

# UNITY SCHOOL DISTRICT BOARD OF EDUCATION

## Regular Meeting

### Agenda

Tuesday, October 11, 2022 6:00 PM

Unity School Board Room, 1908 150th St., Balsam Lake, WI 54810

This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. There is time for public participation, for items germane to the agenda, during the meeting as indicated on the agenda.

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Patricia C. Kastens, Clerk

1. **6:00 PM** Call to Order/Notice of Meeting/Roll Call
2. Approval of the Agenda
3. Consideration to Suspend Regular Session and Convene Closed Session for the Purpose of Wis. Stats. §§ 19.85(1)(f), Considering financial, medical, social or personal histories or disciplinary data of specific persons, preliminary consideration of specific personnel problems or the investigation of charges against specific persons except where par. (b) applies which, if discussed in public, would be likely to have a substantial adverse effect upon the reputation of any person referred to in such histories or data, or involved in such problems or investigations, and (g) Conferring with legal counsel for the governmental body who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved.
  - a. Roll Call
  - b. Approval of Closed Minutes, September 13, 2022 - Regular Board of Education Meeting
  - c. Consideration of Student Expulsion and Legal Counsel §19.85 (1)(f) and (g)
  - d. Adjourn Closed Session
  - e. Convene Regular Session
4. Possible Action on Recommendation(s) From Closed Session
5. Citizens' Requests to Speak/Address the Board (Max. of 3 min. Items must be germane to the agenda. Any written comment must be submitted by email to brobinson@unity.k12.wi.us by NOON on Tuesday, October 11, 2022. Such comments will be provided to the Board of Education for consideration and review.)
6. Board of Education Member Update
7. **Information**
  - a. Submitted Reports
    - 1) Principal Reports 3
  - b. District Administrator's Report - *Mr. Brandon Robinson* 7
8. **Consent Agenda**
  - a. Approval of Board of Education Meeting Minutes, September 13, 2022 - Regular Board Meeting 11
  - b. Approval of Board of Education Meeting Minutes, October 10, 2022 - Budget & Finance Meeting 13
  - c. Approval of Elementary/Middle School/High School Activity Accounts
  - d. Approval of Vouchers 14
  - e. Financial Report - *Ms. Kara Holden* 20
  - f. Personnel
    - 1) Consideration and Approval of Various Hires, Retirements, and Resignations, including but not limited to:
      - a. Winter Season Extra Duty Contracts
9. **Action Agenda**
  - a. Proposed 2022-2023 District Budget - *Mr. Brandon Robinson/Ms. Kara Holden* 21
  - b. Early College Credit Program and Start College Now Applicants (Spring 2023) - *Mr. Zack Fugate*
  - c. Consideration and Approval of the following Board Policies and Administrative Rules: 27
    - 171.2 Board Meeting Agendas
    - 342.1 - Programs for Students with Disabilities
    - 342.11 - Independent Educational evaluations (IEEs)
    - 342.7 - Services for English Learners
    - Administrative Rule 342.71 - Procedures for Testing and Assisting English Learners
    - 343.7 - Parent and Guardian Requests, K-4

- 346 - Student Assessment
- 363.3 - Technology for Students with Special Needs (Assistive Technology)
- 371.1 - Student-Initiated Clubs and Similar Organizations

10. Adjourn

Unity  
Elementary  
October 2022

## Elementary Principal’s Report

### Reading, Reading, Reading!

The “First Days of School” have officially come and gone, and the kids are digging into academics. One of the main areas Unity Elementary has been focusing many of our efforts on increasing, is our students’ reading achievement and success this year. A number of supports, initiatives and plans have been established for this effort, and they are turning out wonderfully!

They include:

- 1) Expanding our **Read Right Program** to help more children. Mrs. Chell is an official trainer now, and more staff are completing this training. Many kids are graduating and it is changing lives.
- 2) Beginning our **Reading Corps Tutoring**. Mr. Muller and Mrs. DeLessio have completed their assessments, checks, and have been certified to begin sessions. 24 students are learning and growing, and many have graduated their first sessions and are already into the next levels.
- 3) Our **Reading Collaborative** is meeting at UW-RF the same evening as our school board meeting this month. The first course is focusing on research methods, and the science of research behind the development of reading skills. A lot of reading goes into learning more about teaching reading!
- 4) **Into Reading** is going well in it’s second year. We have provided much longer, uninterrupted instructional blocks for our core reading program in the school this year. This has been enable because of the investment in the above supports. We believe this investment in time will help our students even more.
- 5) Finally, Mrs. Chell, our district reading specialist is helping the school draft a ‘**Reading Continuum**’ document which will assist us in diagnosing with more specificity which areas of reading skills to help children with. This tool will help all teachers with a common understanding, and will be informed and improved from the Reading Collaborative team.



Thank you for your support in encouraging all students to read. It’s one of the best ways to help children achieve success in school and life, and we are incredibly grateful for the support, and excited to see them reach new heights!

### **Curriculum Maps Ready**

Our Elementary staff will be always appreciative of the investment and time provided by the school to refresh, update, and plan our Curriculum again for success this year and in years to come. This last inservice day was spent in final adjustments after our map review, and we are ready with them. We have had many teachers and instructional staff comment about how nice it is to finally have it re-set and planned and to be able to truly put the time and planning effort mostly on individual students with the mapping completed! We recognise and encourage continued adjustments as we find better instructional methods during the year, and because of this, we are also thankful that ‘Atlas’ was the program selected as it allows this in real time as well.

## P.B.I.S.

On Wednesday, September 28th, Steve Wilhelm was welcomed by the Middle School students to talk about Kindness and Positivity. He also addressed working hard and being a winner in various aspects of life.



## Student of the Week

September 30th kicked off the school year with a great group of students selected as Student of the Week!

Listed from L to R:

5th Grade: Jet Bosak

6th Grade: Corinne Dueholm

7th Grade: Trapper Schleusner

8th Grade: Natasha Tait

Exploratory: Aaden Lundin



## In the Classroom...

The 6th grade Social Studies students learned about the different climates of the world. Using the map, students pointed out, and show their peers, where these different zones were located.



## RCU Returns to Unity

Royal Credit Union has returned for another year of the School Sense program. This program not only gives students the opportunity to save money with the credit union, but also gives students a real life experience applying for a job. A record number of students applied for the positions: students were selected based on their applications and had "job interviews" with a team member from RCU. In total, nine student workers were selected to be part of the School Sense team for the 2022-23 school year! Students workers will complete training and begin working in mid-October.



# UNITY EAGLES

## Seniors Visit UWEC: Campus Tour



During the week of September 19<sup>th</sup>, Unity seniors had the opportunity to visit the University of Wisconsin-Eau Claire to tour the campus and learn about college life. During the tour, the students were given the opportunity to speak with admissions counselors, current university students, program coordinators, and campus guides to learn about everything UW-Eau Claire has to offer. While only a few students will make the decision to attend college at UW-Eau Claire, the experience gave

students the opportunity to learn about the steps they need to take to register for classes, apply for college, and what campus life is like. Many of the students shared that they enjoyed the experience because it caused them to consider other options for their chosen colleges as well. In October, all juniors and interested seniors will be given the chance to attend the National College Fair at the Minneapolis Convention Center. They will also visit the U of M campus to eat lunch and explore the campus!

## EXCITING EVENTS Check out the Unity Website



On Sunday, October 2<sup>nd</sup>, Unity High School students at all four levels had the opportunity to decorate hallways for Homecoming. It was a ton of fun and there were many smiles and bouts of laughter!

1



In August, Unity School District received notification that Unity High School senior, Sloan Horgan, received the AP College Board Rural and Small Schools Award for her outstanding achievement on her AP exams!

2



On Thursday, September 26<sup>th</sup>, the Girls and Boys Varsity and Middle School Cross Country teams competed in Clear Lake. Five varsity athletes placed in the top 10! Keep up the great work!

3



Congratulations to the HS Girls Tennis Team for a fun and successful season. It will be fun to watch the program grow over the next few years as our athletes look to compete at the varsity level and beyond.

4



During the week of October 3<sup>rd</sup>, Unity students and staff celebrated Homecoming 2022! On Monday, all of the students from K-12 gathered in R.O.K. Stadium for a district-wide assembly to kick things off!

5

*"Practice like you have never won...compete like you have never lost."*

## High School Science Curriculum Update

Unity High School science curriculum resources received an exciting upgrade this past summer. As the curriculum materials and resources rotate on a multi-year basis, it was time to update science district wide. At Unity High School, all of the biology, chemistry, physics, earth sciences, and anatomy and physiology materials were updated and offer

students an opportunity to experience science materials in a meaningful way. Mr. Schmidt, Mr. Collins, and Mr. Harris are all excited to dive into these new resources with students to continue to grow our students in scientific reasoning with sound curriculum, quality resources, and sound instruction. It will be fun to see growth over the next few years!

# District Administrator's Report

*October 2022*

## Unity School District

### **2022-2023 Budget Update**

Unity School District's Budget for 2022–2023 sees a decrease in state aid by over 15%. This decrease does not increase the revenue or budget for the District, but it does impact property taxes under the revenue limit. Property taxes and state aid are the two components of the revenue limit.

The proposed budget for 2022-2023 is a balanced budget with a decrease in the levy rate. The actual budget is awaiting the state aid certification which will be released on October 15th. A more detailed report will be presented at the 2022-2023 District Annual Meeting on October 24, 2022 at 7:00pm.

ESSER funding, provided from the federal and state government continues to support the budget. The ESSER grants may be used until 2024.

### **Student Enrollment Increases Slightly**

The Unity School District's pupil enrollment has increased slightly this year, as reported in the DPI September Pupil Count. Unity has had a stable enrollment for the last several years, having slight increases or decreases each year.

School finances are determined based upon a three-year rolling average of enrollment. The District's three-year rolling average is still down slightly due to previous enrollment trends. To compensate for the average being slightly lower, Unity will qualify for a Declining Enrollment Exemption for the 2022-2023 school year's budget.

**"Expect Great Things"**

# District Administrator's Report

October 2022

## Unity: A Great Place to Live, Learn, and Work!

Check Out Some Amazing Career Opportunities! Unity School District, like other districts throughout the region, is feeling the effects of a staffing shortage in many categories.

Join the team! Unity School District is seeking team members in a variety of different positions.

Consider becoming an employee of an amazing school district! Career opportunities are accessible at <https://www.unity.k12.wi.us/o/unity-school-district/page/employment>.

*Current Openings include: Grade 5-12 Choir Teacher, LEAP Childcare Teachers and Assistants, Educational Assistants, Custodians, and substitute employees in all positions.*

Interested individuals are encouraged to contact the school district office at (715) 825-3515 or Kobussen at (715) 330-4234.

## Consider Driving a School Bus!

Kobussen, our student transportation provider, has continued staffing issues. We are working creatively to resolve these issues, but staffing remains a problem. If you are willing to obtain your CDL or know someone who has one, Kobussen is offering paid training and sign-on incentives. Kobussen is currently offering up to \$1500 as a sign-on bonus!

Please communicate with Kobussen at 715-330-4234 if you are interested in driving school bus or need assistance with training and obtaining your licensure.

