Monday, June 24, 2024
Board of Education Meeting

APPLETON AREA SCHOOL DISTRICT
BOARD OF EDUCATION MEETING
Scullen Leadership Center
131 E. Washington Street, Suite 1A
Appleton, WI 54911
Time: 6:00 PM

Some participants may join remotely, and both members of the media and the public can attend the meeting in person or watch the live stream on the Appleton Area School District YouTube Channel:https://www.youtube.com/channel/UCHo-l09YGgt4uKnCWYvt8Pw

Any special needs or any requests for accommodations related to accessing the meeting should be sent to Kayla Malott, at malottkayla@aasd.k12.wi.us or (920) 852-5300 ext.60111, at least 24-hours in advance of the meeting.

1. Meeting Opening

Subject	**A. Roll Call**
Meeting	Jun 24, 2024 - Board of Education Meeting
Category	1. Meeting Opening
Type	Procedural

Subject	**B. Pledge of Allegiance**
Meeting	Jun 24, 2024 - Board of Education Meeting
Category	1. Meeting Opening
Type	Procedural

2. Approval of Agenda (GC-2: Governing Commitments)

Subject	**A. Board Member Request to Remove Consent Agenda Item(s) for Separate Consideration**
Meeting	Jun 24, 2024 - Board of Education Meeting
Category	2. Approval of Agenda (GC-2: Governing Commitments)
Type	Procedural

Subject	**B. Approval of Agenda**
Meeting	Jun 24, 2024 - Board of Education Meeting
Category	2. Approval of Agenda (GC-2: Governing Commitments)
Type	Action, Procedural
Recommended Action	Motion to approve the Board Agenda as presented.

Motion & Voting

Motion to approve the Board Agenda as presented.

Motion by James Bacon, second by Edward Ruffolo.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross

3. Special Presentation

Subject	**A. None**
Meeting	Jun 24, 2024 - Board of Education Meeting
Category	3. Special Presentation
Type	Presentation

4. Public Input (GC-3.3: Initiate and maintain effective communication with the citizens.)

Subject	**A. Public Input**
Meeting	Jun 24, 2024 - Board of Education Meeting
Category	4. Public Input (GC-3.3: Initiate and maintain effective communication with the citizens.)
Type	Procedural

Public Input:
Members of the public wishing to address the Board may speak during public input in accordance with the procedures posted on the District's website and state law. The Wisconsin Open Meetings Law requires that Board of Education members do not discuss topics or respond to questions that are not listed on the agenda. The practice of the Board is to not respond to public comments during the meeting; however, when appropriate the Board may request the administration to reach out to a citizen regarding a concern they may have. Speakers will be bound by the guidelines and responsibilities outlined on the District's website and established in policy. The Board reserves the right to terminate remarks of any individual who does not adhere to established rules, whose comments are unduly repetitive of previous comments, who makes comments that are obscene, threatening, harassing, or defamatory, or whose conduct is otherwise disorderly. Comments that introduce complaints or concerns that are directed toward and that identify individual staff members or individual students are not permissible.

The Board reserves the right to amend and adjust processes and procedures relating to public input as necessary to accomplish the business of the Board, which includes the ability of the Board to limit (in a viewpoint-neutral manner) the total time allotted for public input or the amount of time allotted to individual topics.

Policy References:
Board Policy and Rule 187 - Public Input at School Board and Board Subcommittee Meetings

5. Board Development (GC-2.2: The Board will assure that its members are provided with training and professional support necessary to govern effectively.)

Subject	**A. None**
Meeting	Jun 24, 2024 - Board of Education Meeting
Category	5. Board Development (GC-2.2: The Board will assure that its members are provided with training and professional support necessary to govern effectively.)
Type	

6. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)

Subject	**A. Business Services Update(s): None**
Meeting	Jun 24, 2024 - Board of Education Meeting
Category	6. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)
Type	Discussion, Information, Report

Subject	**B. School/Student Services Update(s): Recognition of American Councils for International Education; Policy Update: 422.1-Rule International Exchange; Policy Update: 453.4 & 453.4 Rule- Administration of Drug Products/Medications to Students; Middle School ELA Materials Adoption**
Meeting	Jun 24, 2024 - Board of Education Meeting
Category	6. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)
Type	Discussion, Information, Report

Assistant Superintendent Mike Hernandez will report on the Recognition of American Councils for International Education and Policy Update: 422.1-Rule International

Exchange items for consideration.

Superintendent Greg Hartjes will report on Policy Update: 453.4 & 453.4 Rule-Administration of Drug Products/Medications to Students item for consideration.

Assistant Superintendent Steve Harrison will report on the Middle School ELA Material Adoption item for consideration.

File Attachments
IFC-American Councils.docx (1).pdf (45 KB)
IFC-Policy Update 422.1 (1).pdf (45 KB)
FINAL-International Exchange 422.1 .docx.pdf (60 KB)
IFC-Policy 453.4 - Administration of Drug Products Medications to Students.docx (1).pdf (39 KB)
FINAL Administration of Drug Products-Medications to Students 453.4.pdf (122 KB)
IFC- Middle School ELA.pdf (53 KB)
 KWKT- Middle School Materials Purchase- Amplify ELA (06_10_24) (1).pdf (111 KB)
Public Input Received - Amplify ELA (6_10_24) (1).pdf (69 KB)

Subject	**C. Personnel Services Update(s): Professional Educator New Hire(s), Contract Change(s), and Resignation(s)**
Meeting	Jun 24, 2024 - Board of Education Meeting
Category	6. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)
Type	Discussion, Information, Report

Chief Human Resources Officer, Julie King will report on the Personnel Services items for consideration.

File Attachments
IFC Professional Educator Resignations 6-24-24.pdf (108 KB)
IFC Professional Educator Contract Changes 6-24-24.pdf (105 KB)
IFC Professional Educator New Hires 6-24-24.pdf (155 KB)

7. Board's Consent Agenda (GC-2.4: The Board will use a consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss.)

Subject	**A. Board Meeting Minutes from June 10, 2024**
Meeting	Jun 24, 2024 - Board of Education Meeting
Category	7. Board's Consent Agenda (GC-2.4: The Board will use a consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss.)
Type	Action, Minutes

Motion to approve the Board Meeting Minutes of June 10, 2024 as presented.

Recommended Action

Minutes View Minutes for Jun 10, 2024 - Board of Education Meeting

Minutes aren't official until they are approved at the Board meeting.

Motion & Voting

Motion to approve the Board Meeting Minutes of June 10, 2024 as presented.

