



**Minutes for Regularly Scheduled Board Meeting**  
**To Be Held in the District Office Board Room**  
**1055 Griffiths Lane**  
**Ashwaubenon, WI 54304**  
**(Phone: 920.492.2900)**

**Wednesday, April 10, 2024**

**6:30 p.m.**

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- A. Call to order:** Board President Vyskocil called the meeting to order at 6:31 pm
- B. Roll call:**
  - Board Members Present: Vyskocil, Garrigan, VandeWalle, VanDeKreeke, VanLaanen (remote)
  - Board Members Excused: all present
  - School Choice Advisory Representative: Matthew Rotter
  - Other Present: Kurt Weyers, Keith Lucius, Andy Bake, Tammy Nicholson, Tom Schmitt, Dirk Ribbens, Nick Senger, Cassie Schneider, Kris Hucek, Michael Heim, Pete Marto, Doug Pieschek, Jason Fisch, Jake Hintz, Kaitlin Tauriainen, Christina Fitzpatrick, Amy Dillenberg, Francine Cook
- C. Declaration of quorum:** Quorum present
- D. Pledge of allegiance:** The pledge was recited
- E. Adoption of Agenda:** Moved VanDeKreeke, seconded by VandeWalle to adopt the agenda as presented. Aye 5 (Vyskocil, VanLaanen, Garrigan, VandeWalle, VanDeKreeke), Nay 0. Motion carried 5:0
- F. Announcement of Executive Session:** In accordance with W.S. 19.85(1) (c) an executive session is being held for the consideration of employment, promotion, compensation or performance evaluation data of any public employee over which the body has jurisdiction or exercises responsibility. *(Performance Evaluation)*
- G. Citizens and/or delegations:** no topics presented
- H. Board Appointments:**
  - 1. **Board Appointments**
    - **AHS Graduation** - Sunday, June 9, 2024, at 1:30 pm *(Vyskocil, Garrigan)*
    - **8<sup>th</sup> Grade Graduation** - Tuesday, June 4, 2024, at 6:30 pm *(VandeWalle, VanDeKreeke, Anderson)*
    - **5<sup>th</sup> Grade Graduation**
      - 1. Valley View – Friday, May 31, 2024, at 1:30 pm *(VandeWalle, VanDeKreeke, Vyskocil)*
      - 2. Pioneer – Thursday, May 30, 2024, at 6:00 pm *(Rotter, Anderson)*
    - **WASB Convention** - January 22-24, 2025 *(Vyskocil, Garrigan VandeWalle)*
    - **CESA 7 Meeting** - Wednesday, May 8, 2024 at 6:30 pm *(VanDeKreeke)*
- I. Consent Agenda:** Lucius introduced Jake Hintz to the board. Moved by VandeWalle, seconded by Garrigan to approve Consent Agenda items 1-6 as presented. Aye 5 (Vyskocil, VanLaanen, Garrigan, VandeWalle, VanDeKreeke), Nay 0. Motion carried 5:0
  - 1. Minutes of the regular meeting held on Wednesday, March 13, 2024
  - 2. Minutes of the executive meeting held on Wednesday, March 13, 2024
  - 3. Minutes of the Board of Canvassers meeting held on Thursday, April 4, 2024

4. The schedule of checks written 3/05/24 to 4/01/24
5. Staffing: hirings, resignations, retirements, leave of absences
6. Board financial reports for February

## J. Superintendent's Report

### • Special Recognition

- **Jay VanLaanen:** Tonight, is Jay VanLaanen's last meeting as a school board member. Weyers recognized Jay for his 21 years on the school board.
- **ASP Herb Kohl Scholar Student:** AHS student Jayanth Balu has been selected as a 2024 Herb Kohl Student Excellence Scholarship recipient. Jayanth will receive a \$10,000 award for his exceptional scholarship, leadership, citizenship, and school and community involvement. This is a very highly competitive and prestigious honor, and we are extremely proud of Jayanth.
- **School Board Elections:** Please join me in congratulating Brian Anderson on being elected to the Ashwaubenon School Board. We truly appreciate Brian's dedication and commitment along with his servant leadership to our school district. We look forward to working with Brian for many years on our school board. We also want to thank Scott Kirst for running for school board. It is always exciting to witness community members stepping up to serve on our school board.
- **Food Service Award:** We are excited to congratulate Kaitlin Tauriainen and Tammy Dernbach and the food service team for receiving the National *Innovation in Nutrition Education Award* for their work in making operational changes to improve the nutritional quality of school meals and for engaging students and families in nutrition education and school meals.
- **Meeting with State Legislators:** Weyers met with five state legislators from our area. They asked what are two priorities for schools that you want the state to focus on. They discussed state funding and special education reimbursement as top priorities (i.e., the need for special education reimbursement for open enrollment students).
- **Jaguar Excellence Awards:** 35 Jaguar Excellence awards were handed out in March.
- **ASD Art Show:** Weyers invited everyone to attend the district art show taking place April 9-11<sup>th</sup> with the closing reception being help on April 11<sup>th</sup> in the PAC.

## K. Discussion Items:

1. **Bylaw and Policy Updates - first read:** Weyers presented board policy and bylaw updates for a first read. The board asked if the changes to policy 9270 would impact any current students. Bower stated that the changes being made are just language changes to the policy to be in line with current law (not program practice changes). No changes were recommended. These updates will be brought back to the May meeting for a second read and approval.
2. **Parkview and AHS Strategic Plan Updates:** Parkview and the High School administrators provided an update of their strategic plan and the progress they are making on their goals. The administrator shared their building goal progress around district Pillar 2 (Safe, Inclusive Learning Environments) and Pillar 3 (High Expectations for All).

## L. Action Items:

1. **Bid for Pioneer Roofing Project:** Schmitt presented the bids for the Pioneer Roofing Project. He recommended the approval of the low bid from Molina Dynasty for \$602,069.19. Moved by VanDeKreeke, seconded by VandeWalle to approve the low bid for the Pioneer Roofing Project from Molina Dynasty in the amount of \$602,069.19 as presented. Aye 5 (Vyskocil, VanLaanen, Garrigan, VandeWalle, VanDeKreeke), Nay 0. Motion carried 5:0

2. **Bid for Parkview Roofing Project:** Schmitt presented the bids for the Parkview Roofing Project. The bids were very close. Schmitt interviewed the contractors with the lowest two bids. He recommended the approval of Craft Roofing with a bid of \$512,736. This recommendation is based on Craft being a better option when it comes to project scheduling and labor resources. The board asked if the district was supposed to accept the lowest bid. Schmitt stated that the district is not required to accept the lowest bid. Moved by VanDeKreeke, seconded by VandeWalle to approve the bid for the Parkview Roofing Project from Craft's Roofing in the amount of \$512, 736 as presented. Aye 5 (Vyskocil, VanLaanen, Garrigan, VandeWalle, VanDeKreeke), Nay 0. Motion carried 5:0
  
3. **Bid for Cormier Roofing Project:** Schmitt presented the bids for the Cormier Roofing Project. He recommended the approval of the low bid from Wenger Construction for \$413,927. The board asked if the district has used any of the three contractors on these bids (Craft, Molina and Wenger). Schmitt stated that Craft has been used in the past. He stated that Wenger has won a number of roofing awards and has a good resume and overall project experience. Moved by VanDeKreeke, seconded by VandeWalle to approve the bid for the Cormier Roofing Project from Wenger Construction in the amount of \$413,927 as presented. Aye 5 (Vyskocil, VanLaanen, Garrigan, VandeWalle, VanDeKreeke), Nay 0. Motion carried 5:0
  
4. **Bylaw and Policy Updates - second read:** Weyers presented the board policy and bylaw updates for second read and approval. No additional changes were recommended. Moved VandeWalle, seconded by Garrigan to approve the second read and updates to school board policies and bylaws as presented. Aye 5 (Vyskocil, VanLaanen, Garrigan, VandeWalle, VanDeKreeke), Nay 0. Motion carried 5:0
  
5. **Extended Contracts:** Lucius explained that the board is presented with the request for extended contracts every spring. Hours are split between being paid out and trade off days. Extended contracts allow for staff to complete work outside their normal contracted hours. New this year are the hours for the Parkview LMC Specialist. This allows time for the check-in/out of Chromebooks. The estimated cost for extended contracts is \$14,053. Moved Garrigan, seconded by VanDeKreeke to approve the propose extended contracts of \$14,053 as presented. Aye 5 (Vyskocil, VanLaanen, Garrigan, VandeWalle, VanDeKreeke), Nay 0. Motion carried 5:0
  
6. **Preliminary Layoffs:** Lucius stated that the board is receiving the list of preliminary non-renewals for layoff purposes for review and approval. He stated the district is in a good place budget wise but that staffing is based on enrollment. Preliminary non-renewals can always be called back in part or whole if enrollment or staffing situations change. The board will approve the final layoffs at the May board meeting. The recommended preliminary non-renewals for layoff purposes are as follows:
  - Amy Kopp – Partial lay-off of 0.13FTE from her music teacher position at Valley View and Cormier
 Moved VandeWalle, seconded by VanDeKreeke to approve the Preliminary Layoff as presented. Aye 5 (Vyskocil, VanLaanen, Garrigan, VandeWalle, VanDeKreeke), Nay 0. Motion carried 5:0.

**M. Board & Superintendent Communications:**

- VanDeKreeke recognized the CNA program at the high school by sharing a story about a CNA he met that did not have the ability in their school district to complete this program while still in high school.
- The group recognized the passing of Hank Schmitt
- Recognized the WPS employees that worked long hours to fix the power outages in the district.

**N. Future Board Meetings & Topics:**

- The May regular board meeting is scheduled for **Wednesday, May 8, 2024, at 6:30 pm** in the District Office Board Room.

- O. Adjournment to executive session:** Moved VanDeKreeke, seconded by VandeWalle to adjourn executive session at 7:55 pm. Aye 5 (Vyskocil, VanLaanen, Garrigan, VandeWalle, VanDeKreeke), Nay 0. Motion carried 4:0.
- P. Adjournment to open session:** Moved Garrigan, seconded by VanLaanen to move to open session at 9:16 pm. Aye 5 (Vyskocil, VanLaanen, Garrigan, VandeWalle, VanDeKreeke), Nay 0. Motion carried 5:0.
- Q. Adjournment:** Moved Garrigan, seconded by VanLaanen to adjourn the meeting at 9:18 pm. Aye 5 (Vyskocil, VanLaanen, Garrigan, VandeWalle, VanDeKreeke), Nay 0. Motion carried 5:0.

Respectfully submitted,



Brett VandeWalle

CHECK NUMBER	COMMENT	CHECK DATE	COMMENT	VENDOR	AMOUNT
0		04/19/2024		SHIMANEK, ASHLEY	0.00
300		03/12/2024		CORP MASTERCARD	0.00
301		04/12/2024		CORP MASTERCARD	26,550.03
301		04/12/2024		CORP MASTERCARD	0.00
2413		04/05/2024		BANK FIRST	221,768.36
2414		04/05/2024		WI DEPT OF REVENUE	38,764.25
2415		04/20/2024		BANK FIRST	215,770.63
2416		04/20/2024		WI DEPT OF REVENUE	37,204.72
2417		04/20/2024		WI DEPT OF REVENUE	592.26
2419		04/24/2024		WI RETIREMENT SYSTEM	276,155.48
2420		04/24/2024		VISION SERVICE PLAN	3,199.43
18850		04/05/2024		FITT, CHAD	120.00
18851		04/05/2024		GERHARTZ, CLETE	80.00
18852		04/05/2024		VISTE, JOSHUA	120.00
18853		04/09/2024		BENESH, GREG	55.00
18854		04/09/2024		BLOCK, JED	70.00
18855		04/09/2024		KAUFMAN JEFF	105.00
18856		04/09/2024		LATOUR, PATRICK	70.00
18857		04/09/2024		LEMMENS, KEVIN	55.00
18858		04/09/2024		LESLIE, TOM	65.00
18859		04/09/2024		OTTENS, ROD	80.00
18860		04/09/2024		SALVESON-KREPLINE, TYLER	105.00
18861		04/09/2024		WAZNY CHRISTOPHER	65.00
18862		04/11/2024		BENESH, GREG	60.00
18863		04/11/2024		HANKE, TOM	80.00
18864		04/11/2024		RAJKOWSKI, PHIL	80.00
18865		04/11/2024		VANDE HEI, BRYAN	60.00
18866		04/15/2024		BECHER RICHARD	60.00
18867		04/15/2024		BENESH, GREG	60.00
18868		04/15/2024		BUCHBERGER JAMES	70.00
18869		04/15/2024		KRCMAR, RYAN	80.00
18870		04/15/2024		LEMMENS, KEVIN	60.00
18871		04/15/2024		MILNER, KEVIN	110.00
18872		04/15/2024		NATE, JASON	80.00
18873		04/15/2024		ORTIZ, RUBEN	110.00
18874		04/15/2024		VANDE HEI, BRYAN	60.00
18875		04/15/2024		ZELLNER, BRUCE	70.00
18876		04/16/2024		KRIESE, PATRICK	120.00
18877		04/16/2024		MILLS, JOE	120.00
18878		04/16/2024		WETTSTEIN, JEFF	80.00
18879		04/17/2024		BROOKFIELD CENTRAL HIGH SCHOOL	50.00
18880		04/17/2024		DE PERE HIGH SCHOOL	135.00
18881		04/17/2024		KIMBERLY HIGH SCHOOL	200.00
18882		04/17/2024		NEENAH HIGH SCHOOL	100.00
18883		04/18/2024		ALLIE, DENNIS	80.00
18884		04/18/2024		BENESH, GREG	55.00
18885		04/18/2024		LEWAREN, TIM	55.00
18886		04/18/2024		OLSEN TOBY	70.00
18887		04/18/2024		PFAFF, SCOTT	120.00
18888		04/18/2024		VANLANEN, ROGER	70.00
18889		04/18/2024		WAZNY CHRISTOPHER	120.00
18890		04/19/2024		BOGACZ DENNIS	140.00
18891		04/19/2024		BROWN, FARAH	110.00
18892		04/19/2024		GLENZER, RONALD	55.00
18893		04/19/2024		MILNER, KEVIN	165.00
18894		04/19/2024		OSTROWSKI WILLIAM	80.00