### 2022-2023 School Day Schedule:

Early Student Dropoff:	7:55am
Students:	
Elementary:	8:15am – 3:15pm
MS and HS:	8:15am – 3:20pm
Teacher Work Schedule:	7:50am – 3:50pm

# District Administrator's Report

September 2022

Unity School District

## Unity School District Annual Meeting

Monday, October 24, 2022

7:00PM



### 2022 - 2023 UNITY SCHOOL DISTRICT GOALS

1. PREPARE STUDENTS FOR THEIR FUTURE BY INCREASING CAREER READINESS THROUGH THE EXPANSION OF YOUTH APPRENTICESHIP, ADVANCED PLACEMENT, EARLY COLLEGE CREDIT PROGRAM, START COLLEGE NOW, AND NEW PROGRAMS.
2. IMPROVE READING ACHIEVEMENT AND LITERACY THROUGH IMPLEMENTATION OF A RIGOROUS CURRICULUM WITH FLEXIBLE AND PERSONALIZED LEARNING OPPORTUNITIES FOR STUDENTS.
3. CONTINUE TO IMPLEMENT SUPPORTIVE MENTAL HEALTH PROGRAMMING FOR STUDENTS.
4. PROMOTE LEADERSHIP DEVELOPMENT AND CHARACTER-BUILDING OPPORTUNITIES FOR ALL STUDENTS.

# District Administrator's Report

October 2022

# Unity School District

## Upcoming Meetings and Events

DATE	MEETING	PLACE	TIME
Tuesday, October 11	Board of Education Meeting	Board Room	6:00 PM
Wednesday, October 12	WASB Region 1 Meeting	Rice Lake	6:00 PM
Friday, October 14	CESA 11 Superintendents Meeting	Turtle Lake	9:00 AM
Monday, October 17	Parent-Teacher Conferences	District	4:00 PM - 8:00 PM
Tuesday, October 18	Lakeland Conference Superintendent Meeting	Turtle Lake	10:00 AM
Monday, October 24	District Annual Meeting		7:00 PM
Friday, October 28	No School - Staff In-Service Training	District	
Thursday, November 3	Optional Flu Shot Clinic	District	
Friday, November 4	CESA 11 Superintendents Meeting	Turtle Lake	9:00 AM
Tuesday, November 8	Board of Education Meeting	Board Room	6:00 PM
Friday, November 11	Veteran's Day Assembly	HS PAC	10:30 AM
Friday, November 18	Last Day of Trimester	District	

### School Closing Information

Unity School District Website, [www.unity.k12.wi.us](http://www.unity.k12.wi.us)

WCCO Channel 4, [www.wcco.com](http://www.wcco.com)

KSTP Channel 5, [www.kstp.com](http://www.kstp.com)

KMSP Channel 9, [www.myfox9.com](http://www.myfox9.com)

KARE Channel 11, [www.kare11.com](http://www.kare11.com)



# Minutes of Regular Meeting

## September 13, 2022

### The Board of Education

### Unity School District

A Regular Meeting of the Board of Education of Unity School District was held Tuesday, September 13, 2022 beginning at 6:00 PM in the Unity School District Board Room.

1. **6:00 p.m.** Call to Order/Notice of Meeting/Roll Call  
**Members Present:** Debbie Ince-Peterson, Ryan Peterson, Pat Kastens, Victoria Studtmann, Sheryl Holmgren, Andrea Jerrick  
**Admin. Team Present:** Supt. Brandon Robinson  
**Members Absent:** Jeromy Cox
2. Consideration to Suspend Regular Session and Convene Closed Session for the Purpose of WI § 19.85 (1)(e) Deliberating or negotiating the purchasing of public properties, the investing of public funds, or conducting other specified public business, whenever competitive or bargaining reasons require a closed session.
  - a. Roll Call  
Roll Call: Debbie Ince-Peterson (yes), Sheryl Holmgren(yes), Ryan Peterson (yes), Victoria Studtmann(yes), Pat Kastens(yes), Jeromy Cox (No), Andrea Jerrick (Yes)
  - b. Approval of Closed Minutes June 13, 2022 – Regular Board of Education Meeting
  - c. Consideration of Student Transportation Contract § 19.85 (1)(e)
  - d. Adjourn Closed Session
  - e. Convene Regular Session
3. Possible Action on Recommendation(s) from Closed Session  
None
4. Citizens' Requests to Speak/Address the Board (Max. of 3 min. Items must be germane to the agenda. Any written comment must be submitted by email to [brobinson@unity.k12.wi.us](mailto:brobinson@unity.k12.wi.us) by NOON on Tuesday, September 13, 2022. Such comments will be provided to the Board of Education for consideration and review.)  
No comments received.
5. Board of Education Member Update
6. **Information**
  - a. Submitted Reports
    - 1) Principal Reports
  - b. District Administrator's Report – *Mr. Brandon Robinson*
7. **Consent Agenda**
  - a. Approval of Minutes, August 16, 2022 – Special Board Meeting
  - b. Approval of Minutes, August 29, 2022 – Special Board Meeting  
Motion to Approve Items 7.a. -7.b. by Ryan Peterson.  
Second by Pat Kastens.  
Motion carries by unanimous voice vote.
  - c. Approval of Elementary/Middle School/High School Activity Accounts  
Motion to Approve the August 2022 Activity Accounts by Pat Kastens.  
Second by Sheryl Holmgren.  
Motion carries by unanimous voice vote. (Andrea Jerrick abstains.)

d. Approval of Vouchers

Motion to Approve the August 2022 Vouchers by Victoria Studtmann.

Second by Pat Kastens.

Motion carries by unanimous voice vote. (Ryan Peterson abstains.)

e. Financial Report – *Ms. Kara Holden*

Motion to Receive the August 2022 Financial Report by Ryan Peterson.

Second by Victoria Studtmann.

Motion carries by unanimous voice vote.

f. Personnel

1) Consideration and Approval of Various Hires, Retirements, and Resignations, including but not limited to:

8. Action Agenda

a. Consideration and Approval of the following Board Policies and Administrative Rules:

- 161 – Board Member Authority
- 164 – Compensation and Expenses for School Board
- 165 – Board of Education Code of Conduct
- 181 – Rules of Order
- 344 – Alternative Diploma Program
- 830 – Key Control

Ryan Peterson motion to approve Board Policies and Administrative Rules 161, 164, 165, 181, 344, and 830 with the authority to make changes as discussed.

Second by Pat Kastens.

Motion carries by unanimous voice vote.

9. Adjourn

Motion to adjourn by Victoria Studtmann.

Second by Pat Kastens.

Motion carries by unanimous voice vote by 7:24 p.m.

Respectfully Submitted,

Pat Kastens, School Board Clerk

# **Minutes of Budget and Finance Committee Meeting**

## **October 10, 2022**

### **The Board of Education**

### **Unity School District**

A Meeting of the Board of Education, Budget and Finance Committee of Unity School District was held Monday, October 10, 2022 beginning at 3:00 PM at the Unity School District Board Room.

1. **3:00 PM** Call to Order/Notice of Meeting/Roll Call

**Members Present:** Debbie Ince-Peterson, Ryan Peterson, Victoria Studtmann

**Admin. Team Present:** Kara Holden, Finance Director

2. Treasurer's Report 2021-2022

The Committee reviewed the 2021-2022 Treasurer's Report. Ending fund balances were discussed.

3. District Budget Report 2022-2023

Committee reviewed the 2022-2023 preliminary revenue limit worksheet and budget.

4. Debt Service Report

Committee reviewed the District's current debt service. Discussion on a defeasance for 2022-2023, to be finalized after the DPI aid certification.

5. Adjourn

Meeting adjourned at 4:00 PM.

CHECK #	VENDOR	CHECK DATE	AMOUNT
17129	ATKINSON, MATT	9/20/22	\$ (95.00)
17147	HORACE MANN LIFE INSURANCE COM	9/2/22	\$ 1,100.00
17148	UNITY FOOD SERVICE	9/2/22	\$ 355.00
17150	UNITY EDUCATION SCHOLARSHIP	9/2/22	\$ 15.00
17151	#SOCIALSCHOOL4EDU	9/2/22	\$ 8,590.00
17152-17161	AMAZON CAPITAL SERVICES	9/2/22	\$ 35,073.45
17162	APPLE FINANCIAL SERVICES	9/2/22	\$ 27,401.70
17163	APPLE INC	9/2/22	\$ 5,140.00
17164	ASCD	9/2/22	\$ 239.00
17165	CAREERSAFE	9/2/22	\$ 320.00
17166	CONFIDENTIAL RECORDS, INC	9/2/22	\$ 163.00
17167	CONNECTING POINT	9/2/22	\$ 2,098.00
17168	CONSTRUCTIVE PLAYTHINGS/	9/2/22	\$ 4,831.16
17169	DELTA DENTAL	9/2/22	\$ 41,915.87
17170	DON JOHNSON'S CUMBERLAND MOTORS LLC	9/2/22	\$ 69.32
17171	ECOLAB	9/2/22	\$ 150.96
17172	EO JOHNSON	9/2/22	\$ 671.00
17173	EVENSON, JORDYN	9/2/22	\$ 28.65
17174	FILTRATION SYSTEMS INC	9/2/22	\$ 2,901.52
17175	GOPHER	9/2/22	\$ 368.76
17176	GRAINGER, INC	9/2/22	\$ 261.78
17177	GRAMS, JESSICA	9/2/22	\$ 60.00
17178	HOLDTS DISPOSAL, LLC	9/2/22	\$ 4,350.00
17179	HORIZON COMMERCIAL POOL SUPPLY	9/2/22	\$ 1,693.78
17180	IRLBECK OUTDOORS	9/2/22	\$ 45.98
17181	IXL LEARNING	9/2/22	\$ 1,725.00
17182	JOHNS REFRIGERATION INC.	9/2/22	\$ 12,859.44
17183	JOHNSON CONTROLS, INC.	9/2/22	\$ 892.00
17184	JOURNEYED	9/2/22	\$ 3,406.00
17185	KYLE MCQUAY CONSTRUCTION	9/2/22	\$ 4,100.00
17186	MATH LEARNING CENTER	9/2/22	\$ 1,605.00
17187	MCGRAW HILL LLC	9/2/22	\$ 503.52
17188-17189	MENARDS-SCF	9/2/22	\$ 2,477.97
17190	MIDDLE BORDER CONFERENCE	9/2/22	\$ 250.00
17191	MIKE'S COMMERCIAL KITCHEN SERV	9/2/22	\$ 475.00
17192	NATIONAL SCHOOL FORMS	9/2/22	\$ 262.38
17193	OAK RIDGE CHEMICAL INC	9/2/22	\$ 2,284.80
17194	QUADIENT FINANCE USA INC	9/2/22	\$ 749.78
17195	RENAISSANCE LEARNING	9/2/22	\$ 16,210.90
17196	RENNING, LEWIS & LACY, S.C.	9/2/22	\$ 1,691.00
17197	RMM SOLUTIONS	9/2/22	\$ 1,634.50
17198	SCHOLASTIC, INC	9/2/22	\$ 1,863.23
17199	SCHOOL DATEBOOKS	9/2/22	\$ 740.60
17200	STAPLES ADVANTAGE	9/2/22	\$ 1,061.45