Motion by James Bacon, second by Kristine Sauter.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross

8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)

Subject	**A. Recognition of American Councils for International Education**
Meeting	Jun 24, 2024 - Board of Education Meeting
Category	8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action

File Attachments
IFC-American Councils.docx.pdf (45 KB)

Subject	**B. Policy Update: 422.1-Rule International Exchange**
Meeting	Jun 24, 2024 - Board of Education Meeting
Category	8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action

File Attachments
IFC-Policy Update 422.1.pdf (45 KB)
FINAL-International Exchange 422.1 .docx.pdf (60 KB)

Subject	**C. Policy Update: 453.4 & 453.4 Rule- Administration of Drug Products/Medications to Students**
Meeting	Jun 24, 2024 - Board of Education Meeting
Category	8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)

Type	Action

File Attachments
IFC-Policy 453.4 - Administration of Drug Products Medications to Students.docx (1).pdf (39 KB)
FINAL Administration of Drug Products-Medications to Students 453.4.pdf (122 KB)

Subject	**D. Middle School ELA Materials Adoption**
Meeting	Jun 24, 2024 - Board of Education Meeting
Category	8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action

File Attachments
IFC- Middle School ELA.pdf (53 KB)
_KWKT- Middle School Materials Purchase- Amplify ELA (06_10_24) (1).pdf (111 KB)
Public Input Received - Amplify ELA (6_10_24) (1).pdf (69 KB)

Subject	**E. Professional Educator New Hire(s)**
Meeting	Jun 24, 2024 - Board of Education Meeting
Category	8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action

File Attachments
IFC Professional Educator New Hires 6-24-24.pdf (155 KB)

Subject	**F. Professional Educator Contract Change(s)**
Meeting	Jun 24, 2024 - Board of Education Meeting
Category	8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action

File Attachments
IFC Professional Educator Contract Changes 6-24-24.pdf (105 KB)

Subject	**G. Professional Educator Resignation(s)**
Meeting	Jun 24, 2024 - Board of Education Meeting

Category	8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action
Recommended Action	Motion to approve the Professional Educator Resignation(s) as presented.

File Attachments
IFC Professional Educator Resignations 6-24-24.pdf (108 KB)

Motion & Voting

Motion to approve the Professional Educator Resignation(s) as presented.

Motion by Kay Eggert, second by Nick Ross.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross

9. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)

Subject	**A. Business Services Report: None**
Meeting	Jun 24, 2024 - Board of Education Meeting
Category	9. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)
Type	Discussion, Information, Presentation, Report

Subject	**B. School/Student Services Report: Birth-3 Program Evaluation; 2023-2024 Achievement Gap Reduction (AGR) End-of-Year Report; 2023-2024 District Scorecard Presentation; and American Pop Culture Curriculum Update**
Meeting	Jun 24, 2024 - Board of Education Meeting
Category	9. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)
Type	Discussion, Information, Presentation, Report

Steve Harrison, Pam Franzke, and the B-3 Team will present the Birth-3 Program Evaluation.

Assistant Superintendent, Nan Bunnow will present the 2023-2024 Achievement Gap Reduction (AGR) End-of-Year report.

The District Leadership Team will present the 2023-2024 District Scorecard.

Steve Harrison and Rebecca Whittle will report on the American Pop Culture Curriculum update item of information.

File Attachments
Birth Through Age Three Program Evaluation 2024.pdf (4,067 KB)
B-3 Program Evaluation Final Report.pdf (107 KB)

IOI AGR End of Year Report 2023-2024.docx.pdf (48 KB)
AGR End-of-Year BOE Presentation, 2023-2024.pdf (801 KB)
IOI- American Pop Culture.pdf (47 KB)
KWKT- American Pop Culture (6_24_24).pdf (88 KB)
AASD District Scorecard 2023-2024 .pdf (166 KB)

Subject	**C. Personnel Services Report: None**
Meeting	Jun 24, 2024 - Board of Education Meeting
Category	9. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)
Type	Discussion, Information

10. Board Business

Subject	**A. Hmong American Immersion School (HAIS) Update**
Meeting	Jun 24, 2024 - Board of Education Meeting
Category	10. Board Business
Type	Discussion, Information

Superintendent Greg Hartjes will provide an update regarding the Hmong American Immersion School (HAIS).

Subject	**B. District Survey Results**
Meeting	Jun 24, 2024 - Board of Education Meeting
Category	10. Board Business
Type	Discussion, Information

Superintendent Greg Hartjes and Assistant Superintendent Nan Bunnow will present the District Survey Results.

File Attachments
BOE meeting - June 26 2024 survey summaries.pdf (564 KB)

Subject	**C. Monitoring: OE 10-Learning Environment/Student Behavior**
Meeting	Jun 24, 2024 - Board of Education Meeting
Category	10. Board Business
Type	Action
Recommended Action	Motion to approve Monitoring: OE 10-Learning Environment/Student Behavior as presented.

File Attachments
OE-10 Learning Environment_Student Behavior (5).pdf (584 KB)

Motion & Voting

Motion to approve Monitoring: OE 10-Learning Environment/Student Behavior as presented.

Motion by Edward Ruffolo, second by Kristine Sauter.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross

Subject	**D. Monitoring: OE-11 Instructional Program**
Meeting	Jun 24, 2024 - Board of Education Meeting
Category	10. Board Business
Type	Action
Recommended Action	Motion to approve Monitoring: OE 11- Instructional Program as presented.

File Attachments
OE-11 Instructional Program 6.24.24.pdf (553 KB)

Motion & Voting

Motion to approve Monitoring: OE 11- Instructional Program as presented.

Motion by Pheng Thao, second by James Bacon.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross

Subject	**E. Monitoring: R-3 Essential Life Skills**
Meeting	Jun 24, 2024 - Board of Education Meeting
Category	10. Board Business
Type	Action
Recommended Action	Motion to approve Monitoring: R-3 Essential Life Skills as presented.

File Attachments
R.3 Essential Life Skills 6.24.24.pdf (493 KB)

Motion & Voting

Motion to approve Monitoring: R-3 Essential Life Skills as presented.

Motion by James Bacon, second by Nick Ross.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross

Subject	**F. Revisions: B/SR-5 Superintendent Accountability**
Meeting	Jun 24, 2024 - Board of Education Meeting
Category	10. Board Business
Type	Action
Recommended Action	Motion to approve the revisions to BSR-5 Superintendent Accountability of the Coherent Governance Board Policies as presented.

File Attachments
DRAFT B_SR-5.pdf (75 KB)
FINAL B_SR-5.pdf (75 KB)

Motion & Voting

Motion to approve the revisions to BSR-5 Superintendent Accountability of the Coherent Governance Board Policies as presented.

Motion by Edward Ruffolo, second by Kristine Sauter.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross

Subject	**G. Revisions: B/SR-5-E-Annual Summative Evaluation of the Superintendent**
Meeting	Jun 24, 2024 - Board of Education Meeting
Category	10. Board Business
Type	Action
Recommended Action	Motion to approve the revisions to B/SR-5-E Annual Summative Evaluation of the Superintendent of the Coherent Governance Board Policies as presented.

File Attachments
DRAFT B_SR-5-E.pdf (68 KB)
FINAL B_SR-5-E.pdf (67 KB)

Motion & Voting

Motion to approve the revisions to B/SR-5-E Annual Summative Evaluation of the Superintendent of the Coherent Governance Board Policies as presented.

Motion by Pheng Thao, second by Kristine Sauter.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross

Subject	**H. 2024-2025 Professional Educator compensation increase**
Meeting	Jun 24, 2024 - Board of Education Meeting
Category	10. Board Business
Type	Action

Recommended Action	Motion to approve the 2024-2025 Professional Educator compensation increase as presented.

Motion & Voting

Motion to approve the 2024-2025 Professional Educator compensation increase as presented.

Motion by Kay Eggert, second by Edward Ruffolo.
Final Resolution: Motion Carried
Aye: Kay Eggert, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack
No: Kristine Sauter
Not Present at Vote: Nick Ross

Subject	**I. 2024-2025 Paraprofessional compensation increase**
Meeting	Jun 24, 2024 - Board of Education Meeting
Category	10. Board Business
Type	Action
Recommended Action	Motion to approve the 2024-2025 Paraprofessional compensation increase as presented.

Motion & Voting

Motion to approve the 2024-2025 Paraprofessional compensation increase as presented.

