
- D. Rec Center Committee**
- E. Finance Committee**

## **IX. ADMINISTRATIVE REPORTS**

### **A. YoungStar Child Care Presentation - for Information/Discussion**

Representatives from the YoungStar Child Care quality rating and improvement system will present information.

### **B. Superintendent's Report - for Information**

Troy Kuhn will present District updates to the Board of Education.

#### **Support Staff Transfer**

- a. Alejandra Schultz - transfer from a Special Education Paraprofessional to a Lead Teacher at the Dellwood Child Care Center (part-time), effective Feb. 10, 2026.

#### **Extracurricular Hire**

- a. Jodi Wolf - Assistant Softball Coach, effective immediately

### **C. Personnel** (The Board may choose to go into Executive Session per section 19.85(1)(c) of Wisconsin Statutes to discuss a personnel issue, and then return to open session to take action)

#### **1. Teacher Retirement - for Discussion/Action**

The administration will recommend that the Board of Education approve the resignation of Patricia Charles, for the purpose of retirement, from her Elementary STEAM Teacher position, effective June 5, 2026.

### **D. Other**

#### **1. Early Graduation Request - for Discussion/Action**

The administration will recommend that the Board of Education approve an early graduation request for 1 student, class of 2027, to graduate in January 2027, provided that all graduation requirements are met.

#### **2. District Pupil Count Enrollment Report - for Information**

The administration will present enrollment information from the January 9th 2nd Friday Pupil Count.

#### **3. Proposed Handbook Changes for 2026-2027 - for Discussion**

The administration will present possible changes for the 2026-2027 Staff Handbook which would be effective July 1, 2026.

**4. Complaint Investigation Summary - for Information**

Per the district's attorney, Superintendent Troy Kuhn will read a summary regarding the complaint investigation of a Board of Education member.

**5. Referendum Education and Planning - for Discussion/Action**

The administration and Board of Education will discuss any updates for the April 2026 referendum.

**X. POLICY**

**A. First Reading for Adoption of 35.1 Technical Corrections - For Discussion/Action**

(The District Administrator is authorized to review and make technical corrections to policies that have already been adopted through normal rulemaking procedures. These are corrections to policy language or construction that do not reflect 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).

**B. First Reading of Revisions to Policies - for Discussion/Action**

The administration will recommend the Board of Education approve a first reading of revisions to the following Policies:

- a. Policy 0100 - Definitions
- b. Policy 0142.7 - Orientation
- c. Policy 0144.5 - Board Member Behavior, Communications and Code of Conduct
- d. Policy 1210 - Board/ District Administrator Relationship
- e. Policy 1230.01 - Development of Administrative Guidelines
- f. Policy 1240 - Evaluation of the District Administrator
- g. Policy 2131.01 - Reading Instructional Goals and Kindergarten Assessment
- h. Policy 2261.01 - Parent and Family Member Participation in Title I Programs
- i. Policy 2431 - Interscholastic Athletics
- j. Policy 5112 - Entrance Age
- k. Policy 5136 - Personal Communication Devices
- l. Policy 5411 - Third Grade Promotion and Retention: At-Risk Students
- m. Policy 5514 (Replacement) - Use of Personal Transportation Devices
- n. Policy 5515 - Student Use of Motor Vehicles
- o. Policy 5895 (Rescind) - Student Employment
- p. Policy 6152.01 - Waiver of School Fees or Fines
- q. Policy 6320 - Purchasing
- r. Policy 7540.02 (Replacement) - Digital Content and Accessibility
- s. Policy 7540.08 (Replacement) - Artificial Intelligence (AI)

**C. First Reading to Adopt Administrative Guideline 61.1 - Fee Waiver Request Form - for**

**Discussion/Action.** The administration will recommend that the Board of Education approve a first reading to adopt the Fee Waiver Request form as an administrative guideline as referenced in Policy 6152.01.

**D. Second Reading of Revisions to Administrative Guideline 20.3 - Guidelines for**

**Extracurricular Activities - for Discussion/Action.** The administration will recommend the Board of Education approve a second reading of revisions.

**XI. ITEMS FOR FUTURE DISCUSSION**

Audit Report Complete - Presentation date TBD. Possibly 2nd Meeting in February, or a March Meeting.  
Superintendent Review  
Set Date for Clintonville School Referendum Q and A

**XII. ANNOUNCEMENTS**

February 19	Parent/Teacher Conferences	4:00 - 8:00 p.m.	
February 20	No School - Parent/Teacher Conferences	8:00 a.m. - 12:00 p.m.	
February 23	No School		
February 24	Regular Meeting - Board of Education	6:00 p.m.	High School IMC
March 9	Regular Meeting - Board of Education	6:00 p.m.	High School IMC
March 16	No School - Teacher Inservice		
March 23	Regular Meeting - Board of Education	6:00 p.m.	High School IMC

**XIII. ADJOURNMENT**

**BOARD OF EDUCATION  
CLINTONVILLE PUBLIC SCHOOL DISTRICT  
CLINTONVILLE, WISCONSIN 54929**

**MINUTES OF SPECIAL MEETING  
BOARD OF EDUCATION  
January 26, 2026**

A Special Meeting of the Board of Education of the Clintonville Public School District was called to order on January 26, 2026, at 5:34 p.m. in the High School IMC by President Glen Drew Lundt.

Members present: Glen Drew Lundt, Kris Strauman, Klint Barkow, Jason Moder, Ben Huber, Mark Zachow, and Christopher Hoffmann

Admin present: Troy Kuhn, Jim Blashe, Charles Seils, Madalyn Simonis, Elly Brzezinski, Stephen Reinke, Trevor Drake, and Caleb Bembenek.

Press Represented: Bert Lehman of the Tribune Gazette, Marie Vandenberg of Rural NEW Families and Evan Christman of TCH Daily News

Others present: Cole Pinno, Patti Cahala, Julie Rohrer, Michael Engel, Laurie Vollrath, Jessica Holtz, Darrell Hansen, Kris Doan, Stephanie Tornow, Alex Garcia, Lalanie Taylor, Todd Taylor, Kristine Heyer, Stacey Conradt, David Battenberg, Nikki Ziebell, Jamie Baierl, Serena Malueg, and Michele Herter.

**MEETING STATEMENT:** This January 26, 2026, special meeting of the Clintonville Board of Education and all other meetings of the board are open to the public in compliance with state statute. Notice of the meeting has been sent to the media, and has been publicly posted, in an attempt to make the citizens of the district aware of the time, place and agenda of this meeting.

**APPROVE AGENDA:** Moved by Ben Huber, seconded by Jason Moder to approve the agenda as written. Ayes and nays called, all voting aye. Motion carried.

The Pledge of Allegiance was recited by those in attendance.

**PUBLIC COMMENTS:** None

**ADMINISTRATIVE REPORTS**

Resolution Authorizing the School District Budget to Exceed Revenue Limit: Moved by Ben Huber, seconded by Mark Zachow to approve a resolution authorizing the school district budget to exceed revenue limit by \$1,950,000 per year for five years for non-recurring purposes. Roll call vote was taken with Ben Huber, Mark Zachow, Klint Barkow, Christopher Hoffmann, Jason Moder, Glen Drew Lundt, and Kris Strauman voting aye. Motion carried.

Resolution Providing for a Referendum Election: Moved by Mark Zachow, seconded by Ben Huber to approve a resolution providing for a referendum election on the question of the approval of a resolution authorizing the school district budget to exceed revenue limit by \$1,950,000 per year for five years for non-recurring purposes. Roll call vote was taken with Mark Zachow, Klint Barkow, Christopher Hoffmann, Jason Moder, Kris Strauman, Glen Drew Lundt, and Ben Huber voting aye. Motion carried.

**ADJOURNMENT:** Moved by Jason Moder seconded by Ben Huber to adjourn. Ayes and nays called, all voting aye. Motion carried and meeting adjourned at 6:00 p.m.

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Klint Barkow, Board Clerk

**BOARD OF EDUCATION  
CLINTONVILLE PUBLIC SCHOOL DISTRICT  
CLINTONVILLE, WISCONSIN 54929**

**MINUTES OF REGULAR MEETING  
BOARD OF EDUCATION  
January 26, 2026**

A regular meeting of the Board of Education of the Clintonville Public School District was called to order on January 26, 2026, at 6:00 p.m. in the High School IMC by President Glen Drew Lundt.

Members Present: Glen Drew Lundt, Kris Strauman, Jason Moder, Klint Barkow, Ben Huber, Mark Zachow, and Christopher Hoffmann.

Administration Present: Troy Kuhn, Charles Seils, Madalyn Simonis, Elly Brzezinski, Stephen Reinke, and Caleb Bembenek.

Press Represented: Bert Lehman of the Tribune Gazette and Marie Vandenberg of Rural NEW Families, and Evan Christman of TCH Daily News.

Also present: Patti Cahala, Michael Engel, Laurie Vollrath, Jessica Holtz, Darrell Hanson, Kris Doan, Stephanie Tornow, Kristine Heyer, David Battenberg, Nikki Ziebell, Jamie Baierl, Serena Malueg, and Michele Herter.

**OPEN MEETING STATEMENT:** This January 26, 2026, meeting of the Clintonville Board of Education and all other meetings of the board are open to the public in compliance with state statute. Notice of the meeting has been sent to the media, and has been publicly posted, in an attempt to make the citizens of the district aware of the time, place and agenda of this meeting. Upon request to the District Administrator, submitted twenty-four (24) hours in advance, the District shall make reasonable accommodation including the provision of informational material in an alternative format for a disabled person to be able to attend this meeting.

**APPROVE AGENDA:** Moved by Jason Moder, seconded by Christopher Hoffmann to approve the agenda as written. Ayes and nays called, all voting aye. Motion carried.

The Pledge of Allegiance was recited by those in attendance.

**READING AND APPROVAL OF MINUTES:** Moved by Kris Strauman, seconded by Jason Moder to approve the following minutes:

A. Regular Meeting – January 12, 2026

B. Special Meeting – January 14, 2026

Ayes and nays called, all voting aye. Motion carried.

**PUBLIC COMMENTS/COMMUNICATIONS:** Jamie Baierl spoke to the Board of Education regarding interest in a boys swim team.

**FINANCIAL REPORT AND PRESENTATION OF VOUCHERS**

Presentation of Vouchers and Receipts: Moved by Mark Zachow, seconded by Ben Huber to grant authorization to approve vouchers as presented for December 2025. Ayes and nays called, all voting aye. Motion carried.

Monthly Budget Recap/Report: Jessica Holtz from CESA 8 presented and discussed the Monthly Budget Recap/Report for November and December, 2025.

**COMMITTEE UPDATES:**

**Land Use Committee:** No update

**Policy Committee:** Met 1/26 at District Office to make updates

**Dellwood Daycare Committee:** No update

**Rec Center Committee:** No update

**Finance Committee:** No update

**ADMINISTRATIVE REPORTS**

Board of Education Leadership and Team Building: Dave Honish from CESA 8 discussed next steps in the potential review of the district's mission statement and recommended planning to revisit this spring, post-referendum.

Mid-Year AGR Report: Elly Brzezinski, Director of Curriculum and Instruction presented the mid-year Achievement Gap Reduction (AGR) Report.

Superintendent's Report: Troy Kuhn presented District updates to the Board of Education.

Support Staff Transfer

- a. Kelli Radies – transfer from Special Education Paraprofessional to an Instructional Paraprofessional, effective January 19, 2026.

Personnel

Teacher Resignation: Moved by Kris Strauman seconded by Ben Huber to approve the resignation of Samuel Johnson from his Middle School Math Teacher position, effective January 14, 2026. Ayes and nays called, all voting aye. Motion carried.

Teacher Overloads: Moved by Mark Zachow, seconded by Kris Strauman to approve the following teacher overloads and additional duties for the second semester:

- a. Kristine Heyer – (0.5 period 1 semester)
- b. Josh Heyer – Addition of CMS Band and lessons (1.5 periods 1 semester)
- c. Kevin Reese – Addition of Math support (1 period 1 semester)

Ayes and nays called, all voting aye. Motion carried.

Other

Early Graduation Request: Moved by Jason Moder, seconded by Christopher Hoffmann to approve an early graduation request for 1 student, class of 2027 to graduate in January 2027, providing that all graduation requirements are met. Ayes and nays called, all voting aye. Motion carried.

66.0301 Agreement with Marion School District: Moved by Jason Moder, seconded by Ben Huber to approve a 66.0301 Agreement with the Marion School District to provide Title I reading intervention services to Marion resident students attending St. Martin Parochial School for the 2025-2026 school year. Ayes and nays called, all voting aye. Motion carried.

Out of State Trip: Moved by Ben Huber, seconded by Mark Zachow to approve an out-of-state trip for current 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grade students to travel to New York with World Classrooms in the Summer of 2027. Ayes and nays called, all voting aye. Motion carried.

Long Term Planning for Fund 80: The Board of Education and administration discussed Fund 80, and the possibility of being cost neutral. Superintendent Kuhn was directed by the board to bring a plan to the Board of Education before June of 2026.

Long Term Planning for Athletics: The administration presented data for athletics, that included the number of participants and costs associated with individual sports. Superintendent Kuhn will explore options for a possible boy's swimming club.

Removal of Trees and Brush: Moved by Ben Huber, seconded by Kris Strauman to approve the administration to present a plan for maintaining the areas along County Highway D with selective harvesting of trees, shrubs, and plant growth. Ayes and nays called, all voting aye. Motion carried.

Pollinator Garden: Moved by Ben Huber, seconded by Kris Strauman to approve the planting of a pollinator garden, with student involvement, near the entrance of the walking trail off Green Tree Road, as discussed at the October 9, 2025, Land Use Committee meeting. Ayes and nays called, all voting aye. Motion carried.

Education and Planning: The Board of Education directed Superintendent Kuhn to proceed with the next steps for communicating April 2026 referendum information out to the community for public transparency.

**POLICY**

First Reading of Revisions to Administrative Guideline 20.3 – Guidelines for Extracurricular Activities: Moved by Ben Huber, seconded by Kris Strauman to approve a first reading of revisions as proposed. Ayes and nays called, all voting aye. Motion carried.

**ITEMS FOR FUTURE STRATEGIC DISCUSSION**

Youngstar/Childcare Presentation – February 9<sup>th</sup>  
Audit Report  
Kris Strauman to address investigation results and costs – February 9<sup>th</sup>

Recognition

Soccer Cleats Donation: Approximately 20 pairs of soccer cleats were donated by Dick's Sporting Goods for the boys' and girls' soccer program.

High School Donation: An anonymous donation was received for the following High School programs:

- a. \$500 – to be applied towards appliances for the FFA
- b. \$500 – Tech Ed Department

**ANNOUNCEMENTS**

February 5	Title Night	5:30 p.m.	
February 9	Regular Meeting – Board of Education	6:00 p.m.	High School IMC
February 19	Parent/Teacher Conferences	4:00 – 8:00 p.m.	
February 20	No School – Parent/Teacher Conferences	8:00 a.m. – 12:00 p.m.	
February 23	No School		
February 24	Regular Meeting – Board of Education	6:00 p.m.	High School IMC

**ADJOURNMENT:** Moved by Ben Huber, seconded by Mark Zachow to adjourn. Ayes and nays called, all voting aye. Motion carried and the meeting adjourned at 8:20 p.m.

\_\_\_\_\_  
Klint Barkow, Board Clerk

# PI-1563 Pupil Count Report

1/23/2026

## Second Friday in January FY 2025-2026

Per Wisconsin Statute §121.05 the district is required to maintain this signature page on **file at the district**. Do not send to the Department.

**Clintonville (1141)**  
45 West Green Tree Road  
Clintonville WI 54929  
CESA #08  
Waupaca (68)

FY 2025-2026 Pupil Count - January	
Preschool Special Education	8
4 YK - 437 Hours	78
5 YK - Half Day	0
5 YK - 3 Full Days	0
5 YK - 4 Full Days	0
5 YK - 5 Full Days	82
5 YK - Blended	0
Grades 1 - 12	1,078
<b>Total Count:</b>	<b>1,246</b>

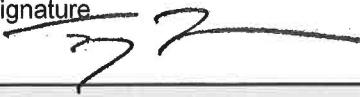

Officially submitted by user ID Bessejen000! on 1/23/2026  
2:04:38PM

Last data amendment was made by user ID Bessejen000!  
on 1/23/2026 2:04:38PM

### Certification Statement

I certify that the data submitted on this report is, to the best of my knowledge and belief, accurate and complete.


### District Officials in Office on Date Submitted

Administrator	
Administrator's Name <b>Troy M Kuhn</b>	Telephone
Administrator's Signature 	Date Signed
Clerk	
Clerk's Name <b>Klint Barkow</b>	Telephone
Clerk's Signature	Date Signed
Person Completing this Report	
Contact's Name and Title <b>Jennifer Bessette, Admin Asst.</b>	Telephone <b>715-823-7215 ext 3221</b>
Contact's Signature 	Date Signed <b>1/23/2026</b>

# Clintonville (1141)

## FY 2025-2026 Pupil Count - January

### Step 1 Summary

IMPORTANT: Click on the information icon to see the notes for absent before & after rule information. 