17201	TASB	9/2/22	\$	2,500.00
17202	VERIZON WIRELESS	9/2/22	\$	138.63
17203	WASDA	9/2/22	\$	85.00
17204	WI DEPT OF JUSTICE	9/2/22	\$	49.00
17205	WILS	9/2/22	\$	1,412.80
17206	WISCONSIN FFA CENTER	9/2/22	\$	400.00
17207	ALLEVA, WILLIAM	9/6/22	\$	85.00
17208	ALLEVA, WILLIAM	9/6/22	\$	150.00
17209	ANDERSON, DAVID	9/6/22	\$	85.00
17210	ANDERSON, DAVID	9/6/22	\$	150.00
17211	EMC INSURANCE COMPANIES	9/6/22	\$	634.00
17212	MORRIS, MIKE	9/6/22	\$	85.00
17213	MORRIS, MIKE	9/6/22	\$	150.00
17214	NOTRE DAME ACADEMY	9/6/22	\$	300.00
17215	PAULSEN, GREGORY	9/6/22	\$	75.00
17216	RAMICH, DOUGLAS	9/6/22	\$	85.00
17217	RAMICH, DOUGLAS	9/6/22	\$	150.00
17218	RAMICH, MADELINE	9/6/22	\$	75.00
17219	STOLL, SHARON	9/6/22	\$	150.00
17220	WILHELM, MARCUS	9/6/22	\$	150.00
17227	ALLEVA, WILLIAM	9/12/22	\$	85.00
17228	ANDERSON, DAVID	9/12/22	\$	85.00
17229	BREWER, TREVOR	9/12/22	\$	130.00
17229	BREWER, TREVOR	9/22/22	\$	(130.00)
17230	MORRIS, MIKE	9/12/22	\$	85.00
17231	PAULSEN, GREGORY	9/12/22	\$	60.00
17232	RAMICH, DOUGLAS	9/12/22	\$	160.00
17233	RAMICH, DOUGLAS	9/12/22	\$	60.00
17234	WIDIKER, TIM	9/12/22	\$	130.00
17235-17236	STANDARD INSURANCE COMPANY	9/13/22	\$	4,110.54
17237-17240	AMAZON CAPITAL SERVICES	9/16/22	\$	5,433.31
17241	AMERY FREE PRESS	9/16/22	\$	185.00
17242	ARNOLD, BRIAN	9/16/22	\$	200.00
17243	BALSAM LAKE HARDWARE	9/16/22	\$	5,427.98
17244	CARLSON, MEGAN	9/16/22	\$	200.00
17245	CAROLINA BIOLOGICAL SUPPLY CO	9/16/22	\$	16,766.23
17246	CESA #11	9/16/22	\$	20,953.00
17247	CONFIDENTIAL RECORDS, INC	9/16/22	\$	163.00
17248	CONNECTING POINT	9/16/22	\$	358.00
17249	CWS SECURITY WATCH	9/16/22	\$	4,153.62
17250	E.O. JOHNSON	9/16/22	\$	1,704.59
17251	EL STINKO PORTABLE TOILETS LLC	9/16/22	\$	2,450.00
17252	EQUAL RIGHTS DIVISION	9/16/22	\$	7.50
17253	HANSON, KAITLIN	9/16/22	\$	200.00
17254	ICCPA	9/16/22	\$	1,034.91

17255 KAREN LEE CASS FELLING	9/16/22	\$	1,248.75
17256 KOBUSSEN BUSES LTD	9/16/22	\$	2,813.16
17257 LAKELAND COMMUNICATIONS	9/16/22	\$	2,289.40
17258 LAKESIDE LANDSCAPING	9/16/22	\$	228.00
17259 LORUSSO, MATTHEW	9/16/22	\$	62.50
17260 MCGRAW HILL LLC	9/16/22	\$	50,717.10
17261 MENARDS-SCF	9/16/22	\$	581.95
17262 MIKE'S COMMERCIAL KITCHEN SERV	9/16/22	\$	655.00
17263 MINNESOTA CHEMICAL CO.	9/16/22	\$	57.77
17264 MUNSON PLUMBING SERVICE LLC	9/16/22	\$	14,585.00
17265 NASCO	9/16/22	\$	895.56
17266 NELCO	9/16/22	\$	327.40
17267 NICK'S TRUCKING & EXCAVATING LLC	9/16/22	\$	3,705.00
17268 OAK RIDGE CHEMICAL INC	9/16/22	\$	63.30
17269 POLK BURNETT ELECTRIC COOP.	9/16/22	\$	5,431.15
17270 QUADIENT LEASING USA, INC.	9/16/22	\$	203.88
17271 RAMICH, DOUGLAS	9/16/22	\$	200.00
17272 RAMICH, MADELINE	9/16/22	\$	200.00
17273 REALLY GOOD STUFF	9/16/22	\$	206.08
17274 SAVVAS LEARNING COMPANY LLC	9/16/22	\$	13,552.00
17275 SECURITY CHECK ME	9/16/22	\$	77.00
17276 SMITH, DAVID	9/16/22	\$	200.00
17277 ST CROIX REGIONAL MEDICAL CTR	9/16/22	\$	557.30
17278 STAPLES ADVANTAGE	9/16/22	\$	57.99
17279 STEINMETZ, LYNN	9/16/22	\$	200.00
17280 STENCIL, LARRY	9/16/22	\$	200.00
17281 SWEETWATER SOUND INC	9/16/22	\$	149.56
17282 TWIN CITY HARDWARE	9/16/22	\$	1,252.33
17283 TL ENTERPRISE	9/16/22	\$	48.00
17284 TREJO, ANA	9/16/22	\$	987.10
17285 WASB	9/16/22	\$	60.00
17286 WATERMAN RECYCLING AND DISPOSAL LLC	9/16/22	\$	570.00
17287 WI DEPT OF JUSTICE	9/16/22	\$	56.00
17288 WRAP 1 SIGNS & GRAPHICS	9/16/22	\$	1,782.90
17289 ALLEVA, WILLIAM	9/19/22	\$	85.00
17290 ALLEVA, WILLIAM	9/19/22	\$	150.00
17291 ANDERSON, DAVID	9/19/22	\$	85.00
17292 ANDERSON, DAVID	9/19/22	\$	150.00
17293 BARNES, ED	9/19/22	\$	95.00
17294 CARROLL, THOMAS	9/19/22	\$	95.00
17295 DEJARDIN, TIM	9/19/22	\$	150.00
17296 EICHMAN, STEVE	9/19/22	\$	150.00
17297 TODD JILEK	9/19/22	\$	95.00
17298 KIMBERLY, JAMES	9/19/22	\$	130.00
17298 KIMBERLY, JAMES	9/22/22	\$	(130.00)

17299 MORRIS, MIKE	9/19/22	\$	85.00
17300 NADEAU, BRIAN	9/19/22	\$	95.00
17301 NORTHLAND COATING, INC	9/19/22	\$	76,913.20
17302 PAULSEN, GREGORY	9/19/22	\$	60.00
17303 RAMICH, DOUGLAS	9/19/22	\$	60.00
17304 SAUVE, BRAD	9/19/22	\$	95.00
17305 STARKEY, JOSEPH	9/19/22	\$	130.00
17306 WILHELM, MARCUS	9/19/22	\$	85.00
17307 WILHELM, MARCUS	9/19/22	\$	150.00
17308 ARNOLD, BRIAN	9/19/22	\$	155.00
17309 HANSON, KAITLIN	9/19/22	\$	25.00
17310 PAULSEN, GREGORY	9/19/22	\$	200.00
17311 SMITH, DAVID	9/19/22	\$	25.00
17312 STENCIL, LARRY	9/19/22	\$	25.00
17313 ATKINSON, MATT	9/20/22	\$	95.00
17314 MCNAUGHTON, NATHAN	9/20/22	\$	130.00
17315 ELECTRONIC FEDERAL TAX PAYMENT	9/2/22	\$	67,862.32
17316 WEA TAX SHELTERED ANNUITY TRUST	9/2/22	\$	3,999.17
17317 WISCONSIN DEPARTMENT OF REV	9/2/22	\$	11,317.64
17318 HORACE MANN LIFE INSURANCE COM	9/21/22	\$	4,513.16
17319 THRIVENT FINANCIAL FOR LUTHERANS	9/21/22	\$	3,263.16
17320 UNITY EDUCATION SCHOLARSHIP	9/21/22	\$	15.00
17321 UNITY FOOD SERVICE	9/21/22	\$	307.35
17322 ELECTRONIC FEDERAL TAX PAYMENT	9/20/22	\$	77,760.07
17323 WEA TAX SHELTERED ANNUITY TRUST	9/20/22	\$	18,929.37
17324 WISCONSIN DEPARTMENT OF REV	9/20/22	\$	13,089.14
17325 STANDARD INSURANCE COMPANY	9/21/22	\$	3,644.38
17326 CENTRAL BANK	9/21/22	\$	200.00
17327 BARTINGALE MECHANICAL	9/26/22	\$	1,570.89
17328 BIMBO BAKERIES USA, INC	9/26/22	\$	268.00
17329 CENGAGE LEARNING	9/26/22	\$	4,537.50
17330 CHIPPEWA VALLEY SPORTING GOODS	9/26/22	\$	1,427.45
17331 DELTA DENTAL	9/26/22	\$	11,300.11
17332 ECOLAB	9/26/22	\$	301.92
17333 GOPHER	9/26/22	\$	3,868.84
17334 HEALY AWARDS, INC.	9/26/22	\$	151.67
17335 HOLDTS DISPOSAL, LLC	9/26/22	\$	525.00
17336 ILLINOIS TOLLWAY	9/26/22	\$	43.90
17337 INDIANHEAD FOODSERVICE DIST.	9/26/22	\$	21,772.66
17338 IXL LEARNING	9/26/22	\$	175.00

17339 KEMPS	9/26/22	\$	1,686.05
17340 LAKESHORE	9/26/22	\$	3,582.84
17341 MATH LEARNING CENTER	9/26/22	\$	18.00
17342 MCCOY, BARBARA	9/26/22	\$	130.00
17343 MCCOY, JOHN	9/26/22	\$	130.00
17344 MEDICA	9/26/22	\$	369.00
17345 MENARDS-SCF	9/26/22	\$	837.02
17346 NASCO	9/26/22	\$	16.60
17347 NATURES SELECT ORCHARD	9/26/22	\$	352.00
17348 OAK RIDGE CHEMICAL INC	9/26/22	\$	537.76
17349 PAULHE-SMITH, ELAINA	9/26/22	\$	200.00
17350 PAULSEN, GREGORY	9/26/22	\$	75.00
17351 RAMICH, DOUGLAS	9/26/22	\$	75.00
17352 RAMICH, MADELINE	9/26/22	\$	75.00
17353 RAPTOR TECHNOLOGIES, INC.	9/26/22	\$	2,500.00
17354 RENNING, LEWIS & LACY, S.C.	9/26/22	\$	2,977.00
17355 RIEHBRANDT, SARA	9/26/22	\$	5.00
17356 RMM SOLUTIONS	9/26/22	\$	1,634.50
17357 ST CROIX REGIONAL MEDICAL CTR	9/26/22	\$	1,461.00
17358 STERNEY-JOHNSON, ALEXIS	9/26/22	\$	39.00
17359 STOLL, SHARON	9/26/22	\$	75.00
17360 SUPREME SCHOOL SUPPLY	9/26/22	\$	249.42
17361 THE VITALITY GROUP, LLC	9/26/22	\$	60.00
17362 VERIZON WIRELESS	9/26/22	\$	277.02
17363 W. W. NORTON & COMPANY, INC.	9/26/22	\$	1,431.66
17364 WILHELM, STEVE	9/26/22	\$	500.00
17365 WSMA	9/26/22	\$	335.00
17366 CASH	9/29/22	\$	423.00
17366 CASH	9/29/22	\$	(423.00)
17367 CASH	9/29/22	\$	304.00
17368 CASH	9/29/22	\$	248.00
17369 BALDWIN WOODVILLE HIGH SCHOOL	9/30/22	\$	25.00
17370 HOGAN, MELANIE	9/30/22	\$	96.18
17371 NORTHWOOD TECH COLLEGE, NR	9/30/22	\$	3,000.00
17372 UW-RIVER FALLS	9/30/22	\$	500.00
17373 UW-STOUT	9/30/22	\$	2,500.00
17374 UW-STOUT	9/30/22	\$	500.00
17385 PAYROLL ACCOUNT	9/20/22	\$	509,819.65
17396 WISCONSIN RETIREMENT SYSTEM	9/30/22	\$	79,292.36
17401 BMO MASTERCARD	9/30/22	\$	8,307.92