Motion by Edward Ruffolo, second by Pheng Thao.
Final Resolution: Motion Carried
Aye: Kay Eggert, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross
No: Kristine Sauter

Subject	**J. 2024-2025 Compensation increases for Administrative Assistant, Administrative Support Unit (ASU), Maintenance, and Administrative Staff**
Meeting	Jun 24, 2024 - Board of Education Meeting
Category	10. Board Business
Type	Action
Recommended Action	Motion to approve the 2024-2025 compensation increases for Administrative Assistants, Administrative Support Unit (ASU), Maintenance, and Administrative Staff as presented.

File Attachments
IFC-Compensation Increase 2024-2025 (AA ASU Maint Adm).pdf (114 KB)

Motion & Voting

Motion to approve the 2024-2025 compensation increases for Administrative Assistants, Administrative Support Unit (ASU), Maintenance, and Administrative Staff as presented.

Motion by Kay Eggert, second by James Bacon.
Final Resolution: Motion Carried
Aye: Kay Eggert, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross
No: Kristine Sauter

Subject	**K. Consent Agenda Item(s) Removed for Separate Consideration**
Meeting	Jun 24, 2024 - Board of Education Meeting
Category	10. Board Business
Type	Action, Discussion, Procedural

11. Items of Information

Subject	**A. None**
Meeting	Jun 24, 2024 - Board of Education Meeting
Category	11. Items of Information
Type	Information

12. Future Meetings

Subject	**A. Board Work Session: Wednesday, June 26, 2024, 7:30AM**
Meeting	Jun 24, 2024 - Board of Education Meeting
Category	12. Future Meetings
Type	Information

Subject	**B. Board Work Session: Monday, July 15, 2024 4:00PM**
Meeting	Jun 24, 2024 - Board of Education Meeting
Category	12. Future Meetings
Type	

Subject	**C. Board Meeting: Monday, July 15, 2024, 6:00 PM**
Meeting	Jun 24, 2024 - Board of Education Meeting
Category	12. Future Meetings
Type	Information

13. Adjourn

Subject	**A. Motion to Adjourn the Meeting**
Meeting	Jun 24, 2024 - Board of Education Meeting
Category	13. Adjourn
Type	Action, Procedural

Motion & Voting

PUBLIC INPUT AT SCHOOL BOARD AND BOARD SUBCOMMITTEE MEETINGS

The Board of Education encourages citizens of the Appleton Area School District to attend its meetings so that they may become better acquainted with the operations and programs of the schools and so that the Board may have an opportunity to hear the views and concerns of the public regarding educational issues.

A period of public input shall be noticed and scheduled at School Board meetings and Public Hearings, except as otherwise specifically directed by the Board.

Public input is also allowed at Board Subcommittee meetings with respect to items of business on the publicly-noticed agenda.

At other meetings of District governmental bodies that may be required by State Statute or held pursuant to District Policy, written input will be accepted.

Cross References: Policy 170, School Board Meetings
Policy 870, Public Concerns and Complaints

Legal References: Wisconsin State Statutes 19.81, 19.83(2), 19.84(2), 19.85, and 120.43

Adoption Date: September 14, 1987

Amended Dates: January 9, 2012 and March 12, 2018

PUBLIC INPUT AT SCHOOL BOARD AND BOARD SUBCOMMITTEE MEETINGS

Procedures

Meetings of the Board may receive information and comments from members of the public on issues or topics.

Please note the following in the Procedures below:

- ✓ School Board meetings are run by the Board President or other presiding officer if the President is absent.
- ✓ Board Subcommittee meetings are run by the Subcommittee Chair or other Subcommittee member if the Chair is absent.
- ✓ Public Hearings are run by the Board President or other presiding officer if the President is absent.
- ✓ Other meetings of District governmental bodies that may be required by State Statute or held pursuant to District Policy are run by a Lead Administrator or another administrator if Lead Administrator is absent.

I. School Board Meetings

A period for public input will be set aside during School Board meetings. No public input will be allowed during Closed Sessions.

Members of the public wishing to speak during the public input period are required to register to speak. Comments may address topics related to District operations and programs and are not limited exclusively to agenda items.

II. Board Subcommittee Meetings

Members of the public wishing to speak at Board Subcommittee meetings are required to register to speak and may only make comments related to items on the meeting agenda. Members of the public wishing to speak will be recognized by the Board Subcommittee Chair as that agenda item is reached.

III. Public Hearings

Members of the public wishing to speak at Public Hearings of the Board (e.g. annual budget discussions) are required to register to speak and may only make comments or request clarification related to specific items included on the agenda and during the public input portion of the hearing.

IV. Other Meetings of District governmental bodies that may be required by State Statute or held pursuant to District Policy

A designated period for public input will not be a part of the agenda for these meetings. Work completed at most of these meetings will ultimately be shared at Board Subcommittee and School Board meetings where public input is allowed. At any time, signed written communication is encouraged and will be accepted by the Lead Administrator of these meetings.

Guidelines for Speaking at School Board and Board Subcommittee Meetings

- Meeting agendas that are subject to the Open Meetings law are available on the District's website (via BoardDocs) before each meeting and hard copies are available at the meeting.
- Members of the public wishing to speak must complete and submit a registration form stating his/her name, address, and topic for comments prior to speaking. If a spokesperson is speaking on behalf of a group, he/she needs to indicate that on the registration form as well.
- The District respectfully requests that speakers refrain from presenting comments at public meetings that introduce complaints or concerns that are directed toward and that identify individual staff members or individual students. As such personnel-related and student-related matters implicate a variety of rights that require careful attention, the District has established a variety of alternative procedures for appropriately addressing such complaints. If a speaker persists in presenting a complaint about an individual staff member's conduct or an individual student's conduct or performance, the District officials who are present at the meeting will not attempt to resolve or respond to the speaker's complaint in that setting. Any person with such a complaint or concern may contact the Office of the Superintendent for information on the most appropriate means of raising or pursuing his/her complaint. Generally, such complaints or concerns should be channeled through the AASD Complaint Procedure (Policy 870 and 870-Rule).
- The Board President or Chair shall recognize all speakers who have registered to speak and will share the Public Input Disclaimer (see Appendix 1). The Board President, Chair, or the Board by motion, may limit (in a viewpoint-neutral manner) the total time allotted for public input or the amount of time allotted to individual topics.

Speaker Responsibilities at School Board and Board Subcommittee Meetings

- A speaker should be as brief as possible and only speak once during the period for public input. Unless additional time is granted, a speaker shall limit his/her presentation to a maximum of three minutes. A timer will be used.
- A group spokesperson may speak for up to five minutes on behalf of a group present at the meeting as indicated on the registration form. A timer will be used.
- Individuals or groups requiring greater length of time should communicate in writing. Written correspondence to Board members may be directed to the Board through its Executive Assistant or directly to their home addresses.
- A speaker's comments are limited to the public input period (e.g., either during the designated public input period during a School Board meeting or Public Hearing, or during a portion of the topic-specific discussion that occurs at a Board Subcommittee meeting).
- During periods of public input that are not limited to the meeting's agenda topics, a speaker's comments still must be reasonably germane to some aspect of the school district's policies, practices, programs, or operations.
- A speaker should not be unduly repetitious. For example, a speaker who attends multiple meetings should only sign up to speak if presenting new or additional information.
- A speaker retains all liability for his/her comments and conduct (i.e., the public input period does not offer any speaker any exemption from legal liability or from other lawful consequences that may result from the speaker's comments or conduct).

