

Call to Order

The meeting was called to order at 6:00 by Don Baloun.

Roll Call

Board members present were Larry Cyrus, Allen Bollinger, Don Baloun, Niki Secrist, Darrin Dillinger, Michael Ayala, and Lynn Doelle. Also in attendance were Troy White, Jeff Hofer, Lora Johansen, Amanda Lacey, Laura Glander, Tom Hiebert, Andrea Robinson, Allison Doelle, Garek Barum, Jason Plante, Ben Beery, Brandan Yates, Jerry Dudzik, Mike Boettcher, and Brie Gaspar.

The Pledge of Allegiance was recited. Don Baloun read the mission statement and attested to the publication of the meeting.

Approval of the Agenda

Don Baloun asked to add esports and summer school to future agenda items. Niki Secrist made the motion to approve the agenda with the addition. Allen Bollinger seconded the motion. Motion carried.

Presentations

- **Design-build company presentations.**
 - **Market & Johnson**
Jason Plante and Brandan Yates of Market & Johnson and Ben Berry of WOLD Architects & Engineers gave a presentation on their companies and how they would complete referendum projects.
 - **Performance Services**
Jerry Dudzik and Mike Boettcher from Performance Services gave their presentation on their company and how they would complete referendum projects.

Connection with the community

- **District celebrations and recognitions**
Celebrations and recognitions mentioned include: spelling bee winners, Larry Cyrus joining WASB board of directors, girls basketball conference champs and #1 seed in the playoffs, boys basketball team conference champs, Deklan Lambert finishing 2nd at regional wrestling and moving on to sectionals, and Trevor Ehrat and Caleb Van Eijl playing for the Avalanche Hockey team who won in the first-round of playoffs but lost the next night in 3 overtimes.

Discussion

- **Policy 173 and article on closed session meetings**
- **Policy 512 Employee Harassment and Bullying**
Mr. White gave copies of these policies to all Board members.

Reports

- **AGR report**
Mr. White presented the AGR report to the Board.
- **CESA report**
Larry Cyrus presented the CESA report.

Review Timelines and Items for Future Board Agendas and Meetings.

Wednesday	February 21st, 2024	Regular Meeting	6:00 p.m.
Monday	March 4th, 2024	Committee of the Whole	6:00 p.m.
Wednesday	March 20th, 2024	Regular Meeting	6:00 p.m.

Adjourn

At 8:23, Allen Bollinger made a motion to adjourn. Darrin Dillinger seconded the motion. Motion carried.

Book	School Board Policies
Section	100 Series: Board of Education
Title	Closed Session Board Meeting
Code	173
Status	Active
Adopted	April 18, 2018

The School Board may meet in closed session only to address subject matter within the scope of the state statutes that authorize the holding of closed sessions. No discussions of any matter shall be held and no action of any kind, formal or informal, shall be taken by the Board while in closed session except as permitted by law.

In order for the Board to convene in closed session, a motion must first be made in open session and carried by a majority vote in such manner that the vote of each individual Board member is ascertained and recorded in the minutes. In connection with this motion, and prior to any vote to convene in closed session being taken, the presiding officer of the meeting shall announce to the Board and to those present at the meeting the nature of the business to be considered in closed session and the specific statutory exemption(s) authorizing the closed session. The meeting notice and the presiding officer's announcement shall describe the subject matter that is proposed for consideration in the closed session. The minutes of the meeting shall record the presiding officer's announcement.

The Board shall not commence a meeting, subsequently convene in closed session and thereafter reconvene again in open session within 12 hours after completion of the closed session unless public notice of such subsequent open session was given at the same time and in the same manner as the public notice of the meeting convened prior to the closed session.

Public notice shall be given of all contemplated closed sessions in accordance with state law and established District procedures.

Legal References:

Wisconsin Statutes:

[Section 19.84](#) [public notice of meetings]

[Section 19.85](#) [exemptions from open sessions; closed session procedures]

[Section 120.11\(4\)](#) [proceedings of school board meetings; financial records]

WASB Reference: [SP1, 3/3/2016](#)

Cross References Former Policy OP-5, Paragraph 2



Closed Sessions

As a matter of transparency, schools boards should conduct business in open session in places reasonably accessible to members of the public and open to citizens at all times.* This principle is embodied in Wisconsin's Open Meetings Law ("WOML"), which requires that any meeting of a "governmental body" occurs in open session¹ unless the WOML explicitly authorizes a closed session when the nature of an issue is not compatible with conducting such business in open session. The WOML recognizes that confidentiality concerns may at times outweigh the public's right to access meetings and, therefore, contains specific, limited exceptions to the general requirement of open sessions.

This *Legal Comment* will address the circumstances under which a "governmental body" can meet in closed session, the process it needs to follow to do so, and the ramifications for failing to comply with these requirements. A "governmental body" includes not only the school board, but also authorized committees², and their subunits (collectively referred to herein as "board").