Step 1 Summary				September	
Category	Physically Present	Absent	Total	Count	Change
Preschool Special Education	0	8	8	6	+2
4YK 437 Hours	1	74	75	73	+2
5 YK - Half Day	0	0	0	0	+0
5 YK - 3 Full Days	0	0	0	0	+0
5 YK - 4 Full Days	0	0	0	0	+0
5 YK - 5 Full Days	62	7	69	70	-1
5 YK - Blended	0	0	0	0	+0
Grades 1 - 12	891	83	974	977	-3
<b>Subtotal:</b>	<b>954</b>	<b>172</b>	<b>1,126</b>	<b>1,126</b>	<b>+0</b>
Special Education (for birth through age 2)	0	0	0	0	+0
Title I Funded Preschool	0	0	0	0	+0
School-Operated Head Start	0	0	0	0	+0
Other	0	0	0	0	+0
3 Year-Old Programs	0	0	0	0	+0
<b>Total:</b>	<b>954</b>	<b>172</b>	<b>1,126</b>	<b>1,126</b>	<b>+0</b>

Back

Next



**Clintonville Public School District**  
**Second Friday Pupil Count**  
**January 9, 2026**

Grade Level and Building Totals

	Elementary School	Middle School	High School	Total
EC	8			
4K	78			
KG	69			
1	75			
2	78			
3	74			
4	77			
5	80			
6		64		
7		76		
8		66		
9			101	
10			90	
11			102	
12			91	
<b>Total Students</b>	<b>536</b>	<b>206</b>	<b>384</b>	<b>1126</b>

<b>2025-2026</b> <b>2nd Friday</b> <b>Count</b> <b>January 9, 2026</b>			
	<b>Present on Count Day</b>	<b>Absent on Count Day</b>	<b>Total Head Count</b>
PK	0	8	8
4 yr old kg	1	74	75
KG	62	7	69
1st grade	68	7	75
2nd grade	73	5	78
3rd grade	63	11	74
4th grade	74	3	77
5th grade	75	5	80
6th grade	61	3	64
7th grade	67	9	76
8th grade	59	7	66
9th grade	95	6	101
10th grade	82	8	90
11th grade	97	5	102
12th grade	77	14	91
<b>TOTALS</b>	<b>954</b>	<b>172</b>	<b>1126</b>

<b>Non Resident Reductions - Open Enrollment IN</b>	<b>Resident Additions - Open Enrollment OUT</b>	<b>Adjusted Head Count</b>
0	0	8
5	8	78
3	16	82
4	7	78
5	10	83
3	16	87
2	14	89
6	14	88
2	15	77
2	10	84
7	12	71
3	17	115
7	13	96
5	22	119
8	8	91
62	182	1246

2025-2026 3rd Friday Count September 19, 2025	Present on Count Day	Absent on Count Day	Total Head Count
PK	0	6	6
4 yr old kg	0	73	73
KG	66	4	70
1st grade	73	2	75
2nd grade	79	1	80
3rd grade	70	3	73
4th grade	72	1	73
5th grade	78	2	80
6th grade	60	5	65
7th grade	76	2	78
8th grade	59	8	67
9th grade	98	2	100
10th grade	85	5	90
11th grade	98	6	104
12th grade	86	6	92
<b>TOTALS</b>	<b>1000</b>	<b>126</b>	<b>1126</b>

Non Resident Reductions - Open Enrollment IN	Resident Additions - Open Enrollment OUT	Adjusted Head Count
0	0	6
5	10	78
3	17	84
4	7	78
5	9	84
3	16	86
2	14	85
6	12	86
2	14	77
3	10	85
7	11	71
3	14	111
8	11	93
5	22	121
8**	8	92
63	175	1237

\*\*THIS INCLUDES ONE STUDENT ENROLLED FROM GRESHAM PER 66.0103 AGREEMENT IN TRANSITION HOUSE.

#### 15.04 Use of Unpaid Leave

The following guidelines will be followed unless otherwise prior approved by the Superintendent.

- A. All sick time must be used prior to using unpaid leave
- B. All vacation and personal time must be used prior to using unpaid leave

#### 7.06 Curriculum Planning Projects and Other Projects within the Scope of Employment

When the District assigns an employee to work on a curriculum project that is outside of the terms of the individual employee's contract, the teacher shall be paid at the rate of \$35.00 ~~\$28.00~~ per hour. The length of time and maximum number of hours for completion of the project shall be at the sole discretion of the employee's immediate supervisor. Prior to meeting, the employees must submit a plan and projected hours for the project for pre-approval. The compensation above will be paid when the project has been completed and approved by the applicable administrator.

### SECTION 11 - PERSONAL LEAVE

#### 11.01 Personal Days Provided

- A. Calendar Year Employees (Hourly): Employees shall be entitled to up to ~~six (6)~~ **two (2)** days with pay of personal leave each employment year. Personal days are deducted from the total number of sick days as stated in section 10.01.
- B. School Year Employees (Hourly): Employees shall be entitled to up to ~~five (5)~~ **two (2)** of personal leave each employment year. Personal days are deducted from the total number of sick days as stated in section 10.01.
- C. Teaching Staff Employees (Salary): Employees shall be entitled to up to ~~to five (5)~~ days of personal leave each employment year. Personal days are deducted from the total number of sick days as stated in section 10.01. ~~Employees with less than 10 full years of service with the District shall be granted two (2) paid personal days per year. Employees with at least 10 but less than 20 full years of service with the District shall be granted three (3) paid personal days per year. Employees with 20 or more years of service with the District shall be granted four (4) paid personal leave days per year.~~
- D. Any unused personal days shall be credited to the employee as sick days for the following year. Employees may not "bank" personal days.

#### 11.02 Reasons for Personal Leave

Personal leave may be used for compelling personal obligations which cannot reasonably be conducted outside of the employee's workday.

#### 11.03 Personal Leave Day Restrictions

The personal leave day **will be highly restricted during the following times:**

- A. First or last week of a semester

- B. Parent-teacher conference day or on an in-service day
- C. Mondays and Fridays in December and May
- D. Requesting 3 or more consecutive days
- E. The day before and day after a scheduled break (ex: Fall, Winter, and Spring Breaks)

Personal leave during these periods may be approved ~~for personal business or Events of a Lifetime 10.08 that cannot be rescheduled for a different time~~ at the discretion of the Superintendent.

#### 11.04 Approval of Personal Leave and the Total Number of Employees on Personal Leave

- A. Personal Days are on a first come, first serve basis as entered in Skyward.
- B. A request in Skyward ~~writing to the Supervisor/Administrator~~ shall be made as far in advance as possible, normally not less than five (5) days. A request is not guaranteed until approved by the District Administrator. Emergencies may delay the submitting of the written statement until the employee returns to work.
- B. The Superintendent has the right to approve or deny all requests.
- C. No more than three (3) employees per classification per building may take personal leave on any given day when school is in session, unless the Superintendent grants approval to exceed the ~~two (2)~~ ~~three (3)~~ employee limit.

#### 11.05 Part-time Employees

Part-time employees will receive personal leave on a pro-rated basis based upon the number of hours they are scheduled to work each day.

#### 11.06 Personal Leave Increments

Personal leave may be allowed in increments of a quarter (.25) hour.

## SECTION 9 –POST-EMPLOYMENT BENEFITS

### 9.01 Eligibility

- A. If a teacher in the Clintonville Public School District has taught for at least ~~ten (10) years~~ ~~fifteen (15)~~ in the District and has attained the WRS Eligibility age ~~age of fifty-seven (57)~~ or more by September 1<sup>st</sup> following the last year of employment is qualified to participate in the District's post-employment benefit program. The retiree shall be notified at the time of retirement of the total amount of funds available under the Retirement Award portion of the plan. The retiree may also receive periodic statements illustrating accumulated account value.

- B. "Years of Service" includes all years of teaching service to the District where the employee was employed for a half time or more. Post-Employment benefits shall be available to employees who retire from the district. Employees discharged for gross misconduct are not eligible for the benefits provided under this plan. Also an employee that leaves before retirement will forfeit all accumulated funds. If the employee is rehired, the schedule of deposits will start over.
- C. Employees who plan to retire shall notify the District of their intent to do so on or before February 15<sup>th</sup> of the current school year, unless another date is mutually agreed to by the employee and the Superintendent. All notices of retirement shall be filed in writing with the Superintendent and shall be accompanied by a letter of resignation with an effective date on or before the date the retirement benefits are effective.

### **9.02 Retirement Award**

*All hourly and salary employees hired after December 31, 2022 will no longer be eligible for the HRA retirement benefit. Any employees hired on or before December 31, 2022 are still eligible for the retirement benefit as stated in Sections 9.02. - Approved 1-9-2023*

- A. A defined contribution health retirement account (HRA) will be set up in each eligible teacher's name.
- B. Teachers who meet the eligibility requirements above and retire from the Clintonville School District shall receive the full value of the HRA. The Retirement Award value for part-time employees shall be prorated for year(s) in which the employee was a part-time employee. If the final year of employment is a partial year, it will not count toward the HRA retirement award.
- C. Employees eligible to retire before receiving the maximum 20 years of deposits. For all teachers that have taught for at least ~~ten (10) years~~ **fifteen (15)** years in the District, have reached the **WRS Eligibility age** ~~age of fifty seven (57)~~ or more by September 1st, and choose to retire, will have \$1,050 for each year they have taught for the district deposited into their account at the end of the year of retirement, to a maximum district deposit of: \$40,000 for anyone eligible in 2020-2024, \$35,000 for anyone eligible in 2025-2029, \$30,000 for anyone eligible in 2030-2034, and \$25,000 for anyone eligible in 2035-2039. (\$1050 was changed from \$1000 in 2024 due to the fact that the district no longer placed money in ALL staff individual accounts but instead set up a group trust. The extra \$50 is to account for any interest that would have been earned for the individual account).

### **9.03 Sick Leave Award**

Teachers who meet the eligibility requirements above and retire may receive a retirement payment of up to 250 days of unused sick leave based on the following formula. For the purpose of this benefit, the unused sick leave will include accumulated days starting with the employee hire date. The Sick Leave Award funds shall be made available through the HRA as outlined above for the retiree's Retirement Award. All District contributions for the Sick Leave Award shall cease when the benefit amounts set

forth below are exhausted. The Sick Leave Award will be in one deposit into the retiree HRA on or before September 1st following the retirement.

- A. Fifteen years with the District prior to retirement, \$35/day x accumulated sick leave
- B. Twenty years with the District prior to retirement, \$45/day x accumulated sick leave
- C. Twenty-five years with the District prior to retirement, \$55/day x accumulated sick leave
- D. Thirty or more years with the District prior to retirement, \$65/day x accumulated sick leave
- E. Thirty-five or more years with the District prior to retirement, \$75/day x accumulated sick leave.

## **SECTION 11 –POST-EMPLOYMENT BENEFITS**

### **11.01 Eligibility**

- A. If a full time support staff employee of the Clintonville Public School District has been employed for at least ~~fifteen (15) years~~ ~~twenty (20) years~~ (hire date) in the District and has attained the ~~WRS Eligibility age~~ ~~age of fifty-seven (57)~~ or more by September 1st following the last year of employment, the support staff employee is qualified to participate in the District's post-employment benefit program.
- B. "Years of Service" includes all years of service to the District where the employee was employed full time (30+ hours per week). ~~Post-Employment benefits shall be available to employees who retire from the district.~~
- C. Employees discharged for gross misconduct are not eligible for the benefits provided under this plan. Also an employee that leaves before ~~WRS Eligibility age~~ ~~retirement~~ will forfeit all accumulated funds.
- C. Support staff Employees who plan to retire shall notify the District of their intent no less than sixty (60) days prior to the requested retirement date, unless another date is mutually agreed to by the employee and the Superintendent. All notices of retirement shall be filed in writing with the Superintendent and shall be accompanied by a letter of resignation for the purposes of retirement with a requested effective date.

### **11.02 Retirement Award**

*All hourly and salary employees hired after December 31, 2022 will no longer be eligible for the HRA retirement benefit. Any employees hired on or before December 31, 2022 are still eligible for the retirement benefit as stated in Sections 11.02. - Approved 1-9-2023*

- A. A defined contribution health retirement account (HRA) will be set up in each eligible support staff employee's name.
- B. Contributions

1. Support Staff shall receive a contribution of \$525 for full time year-round employees or a contribution of \$420 for full time school year support staff employees (up to a maximum of 20 years).
2. Support staff employees hired by September 1 shall be entitled to the full contribution. Support Staff hired after September 1st and by February 1st shall be entitled to ½ of the contribution. Support staff employees hired after February 1st or not completing an assigned current year of service will not be eligible for the HRA deposit unless electing to retire from the school district, at which time the current year deposit amount shall be prorated.

(\$525/\$420 was changed from \$500/400 in 2024 due to the fact that the district no longer placed money in ALL staff individual accounts but instead set up a Group Trust. The extra \$25/20 is to account for any interest that would have been earned for the individual account).

- C. Support staff employees are eligible to retire before receiving the maximum 20 years of deposits and contributions will be awarded based on years of service.  
~~if an eligible support staff employee elects to retire before receiving the maximum 20 years of deposits, the employee is eligible to receive the maximum deposit (less deposits made in prior years) after retiring from the district.~~
- D. The deposit shall be made on or before September 1st following retirement. **The retiree shall be notified at the time of retirement of the total amount of funds available under the Retirement Award portion of the plan. The retiree may also request assistance with determining accumulated account value.**

### 11.03 Sick Leave Award

A WRS eligible (working a minimum of fifteen (15) years 880 hours per year) support staff employee who has been employed for at least fifteen (15) years ~~twenty (20) years~~ (hire date) in the District and has attained the WRS Eligibility age ~~age of fifty-seven (57)~~ or more by September 1st following the last year of employment and elects to retire may receive a retirement payment of up to 100 days of unused sick leave at twenty-five (\$25) dollars per day not to exceed \$2500.00 deposited into the HRA. For the purpose of this benefit, the unused sick leave will include accumulated days starting with the employee hire date. The Sick Leave Award funds shall be made available through the HRA as outlined above for the retiree's Retirement Award. The Sick Leave Award will be in one deposit into the retiree HRA on or before September 1st following the retirement.

Book	Policy Manual
Section	Policies for the Board, 35-1
Title	Copy of DEFINITIONS
Code	po0100
Status	
Adopted	April 22, 2019
Last Revised	September 23, 2024

## 0100 - DEFINITIONS

The bylaws of the Board of this District incorporate quotations from the laws and administrative code of the State of Wisconsin. Such quotations may be substantively altered only by appropriate legislative, judicial, or administrative action.

Whenever the following items are used in these bylaws, policies, and administrative guidelines, they shall have the meaning set forth below:

### **Administrative Guideline**

A statement, based on policy, usually written, which outlines and/or describes the means by which a policy should be implemented and which provides for the management cycle of planning, action, and assessment or evaluation.

### **Administrator**

An employee who holds a position of leadership over a defined function or department of the District, is employed with an administrative contract, and/or who reports directly to the District Administrator.

In policy, capitalization of the term Administrator may imply delegation of responsibilities, as appropriate, to staff members.

### **Apps and Services**

Apps and services are software (i.e., computer programs) that support the interaction of personal communication devices (as defined in Bylaw 0100, above) over a network or client-server applications in which the user interface runs in a web browser. Apps and services are used to communicate/transfer information/data that allow students to perform actions/tasks that assist them in attaining educational achievement goals/objectives, enable staff to monitor and assess their students' progress, and allow staff to perform other tasks related to their employment. Apps and services also are used to facilitate communication to, from and among, and between, staff, students, parents, Board members, and/or other stakeholders and members of the community.

### **Board**

The School Board, also commonly referred to as the Board of Education, shall take action that is within the comprehensive meaning of the terms "duties and powers" provided that such action is not prohibited by State or Federal law. (Chapter 118, Wis. Stats. and Chapter 120, Wis. Stats.).

Within these bylaws and policies, the terms Board and District may be used interchangeably, depending on the context of the policy.

### **Bylaw**

Rule of the Board for its own governance.

### **Clerk**

The chief clerk of the Board. (See Bylaw 0171.3 - Clerk)

**District**

The School District shall take action that is within the comprehensive meaning of the terms "duties and powers" provided that such action is not prohibited by State or Federal law. (Chapter 118, Wis. Stats. and Chapter 120, Wis. Stats.).

Within these bylaws and policies, the terms Board and District may be used interchangeably, depending on the context of the policy.

**District Administrator**

The administrative head of the School District sometimes locally referred to as Superintendent.

In policy, capitalization of the term District Administrator may imply delegation of responsibilities, as appropriate, to staff members.

**District Records Custodian**

The School District will designate one (1) District Records Custodian (DRC) to be the legal custodian of records for the District. The DRC shall keep and preserve the public records of the District and is granted authority to render a decision and carry out duties related to those public records. The DRC is designated in Policy 8310 - Public Records.

**Due Process**

Procedural due process requires prior knowledge (a posted discipline code), notice of offense (accusation), and the opportunity to respond. Specific due process requirements are dependent upon the circumstances and may vary depending on such circumstances.

**Full Board**

Authorized number of voting members entitled by law to govern the District. The full Board is the total number of Board members authorized by law regardless of the number of current sitting members.

