



## AGENDA

Wisconsin Rapids Board of Education  
**Educational Services Committee**

510 Peach Street · Wisconsin Rapids, WI 54494 · (715) 424-6701

Mary Rayome, Chairperson  
John Benbow, Jr.  
Katie Bielski-Medina  
Troy Bier  
Larry Davis  
Sandra Hett  
John Krings, President

October 5, 2020

LOCATION: Board of Education, 510 Peach Street, Wisconsin Rapids, WI  
Conference Room A/B

TIME: 6:00 p.m.

- I. Call to Order
- II. Public Comment
- III. Actionable Items
  - A. 2019 Act 185 School Board Report
- IV. Updates
  - A. Every Student Succeeds Act
  - B. Policy 672 Discussion
  - C. Off- Campus Virtual Enrollment 9/30/20
- V. Consent Agenda Items
- VI. Future Agenda Items/Information Requests
  - New Course/Curriculum Modification Proposals – Discussion (November)
  - ECCP/SCN (November)
  - New Course/Curriculum Proposals – Decision (December)
  - Mid-Year AGR Report (February)
  - Strategic Plan Updates (February)
  - Student Travel Updates (February)

The Wisconsin open meetings law requires that the Board, or Board Committee, only take action on subject matter that is noticed on their respective agendas. Persons wishing to place items on the agenda should contact the District Office at 715-424-6701, at least seven working days prior to the meeting date for the item to be considered. The item may be referred to the appropriate committee or placed on the Board agenda as determined by the Superintendent and/or Board president.

With advance notice, efforts will be made to accommodate the needs of persons with disabilities by providing a sign language interpreter or other auxiliary aids, by calling 715-424-6701.

School Board members may attend the above Committee meeting(s) for information gathering purposes. If a quorum of Board members should appear at any of the Committee meetings, a regular School Board meeting may take place for purposes of gathering information on an item listed on one of the Committee agendas. If such a meeting should occur, the date, time, and location of the Board meeting will be that of the particular Committee as listed on the Committee agenda.



**BACKGROUND**

Mary Rayome, Chairperson  
John Benbow, Jr.  
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- I. Call to Order
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- III. Actionable Items

A. 2019 Act 185 School Board Report

On April 15, 2020, Governor Evers signed into law 2019 Act 185 (Act 185), the state's response to the COVID-19 pandemic and resulting public health emergency. The 2019 Act 185 requires all school districts to report the impacts of school closures to the Department of Public Instruction (DPI) by November 1, 2020, and for DPI to submit a report based on this information to the legislature.

Attachment A provides Wisconsin Rapids Public School District's Act 185 Report. Roxanne Filtz, Director of Curriculum and Instruction, and Craig Broeren, Superintendent of Schools, will be present to provide background about information provided.

The administration recommends approval of the 2019 Act 185 COVID-19 Response report, as presented, to be sent to the Department of Public Instruction by November 1, 2020.

IV. Updates

A. Every Student Succeeds Act (ESSA)

Every Student Succeeds Act (ESSA) includes entitlement grants that come from the federal government through the states. Included in the grant are Titles I, II, III and IV. Wisconsin Rapids Public Schools will receive \$1,226,462 for the 2020-21 school year in ESSA grant funds. This is an increase of \$39,189 from the 2019-2020

school year. The purpose of this update, presented as Attachment B, is to review grant requirements and how these dollars will be spent.

B. Policy 672

Board Policy 672 – Purchasing Procedures/Competitive Pricing establishes the procedures for all district purchases and outlines the procedures for obtaining competitive quotes for items exceeding \$10,000. The curriculum and technology departments would like to make revisions to this policy in order to update some of the current language to make the information applicable to 2020-2021. Policy 672 was last revised in 2007.

The rationale for revising the policy is laid out in Attachment C. The current policy is presented as Attachment D.

C. Virtual Student Enrollment Update

Ms. Filtz will provide an update on the off-campus/virtual programs. Attachment E provides the number of students enrolled as of September 30, 2020.