■ Permitted Closed Sessions

The WOML itemizes the circumstances that allow boards to convene in closed session. Even when the WOML allows for a matter to be discussed in closed session, a board is not required to go into closed session for that purpose. Boards have the discretion whether to discuss such matter in open or closed session. Furthermore, the WOML does not give any individual who may be the subject of a potential closed session matter the right to demand that the matter be

held in closed session, except for expulsion hearings.³

Among the subjects which permit a board to convene in closed session are the following:⁴

- To conduct quasijudicial hearings. In order to fall within this exemption, there must be a "case" that is subject to a quasi-judicial proceeding.
- To consider the dismissal, demotion, licensing, or discipline of or the investigation of charges against a district employee, and/or the taking of formal action on such matter. If a board contemplates taking evidence or final action on an employment matter, the employee subject of the hearing or final action must be given notice of the meeting and the opportunity to request that the matter be held in open session. If the employee requests that final action take place in open session, the board may convene in closed session to discuss or deliberate the matter, and then return to open session to take final action.
- To consider the hiring, promotion, compensation, and performance evaluations of specific persons. This includes interviewing applicants for district positions. It does not include general discussion regarding employment policies, budgetary compensation, or employment positions. This exemption does not cover elected officials and, thus, a board may not use this exemption to fill board vacancies.
- To consider the financial, medical, social or personal histories, or

disciplinary data regarding, or the investigation of charges against, specific persons which, if discussed in public, would be likely to have a substantial adverse effect on the reputation of the person referred to in such discussion.

- To deliberate or negotiate the purchase of public property or the investment of public funds, or to conduct public business with competitive or bidding implications which require a closed session. The Wisconsin Attorney General has advised that mere inconvenience, delay, embarrassment, frustration, or speculation as to the probability of success is an insufficient basis to close a meeting.⁵ Competitive or bargaining reasons permit a closed session where the discussion will directly and substantially affect negotiations with a third party, but not where the discussions might be one of several factors that indirectly influence the outcome of those negotiations.⁶ A private entity's desire for confidentiality does not in and of itself warrant a closed session under this exemption.⁷
- To confer with legal counsel either orally or in writing concerning litigation which the district is (or likely will become) involved. The presence of legal counsel or the rendering of legal advice is not sufficient to move into closed session. Legal counsel must be present and render advice specifically related to potential or actual litigation involving the district.

Wisconsin's Open Meetings Law requires that any meeting of a "governmental body" occurs in open session unless the statute explicitly authorizes a closed session.

- To consider strategy with respect to crime detection or prevention. This would include board discussion about potential school safety plans which, if held in open session, would undermine the district's attempts to keep safety strategy confidential so as to not allow individuals to plan around those strategies.
- To consider a request for confidential written advice from applicable governmental bodies regarding ethics issues.
- To collectively bargain or conduct specific business, including strategy sessions, directly related to collective bargaining.⁸

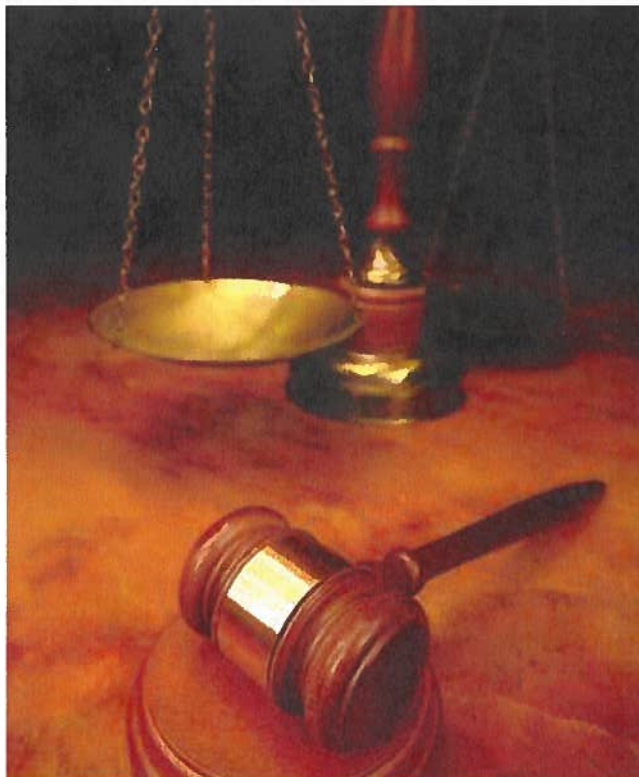
These exceptions are strictly construed. If there is any doubt about whether the subject matter of a meeting satisfies an exception, it is advisable to hold the meeting in open session.⁹

■ Process

Notices must be published for both open and closed meetings and must include the time, date, and place of the meeting. Notices, including those for closed sessions, must also describe the subject matters in a form that will give sufficient information about the business to be conducted so that the public can make an informed decision about whether to attend.¹⁰ Mere citation to the statutory provision under which a closed session will be held is not sufficient. The level of descriptive detail required in a meeting notice, however, varies depending on the matter. The Wisconsin Supreme has indicated that districts must balance the public's right to information and the district's need to efficiently conduct its business and has identified the following factors as relevant in this balancing: the burden of providing detailed information, whether the subject is of particular public interest, and

whether the meeting involves non-routine action that the public is unlikely to anticipate.¹¹ For example, a closed session notice referencing "personnel matters" or "employment matters" is wholly noncompliant with the WOML's requirements.

Every meeting of a governmental body must convene initially in open session. The WOML imposes strict requirements on the process used by boards to move into closed session. Before a board votes on a motion to move into closed session, the presiding officer must announce in open session the nature of the governmental business to be discussed in closed session and the specific statutory exemption(s) which authorizes the closed session.¹² It is not sufficient to simply recite the statutory citation as the basis for the closed session; the presiding officer must describe the subject matter to be discussed in closed session with enough specificity to give board members the ability to



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vote intelligently on the motion to convene in closed session. If there are different closed session topics on the agenda, the presiding officer's announcement and the motion should make it clear which statutory section applies to each subject of the closed session.