**Information Resources**

The Board defines information resources to include any data/information in electronic, audio-visual or physical form, or any hardware or software that makes possible the storage and use of data/information. This definition includes but is not limited to electronic mail, voice mail, social media, text messages, databases, CD-ROMs/DVDs, websites, motion picture film, recorded magnetic media, photographs, digitized information, or microfilm. This also includes any equipment, computer facilities, or online services used in accessing, storing, transmitting or retrieving electronic communications.

**Law Enforcement Officer(s) or Agency(ies)**

These terms include any local, State, or Federal law enforcement agency of competent jurisdiction and its officers acting within their legal authority.

**Legal Custodian of Records**

See "District Records Custodian".

**Legal Notice**

Legal notice means every notice required by law to be published in a newspaper or other publication. There are three (3) classes of notices: class 1 (requiring one (1) insertion); class 2 (requiring two (2) insertions); and class 3 (requiring three (3) insertions). When more than one (1) insertion is required, the notice must be published once each week for consecutive weeks, with the last notice published at least one (1) week before the act or event, unless otherwise specified by law. Sunday publication is permitted.

**Local Public Office Holder or Official**

Individuals holding those positions designated by the Board as local public offices in compliance with 19.32 (1 dm), 19.42 (7w)(a)(f) and (g), Wis. Stats.

**May**

This word is used when an action by the Board or its designee is permitted but not required.

### **Medical Advisor**

The School District is required to appoint a medical advisor. The medical advisor shall be a licensed physician and will participate in the annual review of the District emergency nursing services plan. The School District may also have the medical advisor fulfill other roles. PI 8.01(2, g)3

### **Meeting**

Any gathering which is attended by, or open to, all of the members of the Board held with the intent on the part of the members of the body present to discuss or act as a unit upon the specific public business of that body. 19.82(2), Wis. Stats.

### **Official Newspaper**

A newspaper may be designated by the Board under 985.05, Wis. Stats. Other publication options are available to the Board pursuant to 120.11(4), Wis. Stats.

### **Parent**

The natural or adoptive parents or the party designated by the courts as the legal guardian, custodian, or surrogate of a student. Both parents will be considered to have equal rights unless a court of law decrees otherwise.

### **Personal Communication Devices**

Personal communication devices (PCDs), also referred to as "wireless communication devices," means a portable wireless device that has the capability to provide voice, messaging, or other data communication between two (2) or more parties and includes all of the following: ~~include~~ computers, laptops, tablets, e-readers, cellular/mobile phones, smartphones, smartwatches, wearable technology, gaming devices, and/or other web-enabled devices of any type.

### **Policy**

A general, written statement by the governing Board which defines its expectations or position on a particular matter and authorizes appropriate action that must or may be taken to establish and/or maintains those expectations.

### **President**

The chief executive officer of the Board. (See Bylaw 0171.1 - President)

### **Principal**

The educational leader and head administrator of one (1) or more District schools.

In policy, capitalization of the term Principal may imply delegation of responsibilities, as appropriate, to r staff members.

### **Professional Staff Member**

District employees who are either certified teachers employed in a position for which certification is a requirement of employment or administrative employees that are responsible for oversight or supervision of a component or components of the District's operation, or serve as assistants to such persons, regardless of whether they hold an administrative contract or are required to have administrator certification, but excluding the District Administrator/Superintendent.

### **Relative**

The mother, father, sister, brother, spouse, domestic partner, parent of spouse/domestic partner, child or step-child, grandparents, grandchild, dependent or member of the immediate household.

### **School Nurse**

A school nurse is a registered nurse who meets the requirements of 115.001(11), Wis. Stats. A school nurse has the authority to exclude students for signs of illness.

## **School Official**

Except if otherwise defined in policy, a school official is a person employed by the Board as an administrator, supervisor, teacher/instructor (including substitutes), or support staff member (including health or medical staff and law enforcement unit personnel); or a person serving on the Board.

The term school official is inclusive of other parties, such as an attorney, contractor, consultant, volunteer, or other party to whom the Board has outsourced a service otherwise performed by Board employees (e.g., a therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing their tasks (including volunteers) pursuant to the Family Educational Rights and Privacy (FERPA) definition - See Policy 8330 - Student Records.

## **School Support Organizations (SSO)**

Any other nongovernmental organization or group of persons whose primary purpose is to support a District, school, school club, or academic, arts, athletic, or social activities related to a school, that collects or receives money, materials, property, or securities from students, parents, or members of the general public. (Examples: Booster Club, Foundation, Parent-Teacher Association (PTA), Parent-Teacher Organization (PTO), Parent-Teacher Support Association)

## **Shall**

This word is used when an action by the Board or its designee is required. (The word "will" or "must" signifies a required action.)

## **Social Media**

Social media are online platforms where users engage with another and/or share information and ideas through text, video, or pictures. Social media consists of any form of online publication or presence that allows interactive communication, including, but not limited to, text messaging, instant messaging, websites, web logs ("blogs"), wikis, online forums (e.g., chat rooms), virtual worlds, and social networks. Examples of social media include, but are not limited to, Facebook, Facebook Messenger, Google Hangouts, Twitter, LinkedIn, YouTube, Flickr, Instagram, Pinterest, Skype, and Facetime. Social media does not include sending or receiving e-mail through the use of District-issued e-mail accounts. Apps and web services shall not be considered social media unless they are listed on the District's website as District-approved social media platforms/sites.

## **Student**

A person who is officially enrolled in a school or program of the District.

## **Superintendent**

Sometimes the administrative head of the School District is referred to as Superintendent, but has the authority of the District Administrator by law. In policy, capitalization of the term Superintendent may imply delegation of responsibilities, as appropriate, to staff members.

## **Support Staff**

Any employee who provides support to the District's program and whose position does not require a professional certificate. This category includes special education paraprofessionals, who are required to hold a special education program aide license issued by the Wisconsin Department of Public Instruction (DPI) or another valid and current DPI license or permit

## **Technology Resources**

The Board defines technology resources to include computers, laptops, tablets, e-readers, cellular/mobile telephones, smartphones, web-enabled devices, video and/or audio recording equipment, SLR and DSLR cameras, projectors, software and operating systems that work on any device, copy machines, printers and scanners, information storage devices (including mobile/portable storage devices such as external hard drives, CDs/DVDs, USB thumb drives and memory chips), the computer network, Internet connection, and online educational services and apps.

## **Treasurer**

The chief financial officer of the Board. (See Bylaw 0171.4 - Treasurer)

## **Vice-President**

The Vice-President of the Board. (See Bylaw 0171.2 - Vice President)

### **Voting**

A vote at a meeting of the Board. The law requires that Board members must be present in order to have their vote officially recorded in the Board minutes and to be available for a roll call vote. A Board member's presence at a meeting includes their presence if attending by telephone or other manner of remote access, so long as such remote access is compliant with State law. No voting by Proxy may be recorded or counted in an official vote of the Board. Remote access during quasi-judicial functions (e.g. termination hearings, expulsions) may be permitted after consultation with legal counsel.

Citations to Wisconsin statutes are shown by the Section Number (e.g., 120.11, Wis. Stats.). Citations to the Wisconsin Administrative Code are prefaced P.I. (e.g., P.I. 11). Citations to the United States Code are noted as U.S.C., Federal Register are noted as F.R., and the Code of Federal Regulations as C.F.R.

Revised 2/10/20

Revised 5/26/20

Revised 5/24/21

Revised 11/8/21

Revised 3/14/22

Revised 1/23/23

Revised 4/10/23

Revised 3/11/24

T.C. 9/23/24

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Book	Policy Manual
Section	Policies for the Board, 35-1
Title	Copy of BOARD MEMBER BEHAVIOR, COMMUNICATIONS, AND CODE OF CONDUCT
Code	po0144.5
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Adopted	May 24, 2021
Last Revised	October 9, 2023

#### 0144.5 - **BOARD MEMBER BEHAVIOR, COMMUNICATIONS, AND CODE OF CONDUCT**

The Board functions most effectively when individual Board members act ethically, professionally, and responsibly. Board members serve as a member of the School District's governing body and do not have individual authority to represent a policy or enforce positions that are not supported by a majority of the Board as evidenced by official action of the Board (See Bylaw 0143 - Authority of Individual Board Members).

Board members accept responsibility for the well-being and positive leadership of the School District, for protecting the interests of the School District as a legal entity, and for facilitating governance for the purpose of delivering the highest quality educational and related services to all of the District's students. Conduct by Board members that compromises the legal position of the District ~~are prohibited~~ should be avoided.

Any authority delegated to the Board President in this policy is automatically vested in the Board Vice President in the event that either the Board President is unavailable or the Board President is the Board member accused of violating this policy.

#### **General Expectations of All Board Members**

- A. Attend all scheduled Board meetings insofar as possible, and become informed concerning the issues to be considered at those meetings.
- B. Be familiar with and follow applicable local, State, and Federal laws and regulations.
- C. Be familiar with and comply with Board policies, including policies governing Board member conduct and Board member ethics, rules of incompatibility of office, and conflicts of interest (see Bylaw 0144.3 - Conflict of Interest).
- D. Conduct themselves with integrity, honesty, and in a manner that reflects positively on the Board and on the District.
- E. Be accountable for guiding and supporting the policy decision-making process that impacts students, staff, and the community. The operation of the District is the responsibility of the administration.
- F. Establish and maintain a high level of honesty, credibility, and truthfulness in all matters dealt with by the Board.
- G. Treat others with respect and dignity at all times, maintain decorum, and always communicate in a way that does not violate or illustrate disregard for Board policy concerning harassment or discrimination. This decency expectation applies in all communications, including while discussing sensitive, or controversial matters, or matters involving disagreement.
- H. At all times conduct themselves in the best interest of the School District, including avoiding implicating the District in unlawful activity or supporting or encouraging efforts to harm the reputation, legal standing, or to bring other material harm to the interests of the District or the Board.
- I. Recognize that they should endeavor to make policy decisions only after full discussion at publicly held Board meetings.
- J. Render all decisions based on the available facts and independent judgment.

- K. Encourage the free expression of opinion by all Board members, and seek systematic communications between the Board and students, staff, and all elements of the community.
- L. Work with the other Board members to establish effective Board policies and to delegate authority for the administration of the District to the District Administrator **in accordance with Policy 1100 - District Organization**.
- M. Communicate to other Board members, **in accordance with the Open Meeting Law**, and the District Administrator expressions of public reaction to Board policies and school programs **(see Board Member Communication section below, Bylaw 0143.1 - Public Expression of Board Members, and Bylaw 0167.5 - Use of Electronic Mail)**.
- N. Inform themselves about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by the Wisconsin Association of School Boards, the Consortium of State School Board Associations, and the National School Boards Association.
- O. Support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff.
- P. Refrain from using their Board positions for personal partisan gain.
- Q. Take no private action that will compromise the Board or administration, and respect the confidentiality of information that is privileged under applicable law.
- R. Remember always that their first and greatest concern must be for the educational welfare of the students attending the public schools.
- S. No Board member shall act or fail to act as a member of the Board in violation of 946.12, Wis. Stats., regarding misconduct in public office.

### **Board Member Communication**

Board members are expected to refrain from engaging in communication on behalf of the Board or on behalf of the District unless authorized to do so by majority vote of the Board (See Bylaw 0143.1).

Any Board member who chooses to engage in individual communication on matters related to Board and/or District business is expected to clearly identify whether the Board member is communicating in the following capacity:

- A. On behalf of the Board: normally, this is the function of the Board President or, in the President's absence, the Vice President. The Board may, by majority vote, delegate this responsibility to another Board member in a specific circumstance. In every case, the Board ~~member~~ ~~Member~~ communicating the Board's position shall do so as determined by the Board and avoiding individual interpretation or editorializing.
- B. As an individual Board member, but not on behalf of the Board: a Board member who speaks, including online, in social media forums, or in any other public forum, on matters related to Board and/or District business, but not as an officially designated spokesperson of the Board. The Board member must specify that any statement is not sponsored by the District and is a personal viewpoint.

Board members who fail to adhere to this expectation, or who publicly communicate false or intentionally misleading information pertaining to Board action or District policy, will be asked to correct such communication in a way that is likely to reach the same audience as the false or misleading information. The Board President is authorized to communicate such requests to the pertinent Board member.

The Board President is authorized to issue public statements on behalf of the Board in the event a Board member expresses false or misleading information, or makes statements without properly identifying whether the member of the Board is speaking as an individual Board member. The President's communication should be limited to correcting the false or misleading statement, clarifying that the Board member was not speaking on behalf of the Board, and providing information relative to Board action if any on the subject matter.

Board Member Use of Electronic Communication Devices shall have expectations developed and adhered to as part of Board member meeting norms.

### **Board Member Interaction with Staff**

The general expectations of Board member decorum and civility apply to interactions with employees; however, because the Board is the employer of all District staff, this responsibility is appropriate for special reference. Each Board member is an individual with authority to bring matters to the Board and to influence matters related to staff. Therefore, it is

imperative that Board members treat all employees with respect and as professionals. Board members are also required to comply with Board Policies governing employee anti-harassment, ~~non-discrimination~~ ~~non-discrimination~~, and threatening behavior.

No Board member has inherent authority to require any staff member to respond to the Board member regarding a specific request for information, or to direct any staff member to perform or not perform any task, except as provided by Board policy or as directed by majority vote of the Board.

Board ~~member~~ ~~members~~ access to and request for School District records and information is governed by Board Bylaw 0143.2 - Board Member Information Requests.

### **Board Member Records and Confidentiality**

Board members are expected to maintain their own public records created on resources not controlled by and thus not maintained by the School District. Each Board member is an elected official responsible for preserving all public records the Board member creates, and to comply with requests to inspect such records. The District has no obligation nor responsibility to assist any Board member in fulfilling this responsibility with respect to records that are not maintained by the District.

Board members are encouraged to review Board policy defining and explaining public records, their maintenance, and public access (See Board Policy 8310 - Public Records).

Board members are expected to maintain and protect the privacy of District records, including student records, and communications received in closed session meetings of the Board.

### **Enforcement**

Complaints alleging violations of the Board Member Code of Conduct may be brought by any ~~parent, student, staff member or District resident~~ ~~person~~ and ~~must~~ ~~can~~ be submitted to the Board President or, if the Board President is the member accused of violating this policy, to the Vice President, who under such circumstances shall perform the duties of the Board President described in this policy. All Complaints shall bear the name and signature of the complainant and include a detailed description of the alleged misconduct, any evidence supporting the allegations, and the action/relief being requested.

The Board President may choose to consolidate complaints for consideration if more than one (1) individual files similar complaints, but reserves the right to refuse to consider any subsequent complaint on the same matter unless previously unknown material facts are raised.

The President ~~or Vice President~~ shall review the complaint and ~~determine whether the officer can~~ investigate the matter. The President shall inform the Board of the complaint and the plan to address the complaint. The President ~~may~~ ~~or if the President or Vice President needs to~~ contact the School District's legal counsel for support in the investigation of the complaint and/or other matters related to the complaint. Upon completion of the investigation, if the conclusion reached is that the Board member violated the policy, the investigator shall brief the Board and may recommend action to be taken.

Board members are elected officials and therefore cannot be ~~disciplined~~, prevented from participating in Board meetings, or removed from office by the Board. ~~However, the~~ ~~The~~ Board may consider the following:

- A. Formal censure by resolution passed by a majority of the Board in an open session meeting of the Board.
- B. removal from Board committee assignments ~~that is an~~ ~~for the remainder of the year and until the following~~ ~~organizational meeting of the Board, at which time the President is authorized to continue to withhold committee assignment.~~ Approval of this sanction is an ~~adopted~~ exception to Bylaw 0155 - Committees;
- C. Restriction on Board member rights granted by policy, including requesting items for a Board meeting agenda.
- D. Referral to proceed with efforts to remove the Board member from office for cause, which means inefficiency, neglect of duty, official misconduct, or malfeasance in office.
- E. Referral to law enforcement if any alleged misconduct constitutes potentially unlawful conduct.
- F. Other efforts to pursue compliance with and adherence to the policy as determined by the Board and not prohibited by law.

If a complainant or any other person contacts an individual Board member, other than the Board President, to discuss a complaint or investigation under this policy, the Board member shall inform the person that the Board member has no authority to act in an individual capacity and shall refer the person to this bylaw or the Board President for further assistance.

Revised 11/8/21

Revised 3/14/22

T.C. 4/10/23

T.C. 10/9/23

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Legal

17.13, Wis. Stats.

946.12, Wis. Stats.

The Consortium of State School Board Associations

The National Association of School Boards

The Wisconsin Association of School Boards

Book	Policy Manual
Section	Policies for the Board, 35-1
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Adopted	April 22, 2019
Last Revised	November 8, 2021

### 1210 - BOARD - DISTRICT ADMINISTRATOR RELATIONSHIP

The Board believes that, in general, it is the primary duty of the Board to establish policies and that of the District Administrator to administer such policies. Policy should not be originated or changed without the input or recommendation of the District Administrator. The District Administrator should be given the latitude to determine the best method of implementing the policies of the Board.