- A speaker shall avoid conduct that is disorderly or speech that is obscene, threatening, harassing, or defamatory.
- A speaker should avoid engaging in political advocacy with respect to candidates for any elected office. Political advocacy related to specific candidates for office is not sufficiently germane to the meetings or to the public responsibilities of the bodies.
- No individual may present his/her verbal public input by proxy except as permitted as a reasonable accommodation for an individual with special needs. A person who is unable to attend a meeting in person may submit written comments to the District.

Authority and Responsibility of the Board President or Chair

To promote the lawful, orderly, and efficient progress of each meeting, the Board President or Chair shall have the authority to enforce the requirements of this policy and he/she shall conduct any period of public input according to established procedures.

- The Board President or Chair may call any registrant (or other attendee) to order and direct the individual to cease conduct, which violates any applicable law, policy, or procedure.
- The Board President or Chair may terminate remarks of any individual who does not adhere to established rules, whose comments are unduly repetitive of previous comments, who makes comments that are obscene, threatening, harassing, or defamatory, or whose conduct is otherwise disorderly.
- If necessary, the Board President or Chair may contact law enforcement for assistance in maintaining order or safety.

School Board Meetings

When the School Board receives public input on topics/issues that are not part of the publicly-noticed meeting agenda, Board members shall not engage in any extensive discussion or debate on any such topic/issue, and shall not take any action addressing the merits of any such topic/issue. However, in exceptional cases, the Board President, a Board member who has been recognized by the Chair, or the Superintendent may briefly respond to the registrant (e.g., to ask a clarifying question or to provide a brief clarification or correction of information that was presented by the registrant). The Board President, Chair, or the Board by motion may refer an off-agenda topic/issue that is raised by a registrant to a future agenda or for follow-up by the administration.

Cross References: Policy 170, School Board Meetings
Policy 870, Public Concerns and Complaints

Legal References: Wisconsin State Statutes 19.81, 19.83(2), 19.84(2), 19.85, and 120.43

Adoption Date: September 14, 1987

Amended Dates: January 9, 2012 and March 12, 2018

Appendix 1

Public Input Disclaimer

The School Board welcomes public input. We thank you for being here. Your opinions and ideas are important to us. However, there are a few cautions we want to share with you.

The School Board respectfully requests that speakers refrain from presenting comments at public meetings that introduce complaints or concerns that are directed toward and that identify individual staff members or individual students. As such personnel-related and student-related matters implicate a variety of rights that require careful attention, the District has established a variety of alternative procedures for appropriately addressing such complaints. If a speaker persists in presenting a complaint about an individual staff member's conduct or an individual student's conduct or performance, the District officials who are present at the meeting will not attempt to resolve or respond to the speaker's complaint in that setting. Any person with such a complaint or concern may contact the Office of the Superintendent for information on the most appropriate means of raising or pursuing his/her complaint. Generally, such complaints or concerns should be channeled through the AASD Complaint Procedure (Policy 870 and 870-Rule). False statements or stigmatizing charges may subject the individual making such statements to legal repercussions, including, but not limited to, defamation claims. Conduct that is disorderly or any speech that is obscene, threatening, harassing, or defamatory is not permitted.

Again, we appreciate your input and support for our efforts to create the best learning environment for our students.

ITEM FOR CONSIDERATION

Topic: Recognition for **American Councils for International Education (American Councils)**

Background Information: In the spring of 2023, **American Councils for International Education (American Councils)** requested to place a foreign exchange student in AASD for the 2023-2024 school year. At that time, **American Councils** was not currently on the District's approved list of International Exchange Sponsoring Organizations. As per AASD Board Policy 422.1 and 422.1 -Rule (International Exchange), student exchange organizations not currently on the AASD's approved list, may be granted a school year trial period and tuition-free status.

The Sponsoring Organizations on our list must be also included on the International Educational Travel and Exchange Programs advisory list developed by the Council on Standards for International Educational Travel (CSIET).

Fiscal Note: When American Councils was given tuition-free status, the District received State aid as the exchange student was counted as a resident.

Administrative Recommendation: The 2023-2024 school year trial period has ended and parties involved indicated a positive experience. Thus, we are recommending the addition of American Councils for International Education (American Councils) to the District's list of approved International Exchange Sponsoring Organizations included in Policy 422.1-Rule.

Instructional Impact: Both the exchange student and AASD students benefit greatly by learning about each other's culture.

Contact Person(s): Michael Hernandez, Assistant Superintendent, (920) 832-6301
hernandezmicha@aasd.k12.wi.us

BOE: June 24, 2024

ITEM FOR CONSIDERATION

Topic: Policy Update: International Exchange 422.1-Rule

Background Information: The Appleton Area School District recognizes the importance of international exchange for individual students as well as the school community. One update has been made to align with current district and state practices.

- **Update to the list of Sponsoring Organizations.**

Fiscal Note: When AASD has foreign exchange students attending our high schools, the District receives State aid as exchange students are counted as residents.

Administrative Recommendation: Approve the suggested policy changes.

Instructional Impact: Both the exchange student and AASD students benefit greatly by learning about each other's culture.

Contact Person(s): Mike Hernandez, Assistant Superintendent, (920) 832-6301, hernandezmicha@aasd.k12.wi.us

BOE: June 24, 2024

INTERNATIONAL EXCHANGE

The Appleton Area School District recognizes the importance of international exchange for individual students as well as the school community. Requests for program recognition will be made through the Assistant Superintendent – School Services, who will review the request and present a recommendation to the Board of Education for approval. Only students sponsored by exchange programs included on the International Educational Travel and Exchange Programs advisory list developed by the Council on Standards for International Educational Travel (CSIET) will be considered for enrollment.

To facilitate these exchanges, no tuition charges will be levied for students who attend the Appleton Area Schools under the sponsorship of a Board approved student exchange organization.

Cross Reference: International Exchange, 422.1–Rule

Legal Reference: Wisconsin State Statute 121.84 (1) (c)

Adoption Date: September 14, 1987

Amended Dates: June 27, 1994, May 22, 2006, November 26, 2012, May 23, 2016, June 13, 2022, and July 24, 2023

INTERNATIONAL EXCHANGE
Procedures

Sponsoring Organizations

Organizations seeking approval from the Board of Education must be included on the International Educational Travel and Exchange Programs advisory list developed by the Council on Standards for International Educational Travel (CSIET). The Board of Education recognizes the following student exchange programs and has granted tuition free status to students who attend the Appleton Area School District schools under their sponsorship:

- ✔ Academic Foundation for International Cultural Exchange (AFICE)
- ✔ AFS USA
- ✔ American Councils for International Education (American Councils)
- ✔ American Institute for Foreign Study (AIFS)
- ✔ ASPECT Foundation
- ✔ ASSE and World Heritage International
- ✔ AYUSA Global Youth Exchange
- ✔ Council for Educational Travel (CETUSA)
- ✔ Council on International Education Exchange (CIEE)
- ✔ Cultural Homestay International
- ✔ EF High School Exchange Year
- ✔ Forte International Exchange Association (FIEA)
- ✔ German American Partnership Program (GAPP)
- ✔ International Cultural Exchange Services (ICES)
- ✔ International EXPERIENCE (iE-USA)
- ✔ International Student Exchange (ISE)
- ✔ Nacel Open Door
- ✔ Northwest Student Exchange (NWSE)
- ✔ Program of Academic Exchange (PAX)
- ✔ Reflections International
- ✔ Rotary International
- ✔ STS Foundation
- ✔ Youth for Understanding (YFU)

Student exchange programs not recognized by the Board of Education will apply to the Assistant Superintendent - School Services, who will review the program's components with the high school principals. Among the components to be reviewed are:

- the academic and English language proficiency requirements of the organization
- the location and responsibilities of the organization's contact person
- the code of conduct guidelines established for students

If the results of the program review are positive, the Assistant Superintendent - School Services will make a recommendation to the Board of Education. The recommendation will be for a school year trial period. Following an end of the year review completed by the

same administrators, a recommendation for continuing recognition may be made to the Board of Education.