CHECK NUMBER	COMMENT	CHECK DATE	COMMENT	VENDOR	AMOUNT
18895		04/19/2024		PREY, JAMIE	80.00
18896		04/19/2024		SEEHAFER JOEL	140.00
18897		04/19/2024		TAYLOR JAMES	60.00
18898		04/19/2024		WAHLSTROM WHITNEY	60.00
18899		04/20/2024		BLANCHARD, TROY	120.00
18900		04/20/2024		GANNON III, EDWARD	120.00
18901		04/23/2024		BENESH, GREG	120.00
18902		04/23/2024		BROWN, FARAH	55.00
18903		04/23/2024		KRAUSE JONATHAN	70.00
18904		04/23/2024		KRIESE, BRIAN	120.00
18905		04/23/2024		KRIESE, PATRICK	120.00
18906		04/23/2024		MILNER, KEVIN	55.00
18907		04/23/2024		VANDE HEI, BRYAN	120.00
18908		04/23/2024		WETTSTEIN, JEFF	80.00
18909		04/23/2024		ZELLNER, BRUCE	70.00
18910		04/25/2024		PARKOVICH, BRUCE	110.00
18911		04/25/2024		TOLKACZ, DON	110.00
18912		04/26/2024		ELSNER, ROBIN	70.00
18913		04/26/2024		LEITERMAN, ANDREW	80.00
18914		04/26/2024		LEMMENS, KEVIN	60.00
18915		04/26/2024		LEWAREN, TIM	55.00
18916		04/26/2024		MAASS, TIM	120.00
18917		04/26/2024		RIEDI, EMMA	120.00
18918		04/26/2024		SCHOENHERR, MARK	55.00
18919		04/26/2024		THILL, ADAM	70.00
18920		04/26/2024		WAHLSTROM WHITNEY	60.00
18921		04/29/2024		HOLSCHUH, LARRY	160.00
18922		04/29/2024		SCHEFFLER, COREY	160.00
32547		04/04/2024		APPLETON EAST BOYS BASKETBALL	1,100.00
32548		04/04/2024		BAY BUS LLC	1,600.00
32549		04/04/2024		BAY PORT BASKETBALL CLUB	350.00
32550		04/04/2024		BIG MOUTH PARTNERSHIP	2,725.00
32551		04/04/2024		CHAMPION CENTER	250.00
32552		04/04/2024		DEMERATH, AIMEE	32.00
32553		04/04/2024		EXPLORICA BY WORLDSTRIDES	920.00
32554		04/04/2024		HILGEMANN, LINDSEY	300.00
32555		04/04/2024		HODEK, TINA	166.89
32556		04/04/2024		KAUKAUNA HOOPS CLUB	265.00
32557		04/04/2024		PREMIER DOOR AND SUPPLY INC	1,535.00
32558		04/04/2024		TOMPKINS, JENN	176.16
32559		04/04/2024		VELICER SHANNON OR TED	293.14
32560		04/04/2024		WI DECA	3,340.00
32561		04/04/2024		WINGERT, RAELYNN	470.94
32562		04/04/2024		ZABEL, AMY	1,471.41
32563		04/10/2024		BUSY BEE CREATIONS	139.00
32564		04/10/2024		COOTWAY, CURT	521.56
32565		04/10/2024		DRUMM, DEBBIE	142.37
32566		04/10/2024		ERBERT & GERBERT'S	73.59
32567		04/10/2024		EXPLORICA BY WORLDSTRIDES	441.98
32568		04/10/2024		GILSOUL, LISA	25.00
32569		04/10/2024		HEIDI'S DELIGHTS	380.00
32570		04/10/2024		HOPE CLOTHING	3,115.00
32571		04/10/2024		PETTY CASH ASHWAUBENON HIGH SCHOOL	100.00
32572		04/10/2024		PLYMOUTH HIGH SCHOOL	182.00
32573		04/10/2024		UNIVERSAL DANCE ASSOC	2,200.00
32574		04/17/2024		ASHWAUBENON BASKETBALL ASSOCIATION	3,841.10

CHECK NUMBER	CHECK COMMENT	CHECK DATE	COMMENT	VENDOR	AMOUNT
32575		04/17/2024		JACOBS, KARI	72.92
32576		04/17/2024		KRAMER, KRAIG OR BILLIE	116.73
32577		04/17/2024		MONFILS, MICHAEL OR JULIE	149.96
32578		04/17/2024		PETERS, TRACY	93.36
32579		04/17/2024		RUSH MEDIA CO., LLC	375.00
32580		04/17/2024		SAM'S CLUB/SYCHRONY BANK	622.18
32581		04/18/2024		JACOBS, KARI	72.92
32582		04/18/2024		PETTY CASH ASHWAUBENON HIGH SCHOOL	500.00
32583		04/25/2024		BAUMBACH, MARC	750.00
32584		04/25/2024		GREEN BAY TENNIS CENTER	578.56
32585		04/25/2024		LAFLEUR, HEATHER	105.76
110870		04/04/2024		WI SUPPORT COLLECTION TRUST FUND	1,045.38
110871		04/08/2024		ASHWAUBENON WATER & SEWER UTILITY	1,980.74
110872		04/08/2024		BOLWERK, GRACE	15.75
110873		04/08/2024		BURTON, LINDSAY	9.00
110874		04/08/2024		CRISIS PREVENTION INSTITUTE INC	1,849.00
110875		04/08/2024		GRAINGER INC	169.59
110876		04/08/2024		HILBERT, JOHN	20.00
110877		04/08/2024		JF AHERN CO	340.00
110878		04/08/2024		LAMAR COMPANIES	4,000.00
110879		04/08/2024		MARTIN SYSTEMS, INC.	50.00
110880		04/08/2024		PIONEER VALLEY BOOKS	21.00
110881		04/08/2024		ROUTE 41 PIZZA LLC - DOMINO'S	2,501.25
110882		04/08/2024		SARA'S ARTISAN GELATO	759.00
110883		04/08/2024		SEASONAL HARVEST LLC	979.95
110884		04/08/2024		SOLUTION TREE	914.04
110885		04/08/2024		SPRINKLER COMPANY INC	54.50
110886		04/08/2024		UNIV OF MINNESOTA TWIN CITIES	1,000.00
110887		04/08/2024		UW EAU CLAIRE	1,000.00
110888		04/08/2024		UW LA CROSSE	500.00
110889		04/08/2024		WAYNE CONSULTANTS & MFG LLC	565.53
110890		04/08/2024		WQGB-FM	190.00
110891		04/08/2024		WQLH-FM	1,515.00
110892		04/08/2024		YELLS, JANE	20.00
110893		04/08/2024		ZIMONICK BROTHERS PRODUCE INC	826.55
110894		04/08/2024		BRASS DIFFERENTIAL	6,160.00
110895		04/08/2024		EXTREME ENTERTAINMENT	400.00
110896		04/09/2024		VILLAGE ROASTERS	940.50
110897		04/15/2024		ADAFRUIT INDUSTRIES	348.95
110898		04/15/2024		ASHWAUBENON PUBLIC SAFETY - FIRE INSPECT	100.00
110899		04/15/2024		BETTER DAYS MENTORING LLC	8,206.00
110900		04/15/2024		BRICKHOUSE SCHOOL SERVICES	1,373.16
110901		04/15/2024		CLEMENT, JESSICA	26.99
110902		04/15/2024		DOMINOS	450.00
110903		04/15/2024		HEWITT, JENNIFER	39.92
110904		04/15/2024		HILLMAN, MATTHEW	450.00
110905		04/15/2024		JF AHERN CO	340.00
110906		04/15/2024		JUMP AROUND EVENT RENTALS	534.90
110907		04/15/2024		LINDE GAS & EQUIPMENT INC	198.07
110908		04/15/2024		LUECK, DANNY	450.00
110909		04/15/2024		MADS TOLLING	7,990.00
110910		04/15/2024		PEGUERO ALMONTE, RISSEL	625.00
110911		04/15/2024		PETERSON, HAILEE	18.30
110912		04/15/2024		PHALEN, PATRICK JAMES	250.00
110913		04/15/2024		ROUTE 41 PIZZA LLC - DOMINO'S	1,461.75
110914		04/15/2024		SAM'S CLUB/SYCHRONY BANK	236.71

CHECK NUMBER	CHECK COMMENT	CHECK DATE	COMMENT	VENDOR	AMOUNT
110915		04/15/2024		SAWALL, DAVE	1,000.00
110916		04/15/2024		SCHOLASTIC INC	938.02
110917		04/15/2024		SEASONAL HARVEST LLC	645.00
110918		04/15/2024		STEEN, AARON	125.00
110919		04/15/2024		VARSITY ATHLETIC APPAREL	2,295.00
110920		04/15/2024		WI DEPT OF JUSTICE	56.00
110921		04/15/2024		WI DEPT OF REVENUE	510.00
110922		04/15/2024		WISDAA	95.00
110923		04/16/2024		GIOVANNINI, ANTHONY	9,919.00
110924		04/17/2024		YOUTH ALIVE	2,100.00
110925		04/17/2024		ASHWAUBENON EDUCATION FOUNDATION	10.00
110926		04/17/2024		UNITED WAY OF BROWN COUNTY INC	20.00
110927		04/17/2024		WI SUPPORT COLLECTION TRUST FUND	1,045.38
110928		04/22/2024		ACCEPTIONAL MINDS LLC	292.50
110929		04/22/2024		ASCD	89.00
110930		04/22/2024		ASHWAUBENON WATER & SEWER UTILITY	4,711.56
110931		04/22/2024		BROWN COUNTY TREASURER	80.31
110932		04/22/2024		CHARTER COMMUNICATIONS	91.65
110933		04/22/2024		CLIFTON LARSON ALLEN LLP	272.70
110934		04/22/2024		ENGELS COMMERCIAL APPLIANCE INC	300.00
110935		04/22/2024		FAST ACTION CPR LLC	770.00
110936		04/22/2024		GREATER GREEN BAY CHAMBER FOUNDATION	3,000.00
110937		04/22/2024		GREEN BAY CITY TREASURER	417.00
110938		04/22/2024		GT CONSORTIUM OF CESA 7	198.00
110939		04/22/2024		INSTRUMENTALIST AWARDS LLC	23.50
110940		04/22/2024		ITSAVVY	200.00
110941		04/22/2024		KROMM, CALEB	108.50
110942		04/22/2024		KRYSTOF, CHELSEA	16.00
110943		04/22/2024		LAMAR COMPANIES	2,000.00
110944		04/22/2024		MACMILLAN HOLDINGS LLC	11,972.77
110945		04/22/2024		MARCO'S PIZZA	421.55
110946		04/22/2024		MURPHY, HEIDI	72.74
110947		04/22/2024		NATURE'S BEST FLORAL	111.99
110948		04/22/2024		NEWCOMERS SERVICE	90.00
110949		04/22/2024		NICHOLSON, JERRY	400.00
110950		04/22/2024		NORTHERN TELEPHONE & DATA CORP	275.00
110951		04/22/2024		PETTY CASH / DISTRICT OFFICE	2,000.00
110952		04/22/2024		PRECISION POINT LASER ENGRAVING LLC	102.00
110953		04/22/2024		REFLECTIONS SCHOOL PROGRAM LLC	11,991.00
110954		04/22/2024		SEASONAL HARVEST LLC	956.90
110955		04/22/2024		SUPERIOR CHEMICAL COMPANY	425.61
110956		04/22/2024		VILLA REAL	202.30
110957		04/22/2024		WI DEPT OF JUSTICE	84.00
110958		04/22/2024		YMCA CAMP U-NAH-LI-YA	250.00
110959		04/22/2024		ZIMONICK BROTHERS PRODUCE INC	731.95
110960		04/23/2024		HERITAGE HILL STATE PARK	1,148.00
110961		04/23/2024		McGIVERN, JOHN T.	7,500.00
110962		04/24/2024		ST NORBERT COLLEGE MUSIC DEPT	195.00
110963		04/29/2024		BIEBELS CATERING & RENTAL	285.38
110964		04/29/2024		BRICKHOUSE SCHOOL SERVICES	148.50
110965		04/29/2024		CEC	1,828.13
110966		04/29/2024		CELLCOM GREEN BAY MSA	954.80
110967		04/29/2024		COMPLETE OFFICE OF WISCONSIN	23.71
110968		04/29/2024		GALINDO, PETRA	30.00
110969		04/29/2024		GONZELEZ, MARIA	15.00
110970		04/29/2024		JOPEK, KAYLEE	117.00