In order to move into closed session, a board must pass a motion by majority vote. The vote should be taken by roll call; however, if the vote is unanimous, there is no legal requirement to record the individual votes in the minutes and the minutes can simply reflect that the motion passed by unanimous vote.¹³

A board may not commence a meeting, convene into closed session, and subsequently reconvene into open session within 12 hours after completion of the closed session unless the agenda includes language that the board may convene into open session after the conclusion of the closed session. Therefore, if a board intends to reconvene into open session, including to take action on any item discussed in closed session,

the agenda should include that possibility although it need not specify a time when such would occur.

■ Attendance

The WOML gives a board discretion to determine who to admit to the closed session as long as that person's presence is required for consideration of the subject matter of the discussion. In addition, district support staff necessary for the administration of the meeting can attend. A board member cannot be excluded from the closed session, even if the subject matter of the discussion involves the board member.¹⁴ In addition, a board member has the right to attend the closed session of any of the "sub-units" of the board unless the rules of the board provide to the contrary.¹⁵

■ Discussion and Voting

Discussion in closed session can only involve the topic which forms the basis for the closed session by reason of the agenda, announcement, and motion.

The WOML requires that "[t]he motions and roll call votes of each meeting of a governmental body shall be recorded, preserved and open to public inspection..."¹⁶ This applies to both open and closed sessions. Wisconsin courts have suggested that a board may vote in closed session on matters that are the legitimate subject of deliberation and consideration in closed session.¹⁷ However, the Attorney General recommends that boards vote in open session unless doing so would compromise the need for a closed session.¹⁸ Furthermore, the WOML provides that a board must vote on the ratification of a collective bargaining agreement in open session.¹⁹

■ Minutes

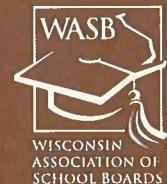
The district clerk is responsible for recording the minutes of all board meetings, including open and closed sessions, and for entering the minutes of the meetings in the record book provided by the board.²⁰ The minutes are the legal record of board meetings



Legislative Update

Stay up-to-date on the latest state and national legislative news by following the WASB Legislative Update website. The mobile-friendly site is regularly updated by WASB staff and includes a "Follow" tool that allows you to receive email updates when a new item is posted.

Visit the WASB Legislative Update website by visiting wasb.org. Select "Advocacy & Government Relations" and then "Legislative Update."



and are presumptive evidence of all official acts of the board. Minutes of a closed session should only reflect the statutory basis for entering the closed session, the time the board went into closed session, the fact that discussion occurred, any motions and roll call votes, the motion to return to open session or adjourn, and the time of return to open session or adjournment.

Closed session minutes may be approved in open session; however, the Attorney General has advised that boards should publish the proceedings of a closed session in a manner that preserves the confidentiality of the closed session if the public interest still weighs in favor of keeping the proceedings confidential.²¹ Accordingly, as long as the need for confidentiality exists, it is advisable for a board to approve closed session minutes in closed session and to withhold publication of them.

Minutes from closed sessions may be subject to disclosure under the Public Records Law; however, certain information may be protected from disclosure if there is a continuing need for confidentiality. In addition, the Wisconsin Supreme Court has held that the WOML does not create a blanket privilege shielding closed session contents from discovery in legal actions and that the content of those sessions is generally subject to disclosure in litigation.²²

■ Violations of the Open Meeting Law

Actions taken at a meeting may be voided if the meeting is found to be in violation of the WOML. Additionally, the WOML establishes monetary fines for board members who have an awareness of the high probability that the meeting is illegal.²³ A district may pay for the legal defense of board members accused of violating the WOML; however, if it is concluded that a member violated the WOML, the district may not reimburse that member for any fine.²⁴ Board members are protected from WOML liability if they vote against going into an unlawful or unauthorized

closed session. If a board member does so, the board member can still attend the closed session.²⁵

The intent of legal closed sessions is to keep the information, discussion, and votes made in closed session from public dissemination. Accordingly, those in attendance should keep such information confidential. The WOML, however, does not contain any enforcement mechanism to penalize closed session attendees who disseminate closed session information. Intentional disclosure of closed session information may constitute “misconduct in office” which is a felony.²⁶ Such a breach can also be addressed through board policy and/or sanctions. Additionally, board members risk losing their qualified immunity from legal action if the disclosure of confidential closed session information results in litigation against the district, board, or individual member.

■ Conclusion

Under limited circumstances, boards can meet in closed session to discuss and take action on matters which require the confidentiality that such sessions afford. The WOML provisions which authorize closed sessions are narrowly construed and boards must follow specific procedures to legally conduct business in closed session. In order to assure that any action taken in closed session is valid and to avoid potential legal ramifications, boards should consult with legal counsel if there is any doubt as to whether the reason for going into closed session is covered by one or more WOML exceptions and to make sure that the notice and process used by the board comports with the WOML requirements.

■ End Notes

For additional information regarding this topic, see *Wisconsin School News*: “Courts Decide Significant Cases Involving Open Meetings Law” (August 2007); “What is a Governmental Body Subject to the Open Meetings Law” (May 2006; “Compliance with Wisconsin’s Open Meetings Law (Parts 1 and 2)” (September/October 2004).