17402 CHASE CARD SERVICES	9/30/22	\$	5,727.54
17403 HUEBSCH SERVICES	9/30/22	\$	1,932.63
17404 NORTHWESTERN WIS ELECTRIC CO	9/30/22	\$	29,641.96
17405 WE ENERGIES	9/30/22	\$	2,542.91
			<hr/> <hr/>
			\$ 1,361,978.71

September, 2022  
 UNITY SCHOOL DISTRICT  
 ALL FUNDS

PROOF OF CASH

BANK	BALANCE August 31, 2022	DEPOSITS/ RECEIPTS	WITHDRAWALS/ DISBURSEMENTS	BALANCE September 30, 2022
<b>BALANCE PER BANK:</b>				
Bank of Baldwin - 4034 General Checking		\$ 873,529.16	\$ 873,529.16	\$ -
Bank of Baldwin - 3781 Sweep	4,584,446.92	424,649.98	2,138,011.97	<b>2,871,084.93</b>
Bank of Baldwin - 9458 Debt Service	6,023.64	10.05		<b>6,033.69</b>
LGIP - #1 - Debt Service	47,812.93	95.00		<b>47,907.93</b>
LGIP - #2 - General	1,818.12	3.61		<b>1,821.73</b>
Matrix Bank - 4217 - OPEB	924,636.56	(1,374.60)		<b>923,261.96</b>
Bremer Bank - 0907 Capital Improvement	380,516.81	46.92		<b>380,563.73</b>
Bank Baldwin - 3863 ES Activity	7,961.38	1,765.59		<b>9,726.97</b>
Bank Baldwin - 8579 MS Activity	21,893.13	169.39	530.04	<b>21,532.48</b>
Bank Baldwin - 3894 HS Activity	65,760.93	6,134.90	990.50	<b>70,905.33</b>
Bank Baldwin- 7068 Scholarship Milltown CC	35,445.33	125.11		<b>35,570.44</b>
Bank Baldwin- 1817 Scholarship Lumsden	33,038.20	116.61		<b>33,154.81</b>
Bank Baldwin- 2643 Scholarship Amery Farmers	15,406.26	54.38		<b>15,460.64</b>
Bank Baldwin- 7799 Scholarship Checking	50,435.14	5,088.86		<b>55,524.00</b>
Bank Baldwin - 1217 Scholarship G Melby Am Legion	12,005.13	42.37		<b>12,047.50</b>
	\$ 6,187,200.48	\$ 1,310,457.33	\$ 3,013,061.67	\$ <b>4,484,596.14</b>

UNITY SCHOOL DISTRICT  
 TREASURER REPORT - YEAR END REVENUE AND EXPENSE SUMMARY  
 FISCAL YEAR 2021-2022

FUND	FUND BALANCE 7/1/2021	REVENUE BUDGET	REVENUE RECEIVED TO DATE	EXPENDITURE BUDGET	EXPENDITURES TO DATE	FUND BALANCE 6/30/2022 (Unaudited)
10 - General	\$ 3,621,755.56	\$ 14,000,851.00	\$ 15,377,260.57	\$ 14,000,851.00	\$ 15,351,767.38	\$ 3,647,248.75
21 - Special Revenue Trust	\$ 199,567.52	\$ 53,375.00	\$ 151,001.65	\$ 54,837.00	\$ 114,817.88	\$ 235,751.29
27 - Special Education	\$ -	\$ 1,828,344.00	\$ 1,743,759.47	\$ 1,828,344.00	\$ 1,743,759.47	\$ -
29 - Title VI	\$ -	\$ 15,735.00	\$ 16,004.00	\$ 15,735.00	\$ 16,004.00	\$ -
38 - Non Referendum Debt	\$ 11,831.40	\$ 114,182.00	\$ 114,182.00	\$ 114,182.00	\$ 114,136.14	\$ 11,877.26
39 - Referendum Approved Debt	\$ 507,122.15	\$ 1,096,312.00	\$ 1,096,347.56	\$ 1,104,012.00	\$ 1,104,012.50	\$ 499,457.21
46 - Long-Term Capital Trust Fund	\$ 80,472.54	\$ 10.00	\$ 300,008.01	\$ -	\$ -	\$ 380,480.55
49 - Capital Projects (Referendum)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
50 - Food Service	\$ 188,174.73	\$ 788,597.00	\$ 966,130.79	\$ 788,597.00	\$ 852,152.90	\$ 302,152.62
73 - Employee Benefit Trust	\$ 1,953,941.63	\$ 104,000.00	\$ 13,185.79	\$ 188,789.00	\$ 108,773.35	\$ 1,858,354.07
80 - Community Education	\$ 392,502.69	\$ 918,404.00	\$ 3,317,949.82	\$ 918,404.00	\$ 3,422,949.36	\$ 287,503.15

## Revenue Limit Worksheet Summary

Comparison of 2021-2022 to 2022-2023

	2021-2022	2022-2023
1.) Base Revenue	\$ 10,871,734	\$ 10,677,890
2.) Base 3-Year Membership	\$ 1,025	\$ 1,005
3.) Base Revenue Per Member (Line 1 ÷ Line 2)	\$ 10,607	\$ 10,625
4.) Per-Member Increase	\$ 179	\$ -
5.) Maximum Revenue Per Member (Ln 3 + Ln 4)	\$ 10,607	\$ 10,625
6.) Current 3-Year Membership	\$ 1,005	\$ 989
7.) Total Maximum Revenue Limit (no exemptions)	\$ 10,871,734	\$ 10,677,890
a. Max Rev/Memb x Cur Memb Avg (Ln 5 x Ln 6)	\$ 10,670,209	\$ 10,507,898
b. Line 7 Hold Harmless Non-Recur Exemption	\$ 201,525	\$ 169,992
8.) Recurring Exemptions		
a. Prior Year Carryover	\$ -	
b. Transfer of Service	\$ 18,287	\$ 35,492
c. Transfer of Territory	\$ -	
d. Federal Impact Aid Loss	\$ -	
e. Recurring Referenda to Exceed (if year 1)	\$ -	
f. Prior Year Open Enrollment	\$ -	
9.) Limit with Recurring Exemptions (Ln 7 + Ln 8)	\$ 10,890,021	\$ 10,713,382
10.) Non-Recurring Exemptions		
a. Non-Recurring Ref	\$ -	
b. Declining Enrollment Exempt	\$ 212,131	\$ 169,996
c. Energy Efficiency Exemption	\$ -	
d. Adjustment for Refunded/Rescinded Taxes	\$ 654	
e. Prior Year Open Enrollment (uncounted pupils)	\$ 4,423	\$ 5,894
f. Reduction for Ineligible Fund 80 Expenditures	\$ -	
g. Environmental Remediation Exemption	\$ -	
h. Private School voucher Aid Reduction	\$ 58,352	
i. Private School Special Needs Voucher Aid Deduction	\$ -	
11.) Maximum Revenue Limit with Exemptions (Ln 9 + Ln 10)	\$ 11,165,581	\$ 10,889,272
12.) October 15 General Aid Certification	\$ 1,839,608	\$ 1,614,675
13.) Allowable Limited Rev 10, 38, 41 Levy+Src 691	\$ 9,251,254	\$ 9,274,597
14.) Limited Revenue Used	\$ 9,251,254	\$ 9,274,597
15.) Total Revenue from Other Levies	\$ 1,647,790	\$ 1,699,440
16.) Total All Fund Tax Levy	\$ 10,899,044	\$ 10,974,037
TIF Out Tax Apportionment Value	\$ 1,371,224,771	\$ 1,652,744,516

**NOTICE OF BUDGET HEARING**  
**(Section 65.90(4))**

Notice is hereby given to the qualified electors of the Unity School District that the 2022-2023 budget hearing will be held at the Unity School Performing Arts Center, on October 24, 2022 at 7:00 PM. The summary of the budget is printed below. Detailed copies of the budget are available for inspection in the District's office.

Respectfully Submitted,  
*Patricia Kastens*, Board of Education Clerk

<b>GENERAL FUND (10)</b>	<b>Audited 2020-21</b>	<b>Unaudited 2021-22</b>	<b>Budget 2022-23</b>
Beginning Fund Balance	3,618,537.47	3,621,755.56	3,647,248.75
<b>Ending Fund Balance</b>	<b>3,621,755.56</b>	<b>3,647,248.75</b>	<b>3,647,248.75</b>
<b>REVENUES &amp; OTHER FINANCING SOURCES</b>			
Transfers-In (Source 100)	0.00	0.00	0.00
Local Sources (Source 200)	8,973,415.95	9,374,028.25	9,280,286.00
Inter-district Payments (Source 300 + 400)	715,938.63	810,856.79	896,908.00
Intermediate Sources (Source 500)	15,732.45	14,440.16	17,139.00
State Sources (Source 600)	3,610,596.33	3,459,920.56	3,066,861.00
Federal Sources (Source 700)	694,456.23	1,410,469.63	1,014,427.00
All Other Sources (Source 800 + 900)	97,773.08	307,545.18	98,500.00
<b>TOTAL REVENUES &amp; OTHER FINANCING SOURCES</b>	<b>14,107,912.67</b>	<b>15,377,260.57</b>	<b>14,374,121.00</b>
<b>EXPENDITURES &amp; OTHER FINANCING USES</b>			
Instruction (Function 100 000)	5,982,714.01	5,820,221.85	6,017,835.00
Support Services (Function 200 000)	5,591,316.32	6,705,264.40	5,902,234.00
Non-Program Transactions (Function 400 000)	2,530,664.25	2,826,281.13	2,454,052.00
<b>TOTAL EXPENDITURES &amp; OTHER FINANCING USES</b>	<b>14,104,694.58</b>	<b>15,351,767.38</b>	<b>14,374,121.00</b>

<b>SPECIAL PROJECTS FUND (21 &amp; 27)</b>	<b>Audited 2020-21</b>	<b>Unaudited 2021-22</b>	<b>Budget 2022-23</b>
Beginning Fund Balance	31,059.23	199,567.52	235,751.29
<b>Ending Fund Balance</b>	<b>199,567.52</b>	<b>235,751.29</b>	<b>235,751.29</b>
<b>REVENUES &amp; OTHER FINANCING SOURCES</b>	<b>2,093,434.32</b>	<b>1,910,765.12</b>	<b>2,064,498.69</b>
<b>EXPENDITURES &amp; OTHER FINANCING USES</b>	<b>1,924,926.03</b>	<b>1,874,581.35</b>	<b>2,064,498.69</b>

<b>DEBT SERVICE FUND (38 &amp; 39)</b>	<b>Audited 2020-21</b>	<b>Unaudited 2021-22</b>	<b>Budget 2022-23</b>
Beginning Fund Balance	425,972.68	518,953.55	511,334.47
<b>Ending Fund Balance</b>	<b>518,953.55</b>	<b>511,334.47</b>	<b>502,601.47</b>
<b>REVENUES &amp; OTHER FINANCING SOURCES</b>	<b>1,309,043.86</b>	<b>1,210,529.56</b>	<b>1,190,433.00</b>
<b>EXPENDITURES &amp; OTHER FINANCING USES</b>	<b>1,216,062.99</b>	<b>1,218,148.64</b>	<b>1,199,166.00</b>