CHECK NUMBER	COMMENT	CHECK DATE	COMMENT	VENDOR	AMOUNT
110971		04/29/2024		JT IMAGING	80.00
110972		04/29/2024		LEADING EDGE	79.98
110973		04/29/2024		MADISON NATL LIFE INSURANCE CO	10,848.16
110974		04/29/2024		METLIFE	11,926.25
110975		04/29/2024		NSIGHT TELSVCES	1,389.61
110976		04/29/2024		OVERDRIVE INC	3,000.00
110977		04/29/2024		ROUTE 41 PIZZA LLC - DOMINO'S	2,927.00
110978		04/29/2024		RUGG, RAVEN OR CHASE ISOM	38.75
110979		04/29/2024		SEROOGYS CHOCOLATES	459.00
110980		04/29/2024		SOLUTION TREE	332.85
110981		04/29/2024		T-MOBILE	200.00
110982		04/29/2024		ZIMONICK BROTHERS PRODUCE INC	626.25
110983		04/29/2024		NATIONAL RAILROAD MUSEUM INC	1,000.00
110984		04/30/2024		WANIE, DAVID	250.00
232401460		04/02/2024		TRUE NORTH ENERGY	450.00
232401461		04/04/2024		BSN SPORTS LLC	262.50
232401462		04/04/2024		HOME TEAM SPORTS & APPAREL INC	345.69
232401463		04/04/2024		LAMERS BUS LINES INC	2,222.59
232401464		04/04/2024		MATHU, NADINE	35.00
232401465		04/04/2024		MEINEL, ANDREW	113.82
232401466		04/04/2024		PENZA, KEVIN	250.00
232401467		04/04/2024		WIAA	118.00
232401468		04/04/2024		WP BEVERAGES LLC - PEPSI COLA OF GREEN B	2,924.00
232401469		04/05/2024		TRUE NORTH ENERGY	2,160.00
232401470		04/08/2024		ACUTRANS	175.23
232401471		04/08/2024		ALPHA BAKING COMPANY	386.00
232401472		04/08/2024		AMA INC	910.57
232401473		04/08/2024		AMERICAN WELDING & GAS INC	875.89
232401474		04/08/2024		AMUNDSEN DAVIS	2,664.00
232401475		04/08/2024		AUTOMATED LOGIC CONTRACTING SERVICES INC	1,082.50
232401476		04/08/2024		BELLIN HEALTH	24,004.42
232401477		04/08/2024		BIRDSEYE DAIRY INC	289.24
232401478		04/08/2024		CAMERA CORNER INC	1,194.99
232401479		04/08/2024		CDW GOVERNMENT	5,250.00
232401480		04/08/2024		CESA 7	12,288.07
232401481		04/08/2024		CINTAS CORPORATION	264.67
232401482		04/08/2024		FOX SPECIALTY CO LLC	462.80
232401483		04/08/2024		FUNDAMENTALS LLC	3,336.00
232401484		04/08/2024		GFL ENVIRONMENTAL USA INC	2,971.68
232401485		04/08/2024		HALLMAN LINDSAY QUALITY PAINTS	114.44
232401486		04/08/2024		HERALD, KATHERINE	64.19
232401487		04/08/2024		HEYRMAN & GREEN BAY BLUE	10,042.53
232401488		04/08/2024		INFO MART INC	52.00
232401489		04/08/2024		JW PEPPER & SONS INC	32.00
232401490		04/08/2024		KAY DISTRIBUTING INC	108.00
232401491		04/08/2024		LAFORCE HARDWARE INC	143.00
232401492		04/08/2024		LAMERS BUS LINES INC	110,248.12
232401493		04/08/2024		MADISON, JODIE	69.55
232401494		04/08/2024		MARCO	268.08
232401495		04/08/2024		MENARDS INC	664.58
232401496		04/08/2024		MENARDS INC	23.98
232401497		04/08/2024		MULTI MEDIA CHANNELS LLC	34.57
232401498		04/08/2024		PACKERLAND GLASS INC	642.00
232401499		04/08/2024		PERFORMANCE FOODSERVICE	12,253.57
232401500		04/08/2024		QUILL CORP	25.13
232401501		04/08/2024		SEDER, CANDICE	24.93

CHECK NUMBER	COMMENT	CHECK DATE	COMMENT	VENDOR	AMOUNT
232401502		04/08/2024		VOS ELECTRIC INC	761.49
232401503		04/08/2024		WI DOCUMENT IMAGING LLC	577.13
232401504		04/08/2024		WI PUBLIC SERVICE CORP	40,591.62
232401505		04/08/2024		WI SCHOOL MUSIC ASSN INC	519.75
232401506		04/10/2024		BSN SPORTS LLC	11,502.23
232401507		04/10/2024		MEINEL, ANDREW	330.00
232401508		04/10/2024		OBERSTADT, MEGAN	1,449.98
232401509		04/10/2024		PHILLIPS, KEVIN	397.96
232401510		04/15/2024		ALBRENT, DANIEL	305.34
232401511		04/15/2024		AMA INC	1,619.75
232401512		04/15/2024		BANKS, LEIGH	128.47
232401513		04/15/2024		BIRDSEYE DAIRY INC	53.63
232401514		04/15/2024		CARRICO AQUATIC RESOURCES INC	350.00
232401515		04/15/2024		CDW GOVERNMENT	8,232.84
232401516		04/15/2024		CINTAS CORPORATION	33.17
232401517		04/15/2024		DEMCO INC	319.53
232401518		04/15/2024		FOLLETT CONTENT SOLUTIONS LLC	2,439.15
232401519		04/15/2024		HALLMAN LINDSAY QUALITY PAINTS	61.99
232401520		04/15/2024		HEIM, MICHAEL	170.91
232401521		04/15/2024		JOHNSON & JONET MECHANICAL CONTRACTORS I	2,475.82
232401522		04/15/2024		JW PEPPER & SONS INC	253.68
232401523		04/15/2024		KASTER, MEEGAN	177.26
232401524		04/15/2024		LAMERS BUS LINES INC	2,792.43
232401525		04/15/2024		MAINSTAGE THEATRICAL SUPPLY INC	3,000.00
232401526		04/15/2024		MARCO	67.79
232401527		04/15/2024		MENARDS INC	177.82
232401528		04/15/2024		MENARDS INC	92.87
232401529		04/15/2024		OBERSTADT, MEGAN	94.15
232401530		04/15/2024		PEPSI COLA OF GREEN BAY	940.14
232401531		04/15/2024		PERFORMANCE FOODSERVICE	4,313.35
232401532		04/15/2024		PIONEER VALLEY EDUCATIONAL PRESS INC	7,408.20
232401533		04/15/2024		QUILL CORP	722.55
232401534		04/15/2024		RYCZKOWSKI, JAYNE	57.93
232401535		04/15/2024		SEVEN UP BOTTLING CO INC	56.00
232401536		04/15/2024		STAPLES BUSINESS CREDIT	69.86
232401537		04/15/2024		TAURIAINEN, KAITLIN	38.00
232401538		04/15/2024		VANLAANEN, JOY	73.34
232401539		04/15/2024		VILLAGE OF ASHWAUBENON	100.00
232401540		04/15/2024		VOS ELECTRIC INC	213.07
232401541		04/15/2024		WAGNER, ERIN	20.10
232401542		04/15/2024		WI DOCUMENT IMAGING LLC	437.05
232401543		04/16/2024		TRUE NORTH ENERGY	720.00
232401544		04/16/2024		TRUE NORTH ENERGY	1,147.50
232401545		04/17/2024		BSN SPORTS LLC	5,452.00
232401546		04/17/2024		HALLMAN LINDSAY QUALITY PAINTS	362.25
232401547		04/17/2024		LACHANCE, KRISTEN	75.60
232401548		04/17/2024		MATHU, NADINE	13.70
232401549		04/17/2024		RELIANCE TRUST COMPANY - ASHWAUBNEON 403	11,081.44
232401550		04/17/2024		RELIANCE TRUST COMPANY - ASHWAUBENON 457	9,072.96
232401551		04/17/2024		WEA TSA TRUST	64,878.47
232401552		04/22/2024		A1 ELEVATOR INC	4,590.00
232401553		04/22/2024		ACUTRANS	85.14
232401554		04/22/2024		ALPHA BAKING COMPANY	244.33
232401555		04/22/2024		AMERICAN WELDING & GAS INC	323.97
232401556		04/22/2024		BAER PERFORMANCE MARKETING	2,917.50
232401557		04/22/2024		BATTERIES PLUS LLC	236.18

CHECK NUMBER	COMMENT	CHECK DATE	COMMENT	VENDOR	AMOUNT
232401558		04/22/2024		BIRDSEYE DAIRY INC	442.75
232401559		04/22/2024		CAMERA CORNER INC	633.00
232401560		04/22/2024		CESA 6	5,165.00
232401561		04/22/2024		CINTAS CORPORATION	267.89
232401562		04/22/2024		COMPASS GROUP	73,182.67
232401563		04/22/2024		FIRST SUPPLY LLC- GREEN BAY	121.92
232401564		04/22/2024		FOLLETT CONTENT SOLUTIONS LLC	755.20
232401565		04/22/2024		GREEN BAY AREA PUBLIC SCHOOLS	16,684.57
232401566		04/22/2024		HANSEN, COREY	239.00
232401567		04/22/2024		HEID MUSIC CO	833.94
232401568		04/22/2024		HERZOG, DAVID	92.18
232401569		04/22/2024		HODGSON, VALERIE	11.08
232401570		04/22/2024		INFO MART INC	92.00
232401571		04/22/2024		JOHNSON & JONET MECHANICAL CONTRACTORS I	2,684.60
232401572		04/22/2024		JONAS, MAHNAZ	71.53
232401573		04/22/2024		JW PEPPER & SONS INC	86.30
232401574		04/22/2024		KAY DISTRIBUTING INC	693.00
232401575		04/22/2024		LAMERS BUS LINES INC	93,983.64
232401576		04/22/2024		MACHT VILLAGE PROGRAMS LLC	16,541.25
232401577		04/22/2024		MARCO	1,022.70
232401578		04/22/2024		MENARDS INC	14.38
232401579		04/22/2024		MULTI MEDIA CHANNELS LLC	1,431.44
232401580		04/22/2024		PEPSI COLA OF GREEN BAY	1,419.28
232401581		04/22/2024		PERFORMANCE FOODSERVICE	13,667.62
232401582		04/22/2024		PRAIRIE FARMS DAIRY, INC	6,761.95
232401583		04/22/2024		RYDIN	425.00
232401584		04/22/2024		SCHOOL SPECIALTY LLC	231.16
232401585		04/22/2024		SCHWECHLER, ANGELA	122.06
232401586		04/22/2024		STATHAS, SHERYL	38.33
232401587		04/22/2024		UNITED MAILING SERVICES INC	276.07
232401588		04/22/2024		USIC LOCATING SERVICES INC	28.91
232401589		04/22/2024		VAN'S FIRE AND SAFETY INC	575.00
232401590		04/22/2024		WEX BANK	469.27
232401591		04/22/2024		WI SCHOOL MUSIC ASSN INC	167.20
232401592		04/22/2024		WILS	13,112.72
232401593		04/22/2024		TRUE NORTH ENERGY	1,980.00
232401594		04/23/2024		STATE OF WISCONSIN - DEPT OF ADMIN	19,440.00
232401595		04/24/2024		TRUE NORTH ENERGY	1,980.00
232401596		04/24/2024		TRUE NORTH ENERGY	3,285.00
232401597		04/25/2024		BSN SPORTS LLC	103.00
232401598		04/25/2024		MEINEL, ANDREW	780.00
232401599		04/25/2024		PHILLIPS, KEVIN	486.37
232401600		04/29/2024		ALPHA BAKING COMPANY	123.09
232401601		04/29/2024		AMERICAN WELDING & GAS INC	806.61
232401602		04/29/2024		BELLIN HEALTH	115.00
232401603		04/29/2024		BIRDSEYE DAIRY INC	470.73
232401604		04/29/2024		CDW GOVERNMENT	1,818.00
232401605		04/29/2024		CESA 7	200.00
232401606		04/29/2024		CINTAS CORPORATION	267.89
232401607		04/29/2024		CONSTELLATION NEWENERGY-GAS DIV LLC	14,791.60
232401608		04/29/2024		DEMCO INC	295.89
232401609		04/29/2024		HEID MUSIC CO	2,194.00
232401610		04/29/2024		JOHN'S REFRIGERATION INC	525.00
232401611		04/29/2024		JW PEPPER & SONS INC	126.49
232401612		04/29/2024		KAY DISTRIBUTING INC	397.50
232401613		04/29/2024		MENARDS INC	202.62

<u>CHECK</u>	<u>COMMENT</u>	<u>CHECK</u>	<u>COMMENT</u>	<u>AMOUNT</u>
<u>NUMBER</u>		<u>DATE</u>	<u>VENDOR</u>	
232401614		04/29/2024	MENARDS INC	95.86
232401615		04/29/2024	PEPSI COLA OF GREEN BAY	1,376.05
232401616		04/29/2024	PERFORMANCE FOODSERVICE	11,335.22
232401617		04/29/2024	PMA FINANCIAL NETWORK	37,613.06
232401618		04/29/2024	STATE OF WISCONSIN LGIP	16,000.00
232401619		04/29/2024	VAN'S FIRE AND SAFETY INC	575.00
232401620		04/29/2024	WI DOCUMENT IMAGING LLC	376.62
Totals for checks				1,778,502.45

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	General Fund	767,663.66	200.00	547,215.12	1,315,078.78
21	Gifts & Donations	18,867.50	0.00	81,192.01	100,059.51
27	Special Education	133,890.27	0.00	54,146.51	188,036.78
50	Food Service	17,007.34	144.05	74,387.84	91,539.23
80	Community Service Fund	4,880.67	0.00	20,082.78	24,963.45
81	Ashwaubenon PAC	4,701.65	0.00	54,123.05	58,824.70
***	Fund Summary Totals ***	947,011.09	344.05	831,147.31	1,778,502.45

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

## APPOINTMENTS

### PROFESSIONAL / ADMINISTRATION STAFF - HIRES

Name	FTE	Position	School	Compensation	Effective Date	Reason for request
Benninghoff, Kathryn	1.0 FTE	Cross Categorical	Parkview	Step 7 Lane A Lifetime License	Start of the 2024-25 school year	This position is due to student needs.
Dumoulin, Claudia	1.0 FTE	Art Instructor	Parkview	Step 5 Lane A Provisional License	Start of the 2024-25 school year	This position is due to a staff vacancy and internal transfer.
Escandell, Luceth	1.0 FTE	Spanish/EL Instructor	Pioneer	Step 7 Lane A Provisional License	Start of the 2024-25 school year	This position is due to a staff vacancy.
Imig, Jake	1.0 FTE	Grade 8 – Math Instructor	Parkview	Step 7 Lane F Lifetime License	Start of the 2024-25 school year	This position is due to increased minutes in Math and ELA
Ness, Morgan	1.0 FTE	Spanish/EL Instructor	AHS	Step 4 Lane A Provisional License	Start of the 2024-2 5school year	This position is due to staff vacancy and student needs.
Rodenhauser, Amanda	1.0 FTE	Spanish/EL Instructor	Valley View	Step 8 Lane C Lifetime License	Start of the 2024-25 school year	This position is due to a staff vacancy and internal transfer.
Hilbert, Josie	1.0 FTE	Grade 7 – Math Instructor	Parkview	Step 5 Lane A Provisional License	Start of the 2024-25 school year	Josie held this position for the 2nd semester of the 23-24 school year but under a limited term contract due to a staff vacancy.
Meyer, McKenna	1.0 FTE	Grade 6 – Science/ Mathematics Instructor	Parkview	Step 4 Lane A Provisional License	Start of the 2024-25 school year	This position is due to transfer of internal staff and new FTE due to PV realignment.
DeLaune, Nicholas	1.0 FTE	Grade 8 – Social Studied/ELA Instructor	Parkview	Step 4 Lane A Provisional License	Start of the 2024-25 school year	This position is due to a staff vacancy.
French, Hannah	1.0 FTE	Grade 7 – ELA Instructor	Parkview	Step 7 Lane A Lifetime License	Start of the 2024-25 school year	This position was filled by a limited term instructor during 2023-24 due to staff vacancy.
Belongia, Traci	1.0 FTE	Grade 6 – Social Studies/ELA Instructor	Parkview	Step 7 Lane F Provisional License	Start of the 2024-25 school year	This position is due to new FTE due to PV realignment.