1. Wis. Stat. s. 19.81(2).
2. In a recent case, the Wisconsin Supreme Court concluded that a curriculum review committee, which was established pursuant to district rule regarding the process for curriculum review and was to make recommendations to the school board, was subject to the WOML. *State ex. rel. Krueger v. Appleton Area Sch. Dist.*, 2017 WI 70, ¶ 43, 376 Wis. 2d 239, 898 N.W.2d 35 (June 29, 2017).
3. Wis. Stat. s. 120.13(1)(c)3.
4. Wis. Stat. s. 19.85(1)(a)-(h).
5. *Gempeler Correspondence* (Feb. 12, 1979).
6. *Henderson Correspondence* (March 24, 1992).
7. *Wisconsin ex. rel. Citizens for Responsible Development v. City of Milton*, 2007 WI App 114, 13, 300 Wis.2d 649, 731 N.W.2d 640.
8. Wis. Stat. s. 19.82(1).
9. *State ex rel. Hodge v. Turtle Lake*, 180 Wis. 2d 62, 71, 508 N.W.2d 603 (1993); 74 Wis. Att’y Gen. Op. 70 (1985).
10. Wis. Stat. s. 19.84(2).
11. *State ex. rel. Buswell v. Tomah Area School District*, 2007 WI 71, 301 Wis.2d 178, 732 N.W.2d 804.
12. Wis. Stat. s. 19.85(1); 66 Wis. Att’y Gen Op 93 (1977).
13. *State ex rel. Schaeve v. Van Lare*, 125 Wis. 2d 40, 51, 370 N.W.2d 271 (Ct. App. 1985).
14. Wis. Stat. s. 19.89.
15. *Id.*
16. Wis. Stat. s. 19.88(3).
17. *State ex rel. Cities Serv. Oil Co. v. Bd. of Appeals*, 21 Wis. 2d 516, 538, 124 N.W.2d 809 (1963).
18. Wisconsin Department of Justice, Attorney General Brad D. Schimel, *Wisconsin Open Meetings Law Compliance Guide* (2018).
19. 81 Wis. Att’y Gen. Op. 139 (1994).
20. Wis. Stat. ss. 120.11(4) and 120.17(3).
21. *Litscher Correspondence* (March 30, 1981).
22. *Sands v. Whitnall Sch. Dist.*, 2008 WI 89, ¶ 47, 312 Wis. 2d 1, 754 N.W.2d 439.
23. Wis. Stat. s. 19.96; *State v. Swanson*, 92 Wis. 2d 310, 319, 284 N.W.2d 655 (1979).
24. 66 Wis. Att’y Gen. Op. 226 (1977).
25. Wis. Stat. s. 19.96.
26. Wis. Stat. s. 946.12.

This Legal Comment was written by Michael J. Julka and Steven C. Zach of Boardman & Clark llp, WASB Legal Counsel.

Book	School Board Policies
Section	500 Series: Personnel
Title	Employee Harassment and Bullying
Code	512
Status	Active
Adopted	August 21, 2019

The District does not tolerate harassment or bullying of employees, as such actions are detrimental and disruptive to the educational and working environment and detrimental to the staff's health and safety.

Harassment: Prohibited harassment includes behavior toward an individual based, in whole or in part, on a person's sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital status, sexual orientation, disability, age or other protected status which has the purpose or effect of: (1) creating an intimidating, hostile or offensive work environment; (2) interfering with a person's work performance; or (3) otherwise adversely affecting a person's employment opportunities. Harassment can occur as a result of a single, severe incident or as a result of a pattern of behavior. Harassment is defined primarily by the characteristics and effects of the behavior, and those considerations can outweigh an asserted lack of specific intent to harass.

Some examples of prohibited conduct that would constitute prohibited harassment under this policy include the following:

- Deliberate, repeated, or otherwise severe verbal or written comments that insult, degrade, or stereotype an employee or group of employees because of any legally protected status or protected class; or
- Posting or circulating any written or graphic materials, sound or video recordings, or any electronic or other materials that attack, defame, belittle, or show hostility to an employee or group of employees in a protected class.

Sexual Harassment: "Sexual harassment," in the employment context, includes any unsolicited and unwelcome sexual advances, requests for sexual favors, or other sexual conduct or communication, of any kind, directed at a person of the same or opposite gender as the harasser when:

- submission to such conduct is made, either explicitly or implicitly, a term or condition of a person's employment or advancement;
- submission to or rejection of such conduct by an employee is used as the basis for employment decisions; or
- such conduct has the purpose or effect of unreasonably interfering with an employee's work performance or creating an intimidating, hostile, or offensive work environment.

Examples of prohibited conduct in the workplace that may constitute sexual harassment include, but are not limited to, the following: lewd or sexually suggestive comments; the use of sexual innuendo; unwelcome touching; unwelcome romantic advances or propositions; off-color language or jokes of a sexual nature; slurs and any other verbal, graphic, or physical conduct relating to an individual's gender; any display or distribution of sexually-explicit pictures, cards, articles, books, magazines, photos, or cartoons.