V. Consent Agenda Items

Committee members will be asked to decide which items should be placed on the consent agenda for the regular Board of Education meeting.

VI. Future Agenda Items/Information Requests

Agenda items are determined by the Committee Chair after consultation with appropriate administration depending upon other agenda items, presentation information, and agenda availability.

Future agenda items/information requests include, but are not limited to:

- New Course/Curriculum Modification Proposals – Discussion (November)
- ECCP/SCN (November)
- New Course/Curriculum Proposals – Decision (December)
- Mid-Year AGR Report (February)
- Strategic Plan Updates (February)
- Student Travel Updates (February)

## **ACT 185 - COVID Response Department of Public Instruction Report**

The deadline for school boards to report to the department is **November 1, 2020.**

**Please enter the name and contact information of the person DPI staff should contact if there are questions about, or additional information is needed for, the school district's responses to the survey.** It is likely that multiple school district staff will be involved in gathering the data for the Act 185 Survey; thus, school districts are asked to delegate a primary contact for the school district, recognizing that the individual will need to be able to reach out to school district staff who have assisted in responding to the survey.

Name of primary contact (lead for completing the Act 185 Survey):

Craig Broeren

Email of primary contact: craig.broeren@wrps.net

Phone number of primary contact:

715-424-6701 Extension 1001

### **Q1 Did the school district implement virtual instruction during the public health emergency?**

**“Virtual instruction” means instruction provided through means of the Internet if the pupils participating in and instructional staff providing the instruction are geographically remote from each other.**

**Yes**

### **Q2 In which grades was virtual instruction implemented?**

x 4K through 12th Grade

**Q3 What was the process for implementing virtual instruction? What steps were required?**

Examples of steps your district may have had to take to implement virtual learning:

- Communicate with families and students about the implementation of virtual instruction in the district, expectations for students and teachers, where families could access resources to help them help their students as they learn at home, etc.
- Create schedules (e.g., for classes, checking attendance, arranging for pick-up of materials, regular communications with staff, students, & families, etc.)
- Identify learning priorities
- Coordinate with English Language, special education, and advanced learning staff to ensure all students were served during school closures
- Provide professional learning/training for staff on delivering instruction remotely
- Review and modify policies (e.g., attendance and grading)
- Survey parents or otherwise assess the technology needs of students and their households
- Purchase software platform (for district) so that staff could deliver instruction online
- Purchase laptops or other one-to-one devices for students
- Purchase hot spots so students could access Wi-Fi

**Q4 What do you recommend as best practices for transitioning to and providing virtual instruction when schools are closed? In other words, what worked best for your district in implementing virtual instruction?**

*Our District had implemented a full 1:1 plan at the secondary level PRIOR to the closure and Grades 9 - 12 students had a district loaned device and grades 6-8 students had a device to use in every classroom. Because of this, grades 6 - 12 students were able to each have a device and were accustomed to the learning platforms of Google Classroom and/or Canvas.*

*Best Practice at the elementary level would include surveying families at the beginning of each school year to determine their internet accessibility and the need for family devices. Although we had done this prior to the closing, it was never done intentionally for the purpose of organizing a school closure. In addition, elementary level teachers need to practice using internet based programs from DAY 1 while students are with them in the classroom so that they can help students troubleshoot and learn how to use*

said programs. Finally, best practice would include implementing a Learning Management System at grades 4K - 5. This has been done since the closure, but was not in place before the closure.

**Q5 Describe the challenges or barriers the school district faced related to implementing virtual instruction during the public health emergency (for example, a lack of internet access at home, teacher training, or devices).**

Examples of challenges your district may have faced in implementing virtual instruction:

- Limited caregiver support in the home
- Stress from the health emergency (e.g., parents/caretakers working at home, health issues, food access, other responsibilities of caretakers, family separation, etc.)
- Students and families do not have enough experience with virtual platforms and tools
- No access to reliable WiFi/internet (neither family nor district can obtain)
- Delivery and return of instructional materials, e.g. technology resources or packets
- Lack of access to regular/reliable communication with students and families
- Lack of childcare services, which caused older students in households with parents who are performing essential services and/or with multiple children in the household, to have to perform caretaking duties, e.g., babysitting during school hours
- Competition for internet resources from other family members, e.g., multiple people accessing broadband, including other students in the household or adults needing to access the internet to complete unemployment compensation applications or perform job searches

**Q6 Did the school district implement non-digital remote instruction during the public health emergency?**

“Non-digital remote instruction” means instruction where pupils participating in and instructional staff providing the instruction are geographically remote from each other, through means other than virtual instruction. Examples include instruction offered over the telephone and use of hardcopy work packets in students’ homes. Do not include virtual instruction.