Wiebe, Alicia	1.0 FTE	Cross Categorical	Pioneer	To be determined Lifetime License	Start of the 2024- 25 school year	This position is due to student needs.
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**NON-TEACHING STAFF - HIRES**

Name	FTE	Position	School	Compensation	Effective	Reason for request
Kaczrouske, Ryan	1.0 FTE	Night Maintenance	AHS	Entry Level Maintenance Technician pay scale	May 13, 2024	This position is due to a staff vacancy and internal transfer.
Prucha, Tammy	1.0 FTE	Educational Associate – 9 Month, Special Education Aide	Parkview	3 <sup>rd</sup> Year Level Educational Associate - Special Education Aide pay scale	Start of the 2024-25 school year	This position is due to a staff vacancy.

**RESIGNATIONS/RETIREMENTS/LAYOFFS**

**NON-TEACHING STAFF - RESIGNATIONS/RETIREMENTS/LAYOFFS**

Name	FTE	Position	School	Notes
Garcia, Jennifer	.33 FTE	Educational Associate – Health Education Aide	Cormier	Resignation is effective the end of the 2023-24 school year.

**PROFESSIONAL / ADMINISTRATION STAFF - RESIGNATIONS/RETIREMENTS/LAYOFFS**

Name	FTE	Position	School	Notes
Kirt, Kylie	1.0 FTE	Grade 4 Instructor	Valley View	Resignation is effective the end of the 2023-24 school year.

## **March Financials**

The financial forecast for March shows a positive actual to budget projection. The report is very similar to the February forecast. Overall Fund 10 is projected to have a surplus (Revenue exceeding Expenditures) of \$1,018,395. This is a strong surplus, but I expect the actual surplus to be lower by June 30. This includes a transfer to Fund 46 (in the purchased services budget) to put money away for building projects. Some of these projects (roofs) will start in June, but not be completed until the end summer in time for the start of the school year.

General Fund Revenue is projected to be \$140,000 above the budget amount of \$41,501,310. I feel confident that our revenue forecast is close to where we will end the year. The three areas where actuals are tracking better than budget are interest income, State Library aid, and Federal Aid. The additional Library aid will result in some additional expenditures because this aid is intended to be spent in the year it is received. The additional Federal Aid is related to some unspent ESSER funds that were discovered during a review of our grant budgets.

The expenditures projection shows forecast expenditures below budget by approximately \$870,000. In the remaining months, I expect to see our purchased services and Capital expenditures climb towards budget as Tom starts spending on the roof projects and the buildings spend their capital budgets. We also had another good month in our health insurance program. We hope this continues, but remember health insurance expenditures can change quickly. I do expect to see actual expenditures closer to the budget amount by the end of the year, resulting in a smaller positive variance in total expenditures compared to budget.

Special Education Fund expenditures are forecast to exceed budget by approximately \$390,000. This variance is in salaries. It looks like we have some positions that were budgeted in Fund 10 instead of Fund 27 causing a positive variance in Fund 10 and a negative variance in Fund 27. In addition, we added some special ed staff related to high needs students that have moved in during the school year. I think this variance is overstated because one of the students has moved to Syble Hopp school. We also have a variance related to substitutes. During COVID we charged all of our subs to Fund 10 because we had so many contracted subs who worked every day. We directed where they were needed the most. This resulted in subs not being charged to Fund 27 during COVID even when covering special ed classes. This year we returned to charging subs to Fund 27. The result is Fund 10 is showing a positive variance in sub costs while Fund 27 is showing a negative variance. I will adjust our 2024-25 budget to correct these issues.

A good number to watch in Fund 27 is the revenue-transfer from Fund 10. This is the amount that the General Fund is covering since the Special Ed Fund will always run at a deficit. In the Forecast the transfer from Fund 10 is \$285,000 over the budgeted amount. This tells you that the Fund 27 forecast is running at a larger deficit when compared to the budget. I will be looking into the deficit as we close out the year. My expectation is that actual expenditures will be closer than the projected amount to the budgeted at year end. I will make adjustments to the 2024-25 budget to address this variance once I know more about why we have this variance. Unfortunately, our budget forecast model does not give me the detail to find where the variances are. It may be that the model is over estimating the remaining payroll amounts. In June we run the payrolls for the teachers and support staff summer payrolls. Once that is done I will be able to look closer at the details to find where the budget is not matching the projection.

Please let me know your thoughts and ideas on how the financial reports can be improved. This report will be part of the April consent agenda.



# Ashwaubenon School District

## Monthly Actual to Budget Comparison

March 2024

	2022-23	Year to Date		2023-24	Year to Date		Projected
	Budget	Actual	% Budget	Budget	Actual	% Budget	Year-end
<b>General Fund (10)</b>							
<b><u>Revenue</u></b>							
Local	14,167,340	10,823,848	76.40%	17,332,258	12,893,467	74.39%	17,440,872
Open Enrollment	9,705,510	-	0.00%	10,158,684	-	0.00%	10,158,684
Intermediate	16,667	25,791	154.74%	15,773	24,428	154.87%	31,873
State	12,261,065	7,953,753	64.87%	13,542,343	8,480,215	62.62%	13,478,498
Federal	1,504,918	1,279,782	85.04%	447,252	445,463	99.60%	511,378
Other	5,000	36,275	725.49%	<b>5,000</b>	20,801	416.02%	20,801
<b>Total Revenue</b>	<b>37,660,500</b>	<b>20,119,449</b>		<b>41,501,310</b>	<b>21,864,374</b>		<b>41,642,106</b>
<b><u>Expenditures</u></b>							
Salaries	18,944,351	11,690,559	61.71%	19,770,447	12,307,103	62.25%	19,535,581
Benefits	8,833,374	5,142,790	58.22%	9,753,682	5,319,658	54.54%	9,298,572
Purchased Services	4,833,749	2,600,557	53.80%	6,702,983	2,822,626	42.11%	6,595,536
Non-Cpaital/Supplies	1,052,875	586,136	55.67%	1,238,904	547,719	44.21%	1,028,457
Capital	745,422	82,742	11.10%	608,213	378,430	62.22%	485,541
Borrowing (Line of Credit)	50,000	6,175	12.35%	28,500	1,815	6.37%	4,000
Insurance	95,000	87,723	92.34%	115,000	90,873	79.02%	100,873
Transfers	3,210,800	-	0.00%	3,224,551	199,922	6.20%	3,508,595
Other	56,187	50,849	90.50%	59,030	52,501	88.94%	66,556
<b>Total Expenditures</b>	<b>37,821,758</b>	<b>20,247,531</b>		<b>41,501,310</b>	<b>21,720,647</b>		<b>40,623,711</b>
					<b>Projected Surplus (Deficit)</b>		<b>1,018,395</b>

**Special Ed. Fund (27)**

**Revenue**

	2022-23	Year to Date		2023-24	Year to Date		Projected
	Budget	Actual	% Budget	Budget	Actual	% Budget	Year-end
transfer from fund 10	3,210,800	-	0.00%	3,224,551	-	0.00%	3,508,595
Intermediate	25,000	24,020	96.08%	35,000	26,429	75.51%	30,000
State	1,259,200	1,044,758	82.97%	1,288,527	1,090,609	84.64%	1,378,953
Federal	761,656	477,330	62.67%	833,388	421,695	50.60%	858,044
Other	-	-	0.00%	-	-	0.00%	-
<b>Total Revenue</b>	<b>5,256,656</b>	<b>1,546,108</b>		<b>5,381,466</b>	<b>1,538,733</b>		<b>5,775,592</b>

**Expenditures**

Salaries	3,014,608	2,009,538	66.66%	3,131,116	2,238,435	71.49%	3,553,207
Benefits	1,500,103	923,163	61.54%	1,564,506	1,008,324	64.45%	1,519,586
Purchased Services	415,046	381,054	91.81%	594,612	483,657	81.34%	617,105
Non-Cpaital/Supplies	174,861	99,951	57.16%	88,232	38,107	43.19%	83,303
Capital	1,000	-	0.00%	-	-	0.00%	-
Other	3,000	1,079	35.97%	3,000	2,391	79.71%	2,391
<b>Total Expenditures</b>	<b>5,108,618</b>	<b>3,414,785</b>		<b>5,381,466</b>	<b>3,770,914</b>		<b>5,775,592</b>

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**Discussion Item: 1**

Ashwaubenon School Board

Meeting Date:	May 8, 2024
Issue:	Referendum Survey Results
Requested By:	Keith Lucius
Attachments:	
Financial and/or Staffing Implications:	
Funding Source:	
Explanation:	<p>At the Board meeting we will have the results from the Community Survey. Bill Foster from School Perceptions will attend virtually to present the survey results and answer your questions.</p> <p>After reviewing the results, we need Board direction on how we move forward. We will work with an attorney to write the question for the November ballot. We are planning to have the Board approve the question this summer.</p>
Recommendation:	No action needed at this time

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**Discussion Item: 2**

Ashwaubenon School Board

Meeting Date:	May 8, 2024
Issue:	Public Hearing: Native American Grant
Requested By:	Tammy Nicholson & Jayne Ryczkowski
Attachments:	
Financial and/or Staffing Implications:	
Funding Source:	Federal Money: Native American Grant
Explanation:	The purpose of the public hearing is to share the objectives of the 2023-24 Native American Grant Program at Ashwaubenon School District and to gather valuable feedback for the upcoming school year. An overview of current programming, student supports, and plans for future implementation of the grant will be provided. Data regarding effectiveness of the grant on student learning and achievement will be displayed and discussed.
Recommendation:	Discussion Item.

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**Discussion Item: 3**

Ashwaubenon School Board

Meeting Date:	May 8, 2024
Issue:	Presentation of Elementary School Strategic Plans
Requested By:	Andy Bake and elementary administrators
Attachments:	Building Strategic Plans: <a href="#">Cormier</a> , <a href="#">Pioneer</a> , <a href="#">Valley View</a>
Financial and/or Staffing Implications:	None
Funding Source:	NA
Explanation:	The Strategic Planning Retreat took place on August 15-16, 2023 and during that time each building created Strategic Plans for the 2023-24 School Year. The elementary school principals will be providing an overview of progress that has been made towards meeting the goals outlined within their plans.
Recommendation:	This is a discussion item. No action is necessary.

# Ashwaubenon School District Strategic Plan

## OUR VISION

Excellence in education so every student will achieve their full potential

## OUR MISSION

Developing lifelong learners, who positively contribute to their communities

## OUR VALUES STATEMENT

As a school community, we value:

- A welcoming and nurturing environment • Collaboration • Equity • High levels of learning • Mental wellness • Safety



## OUR PILLARS

1	2	3	4	5
<b>Authentic Relationships</b>	<b>Safe, Inclusive Learning Environments</b>	<b>High Expectations for All</b>	<b>Empowered Staff</b>	<b>Allocation of Resources</b>
Student success is directly connected to authentic relationships. We embrace an environment for students, staff, families, and community members that supports a shared responsibility for student success.	Learning environments are safe, culturally responsive and inclusive. Systems of support ensure physical, social and emotional safety for all members of our school community.	We utilize data and provide the necessary instruction to ensure high levels of growth in the learning of every student. Specific, measurable benchmarks are in place for academic and social-emotional learning.	We value our staff in their professional growth needs and support efforts to ensure their success. Staff voice and engagement are integral to the implementation of the district's mission and goals.	The process for allocating resources is collaborative and transparent. We allocate money, time, people, and facilities based on requirements and priorities. Resource allocation will be driven by data and community values to guide current and long range budget decisions.



Cormier School and Early Learning Center  
 School Improvement Plan  
 2023-2024 School Year

**Strategic and SMART Goals - Pillar 2**

**District Strategic Plan Pillar 2: Safe, Inclusive Learning Environments**

Working as a professional learning community, we will develop a systemic and responsive approach to student wellness and social emotional learning designed to remove barriers to student success.

School SMART Goals	Strategies and Action Steps	Timeline for Monitoring of Effectiveness /Local Data Sources Used
<p><b>Our reality:</b> 77% of 4k and 5k students can regulate emotions, as of end of year data (Emotional Regulation)</p> <p><b>5K</b> Beginning of the year, 69% of students could regulate emotions based on the Panorama survey. At the end of the year, 68% of students could regulate emotions based on Panorama survey</p> <p><b>Our SMART goal: 80% of 4k and 5k students will score favorably on the Panorama survey in the area of emotional regulation.</b></p>	<p>Communicate to the families more about SEL- What happens on the half days- Weekly announcements to relay a clear goal for everyone to hear. Also put in Weekly Wednesday</p>	<p>Sept/Oct–Ongoing  Panorama Survey</p>
	<p>Get EVERY SINGLE staff member (including assistant, noon-duty supervisors, etc.) some training or professional development on emotional regulation.</p>	<p>Start Training Sept/Oct–Ongoing  Panorama Survey</p>
	<p>4k- Assess Emotional Regulation Create a rubric or a criteria for assessment. 5K- What will discuss what it means for a student to self regulate, and what strategies could be used. Use SEL Universal Routines</p>	<p>Throughout the school year  Panorama Survey: 4k- Assess Emotional Regulation after the first conference and all areas in May. 5K Assesses all areas in Oct. and May</p>
	<p>Use PBIS videos and break them apart to focus on specifically regulation.</p>	<p>Sept/Oct–Ongoing</p>
	<p>Utilizing safe spaces and movement paths- Create a system for providing small breaks for students who are getting close to needing a break. (Flow Chart of Tools, Extra Staff Support, Problem Solving Together, etc.)</p>	<p>Sept-to the end of the year.</p>



Cormier School and Early Learning Center  
 School Improvement Plan  
 2023-2024 School Year

**Monitoring and Data Based Decision Making - Pillar 2**

Fall Reporting Period

Data Analyzed:

Panorama Survey

Fall 2023, 5K teachers completed the Panorama survey. This resulted in 73 % of 5K students scoring favorably for emotion regulation.