Failure of sponsoring organizations to abide by the guidelines stated in this policy may result in future nonparticipation in international exchange programs with the Appleton Area School District.

Admission of International Exchange Students

1. Complete informational packets requesting placement for the first semester of the school year must be received by June 30. Requests for second semester placements must be received by November 30. All requests shall be submitted to the Assistant Superintendent - School Services and reviewed with the High School Principal.

2. International exchange students must be placed by an organization approved by the Board of Education.

3. Sponsoring organizations are responsible for handling all student procedures and documents required by the Federal and State government. A J1 visa allows the student tuition-free status. No other visa will be acceptable for nonresident, tuition-free status.

4. Placement will be for an entire academic school year.

5. Any organization placing an international student must have a local coordinator who serves as a liaison between the organization and the school(s). The coordinator must provide a copy of the organizational guidelines for the individual exchange program.

6. The Appleton Area School District reserves the right to limit the total number of international students for the year and the number from each country.

Students

1. The Appleton Area School District reserves the right to accept/reject placement of an international exchange student based on the criteria stated herein.

2. Students who have graduated will not be accepted.

3. Students must demonstrate academic accomplishments and sufficient English speaking and writing skills that will allow them to be successful students without special tutoring assistance.

4. International exchange students must carry a full academic load.

5. The Appleton Area School District does not grant official diplomas to international exchange students.

6. The student, host family, and/or organization will be expected to pay all normal school expenses. These expenses would include matriculation, yearbook, activity, and participation fees.

7. International exchange students accepted under this policy and these procedures shall be treated as resident students and will be expected to adhere to all rules and regulations of the school they attend. The Appleton Area School District reserves the right to terminate an international exchange student's enrollment when determined that the student's continued enrollment would be detrimental to the international student, other students, and/or school personnel.

Adoption Date: September 14, 1987

Amended Dates: June 27, 1994, May 22, 2006, November 26, 2012, May 23, 2016, June 13, 2022, July 24, 2023 and June 24, 2024

ITEM FOR CONSIDERATION

Topic: Policy 453.4 - Administration of Drug Products/ Medications to Students
Consider revision to include grade 6 in option for parent/guardian to authorize the administration of stock medications: acetaminophen, ibuprofen, diphenhydramine, and calcium carbonate and revision to the location of stock naloxone.

Background Information: Currently policy 453. 4 and the related 453.4 Rule allow for the administration of non-prescription medications for students in grades 7-12 with parental consent. It is recommended that the policy be revised to include students in grade 6. This would allow parents to provide consent for their 6th grade student to receive the following stock medications in the health room at school: acetaminophen, ibuprofen, diphenhydramine, and calcium carbonate.

The administrative rule states "Stock naloxone will be stored in the school office or health room, will not leave school grounds, and will be checked and documented monthly by the school nurse." It is recommended that this be revised to indicate that naloxone is also located in the Naloxone Overdose Reduction Kit which is near the AED in the school.

Fiscal Impact: No cost will be incurred by the Appleton Area School District.

Administrative Recommendation: The administration recommends that Policy 453.4 and the related 453.4 Rule be revised as indicated.

Contact Person(s): Laura Jackson, Executive Director of Student Services, (920) 852-5317, jacksonlaura@aasd.k12.wi.us

BOE: June 24, 2024

ADMINISTRATION OF DRUG PRODUCTS/MEDICATIONS TO STUDENTS

Drug products/medications are given to students in the school setting, including alternative placements, to continue or maintain a medical therapy which promotes health, prevents disease, relieves symptoms of illness, or aids in diagnosis. Parent(s)/guardian(s) should administer medications to students outside of the school day whenever possible.

The Appleton Area School District (AASD) shall administer medication in accordance with Wisconsin State Statutes §§ 118.29, 118.291, 118.292, 121.02(1)(g) and 939.25(1). The District may administer prescription medication to a student in compliance with the written instruction of a licensed practitioner, as defined by Statute § 118.29, and written consent from the student's parent/guardian.

Administration of nonprescription medication requires the written instruction and consent of the student's parent/guardian. A request to administer a nonprescription medication in a dosage other than the recommended therapeutic dose must also be accompanied by the written approval of a licensed practitioner.

For the safety and protection of all students, substances that are not United States Food and Drug Administration (FDA)-approved will not be administered in the school setting.

Students with asthma may possess and self-administer a metered dose or dry powder inhaler with the written approval of a licensed practitioner and parent/guardian.

Students with epinephrine auto-injectors may possess and self-administer for the purpose of treating a severe allergic reaction to include anaphylaxis with the written approval of a licensed practitioner and parent/guardian.

Two doses of adult (0.3 mg) stock epinephrine auto-injectors and two doses of pediatric (0.15 mg) stock epinephrine auto-injectors will be available at each school location, not including community 4K sites. The stock epinephrine auto-injectors must remain on school grounds, and will not be taken off campus (i.e. field trips). If an individual appears to be experiencing a severe allergic reaction, dial "911" or the emergency medical service provider. Any individual who is trained on the proper administration of an epinephrine auto-injector may administer epinephrine to the individual experiencing the severe allergic reaction. Individuals receiving the epinephrine injection should be transported to the local emergency department by ambulance.

Naloxone nasal spray will be available at each school location, not including community 4K sites. The naloxone will remain on school grounds and will not be taken off campus (i.e. field trips). If an individual shows signs of an opioid overdose or if an overdose is suspected immediately dial "911" for emergency services. Any AASD staff member who

is properly trained following a Department of Public Instruction approved training in the administration of naloxone spray may administer naloxone to the individual who is showing signs of an opioid overdose.

A school administrator will authorize in writing any school employee to administer oral and non-oral prescription or nonprescription medication to students. With the exception of stock epinephrine auto-injectors, administration of non-oral medication or medication by means other than ingestion may be done by any school employee with proper training and evaluation. Determining such individuals will be the joint responsibility of the building administrator and the school nurse. Employees, other than health care professionals, who are authorized to give non-oral medication, will receive training approved by the District and the Department of Public Instruction (DPI).

School employees, other than school nurses, who are authorized and trained to administer medication are immune from civil liability for his or her acts or omissions in administering medication to a student unless the act or omission constitutes criminal negligence which is defined in state law as a "high degree of negligence" (§ 939.25 (1), Wis. Stats). School nurses are regulated by Chapter 441, the Nurse Practitioner Act.

The school administrator who authorizes an employee to administer oral medication and who has received required training for administering non-oral medications will be immune from civil liability for the action authorized, unless a court determines that the action constitutes criminal negligence which is defined in state law as a "high degree of negligence" (§ 939.25 (1), Wis. Stats).

Procedures for obtaining and filing written instructions and consents for medication administration, and the protocols for storage, administration and documentation are delineated in this policy's Administrative Rule.