**Yes**

**If not, please explain why the school district did not implement non-digital remote instruction.**

*Digital remote based instruction was provided at grades 6-12 exclusively because we were able to provide devices to every student and Hotspots for households who needed them. There was a combination of digital and non-digital based instruction provided at the 4K-5 levels depending on family accessibility to digital devices and the internet.*

**Q7 In which grades was non-digital remote instruction implemented?**

4K through 5th grade

**Q8 What was the process for implementing non-digital remote instruction? What steps were required?**

- Identify/select non-digital instructional materials that could be completed remotely
- Arrange for the distribution of instructional materials to students' homes
- Communicate with families and students about the implementation of non-digital remote instruction in the district, expectations for students and teachers, where families could access resources to help them help their students as they learn at home, etc.
- Create schedules (e.g., for classes, checking attendance, arranging for pick-up of materials, regular communications with staff, students, & families, etc.)
- Identify learning priorities
- Coordinate with English Language, special education, and advanced learning staff to ensure all students were served during school closures
- Review and modify policies (e.g., attendance and grading)

**Q9 What percent of the 2019-20 school year curriculum was provided to pupils in the district?** When responding, count the total amount of curriculum that was delivered during the school year (September 2019 through June 2020). This should include instruction delivered through the school year, whether delivered to students in-person/at school, and/or as virtual/remote instruction. Report the average percent of the curriculum delivered by grade level as applicable to the district. If the district does not include one or more grades do not enter a response for those grades.

- Percent provided in 4K through grade 8

**75%**

- Percent provided in grade 9 through grade 12

**95%**

**Q10 Please enter any information you would like to include about the percent of curriculum that was provided to pupils. For example, if some grades received a lower percent of curriculum it may be helpful to explain why that was.**

*In grades 4K - 8, our district adopted a policy of providing students with enrichment and support resources rather than presenting new learning. It was determined that this was the most equitable to move forward for our students. Traditional grading was suspended at these grade levels as we were not able to determine quickly enough which students had resources (both digital and human support) and how we could provide for those families who were lacking the resources to be successful. Teachers **did** contact families personally at least twice a week. Google and ZOOM meets were held in order to keep a human touch to the regular classroom. At grades 4K - 5, packets of materials were distributed to families that did not have digital resources, however, this work was not collected and graded as there was not enough information about the virus at the time to understand the logistics and the safety of such practice. We made packets available for parent pick-up as well as used our district transportation drivers to drop off materials at the same time they were dropping off meals to families.*



**Q11 Report the number of staff, by position type, who were laid off for the entire period of the public health emergency, from March 12th through June 30th. (Note: a response must be entered, even if zero).**

Teachers

0

Paraprofessionals

0

Other Instructional Staff

0

Pupil Services

0

Instructional Services

0

Administrators

0

Administrative Support

0

Buildings & Grounds

0

Transportation

0

Food Service

0

Other Support Staff

0

**Q12 Report the number of staff, by position type, who were reassigned to other work outside of their usual position and assignment during the public health emergency, from March 12th through June 30th. (Note: a response must be entered, even if zero).**

Teachers

0

Paraprofessionals

0

Other Instructional Staff

0

Pupil Services

0

Instructional Services

0

Administrators

0

Administrative Support

0

Buildings & Grounds

0

Transportation

5 - delivered meals

Food Service

0

Other Support Staff

0

**Q13 How many breakfasts were provided during the public health emergency (from March 12th through June 30th) through each of the [United States Department of Agriculture \(USDA\) Child Nutrition Programs](#) listed below? Please use the same numbers that were reported for purposes of federal claims reporting. Meals that were provided outside of one of the USDA programs should be reported in the “Other” category, including meals provided by districts that do not participate in these programs.**