4K teachers will not complete the survey until Winter 2023.

Decisions Based on Data:

Our school counselor is providing tier 1 (universal teaching) and tier 2 (small group) interventions to support the overall growth of our student's emotion regulation. (Zones/Self-Regulation groups through the Panorama results or teacher referral.)

Students will also receive strategies for emotion regulation through Character Strong lessons from the classroom teacher(2x per Week) and safe place implementations in the classroom.

4K students were taught SEL lessons bi-weekly from September-January. Students received a total of 8 lessons with the Conscious Discipline curriculum.

Monday Morning Announcements by Mr. Cattrer about Character Strong Curriculum. Challenge of the week. Share with families in a monthly newsletter the area of focus for the month.

Using the movement path for students to regulate

Strategies and Action Steps that have been Completed/Adjusted:

All goals are being addressed and we are continuing to implement them.

Need to find more ways to address ALL staff professional development. Specially 4K aides and lunch supervisors.





Cormier School and Early Learning Center  
 School Improvement Plan  
 2023-2024 School Year

Winter Reporting Period		
<p>Data Analyzed:</p> <p>4K teachers complete the survey in Winter 2023.</p> <p>This resulted in 69 % of 4K students scoring favorably for emotion regulation. When putting both 4K and 5K scores together, we have a baseline of 68 % of Cormier students scoring favorably for emotion regulation.</p> <p>Check In/Check-Out data in Educlimber</p>	<p>Decisions Based on Data:</p> <p>School counselor is in the process of forming 4K small group interventions. Teachers were given the results of the Panorama data. They referred a student flagged on the survey or a student whom they felt would benefit from a small group intervention.</p> <p>Visit 5K classes in the months of March or April to re-teach and practice the regulation steps.</p> <p>SEL Coordinator introducing circles with staff. Modeling in classrooms.</p> <p>Playground Team meeting to discuss new videos and new ideas for self regulation outside.</p> <p>Pupil Services working on a problem solving collaboration format. How do we help track and give strategies to teachers with students that can't control their emotions?</p> <p>Autism training for all SPED aides and 4K aides during an early release.</p>	<p>Strategies and Action Steps that have been Completed/Adjusted:</p> <p>All goals are being addressed and we are continuing to implement them.</p> <p>Continuing interventions and focusing on universal instruction.</p>



Cormier School and Early Learning Center  
School Improvement Plan  
2023-2024 School Year

Spring Reporting Period		
Data Analyzed:	Decisions Based on Data:	Strategies and Action Steps that have been Completed/Adjusted:



Cormier School and Early Learning Center  
 School Improvement Plan  
 2023-2024 School Year

Strategic and SMART Goals - Pillar 3

**District Strategic Plan Pillar 3: High Expectations for All (Educator Practices)**

Using a systems approach as a professional learning community, we will better align educator practices such as instruction and common assessments to guaranteed essential standards, ensure assessments are analyzed using a data analysis protocol, and provide reteaching (tier 2) and remediation (tier 3) in response to assessment analysis. *(Actions PLTs will take to increase collective response to instruction.)*

School SMART Goals	Strategies and Action Steps	Timeline for Monitoring of Effectiveness /Local Data Sources Used
<p><b>Our Current Reality:</b> 4K has started the process of determining which students in which classroom are still not meeting the goal. But we have not gotten to the point of what to do next with that group- what does their intervention look like?</p> <p>5K Literacy PLT worked through this process last year with one guaranteed essential learning standard. 5K Math PLT has defined guaranteed essential learning standards. 5k data shows an up trend using this data</p> <p><b>Our Smart Goal:</b> During the 2023-2024 school year, each professional learning team at Cormier will select 1-2 guaranteed essential standards and develop common formative assessments, assessment rubrics, data analysis protocol, and reteaching/remediation strategies to ensure ALL students reach proficiency.</p>	Develop the teams and the team norms	September
	Identify the guaranteed standards. The PLT needs to decide what guaranteed standard they are using for this process.	September/October Using data from report card
	Each PLT knows what the other PLT team is focusing on - communicate between teams - Use the guiding coalition to help share out between teams.	Ongoing
	Develop common formative assessments for each guaranteed standard selected	Ongoing
	Analyze data from common assessments and plan for next steps for universal instruction or interventions that may be used.	Ongoing
	Develop resources for families for students working on guaranteed essential standards at home.	Before March 2024 Conferences



Cormier School and Early Learning Center  
 School Improvement Plan  
 2023-2024 School Year

Strategic and SMART Goals - Pillar 3

**Pillar 3: High Expectations for All (Students)**

Using a systems approach, we will increase student achievement by improving universal instruction within our professional learning community. *(Instructional actions staff will take with students to increase student achievement.)*

School SMART Goals	Strategies and Action Steps	Timeline for Monitoring of Effectiveness /Local Data Sources Used
<p><b>Our Current Reality:</b> 85% can represent and solve word problems with totals to 10</p> <p><b>Our Smart Goal:</b> 90% of our population will represent and solve word problems with totals to 10 based on the report card data.</p>	<p>Discuss data from last year and identify why 15% of students didn't meet the goal. (What do we target? What's the hardest thing about this? Why didn't they get a 3?)</p>	<p>September Report Card Data</p>
	<p>PLT- Breaks this data down further- What do we need to focus on at the beginning of the year? Look at scope and sequence.</p>	<p>September</p>
	<p>Discussion on prerequisite goals and how to we get to the end outcome</p>	<p>Fall of 2023 Fall Math Data</p>
	<p>Develop common formative assessments for this skill. (Represent and solve word problems with totals to 10)</p>	<p>Ongoing</p>
	<p>Develop a way to collect ongoing real-time data for the PLT discussions.</p>	<p>Ongoing</p>
	<p>5K meets with 4K staff to see how they are or may want to support this goal.</p>	<p>November</p>



Cormier School and Early Learning Center  
 School Improvement Plan  
 2023-2024 School Year

**Monitoring and Data Based Decision Making - Pillar 3**

Fall Reporting Period

Data Analyzed:

[Fall Math Data 2023](#)

[Literacy Data 2023-2024](#)

Decisions Based on Data:

Creation of PLT documentation process.

Ex. [Literacy](#)

Created [2023 PLT Groups](#)

Created [PLT Common Language](#) with Admin Team and shared with Staff.

[Guaranteed Standards Work](#)

Added a morning Literacy and Math Intervention Time

(Tuesday/Wednesday/Thursday)

[Ideas for Math during the 30 minute time](#)

[\(Reteaching/Whole Class](#)

[Intervention/Activities that build up](#)

[Skills/etc.](#)

Focus on data and assessments to make instructional and curricular decisions.

Math Intervention (1 to 1 up to 10/ Number Id to 10)

Strategies and Action Steps that have been Completed/Adjusted:

Discussed data from last year and identified why 15% of students didn't meet the goal. 1) Didn't have the basic skills. 2) Adding and subtracting a difficult skill. Subtracting tended to be harder. Created [Slides](#) to help with this.

Need to find time for 5K to meet with 4K staff to see how they are or may want to support this goal.



Cormier School and Early Learning Center  
 School Improvement Plan  
 2023-2024 School Year

Winter Reporting Period		
<p>Data Analyzed:</p> <p><a href="#">Math Data 2023</a></p> <p><a href="#">Winter Math Data</a></p> <p><a href="#">Literacy Data 2023-2024</a></p>	<p>Decisions Based on Data:</p> <p>Continue to revisit and revise <a href="#">Guaranteed Standards Work</a></p> <p>Meeting 4K-12 for guaranteed and essential standards. (Twice this year)</p> <p>Practice word problems as a daily routine. <a href="#">Story problem vocabulary and story problem ideas</a></p> <p>Need to continue to try to address the attendance issue for students missing more than 10% of the school days.</p> <p>Math Intervention (1 to 1 up to 20/ Number Id to 20/ writes #'s 1-10/ subitizing to 5)</p> <p>Small group math intervention during intervention periods for 5K</p> <p>Continue to focus on data and assessments to make instructional and curricular decisions.</p> <p>Math team adjusted their SLO goal because it was already met. By the end of the kindergarten school year, all students will demonstrate number sense for numbers 0-20 in the following formats - symbolic (identify and write), quantitative (counting and cardinality, and verbal (sequence) as measured by district assessment.</p>	<p>Strategies and Action Steps that have been Completed/Adjusted:</p> <p>Need to continue to find resources for families for students working on guaranteed essential standards at home. Have done some work with Literacy.</p>



Cormier School and Early Learning Center  
School Improvement Plan  
2023-2024 School Year

Spring Reporting Period		
Data Analyzed:	Decisions Based on Data:	Strategies and Action Steps that have been Completed/Adjusted:

# Ashwaubenon School District Strategic Plan

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Excellence in education so every student will achieve their full potential

## OUR MISSION

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## OUR VALUES STATEMENT

As a school community, we value:

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## OUR PILLARS

1	2	3	4	5
<b>Authentic Relationships</b>	<b>Safe, Inclusive Learning Environments</b>	<b>High Expectations for All</b>	<b>Empowered Staff</b>	<b>Allocation of Resources</b>
Student success is directly connected to authentic relationships. We embrace an environment for students, staff, families, and community members that supports a shared responsibility for student success.	Learning environments are safe, culturally responsive and inclusive. Systems of support ensure physical, social and emotional safety for all members of our school community.	We utilize data and provide the necessary instruction to ensure high levels of growth in the learning of every student. Specific, measurable benchmarks are in place for academic and social-emotional learning.	We value our staff in their professional growth needs and support efforts to ensure their success. Staff voice and engagement are integral to the implementation of the district's mission and goals.	The process for allocating resources is collaborative and transparent. We allocate money, time, people, and facilities based on requirements and priorities. Resource allocation will be driven by data and community values to guide current and long range budget decisions.





Pioneer Elementary School  
 School Improvement Plan  
 2023-2024 School Year

Strategic and SMART Goals - Pillar 2

**District Strategic Plan Pillar 2: Safe, Inclusive Learning Environments**

Working as a professional learning community, we will develop a systemic and responsive approach to student wellness and social emotional learning designed to remove barriers to student success.

School SMART Goals	Strategies and Action Steps	Timeline for Monitoring of Effectiveness /Local Data Sources Used
<p>Pioneer students will increase emotional regulation perception by 2%, from 52% to 54% on the Panorama assessment from Fall 2023 to Spring 2024.</p> <p><b>Our Current Reality:</b>            Fall 2023, grade level breakdown of the % of students in grades 3-5 that identify as emotionally regulated:            3rd grade: 54%            4th grade: 49%            5th grade: 54%</p>	<p>ALL students and staff implement <a href="#">zones of regulation</a>, <a href="#">STAR Power</a>, and <a href="#">k-2, 3-5, Tree of Choices</a> resources.</p>	<p>September: ALL will teach/reteach zones of regulation and STAR power problem solving</p> <p>Ongoing: use zones of regulation and STAR strategies as common language. Resources posted in all classrooms.</p>
	<p>Daily morning meetings will focus on social emotional regulation and strategies.</p>	<p>Teachers, counselors, and SEL team members will implement Character Strong curriculum. This thematic curriculum will drive common language throughout the building.</p>
	<p>Pupil Services Team will identify SEL needs and create small strategy groups using Panorama and Educlimber data.</p>	<p>Analyze fall and spring Panorama data</p> <p>Monthly: monitor small or individual strategy groups</p>



Pioneer Elementary School  
 School Improvement Plan  
 2023-2024 School Year

Monitoring and Data Based Decision Making - Pillar 2		
Fall Reporting Period		
Data Analyzed: Grade level breakdown of the % of students in grades 3-5 that identify as emotionally regulated: 3rd grade: 54% 4th grade: 49% 5th grade: 54%	Decisions Based on Data:  Pupil service team creates grade level small group reteaching	Strategies and Action Steps that have been Completed/Adjusted:  Circle and Character Strong implementation
Winter Reporting Period		
Data Analyzed:  3rd grade: 62% 4th grade: 64% 5th grade: 52%	Decisions Based on Data:	Strategies and Action Steps that have been Completed/Adjusted:  -Introduced Tree of Choices problem solving & problem solving ladder. PD for our supervisors -small group pull out -grade level incentives/reteaching -Implementing restorative practice PD and -analyzing student behavior data -Circle implementation -Implemented monthly Positive office referrals that focus on our monthly theme
Spring Reporting Period		
Data Analyzed:	Decisions Based on Data:	Strategies and Action Steps that have been



Pioneer Elementary School  
 School Improvement Plan  
 2023-2024 School Year

		Completed/Adjusted:
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**Strategic and SMART Goals - Pillar 3**

**District Strategic Plan Pillar 3: High Expectations for All (Educator Practices)**  
 Using a systems approach as a professional learning community, we will better align educator practices such as instruction and common assessments to guaranteed essential standards, ensure assessments are analyzed using a data analysis protocol, and provide reteaching (tier 2) and remediation (tier 3) in response to assessment analysis. *(Actions PLTs will take to increase collective response to instruction.)*

School SMART Goals	Strategies and Action Steps	Timeline for Monitoring of Effectiveness /Local Data Sources Used
<p><b>Our Smart Goal:</b>            During the 23-24 school year, each professional learning team will finalize 2 guaranteed essential standards in math and in ELA.</p> <p><b>Our Current Reality:</b>            Math: identified 2 guaranteed essential standards in 22-23.             ELA: Currently, we have not identified guaranteed essential standards.</p>	<p>Review math common formative assessments and data analysis protocol and revise as needed.</p> <p>Develop ELA common formative assessments and data analysis protocol.</p>	<p><b>Monthly:</b> District scheduled PLT collaboration</p> <p><b>Weekly Collaboration:</b> PLTs will analyze student data and create/adjust small groups as needed</p>
	<p>Based on common formative assessments identify students who do not meet proficiency and reteach.</p>	<p>After each common formative assessment</p>



Pioneer Elementary School  
 School Improvement Plan  
 2023-2024 School Year

Strategic and SMART Goals - Pillar 3

**District Strategic Plan Pillar 3: High Expectations for All (Students)**

Using a systems approach, we will increase student achievement by improving universal instruction within our professional learning community.  
*(Instructional actions staff will take with students to increase student achievement.)*