<b>CAPITAL PROJECTS FUND (46)</b>	<b>Audited 2020-21</b>	<b>Unaudited 2021-22</b>	<b>Budget 2022-23</b>
Beginning Fund Balance	184,499.76	80,472.54	380,480.55
<b>Ending Fund Balance</b>	<b>80,472.54</b>	<b>380,480.55</b>	<b>380,495.55</b>
<b>REVENUES &amp; OTHER FINANCING SOURCES</b>	<b>5,007.55</b>	<b>300,008.01</b>	<b>15.00</b>
<b>EXPENDITURES &amp; OTHER FINANCING USES</b>	<b>109,034.77</b>	<b>0.00</b>	<b>0.00</b>

FOOD SERVICE FUND (50)	Audited 2020-21	Unaudited 2021-22	Budget 2022-23
Beginning Fund Balance	168,201.37	188,174.73	302,152.62
<b>Ending Fund Balance</b>	<b>188,174.73</b>	<b>302,152.62</b>	<b>302,152.62</b>
<b>REVENUES &amp; OTHER FINANCING SOURCES</b>	<b>789,542.63</b>	<b>966,130.79</b>	<b>1,017,874.00</b>
<b>EXPENDITURES &amp; OTHER FINANCING USES</b>	<b>769,569.27</b>	<b>852,152.90</b>	<b>1,017,874.00</b>

COMMUNITY SERVICE FUND (80-86)	Audited 2020-21	Unaudited 2021-22	Budget 2022-23
Beginning Fund Balance	396,072.26	392,502.69	287,503.15
<b>Ending Fund Balance</b>	<b>392,502.69</b>	<b>287,503.15</b>	<b>287,503.15</b>
<b>REVENUES &amp; OTHER FINANCING SOURCES</b>	<b>811,389.53</b>	<b>3,317,949.82</b>	<b>1,154,774.00</b>
<b>EXPENDITURES &amp; OTHER FINANCING USES</b>	<b>814,959.10</b>	<b>3,422,949.36</b>	<b>1,154,774.00</b>

PACKAGE & COOPERATIVE PROGRAM FUND	Audited 2020-21	Unaudited 2021-22	Budget 2022-23
Beginning Fund Balance	0.00	0.00	0.00
<b>Ending Fund Balance</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>REVENUES &amp; OTHER FINANCING SOURCES</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>EXPENDITURES &amp; OTHER FINANCING USES</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

**Total Expenditures and Other Financing Uses**

ALL FUNDS	Audited 2020-21	Unaudited 2021-22	Budget 2022-23
<b>GROSS TOTAL EXPENDITURES -- ALL FUNDS</b>	18,939,246.74	22,719,599.63	19,810,433.69
<b>Interfund Transfers (Source 100) - ALL FUNDS</b>	1,086,946.60	1,382,129.35	1,085,000.00
<b>Refinancing Expenditures (FUND 30)</b>	0.00	0.00	0.00
<b>NET TOTAL EXPENDITURES -- ALL FUNDS</b>	<b>17,852,300.14</b>	<b>21,337,470.28</b>	<b>18,725,433.69</b>
<b>PERCENTAGE INCREASE -- NET TOTAL FUND EXPENDITURES FROM PRIOR YEAR</b>		19.52%	-12.24%

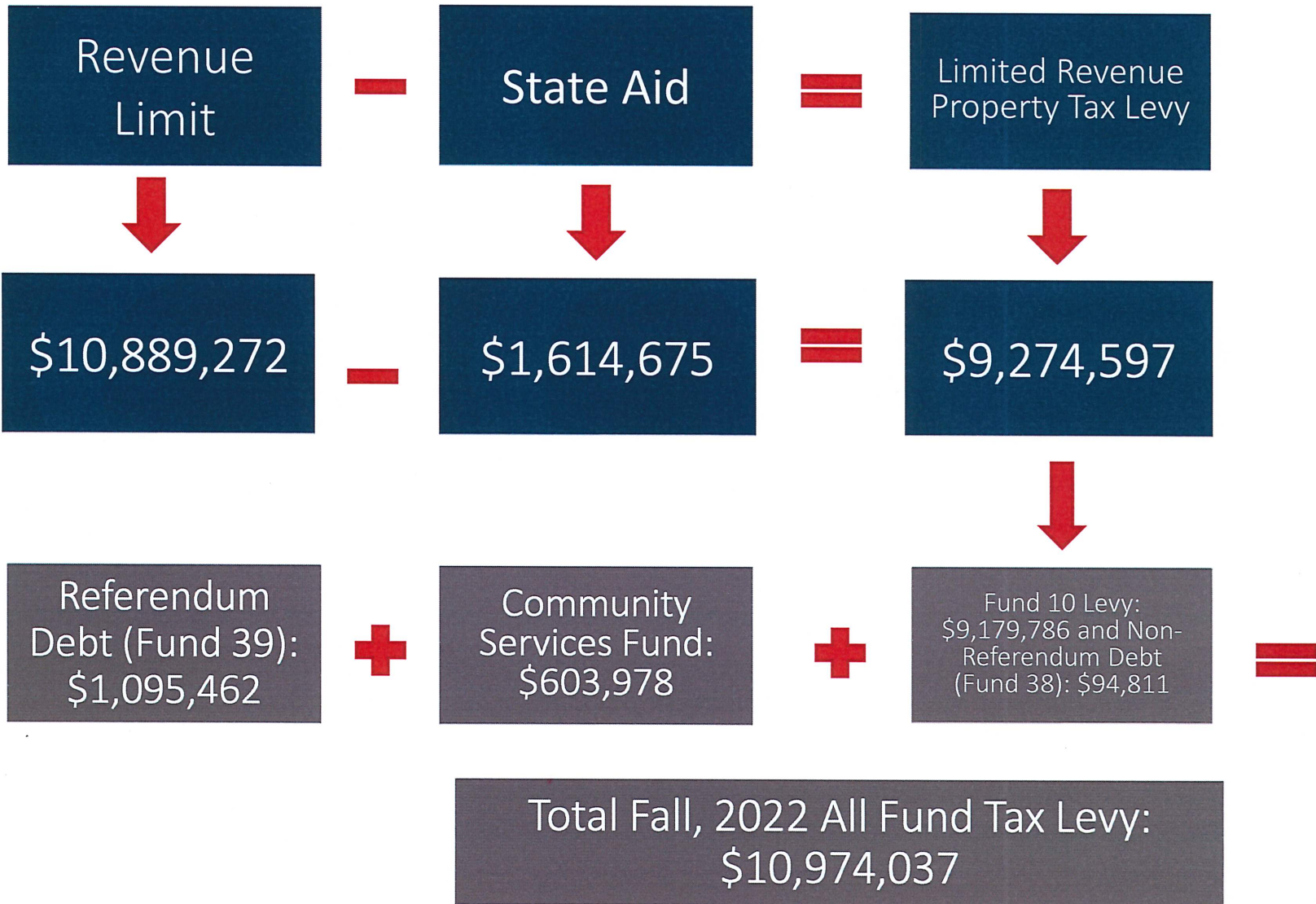
**PROPOSED PROPERTY TAX LEVY**

FUND	Audited 2020-21	Unaudited 2021-22	Budget 2022-23
General Fund	8,912,149.00	9,137,072.00	9,179,786.00
Referendum Debt Service Fund	1,197,263.00	1,096,212.00	1,095,462.00
Non-Referendum Debt Service Fund	111,723.00	114,182.00	94,811.00
Capital Expansion Fund	0.00	0.00	0.00
Community Service Fund	551,578.00	551,578.00	603,978.00
<b>TOTAL SCHOOL LEVY</b>	<b>10,772,713.00</b>	<b>10,899,044.00</b>	<b>10,974,037.00</b>
<b>PERCENTAGE INCREASE -- TOTAL LEVY FROM PRIOR YEAR</b>		1.17%	0.69%

The below listed new or discontinued programs have a financial impact on the proposed budget:

DISCONTINUED PROGRAMS	FINANCIAL IMPACT
N/A	
NEW PROGRAMS	FINANCIAL IMPACT
GASB 87 - New Lease Accounting Standards	Due to the introduction of GASB 87 Lease Accounting Standards, expenses and revenues in fund 10 were increased by \$148,769 and fund 80 expenses and revenues were increased by \$2,304,791 in 2021-22 to record the District's lease activity.

# Property Tax Levy



2022-2023 DEBT SERVICE INFORMATION	Initial Loan Amount	Loan Term	Interest Rate	Annual Budget*				Annual Tax Levy*
				Sept 2022 Principal	Sept 2022 Interest	Mar 2023 Principal	Mar 2023 Interest	2022-2023 Levy Amount
<b>FUND 39, REFERENDUM DEBT</b>								
2015 School Improvement Bond	\$ 9,500,000.00	2035	3.00%	\$ -	\$ 114,306.00	\$ -	\$ 114,306.00	\$ 228,612
2016 School Improvement Bond	\$ 7,995,000.00	2027	2.00%	\$ -	\$ 39,900.00	\$ 795,000.00	\$ 39,900.00	\$ 866,850
Levy for Early Debt Payment								\$ -
					TOTAL FUND 39 BUDGET		\$ 1,103,412.00	
					TOTAL FUND 39 LEVY			\$ 1,095,462
<b>FUND 38, NON-REFERENDUM DEBT</b>								
State Trust Fund Loan (2012 Refinance) Bremer Bank Gen Obligation Promissory Note (2019 Football Stadium/Child Care)	\$ 845,834.00	2022	3.75%	PAID OFF MARCH, 2022				
	\$ 616,000.00	2029		\$ -	\$ 7,377.15	\$ 81,000.00	\$ 7,377.15	\$ 94,811
					TOTAL FUND 38 BUDGET		\$ 95,754.30	
					TOTAL FUND 38 LEVY			\$ 94,811

\*Budget Fiscal Year Payments, Levy Calendar Year Payments

OPEB TRUST (FUND 73) Used to account for resources held in trust for established defined employee benefit plans.	Audited 2020-2021	Unaudited 2021-2022	Budget 2022-2023
900 000 Beginning Fund Balance	\$ 812,275.02	\$1,953,941.63	\$ 1,858,354.07
<b>900 000 ENDING FUND BALANCE</b>	<b>\$ 1,953,941.63</b>	<b>\$1,858,354.07</b>	<b>\$ 1,768,288.20</b>
200 Interest on Investments	\$ 8,848.32	\$ 13,185.79	\$ 5,000.00
900 Other Revenue - Contributions	\$ 1,263,300.61	\$ -	\$ 95,000.00
<b>TOTAL REVENUES &amp; OTHER FINANCING SOURCES</b>	<b>\$ 1,272,148.93</b>	<b>\$ 13,185.79</b>	<b>\$ 100,000.00</b>
400 000 Fiduciary Fund Expenditures	\$ 130,482.32	\$ 108,773.35	\$ 190,065.87
<b>TOTAL EXPENDITURES &amp; OTHER FINANCING USES</b>	<b>\$ 130,482.32</b>	<b>\$ 108,773.35</b>	<b>\$ 190,065.87</b>

## **Unity School District - Board of Education**

### **Board Policy 171.2**

#### **Board Meeting Agendas**

**Last Revised 10/11/2022**

Establishing the Subject Matter of Meeting Agendas. The Board President and District Administrator shall work collaboratively to determine and prepare the agendas for regular and special meetings of the School Board, except that they shall (1) adhere to any specific direction provided by the Board or Board policy, and (2) include on the agenda of any special meeting any subject matter that was the specific reason for calling or requesting such special meeting. In the event of a disagreement between the President and District Administrator over a specific topic for the agenda, the President shall have the authority to make the final decision.