- National School Lunch Program's Seamless Summer Option:

**0**

- Summer Food Service Program:

**94,709 breakfasts served**

- Child and Adult Care Food Program (CACFP):

**0**

- Afterschool Snack Program: 0

- CACFP Snacks:\*\*

**0**

- CACFP At-Risk Suppers:\*\*

**0**

**\*\*Child and Adult Care Food Program**

**Q14 How many lunches were provided during the public health emergency (from March 12th through June 30th) through each of the below programs?** Please use the same numbers as were provided for federal reporting. Meals that were provided outside of one of the USDA programs should be reported in the “Other” category, including meals provided by districts that do not participate in these programs.

- National School Lunch Program's Seamless Summer Option:

**0**

- Summer Food Service Program:

**94,709 lunches served**

- Child and Adult Care Food Program (CACFP):

**0**

- Afterschool Snack Program: 0

- CACFP Snacks:\*\*

**0**

- CACFP At-Risk Suppers:\*\*

**0**

**\*\*Child and Adult Care Food Program**

**Q15 How many dinners were provided during the public health emergency (from March 12th through June 30th) through each of the below programs?** Please use the same numbers as were provided for federal reporting. Meals that were provided outside of one of the USDA programs should be reported in the “Other” category, including meals provided by districts that do not participate in these programs.

**ZERO dinners were served**

**Q16 How were meals provided to pupils during the public health emergency (from March 12th through June 30th)? For example, meals may have been delivered to students or offered for pickup.**

***Packaged breakfasts and lunches were offered for pick up at two sites in the School District or if families were unable to pick up meals, meals were delivered to students' homes by the transportation staff.***

**Q17 Report the amounts by which expenditures in each of the following categories were increased or reduced due to the public health emergency (from March 12th through June 30th), compared to what was projected on or before March 11, 2020 for the remainder of the 2019-20 school year budget, before the public health emergency began.**

- Utilities:

**(\$89,000)**

- Transportation (including both day to day transportation of pupils, and transportation for extracurricular activities):

**(\$320,000)**

- Food service:

**\$84,000**

- Personnel (including expenditure reductions resulting from layoffs):

**(\$330,000) *Substitute Staff Costs***

- Contract terminations (for operations other than those noted above):

**(\$25,000) *Athletic Coaching***

- Other (include an amount and description):

**(\$133,000) *Athletic Costs***

**(\$123,000) *Staff Training Costs***

**Q18 Estimate the amounts by which expenditures in each of the following categories are planned or anticipated to increase or decrease in the 2020-21 school year, compared to what would have been planned or anticipated had there not been a public health emergency.**

Enter a positive amount for increased expenditures, or a negative amount for decreased expenditures. (Note: a response must be entered, even if zero).

○ Utilities:

**\_0 - buildings open for in person instruction**

○ Transportation (including both day to day transportation of pupils, and transportation for extracurricular activities):

**\_0 - buildings open for in person instruction and extracurricular activities**

○ Food service:

**\_*\$198,000 - preparation and delivery of meals for students who chose not to attend in person instruction***

○ Personnel (including expenditure reductions resulting from layoffs):

**\_*\$1,383,000 - additional Virtual learning staff for students who chose not to attend in person instruction***

○ Contract terminations (for operations other than those noted above):

**\_0 - buildings open for in person instruction**

**Q19 Who provides daily transportation to and from school in your district?**

***Both district and contractor***

**Q20 Did you and your contractor for daily transportation to and from school reach an agreement, addendum, or contract revision on payments during the public health emergency?**

**Yes**

**Q21 What did your original transportation contract for the 2019-20 school year specify for payment on days school was closed, in lieu of payment for daily transportation provided to and from school?**

***No payment provided in the contract***

**Q22 What did you actually pay your contractor for the days school was closed due to the public health emergency, in lieu of payment for daily transportation provided to and from school?**

**\$721,595**

## Title VI

Title VI addresses the "unique educational and culturally-related academic needs," including language-related needs, of American Indian students through formula grants to eligible Local Education Agencies (LEA) and American Indian nations and tribal communities from U.S. Department of Education.