Legal References: Wisconsin State Statutes §§ 118.29, 118.291, 118.292, 121.02(1)(g), and 939.25(1), Wisconsin Administrative Code N. 6.03(3); Chapter 441

Adoption Date: May 9, 1994

Amended Dates: April 24, 2000; March 14, 2011; August 27, 2012; November 10, 2014; October 24, 2016; April 25, 2022, and April 24, 2023

ADMINISTRATION OF DRUG PRODUCTS/MEDICATIONS TO STUDENTS
Procedures

I. Training of Designee

A school administrator will authorize in writing any school employee to administer oral and non-oral prescription or nonprescription medication to students in compliance with Wisconsin State Statutes §§ 118.29 and 118.291. Employees, other than school nurses, who are authorized to administer non-oral medications to students will receive training approved by the District and DPI, when available. Administration of non-oral medication or medication by means other than ingestion may be done by any school employee with proper training, and evaluation. Determining such individuals will be the joint responsibility of the building administrator and the school nurse.

School personnel should complete the knowledge portion of the medication administration training for required routes (non-oral) at least every 4 years and more frequently if needed as provided on the DPI website. Skill training for the required routes of administration must occur at initiation of the medication assignment and should be repeated annually thereafter. This training is provided by the District.

II. Consent to Administer

A. Prescription Medications

Parent/guardian is responsible for providing the school with a completed medication form for each medication administered at school (forms HS-017, HS-018. The statement must include:

- Student name, date of birth
- Medication name, dose, route, frequency, time/conditions, duration, directions
- Reason for medication
- Precautions, possible untoward reactions, and/or interventions
- Name of licensed practitioner
- Parent/guardian signature, licensed practitioner signature, date

Requests must be renewed each school year or more often if changes in dosage occur. The required forms must be completed and submitted each school year, even if no changes in medication or dosing have occurred. All changes will be noted on the medication administration record (form HS-018a), dated and initialed by the designee. The prescribing licensed practitioner may be notified by school personnel when the parent/guardian requests the discontinuation of any medication at school.

Medications must be supplied by the parent/guardian in the original pharmacy-labeled package and the package name of the student, prescriber, prescription drug product, dose, effective date, and the directions in a legible format. All controlled substances must be delivered to the school by a parent/guardian, or other adult.

The school nurse shall be informed by school personnel of all students receiving medication and any changes in dosage. The school nurse will review the medication record periodically and use professional judgment in contacting the practitioner, school personnel, or parent/guardian to resolve inconsistencies in administration directions.

B. Nonprescription Medications

Nonprescription medication (over-the-counter) which is FDA approved can be administered at school (refer to Section V. for all field trip and activities off school premise). A written, signed statement from the parent/guardian must be on file at the school authorizing school personnel to administer a nonprescription medication (form HS-018).

Nonprescription medication must be supplied in the original manufacturer's package by the parent/guardian. The package must list the ingredients and recommended therapeutic dose in a legible format with the student's name affixed.

If a nonprescription medication is requested to be administered in a dosage other than the recommended therapeutic dose or is intended for long-term use on a daily basis, it must be accompanied by the written approval of a licensed practitioner.

A limited amount of stock medications will be available in the health room for students in grades 6-12 with the approval of the District Medical Advisor. These medications are acetaminophen, ibuprofen, diphenhydramine, and calcium carbonate. If a parent/guardian wishes for their student to receive as needed medications from this supply, they will be required to give consent through on-line registration or in writing using the following form "Consent for Administering Stock Medications at School."

C. Alternative Medication

For the safety and protection of all students, alternative medications (i.e., food supplements and natural products) will not be given in the school setting.

D. Antineoplastics, Oral Chemotherapeutic Agents, and Other Hazardous Drugs

Permission to administer medications in these drug categories may be granted upon review by the building administrator and school nurse in consultation with the District medical advisor after consideration of safe handling and disposal precautions.

E. Research Medication

Medication prescriptions that do not fall within the established FDA guidelines for pediatric use and/or dosing may fall into the following two categories:

- Off label medications are those FDA approved medications prescribed for non approved indications in children.
- Pediatric experimental or investigational drugs are those medications currently involved in clinical trials. These medications are undergoing formal study to determine the efficacy and safety of pediatric dosing, but they do not have FDA approval.

Requests to administer research medication in school will be evaluated on an individual basis by the school nurse. The following materials will be required from the prescribing licensed practitioner:

1. Information regarding the protocol or a study summary from the research organization
2. Signed parent/guardian permission
3. Reporting requirements
4. Any follow-up required nursing actions to be taken at school
5. Additional information/documentation may be requested as needed

Permission to administer medications in these drug categories may be granted upon review by the building administrator and school nurse in consultation with the District medical advisor. The District reserves the right to refuse to administer the medication.

F. Stock Epinephrine Auto-Injectors

Stock Epinephrine Auto-Injectors will be available in District school buildings for the health and safety of all individuals with known and unknown allergic reactions to foods or other environmental items.

A stock epinephrine auto-injector should be retrieved for use when symptoms of anaphylaxis are identified:

- Difficulty swallowing or tightening of the throat
- Difficulty breathing
- Nausea and vomiting
- Swelling of the face or extremities

- Skin rash, hives

Available doses are the adult (0.30 mg) dose and the pediatric (0.15 mg) dose. If an individual appears to be experiencing a severe allergic reaction, the protocol is to dial "911" or the emergency medical service provider. Any individual who is trained to use an epinephrine auto-injector to administer epinephrine may do so to the individual experiencing the severe allergic reaction. Individuals receiving the epinephrine injection should be transported to the local emergency department by ambulance.

G. Stock Naloxone Nasal Spray

Stock naloxone nasal spray will be available in District School Buildings for the safety of all individuals. Naloxone is a medication that is an opioid antagonist that rapidly reverses an opioid-related drug overdose and has no effect on someone who does not have opioids in their system.

Stock naloxone nasal spray should be retrieved for use when the symptoms of an opioid-related drug overdose are identified:

- Unconsciousness
- Very small pupils
- Slow or shallow breathing
- An inability to speak
- Faint heartbeat
- Limp arms and legs
- Pale skin
- Purple lips and fingernails
- Vomiting

If an individual appears to be experiencing an opioid-related drug overdose the protocol is to dial "911". An individual trained to administer naloxone through a DPI approved training may do so to the individual who is showing signs of an opioid-related drug overdose. Individuals receiving naloxone should be transported to the local emergency room by ambulance.

III. Self-Administered Medications

A. Students with asthma may possess and self-administer metered dose inhalers or dry powder inhalers for the purpose of preventing or alleviating the onset of asthmatic symptoms. The student must have the written approval of a licensed practitioner and the written approval of the student's parent/guardian (form HS-017). A copy of this approval will be present in the student's school and maintained in the behavioral record (Wisconsin State Statute § 118.291).

B. Students may possess and self-administer a prescription medication upon the written approval of a licensed practitioner and the written approval of the

student's parent/guardian (form HS-017). A copy of this approval will be present in the student's school and maintained in the behavioral record. The student will possess no more than the daily supply of the medication at a time and the medication must be in the original pharmacy-labeled package.

C. A student may possess and self-administer an epinephrine auto-injector for the purpose of treating a severe allergic reaction, including anaphylaxis that requires the administration of epinephrine to avoid severe injury or death. The student must have written approval of a licensed practitioner and written approval of the student's parent/guardian (HS-017). A copy of this approval will be present in the student's school and maintained in the behavioral record (Wisconsin State Statute § 118.292). If a student administers epinephrine, dial "911" or an emergency medical service provider.