Bullying: As enforced in the District, workplace bullying is a form of prohibited harassment. Workplace bullying includes any severe, systematic, or repeated actions that have no legitimate purpose and that involve the threatened, attempted, or actual infliction of physical harm or psychological/emotional distress on one or more employees or on other persons present in a workplace. Workplace bullying includes written, spoken, nonverbal, or physical behaviors or communications that, by intent or as a reasonably foreseeable consequence, serve to inappropriately threaten, intimidate, insult, degrade, ostracize, or interfere with the work, health, or safety of others.

Other Conduct: The District also reserves the right to investigate and implement appropriate disciplinary consequences (up to and including discharge for employees) for conduct that, even if not actionable under state or federal law, the District determines (1) has no legitimate business purpose and is improperly interfering with the efficient operation of the school district; (2) is improperly interfering with the work, education, health, or safety of others; or (3) violates any Board policy or any other legitimate District work rule, directive, or expectation.

The prohibition against bullying and harassment by District employees (whether under this policy or under the District's student-focused policies) applies not only when the employee is directly engaged in work-related duties, but also to an employee's off-duty or away-from-work conduct to the extent that there is a legally-sufficient connection between the conduct and the individual's employment or employment-related responsibilities.

Employee Reporting Responsibilities. All employees are responsible for ensuring that harassment and bullying do not occur and for reporting alleged harassment or bullying. An employee who believes he/she has been subjected to employment-related harassment or bullying by anyone, including supervisors, co-workers, students, or School Board members, is expected to promptly report the behavior to an administrator. Such reports may always be submitted to the District's Equal Employment Opportunity Officer, and an employee may also choose to use the District's employment discrimination and harassment complaint procedures (511-Rule Procedure for Handling Employment Discrimination, Harassment and/or Bullying Complaints). Any employee who is aware of harassment/bullying in the workplace is likewise expected to report it even when that employee is not a direct victim/target. All reports and complaints regarding employment-related harassment or bullying shall be taken seriously, promptly and thoroughly investigated, and responded to as appropriate.

Confidentiality. Although absolute confidentiality and anonymity cannot be assured, the District will maintain the confidentiality of reports and complaints to the extent required by any applicable law, and the District will otherwise make efforts to maintain confidentiality where non-disclosure does not interfere with the District's ability to appropriately process and respond to the report or complaint. Individuals who have specific concerns about confidentiality should arrange to discuss those concerns with the District as early as possible in connection with any report, complaint, or investigation of bullying or harassment.

Retaliation Prohibited. No one shall attempt to restrain, interfere with, coerce, or take retaliatory action against a complainant, witness, or other person who is participating in the presentation, processing, or resolution of a complaint, report, or concern regarding workplace harassment or bullying.

Consequences for Violations. Any person who engages in any form of bullying or harassment (whether under this policy or under the District's student-focused policies) or any act of retaliation in violation of this policy is subject to disciplinary action, up to and including discharge from employment. Additional consequences may include other adverse or remedial actions within the District's scope of authority and/or referral to law enforcement officials for possible legal action. In addition, supervisory employees who fail to reasonably respond to a report of harassment or bullying or to reasonably act on their knowledge of a violation of this policy will likewise be subject to employment-related consequences.

Information and Notices. Staff shall be informed of this policy and the related complaint procedures via the District's Employee Handbook and this policy and the related complaint procedures shall be posted on the District website.

Legal References:

Wisconsin Statutes:

[Section 111.31](#) [declaration of fair employment policy]
[Section 111.32\(13\)](#) [definition of sexual harassment in employment]
[Section 111.321](#) [prohibited bases for discrimination]
[Section 111.322](#) [discriminatory actions prohibited]
[Section 111.36](#) [sex discrimination prohibited in employment, including sexual harassment]
[Section 118.20](#) [teacher/administrator discrimination prohibited]
[Section 120.13\(1\)](#) [school board power to set rules of conduct and order]
[Section 947.0125](#) [unlawful use of electronic communications]
[Section 947.013](#) [harassment prohibited]

Federal Laws and Regulations:

[Title VII of the Civil Rights Act of 1964](#) *race, color, religion, sex and national origin discrimination prohibited in employment*
[Regulations Implementing Title VII of the Civil Rights Act \(29 C.F.R. - Part 1604.11\)](#) [employment discrimination; sexual harassment]
[Regulations Implementing Title IX of the Education Amendments of 1972 \(34 C.F.R. - Part 106.51\)](#) [sex discrimination in employment in educational programs]

ACHIEVEMENT GAP REDUCTION (AGR) DATA-KEEPING TEMPLATE to support application and reporting

The table below will help you draft your responses for the contract application and collect information required for program evaluations and reports to your school board. Make sure your performance objectives for each grade relate to reducing achievement gaps in math and reading. They must be specific, measurable, and achievable.