- Liaison
- Tutoring
- *Nekoosa Youth Learning Center  
In District*
- Cultural Events
- Professional Development

2019-2020 Allocation—\$23,048  
2020-2021 Allocation— \$25,460  
(+ \$2,412)

## Every Student Succeeds Act

## Helping Children to Succeed



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*Title I, II, III, IV and VI  
2020-2021 Overview*





## Title Schools That Qualify

River Cities: 80.0%

Mead: 82.32%

Howe: 69.09%

Grove: 61.63%

## Every Student Succeeds Act (ESSA)

Signed into law December 10, 2015, the *Every Student Succeeds Act (ESSA)* is the federal

legislation that governs elementary and secondary education in America.

**Title I: Improving Basic Programs Operated by State and Local Education Agencies**

**Title II: Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Leaders**

**Title III: Language Instruction for English Learners and Immigrant Students**

**Title IV: 21st-Century Schools**

**Title VI: Indian, Native Hawaiian, and Alaska Native Education**

## Title Description and Allocations

**Title I** (Improving Basic Programs Operated by State and Local Education Agencies) funding brings both needed resources and new requirements to provide the personnel, instruction, and interventions to help close achievement gaps.

- Salary and benefits: Reading and Math Interventionists
- Homeless Programming .1 FTE + transportation
- Professional Development
- Parent Involvement
- Behavior Support Paras: Howe and Mead

**2019-2020 Allocation—\$942,781**

**2020-2021 Allocation— \$968,570  
(+ \$25,789)**

**Title II** (Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Leaders) focuses on improving the quality and effectiveness of teachers, principals, and other school leaders.

- AGR Teacher 1.0
- Private / Parochial
- New Teacher/Mentor Program: Mentor Stipends
- Instructor Compensation—DEUS
- Educator Effectiveness Coach Salary

**2019-2020 Allocation—\$161,112**

**2020-2021 Allocation— \$171,447  
(+ 10,335)**

**Title III** (Language Instruction for English Learners and Immigrant Students) helps ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement.

- Bilingual Instructional Aide
- Materials and Supplies
- Professional Development
- Transportation

**2019-2020 Allocation—\$16,023**

**2020-2021 Allocation— \$18,198  
(+ \$2,175)**

**Title IV** (21st Century Schools) is comprised of two large block grant programs as well as discretionary grant and assistance programs meant to support the comprehensive needs of students in a variety of settings, strengthen family engagement, and bring America's schools into the 21st century.

- **Access to Well-Rounded Education**  
Mentor Stipends  
AP Conferences and Materials  
Conferences for Music, Art, World Language, Social Studies and Science  
Instructional Coaching Training  
Grade Level Leaders Stipends
- **Safe and healthy Students**  
Supplies for Parent Outreach  
Instructor Stipends  
Behavior and Mental Health Conferences
- **Effective Use of Technology**  
Support of Canvas/Seesaw/Google  
Classroom Implementation  
Conferences and PD Expenses  
Instructor Stipends

**2019-2020 Allocation—\$67,357**

**2020-2021 Allocation— \$68,247  
(+ \$890)**

## Policy 672 Purchasing Procedures/Competitive Pricing

*Curriculum and Technology would like to revisit Board Policy 672.*

### **Goals:**

1. Revise some of the current language to make the information applicable to 2020-2021 and beyond. (last revised in 2007).
2. Provide clarification on annual renewals.