The District Administrator, as the ~~chief administrative officer~~ administrative head of the District, is the primary professional advisor to the Board. As such, the District Administrator ~~S/He~~ is responsible for the development, supervision, and operation of the school program and facilities, including the development of administrative guidelines consistent with Policy 1230.01 - Development of Administrative Guidelines.

The District Administrator and those administrators directed by the District Administrator shall attend all Board meetings, when feasible. Administrative participation shall be by professional counsel, guidance, and recommendation - as distinct from deliberation, debate, and voting of Board members.

In the interests of promoting and maintaining a healthy and productive work environment, the District Administrator shall report to the Board President any information regarding Board member conduct in violation of Policy 3362.01/Policy 4362.01 - Threatening Behavior Toward Staff Members, ~~Policy 4362.01 - Threatening Behavior Toward Staff Members~~, or Bylaw 0144.5 - Board Member Behavior, ~~Communications~~, and Code of Conduct. If such a report involves the Board President, the Board Vice-President shall be notified.

The Board is responsible for determining the success of the District Administrator in meeting the goals established by the Board through annual evaluations of the District Administrator's performance. As the administrative head of the District, the District Administrator may delegate duties and responsibilities, including those contained in Board policy, to appropriate members of the staff. Those staff performing such duties and responsibilities shall be held accountable by the District Administrator for their performance as employees of the District.  The Board shall hold the District Administrator accountable for the administration of the District, actions taken by the District Administrator, and the District Administrator's personal behavior while acting as an employee of the District. (See Policy 1240 - Evaluation of the District Administrator) ~~{END OF OPTION}~~

Individual Board members who receive communications regarding matters within the purview of the administration including, but not limited to, personnel concerns or student/parent concerns, shall immediately refer concerns to the District Administrator, or if the concern relates to the District Administrator, to the Board President. ~~{END OF OPTION}~~

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Book	Policy Manual
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**1230.01 - DEVELOPMENT OF ADMINISTRATIVE GUIDELINES**

The Board ~~of Education~~ delegates to the District Administrator the function of designing and implementing the guidelines, required actions, and detailed arrangements under which the District will operate. These administrative guidelines shall not be inconsistent with the policies adopted by the Board.

The Board itself will formulate and adopt administrative guidelines and rules only when required by law, and when the District Administrator recommends Board adoption.

The District Administrator may also issue such administrative and student handbooks as ~~the District Administrator~~ ~~he~~ may consider necessary for the effective administration of the schools and distribute them to employees and students and/or their parents.

**[ x ]** The District Administrator may consult with appropriate District leadership and stakeholders, when appropriate, during the development of administrative guidelines. **[END OF OPTION]**

As long as the provisions of these administrative guidelines and handbooks are not inconsistent with Board policies, or with Federal/State law, they will be considered to be an extension of the policy manual and binding upon all employees and students.

**[ x ]** All current administrative guidelines ( **x** ) and handbooks **[END OF INTERNAL OPTION]** shall be published on the District website and be readily accessible to staff, students, parents, and community members to ensure transparency and ease of access. **[END OF OPTIONAL SENTENCE]** ~~A copy of the District's administrative guidelines manual and a copy of each handbook shall be made a part of the Board's reference materials maintained in the District office.~~

**[x ]** The District Administrator shall maintain a current organizational chart to which immediate reference can be made by the Board or any employee of the Board.

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Legal 118.24, Wis. Stats.

Book	Policy Manual
Section	Policies for the Board, 35-1
Title	Copy of EVALUATION OF THE DISTRICT ADMINISTRATOR
Code	po1240
Status	
Adopted	April 22, 2019

#### 1240 - EVALUATION OF THE DISTRICT ADMINISTRATOR

The Board ~~of Education~~ believes it is essential that it evaluate the District Administrator's performance periodically in order to assist both the Board and the District Administrator in the proper discharge of their responsibilities and to enable the Board to provide the District with the best possible leadership.

The Board shall periodically, but not less than once every year evaluate the performance of the District Administrator. (See Policy 1110 - Assessment of District Goals) Such evaluation shall include an assessment of:

- A. the progress toward the educational goals of the District;
- B. the working relationship between the Board and the District Administrator;
- C. the Board's own effectiveness in providing direction to the District Administrator.

Such assessments will be based on defined quality expectations developed by the Board for each ~~critierion criteria~~ being assessed.

The Board and the District Administrator, jointly, shall, at the outset of each evaluation, determine the method by which the evaluation shall be conducted. Such method may include:

- A. the District Administrator's own self-analysis of the current status of the District;
- B. the active participation of each Board member;
- C. a recommendation from a Board committee;
- D. a compilation of assessments by individual Board members, which shall then be reviewed jointly by the Board and District Administrator;
- E. evaluation interviews between the Board and District Administrator during which no other business is discussed;
- F. the District Administrator's assessment of Board efficiency and effectiveness.

As an outcome of the evaluation of the District Administrator's performance, the Board should be prepared to judge the advisability of retention of the District Administrator and be prepared better to:

- A. ~~(-x)~~ make decisions related to the District Administrator's contract renewal;
- B. determine the District Administrator's salary ~~(-)~~ and performance-based incentives ~~[END OF OPTION]~~;
- C. identify strengths and weaknesses in the operation of the District and determine means by which weaknesses can be reduced and strengths are maintained;
- D. establish specific objectives, the achievement of which will advance the District toward its goals;
- E. ~~( x)~~ determine progress toward District strategic goals as outlined in Policy 1110 - Assessment of District Goals;

F. improve its own performance as the public body ultimately charged with the educational responsibility of this District.

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Book	Policy Manual
Section	Policies for the Board, 35-1
Title	Copy of READING INSTRUCTIONAL GOALS AND KINDERGARTEN ASSESSMENT
Code	po2131.01
Status	
Adopted	April 22, 2019
Last Revised	March 8, 2021

### 2131.01 - READING INSTRUCTIONAL GOALS AND KINDERGARTEN ASSESSMENT

The Board shall approve a program of reading goals for students for grades five year-old kindergarten to **twelve (12)**.

To promote student's reading skills, the Board requires the Superintendent to employ a certified reading specialist who will be responsible to develop and coordinate a comprehensive reading curriculum for students in grades five year-old kindergarten to **twelve (12)**. The Superintendent may fulfill this obligation by contracting with another District or with the Cooperative Educational Service Agency for the services of a certified reading specialist.

The goals shall be based on an assessment of existing reading needs of students. Subsequently, the students shall be assessed based on the reading goals.

The Reading Specialist shall annually prepare a report evaluating the reading curriculum of the School District and forward the report to the Superintendent who shall present the report to the Board.

#### Assessments of Reading Readiness

An appropriate, valid, and reliable assessment of literacy fundamentals selected by the **Department of Public Instruction (DPI) Board** shall be administered annually to each student enrolled in four (4) year old kindergarten through second grade. ~~The Board shall require that the assessment selected evaluates whether a student possesses phonemic awareness and letter sound knowledge.~~

The results of a student's assessment shall be reported to the student's parent.

A student whose assessment indicates that **the student/s/he** is at risk of reading difficulty shall be provided with interventions or remedial reading services.

Interventions or remedial reading services shall be provided for a student in five (5) year-old kindergarten to grade **three (3)**~~4 if the student is identified as at-risk based on the assessment tool. any of the following occurs:~~

#### Interventions

**Within the period of time specified by law, the District Administrator shall, for each student identified as at-risk, do the following:**

- A. Create a personal reading plan for the student that includes at least all of the following:**
  - 1. The student's specific early literacy skill deficiencies, as identified by the applicable assessment.**
  - 2. Goals and benchmarks for the student's progress toward grade-level literacy skills.**
  - 3. How the student's progress will be monitored.**
  - 4. A description of the interventions and any additional instructional services that will be provided to the student to address the student's early literacy skill deficiencies.**
  - 5. The programming using science-based early reading instruction, as defined in s. 118.015 (1c) (b), that the student's teacher will use to provide reading instruction to the student, addressing the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension.**

6. Strategies the student's parent is encouraged to use to help the student achieve grade-level literacy skills.
  7. Any additional services available and appropriate to accelerate the student's early literacy skill development.
- B. Provide the interventions described in the student's personal reading plan to the student, as soon as practicable.
  - C. Monitor the student's progress at least weekly using the method described in the student's personal reading plan to determine whether the student demonstrates an inadequate rate of progress.
  - D. Provide a copy of the student's personal reading plan to the student's parent and obtain a copy of the student's personal reading plan signed by the student's parent.
  - E. After providing the interventions described in the student's personal reading plan to the student for ten (10) weeks, notify the student's parent of the student's progress, as determined under the student's personal reading plan.
- A. ~~The student fails to meet the reading objectives specified in the reading curriculum plan maintained by the Board.~~
  - B. ~~The student fails to score above the State minimum performance standard on the reading test and:~~
    1. ~~a teacher in the School District and the student's parent agree the student's test performance accurately reflects the student's ability; or~~
    2. ~~a teacher in the School District determines, based on other objective evidence of the student's test performance, that it accurately reflects the student's reading ability;~~
    3. ~~the student's reading assessment under 118.016, Wis. Stats. indicates that the student is at risk of reading difficulty. If this subdivision applies, the interventions or services provided the student shall be scientifically based and shall address all areas in which the student is deficient in a manner consistent with the State standards in reading and language arts.~~

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115.77, 118.015, 118.016, 121.02 (1) (c), 121.02 (1) (d), Wis. Stats.

Book	Policy Manual
Section	Policies for the Board, 35-1
Title	Copy of PARENT AND FAMILY MEMBER PARTICIPATION IN TITLE I PROGRAMS
Code	po2261.01
Status	
Adopted	April 22, 2019
Last Revised	April 12, 2021

### 2261.01- PARENT AND FAMILY ENGAGEMENT IN TITLE I PROGRAMS

In accordance with the requirements of Federal law, programs supported by Title I funds must be planned and implemented in meaningful consultation with parents and family members of the students being served.

Each year, the District Administrator shall work with parents and family members of children served in Title I Programs in order to jointly develop and agree upon a proposed written parent and family engagement plan (referred to as "policy" in Federal law) to establish expectations for the involvement of such parents and family members in the education of their children. The content and effectiveness of the proposed plan (policy) shall be reviewed and approved annually by the District Board and distributed to parents and family members of children receiving Title I services.

In accordance with Federal law, the proposed plan (policy) must establish the District's expectations and objectives for meaningful parent and family involvement, and describe how the School District will:

- A. involve parents and family members in the development of the School District's Title I plans and any State-mandated comprehensive support and improvement plans;
- B. provide coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family member involvement activities to improve student achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- C. coordinate and integrate parent and family member engagement strategies, to the extent feasible and appropriate, with other Federal, State, and local laws and programs;
- D. with meaningful involvement of parents and family members, annually evaluate the content and effectiveness of the parent and family member engagement policy in improving the academic quality of schools, including:
  1. identifying barriers to greater parent participation (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
  2. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
  3. strategies to support successful school and family interactions;
- E. use the findings of the above-referenced evaluation to:
  1. design evidence-based strategies for more effective parental involvement; and,
  2. revise the parent and family member engagement policy, if necessary;
- F. involve parents in the activities of the District's Title I schools, which may include establishing a parent advisory board that may be charged with developing, revising and reviewing the parent and family member engagement

policy;

- G. provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency and/or disabilities, and parents and family members of migratory children), including providing information and school reports in a format, and to the extent practicable, in a ~~language~~ language, such parents can understand;
- H. conduct meetings with parents including provisions for flexible scheduling and assistance to parents to better assure their attendance at meetings;
- I. develop agendas for parent meetings to include review and explanation of the curriculum, means of assessments, and the proficiency levels students are expected to achieve and maintain;
- J. provide opportunities for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;
- K. involve parents in the planning, review, and improvement of the Title I program;
- L. communicate information concerning school performance profiles and their child's individual performance to parents;
- M. assist parents in helping their children in achieving the objectives of the program ~~( ) by such means as ensuring regular attendance, monitoring television watching, providing adequate time and the proper environment for homework, guiding nutritional and health practices, and the like~~ [END OF OPTION];
- N. provide timely responses to parental questions, concerns, and recommendations;
- O. coordinate and provide technical assistance and other support necessary to assist Title I schools to develop effective parent participation activities to improve academic achievement;
- P. conduct other activities as appropriate to the Title I plan and State and Federal requirements.

The Board will reserve the requisite percent of its allocation of Federal Title I funds to carry out the above-described activities. Parents and family members of children receiving Title I services shall be involved in the decisions regarding how the reserved funds are allotted for parent and family member involvement activities. Reserved funds shall be used to carry out activities and strategies consistent with the Board's parent and family member engagement policy (Policy 2261.01), including at least one (1) of the following:

- A. Supporting schools and nonprofit organizations in providing professional development for the District and school personnel regarding parent and family member engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
- B. Supporting programs that reach parents and family members at home, in the community, and at school.
- C. Disseminating information on best practices focused on parent and family member engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
- D. Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family member engagement.
- E. Engaging in any other activities and strategies that the Board determines are appropriate and consistent with its parent and family member engagement policy.

The District Administrator must also assure that each Title I participating school develops a specific written plan, with parental involvement and agreement, which includes provisions regarding the following:

- A. Each principal must convene an annual meeting at a convenient time to which all parents of participating children are invited and encouraged to attend to explain the parents' rights to be involved and the school's obligations to develop a parent and family member engagement policy.
- B. Meetings with parents of children receiving Title I services must be scheduled at flexible times with assistance such as child care, transportation, home visits, or similar aid offered to parents to encourage their involvement.

- C. Parents must be involved in an organized, ~~ongoing~~ ~~on-going~~ and timely way in the development, review, and improvement of parent involvement activities, including the planning, review, and improvement of the school parent and family member engagement policy, and the joint development of the schoolwide program plan, if appropriate.
- D. Parents of participating students must be provided with:
1. timely information about the Title I program and the school's parent and family member engagement policy;
  2. description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels expected;
  3. regular meetings, upon request, for parents to make suggestions, and to participate as appropriate, in decisions relating to the education of their children, and receive responses regarding the parents' suggestions about their student's education as soon as practicably possible.
- E. If the written plan is not satisfactory to the parents of participating children, the school must submit any parents' comments when it presents the plan to the District Administrator.
- F. As a component of the school-level parent and family member engagement policy, the principal for each school shall coordinate the development of a school-parent compact jointly with parents of children served under Title I which outlines how the school staff, the parents, and the student will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students achieve the State's high standards. The compact must:
1. describe the school's responsibility to provide a high-quality curriculum and instruction in a supportive, effective learning environment;
  2. describe the ways in which each parent is responsible for supporting their child's learning environment such as monitoring attendance, homework, extra-curricular activities, and excessive television watching; volunteering in the classroom; and participating, as appropriate, in decisions relating to the education of their children and their positive use of extra-curricular time;
  3. address the importance of parent/teacher communication on an on-going basis through at least annual parent-teacher conferences to discuss the child's achievement and the compact; frequent progress reports to the parents on their child's progress; reasonable access to the staff and to observe and participate in classroom activities and regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.
- G. Parents of children receiving Title I services must be notified about their school's parent and family member engagement policy in an understandable and uniform format, and to the extent practicable, in a language the parents can understand. These policies must also be made available to the community.
- H. School-level parent and family member engagement policies must be updated periodically to meet the changing needs of parents and the schools.

In order to involve parents in the education of their children and to support a partnership among the school, parents and the community for improving student academic achievement, the District Administrator and building principals must include provisions in the School District and school-level parent and family member engagement policies regarding:

- A. assisting parents of children served under Title I in understanding such topics as the State's academic standards, State and local academic assessments Title I, and how to monitor their child's progress and how to work with educators to improve their child's achievement;
- B. providing materials and training to help parents work with their children to improve achievement, such as literacy training and using technology (including education about the harms of copyright privacy);
- C. educating teachers, specialized instructional support personnel, school leaders (including principals), and other staff, with the assistance of parents, about the value and utility of contributions of parents, how to reach out to, communicate with, and work with parents as equal partners, how to implement and coordinate parent programs, and how to build ties between parents and the school;
- D. to the extent feasible and appropriate, coordination and integration of parent involvement programs and activities with other Federal, State and local programs (including public preschool programs), and conducting other activities that encourage and support parents more fully participating in the education of their children (e.g., parent resource

centers);

E. providing information related to school and parent programs, meetings, and other activities to parents of participating children in a format, and, to the extent practicable, in a language the parents can understand;

F. providing such reasonable support for parent involvement activities as parents may request.

In order to build the School District's capacity for parent involvement, the District Administrator and building principals may also:

A. involve parents in the development of training for teachers and administrators and other educators to improve the effectiveness of such training;

B. provide necessary literacy training from Title I funds if the District has exhausted all other reasonably available sources of funding for such training;

C. pay reasonable and necessary expenses associated with parental involvement activities to enable parents to participate in school-related meetings and training sessions, including transportation and child care costs;

D. train parents to enhance the involvement of other parents;

E. arrange school meetings at a variety of times, or conduct in-house conferences between teachers or other educators who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;

F. adopt and implement model approaches to improving parental involvement in Title I programs;

G. establish a District-wide parent advisory council to provide advice on all matters related to parental involvement programs;

H. develop appropriate roles for community-based organizations and businesses in parental involvement activities.

Revised 6/22/20

T.C. 4/12/21

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20 U.S.C. 6318

34 C.F.R. Part 200 et seq.

Book	Policy Manual
Section	Policies for the Board, 35-1
Title	Copy of INTERSCHOLASTIC ATHLETICS
Code	po2431
Status	
Adopted	April 22, 2019
Last Revised	November 8, 2021

### 2431 - INTERSCHOLASTIC ATHLETICS

The Board recognizes the value to the District and to the community of a program of interscholastic athletics for as many students as feasible and in accordance with Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity. The Board believes that it is the purpose of an interscholastic program to provide the benefits of an athletic experience to as large a number of students as feasible within the District.