- [AGR Dropbox](#)
- [AGR website](#)
- [Important dates](#)
- [AGR legislation: Wis. Stat. § 118.44\(4\)](#)

Use these columns to draft responses for the AGR contract application:										
Grade	Subject	Baseline Performance Level	Performance Objective - (expected student growth)	Assessment Methods (formative & summative assessments)	AGR Strategy (class size reduction, instructional coaching, or one-to-one tutoring)	Rationale (Describe how the implemented strategy will help achieve the performance objective)	Fall Semester Progress Toward the Objective (include the number of identified students meeting the objective)	Spring Semester Progress Toward the Objective (provide any performance data from the time before schools closed)	At the end of the semester, describe your progress for school board reporting:	
K	Reading / ELA	Heggerty 95% < 50% 35 need assistance. Dibels 57% < bench 21 need assistance. ESGI 68% < 50% 25 need assistance.	Heggerty 0% < 100% by year end. Dibels 0% < bench by year end. ESGI 0% < 100% by year end.	<ul style="list-style-type: none"> • Heggerty Phonological awareness skills. • Dibels Reading progress monitoring. • ESGI ELA progress monitoring. 	<ul style="list-style-type: none"> • We maintain an 18:1 teacher to student ratio. • We utilize an interventionist to assist students. • We push in for Title services. 	<ul style="list-style-type: none"> • Class Size of less than 18:1 allows the teacher the ability to build a rapport with a small group of students. • 18:1 also provides for universal instruction, individualized assistance, and targeted interventions. 	<p>Heggerty 5% < 75% 2 need assistance.</p> <p>Dibels 35% < bench 13 need assistance.</p> <p>ESGI 54% < 75% 20 need assistance.</p>	<p>Heggerty __% < 100% __ need assistance.</p> <p>Dibels __% < bench __ need assistance.</p> <p>ESGI __% < 75% __ need assistance.</p>		
K	Math	No fall tests.	MAPs Math 0% < 60% by year end.	<ul style="list-style-type: none"> • MAPs Math progress monitoring 	<ul style="list-style-type: none"> • We maintain an 18:1 teacher to student ratio. • We utilize an interventionist to assist students. • We push in for Title services. 	<ul style="list-style-type: none"> • Class Size of less than 18:1 allows the teacher the ability to build a rapport with a small group of students. • 18:1 also provides for universal instruction, individualized assistance, and targeted interventions. 	<p>MAPs Math 8% < 25% 3 need assistance.</p> <p>38% < 60% 14 need assistance.</p>	<p>MAPs Math __% < 25% __ need assistance.</p> <p>__% < 60% __ need assistance.</p>		

1	<p>Reading</p>	<p>MAPs Reading 18% < 25% 6 need assistance. 65% < 60%</p> <p>Heggerty 6% < 50% 2 need assistance.</p> <p>Dibels 68% < bench 23 need assistance.</p>	<p>MAPs Reading 0% < 60% by year end.</p> <p>Heggerty 0% < 100% by year end.</p> <p>Dibels 0% < bench by year end.</p>	<ul style="list-style-type: none"> • MAPs Reading Reading progress monitoring. • Heggerty Phonological awareness skills. • Dibels Reading progress monitoring. 	<ul style="list-style-type: none"> • We maintain an 18:1 teacher to student ratio. • We utilize an interventionist to assist students. • We use targeted Title services. 	<ul style="list-style-type: none"> • Class Size of less than 18:1 allows the teacher the ability to build a rapport with a small group of students. • 18:1 also provides for universal instruction, individualized assistance, and targeted interventions. 	<p>MAPs Reading 26% < 25% 9 need assistance. 59% < 60%</p> <p>20 need assistance.</p> <p>Heggerty 9% < 75% 3 need assistance.</p> <p>Dibels 59% < bench 20 need assistance.</p>	<p>MAPs Reading __% < 25% __ need assistance. __% < 60% __ need assistance.</p> <p>Heggerty __% < 100% __ need assistance.</p> <p>Dibels __% < bench __ need assistance.</p>
1	<p>Math</p>	<p>MAPs Math 15% < 25% 5 need assistance. 44% < 60%</p> <p>15 need assistance.</p>	<p>MAPs Math 0% < 60% by year end.</p>	<ul style="list-style-type: none"> • MAPs Math Math progress monitoring. 	<ul style="list-style-type: none"> • We maintain an 18:1 teacher to student ratio. • We utilize an interventionist to assist students. • We use targeted Title services. 	<ul style="list-style-type: none"> • Class Size of less than 18:1 allows the teacher the ability to build a rapport with a small group of students. • 18:1 also provides for universal instruction, individualized assistance, and targeted interventions. 	<p>MAPs Math 15% < 25% 5 need assistance. 44% < 60%</p> <p>15 need assistance.</p>	<p>MAPs Math __% < 25% __ need assistance. __% < 60% __ need assistance.</p>
2	<p>Reading</p>	<p>MAPs Reading 10% < 25% 4 need assistance. 48% < 60%</p> <p>19 need assistance.</p> <p>Heggerty 3% < 50% 1 needs assistance.</p> <p>Dibels 55% < bench 22 need assistance.</p> <p>MAPs ELA No fall tests.</p>	<p>MAPs 0% < 60% by year end.</p> <p>Heggerty 0% < 100% by year end.</p> <p>Dibels 0% < bench by year end.</p> <p>MAPs ELA 0% < 60% by year end.</p>	<ul style="list-style-type: none"> • MAPs Reading progress monitoring. • Heggerty Phonological awareness skills. • Dibels Reading progress monitoring. • MAPs ELA ELA progress monitoring. 	<ul style="list-style-type: none"> • We maintain an 18:1 teacher to student ratio. • We utilize an interventionist to assist students. • We use targeted Title services. 	<ul style="list-style-type: none"> • Class Size of less than 18:1 allows the teacher the ability to build a rapport with a small group of students. • 18:1 also provides for universal instruction, individualized assistance, and targeted interventions. 	<p>MAPs Reading 13% < 25% 5 need assistance. 55% < 60%</p> <p>22 need assistance.</p> <p>Heggerty 0% < 75% 0 need assistance.</p> <p>Dibels 45% < bench 18 need assistance.</p> <p>MAPs ELA 23% < 25% 9 need assistance. 60% < 25%</p> <p>24 need assistance.</p>	<p>MAPs Reading __% < 25% __ need assistance. __% < 60% __ need assistance.</p> <p>Heggerty __% < 100% __ need assistance.</p> <p>Dibels __% < bench __ need assistance.</p> <p>MAPs ELA __% < 25% __ need assistance. __% < 60% __ need assistance.</p>
2	<p>Math</p>	<p>MAPs Math 20% < 25% 8 need assistance. 38% < 60%</p> <p>15 need assistance.</p>	<p>MAPs Math 0% < 60% by year end.</p>	<ul style="list-style-type: none"> • MAPs Math Math progress monitoring. 	<ul style="list-style-type: none"> • We maintain an 18:1 teacher to student ratio. • We utilize an interventionist to assist students. • We use targeted Title services. 	<ul style="list-style-type: none"> • Class Size of less than 18:1 allows the teacher the ability to build a rapport with a small group of students. • 18:1 also provides for universal instruction, individualized assistance, and targeted interventions. 	<p>MAPs Math 18% < 25% 7 need assistance. 45% < 60%</p> <p>18 need assistance.</p>	<p>MAPs Math __% < 60% __ possibly needing assistance.</p>