### **Timeline:**

1. Present to the Board for discussion of possible revisions in October
2. If asked to move forward, provide revised document for First Reading in November
3. Provide final revised document for approval of Second Reading in December

### **Thoughts:**

1. In 2007, when this policy was adopted, technology and curriculum looked different than they do today. For example, there was not the volume of online subscriptions purchased then as purchased now. These subscriptions are an integral part of the current curriculum and a growing percentage of curriculum acquisition purchases include multi-year contracts with online subscription vendors. Each individual year of a multi year contract could exceed \$10,000.
  - a. Do these annual renewals need to go through Board approval every year as an update, even though the original contract was approved initially by the Board?
2. Consider raising the individual item dollar amount threshold to address the rising cost of “doing business” since 2007.
  - a. Examples of changes: currently the policy states that individual items exceeding \$10,000 shall be based, when possible, on competitive pricing and must first be approved by the Board of Education.
    - i. Due to cost increasing over the last 13 years, can this number threshold be increased to \$15,000 before Board approval?
      1. Many of our online subscriptions are around the \$12,000 mark.
3. The current policy states that competitive pricing/quotations are encouraged for items under \$1,000. Can this be adjusted to \$5,000?
4. The current policy states that 3 quotes are REQUIRED for all items purchased between \$1,000 and \$10,000. Can this be adjusted to \$5,000 - \$15,000 to match the language proposed above?
  - a. There is a concern that in the software world, it is very difficult to get 3 competitive quotes for the EXACT same product. For example, Securely is a one of a kind program. There are other programs LIKE Securley that do not offer all the same features. So, if quotes are gathered, there is really not a comparison of Apples to Apples. Current policy suggests the district goes with the lowest bid, but the lowest bid may not provide the program that is needed.
    - i. Can there be clarification on the “minimum of 3 vendors” language in the current policy due to the difficulty of finding three vendors that offer the EXACT same thing in some instances?

## 672 PURCHASING PROCEDURES/COMPETITIVE PRICING

The Board desires that purchases be made locally whenever possible. Therefore, local vendors will be given preference if service, quality, delivery time, and price are comparable with other vendors.

Insofar as is practical, and in the best interest of the District, materials and services are to be ordered from local merchants whenever possible. However, it must be understood that such materials and services must be equal to or exceed the requirements (award criteria) for price and quality as imposed upon other vendors. This policy shall in no way be interpreted to bind the District to the purchasing of goods and services totally from local vendors. However, it shall be interpreted as a meaningful directive to those with the authority to make purchases to give full and complete consideration to local merchants.

The School Board reserves the right to reject any or all bids (or proposals), to waive technicalities, to modify selection procedures, to make adjustments in specifications or quantities, and to make selections based on the best judgment or deemed to be most advantageous to the district, and said decisions and determinations shall be final.

All purchasing should be done through the Business Office in accordance with State Statutes, accepted purchasing procedures, and ethical business practices. Selection of a product for reasons other than price must be justified in writing and attached to the purchase order copy.

The official budget document approved by the Board of Education shall be considered as the authority for all expenditures made during the fiscal year. Expenditures shall not exceed the budgeted amount for any fund without School Board approval. The administrative staff shall be authorized to order items approved in the School District budget with prior approval of the Superintendent or his/her designee.

Individual items exceeding \$10,000 shall be based, when possible, on competitive pricing, and must first be approved by the Board of Education. All items costing less than \$10,000 shall be administratively reviewed and approved by the Superintendent or designee. When multiples of the same item are purchased from an individual vendor on the same day and total more than \$10,000, those items must be approved by the Superintendent or his/her designee and shall be included in the Business Services update to the Board.

All quotation awards shall be based on the lowest priced responsible qualified supplier, consideration being given to the qualities of the articles to be supplied, their conformity with the specifications, their suitability to the requirement of the educational system, the delivery terms, and the past performance of vendors.

Interested local suppliers will be given serious consideration and the opportunity to provide competitive pricing. Vendors shall be invited to request that their names be placed on mailing lists to receive quotation requests. Annually, the District will publish an advertisement in the local newspaper soliciting local vendors interested in being added to the vendor list for bids/quotes/purchases. It shall not be the responsibility of the District or its agents to contact said local suppliers in each instance. Rather, it shall be the responsibility of the vendor to be sure his/her name is on record as being a purveyor of specific goods and/or services. When quotation requests are prepared, they will be mailed to all local vendors who express an interest in quoting, as well as other vendors as deemed appropriate. Requests for quotes shall be sent to at least three (3) vendors whenever possible.