D. A student may possess and self-administer nonprescription medications. A written statement identifying the medication and granting permission for self-administration is to be signed by the parent/guardian and maintained in the behavioral file. (HS-017).

Factors to be considered will be:

- Type of medication
- Reason for medication
- Age of student

IV. Expired Medications

Parents/guardians are strongly encouraged to supply a medication that will not expire during the school year. For the safety of our students, expired medications should not be administered at school.

V. Administration of Medications for Field Trips

Field trips may include school sponsored activities off school grounds, athletics, student groups or clubs, and any overnight events/field trips where a student has a medication on file that may need to be given. If a student is receiving medication at school on a daily basis, or on an as-needed basis, it is the responsibility of the staff person who is organizing the field trip to ensure that the student receives the medication per the parent/guardian/physician consents, and as indicated by the parent on the field trip permission form. All information regarding student medication administration is confidential and must be protected accordingly.

The procedures below outline steps to ensure that students receive their required medications.

A. Field Trips – Regular School Day

Prior to the field trip

- A minimum of one staff person who is attending the field trip must have successfully completed the applicable DPI approved training depending on the medication needs of the students and the AASD skills training checklist with the school nurse. Current training documentation must be on file with the District prior to the date of the field trip.
- The staff person organizing the field trip must provide a list of participating students to the school secretary or designee prior to the event. The school secretary or designee will review the list of students and determine which students have medications at school.
- Parents/guardians are required to complete the medication portion of the field trip permission slip indicating if medications are required.

Day of field trip

- The medication will be prepared by the school secretary or designee. The daily medication dose will be put into a white envelope or Ziploc bag with the student's name, organizing staff person's name, and time to be given. The envelope or bag will include a field trip medication form with the student's name, name of medication, dose and time to be given, special instructions, and a place for the organizing staff person to sign that the medication was administered (see attached form HS-029a).
- It is the responsibility of the organizing staff person to see that the medication is given on time and that the child takes the medication. The organizing staff person will sign the form to document the time the medication was administered. "As needed" medications, such as asthma inhalers, if used by the student, will follow the same procedure.

After the field trip

- The organizing staff person will return all forms and all medication to the school secretary or designee promptly upon return from the event.
- The school secretary or designee will document on the medication record that the medication was administered, sign their initials and the initials of the staff person that administered the medication, and note the time the medication was administered. The field trip medication form may be stapled to the medication record.

B. Field Trips – Extended Beyond Regular School Day

Field trips that extend beyond the regular school day may require more doses of a medication to be administered that are not normally given during the school day. If additional medications and/or doses are required, consents for those medications must be on file prior to departure.

- The parent/guardian must provide the medication in a pharmacy labeled bottle (prescription) or over the counter packaging (non-prescription). The required

paperwork must be completed (HS-017 or HS-018) indicating all doses and times the medication is to be administered. Only the amount of medication needed on the field trip should be sent.

- The school secretary or designee may consult with the school nurse regarding questions/organization of the medication.
- It is the responsibility of the organizing staff person to see that the medication is administered on time and that the student successfully takes the medication. The staff person administering the medication on the field trip will document on the field trip medication form all doses of medication that are administered. The Regular School Day "Prior to the field trip" protocols (detailed above) must be completed prior to the trip.
- Emergency medications (i.e., asthma inhalers, EpiPens, glucagon) should be accessible to the student while on a field trip.
- Upon return from the field trip, forms and medication will be returned to the school secretary or designee.
- The school secretary or designee will document on the medication record that the medication was administered, sign their initials and the initials of the staff person, and note the time the medication was administered. The field trip medication form may be stapled to the medication record.

VI. Medication Storage

Medication will be stored in a secure location. Medication which needs to be accessible to the student will be stored in an appropriate location per student need (i.e., emergency medications) and stored to maintain quality (i.e., refrigeration). For the safety of our students, the AASD will not store and administer extra medications for instances when a dose was missed at home.

Building stock epinephrine auto-injectors will be stored in or near the AED cabinet and in the school office, will not leave the school grounds, and will be checked and documented monthly by the staff person completing the AED check. The staff person will also maintain a schedule for tracking stock epinephrine status and expiration dates. Stock naloxone will be stored in the school office or health room and in the Naloxone Overdose Reduction Kit, and will be checked and documented monthly by the school nurse.

The parent/guardian or student with parent/guardian permission shall pick up unused portions of medication within seven days after the completion of the school year, when a student transfers out of the district, or when medications have been discontinued. After seven days and documentation of written or verbal notification to the parent/guardian, medications will be given to the Student Resource Officer (SRO) for disposal or destroyed pursuant to Medical Advisor or pharmaceutical instructions.

VII. Medication Disposal

The safe disposal of medication can prevent diversion and protect the environment. If at all possible, medications should be returned to the student's parent/guardian who

has the prescription for the medication. When returning the medication is not possible, the school must assume responsibility to manage the pharmaceutical waste. Schools must follow state law for businesses and institutions for managing waste.

There are four categories of medications for management of disposal:

1. Controlled Substances (e.g. narcotic pain medication and stimulant medications): schools will turn this waste over to the SRO.
2. Hazardous Medication Waste: schools may take advantage of the state hazardous waste contract to manage hazardous waste medications. The building engineers should be contacted for this disposal.
3. Infectious Medication Waste (e.g. Sharps containers): Contact the Building Engineer to properly dispose of Sharps containers.
4. Non-hazardous Medication Waste (e.g. Tylenol, antibiotics etc.): May be disposed of in a licensed solid waste landfill. District employees should mix the medication with an undesirable substance such as kitty litter or coffee grounds and place in disposal container with a lid. The medication can then be placed in the trash.

VIII. Documentation

An accurate individual student record of administered medication will include:

- Demographic data such as name, birthdate, grade, school year.
- Medication name, dose, date/time given, date of expiration if applicable.
- Signature of person administering.
- Dose changes will be dated, with the signature of the designee and reviewed by the school nurse.
- Exceptions (i.e., absent, no school, refused) will be documented on the individual student record.
- Errors (i.e., wrong student, wrong time, wrong medication, wrong dose, wrong route) will be documented on the Medication Incident Review Form (HS-019)
- For controlled substances, school office personnel shall verify the amount of the medication delivered by counting and documenting individual units of medication in the presence of the parent/guardian or adult who delivers it or another staff person. The parent/guardian or adult delivering the medication shall verify the medication count by initialing the medication administration form.

Situations that are not considered medication errors include: students who refuse to consume or are unable to tolerate the medication, lack of supply of the medication from the parent/guardian, and a medication held by a parent. These situations are documented in the medication log and the parent/guardian is notified.

The Student Medication Record (form HS-018a) including consent forms will be maintained in the student's behavioral record after discontinuation of the medication.

IX. Allergy Environment

The District cannot guarantee an allergy free environment, but recognizes that the risk of accidental exposure to allergens can be reduced in the school setting. The District is committed to working cooperatively with students, parents/guardians and medical providers to minimize accidental exposure to known allergens and improve safety in the learning environment.

The focus of allergy management will be on prevention, education, awareness, communication and emergency response. The District will ensure that interventions and individual health care plans for students with allergies are based on medically accurate information to the extent information is known to the District and evidenced-based practices.