3	Reading	<p>MAPs Reading 16% < 25% 6 need assistance. 51% < 60% 19 need assistance.</p> <p>Heggerty 14% < 50% 5 need assistance.</p> <p>Dibels 49% < bench 18 need assistance.</p> <p>MAPs ELA 11% < 25% 4 need assistance. 35% < 60% 13 need assistance.</p>	<p>MAPs 0% < 60% by year end.</p> <p>Heggerty 0% < 100% by year end.</p> <p>Dibels 0% < bench by year end.</p> <p>MAPs ELA 0% < 60% by year end.</p>	<ul style="list-style-type: none"> • MAPs Reading progress monitoring. • Heggerty Phonological awareness skills. • Dibels Reading progress monitoring. • MAPs ELA ELA progress monitoring. 	<ul style="list-style-type: none"> • We maintain an 18:1 teacher to student ratio. • We utilize an interventionist to assist students. • We use targeted Title services. 	<ul style="list-style-type: none"> • Class Size of less than 18:1 allows the teacher the ability to build a rapport with a small group of students. • 18:1 also provides for universal instruction, individualized assistance, and targeted interventions. 	<p>MAPs Reading 16% < 25% 6 need assistance. 57% < 60% 21 need assistance.</p> <p>Heggerty 16% < 75% 6 need assistance.</p> <p>Dibels 51% < bench 19 need assistance.</p> <p>MAPs ELA 8% < 25% 3 need assistance. 43% < bench 16 need assistance.</p>	<p>MAPs Reading __% < 25% __ need assistance. __% < 60% __ need assistance.</p> <p>Heggerty __% < 100% __ need assistance.</p> <p>Dibels __% < bench __ need assistance.</p> <p>MAPs ELA __% < 25% __ need assistance. __% < 60% __ need assistance.</p>
3	Math	<p>MAPs Math 14% < 25% 5 need assistance. 43% < 60% 16 need assistance.</p>	<p>MAPs Math 0% < 60% by year end.</p>	<ul style="list-style-type: none"> • MAPs Math Math progress monitoring. 	<ul style="list-style-type: none"> • We maintain an 18:1 teacher to student ratio. • We utilize an interventionist to assist students. • We use targeted Title services. 	<ul style="list-style-type: none"> • Class Size of less than 18:1 allows the teacher the ability to build a rapport with a small group of students. • 18:1 also provides for universal instruction, individualized assistance, and targeted interventions. 	<p>MAPs Math 14% < 25% 5 need assistance. 35% < 60% 13 need assistance.</p>	<p>MAPs Math __% < 60% __ need assistance.</p>

Source: [Wis. Stat. § 118.44\(4\)](#)

	5K		1st		2nd		3rd	
	Fall	Wint	Fall	Wint	Fall	Wint	Fall	Wint
Maps Read < 25%	NT	NT	155 -->	165	172 -->	181	187 -->	194
Maps Read < 60%	NT	NT	18%	26%	10%	13%	16%	16%
	NT	NT	65%	59%	48%	55%	51%	57%

	5K		1st		2nd		3rd	
	Fall	Wint	Fall	Wint	Fall	Wint	Fall	Wint
Maps ELA < 25%	NT	NT	NT	NT	NT	23%	11%	8%
Maps ELA < 60%	NT	NT	NT	NT	NT	60%	35%	43%

	5K		1st		2nd		3rd	
	Fall	Wint	Fall	Wint	Fall	Wint	Fall	Wint
Maps Math < 25%	NT	8%	15%	15%	20%	18%	14%	14%
Maps Math < 60%	NT	38%	44%	44%	38%	45%	43%	35%

	5K		1st		2nd		3rd	
	Fall	Wint	Fall	Wint	Fall	Wint	Fall	Wint
Heggerty < 50%/75%/100%	95%	5%	6%	9%	3%	0%	14%	16%
Dibels < benchmark	57%	35%	68%	59%	55%	45%	49%	51%
ESGI < 50%/75%/100%	68%	54%	NT	NT	NT	NT	NT	NT