The Board's intent is to give all vendors/businesses a fair and equal chance to supply goods and services to the School District.

All purchasing and recommendations for purchasing will be made through the administrative staff. Board members may question any recommendations made to assure that the best possible quality items are purchased at the lowest cost, best service, and with the best warranty.

#### Emergency Situations

The Superintendent or his/her designee has the authority to approve individual purchases that exceed \$10,000 in special circumstances or emergency situations.

Special circumstances may include those in which the use of the bidding or quotation procedure would not be in the best interests of the School District. Examples may include instances where the School District would recognize significant cost savings by the immediate purchase, or selection of a provider or when the circumstances require immediate action to correct a deficiency or problem in the operations of the School District where a failure to act would immediately cause appreciable damage to physical facilities, interrupt the educational program, or endanger the life or health of students, staff or community.

The Superintendent of Schools shall, as soon as possible following the onset of the emergency, call the President of the Board to describe the situation and the necessity for the purchase. The President will determine whether a specific meeting of the Board is required or whether the situation can be reported at the next regular meeting to request Board confirmation.

#### Formal Bids

Bidding is defined as a formal process where sealed written prices are received based upon written specification and is normally used for construction, additions, remodeling or renovation projects.

When utilizing formal bid procedures, the Board shall request bids be published in the appropriate publications to obtain the best number of bidders for the School District. Administration will determine if Bid Bonds and Performance Bonds are required. Requests for such bids may also be sent directly to local vendors and/or prospective bidders known to the School District.

All bids must be submitted in sealed envelopes, and plainly marked with the name of the bid and bid opening date. All bids shall specify that they are to be received by a specified date and time and, if applicable, at a specific location/address. Bids shall be opened in public at the time and location listed in the specifications. Final acceptance of the bid shall be approved by the School Board. Bids received after the date and time indicated in the specifications shall be returned to the bidder unopened. The Business Services Committee Chair or designee shall open bids with the Director of Business Services and appropriate department head.

Low bids can be rejected if, in the opinion of the Board/Superintendent or his/her designee, the following circumstances occur:

1. Quality of goods or services does not meet bid specifications.
2. On the basis of previous experience or knowledge, the goods or services provided were not satisfactory in quality.
3. Vendor has demonstrated a history of providing inferior service.

Bids are not required for:

1. Instructional media and related materials (textbooks, software, books, tapes, films, workbooks, periodicals, and educational materials directly related to a specific district curriculum).
2. Replacement parts for existing equipment.
3. C.E.S.A. contracts.
4. Cooperative agreements with other school districts.
5. Maintenance contracts where the maintenance is to be performed on a routine or as-needed basis on specific equipment (i.e., boilers or manufacturer-specific equipment).
6. Services renewed annually (such as proprietary equipment like the fire alarm system, energy management computer system, etc.) unless requested by Board action or recommendation of the Superintendent or his/her designee.
7. Emergency purchases.

#### Competitive Pricing/Quotations

A quotation is defined as an inquiry of vendor price via phone, fax, e-mail, or written communication.

1. On purchases with an estimated total less than \$1,000, competitive pricing is encouraged, but not required.
2. Requirements for purchases with an estimated total between \$1,000 and \$10,000 are as follows:
  - a) A minimum of three informal solicitations (such as telephone quotations, fax quotes, catalog prices, etc.) shall be obtained.
  - b) A notation should be made if three solicitations cannot be obtained.
  - c) Each department is responsible for obtaining the solicitations and retaining the corresponding records.
  - d) The department shall retain all supporting solicitation documentation attached to their signed office copy of the purchase requisition.
  - e) This documentation shall be kept for the current fiscal year and three subsequent fiscal years.
3. Purchases with an estimated total of \$10,000 or more shall be performed by the Business Services Office with the exception of purchases made by the following departments:
  - a) Buildings & Grounds Department
  - b) Curriculum Department
  - c) Technology Department
  - d) Food Service Department

Quotations may require a specific due date. Quotations will be opened at the designated time and location. No evaluation or vendor access shall be allowed until after the due date. Quotations received from a vendor shall not be disclosed to other parties until a decision to purchase has been made or until a purchase order has been issued. Quotations shall not be considered when received after the date specified by the District for receipt of quotations.