Any Board committee or individual Board member may suggest or request the inclusion of an item on a future meeting agenda by submitting the request in writing to the attention of the District Administrator and Board President. However, the Board President and District Administrator need to prioritize and limit the scope of the agendas and have the discretion to make final decisions regarding when, if at all, particular items will be included on a meeting agenda. Accordingly, suggesting or requesting an item for possible consideration in no way guarantees actual placement of the item on a meeting agenda.

Dissemination of Meeting Agendas and Background Materials. Background materials that support the agenda of any Board meeting are intended to be provided to Board members in sufficient time before the meeting so that Board members may review the material and give items of business sufficient consideration. As a general guideline for regular meetings, and with such exceptions as may occur from time to time, the District Administrator shall coordinate the distribution of a meeting agenda (even if tentative) and the available supporting materials to Board members at least 48 hours prior to each regular Board meeting. In most instances, the materials shall be provided online, unless directed otherwise.

## Unity School District - Board of Education

### Board Policy 342.1

#### Exceptional Educational Needs (General) Programs for Students with Disabilities

Last Revised 10/11/2022

The Board of Education shall provide programming for students with exceptional needs as prescribed by state and federal law. The Individual Educational Program (IEP) shall be the most significant guide in developing special programs; however, legal mandates, interpreted under recognized authority, must be met or exceeded. The superintendent shall be responsible for developing written administrative practices which will be reviewed by the Board and which shall implement this and related policies and practices. Such administrative practices will include job descriptions, referral and evaluation procedures, record security, due process, parent involvement, equality guarantees, and any other details necessary for effective program delivery.

The School Board recognizes its responsibility to provide an array of programs, interventions, aids, services, modifications, accommodations, and procedural and substantive protections for students with disabilities. The District's legal obligations with respect to students with disabilities arise under various state and federal laws, including but not limited to the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA), and section 118.13 and Chapter 115, Subchapter V of the state statutes. While this policy primarily addresses the District's special education program under the IDEA, the District recognizes that the various state and federal laws create both complimentary and independent rights, protections, and obligations. That is, special education under the IDEA represents only one aspect of the District's comprehensive program for students with disabilities. Further, in order to meet the needs and respect the legal rights of all students with disabilities, the District recognizes that it must not only maintain a comprehensive system of general processes and supports, but also assess each student as an individual and each situation in its unique context.

#### IDEA Policies, Procedures, and Forms

The Board has adopted a special education policy and procedure manual based on the model prepared by the Wisconsin Department of Public Instruction (DPI), presently with District-specific substantive modifications. The Board has also adopted the DPI model special education forms, presently with District-specific substantive modifications.

The Board delegates to the District Administrator and Director of Special Education the authority and responsibility to approve and immediately implement such changes to the District's special education policies, procedures, and forms as are necessary to comply with applicable law, including the approval and implementation of DPI-issued revisions to the DPI model policy and procedure manual and model forms. However, any discretionary substantive changes to the District's special education policies, procedures, and forms that deviate from the DPI models and that are not legally mandated shall be presented to the Board for approval.

The Director of Special Education shall have responsibility for recording, tracking, and reporting to DPI how the District's special education policies, procedures, and forms differ from the DPI models, if at all.

#### IDEA Programs and Services

Specific education programs and services for students with disabilities under the IDEA shall be determined by the student's individualized education program (IEP) team and based on an assessment of the student's individual needs. To the extent outlined in the student's IEP (and/or as a result of the application of other legal

rights), such students shall participate in state or District academic assessments, with or without accommodations, or in appropriate alternate assessments.

The Board delegates to the District Administrator and Director of Special Education the authority to designate and maintain a current list of the District employees who are authorized to serve as the local education agency (LEA) representative on District IEP teams and in other special education processes. Such designees shall receive periodic training that is specific to serving in that role.

The District may contract with its assigned Cooperative Educational Service Agency, other public school districts, and other qualified persons to provide special education programs and/or services whenever the District determines that such contracting would appropriately meet the needs of the student(s) and otherwise serve as an appropriate means of implementing the special education and related services defined in each student's IEP.

### **Reports, Audits, and Plans**

The District Administrator or his/her designee shall complete and timely submit all special education report forms, audit materials, and District plans as may be required by any state or federal agency in relation to the District's programs for students with disabilities.

# Unity School District - Board of Education

## Board Policy 342.11

### Testing Students with Disabilities **Independent Educational Evaluations (IEEs)**

Last Revised 10/11/2022

In order for the Unity Board of Education to comply with Wisconsin Statute 121.02, the following policy regarding the testing of students with disabilities is being established.

The Unity School District supports the right of all students with disabilities to be provided free, appropriate educational opportunities and equal access to programs and services that are afforded non-disabled students.

The individual education program (IEP) process serves as the basis for specifying the student's educational program, including:

- the student's present level of school performance.
- Annual goals.
- Special education and related services.
- The starting date, amount, frequency, location, and duration of IEP services.
- Services the student needs to succeed in regular education
- Supportive resources that teachers need to teach the student.
- The extent the student will not be in regular classes and not learn the general education curriculum.
- For students 14 and older, planning for life after high school.
- How the school will measure progress on the IEP goals.
- When the school will tell parents about progress on IEP goals.

The IEP is also used to develop a plan for each student's participation in the state and District testing programs. The plan addresses whether the student will participate in the tests, if any accommodations need to be made in test administration, or if an alternative test is more appropriate.

Participants at the IEP meeting shall include:

1. A District representative who is qualified to provide, or supervise the provision of special education;
2. Student's special education teacher;
3. Student's general education teacher;
4. One or both of the student's parents, subject to PI 11.05(3) of the Wisconsin Administrative Code;
5. the student, if the parent feels that the student's presence is appropriate.
6. other people invited by the District or the parent.

The participants determine whether the student's educational program is reflected in the test; that is, whether the material taught is the material covered by the test; and whether any local district accommodations in testing, such as answers recorded by an aide, or small group or individual administration, need to be made. Any accommodations in the administration of the test will follow the

~~Wisconsin Department of Public Instruction publication “Assessment Guidelines and Accommodations” and will be such that what is measured by the test remains the same.~~

~~Students from other districts who are enrolled in Unity’s EEN programs and are tested will have their tests sent to their school and district of residence. Their test results will not be included in the test results for the Unity School District.~~

Subject to applicable laws and regulations and the District’s special education policies and procedures, the parent (or legal guardian) of a child with a disability pursuant to the Individuals with Disabilities Education Act (IDEA), or of a child who is suspected of having an IDEA disability, generally has the right to obtain an independent educational evaluation at public expense if the parent disagrees with a completed evaluation that has been conducted or obtained by the District.

When the District is responsible under the IDEA for the education of the child in question, “independent educational evaluation” (IEE) means an evaluation conducted by a qualified examiner who is not employed by the District. The evaluation obtained by the parent must meet the District’s established evaluation criteria for IEEs. To the extent consistent with the parental right to an IEE and subject to any exceptions that are made based on a demonstration of unique circumstances, the criteria under which an IEE is obtained must be the same as the criteria that the District uses when it initiates an evaluation for the same purpose.

A parent is entitled to only one IEE at public expense for any District-arranged IDEA evaluation with which the parent disagrees. However, a parent may always obtain an educational evaluation for his/her child at his/her own cost. If a parent presents the results of a non-publicly funded evaluation to the District, the District shall, to the extent required by and consistent with applicable law, consider the results in connection with decisions made with respect to the child.

The Director of Special Education, in consultation with the District Administrator and other staff as needed, shall have primary administrative responsibility for the following:

1. Ensuring that the District has appropriate procedures in place for receiving and responding to parent notifications that the parent is seeking an IEE at public expense.
2. Ensuring that the District develops, maintains, and appropriately provides to parents, information about where an IEE may be obtained and the District criteria applicable to IEEs.
3. Overseeing the District’s response to any actual parent notification that the parent is seeking an IEE at public expense.

In situations where the individual with a disability has reached the age of 18 and has not been adjudicated incompetent under state law, the adult student with a disability (or suspected disability) stands in the place of the parent for purposes of this policy and any related procedures, except that the District shall provide notices related to IEEs to both the parent and the adult student to the extent required by law.

## Unity School District - Board of Education

### Board Policy 342.7

#### English Language Learners, Title III **Services for English Learners**

Last Revised 10/11/2022

#### **EDUCATIONAL SUPPORT**

Unity School District will provide an instructional program for each English Language Learner student that will further develop individual language skills and academic learning.

#### **IDENTIFICATION**

Unity School District is responsible for identifying all students potentially needing English Language Learner services using the Home Language Survey signed by parents or guardians. This survey will be placed in each student's cumulative file. Parents or guardians of new students coming into the district will complete a Home Language Survey as part of the enrollment process. Any individual survey that indicates a second language to any of the listed questions must be further investigated by the Title III ELL Coordinator as a potential English Language Learner student.

#### **ASSESSMENT**

Unity School District is responsible for assessing potential English Language Learner students from the Home Language Survey for English language proficiency. The Title III ELL Coordinator will evaluate all potential English Language Learner students using the ACCESS (Assessing Comprehension and Communication in English State to State for English Language Learners) assessment tool. Native American students will also be considered for language proficiency considering their overall academic progress. Results from the ACCESS will place the student into a level of English language proficiency, levels 1 (lowest) – 6 (highest). The ACCESS will be given annually with English Language Learner students in the fall so that results may be used for state testing and potential Individualized Student Plans. Potential English Language Learner students entering the district during the school year will be evaluated with the ACCESS at the time of enrollment by the recommendation of the Title III Coordinator.

Status of English Language Learner students will need to be identified on all required state assessment exams indicating their level of English language proficiency from the results of the ACCESS. Accommodations may be included depending on the level of language proficiency of the English Language Learner student. Students functioning at a level 1 or 2 may be exempt from taking state standardized tests providing that an alternate assessment tool used in its place as allowable by DPI regulations. English Language Learner students at levels 3 and 4 may include some accommodations, and any English Language Learner student at a level 5 or 6 will have no accommodations.

#### **PLACEMENT INTO ENGLISH LANGUAGE LEARNER PROGRAM SERVICES**

Unity School District will develop an instructional program focused on the language and academic needs of each English Language Learner student following the language proficiency level from the ACCESS assessment. An Individualized Student Plan will be written by the Title III Coordinator with recommendations for the teacher(s) and student. This information will be shared with all staff involved with the English Language Learner student, the parents of the English Language Learner student, and the English Language Learner student. The Individual Student Plan will be placed in the student's cumulative file.

Following each quarter or trimester, the Title III Coordinator will document progress in each of the core areas (reading, writing, mathematics, science, social studies). Individual or team meetings with staff directly involved with the English Language Learner student and the Title III coordinator will help to design a program that consistently provides the most appropriate resources for language and academic success. This information will be added in the student's cumulative file.

It is recommended that English Language Learner students be evaluated for grade level report cards by considering their English language proficiency level as well as academic knowledge. Students at language proficiency levels 1-3 may need more time to develop conversational skills before instruction can focus on academics skills. Teachers are encouraged to use gestures, slow down speech, and provide a nurturing language environment.