37 34 40 37

	5K		1st		2nd		3rd	
	Fall	Wint	Fall	Wint	Fall	Wint	Fall	Wint
Maps Read < 25%	NT	NT	6	9	4	5	6	6
Maps Read < 60%	NT	NT	22	20	19	22	19	21

	5K		1st		2nd		3rd	
	Fall	Wint	Fall	Wint	Fall	Wint	Fall	Wint
Maps ELA < 25%	NT	NT	NT	NT	NT	9	4	3
Maps ELA < 60%	NT	NT	NT	NT	NT	24	13	16

	5K		1st		2nd		3rd	
	Fall	Wint	Fall	Wint	Fall	Wint	Fall	Wint
Maps Math < 25%	NT	3	5	5	8	7	5	5
Maps Math < 60%	NT	14	15	15	15	18	16	13

	5K		1st		2nd		3rd	
	Fall	Wint	Fall	Wint	Fall	Wint	Fall	Wint
Heggerty < 50%/75%/100%	35	2	2	3	1	0	5	6
Dibels < benchmark	21	13	23	20	22	18	18	19
ESGI < 50%/75%/100%	25	20	NT	NT	NT	NT	NT	NT

CESA 4 Administrator's Report – Feb. 7, 2024

CESA 4 Activities and Regional News

1. I was contacted by Congressman Derrick Van Orden's office, asking if we would host a meeting between Congressman Van Orden and our local Superintendents. He was looking for them to share the various issues that were impacting education. I consulted with all 26 of our district leaders, and nearly half indicated that they would be interested in attending. We were able to schedule the last minute meeting on Tuesday, January 23rd. We had a good turnout of Superintendents, but also CESA 4 employees who were in attendance due to our scheduled staff meeting. The main issues presented to the Congressman were around funding, staffing shortages, and mental health of students and staff. In regards to the funding, specific conversations were had around the fiscal cliff that will be impacting districts greatly, as well as the Special Education reimbursement rate. One district shared a story in which a new student with special needs had enrolled in their districts. The cost to meet the needs of that student was \$100,000, and with a reimbursement rate of 30+%, the district was forced to utilize nearly \$70,000 out of Fund 10. When the conversation turned to mental health, it was evident that more education was needed on the Congressman's part in order to better understand the issues we are seeing. One of the directors did connect with the Congressman's office following the meeting, offering some great literature and resources that focused on mental health. As of this writing, we have not heard back from the Congressman's office on some follow up that they assured would happen.
2. Sally Weber has been working diligently to put the finishing touches on the CESA 4 catalog pages. The initial information regarding the catalog of services was shared at our PAC meeting last Friday. In regards to catalog development, we will be receiving state and federal funding once again around the areas of EMLSS, ACT 20, and mental health, so there will be a significant focus in those areas by districts. EMLSS funding appears to be similar to what was received last year, while the funding for ACT 20 and the mental health initiative, Project Aware, has still not been released. District visits will begin in late February and continue through the month of March.
3. We are in process of selecting candidates for the School Improvement Services Director position, which is being vacated by Roger Fruit. We currently have 17 applicants, with the posting closing this Friday. After reviewing applications, we will be looking to complete interviews next Thursday and Friday. We also are meeting internally to discuss the vacancy that is being created by the resignation of one of our Student Services Directors. She had not been a full-time employee this past year, so we may look to fill it internally based on others workload.

Interviews are also being scheduled for Monday for the Accounting Specialist position that was vacated by Ethel Johnson in late December.

4. Attached to this report is information regarding local districts who are going to referendum this spring. You will see that there are three, and those are all operationally, asking district residents for permission to exceed the revenue limits.

State News

1. Prior to the State Education event in Milwaukee, CSN once again met the two days prior to the convention. These two days have traditionally been utilized to meet with the members of the Department of Public Instruction's cabinet. Along with Dr. Underly and Tom McCarthy, we met with Patti Williams, a member of the DPI Special Education Team, Keona Jones, who was with the Division of Student and School Success, and Susan Piazza, Director of Student Services and Wellness. Dr. Jones' update was around Title I services and Educator Effectiveness. She presented the dates for upcoming state tests and the accountability piece behind the assessments. Susan Piazza shared information regarding Project Aware, a five-year federal grant the department received focused around addressing the mental health crisis in the state. They were looking to utilize a regional approach in regards to implementing the work. After much discussion, the feedback she received from the CSN group was to utilize all 12 CESA's to implement the work. Finally, Patti Williams presented on the current EMLSS project. She provided updates, but also confirmed that it would be funded once again next year.
2. Initial feedback that we are receiving was that the State Education Convention was deemed a success. The majority of the keynote speakers were well received. I felt that the networking that took place, in regards to CESA 4 and the districts we serve, was impactful. While I did not converse with administrators from all 26 of our districts, those that I did have discussions or meetings with, I felt were productive and helped strengthen the relationships we already have. A piece of feedback that we will provide to the planning committee is the desire to have a location or locations, where attendees can gather in the event that they are not attending a session. Oftentimes there are random conversations or networking that happens and there is no place to gather that provides some privacy or space away from everyone else.

Next Board of Control Meeting - Wednesday, March 6, 2024