The program of interscholastic athletics should provide students the opportunity to exercise and test their athletic abilities in a context greater and more varied than that which can be offered by a school or the School District alone.

The program should foster the growth of school loyalty with the student body as a whole and stimulate community interest in athletics.

Game activities and practice sessions should provide many opportunities to teach the values of competition and good sportsmanship.

The Board ~~further adopts these~~ eligibility criteria that meet or exceed the Wisconsin Interscholastic Athletic Association (WIAA) standards. ~~[ x ] The Board further adopts the Name, Image, Likeness (NIL) compensation standards set by the Constitution of the Wisconsin Interscholastic Athletic Association (WIAA), and directs the District Administrator to provide interscholastic athletics for students in accordance with the WIAA Constitution, Bylaws, and Rules of Eligibility, and shall review such standards annually to ascertain that they continue to be in conformity with the objectives of this Board.~~ **Consider Drafting Note? [DRAFTING NOTE: If the District chooses this option, the district must comply with the WIAA's NIL policies and will likely be responsible for assuring that student athletes follow the rules as well. It is recommended that districts give a copy of the WIAA policies to students who participate in their sanctioned sports, especially those participating in NIL. Districts must monitor students who are participating in NIL, because if a student violates the WIAA policies, the district, the school, the team, and the student can be sanctioned by the WIAA for violations.]**

The District Administrator is authorized to establish a set of behavior expectations for participants as well as the implementation of appropriate disciplinary procedures against those who violate these expectations.

To support the efforts to strengthen sportsmanship, ethics, and integrity, the Board commits itself to:

- A. adopt policies (upon recommendation of the administration) which reflect the District's educational objectives and promote the ideals of good sportsmanship, ethics, and integrity;
- B. attend and enjoy school athletic activities, serving as a positive role model and expecting the same from parents, fans, participants, coaches, and other school personnel;
- C. support and reward participants, coaches, school administrators, and fans who display good sportsmanship.

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Legal 120.12(23), Wis. Stats.

P.I. 9.03(1)(h), Wis. Adm. Code

Book	Policy Manual
Section	Policies for the Board, 35-1
Title	Copy of ENTRANCE AGE
Code	po5112
Status	
Adopted	April 22, 2019
Last Revised	November 22, 2021

## 5112 - **ENTRANCE AGE**

The Board shall establish student entrance age requirements which are consistent with Wisconsin Law and sound educational practice and which ensure equitable treatment.

### **A. Kindergarten**

1. A child is eligible for entrance into four (4) year old kindergarten if s/he attains the age of four (4) on or before September 1<sup>st</sup> of the year in which s/he applies for entrance and meets the residency requirements.
2. A child is eligible for five (5) year old kindergarten when s/he attains the age of five (5) on or before September 1<sup>st</sup> of the year in which s/he applies for entrance and meets the residency requirements. The child may not be placed in an alternative program without the permission of the parent.

### **B. First Grade**

A child must be six (6) years of age on or before September 1<sup>st</sup> in the year in which s/he enrolls. A student must have completed a kindergarten program or must receive a waiver of this requirement.

Any student who has not completed a five (5) year old kindergarten program, but seeks to enroll into first grade must receive a waiver of the requirement. The following students are eligible to receive a waiver:

1. Any student who has moved to the District from another state or country where completion of a five (5) year old kindergarten program is a prerequisite to enrollment in first grade and that student has received a waiver of the requirement in his/her prior state or country.
2. Any student who has moved to the District from another state or country that does not require the completion of five (5) year old kindergarten prior to enrollment in first grade.
3. Any student who, at the discretion of the building principal, in consultation with the first grade teacher(s) of the District, determines that, notwithstanding that the student has not completed a five (5) year old kindergarten program, the student has demonstrated sufficient aptitude in all core competencies normally required of kindergarten students in the District upon completion of the kindergarten program.

The Principal shall perform any required testing to establish the student's academic capabilities and shall prepare a written evaluation that either grants or denies the waiver and provides an explanation as to the decision.

### **C. Appeal of Denial of Waiver**

The parents of any student denied a waiver under this section by the building principal may appeal that decision to the District Administrator by submitting a written request to the District Administrator within ten (10) calendar days of the decision of the principal.

The parents of any student denied a waiver by the District Administrator may appeal the decision to the Board by submitting a written request to the District Administrator within ten (10) calendar days of the decision by the Administrator. The District Administrator shall notify the Board President and a meeting shall be scheduled with the parents. The decision of the Board is final.

#### D. Initial Entry

Children entering the District for the first time must comply with State law. Students must have an immunization record or a properly submitted waiver on file at the school. Any student who does not have the proper immunization records or appropriate waiver within thirty (30) school days of enrollment may be excluded or permitted to remain in school pursuant to Policy 5320 - Immunization.

Each child who is entitled to admittance into a public school in the District must have a school-entry health examination. The school health services plan shall contain provisions to assist students in obtaining health examinations. Such examinations shall be conducted consistent with Policy 5310 - Health Services.

Any student and/or his/her parent(s) who enters the District for the first time must disclose prior or pending school expulsions at the time of enrollment.

#### E. Verification of Residence

Verification of a parent's residence shall be required at the time the child registers in a District school. Verification of residence may also be required at any other time at the discretion of the District Administrator.

#### F. Verification of Age

Verification of a child's age shall be required at the time the child enrolls. ~~(-) See Administrative Guideline 5112A - Admission to Kindergarten. [END OF OPTION]~~

#### G. Early Admission

The District shall prescribe procedures, conditions, and standards for early admission to five (5) year old kindergarten and first grade.

The District does not allow early entrance to four (4) year old kindergarten.

#### H. Older Students

A person who is a resident of the District and over twenty (20) years of age may enroll ~~provided~~providing the District Administrator does not think such enrollment will interfere with the education of the other students.

Revised 11/11/19

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Wis. Stats 118.14, 118.15, 120.12(25)

Book	Policy Manual
Section	Policies for the Board, 35-1
Title	Copy of PERSONAL COMMUNICATION DEVICES
Code	po5136
Status	
Adopted	April 22, 2019
Last Revised	August 11, 2025

### 5136 - PERSONAL COMMUNICATION DEVICES

The Board is aware that PCDs are used by students and parents to communicate with each other. However, the use of PCDs on school grounds must be appropriately regulated to protect students, staff, and the learning environment.

"Personal communication devices" (PCDs), also referred to as "wireless communication devices", as used in this policy, mean a portable wireless device that has the capability to provide voice, messaging, or other data communication between two (2) or more parties and includes all of the following:

~~are defined in Bylaw 0100.~~

- A. cellular/mobile telephone;
- B. tablet computer;
- C. laptop computer;
- D. gaming device;
- E. smartphone;
- F. e-reader;
- G. smartwatch;
- H. wearable technology;
- I. any other web-enabled devices of any type.

Students may use PCDs before school (until the first "warning" bell) and after school (after final dismissal). Students are prohibited from being in possession of PCDs during the school day. PCD's are to be turned off or on silent during the school day.

~~{OPTION A}~~

~~[ ] While students may possess PCDs in school, on school property, during after school activities (e.g., extra-curricular activities), and at school related functions, they must be powered completely off (i.e., not just placed into vibrate or silent mode) and stored out of sight during school hours ( ) during after school activities (e.g., extra-curricular activities), ( ) and on school buses or other Board-provided vehicles [END OF OPTIONS].~~

~~{END OF OPTION A}~~

~~{OPTION B}~~

~~[ ]~~  Students may use PCDs before and after school, ( ) during their lunch break, ( ) in between classes as long as they do not create a distraction, disruption, or otherwise interfere with the educational environment, ( ) during after school activities (e.g., extra-curricular activities), (x ) or at school-related functions-~~END OF OPTIONS~~. Use of PCDs, except those approved by a teacher or administrator, at any other time is prohibited and they must be powered completely off (i.e., not just placed into vibrate or silent mode) and stored out of sight.

[END OF OPTION B]

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[OPTION C]

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[ ] In order to avoid disruption of the educational environment and protect students' right of privacy, student use of PCDs is prohibited on school grounds during school hours, ( ) at after school activities (e.g., extra-curricular activities), [END OF OPTION] and on school buses or other Board-provided vehicles. The PCD must be powered completely off (i.e., not just placed into vibrate or silent mode) and stored out of sight. [DRAFTING NOTE: This option is provided as WI Stat. 120.12(29)(c) allows school boards to adopt policies more restrictive than 2025 Wisconsin Act 42.]

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[END OF OPTION C]

Students may not use PCDs on school property or at a school-sponsored activity to access and/or view Internet web sites that are otherwise blocked to students at school.

Students may use PCDs while riding to and from school on a school bus or other Board-provided vehicles or on a school bus or Board-provided vehicle during school-sponsored activities, at the discretion of the bus driver, classroom teacher, or sponsor/advisor/coach.

During after-school activities, PCDs shall be powered completely off (not just placed into vibrate or silent mode) and stored out of sight when directed by the administrator or sponsor. ~~Distracting behavior that creates an unsafe environment will not be tolerated.~~

~~Under certain circumstances, a student may keep his/her PCD "On" with prior approval from the building principal.~~

Except as authorized by an administrator or IEP team, students are prohibited from using PCDs during the school day, including while off-campus on a field trip, to capture, record and/or transmit the words or sounds (i.e., audio) and/or images (i.e., pictures/video) of any student, staff member or other person. Using a PCD to capture, record, and/or transmit audio and/or pictures/video of an individual without proper consent is considered an invasion of privacy and is not permitted. Students who violate this provision and/or use a PCD to violate the privacy rights of another person may have their PCD confiscated and held until released by an administrator to the parent/guardian. If the violation involves potentially illegal activity, the confiscated-PCD may be turned over to law enforcement.

PCDs, with cameras or any other recording capabilities, may not be 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, classrooms, gymnasiums, locker rooms, shower facilities, rest/bathrooms, and any other areas where students or others may change clothes or be in any stage or degree of disrobing or changing clothes. The District Administrator and building principals are authorized to determine other specific locations and situations where the use of a PCD is absolutely prohibited.

Students shall have no expectation of confidentiality with respect to their use of PCDs on school premises/property.

Students may not use a PCD in any 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. In particular, students are prohibited from using PCDs 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 any Protected Class consistent with Board Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity ~~their race, color, national origin, sex (including sexual orientation/transgender identity), disability, age, religion, ancestry, or political beliefs;~~ and (2) engage in "sexting" - i.e., sending, receiving, sharing, viewing, or possessing pictures, text messages, e-mails or other materials of a sexual nature 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 services as required by law.

Students are also prohibited from using a PCD to capture, record, and/or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using PCDs to receive such information.

Possession of a PCD by a student at school during school hours and/or during extra-curricular activities is a privilege that may be forfeited by any student who fails to abide by the terms of this policy, or otherwise abuses this privilege.

### Policy Violations

Violations of this policy may result in disciplinary action and/or confiscation of the PCD. ~~Students who are in possession of a PCD device must surrender it to the teacher or administrator. The PCD shall be turned off and placed in the school office until the end of the day. A confiscated device will be marked, in a removable manner, with the student's name and held in a secure location in the building's central office until it is retrieved by the student/parent/guardian or turned over to law~~

enforcement. For the first violation, the student may pick up the device from an administrator in the building's central office after the end of the day dismissal. If a student has had multiple confiscations of a PCD by staff, the administrator may require a parent to pick up the device. School officials will not search or otherwise tamper with PCDs in District custody unless they reasonably suspect that the search is required to discover evidence of a violation of the law or other school rules. Any search will be conducted in accordance with Policy 5771 - Search and Seizure. If multiple offenses occur, a student may lose his/her privilege to bring a PCD to school for a designated length of time or on a permanent basis. The building principal will also refer the matter to law enforcement or child services if the violation involves an illegal activity (e.g., child pornography, sexting). Discipline will be imposed on an escalating scale ranging from a warning to an expulsion based on the number of previous violations and/or the nature of or circumstances surrounding a particular violation. If the PCD is confiscated, it will be released/returned to the student's parent after the student complies with any other disciplinary consequences that are imposed, unless the violation involves potentially illegal activity in which case the PCD may be turned over to law enforcement.

**DRAFTING-NOTE: The language below is required per WI Statute 120.12 (29)]**

Student use of PCDs in the following circumstances will not be considered a violation of this policy:

- A. **Emergency or Threat:** Student use of a PCD is allowed in the event of an emergency or a perceived threat to address the safety and security of students and staff.
- B. **Health Care Management:** Student use is authorized as necessary to manage or support a specific student's health care needs (x ) as approved by the District Nurse (x ) as defined in the individual student health plan-~~END OF OPTIONS.~~
- C. **Individualized Education Plans:** Student use is authorized consistent with a student's Individualized Education Program (IEP) or a plan developed under Section 504 of the federal Rehabilitation Act of 1973.
- D. **Educational Purposes:** Student use is authorized by a teacher for legitimate educational purposes during instructional time as described above.

**Duty to Report**

A person who discovers a student using a PCD in violation of this policy is required to report the violation to the building principal.

**Students Responsible for Their PCDs**

Students are personally and solely responsible for the care and security of their PCDs. The Board or District assumes no responsibility for theft, loss, or damage to, or misuse or unauthorized use of, PCDs brought onto its property.

Parents are advised that the best way to get in touch with their child during the school day is by calling the school office.

Students may use school phones only within the school office to contact parents during the school day.

**Annual Notice**

No later than October 1 of each year, the Department of Public Instruction (DPI) shall be notified by the District of whether any changes have been made to this policy and, if so, the updated policy shall be submitted to the DPI.

T.C. 2/28/22

118.13, Wis. Stats.  
118.258, Wis. Stats.

175.22, Wis. Stats.

120.12(29) Wis. Stats.

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Book	Policy Manual
Section	Policies for the Board, 35-1
Title	Copy of THIRD GRADE PROMOTION AND RETENTION: AT-RISK STUDENTS
Code	po5411
Status	
Adopted	April 14, 2025

## 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.

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 grade 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.

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. 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. Whether or which alternatives to retention can help support the student to achieve reading proficiency;
- D. Any other factor(s) relevant in deciding whether to retain or promote a student;

- E. Those factor(s) or conditions considered elsewhere in District policy or administrative guidelines pertaining to student promotion and retention;
- G. Whether the student is eligible for an exception contained under this policy;
- H. The potential long-term adverse risks and/or benefits 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 ~~into~~ 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 (1) 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 (1), two (2), or three (3);
- 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 (1), two (2), or three (3) 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.



Book	Policy Manual
Section	Policies for the Board, 35-1
Title	Vol. 35, No. 1 - November 2025 Replacement USE OF PERSONAL TRANSPORTATION DEVICES
Code	po5514 This replaces your use of bicycles policy (5514)
Status	
Adopted	April 22, 2019

### Replacement Policy - Vol. 35, No. 1

#### 5514 - USE OF PERSONAL TRANSPORTATION DEVICES

The Board regulates the utilization of bicycles, scooters, skateboards, hoverboards, and similar personal transportation devices, whether powered manually by an operator or powered by a mechanical means (including, but not limited to, small gas engines or electric motors). For purposes of this policy, such items are collectively referred to as "personal transportation devices" but do not include personal transportation devices needed and/or used due to a disability. Personal transportation devices necessary for use due to a student's disability are governed by other policies of the Board. Additionally, this policy does not prevent the safe and reasonable utilization and operation of personal transportation devices when needed due to a disability. This policy does not apply to motor vehicles which are subject to Policy 5515- Student Use and Parking of Motor Vehicles.

~~Because of the clear and present danger of accidents in traffic, inherent to riding personal transportation devices, it shall be the policy of the Board to prohibit the use of personal transportation devices ( ) except ( ) bicycles ( ) \_\_\_\_\_ [END OF INTERNAL OPTIONS] by students on campus for purposes of travel to and from school. [END OF OPTION]~~  
**[DRAFTING NOTE: If any exceptions are allowed in the above action, the following option should be chosen as well.]**

The Board regards the use of personal transportation devices for travel to and from school by students as an assumption of care, risk, and responsibility on the part of the students and parents of students. **[END OF OPTION]**

The Board in no way regulates the utilization of personal transportation devices off District property and in no way takes responsibility regarding the utilization of personal transportation devices on District property, with the owner and operator of such devices being fully and wholly liable for any personal or property damage resulting from the operation of such devices.