School SMART Goals	Strategies and Action Steps	Timeline for Monitoring of Effectiveness /Local Data Sources Used
<p><b>Our Smart Goal:</b>            Students in grades 3-5 will increase from 51.1% at or above proficiency to 52.6% at or above proficiency on the ELA Forward Exam in May 2024.</p>	<p>Identify 1 guaranteed reading essential standard per grade level.</p> <p>Create, administer and analyze common formative assessments within PLTs.</p>	<p><b>Monthly:</b> District scheduled PLT collaboration</p> <p><b>Weekly Collaboration:</b> PLTs will analyze student data and create/adjust small groups as needed</p>
<p><b>Our Current Reality:</b>            Spring 2023:            *Forward testing grades 3-5, 51.1% of all students are at or above proficiency.</p>	<p>Grade level PLTs will analyze STAR data in fall and winter to guide instruction/intervention.</p>	<p><b>September:</b> Review and analyze STAR data</p> <p><b>January:</b> Review and analyze STAR data</p>
<p>*STAR testing grades 2-5, 49% of students are meeting expectations.</p>	<p>The literacy coach will follow up with teachers and provide support and coaching.</p>	<p><b>Monthly</b> coaching cycles to support CFA development and implementation</p>



Pioneer Elementary School  
 School Improvement Plan  
 2023-2024 School Year

**Monitoring and Data Based Decision Making - Pillar 3**

Fall Reporting Period

Data Analyzed:	Decisions Based on Data:	Strategies and Action Steps that have been Completed/Adjusted:
<p><b>5-</b> F&amp;P scores - At/above 83.3% (80/96 students)            STAR scores- At/above 39.6% (38/96 students)</p>	<p><b>5-</b></p>	<p><b>5-</b> Tier 3 intervention: 2 students Tier 2/remedial instruction: 6            EL Support: 5, Sped: 4</p>
<p><b>4-</b> F&amp;P scores- At/above 85.9% (79/92 students)            STAR scores- At/above 53.3% (49/92 students)</p>	<p><b>4-</b> Identified students performing below grade level benchmarks &amp; determined levels of support.</p>	<p><b>4-</b> Tier 3 intervention: 2 students (Wendy Hnilicka)            Tier 2/remedial instruction: 13 fourth graders (classroom teachers)</p>
<p><b>3-</b> F&amp;P scores- At/Above 69/86...80.2%            STAR scores- At/Above 45/86...52.3%</p>	<p><b>3-</b> Support below grade level students as needed.</p>	<p><b>3-</b> Tier 3: 5 students (Wendy)            Tier 2: 14 students small group/individual Instruction (classroom teachers)</p>
<p><b>2-</b> F&amp;P - at/above 76% (74/98 students)            STAR - at/above 37.8% (37/98 students)</p>	<p><b>2-</b> Support below grade level students as needed</p>	<p><b>2 -</b> Tier 3 intervention: # students            Tier 2/reteaching in classroom during WIN or class work time</p>
<p><b>1-</b> F&amp;P data - at/above 61% (44/72 students)</p>	<p><b>1-</b> Support below grade level students as needed.</p>	<p><b>1-</b> Tier 3 Intervention: Mrs. Hnilicka works with 7 students out of 72. Tier 2 students reteach in the classroom during</p>



Pioneer Elementary School  
 School Improvement Plan  
 2023-2024 School Year

<p><b>K</b>-Analyzed district letter id and sound assessment; 97% of students met the current goal for letter identification and 94% of students met the current goal for letter sounds.</p>	<p><b>K</b>- Classroom teachers will continue to provide remedial instruction on letters and sounds with an emphasis on phonemic awareness instruction.</p>	<p>WIN and/or class time.</p> <p><b>K</b>- Classroom teachers will continue to provide remedial instruction on letters and sounds with an emphasis on phonemic awareness instruction.</p>
<p>Winter Reporting Period</p>		
<p>Data Analyzed:</p> <p><b>K</b>- Analyzed district letter id and sound assessment; 97% of students met the current goal for letter id and 100% of students met the goal for letter sounds. 91% of students met the current goal for blending and segmenting phonemes. F&amp;P scores at/above 91% (30/33 students)</p> <p>1- F &amp; P scores - At/above 80% (56/70)        STAR scores - At/above 65.7% (46/70)</p> <p>2- F&amp;P scores- At/above 86.9% (86/99 students)        STAR scores- At/above 45.4% (44/97 students)</p> <p>3-F&amp;P scores- At/Above 84.1% (74/88)        STAR scores- At/Above 61.8% (55/89)</p> <p>4- F&amp;P scores- At/above 91% ( 81/89 students), <i>an increase of 5.1% from fall</i>        STAR scores- At/above 55.1% ( 49/89</p>	<p>Decisions Based on Data:</p> <p><b>K</b>- Classroom teachers will continue to provide support on emergent reading skills with an emphasis on phonemic awareness instruction</p> <p>1- We are shifting a few students from tier 2 to tier 3 in math and reading. We will continue to plan and provide tier 2 instruction in collaboration with Mrs. Hnilikia and Dr. Kirst</p> <p>2- We have moved a new student into math and reading intervention with Kirst and Hnilicka.</p> <p>3- Continue with Tier 2 instruction in class (collab. With Mrs.Seder) and Tier 3 with Mrs. Hnilicka.</p> <p>4- Our team will continue to provide</p>	<p>Strategies and Action Steps that have been Completed/Adjusted:</p> <p><b>K</b>- Tier 2: Experimenting with Heggerty for phonemic awareness</p> <p>1 - Tier 3 math intervention: 3 students in math        Tier 3 reading intervention: 3 students for reading recovery        Tier 2 reading: 4 kids</p> <p>2- Tier 3 math intervention: 1 student        Working with Dr Kirst but not Tier 3: 2 student        Tier 3 reading intervention: 4 students        Tier 2 reading intervention during WIN or reading intervention: 9 students (2 spec ed w/o reading goals)</p> <p>3- Tier 3 reading intervention: 2 students (Mrs. Hnilicka)        Tier 2 reading intervention: 10 students (classroom teachers)</p> <p>4-Tier 3 intervention: 3 students (Wendy Hnilicka/Charity Ramer)        Tier 2/remedial instruction: 16 students (classroom teachers)</p>



Pioneer Elementary School  
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<p>students), <i>an increase of 1.8% from fall</i></p> <p><b>5-F&amp;P scores- At/Above (75% 72/96) a decrease of 8.3% from fall</b></p> <p><b>STAR scores-At/Above (53.3% 49/92) a 13.3% increase from fall</b></p>	<p>tier 2 instruction (collaborate with Wendy H. in regard to tier 3 instruction and make possible adjustments to groups (2 spec. Ed. referrals in progress)</p> <p><b>5-Our team will continue to provide tier 2 instruction and EL support for reading and writing</b></p>	<p><b>5- No support for Tier 3 (one student no longer receives services due to truancy and one student was bumped due to higher needs of another grade level)</b></p> <p>Tier 2/remedial instruction: 16 students (classroom teachers)</p>
<p>Spring Reporting Period</p>		
<p>Data Analyzed:</p>	<p>Decisions Based on Data:</p>	<p>Strategies and Action Steps that have been Completed/Adjusted:</p> <ul style="list-style-type: none"> <li>-Reorganizing units to ensure they are taught fully before the Forward Exam.</li> <li>-Created CFA's (common formative assessments) for Literacy. CFA's were created in formats that are similar to the Forward Exam</li> <li>-Completed the 1 guaranteed reading essential standard per grade level goal. Now unpacking standards in Math and Literacy for greater understanding and clarity.</li> <li>-In August, our Data team will review Forward results</li> </ul>

# Ashwaubenon School District Strategic Plan

## OUR VISION

Excellence in education so every student will achieve their full potential

## OUR MISSION

Developing lifelong learners, who positively contribute to their communities

## OUR VALUES STATEMENT

As a school community, we value:

- A welcoming and nurturing environment • Collaboration • Equity • High levels of learning • Mental wellness • Safety



## OUR PILLARS

1	2	3	4	5
<b>Authentic Relationships</b>	<b>Safe, Inclusive Learning Environments</b>	<b>High Expectations for All</b>	<b>Empowered Staff</b>	<b>Allocation of Resources</b>
Student success is directly connected to authentic relationships. We embrace an environment for students, staff, families, and community members that supports a shared responsibility for student success.	Learning environments are safe, culturally responsive and inclusive. Systems of support ensure physical, social and emotional safety for all members of our school community.	We utilize data and provide the necessary instruction to ensure high levels of growth in the learning of every student. Specific, measurable benchmarks are in place for academic and social-emotional learning.	We value our staff in their professional growth needs and support efforts to ensure their success. Staff voice and engagement are integral to the implementation of the district's mission and goals.	The process for allocating resources is collaborative and transparent. We allocate money, time, people, and facilities based on requirements and priorities. Resource allocation will be driven by data and community values to guide current and long range budget decisions.





Valley View Elementary School  
 School Improvement Plan  
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**Strategic and SMART Goals - Pillar 2**

**District Strategic Plan Pillar 2: Safe, Inclusive Learning Environments**

Working as a professional learning community, we will develop a systemic and responsive approach to student wellness and social emotional learning designed to remove barriers to student success.

School SMART Goals	Strategies and Action Steps	Timeline for Monitoring of Effectiveness /Local Data Sources Used
<p><b>Our reality:</b>            Last year according to the Panorama Spring survey, 65% of students, grades 3-5 have a sense of belonging at school.</p> <p><b>Our SMART goal:</b></p> <p>Spring 2024 Panorama survey results will indicate 75% of these students will show that they have a sense of belonging at school.</p>	<p><b>Engagement</b>            Buddy classrooms</p> <ul style="list-style-type: none"> <li>● Partner reading</li> <li>● Literacy activities</li> </ul> <p>Staff Mentoring</p> <ul style="list-style-type: none"> <li>● Each student who indicated lack of a trusted adult will be paired with 1-2 staff mentors</li> </ul> <p>Four more all school assemblies</p>	<p>Buddy classrooms will begin in September and be ongoing throughout the 23/24 school year</p> <p>Staff mentoring will begin by the end of October and be ongoing throughout the 23/24 school year</p>
	<p><b>Implementation of SEL (Character Strong) Curriculum.</b></p> <ul style="list-style-type: none"> <li>● Completed a minimum of 2 times per week during the morning meeting allotted time.</li> </ul>	<p>Implement the first lesson by the 2nd-3rd week of school and continue throughout the 23/24 school year</p>
	<p><b>Restorative Approach to Behavior Management</b></p> <ul style="list-style-type: none"> <li>● Repair relationships, not hurt them</li> </ul>	<p>Attend the Restorative Practice Training -Friday August 25th</p>
	<p><b>Improve Morning Announcements</b></p> <ul style="list-style-type: none"> <li>● SEL info, Jokes, Music</li> </ul>	<p>Ongoing throughout the 23/24 school year            Check - Ins</p>
	<p><b>Engagement</b>            Family Engagements Strategies</p> <ul style="list-style-type: none"> <li>● Partnering with Community Resources</li> <li>● Snacks</li> <li>● Jesse Jaguar</li> <li>● One Book, One School</li> </ul>	<p>Parent Sign- In</p>



Valley View Elementary School  
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Monitoring and Data Based Decision Making - Pillar 2		
Fall Reporting Period		
<p>Data Analyzed:</p> <p>Data from the fall Panorama survey.            -Male and Female are equal at 74%            -72% responded favorably            - EL 86%</p> <p>Tier 2 data (CICO, SAIG, iCICO, etc)</p> <p>Anecdotal data from Shadow League students.</p>	<p>Decisions Based on Data:</p> <p>Homeroom teachers use data and playbook activities from Panorama to enhance discussion during Jaguar Huddle each morning.</p> <p>We created a site with Jaguar Huddle ideas for all teachers to use.</p>	<p>Strategies and Action Steps that have been Completed/Adjusted:</p> <p>All School Assemblies highlighting PBIS and SEL Themes</p> <p>Staff meet with Katie Moder on Restorative Practices</p> <p>Homeroom teachers use Character Strong in their morning meetings 2 or more days a week.</p> <p>One Book, One School organized</p> <p>Buddy Classrooms meet every early release day or more</p>
Winter Reporting Period		
<p>Data Analyzed:</p> <p>Tier 2 data (CICO, SAIG, iCICO, etc)</p> <p>Anecdotal data from Shadow League students.</p>	<p>Decisions Based on Data:</p> <p>Students with “no strengths” in the Wellness category will be paired with a mentor who will do something with them 2-3 times a week.</p> <p>Our trauma team is discussing adding SEL into Morning Meetings 1 day a week.</p>	<p>Strategies and Action Steps that have been Completed/Adjusted:</p> <p>All School Assemblies highlighting PBIS and SEL Themes</p> <p>Staff meet with Katie Moder on Restorative Practices</p>



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	As a school we made Circle Agreements School Wide.	Students are paired with a mentor.  Are in the middle of One School, One Book  SEL information shared on announcements every Friday
Spring Reporting Period		
Data Analyzed:	Decisions Based on Data:	Strategies and Action Steps that have been Completed/Adjusted:



Valley View Elementary School  
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Strategic and SMART Goals - Pillar 3

**District Strategic Plan Pillar 3: High Expectations for All (Educator Practices)**

Using a systems approach as a professional learning community, we will better align educator practices such as instruction and common assessments to guaranteed essential standards, ensure assessments are analyzed using a data analysis protocol, and provide reteaching (tier 2) and remediation (tier 3) in response to assessment analysis. *(Actions PLTs will take to increase collective response to instruction.)*