The Board of Education reserves the right to reject any and all bids/quotations or parts thereof, or to select any combination which may be deemed most advantageous to the School District. Where quality and service are relatively equal, price will be the determining factor.

In awarding purchases or contracts for services, approval will be based upon:

- Price
- Quality of the product, service and warranty
- Service, delivery, and maintenance of product
- Suitability of the product or service
- Conformance to specifications
- Past performance to the District
- Vendor reliability
- Payment terms

#### Professional Services

Contracts for professional services shall be reviewed and reconsidered by the School Board on a regular basis, normally every three (3) years. Contracts awarded by the School Board and requests for proposals shall be maintained for a period of six (6) years after closing and final approval of the work contracted.

#### Prohibitions Related to Purchases

No Board member, officer, or employee of this district, or their families shall be interested financially in any contract entered into or purchase made by the Board.

- Personal Purchases – No personal purchases may be made using the School District’s name.
- Purchase of Items for Sale to Employees – No purchase of items shall be made for the sale to employees whatsoever except meals, public services and such specialized appliances as may be required for the safety or health of the employees.
- Private Interest in Public Contracts – State law prohibits any public officer or employee to negotiate, bid for or enter into a contract in which he/she has a private pecuniary interest, direct or indirect, if at the same time he/she is authorized or required by law to participate in his/her official capacity in the making of that contract or to perform in exercise of discretion on his/her part.
- Acceptance of Gifts or Other Items of Value – Under state law, no public official or employee may use his/her public position or office to obtain financial gain or anything of substantial value for the private benefit of him/herself or his/her immediate family, or for any organization with which he/she is associated.

LEGAL REF.: Sections 66.949 Wisconsin Statutes

118.12  
120.12(24)  
120.13  
120.44  
946.12

946.13

CROSS REF.: 672 Rules (1) Performance Guarantees  
672 Rule (2) Purchasing Procedures  
672.1, Bidding Requirements  
WREA Agreement

APPROVED: November 11, 1974

REVISED: November 14, 1988

January 8, 1990

March 11, 1996

January 14, 2002

March 12, 2007

**Off-Campus Enrollment Numbers as of 9/30/20  
(Not Including Central Oaks)**

	4k	K	1	2	3	4	5	Total By Building	9/9/20
<b>Grant</b>		1	2	4	1	0	2	10	
<b>Grove</b>		3	2	6	5	5	4	25	
<b>Howe</b>		11	6	8	9	10	5	49	
<b>Mead</b>		2	8	12	8	7	8	45	
<b>THINK</b>		3	1	5	4	2	4	19	
<b>Washington</b>		6	9	6	3	6	9	39	
<b>Woodside</b>		6	2	2	7	4	9	30	
<b>DISTRICT</b>	26							26	
<b>Total by Grade</b>	<b>26</b>	<b>32</b>	<b>30</b>	<b>43</b>	<b>37</b>	<b>34</b>	<b>41</b>	<b>243</b>	<b>295</b>

**Central Oaks Enrollment by Grade Level**

	Number of Students 9/30/20	9/9/20
<b>4K</b>	45	49
<b>Kindergarten</b>	52	57
<b>1st Grade</b>	54	54
<b>2nd Grade</b>	40	52
<b>3rd Grade</b>	50	54
<b>4th Grade</b>	41	44
<b>5th Grade</b>	40	41
<b>6th Grade</b>	71	64
<b>7th Grade</b>	65	65
<b>8th Grade</b>	58	55
<b>Total Students</b>	<b>516</b>	<b>535</b>

**Lincoln Virtual School Enrollment by Grade Level**

	Number of Students	9/9/20
<b>Total Students</b>	171	159