The operator of a personal transportation device must observe all safety laws and rules, display courtesy and consideration toward others, and must abide by this policy as well as all laws and ordinances regarding the operation of the relevant device. Operating or bringing a personal transportation device on District property is a privilege and not a right. An administrator may temporarily or permanently revoke such privilege to the extent that a personal transportation device is operated in a negligent, reckless, or other manner that creates a risk of harm to the operator or others, or in a fashion that otherwise fails to comply with safety rules, laws, or ordinances. Additional disciplinary action may result from the unsafe operation of a personal transportation device on Board property.

~~Under no circumstances are gas-powered personal transportation devices to be operated on District property.~~

Under no circumstances may an electric-powered personal transportation device be operated on District property at a speed that exceeds **ten (10) miles per hour.** ~~( ) two (2) miles per hour ( ) \_\_\_\_\_ miles per hour [END OF INTERNAL OPTIONS]. Upon the request of an administrator, the operator of an electronic powered transportation device will dismount the device and walk the device to the appropriate storage area. Failure to comply with an administrator's request to dismount and walk such a device may subject the student to disciplinary action.~~

The Board will not be responsible for personal mobility devices that are lost, stolen, or damaged.

**[END OF OPTIONS]**

The Board will not be responsible for personal transportation devices that are lost, stolen, or damaged.

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Book	Policy Manual
Section	Policies for the Board, 35-1
Title	Copy of STUDENT USE OF MOTOR VEHICLES
Code	po5515
Status	
Adopted	April 22, 2019
Last Revised	November 28, 2022

### 5515 - STUDENT USE AND PARKING OF MOTOR VEHICLES

~~The Board regards the use of motor vehicles for travel to and from school by students as an assumption of responsibility on the part of those students — a responsibility in the care of property, in the observation of safety rules, and in the display of courtesy and consideration toward others.~~

The Board will permit the operation and parking use of motor vehicles on District property by students, in accordance with the rules of this District, provided that such students are licensed drivers.

The Board will permit the use of minibikes/ATV/UTV and other vehicles for travel to and from school as long as it is legal and follows city/township/county ordinance.

Students may only bring onto District property vehicles that are owned by the student or vehicles for which the student has express permission to operate. Bringing other vehicles onto District property shall be considered a violation of school rules and this policy; school officials may contact law enforcement, as appropriate, when vehicles are brought onto District property without legal authorization.

At no time may a student enter a vehicle without the owner's consent, or the driver's consent if the owner has granted the driver express permission to operate the vehicle. School officials may contact law enforcement for unauthorized entry of a vehicle.

School officials may search a vehicle located on District property in accordance with Board Policy 5771 - Search and Seizure ~~( ) and Administrative Guideline 5771 - Search and Seizure [END OF OPTION]~~.

The Board will only allow vehicles to travel and park on designated hard surfaces. Travel on grass, trails, sidewalks, etc. is only permitted for district owned vehicles. If a snow machine is used, the building or district administrator will designate safe travel routes and parking areas.

The Board will not be responsible for motor vehicles ~~that which are lost, stolen, or damaged~~ on District property.

~~No student who does not possess a valid motorcycle safety education certificate will be allowed to ride or park a motorcycle on school property.~~

[x ] The Board will permit the use of Off Highway Vehicles (OHV) by legally qualified individuals for travel to and from school, provided that the OHV is operated only within designated areas. [END OF OPTION] [ x ] Parking of such OHV on District property shall be in designated area(s). [END OF OPTION]

The District Administrator shall establish standards for the granting of parking permits which shall contain the warning that infraction of the rules may result in the revocation of the permit.

Revised 11/14/22

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Book	Policy Manual
Section	Policies for the Board, 35-1
Title	Copy of STUDENT EMPLOYMENT
Code	po5895 Rescind
Status	
Adopted	April 22, 2019
Last Revised	June 14, 2021

~~5895~~ **STUDENT EMPLOYMENT**

~~The Board believes that attendance at school, full effort in completing school assignments, and participation in school-related activities should be a student's primary focus. The Board also recognizes the value and in some instances the necessity of students' pursuit of employment opportunities. The Board supports these student efforts provided that they do not interfere with or adversely impact a students' ability to fully participate in the educational programming offered to the student.~~

~~Unless exempted by law or by temporary order due to emergency circumstances, no student under the age of sixteen (16) may be employed without a permit issued by the State and may not work in excess of prescribed hours per day or week, or later than a particular time.~~

~~If a student works while attending school, s/he should receive counseling and assistance in seeking appropriate job opportunities and in correlating work schedules with school studies and activities, particularly where such work requires dismissal from school during instructional time periods. Any school staff who becomes aware of a student working in excess of permitted hours or later than permitted times, shall notify the building administration who shall contact the student's parents.~~

**Permit Officer**

~~Consistent with the authority provided to the Board by the State of Wisconsin Department of Workforce Development, the District will serve as a permit officer for the purpose of issuing permits for the employment of minors. The Board designates District Office personnel to serve as the permit officer.~~

~~The Permit Officer shall manage the issuance of student work permits consistent with the requirements of state law, specifically, to issue work permits to minors who provide appropriate supporting documentation establishing the requirements for the issuance of a permit. The Permit Officer shall maintain all records associated with the permit issuance process.~~

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Legal	103.70 et seq., Wis. Stats. Wis. Admin. Code DWD 270
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Book	Policy Manual
Section	Policies for the Board, 35-1
Title	Copy of WAIVER OF SCHOOL FEES OR FINES
Code	po6152.01
Status	
Adopted	November 22, 2021
Last Revised	April 11, 2022

**6152.01 - WAIVER OF SCHOOL FEES OR FINES**

The Board may waive fees or fines assessed only for students whose parent(s) are unable to afford them and such fees and fines are barriers to the educational program. The District Administrator may, as deemed necessary, establish additional procedures to supplement the procedures established in this policy regarding requests for the waiver of fees.

**Eligibility Standards**

Subject to completion of required forms or direct certification through the Wisconsin Division of Children and Families database, students eligible for a waiver of school fees or fines include, but are not limited to, the following:

- A.  Students who qualify for free lunches or breakfasts under the School Free Lunch Program Act and after submission and approval of the income-based application or direct certification through the Division of Children and Families State database. **{END OF OPTION}**

~~**{DRAFTING NOTE: NEITHER THE D.P.I. NOR THE U.S.D.A. REQUIRE FEE WAIVERS FOR STUDENTS WHO RECEIVE FREE LUNCH/BREAKFAST. BOTH GOVERNMENTAL AGENCIES LEAVE THIS DECISION TO THE LOCAL SCHOOL DISTRICT. HOWEVER, WISCONSIN STATUTE REQUIRES DISTRICTS TO PROVIDE BOOKS AND SUPPLIES TO INDIGENT STUDENTS RESIDING IN THE DISTRICT.}**~~

- B.  Students who are experiencing homelessness pursuant to Policy 5111.01 - Homeless Students. **{END OF OPTION}**

~~**{DRAFTING NOTE: WHILE THE LAW DOES NOT EXPRESSLY PROHIBIT CHARGING FEES TO HOMELESS STUDENTS, THE MCKINNEY VENTO ACT PROHIBITS ANY OBSTACLE FROM BEING IMPOSED THAT CREATES A BARRIER TO A STUDENT'S ABILITY TO ENROLL, ATTEND SCHOOL, ACHIEVE ACADEMIC SUCCESS, OR BE IDENTIFIED AS EXPERIENCING HOMELESSNESS. EXCLUDING HOMELESS STUDENTS ON THE BASIS OF UNPAID FEES OR MEASURES TO COLLECT FEES WOULD LIKELY BE CONSIDERED TO BE A BARRIER. DISTRICTS SHOULD CHECK WITH THEIR ATTORNEY BEFORE CHARGING FEES TO HOMELESS STUDENTS.}**~~

- C. Other good and just reasons, as determined by the District Administrator.

**In all of the above circumstances, in order for fees to be considered to be waived, the parent/guardian must fill out Administrative Guideline 61.1 Fee Waiver Request Form and submit it to the Food Service Director.**

**Fees to be Waived**

~~The following fees shall be waived for students deemed eligible for fee waivers by the District:~~

- A. ~~books;~~
- B. ~~course supplies;~~

- C. ~~Advanced Placement (AP) exams;~~
- D. ~~Early College Credit Program (ECCP);~~
- E. ~~Start College Now;~~
- F. ~~UW tuition per 120.12(17), Wis. Stats.;~~
- G. ~~( ) uniforms;~~
- H. ~~( ) non-required transportation;~~
- I. ~~( ) extra-curricular activities;~~
- J. ~~( ) parking;~~
- K. ~~( ) \_\_\_\_\_;~~
- L. ~~( ) \_\_\_\_\_.~~ **[END OF OPTIONS]**

**[END OF OPTION**

**Notification to Parents**

- A. Annually the substance of this policy shall be communicated in writing to the parent(s) of all students in the District.  
~~[DRAFTING NOTE: WHILE NOTIFYING ALL PARENTS OF THE FEE WAIVER POLICY IS NOT A LEGAL REQUIREMENT, IT IS BEST PRACTICE. DISTRICTS ARE ADVISED TO CONSULT WITH LEGAL COUNSEL IF THEY DECIDE NOT TO NOTIFY ALL PARENTS.]~~
- B. The first bill or notice sent to parent(s) who owe fees shall state:
  - 1. The District will waive fees or fines for persons unable to afford them in accordance with this policy.
  - 2. The procedure for applying for a waiver, and the name, address, and telephone number of the person to contact for information concerning a fee waiver.

**Procedures for Resolution of Disputes**

- A. An individual who cannot pay school fees or fines may write a letter requesting a waiver of fees to the District Administrator. The letter must contain the following:
  - 1. name(s) of student(s)
  - 2. name of parent(s)
  - 3. address of parent(s)
  - 4. phone number of parent(s)
  - 5. school where child(ren) attend(s)
  - 6. reason for request for waiver of fees

The District Administrator shall have the authority to review the waiver request and request such further information, if any, as deemed necessary in order to make a decision on that request.

- B. If the District Administrator denies a request for a waiver, then within fifteen (15) school days of receipt of the request, a copy of the decision shall be mailed or provided in an appropriate method for those without a fixed residence or experiencing homelessness.

The decision shall state the reason for the denial and shall include the right to appeal, including the process and timelines for that action. The denial notice shall also include a statement indicating that reapplication may be made for a waiver any time during the school year if circumstances change.



Book	Policy Manual
Section	Policies for the Board, 35-1
Title	Copy of PURCHASING
Code	po6320
Status	
Adopted	April 22, 2019
Last Revised	February 10, 2025

### 6320 - PURCHASING

Procurement of all supplies, materials, equipment, and services paid for from District funds shall be made in accordance with all applicable Federal and State statutes, Board policies, and administrative guidelines. Standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award, and administration of contracts are established in Policy 1130/~~Policy 3230/~~and Policy 4230 – Ethics and Conflict of Interest.

All procurement transactions shall be conducted in a manner that encourages full and open competition and in accordance with good administrative practice and sound business judgment.

It is the policy of the Board of Education that the District Administrator seek price quotations on purchases of more than \$5000 for a single item, except in cases of a single vendor, emergency, or when the materials purchased are of such a nature that price negotiations would not result in a savings to the District.

#### Competitive Bids

Purchase of and contract for projects will be subject to a competitive bid process as and when required by law. The Board reserves the right to reject any and all bids.

When the purchase of, and contract for, single items of supplies, materials, or equipment is reasonably anticipated to reach the amount of \$50,000 or more, the District Administrator 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. A bidder may be required to submit a sworn statement regarding:

- A. financial ability to complete the contract, including the posting of a bond where appropriate or required;
- 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 or that are required by applicable law.

Such statements shall be delivered to the District no later than five (5) business days prior to the bid opening, or as directed by the applicable RFP, 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 statements shall be reviewed and the bidder notified if it is qualified to submit a bid.

#### **[END OF OPTION]**

#### **Purchasing Items with Federal Grant Funds (See also Policy 6325 - Procurement - Federal Grants/Funds)**

When purchasing items with Federal funds, a District shall:

- A. give consideration to whether separating or combining purchases will provide for a more cost-effective approach to avoid acquisition of unnecessary or duplicative items;

- B. where appropriate, conduct an analysis of lease versus purchase options and the most economical and beneficial method shall be pursued;
- C. conduct an evaluation of the availability and feasibility of entering into inter-governmental agreements to procure the goods or services required on a shared basis;
- D. in the case of a time and material contract, make a determination that no other arrangement is suitable and that the contract places a ceiling price that protects 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 \$25,000. All other contracts require Board approval prior to purchase.

### General Provisions

The District Administrator is authorized to purchase all items within budget allocations.  For additional information on hiring consultants, see Policy 8125 - Consultants. ~~END OF OPTION~~ ~~The Board reserves the right to reject any and all bids.~~

The Board should be advised, for prior approval, of all purchases of equipment, materials, and services when the purchase varies materially from the function or scope as budgeted.

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.

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 a purchase order is issued, the Business Office shall check 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. District;
- C. where the requisitioner has recommended a supplier, the Business Office may make suggestion alternatives to the requisitioner if, in the Business Office staff member's/his/her judgment, better service, delivery, economy, or utility can be achieved by using a different supplier;
- D. upon the placement of a purchase order, the Business Office shall commit the expenditure against a specific line item to guard against the creation of liabilities in excess of appropriations.

The District Administrator may 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 subcontract with a value in excess of \$25,000, the District shall verify that the contractor or subcontractor and any principle is not listed on the General Services Administration's list of debarred or suspended contractors in the Excluded Parties Listing System (EPLS).

Revised 3/11/24  
T.C. 2/10/25

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Legal                            120.12(24), 66.0133, Wis. Stats.  
                                         2 C.F.R. Section 200.213; 200.318 - 200.326  
                                         48 C.F.R. Section 9.4

Book	Policy Manual
Section	Policies for the Board, 35-1
Title	Vol. 35, No. 1 - November 2025 Replacement DIGITAL CONTENT AND ACCESSIBILITY
Code	po7540.02 TROY WILL FOLLOW UP WITH APPROPRIATE STAFF TO COMPLETE OPTIONS. This will replace your current po7540.02, so draft as it it is a new policy.
Status	
Adopted	April 22, 2019
Last Revised	February 10, 2020

### **Replacement Policy - Vol. 35, No. 1**

#### **7540.02 - DIGITAL CONTENT AND ACCESSIBILITY**

##### **A. Creating Digital Content**

The Board authorizes staff members () and students ~~[END OF OPTION]~~ to create content for the District's website and District-approved/affiliated apps and services (see Bylaw 0100 - Definitions) ("digital content").

District-generated and school-related digital content must comply with applicable State and Federal laws (e.g., copyright laws, Children's Internet Protection Act (CIPA), Section 504 of the Rehabilitation Act of 1973 (Section 504), Americans with Disabilities Act (ADA), Student Online Personal Protection Act (SOPPA), and Children's Online Privacy Protection Act (COPPA)) and reflect the professional image/brand of the District, its employees, and students. District-generated digital content must be consistent with the Board's Mission Statement and is subject to prior review and approval of the District Administrator before being published on the District's website or District-approved/affiliated apps/services.

~~[DRAFTING NOTE: CHOOSE ONE (1), BOTH, OR NONE OF THE FOLLOWING OPTIONS.]~~

~~( ) School related student created content for the Board's website or District approved/affiliated apps/services are subject to Policy 5722 - School Sponsored Publications and Productions.~~

() Creation of school-related content by students for the Board's website or District-approved/affiliated apps/services must be done under the supervision of a District staff member.

**[END OF OPTIONS]**

##### **B. Purpose of Digital Content**

The purpose of digital content covered by this policy is to educate, inform, and communicate. The following criteria shall guide the development of District-generated digital content:

###### **1. Educate**

Digital content should be suitable for and usable by students and teachers to support the curriculum and the Board's Objectives as listed in the Board's Strategic Plan.

###### **2. Inform**

Digital content may inform the community about the school, teachers, students, or departments, including information about curriculum, events, class projects, student activities, and departmental policies.

###### **3. Communicate**

Digital content may communicate information about the plans, policies, and operations of the District to members of the public and other persons who may be interested in and/or affected by District matters.

The information published on the Board's website and District-approved/affiliated apps/services should reflect and support the Board's Mission Statement, Educational Philosophy, and School Improvement Process.

When the digital content includes a photograph or personally identifiable information relating to a student, the Board

will abide by the provisions of Policy 8330 - Student Records.

Under no circumstances is District-generated digital content to be used for commercial purposes, advertising, political lobbying, or to provide financial gains for any individual. Included in this prohibition is the fact that no digital content published on the District's website or District-approved/affiliated apps/services may:

1. include statements or other items that support or oppose a candidate for public office, the investigation, prosecution, or recall of a public official, or passage of a tax levy or bond issue;
2. link to a website of another organization if the other website includes such a message; or
3. communicate information that supports or opposes any labor organization or any action by, on behalf of, or against any labor organization.