School SMART Goals	Strategies and Action Steps	Timeline for Monitoring of Effectiveness /Local Data Sources Used
<p><b>Our Current Reality:</b> In Math we have many essential standards that we assess on but do not have any guaranteed standards for teachers to focus on.</p> <p><b>Our Smart Goal:</b> By May of 2024, 90% of students at (school) will demonstrate proficiency on 2 identified guaranteed essential standards per Math. Proficiency will be measured by professional learning teams' use of common formative assessments, assessment rubrics, data analysis protocol, and reteaching/remediation strategies.</p>	<p><b>High Quality Instruction:</b></p> <ul style="list-style-type: none"> <li>● Identify 2 guaranteed standards for Math with Pioneer School</li> <li>● Possibly alter guaranteed standards based on what the vertical alignment process determines.</li> </ul>	<p>Share out by the end of September 28</p> <p>Possibly by the end of October</p>
	<p><b>Accountability:</b> PLT's working together to create the CFAs and rubrics</p>	<p>Ongoing throughout the 23/24 school year</p>
	<p><b>Accountability:</b> Implement CFAs and analyze data, honoring timelines.</p>	<p>Ongoing throughout the 23/24 school year</p>
	<p><b>Engagement:</b> PLT's will work together to best meet the needs of all students (sharing students), identifying students needing Tier 2.</p>	<p>Daily, throughout the 23/24 school year</p>



Valley View Elementary School  
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Strategic and SMART Goals - Pillar 3

**Pillar 3: High Expectations for All (Students)**

Using a systems approach, we will increase student achievement by improving universal instruction within our professional learning community.  
*(Instructional actions staff will take with students to increase student achievement.)*

School SMART Goals	Strategies and Action Steps	Timeline for Monitoring of Effectiveness /Local Data Sources Used
<p><b>Our Current Reality:</b>            Last year 41% of Valley View 3rd-5th grade students scored in the Proficient or Advanced performance band in ELA.</p> <p>Grade 3: 37%            Grade 4: 49%            Grade 5: 36%</p> <p><b>Our Smart Goal:</b>            46% of Valley View 3rd - 5th grade students will score at the Proficient or Advanced level on the ELA exam.</p>	<p><b>High Quality Instruction:</b></p> <ul style="list-style-type: none"> <li>● Continuing to improve and grow CFA's in ELA for the 2023-24 school year.</li> <li>● Share students during WIN/end of a block/as needed to maximize learning</li> <li>● Review ELA curriculum materials</li> </ul>	Ongoing throughout the 23/24 school year
	<p><b>Accountability:</b> Implement accountability measures through PLC</p>	Ongoing throughout the 23/24 school year
	<p><b>Engagement:</b>            -Buddy classrooms</p> <ul style="list-style-type: none"> <li>● Partner reading/writing</li> <li>● Literacy activities</li> </ul>	Buddy classrooms will begin in September and be ongoing throughout the 23/24 school year
	<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>● Monthly videos via Seesaw and Facebook with families to support Literacy Curriculum</li> <li>● One book, one School</li> <li>● Staff weekly read-a-loud on Facebook</li> </ul>	Ongoing throughout the 23/24 school year
	<p><b>High Quality Instruction:</b>            Staff attend Closing the Achievement Gap In Service</p>	August Inservice



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**Monitoring and Data Based Decision Making - Pillar 3**

**Fall Reporting Period**

**Data Analyzed:**

Common Formative Assessments (Math Quick Quizzes), Unit Assessments (Math), F&P Assessments (Reading), STAR Data (Reading and Math)

Regular review of team norms and protocol to ensure our PLT work is providing the right work environment to inspire change and improve student achievement.

**Decisions Based on Data:**

Universal Instruction is slightly modified based on in-time data from Common Formative Assessments.

Tier 2 Interventions are provided fluidly based on Common Formative Assessments (math) and F&P data/ informal running records (reading).

Tier 3 Interventions are provided based on STAR results, with triangulated data from F&P/ informal running records (reading) and AVMR assessments/ Common Formative Assessments (math).

Coaching by Sheryl and Renee is responsive to data results and identified team needs.

**Strategies and Action Steps that have been Completed/Adjusted:**

Guiding Coalition Members have shared how they are meeting the needs of Tier 2 students and running interventions

Tier 3 has worked with teachers and pulled data to form groups

**Winter Reporting Period**

**Data Analyzed:**

**Winter STAR results:**

ELA: Valley View 3rd-5th grade students:  
- 3rd Grade Winter: 51% at or above benchmark

**Decisions Based on Data:**

Tier 2 Interventions are provided fluidly based on Common Formative Assessments (math) and F&P data/ informal running records (reading).

**Strategies and Action Steps that have been Completed/Adjusted:**

Targeted students from the STAR assessment are getting extra support.

Jamie met and shared with teachers the most



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<ul style="list-style-type: none"> <li>- 4th Grade Winter: 50% at or above benchmark</li> <li>- 5th Grade Winter: 33% at or above benchmark (Achievement)</li> <li>- 45% of 3rd - 5th grade are at or above benchmark</li> </ul> <p>Math: Teachers have identified two guaranteed standards and are working on getting to 90% proficiency on both</p>	<p>After analysis of standards most commonly assessed on the Forward, teachers are focusing on those standards and ensuring they are covered before testing.</p> <p>Teachers reviewed students who scored below basic and have demonstrated high growth and are intervening.</p> <p>Coaching by Sheryl and Renee is responsive to data results and identified team needs.</p>	<p>commonly assessed standards on the Forward</p> <p>Sheryl and Renee continue to having coaching cycles with grade levels</p> <p>Teachers have had vertical alignment meetings with other schools. Tier 2 intervention is being adjusted to meet the needs of these students.</p> <p>Unpacking standards work have been started and Guided by our Guiding Coalition members</p> <p>Guiding Coalition has shared CFA's and rubrics used.</p> <p>Guiding Coalition continue to share on best tier two intervention strategies sharing students</p>
Spring Reporting Period		
<p>Data Analyzed:</p>	<p>Decisions Based on Data:</p>	<p>Strategies and Action Steps that have been Completed/Adjusted:</p>

**Action Item: 1**

Ashwaubenon School Board

Meeting Date:	May 8, 2024
Issue:	Second reading and approval of bylaw and policies update
Requested By:	Kurt Weyers
Attachments:	
Financial and/or Staffing Implications:	None at this time
Funding Source:	None at this time
Explanation:	<p><b><u>Policy 2460.03 - Independent Educational Evaluation (IEE)</u></b>  This policy is revised to add what was once a drafting note to now be regular policy language. While the language is not required in policy, it is helpful to give full meaning to the concept and therefore improves the policy language to incorporate it as provided here. This revision is recommended.</p> <p><b><u>Policy 5505 - Academic Honesty</u></b>  This new policy is provided to address the topic of academic honesty but also to deal with the impact of emerging technologies that make engaging in academic dishonesty more accessible such as artificial intelligence. The purpose of this policy addition is to clarify expectations for academic integrity. As Artificial Intelligence blurs the line of what is plagiarism or cheating, this policy clearly defines what is considered original work. The addition of this policy was suggested at a state conference to provide clarity around what is expected of student work in a changing landscape of artificial intelligence.</p> <p><b><u>9270 Equivalent Education Outside The Schools (Home Schooling)</u></b>  The language in this policy has been revised to include options for Tribal School Education student. It also clarifies the options resident, non-public school students (private/tribal and home-based) have for participating in co-curricular activities. This revision is recommended for adoption.</p>
Recommendation:	Final review and approval.



Book	Policy Manual
Section	Board approved 5-8-24
Title	INDEPENDENT EDUCATIONAL EVALUATION (IEE)
Code	po2460.03
Status	
Adopted	December 9, 2020
Last Revised	October 25, 2023

#### 2460.03 - **INDEPENDENT EDUCATIONAL EVALUATION (IEE)**

An independent educational evaluation (IEE) is an evaluation conducted by a qualified examiner who is not an employee of this District. A parent has the right to an IEE at public expense if the parent disagrees with an evaluation that the District conducted. For purposes of this policy, "evaluation" means the procedures used to determine whether a child has a disability and the nature and extent of the special education and related services the child needs. In the event the District receives a parent request for an IEE, the District must either provide the IEE at District expense pursuant to this policy or request a due process hearing to show that its evaluation is appropriate. The IEE must meet District criteria for IEEs, which is the same criteria that the District uses when it conducts its own evaluations. If the District requests a due process hearing and the hearing officer determines that the District's evaluation is appropriate, the parent still has the right to an IEE, but not at public expense. Parents may only request one publicly funded IEE for each evaluation completed by the District.

#### **Procedures to Obtain an IEE at Public Expense**

- A. The parent should submit to the District a written request for an IEE and should include in such request an explanation of their reasons for objecting to the evaluation obtained by the District. However, the District will not deny parents a publicly funded IEE because they fail to provide the District with such a written request or fail to provide reasons for requesting an IEE.
- B. If a parent requests an IEE, the District will provide the following information:
  1. A list of the names and addresses of IEE examiners located in the area. The list will consist of IEE examiners who, in the District's judgment, are qualified to perform the evaluation requested by the parents. If a qualified examiner is not located in the area, the District will identify a qualified examiner elsewhere in the State of Wisconsin.
  2. A description of the District's criteria for selection of IEE examiners.
- C. Minimum qualifications for IEE examiners. The District will not pay for an IEE unless the IEE complies with the following criteria or the parents can show unique circumstances that justify a publicly funded IEE that does not meet the criteria.
  1. The prospective IEE examiner (the "examiner") must hold a valid license from the State of Wisconsin in the field related to the known or suspected disability. The examiner must have extensive training in the evaluation of the area(s) of concern and be able to interpret the instructional implications of the evaluation results. In instances where no "applicable license" exists, the evaluator must provide documentation of extensive and recent training and experience related to the known or suspected disability.
  2. The examiner must be located within the State of Wisconsin and must conduct the evaluation within District boundaries.
  3. The examiner may only charge fees for educational evaluation services that, in the sole judgment of the District, are reasonable.
  4. The examiner must be permitted to directly communicate and share information with members of the IEP Team. The examiner must also agree to release the assessment and results, including parent and teacher surveys, prior to receipt of payment for services.
  5. If the District evaluation included an observation of the child in one (1) or more educational settings, the IEE shall include at least one (1) observation in that setting. Evaluators shall make at least one (1) contact with the child's general education teacher for the purpose of determining how the student is progressing in the general curriculum. In addition, evaluators are encouraged to make additional contacts with other involved general or special education teachers. If the purpose of the evaluation is to address a learning disability, an observation of the child is a required

evaluation component.

6. The same criteria apply to both public and independent examiners.

D. The maximum allowable cost for an examiner will be the average cost per day or per hour for a similarly qualified staff member employed by the District during the current school year, as determined by the Director of Pupil Services (not to exceed \$3000.00). In the unusual event the examiner is one not typically employed by the District, such as a medical doctor, psychiatrist, clinical psychologist, or other similar professional, reimbursement of costs will be limited to reasonable and customary charges as determined by the District and its insurance carrier. The District shall not be responsible for reimbursement of travel costs or other related costs incurred by the parents in connection with their arrangement of, or their attendance at the IEE unless the parent can demonstrate that necessary services are not available in the community.

E. If unique circumstances justify an IEE that exceeds the maximum allowable cost; the District must ensure the IEE is publicly funded. The District will review these circumstances on a case-by-case basis. If the total cost for an IEE exceeds the District's cost criteria and it is determined through appropriate procedures that there is no justification for excess cost, the cost of the IEE will be publicly funded up to the District's maximum allowable cost. **If the District determines the cost exceeds the cost criteria, then the District must without unnecessary delay, initiate a due process hearing to demonstrate the cost did not meet appropriate agency criteria.**

For more information, parents may request a copy of Bulletin 99.02 "Independent Educational Evaluations (IEEs)" from the District or from the Department of Public Instruction, Division of Learning Support: Equity and Advocacy.

Revised 8/11/21

**Revised 3/13/24**

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Legal

34 C.F.R. Sec. 300.502

**Last Modified by Jennifer Bower on March 7, 2024**

Book	Policy Manual
Section	Board approved 5-8-24
Title	New Policy - Vol. 32, No. 2, July 2023 - ACADEMIC HONESTY
Code	po5505
Status	

### **New Policy - Vol. 32, No. 2**

#### **5505 – ACADEMIC HONESTY**

The Board values honesty and expects integrity in the District's students. Violating academic honesty erodes the trust between teachers and students as well as compromises the academic standing of other students. So that each student is judged solely on their own merits, the Board prohibits any student from presenting someone else's work as their own, using artificial intelligence platforms in place of one's own work, providing unauthorized assistance to another student, and cheating in all its forms.

All school work submitted for the purpose of meeting course requirements must be the individual student's original work. It is prohibited for any student to unfairly advance their own academic performance or that of any other student. Likewise, no student may intentionally limit or impede the academic performance or intellectual pursuits of other students.

Academic dishonesty includes, but is not limited to:

- A. plagiarism (of ideas, work, research, speech, art, music, etc.);
- B. forgery of another's work;
- C. presenting the results from an artificial intelligence platform as one's own;
- D. downloading or copying information from other sources and presenting it as one's own;
- E. using language translation work of someone else when the expectation is doing one's own translation;
- F. copying another person's work;
- G. allowing another person to copy one's own work;
- H. stealing another person's work;
- I. doing another person's work for them;
- J. distributing copies of one's work for use by others;
- K. distributing copies of someone else's work for use by others;
- L. intentionally accessing another's work for the purpose of presenting it as one's own;
- M. distributing or receiving answers to assignments, quizzes, tests, assessments, etc.
- N. distributing or receiving questions from quizzes, tests, assessments, etc.

All teachers will educate students as to what constitutes academic dishonesty and what is acceptable and unacceptable behavior in District schools regarding academic integrity.

Students who violate this policy are subject to disciplinary consequences.

Parents shall be contacted as soon as practicable to report any alleged acts of academic dishonesty by their child.

Student and/or parent appeals of disciplinary consequences resulting from violation of this policy may be made within five (5) business days to the Principal whose decision shall be final. If the Principal was the staff member responsible for the disciplinary consequence being appealed, then student and/or parent appeals should be directed within five (5) business days to the

Superintendent whose decision shall be final.

A summary of this policy shall be included in the Student Handbook and the Employee Handbook.

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Legal 118.01, 118.164, 120.12, Wis. Stats.