### **STAFFING AND RESOURCES**

Instructional services will include language development and academic skills for the English Language Learner students using recommendations and modifications from the Individualized Student Plan. Resources identified in the Individualized Student Plan must strive to remove as many barriers as possible for the English Language Learner student.

Staffing will reflect the needs of every English Language Learner student.

### **TRANSITION FROM ELL SERVICES**

Unity School District is responsible for establishing criteria that determine when a student has sufficient English language proficiency to meaningfully participate in the regular educational program. Determined by the fall language assessment, students reaching a language level of 5 or 6 will receive limited services from the English Language Learner program. However, their progress will continually be reviewed at quarters/trimesters depending on building levels.

### **MONITORING**

Unity School District will ensure that students transitioned from the English Language Learner program have an opportunity to meaningfully participate in the regular education program. Information from staff involved with the English Language Learner student will provide feedback as to the classroom progress:

### **PROGRAM EVALUATION**

Unity School district will evaluate its English Language Learner program annually in the spring to determine strengths and weaknesses. This assessment shall include information from staff, parents, and students involved in the English Language Learner program:

The School Board shall provide appropriate educational and support services for students whose primary language is not English to help them acquire English language skills that will enable them to function successfully in an all-English classroom and help them meet established academic standards.

The District shall assess the English proficiency and academic progress of English Learners (EL) in accordance with legal requirements and established District procedures.

Decisions regarding the administration of state-wide academic tests to EL students shall be made on an individualized, case-by-case basis. The District may not exempt EL students from taking state-wide academic tests based solely on their EL status. However, testing accommodations shall be provided if the student needs such accommodations. Any accommodations made shall maintain the validity of the test, as determined by the Department of Public Instruction (DPI). The degree of testing accommodations, curricular and instructional modification, type of support services and their duration shall be determined individually based on student need.

The results of state-wide academic tests shall be used in a manner that is consistent with District policies in making instructional, promotion and graduation decisions. Neither the results on such tests nor the exemption of a student from taking any such test(s) may be used as the sole criterion in re-classifying an EL student from a bilingual-bicultural education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for participation in postsecondary education opportunities.

Parents and guardians of EL students shall be notified of student testing arrangements and of educational programs and services available to help their children improve their English language skills and academic achievement. These notifications shall be made consistent with legal requirements and in such manner as to ensure that the student's parent or guardian understands them.

Students shall be exited from EL programs or services when they have met the District guidelines and state criteria for English proficiency. Once students have been exited, they shall no longer be tested on their English proficiency or receive state testing accommodations for EL students. State reporting of the academic progress of former EL students shall be done in accordance with legal requirements and as required by the DPI.

## Unity School District

### Administrative Rule 342.7

#### Procedures for Testing and Assisting English Learners

Last Revised 10/11/2022

#### **A. Identification of English Learners**

1. All new students enrolling in the District will be asked to complete a Department of Public Instruction (DPI)-approved home language survey. The survey will be used to identify the following students for further evaluation and possible eligibility for the District's services or programs for English Learners (ELs):
  - a. Students who communicate in a language other than English; or
  - b. Students whose families use a primary language other than English in the home; or
  - c. Students who use a language other than English in daily non-school surroundings.
2. After any initial identification as provided above, or after some other initial referral indicating that language may be a barrier to the student's learning, the District will review the student's available academic history, consider any input provided by the parent or guardian, and any input based on the student's performance in school.
3. Students will receive a formal screening for potential placement via testing if: (a) the review of the student's academic history indicates a possible language barrier, (b) a lack of sufficient information on which to judge academic performance and/or the extent to which limited English proficiency may be a barrier to learning, or (c) the student is newly arrived in the United States.
4. Parents and guardians will be notified of identification, assessed proficiency, placement and other information as required by law. Parents and guardians may also withdraw their child from offered supports and services at any time.

#### **B. Assessing English Proficiency**

1. On or before March 1 each year, District staff shall conduct a count of all English Learners (ELs) enrolled in District schools, assess the language proficiency of such students and classify such students by language group, grade level, age and English language proficiency.
2. EL students shall be assessed to determine their English language proficiency using the DPI-approved English proficiency assessment instrument – ACCESS for ELLs® (or Alternative ACCESS for ELLs for qualifying students with significant cognitive disabilities). The assessment shall be administered by the EL coordinator or psychologist. The District may also use information such as the following when assessing a student's English proficiency: prior academic records from within or outside the United States, information on everyday classroom performance, and course grades which, in relation to the student's grade level, indicate that lack of progress is due to limited English language skills.
3. EL students assessed shall be classified and reclassified as appropriate, according to their English proficiency level as outlined in state rules (Level 1 – Beginning Preproduction through Level 6 – Formerly Limited-English Proficient Now Fully-English Proficient).
4. Student English proficiency assessment records shall be maintained by the District in accordance with state and federal laws and District student records policies and procedures. Reports

regarding EL students shall be made to the DPI as legally required.

### **C. Assessing Academic Performance**

Decisions regarding academic performance and assessment shall be made on an individual basis for each EL student, and information on both academic and English proficiency data shall be documented and considered. Decisions regarding the appropriate approach to assessment, including the planned approach for the student's state-wide academic tests, shall normally be made by the principal in consultation with classroom teacher English as a second language teacher. Such decisions shall be communicated to the student's parent(s) or guardian. The District's approach to the administration of state-wide academic tests is further identified in the next section of this rule.

### **D. EL Students and State-wide Academic Tests**

1. As used in this section, state-wide academic tests are all state-mandated tests that are expressly covered by Chapter PI 13 of the Wisconsin Administrative Code and all of the annual state-wide tests required under the federal Elementary and Secondary Education Act to which the District may lawfully apply the Chapter PI 13 standards regarding testing accommodations and testing exemptions.

2. Decisions relating to the administration of state-wide academic tests to an EL student shall be made on an individualized basis. Information and data on the student's academic progress and English proficiency shall be documented and considered.

3. The District shall administer a state-wide academic test to an EL student unless an individualized determination has been made that the results of the test, with allowable accommodations made for the student as needed, or as otherwise provided by statute, will not be a valid and reliable indicator of the student's academic knowledge and skills. For example, any student with a qualifying significant cognitive disability and who, as a result is unable to meaningfully participate in state-wide academic tests shall be administered a DPI-approved alternative test (Dynamic Learning Maps – DLM). In no case may the District exempt an EL student from any state-wide academic test based solely on the student's EL status.

a. Before making decisions regarding state-wide academic tests for any EL student, the District will first determine if the student has recently arrived in the United States. "Recently arrived" refers to a student that has attended a U.S. school for less than 12 months.

§ A recently arrived EL student with limited English language proficiency (classified as ACCESS level 1 or 2) may be exempted from one required administration of the state's English/Language Arts test. EL students for whom this exemption is claimed must take the ACCESS for ELLs during the school year of the exemption, which counts for participation on the English/Language Arts section(s) exempted. EL students arriving in the small window between the end of ACCESS testing and the end of academic content testing are exempted from this requirement.

§ Unless lawfully exempted for reasons other than solely their EL or recently arrived status, recently arrived students must participate in all other content areas of the applicable state-wide tests (with or without accommodations).

b. The District shall provide testing accommodations for an EL student if they are needed. As required by DPI regulations, any approved accommodation must maintain the validity of the test. Testing accommodations may include, but are not limited to, one or more of the following:

§ for tests that do not assess English language competency, providing translations in a student's native language or the assistance of a qualified translator to translate instruction or read test

items;

§ providing small group or individual testing opportunities;

§ providing more practice tests or examples before the actual test is administered;

§ allowing EL students to use dictionaries or other educational aids while taking the test unless this use would invalidate the test;

§ allowing EL students as much time as necessary to complete the test; and

§ any other accommodation approved by the DPI.

c. The District shall document the accommodations that are approved for any EL student in connection with the administration of state-wide academic tests. To the extent applicable for EL students with disabilities, such supports and accommodations shall be coordinated with decisions that are made by the student's individualized education program (IEP) or Section 504 team.

4. Separate from any lawful testing exemptions that are based on a student's recently arrived status or the validity and reliability of the test results, if the parent or guardian of an EL student decides to opt their student out of taking a state-wide test, the District will accept such decisions to the same extent that state law or Board policy allows parent-initiated opt-out decisions for students who are not English Learners.

5. School personnel shall make reasonable efforts to consult with a student's parent or guardian regarding the planned approach to the student's state-wide academic tests.

6. The results of state-wide academic tests that are given to an EL student shall be used in a manner that is consistent with District policies in making instructional, promotion and graduation decisions. In addition, the results of such tests may not be used as the sole criterion in re-classifying an EL student from a bilingual-bicultural education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for participation in post-secondary education opportunities. Similarly, if a student has been exempted from taking any state-wide academic test, the exemption may not be used as the sole criterion for making such determinations.

7. Student test results shall be communicated to the student's parent or guardian and to the DPI as required by law.

#### **E. Educational Program Assistance**

1. An EL student will be provided educational program assistance and/or services as appropriate and necessary to help the student improve his/her English language skills and academic performance. The degree of curricular and instructional modification, type of support or other program services and their duration shall be determined individually, based on student need.

#### **F. Students Exiting the EL Program Based on Proficiency**

1. Whenever an EL student is considered or evaluated for exiting the EL program (i.e., possible reclassification as a former EL student), the relevant data and other information used in the process, along with resulting determination, shall be maintained as part of the student's academic record.

2. An EL student must be exited from the EL program or services when the student achieves an overall composite score of 5.0 or greater on the ACCESS for ELLs®.

3. An EL student may also be eligible for exiting from the EL program or services if all of the following conditions are met:

- a. The student has attained an overall composite score of 4.5 or above on the ACCESS for ELLs<sup>®</sup>.
- b. Additional pieces of evidence, as gathered using a Multiple Indicator Protocol (MIP), demonstrate that the student has become fully English language proficient. Evidence should include demonstrations of the student's reading, writing, speaking and listening skills in English through observation of student language use in classroom activities or through a portfolio of student work (examples of language use over time – e.g., writing assignments, book reports, audio or video projects, etc.).

The District shall notify the student's parent(s) or guardian(s) of the MIP process used to make discretionary decisions regarding exiting the program and of the resulting determination.

4. Once a decision is made to exit an EL student from the EL program based on current-year ACCESS test results and any current-year MIP results:

- a. The District will notify the student's parent or guardian of the reclassification decision and communicate information about any changes in programming or supports.
- b. The student will maintain EL status through the remainder of the current school year and begin the next school year as a former EL student.

5. Once students have been exited from the EL program:

- a. They shall no longer be tested on their English proficiency or receive accommodations for EL students when taking state-wide academic tests.
- b. The District will continue to monitor the exiting student for two additional years through teacher observation and by documenting adequate progress/classroom performance. If it is determined that the student was exited from the EL program prematurely, he/she will be placed back in the EL program and provided appropriate services.
- c. The District will continue to report the academic progress of students that have exited EL status to the DPI for four years after the reclassification occurs, as required by the DPI.

#### **G. Notices and Other Communications with Parents and Guardians**

District personnel are expected to make reasonable efforts to present formal notices and other information to parents and guardians in an understandable format and in a language parents and guardians can understand. Notices and communications may be provided in the parent's or guardian's primary language (preferred when practical, and required by law in some instances), in English with additional explanation, or via other means that sufficiently convey the required information (e.g., using direct translation assistance if available and if necessary).