() Under no circumstances shall a staff member post on their personal web pages/websites or private digital accounts (i.e., non-District-approved/affiliated apps/services) student progress reports, grades, class assignments, or any other similar class-related material. Employees are required to use the Board's website or District-approved/affiliated apps/services (e.g., Skyward, Educlimber, etc. ~~Progressbook/PowerSchool/Infinite Campus~~.) for the purpose of conveying information to students and/or parents. **{END OF OPTION}**

() Staff members are prohibited from requiring students to go to the staff member's personal web pages/websites and/or private digital accounts (i.e., non-District-approved/affiliated apps/services) (including, but not limited to, the staff member's personal accounts on Facebook, Instagram, Pinterest, YouTube Channel(s), or TikTok sites) to check grades, obtain class assignments and/or class-related materials, and/or to turn in assignments. **{END OF OPTION}**

() If a staff member creates digital content related to their class, it must be hosted on the Board's website or a District-approved app/service (eg. Google Classroom). **{END OF OPTION}**

() The Board's website, including school-specific websites, shall be generally open/available to the public unless specific digital content is unique to a specific child and/or includes student personally identifiable information, in which case the information must be password-protected or access to it must be otherwise restricted. When digital content involving student personally identifiable information or information concerning coursework, particularly a specific student's classes/assignments, is password-protected/access is otherwise restricted, the student's parent(s)/guardian(s) will continue to have access to that digital content. **{END OF OPTION}**

Digital content published on the Board's website should reflect an understanding that both internal and external audiences will be viewing the information.

() The District Administrator shall ~~prepare administrative guidelines~~ defining the rules and standards applicable to staff () and students **{END OF OPTION}** who publish digital content on the Board's website and District-approved/affiliated apps/services. The District Administrator, along with the Technology Director, shall grant or take away access to publish digital media based on requests and needs. Any misconduct, access will immediately be revoked.

The Board retains all proprietary rights related to the design of and content for its website(s) and any apps/services it operates and/or is affiliated with, absent written agreement to the contrary.

In order for a student's school work (i.e., work that is created in or for a class or as part of a school-sponsored extracurricular activity) to be displayed on the Board's website, the student (who is eighteen (18) years of age or older) or the student's parent (if the student is seventeen (17) years of age or younger) must provide written permission and expressly license its display without cost to the Board.

Likewise, prior written permission from a student (who is eighteen (18) years of age or older) or the student's parent (if the student is seventeen (17) years of age or younger) is necessary for a student to be identified by name on the Board's website.

### C. Accessibility of Web Content and Mobile Apps

The District is committed to providing persons with disabilities an opportunity equal to that of persons without disabilities to participate in the District's programs, benefits, and services, including those delivered through electronic and information technology, except where doing so would impose an undue burden or create a fundamental alteration. The District is further committed to ensuring persons with disabilities are able to acquire the same information, engage in the same interactions, and enjoy the same benefits and services within the same timeframe as persons without a disability, with substantially equivalent ease of use; that they are not excluded from participation in, denied the benefits of, or otherwise subjected to discrimination in any District programs, services, and activities delivered online through the web or a mobile app, as required by Section 504 and Title II of the ADA and their implementing regulations; and that they receive effective communication of the District's programs, services, and activities delivered in-person or online.

This policy reflects the Board's commitment and intention to comply with the requirements of Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. Section 794, 34 C.F.R. Part 104, Title II of the Americans With Disabilities Act of 1990, 42 U.S.C. Section 12131, and 28 C.F.R. Part 35 in all respects. For purposes of this policy, "web content" means the "information and sensory experience to be communicated to the user by means of a user agent, including code or markup that defines the content's structure, presentation, and interactions." Examples of web content include text, images, sounds, videos, controls, animations, and conventional electronic documents (e.g., web content or content in mobile apps in the following electronic file formats: portable document formats (PDF), word processor file formats, presentation file formats, and spreadsheet file formats). Additionally, "mobile applications" ("mobile apps") means "software applications that are downloaded and designed to run on mobile devices, such as smartphones and tablets."

## 1. Technical Standards

Web content and mobile apps that the District provides and/or makes available, directly or through contractual, licensing or other arrangements, shall comply with the World Wide Web Consortium's Web Content Accessibility Guidelines (WCAG) 2.1, Level AA standards, unless the Board can demonstrate that such compliance would result in a fundamental alteration in the nature of its programs, services, or activities, or an undue financial and administrative burden.

### [DRAFTING NOTES:

**(1) Districts with a population of 50,000 or more residents must fully comply with WCAG 2.1, Level AA standards by April 24, 2026; Districts with fewer than 50,000 residents must fully comply with WCAG 2.1, Level AA standards by April 26, 2027. (2) Since the deadlines depend on the population size, Wisconsin school districts should use the population estimate on the most recent Small Area Income and Poverty estimates (SAIPE). For districts that are entirely contained within one city or county, they may rely on the population figures for that city or county. If the district is unsure what deadline applies to them, they should consult legal counsel. (3) While the Department of Justice's Final Rule allows public entities to employ alternative designs, methods, or techniques if they provide equivalent or greater accessibility and usability, Neola does not recommend that approach. If a board wants to consider an alternative technical standard, it should consult with its legal counsel. END OF DRAFTING NOTES]**

Notwithstanding the preceding, Federal regulations provide for the following content types to have limited exceptions to the WCAG 2.1, Level AA requirements:

- a. archived web content (provided all four (4) Federal criteria in 28 C.F.R. 35.104 are met);
- b. certain preexisting conventional electronic documents (with specific restrictions);
- c. third party content that is not created pursuant to a contract, license, or other arrangement between the Board and a third party;
- d. password-protected or otherwise secured documents pertaining to a specific student, their property, or their account; and
- e. preexisting social media posts.

Even when the preceding exceptions apply, the District, however, will still provide effective communication and reasonable modifications in accordance with the ADA.

Content maintained for any purpose other than reference, research, or recordkeeping does not qualify as one of the listed exceptions above, regardless of the date it was created. If the content is labeled "archived" or stored in an area clearly identified as being "archived" it still has not risen to the level required to fall into an exception.

When a person with a disability cannot access District-generated or -affiliated web content or mobile apps that meet WCAG 2.1, Level AA standards, the District will: (1) provide alternate means of access to the same information and functionality; (2) make reasonable modifications to policies, practices, or procedures; (3) ensure effective communication through appropriate auxiliary aids and services; and (4) respond to accommodation requests within ~~ten~~ (10) [insert timeframe] business days. Such accommodations may include: (a) alternative document formats (large print, Braille, audio); (b) telephone or in-person assistance for online services; and/or (c) email or mail delivery of information typically accessed online.

## 2. Digital Accessibility Coordinator

The Board designates its ~~( )~~ Section 504/ADA Compliance Coordinator(s)  District Administrator and Technology Director ~~( )~~ \_\_\_\_\_ ~~[END OF OPTIONS]~~ as the District's Digital Accessibility Coordinator(s). ~~( )~~ That individual  Those individuals ~~( )~~ is ~~(x)~~ are ~~[END OF OPTIONS]~~ responsible for coordinating and implementing this policy.

~~[SELECT OPTION 1 OR 2]~~

~~[ ] [OPTION 1]~~

See Board Policy 2260.01 for the Section 504/ADA Compliance Coordinator(s)' contact information.

~~[END OF OPTION 1]~~

~~[ ] [OPTION 2]~~

The District's Digital Accessibility Coordinator(s) can be reached at 715-853-7215 or [technologydirector@clintonville.k12.wi.us](mailto:technologydirector@clintonville.k12.wi.us). \_\_\_\_\_ ~~[Insert name or title, address, e-mail, phone].~~

~~[END OF OPTION 2]~~

### 3. Third Party Content

Links included on the Board's website(s) and District-approved/affiliated mobile apps that pertain to its programs, activities, and/or services must also meet the above criteria and comply with State and Federal law (e.g. copyright laws, CIPA, Section 504, ADA, SOPPA, and COPPA). The District's Digital Accessibility Coordinator(s) or designee(s) will vet online content available on the Board's website and through District-approved/affiliated mobile apps that are related to the District's programs, activities, and/or services for compliance with this criteria for all new content published on the District's website and mobile apps after adoption of this policy.

Content posted by third parties (e.g., members of the public) on District platforms is exempt from the WCAG 2.1, Level AA requirements unless the third party is posting due to contractual, licensing, or other arrangements with the District. Those platforms, however, along with content posted by the District staff or contractors, must be fully compliant. ~~[DRAFTING NOTE: The District cannot contract with a third party to host the District's website, social media content, and mobile apps to avoid the District's obligations to comply with WCAG 2.1, Level AA. The third party exception only applies to content posted by an unaffiliated third party (e.g., a post by a community member on a District's social media page).]~~

Additionally, nothing herein shall prevent the District from including links on its website(s) and apps/services to:

- a. recognized news/media outlets (e.g., local newspapers' websites, local television stations' websites), or
- b. websites, services, and/or apps that are developed and hosted by outside vendors or organizations that are not part of the District's program, benefits, or services.

The Board recognizes that such third party websites must contain age-appropriate advertisements that are consistent with the requirements of Policy 9700.01, AG 9700B, and State and Federal law.

### 4. Regular Audits

The District will, under the direction of the Digital Accessibility Coordinator(s) or designee(s), at regular intervals, audit the District's digital content to ensure it meets the required technical standards.

This audit will occur ~~( )~~ quarterly ~~( )~~ semi-annually ~~( )~~ at least annually  no less than once every two (2) years. ~~( )~~, with quarterly monitoring of high priority content and newly published materials ~~(x)~~ annually ~~( )~~, with quarterly monitoring of high priority content and newly published materials ~~[END OF INTERNAL OPTIONS]. [END OF OPTION]~~

~~[SELECT OPTION 1 OR OPTION 2]~~

[OPTION 1]

The audit must be documented ( ) and include compliance assessment reports, identified accessibility barriers, remediation plans with specific timelines, vendor compliance status, and user complaint tracking and resolution [END OF INTERNAL OPTION].

[END OF OPTION 1]

[OPTION 2]

If problems are identified through the audit, such problems will be documented, evaluated, and if necessary, remediated within a reasonable period.

[END OF OPTION 2]

**5. Reporting Concerns or Possible Violations**

If a person accessing the District's web content and/or District-approved/affiliated mobile apps (e.g., a student, prospective student, employee, guest, or visitor) ("user") believes that specific web content and/or a mobile app has violated the WCAG 2.1, Level AA standards, the user may contact the Digital Accessibility Coordinator with any accessibility concerns. The user may also file a formal complaint utilizing the procedures set out in Board Policy 2260.01 relating to Section 504 and Title II.

**D. Instructional Use of Apps/Services**

[SELECT OPTION 1 or OPTION 2]

[OPTION 1]

The Board requires the ( ) District Administrator ( x ) \_\_\_\_\_ [END OF INTERNAL OPTION] Technology Director to pre-approve each app/service that a teacher intends to use to supplement and enhance student learning. To be approved, the app/service must have a FERPA-compliant privacy policy, as well as comply with all requirements of the COPPA, SOPPA, CIPA, and Section 504/ADA, including the WCAG 2.1, Level AA accessibility standards.

[END OF OPTION 1]

[OPTION 2]

A teacher who elects to supplement and enhance student learning through the use of apps/services is responsible for verifying/certifying to the ( ) District Administrator ( x ) Technology Director \_\_\_\_\_ [END OF INTERNAL OPTION] that the app/service has a FERPA-compliant privacy policy, and it complies with all requirements of the COPPA, CIPA, and Section 504/ADA, including the WCAG 2.1, Level AA accessibility standards.

[END OF OPTION 2]

The Board further requires ( x- ) the use of a Board-issued e-mail address in the login process for District-approved/affiliated apps/services ( x ) prior written parental permission for a student seventeen (17) years of age or younger to use the student's personal e-mail address in the login process for District-approved/affiliated apps/services [END OF OPTION].

**E. Training**

The District will provide ( ) annual ( x ) periodic [END OF OPTION] training for its employees who 1) create web content, documents, or multimedia materials, 2) manage the Board's website and digital services, 3) select and contract with technology vendors, and 4) work on online communications.

The training should cover:

[SELECT OPTION 1 OR OPTION 2]

[OPTION 1]

1. ~~WCAG 2.1, Level AA guidelines and success criteria,~~
2. ~~accessible document creation (PDFs, Word, PowerPoint),~~
3. ~~alternative text requirements for images and media,~~
4. ~~video captioning and audio description requirements,~~
5. ~~accessible form and navigation design,~~
6. ~~color contrast and visual design standards,~~
7. ~~vendor accessibility evaluation criteria, and~~
8. ~~the District's responsibilities under Title II of the ADA, including its grievance procedures.~~

~~[END OF OPTION 1]~~

[OPTION 2]

this Policy and responsibilities associated with the specified staff members' roles related to the implementation of this policy and ensuring the District's digital content is appropriate and accessible.

~~[END OF OPTION 2]~~

~~( ) Such training shall be facilitated by qualified individuals with demonstrated knowledge, skill, and experience concerning the accessibility standards and ADA compliance. [END OF OPTION]~~

~~( ) New employees in covered positions must complete accessibility training within \_\_\_\_\_ [insert timeframe] of hire. [END OF OPTION]~~

**F. One-Way Communication Using the District Website and/or District-Approved/Affiliated Apps/Services**

The Board approves the use of its website and District-approved/affiliated apps/services to promote school activities and inform stakeholders and the general public about District news and operations.

Included in this approval is the use of Short Message Service (SMS) texting for official District communications. The District SMS service will include:

1. Consent and Privacy for SMS Communication

The District is committed to protecting the privacy of all recipients. The following terms govern the use of SMS communication:

- a. Explicit Consent (Opt-in): The District shall obtain explicit, verifiable permission (opt-in) before sending any SMS texts to students, parents, staff, or community members.
- b. Data Sharing: Information obtained as part of the SMS consent process will not be shared, sold, or rented to third parties.
- c. Data Collection: The District will not collect or save personal data or information from its SMS users beyond what is strictly necessary to maintain the opt-in list.
- d. Confidentiality: No confidential or personally identifiable student/staff information will be exchanged through SMS text messaging.

2. Types of SMS Communications

If an individual has consented to receive school-related text messages from the District, they may receive messages related to:

- a. Emergencies and Cancellations
- b. ~~( ) School and Office Appointments~~
- c.  General Reminders (e.g., deadlines, schedule changes)
- d.  District and School Events
- e.  Attendance Notifications

- f.  Transportation Updates
- g.  School Lunch Balance Accounts \_\_\_\_\_ [OTHER]
- h.  \_\_\_\_\_ [OTHER]

[END OF OPTIONS]

3. Standard Messaging Disclosures

- a. Message and data rates may apply. Message frequency may vary.
- b. Users can opt-out at any time by contacting the Technology Director or texting  "STOP"  \_\_\_\_\_  
[END OF OPTION].
- c.  \_\_\_\_\_ [OTHER].

[END OF OPTIONS]

[END OF OPTION]

Such communications constitute public records that will be archived.

When the Board or District Administrator designates communications distributed via the District's website and/or District-approved/affiliated apps/services to be one-way communication, public comments are not solicited or desired, and the website or app/service is to be considered a nonpublic forum.

If the District uses an app/service that does not allow the District to block or deactivate public comments, the District's use of that app/service will be subject to Policy 7544 – Use of Social Media unless the District is able to automatically withhold all public comments.

If unsolicited public comments can be automatically withheld, the District will retain the comments in accordance with its adopted record retention schedule (see AG 8310A – Public Records, and AG 8305 - Collection, Classification, Retention, Access and Security of District Data / Information), but it will not review or consider those comments.

~~[DRAFTING NOTE: Districts are advised to adopt a new category of records that covers such "hidden public comments" on social media. Unless dictated by State law, retention periods established by the district for such unsolicited communications should be limited.]~~

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- Legal
  - 118.125, Wis. Stats.
  - 947.0125, Wis. Stats.
  - 948.11, Wis. Stats.
  - 995.55, Wis. Stats.
  - Protecting Children in the 21st Century Act, Pub. L. No. 110-385, Title II, Stat. 4096 (2008)
  - Children's Internet Protection Act (CIPA), Pub. L. No. 106-554 (2001)
  - 20 U.S.C. 1232g
  - 28 C.F.R. Part 35, Subpart H (Nondiscrimination on the Basis of Disability; Accessibility of Web Information and Services of State and Local Government Entities - Effective 6/24/2024)
  - 34 C.F.R. Part 99

Book	Policy Manual
Section	Policies for the Board, 35-1
Title	Vol. 35, No. 1 - November 2025 Replacement ARTIFICIAL INTELLIGENCE (AI)
Code	po7540.08 You do NOT have this policy; reconsider adopting?
Status	

### **Replacement Policy - Vol. 35, No. 1**

#### **7540.08 - ARTIFICIAL INTELLIGENCE (AI)**

The Board acknowledges the positive impact and transformative potential of Artificial Intelligence (AI) in education and operations, emphasizing a balanced, people-centered approach. It supports the responsible and innovative use of AI in classrooms and professional settings, with the understanding that AI should enhance human interaction and instruction, not replace it, and all AI-driven decisions require human review. The District Administrator is authorized to support the use of artificial intelligence technology when its use is consistent with the District's mission, goals, and operational integrity. The District Administrator is responsible for overseeing and ensuring compliance of this policy.