**Last Modified by Jennifer Bower on March 20, 2024**



Book	Policy Manual
Section	Board approved 5-8-24
Title	HOME-BASED, PRIVATE, OR TRIBAL SCHOOLING
Code	po9270
Status	
Adopted	June 9, 2008

9270 - **HOME-BASED, PRIVATE, OR TRIBAL SCHOOLING** ~~EQUIVALENT EDUCATION OUTSIDE THE SCHOOLS (HOME SCHOOLING)~~

The Board encourages the enrollment of all school-age children residing in this District in public schools or in a parochial or private school so that such children may enjoy the benefits of a well-planned educational program and the socialization possible in a group environment. **Participation of Ashwaubenon School District Resident Non-Public School Students in District Curricular and Co-curricular Programs**

**Private Education or Tribal School Education Students**

The Board shall allow resident non-public school students who are being educated at a private school or a tribal school to participate, if space is available, in any of the District's courses by enrolling in up to two (2) courses during each semester. ~~Students enrolled in a private school or home-based private educational program may participate in District classes or programs.~~ The student must meet the criteria for admission to the high school established for private school and tribal school students and as specifically required by law ~~and according to the following guidelines:~~

Students who are enrolled in a private school or a tribal school and are residents of the School District may participate in activities that meet the guidelines cited below. Participation is limited to those activities not currently available to students in home-based, private, tribal or non-public school education programs.

- A. No additional cost is incurred by the School District.
- B. Transportation to and from the School District is provided by the private/tribal school or the student's parent/guardian.
- C. There is adequate space available in the program.
- D. District students will not be excluded from membership in an activity as a result of the membership of home-based, private, tribal or non-public school students.
- E. If applicable, the student's participation in the co-curricular activity is consistent with the rules of any organization or association governing such activity.
- F. The participant will pay existing activity fees and any fees associated with the activity.

**Home-Based Private Education Students**

The Board shall allow a student receiving Home-Based private education to enroll in up to two (2) courses per semester in the public school classroom provided that the student meets the minimum standards for enrollment in each course as established by the District. Such student may attend no more than two (2) courses per semester, which shall include any courses being taken by the student in another public school district such that the aggregate number of courses taken in a public school district in any semester does not exceed two (2).



**Action Item: 2**

Ashwaubenon School Board

Meeting Date:	May 8, 2024
Issue:	Dance Trip 2025
Requested By:	Nick Senger, Drew Meinel, Rodney Anderson
Attachments:	
Financial and/or Staffing Implications:	Substitute for Drew Meinal, not more than 4 school days.
Funding Source:	Self-funded, fund raised
Explanation:	The high school dance team is requesting to go to a new dance competition in Florida in 2025. The dance team would like to attend the Dance Team Union Nationals. In this event our team would be competing and performing more than previous trips. The students would miss 4 days of school instead of the 6-7 in previous trips. This event would be closer to the WACPC event which would ultimately end the dance team's season in mid-late February instead of mid March. This would not interfere with the end of the quarter or be near the ACT test date. Ultimately the students and families fundraise for this trip. The cost per individual is 1500 instead of the 2100 that the current trip costs. This is a more competitive event where our team would see different teams and better teams than the current dance event we attend. We would have more performances that give our team more exposure and competition, which make it a better event.
Recommendation:	The administration is in support of this trip.

**Action Item: 3**

Ashwaubenon School Board

Meeting Date:	May 8, 2024
Issue:	Open Enrollment Requests to attend Ashwaubenon Schools ( <b>IN Applications</b> )
Requested By:	Kurt Weyers/Keith Lucius
Attachments:	Recommendations and summaries for students requesting to attend Ashwaubenon Schools.
Financial and/or Staffing Implications:	2024-25 regular education(1 FTE) per pupil amount: \$8618 2024-25 regular education (0.6 FTE) per pupil amount: \$5171 2024-25 students with disabilities (1 FTE) per pupil amount: \$13,470
Funding Source:	Open enrollment funds come from the district from which the student exits.
Explanation:	261 applications were filed through open enrollment for the 2024-25 school year requesting to <u>attend</u> Ashwaubenon schools. Administration is requesting that 240 of these applications are approved and 21 denied. Part of the 240 applications being recommended for approval are 10 applicants in grades 6-8 that will be placed on a waitlist due to open seat limits at Parkview. These students will be approved effective June 9, 2024 when open seat limits can be adjusted if space permits.
Recommendation:	Open enrollment In - 261 applications: <ul style="list-style-type: none"> <li>• 240 recommended for approval</li> <li>• 21 recommended for denial:</li> </ul> 21 out of 261 recommended for denial: <ul style="list-style-type: none"> <li>• 14 students have special education needs in a program with 0 open seats/no waiting list</li> <li>• 2 student has been referred for a special education evaluation</li> <li>• 1 students were habitual truant while in attendance in ASD during 2022-23 or 2023-24 years</li> <li>• 4 student is age ineligible</li> </ul>



## Recommendations for 2024-25 Open Enrollment **In** Applications

**OE In Applications Received:** 261 applications are being presented for approval/denial

**Approve:** 240 out of 261 recommended for approval (10 applicants in grades 6-8 will be placed on a waitlist and given final approval on June 9, 2024 – date we can accept additional students beyond our set open seats):

- Brillion – 1
- Denmark – 1
- DePere – 3
- Eau Claire – 1
- Freedom – 2
- Green Bay – 198
- Howard Suamico – 12
- Oconto Falls Public – 2
- Oconto - 1
- Pulaski – 4
- Seymour – 2
- West DePere – 11
- Wrightstown - 2

**Deny:** 21 out of 261 recommended for denial:

- 14 students have special education needs in a program with 0 open seats/no waiting list
- 2 student has been referred for a special education evaluation
- 1 students were habitual truant while in attendance in ASD during 2022-23 or 2023-24 years
- 4 student is age ineligible

### **Miscellaneous Special Education Notes:**

20 of the 261 applications received are students requiring special education services

- 4 applications recommended for approval because they are currently attending ASD and receiving services (counted in special education seats in January)
- 14 applications recommended for denial due to no space in program
- 2 applicant is being referred by their resident district for an evaluation for special education services

Grade Level	# of Applications	Resident District	Requiring Special Ed Services	Status of Request	Recommendation
4K / EC	74	1 – DePere 55 – Green Bay 4 – Howard Suamico 1 – Oconto Falls 1 - Oconto 1 – Pulaski 6 – West DePere 1 - Denmark 1 – Kewaunee 1 – Freedm 1 – Seymour 1 - Wrightstown	2 new requests	74 – new requests	Approval – 68 Denial – 6 <ul style="list-style-type: none"> <li>• SPED - no space; no waiting list (2)</li> <li>• Age ineligible (4)</li> </ul>
5K	26	22 – Green Bay 1 – Howard Suamico 1 – West DePere 1 – Brillion 1 – Eau Claire		25 – new requests 1 – moved/moving	Approval -26 Denial – 0
1	14	12 – Green Bay 1 – Howard Suamico 1 - Seymour	2 new requests	12 - new requests 2 - moved/moving	Approval – 12 Denial – 2 <ul style="list-style-type: none"> <li>• SPED – no space; no waiting list (2)</li> </ul>
2	8	5 – Green Bay 1 – West DePere 2 – Howard Suamico	1 new request 1 current student	4 - new requests 4 - moved/moving	Approval - 7 Denial – 1 <ul style="list-style-type: none"> <li>• SPED – no space; no waiting list (1)</li> </ul>
3	13	13 – Green Bay		11 -new requests 2 – moved/moving	Approval - 13 Denial – 0
4	9	6 – Green Bay 1 – West DePere 1 – Seymour 1 – Oconto Falls	3 new requests	8 – new requests 1 – moved/moving	Approval - 6 Denial – 3 <ul style="list-style-type: none"> <li>• SPED – no space; no waiting list (2)</li> <li>• SPED – referral for evaluation (1)</li> </ul>
5	6	5 – Green Bay 1 – Howard Suamico	1 new request	4 – new requests 2 – moved/moving	Approval - 5 Denial – 1 <ul style="list-style-type: none"> <li>• SPED – referral for evaluation (1)</li> </ul>
6	16	13 – Green Bay 1 – Pulaski 1 – DePere 1 – Howard Suamico	1 new requests	11 – new requests 5 – moved/moving	Approval - 15 Denial – 1 <ul style="list-style-type: none"> <li>• SPED – no space; no waiting list (1)</li> <li>• 3 students placed on a waitlist due to regular ed open seats; will be approved on June 9, 2024</li> </ul>

Grade Level	# of Applications	Resident District	Requiring Special Ed Services	Status of Request	Recommendation
7	18	13 – Green Bay 2 – Pulaski 1 – West DePere 1 – Eau Claire 1 – Howard Suamico	2 new requests 2 current students	12 – new requests 6 – moved/moving	Approval - 17 Denial – 1 <ul style="list-style-type: none"> <li>• SPED – no space; no waiting list (1)</li> <li>• 3 students placed on a waitlist due to regular ed open seats; will be approved on June 9, 2024</li> </ul>
8	12	12 – Green Bay	2 new requests	10 – new requests 2 – moved/moving	Approval - 10 Denial – 2 <ul style="list-style-type: none"> <li>• SPED – no space; no waiting list (2)</li> <li>• 4 students placed on a waitlist due to regular ed open seats; will be approved on June 9, 2024</li> </ul>
9	39	36 – Green Bay 1 – Wrightstown 1 – Howard Suamico 1 – West DePere	2 new requests 1 current student	36 – new requests 3 – moved/moving	Approval - 37 Denial – 2 <ul style="list-style-type: none"> <li>• SPED – no space; no waiting list (2)</li> </ul>
10	9	7 – Green Bay 1 – Freedom 1 – West DePere		8 – new requests 1 – moved/moving	Approval - 9 Denial – 0
11	16	14 – Green Bay 1 – DePere 1 – Howard Suamico	1 current student 1 new request	14 – new requests 2 – moved/moving	Approval - 14 Denial – 2 <ul style="list-style-type: none"> <li>• Habitual Truancy (1)</li> <li>• SPED – no space; no waiting list (1)</li> </ul>
12	1	1 – Green Bay		1 – new request	Approval - 1 Denial – 0

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**Action Item: 4**

Ashwaubenon School Board

Meeting Date:	May 8, 2024
Issue:	Open Enrollment Requests to attend a school outside the Ashwaubenon District ( <b>OUT Applications</b> )
Requested By:	Kurt Weyers / Keith Lucius
Attachments:	Recommendations and summaries for students requesting to attend a school outside the Ashwaubenon District.
Financial and/or Staffing Implications:	2023-24 regular education(1 FTE) per pupil amount: \$8618 2023-24 regular education (0.6 FTE) per pupil amount: \$5171 2023-24 students with disabilities (1 FTE) per pupil amount: \$13,470
Funding Source:	Open enrollment funds come from the district from which the student exits.
Explanation:	49 applications were filed through open enrollment (38 students) for 2024-25 school year requesting to <u>leave</u> the Ashwaubenon School District. Administration is requesting that 49 of these applications are approved and 0 of these applications are denied.
Recommendation:	Open enrollment <b>Out</b> recommendation: approval of 49 applications and denial of 0 applications (38 total students)

## Recommendations for 2024-25 Open Enrollment **Out** Applications

**OE Out Applications Received:** 49 applications (38 total students – 6 applicants applied to multiple districts)

Approve: 49 out of 49 applications recommended for approval

- Appleton (online) – 2
- Howard Suamico – 6
- Ripon (online) – 1
- DePere – 5
- McFarland (online) – 1
- Waukesha (online) - 1
- Green Bay – 26
- Nekoosa (online) – 2
- West DePere – 5

Deny: 0 out of 49 applications recommend for denial.

**Miscellaneous reasons for requests:**

- 25 recently moved into Ashwaubenon and wants to continue to attend other district
- 10 have siblings attending the nonresident district
- 34 are currently not attending school in Ashwaubenon
- 4 currently attending and request to attend elsewhere
- 7 students applying for online schools
- 5 students moving to NE Wisconsin from another area, state or country

Non-Resident District	# of Applications	Special Education Services	Status of Requests	Recommendation
Appleton (online)	2		2 – not attending ASD	<ul style="list-style-type: none"> <li>• Approval – 2</li> <li>• Denial - 0</li> </ul>
DePere	5		5 – not attending ASD	<ul style="list-style-type: none"> <li>• Approval – 5</li> <li>• Denial - 0</li> </ul>
Green Bay	26	2 – students with special education services	2 – attending ASD 24 – not attending ASD	<ul style="list-style-type: none"> <li>• Approval – 26</li> <li>• Denial - 0</li> </ul>
Howard Suamico	6		5 – not attending ASD 1 – not attending ASD	<ul style="list-style-type: none"> <li>• Approval – 6</li> <li>• Denial - 0</li> </ul>
McFarland (online)	1		1 - not attending ASD	<ul style="list-style-type: none"> <li>• Approval – 1</li> <li>• Denial - 0</li> </ul>
Nekooska (online)	2		2 – not attending ASD	<ul style="list-style-type: none"> <li>• Approval – 2</li> <li>• Denial - 0</li> </ul>
Ripon (online)	1	1 -- students with special education services	1--attending ASD	<ul style="list-style-type: none"> <li>• Approval – 1</li> <li>• Denial - 0</li> </ul>
Waukesha (online)	1	1 -- students with special education services	1--attending ASD	<ul style="list-style-type: none"> <li>• Approval – 1</li> <li>• Denial - 0</li> </ul>
West DePere	5		5 - not attending ASD	<ul style="list-style-type: none"> <li>• Approval – 5</li> <li>• Denial - 0</li> </ul>

**Action Item: 5**

Ashwaubenon School Board

Meeting Date:	May 8, 2024
Issue:	Staffing – lay-offs
Requested By:	Keith Lucius
Attachments:	
Financial and/or Staffing Implications:	These lay-offs are part of our staffing plan based on student enrollment for the 2024-25
Funding Source:	General Fund budget
Explanation:	<p>By State Statute, the School Board is required to approve a preliminary notice of non-renewal by April 30<sup>th</sup> for any staff member who will not be offered a contract for the upcoming year. This includes non-renewal for lay-off purposes and non-renewal for performance reasons. (The recommended non-renewals included in this agenda item are for the purpose of lay-off.) The Board must then approve a final non-renewal by May 15<sup>th</sup> to complete the process.</p> <p>Here are the recommended non-renewals for lay-off purposes:</p> <ul style="list-style-type: none"> <li>• Amy Kopp – partial lay-off of 0.13 FTE from her teacher position at Valley View and Cormier</li> </ul>
Recommendation:	We recommend the Board approve the non-renewals for the purpose of lay-off.