## Unity School District - Board of Education

### Board Policy 343.7

#### Parent and Guardian Requests, K-54

Last Revised 10/11/2022

To allow input from parents or guardians in teacher **classroom** assignments of students in Pre-Kindergarten through **fourth** ~~fifth~~ grade, the Board of Education directs:

1. That parents must submit written requests on the appropriate form to the respective school office by ~~May 10~~; **a date determined and communicated by the Elementary Principal.**
2. That the Unity School District is under NO obligation to honor parental requests;
3. That student placement is the responsibility of and requires approval of the building principal.
4. Staffing changes may affect the availability of a desired teacher at a particular grade level.

Classroom assignment consideration shall provide for:

\*Heterogeneous groups

\*Equal opportunity for each child to learn

**\*Reasonable balance; This includes, but is not limited to: Academic needs, behavioral needs, familial needs, specialized services, socialization needs, etc.**

\*Compliance with Section 118.13 of Wisconsin Statutes, PI-9 which provides that no person may be denied admission to any public school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. This chapter does not intend to prohibit the provision of special programs or services based on objective standards of individual need or performance to meet the needs of pupils, including gifted and talented, special education, school age parents, bilingual bicultural, at risk and other special programs; or programs designed to overcome the effects of past discrimination.

# Unity School District - Board of Education

## Board Policy 346

### Testing Programs **Student Assessments**

Last Revised 10/11/2022

~~In order to best serve students' educational needs, information regarding students' social, emotional, and academic growth is essential in planning programming, lessons, and interventions.~~

~~The Unity School District shall establish and maintain a standardized assessment program which can be used, communicated and interpreted by school district employees, parents, Board of Education and members of the Unity School District.~~

~~The program will lend itself to:~~

- ~~1. A qualitative assessment of the educational program of the District for purposes of reporting the overall status of the District and charting the growth of its students, grades, schools and areas from year to year.~~
- ~~2. Appropriate reports to the Board.~~
- ~~3. Interpretation and use by the teacher, counselor and administrator so that the test findings will influence the guidance and counseling of individual children, and the development of a high quality curriculum.~~
- ~~4. Incorporation into the District's Response to Intervention (RtI) Program.~~

~~The Unity School District shall not discriminate in the methods, practices and materials used for testing, evaluating and counseling students on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. Discrimination complaints shall be processed in accordance with established procedures.~~

~~Legal Ref: Section 118.13 WI Stat.  
Section 120.12(2) WI Stat  
Section 121.02(1)(o), (r) & (s), WI Stat  
PI 9.03 (1) (f) of WI Administrative Code~~

~~Cross Ref: Discrimination Complaint Procedures~~

Ongoing assessment is essential to the District's mission of providing an education appropriate to each student. Systematic collection, interpretation, and application of assessment data are necessary to determine student learning and progress, to allow for accountability in teaching and learning, and to facilitate appropriate program review.

In addition to standardized achievement tests, District assessment plans and procedures may involve the use of a variety of formal and informal assessment techniques. Examples of such techniques include the following: teacher-designed assessments, direct observations of student performance, instruments supplied by companies that create instructional materials, diagnostic assessments, tests of learning aptitude, career awareness and career aptitude/attitude assessments, portfolios, and any assessments required by state and

federal laws.

The District expects student assessments to arise from established instructional goals and achievement expectations, to serve an instructionally-relevant purpose, to utilize a reasonable and appropriate methodology, and to reasonably control for sources of bias and distortion that can lead to inaccurate assessment.

Decisions regarding the assessment of students with disabilities and English Learners shall be made on an individualized basis to the extent required by law and in accordance with established District policies and procedures.

Summary District assessment data will be available to administrators and the School Board. Appropriate summary assessment reports, as well as information about the assessments administered to students, will also be provided to the public as required by law. Summary data will be used for curriculum development and evaluation, program development and evaluation, establishing District goals, making budgetary decisions, and developing remediation plans at the classroom, building, and District level when needed. Summary data will also be used to monitor the effectiveness of curriculum, materials, and instruction, to identify relevant trends with respect to groups of students, to provide accountability to parents and guardians, and to determine areas for staff development and study.

When maintained by the District, scores, grades, and other assessment data that are personally identifiable to an individual student are legally-protected student records that will not be disclosed except as otherwise permitted or required by applicable law and by the District's student records policies.

In connection with any of the methods, practices, or materials used for testing and evaluating students, the District shall not unlawfully discriminate on the basis of sex, sexual orientation, race, color, national origin, ancestry, religion, creed, pregnancy, marital or parental status, any physical, mental, emotional or learning disability, or any other legally-protected status or classification. This does not, however, prohibit the use of special testing or counseling materials or techniques to meet the individualized needs of students. Discrimination complaints shall be processed in accordance with established procedures.

## Unity School District - Board of Education

### Board Policy 363.3

#### Technology Concerns for Students with Special Needs (Assistive Technology)

Last Revised 10/11/2022

#### **POLICY STATEMENT**

- ~~A. The Unity School District shall provide special education and related services designed to meet the unique needs of each student with a disability, based on his/her individualized education program (IEP), as required by law.~~
- ~~B. The term "related services" means transportation and such developmental, corrective and other supportive services as required for the student with a disability to benefit from special education. "Assistive technology devices and services" would clearly be a functional part of the services defined. An "assistive technology device" means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of students with disabilities. "Assistive technology service" means any service that directly assists a student with a disability in the selection, acquisition or use of an assistive technology device. The term includes:~~
- ~~1. Evaluation of needs of a student with a disability, including a functional evaluation of the child's customary environment;~~
  - ~~2. Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by students with disabilities;~~
  - ~~3. Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;~~
  - ~~4. Training or technical assistance for a child with a disability or, if appropriate, that child's family; and~~
  - ~~5. Training or technical assistance for professionals, employers, or others who provide services to, employ, or are otherwise substantially involved in the major life functions of students with disabilities.~~
- ~~C. Those students having special needs but not requiring a formal IEP according to law, which may include but are not limited to migrant students, homeless students, students living with poverty, and English Language Learners, will also be considered for assistive technology devices and/or services.~~

#### **POLICY PROCEDURE**

- ~~A. A student's need for assistive technology shall be determined on a case-by-case basis. If the IEP team determines that a particular assistive technology item is required for the student to be provided a favorable benefit from his/her education program, the technology must be provided to implement the IEP.~~
- ~~B. Assistive technology may be provided as special education, related services, or supplemental aids and services for students with disabilities who are educated in regular classes.~~
- ~~C. The District is responsible for evaluation in areas in which assistive technology may be a factor.~~

Determination of need for assistive technology will be determined by the following criteria:

- ~~1. Identification of difficulty the student is experiencing and discussion of possible causes for the difficulty. This includes a review of existing information and data. During this review the IEP Team decides other information necessary to make an informed decision about the need for assistive technology.~~
- ~~2. Team members gather baseline data if existing data does not provide all needed information.~~
- ~~3. The team reviews the problem that is now clearly identified, generates possible solutions, and develops a trial plan of the solutions.~~
- ~~4. During a specified time frame, the trials are completed and data is collected.~~
- ~~5. The team analyzes new data and makes decisions about the longer term use or permanent acquisition of one or more assistive technology tools.~~
- ~~6. If specific assistive technology is identified as being needed, it is written in the student's IEP.~~

~~D. Those students having special needs but not requiring a formal IEP according to law, which may include, but are not limited to migrant students, homeless students, students living with poverty, and English Language Learners, will also be considered for assistive technology devices and/or services on a case by case basis to be determined by the following criteria:~~

- ~~1. Identification of difficulty the student is experiencing and discussion of possible causes for the difficulty by individuals or a team comprised of classroom or special education teacher, guidance counselor, librarian, district technology coordinator, and/or building principal. This includes a review of existing information and data. During this review a team decides other information necessary to make an informed decision about the necessity for assistive technology.~~
- ~~2. Team members gather baseline data if existing data does not provide all needed information.~~
- ~~3. The team reviews the problem that is now clearly identified, generates possible solutions, and develops a trial plan of the solutions.~~
- ~~4. During a specified time frame, the trials are completed and data is collected.~~
- ~~5. The team analyzes new data and makes decisions about the longer term use or permanent acquisition of one or assistive technology tools.~~
- ~~6. If specific assistive technology is identified as being needed, a request is made of the district technology coordinator for consideration and procurement.~~

~~LEGAL REF.: Chapter 115, subchapter V Wisconsin Statutes  
Individuals with Disabilities Education Act Amendments of 1997~~

The District recognizes that students with disabilities and other students with special needs may require assistive technology devices and/or services to help them access and benefit from their educational program and achieve related standards and goals.

The District shall provide students with disabilities under the Individuals with Disabilities Education Act (IDEA) with special education and related services, based on their individualized education programs (IEP), as required by law. A student's need for assistive technology shall be determined on a case-by-case basis. If the student's IEP team determines that a particular assistive technology device and/or service is needed in order

for the student to benefit from his/her education program, it may be included in the student's IEP.

For purposes of this policy and its implementation with respect to students with disabilities under the IDEA, an "assistive technology device" means any item, piece of equipment or product system, whether acquired commercially, modified or customized, that is used to increase, maintain or improve functional capabilities of students with disabilities. "Assistive technology service" means any service that directly assists a student with a disability in the selection, acquisition or use of an assistive technology device.

## Unity School District - Board of Education

### Board Policy 371.1

#### Student-Initiated Clubs and Similar Organizations

Last Revised 10/11/2022

The District permits the formation of voluntary, noncurricular student organizations at the high school level. Such organizations are generally interest-based groups whose meetings and activities are planned and run by current students whose primary school of enrollment and attendance is a District school. While noncurricular student organizations are subject to regulation by the District, they are not District-sponsored and are not District-directed co-curricular or extracurricular activities. A District staff member or other agent of the District may be assigned to qualified noncurricular student organizations for general custodial purposes, including serving as an initial point-of-contact for the group's operational questions.

Third-party individuals or organizations who are not affiliated with the District may not create, be members of, regularly attend, or direct or control the activities of a noncurricular student organization.

To take advantage of access to school facilities (e.g., for meeting time/space) and any other benefits that may be offered to noncurricular student organizations at a particular school, such an organization must be registered through a process that shall be administratively defined.

1. The administration is authorized to establish lawful criteria and procedures for the registration, recognition, operation, and possible discontinuation of noncurricular student organizations, which may include, for example, a requirement for a showing of interest and/or a requirement to hold regular meetings or other activities at school. Such criteria and other rules may vary, subject to final oversight by the District Administrator or his/her administrative-level designee.
2. The registration and operation of a noncurricular student organization may be denied for lawful reasons, such as that the group intends to engage in or advocate criminal conduct or engage in or advocate activities that pose an unreasonable risk to health and safety.
3. Noncurricular student organizations may not discriminate in their membership or in their activities in a manner that would violate the District's student nondiscrimination policies. However, the District also acknowledges its obligation to avoid engaging in any unlawful discrimination against any proposed or active student organization, or participating student, on the basis of, for example, the religious, political, or philosophical content or viewpoint of such an organization or its activities or speech.

The District reserves all lawful power and authority to maintain order and discipline on District premises, to prevent disruption of instructional time and activities, and to protect the well-being of students and staff. If the District determines that a student's conduct inappropriately disrupts the meetings or activities of a noncurricular student group, or that any student's conduct violates other District policies, rules, or directives, the District may deny the student permission to continue to participate in the group and the student may be subject to other District-imposed disciplinary consequences.