#### **Definitions**

For purposes of this policy, the following definitions apply:

#### **Artificial Intelligence (AI)**

AI refers to systems or tools capable of performing tasks that typically require human intelligence including, but not limited to, decision-making, problem-solving, and language understanding. AI is computer code that can resemble human intelligence to complete a given task (e.g., problem-solving, planning, etc.). It involves developing algorithms and systems that can perceive, reason, learn, and make decisions based on data made available to the AI tool.

#### **Generative AI**

A subset of AI that uses large language models (LLMs) and other advanced algorithms to create content, such as text, images, audio, or video, in response to user input.

Generative AI works by analyzing large datasets to learn patterns and features, which it then uses to generate new, original content. It uses complex algorithms, often based on neural networks, to make predictions based on the input data it has processed; thereby enabling it to create a wide range of outputs, from text and images to music and code, that mimic the style or characteristics of the data on which it was trained.

At its core, generative AI predicts the flows of language. Trained on massive amounts of text taken from publicly available internet sources to recognize the relationships that most commonly exist between individual units of meaning (including full or partial words, phrases, and sentences), LLMs can, with great frequency, generate replies to users' prompts that are contextually appropriate, linguistically facile, and factually correct.

#### **Natural Language Processing (NLP)**

A field of artificial intelligence that focuses on enabling computers to understand, interpret, and respond to human language in a meaningful way. Examples of NLP include, but are not limited to, Grammarly, GPT-Based APIs, Google Cloud Natural Language AI, Microsoft Azure Text Analytics, IBM Watson NLP, Amazon Comprehend, etc.

#### **Large Language Model (LLM)**

A sophisticated AI system trained on extensive text data to process and produce language; recognize patterns, grammar, and nuances. It can perform tasks like text generation, question answering, and language translation.

#### **Algorithm**

A set of rules or instructions guiding AI operations and decision-making.

#### **Personally Identifiable Data/Personal Data**

Refers to any information that can directly or indirectly identify an individual including, but not limited to, names, addresses, student records, and health information.

## Proprietary Information/Data

Refers to a broad category of non-public, sensitive, or confidential data belonging to the District, its staff, or its operations. This information is considered the District's. This information is generally protected from unauthorized disclosure or use.

## Open AI ("Open-Source AI")

Definition: AI models where the developers openly share the model's architecture, underlying code, and often the "weights" (the learned parameters of the model), and sometimes the training data. Open AI models accessed publicly present a high risk of data release, as data input is often used for AI tool training and can be publicly available. Open AI models may require the District to implement and manage its own wrapper or filtering layer. As a result, it is not recommended that Open AI tools/applications are used in districts due to the high potential of violating Federal and State laws. Open-Source AI also produces less reliable content, because it is accessing a pool of data that is not universally verified as accurate.

## Closed AI ("Closed-Source/Proprietary AI")

Definition: AI models where the developers obscure or protect the model's architecture, underlying code, training data, and weights. Users interact with the model via a restricted service. Closed AI may offer better, contractually-guaranteed data security (e.g., "enterprise" versions), but its "black box" nature still requires a formal audit and contract. Closed AI developers typically manage these filters internally. Closed-Source or Proprietary AI produces more reliable results because it is accessing data sources that are controlled and can be verified as accurate.

Any use of artificial intelligence technology in the District's educational program or operations must be in accordance with State and Federal law as well as Board policies ~~(X)~~ including, but not limited to, the following: Policy 5505 – Academic Honesty; Policy 5500 – Student Code of Classroom Conduct; Policy 5500.01 – Conduct in Virtual Classroom; Policy 5517 – Student Anti-Harassment; Policy 5517.01 – Bullying; Policy 2266 – Nondiscrimination on the Basis of Sex in Education Programs and Activities; Policy 8330 – Student Records; Policy 2240 – Controversial Issues in the Classroom; Policy 7540.03 – Student Technology Acceptable Use and Safety; and Policy 7540.04 – Staff Technology Acceptable Use and Safety. ~~[DRAFTING NOTE: Confirm and Select as Needed] [END OF OPTION]~~

## General Principles

### A. Transparency

Users of AI tools must disclose when and how these tools have been employed in the creation of academic or professional work.

### B. Ethical Use

District employees who use AI technologies must do so in ways consistent with institutional values, privacy standards, Family Educational Rights and Privacy Act (FERPA), Individual with Disabilities Education Act (IDEA), copyright laws, and ethical principles, honesty, trustworthiness, and personal dignity of both employees and students.

### C. Content Responsibility

District employees who use AI technologies are responsible for the content created by that AI tool.

## Evaluation and Approval

Before adopting any AI tool or system, the District will conduct a comprehensive risk assessment — evaluating data sources (including use of student Personally Identifiable Information), decision-making impacts on students, potential bias or disparate impact, and vendor compliance with privacy, security, and data retention laws — and ensure all contracts include clear legal, ethical, and technical safeguards aligned with FERPA, IDEA, COPPA, PPRA, Wisconsin statutes, and District policies. AI systems must be reviewed to ensure they are nondiscriminatory, fully accessible, and do not compromise the rights or individualized support of students, particularly those protected under federal and state civil rights laws.

## AI Tool Selection

The District approves the use of Closed AI tools only, that have been carefully reviewed, evaluated and approved by ~~(X)~~ Technology Director and Curriculum Director \_\_\_\_\_ ~~[e.g., IT Director, Curriculum Director, or a AI Committee]~~ for students and staff use.

## Transparency

The District is committed to transparency and accountability in AI use by informing teachers, students, and parents when AI influences decisions, clearly explaining how it works and what data it uses, assigning oversight to (  ) Technology ~~IT Director and Curriculum Director~~ \_\_\_\_\_, and conducting regular audits to evaluate accuracy, fairness, and impact on equity and student rights. The District will maintain a public AI Tool Inventory that lists every approved AI tool and includes a summary of its data-handling and privacy features. ~~[  ] The AI Tool Inventory will be posted on the District website. [END OPTION]~~

## Vendor Vetting & Contracts

All AI tools used by the district must undergo a formal risk assessment by the IT/Legal department to review their Terms of Service and data handling practices to ensure compliance with all Federal and State privacy laws. The District prohibits the input by any user of any student information, staff information, or confidential district data into any AI tool that does not have a formal, vetted contract guaranteeing data privacy and non-use for training.

## Employee Use of AI

Employees may integrate AI tools into their instruction at their discretion and should clearly define the parameters for AI usage in the classroom by students using District-approved AI applications/tools.

When using AI to create instructional materials, assessments, or feedback, employees shall maintain transparency by disclosing the role of AI in these processes. Employees must review and verify the accuracy and appropriateness of any AI-generated content.

Employees shall not input sensitive, confidential, personally identifiable, or proprietary information about students, colleagues, or institutional operations into AI systems that lack safeguards and policies to protect such data from being used in their training models, ~~and if such information will be entered into an AI system, employees shall seek the approval of their (  ) supervisor (  ) Principal [END OF OPTION] before doing so.~~

Using AI detection software to enforce academic integrity should be done in accordance with the knowledge that this software is not foolproof and that the disruptive nature of AI technologies in education can lead to considerable confusion regarding expectations for AI use. Employees should use AI-detection ethically and as the starting point of an inquiry into a possible violation of academic integrity rather than as a definitive indication of student dishonesty. Employees must also disclose the use of AI software in course curricula.

Employees may use AI tools to enhance workflows, such as drafting communications, analyzing data, or developing reports, provided the outputs are verified for accuracy and compliance with State and Board policies. The use of AI tools for such purposes should be disclosed when disseminating AI output.

## Student Use of AI

Students shall receive age-appropriate instruction about responsible AI use, digital citizenship, privacy, and the risks/limitations of AI prior to using AI.

Students are expected to develop their own knowledge, skills, and understanding of course material rather than relying solely on AI tools and they should ask their teacher(s) when they have questions and/or need assistance.

Students may use AI tools for academic purposes when specifically and clearly permitted by their teacher(s). The use of AI must be properly disclosed and cited in accordance with the established guidelines and not be employed to undermine authentic learning or learning objectives for the course or assignment.

If a student has any questions about whether they are permitted to use AI tools for a specific class assignment, they should ask their teacher(s).

Unauthorized use of AI tools will be considered a form of plagiarism, unauthorized collaboration, or misrepresentation of AI-generated content as original work and any student found using these tools without permission or in a prohibited manner will be disciplined in accordance with the Student Handbook or Policy 5500 – Student Code of Conduct and Policy 5505 – Academic Honesty. ~~[DRAFTING NOTE: Confirm the Board has adopted both of these policies if included in this policy]~~

## Academic Accessibility

AI tools can be utilized to assist students with disabilities in accessing and understanding written materials. For example, text-to-speech software can help students with specific learning disabilities, visual impairments, or other disabilities in reading texts, and AI-powered translation tools can help students with hearing impairments understand spoken language (e.g., create transcripts or provide closed-captioning for spoken material). Specific use of AI technologies beyond universal application for students with disabilities is best addressed in each student's Individual Education Plan (IEP).

## Employee Training

Employees will receive training  annually  periodically ~~[END OF OPTION]~~ to ensure adherence to this and other related policies, data privacy, student records, and allowable/approved AI tools in the District.

### **Non-Academic Use of AI**

Students and staff are prohibited in the use of AI from generating false or knowingly misleading representations of other students, staff, volunteers, or Board members that are reasonably interpreted as derogatory, threatening, or otherwise objectionable to a reasonable person, including by way of AI generated or manipulated visual or verbal depictions of any such individual, or the distribution of such depictions through any means, for example via social media, regardless of whether the distributor created the depictions themselves.

### **Enforcement**

Violation of this policy may result in disciplinary consequences. Students may be disciplined for violations, up to and including suspension or expulsion. Staff may be disciplined for violations, up to and including suspension or termination of employment. The District Administrator will refer any illegal acts to law enforcement.

### **Questions or Concerns**

Staff, parents, or members of the public who have questions or concerns regarding this policy or the use of AI in the District should contact the  District Administrator,  Building Principal,  Technology Director, or  Curriculum Director. ~~( )~~

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# CLINTONVILLE PUBLIC SCHOOLS

## Fee Waiver Request

1. Please print and complete the following form
2. Include additional materials that should be used for consideration
3. Place form and additional materials in a sealed envelope
4. Label Envelope - ATTN: Food Service Director
5. Hand sealed envelope to any school office employee

In order to be considered for fee waiver, a completed and approved Free and Reduced Lunch Application must be on file. A completed "Sharing Information With Other Programs" form granting permission to share your information with approved programs must also be on file. These are available by request or on the District Website under "Parent Links"

### PARENT GUARDIAN PLEASE COMPLETE THE FOLLOWING SECTION

Student Name \_\_\_\_\_ Parent/Guardian Name \_\_\_\_\_

Date of Request \_\_\_\_\_ Year requested to be waived \_\_\_\_\_

School student is enrolled at:

- Elementary School                       Middle School                       High School

Authorized to share for:

- Course Fees                       Athletic & Activity Fees                       Technology Insurance Fee

By signing, I acknowledge that the Food Service Director may use any of the information contained in the envelope provided to consider if fees will be waived for the student above. In addition, if approved, I allow that this information be shared with the Business Manager and Activities Director so that fees can be waived.

Parent/Guardian Signature \_\_\_\_\_

If your application is denied, you will receive a letter of denial. If approved, please allow one month to process this request.

### FOOD SERVICE DIRECTOR SECTION

Approved  Denied Reason: \_\_\_\_\_

Food Service Director Signature \_\_\_\_\_ Date \_\_\_\_\_

### DISTRICT OFFICE SECTION

Notify the Activities Director of Sports Fee Waiver Fees waived in the Fee Management System.

Completed By \_\_\_\_\_ Date \_\_\_\_\_  
Amount: \$ \_\_\_\_\_ By \_\_\_\_\_ Date \_\_\_\_\_

Business Manager Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Administrative Guidelines - 20.3 Guidelines for Extracurricular Activities

The Board recognizes that the ratio of student to advisors/coaches is an important factor to consider in attempting to provide a sound learning situation for students. It is also important that a safe and well-supervised environment exists for all activities.

The administration will consider staffing patterns based upon established ratio guidelines when making recommendations to the Board for additions or deletions of advisors/coaches in the extracurricular program. Other factors will also be given consideration as well when determining staffing needs.

Any requests to add or delete extracurricular programs must first be brought to the attention of the Activities Director and the appropriate Principal. The Board will consider additions or deletions of programs only after examining the administrative review and recommendation of the impact of such action. The administrative review will detail the considerations involved in participation, facilities, equipment, scheduling, and cost factors.

The Board of Education attempts to offer a co-curricular program that meets the needs of as many students as possible. The program covers a variety of activities offering many opportunities for children to participate in co-curricular activities. The Board may charge a user fee for participation as specified in Board policy. The user fee will be reviewed annually during the budgetary process to address changing needs and costs.

The right of a student to participate fully in classroom instruction and extracurricular activities shall not be abridged or impaired because of sex, race, religion, ancestry, creed, sexual orientation, national origin, color, pregnancy, marital or parental status, physical, learning, mental or emotional disability or handicap or any other factor prohibited by state or federal law.

Administrative personnel responsible for recommending the addition/deletion of extracurricular programs and the addition/deletion of staff who coach/advise extracurricular activities will give important consideration to this administrative rule.

Policy Reference: 2431 - Interscholastic Activities  
2430 - District Sponsored Clubs and Activities  
2260 - Nondiscrimination and Access to Equal Educational Opportunities  
2260.01 - Section 504/ADA Prohibition Against Discrimination Based on Disability  
60.1 - Administrative Guidelines - Student Fees Revised: January 27, 2020

#### Guidelines for Adding and Deleting Co-curricular Activities

The guidelines are between one and one and one-half (1 ½) the number of students needed to make a team. The following minimum participation must be present for an activity to be offered.

<b>Activity</b>	<b>Varsity Minimum</b>	<b>Additional for JV1 (total)</b>	<b>Additional for JV2 (total)</b>
Baseball	14	11 (25)	11 (36)
Basketball (Boys & Girls)	9	7 (16)	7 (23)
Cross Country (Boys & Girls)	8	*minimum 6 of one gender	
Football	20	16 (36)	16 (52)
Golf	6		

Soccer	16	14 (30)	14 (44)
Softball	14	11 (25)	11 (36)
Swimming	10		
Tennis	10		
Track & Field (Boys & Girls)	16	*minimum 10 of one gender	
Volleyball	9	8 (17)	8 (25)
Wrestling (Boys)	7		
Wrestling (Girls)	7		
Forensics	12		

If participation numbers fall below the suggested guidelines, the activity will be placed on probation for one (1) year. When an activity is being considered for deletion, the Activities Director and Building Principal are to inform the Superintendent that Board approval will be necessary. If participation is low in the following year, the activity will be dropped prior to the first date of the competitive schedule or Co-op opportunities with surrounding school districts will be explored by the Activities Director.

If the minimum number of participants at JV1/JV2 level is not met, that level of activity may not be offered at the discretion of the Activities Director and Superintendent for that year. Games scheduled for JV levels not reaching minimum participation numbers will count towards game/meet maximums set forth by the WIAA.

#### Guidelines for Adding Co-curricular Activities

If an activity is being considered for reinstatement or when an activity is to be added as an addition to the co-curricular schedule, a petition signed by students indicating commitment to participate must be submitted to the Building Principal. If the Principal feels that it is warranted, the petition and request will be forwarded to the Superintendent for consideration and referral to the Board for action. Other factors for which will be taken into consideration when adding an activity include:

1. Number of students needed to field a team compared to those whom the petition identifies are available.
2. Available facilities including practice sites, playing sites, locker rooms, etc.
3. Qualified coaches.
4. Financial support at the Board level.
5. W.I.A.A. sport approval.
6. Scheduling possibilities and conference support.
7. Community involvement and support for the activity.

Guidelines for Adding and Deleting Coaches/Advisors to Co-curricular Activities The number of coaches hired for each activity will depend upon the number of participants. A ratio will be determined from the number of participants on the eighth day of the activity and the number of coaches hired for the activity. If the ratio drops significantly coaching positions or levels of competition may be eliminated.

Consideration for adding a coach during the present activity season will be made for safety reasons. Considerations other than the number of participants for each coach/advisor when recommending the

addition or deletion of coaches/advisors include the:

1. Age of participants
2. Safety of participants
3. Facilities
4. Instructional objectives
5. Number of contests
6. Scheduling of contests
7. Nature of the sport (contact vs. non-contact)
8. Number of teams

The number of members per squad in an activity may be limited at the discretion of the varsity head coach, Activities Director and Building Principal. Factors to be considered when limiting members include:

1. Facilities
2. Grade level; previous participation
3. Safety
4. Number of uniforms and equipment available
5. W.I.A.A. tournament participation limits
6. Scheduling

#### Participation Fees

The Board determines the athletic participation fee students pay per each activity, in accordance with Administrative Guideline 60.1. The fee shall be collected prior to the beginning of each activity under accounting procedures developed by the business office. Refunds will only be issued if a participant is "cut" from the activity or the participant suffers a season-ending injury prior to the start of the competition season and must be requested in writing and approved by the Activities Director and the Principal prior to being allowed. Refunds will be applied to other unpaid fees, if applicable. If a participant chooses to quit the activity, no refund will be issued.

**Policy ref: 2431 - INTERSCHOLASTIC ATHLETICS**

Updated 6/15/2022