X. Rights and Responsibilities

Authorized school personnel have the responsibility to:

- See that the medication is given within 30 minutes before or after the time specified by parent/guardian and prescribing licensed practitioner.
- Maintain the medication administered at school in a secure place which also maintains medication quality (i.e., refrigeration for liquid antibiotics).
- Report to the school nurse any dose changes, inconsistencies, medication side effects or medication errors. In the event of a drug administration error, parent/guardian and school nurse will be notified, and the licensed practitioner notified if parent/guardian or school nurse determines it is required or necessary under the circumstances. The Medication Incident Review Form (HS-019) shall be completed by the employee involved within 24 hours of the incident.
- Have access to the Administration of Drug Products/Medications to Students Policy 453.4 for immediate reference. Document all medication administered or reason medication was not administered (i.e., absent, refusal, error).
- Respect confidentiality. Student medication administration information is confidential and must be protected accordingly.

Authorized school personnel have the right to refuse to administer medication to students when the medication administration procedures as described in Section II above have not been completed.

The school nurse has the responsibility to:

- Review medications and any changes in medications administered at school when informed by designated school personnel of new medication or of any changes.
- Use professional judgment in carrying out the policy.
- Verify skills competency for administration of non-oral medications.

XI. Distribution of Policy and Liability Waiver

- All school employees who are authorized and trained to administer medication to a student shall have access to this policy and shall be advised that, pursuant to the provision in Wisconsin State Statutes §§ 118.29, 118.291, 118.292 that they are immune from civil liability for any acts or omissions in administering a prescription or nonprescription medication to a student in accordance with this policy unless he or she is a healthcare professional or the act or omission constitutes criminal negligence which is defined in state law as a "high degree of negligence" (§ 939.25 (1), Wis. Stats).
- The school administrator who authorizes an employee to administer a prescription or nonprescription medication to a student is immune from civil liability for the act of authorization unless it constitutes criminal negligence which is defined in state law as a "high degree of negligence" (§ 939.25 (1), Wis. Stats).
- With the exception of the administration of emergency epinephrine auto-injectors as outlined above, a person administering a medication by means other than ingestion to a student is not immune from civil liability if he or she has not received DPI-approved training. The authorizer is not immune from civil liability if he or she authorizes a person who has not received DPI-approved training to administer medication by means other than ingestion to a student.

Refer to DPI Medication Training and Resources and accompanying District forms.

Adoption Date: May 9, 1994

Amended Date: April 24, 2000; March 14, 2011; August 27, 2012; November 10, 2014; October 24, 2016; April 25, 2022, April 24, 2023, and June 24, 2024

ITEM FOR CONSIDERATION

Topic: Middle School ELA Curriculum & Materials Update for ELA Grade 6 (1060), ELA Grade 7 (1070), and ELA Grade 8 (1080).

Background Information: One of the action steps of the 5K-12 ELA Program Evaluation in 2022-2023 was to find a comprehensive knowledge building program for grades 5K-8. A Secondary ELA Resource Adoption Team was formed that worked alongside the elementary team. After much research, discussion, virtual presentations, a curriculum resource fair, and a few visits to other Wisconsin School districts, the team evaluated and selected Amplify ELA. The team was looking for a flexible scope and sequence, teacher clarity components, opportunities for differentiation, digital components, skill development aligned to Wisconsin ELA standards, and integration with Canvas, and found all in Amplify ELA. This comprehensive program will be used for grades 6-8 at the middle level.

Fiscal Note: AC&I would be purchasing classroom sets of textbooks and readers to be dispersed among the three middle schools and potential charter schools (Fox River Academy, Classical, and Kaleidoscope Academy). The purchase would also include digital access for six years, all teacher resources, professional development for teachers and administrators. The cost without the charter schools included is $273,588.72. The implementation of this instructional material includes a soft roll-out for grade 6 with a future rollout for grades 7 and 8 to be determined during the future.

Instructional Impact: The instructional impact will allow for SEL, grammar, and poetry integration, flexibility and choice in novel studies, and daily lessons that incorporate vocabulary building, collaboration in interpretation, and development & presentation of ideas, while allowing for student reflection and independent work time. Teachers will continue to implement common summative assessments within the four domains of Speaking & Listening, Reading, Writing, and Language; however, there is additional opportunity for common formative assessments.

Course Overview Documents:

- ELA Grade 6 (#1060)
- ELA Grade 7 (#1070)
- ELA Grade 8 (#1080)

Administrative Recommendation: Approve as submitted**.**

Contact Person(s):
Kelly Leopold, 920-832-6157 ext. 60172, leopoldkelly@aasd.k12.wi.us
Steve Harrison, Ph.D., 920-852-53007 x60121, harrisonstepha@aasd.k12.wi.us

BOE: 06/24/24

English Language Arts: Middle School: Materials Purchase- *Amplify ELA* for ELA Grade 6 (1060), ELA Grade 7 (1070), and ELA Grade 8 (1080).

WHY did the middle level ELA Adoption Team select Amplify ELA for future implementation?	A team of middle school ELA teachers (regular, EL, and SPED), curriculum support specialists, instructional coaches, and a site leader discussed the importance of the following items in a comprehensive knowledge building program:
	• Scope and Sequence that allows for flexibility
	• Teacher Clarity
	  ○ Essential Questions
	  ○ Relevancy
	  ○ Academic Vocabulary
	  ○ Formative and Summative Assessments
	• Incorporation of rich, complex, and diverse text
	• Differentiation & Accessibility (Special Education and EL Supports and Resources)
	• Digital Resources for teachers and students
	• Skill Development that aligns to the Wisconsin ELA State Standards
	• Integration with Canvas

WHAT are the components that will be included in each of the courses?	The components include:
	• Grammar Instructional Scope & Sequence
	• Novel Studies (full novel or excerpt of novel Interactive Read Aloud, as well as other suggested choice reading for independent reading and literature circles that align to each unit) *Audio also available for all texts
	• Daily Lesson
	  ○ Vocabulary Builder
	  ○ Collaboration to interpret text
	  ○ Development and presentation of ideas
	  ○ Reflection
	  ○ Independent Work
	• Digital Library (650 classic and contemporary fiction and nonfiction texts)
	• Poetry in America (3 lessons in each grade level)
	• Story Writing
	• Graphic Organizer Toolkit
	• SEL embedded throughout the curriculum
	• Formative and Summative Assessments

HOW will we assess the students in each of the varying courses?	Amplify ELA incorporates:
	• Feedback on formative and summative assessments that helps determine needs for Tier 2 intervention
	• Writing Rubrics and Exemplars
	• Independent Reading Guides
	• Formative Writing
	  ○ Productivity (number of words written)
	  ○ Focus (one claim, one idea)
	  ○ Use of Evidence
	  ○ Conventions
	• Formative Assessment to support student learning
	  ○ Independent Reading Comprehension

	○ Exit Tickets ○ Measures before FLEX Day instruction to determine groupings and assignments ● Summative: Reading, Essays (Argumentative, Informative, Narrative) ● Alignment to Wisconsin ELA State Standards ○ Speaking & Listening ■ Comprehension & Collaboration ■ Presentation of Knowledge & Ideas ○ Reading ■ Key Ideas and Details ■ Craft & Structure ■ Integration of Knowledge & Ideas ○ Writing ■ Text Types and Purposes ■ Production and Distribution ■ Inquiry to Build and Present Knowledge ○ Language ■ Knowledge of Language ■ Conventions of Standardized English ■ Vocabulary Acquisition and Use

English Language Arts: Middle School: Materials Purchase- *Amplify ELA* for ELA Grade 6 (1060), ELA Grade 7 (1070), and ELA 8 (1080).

Time Period of Public Input
04/22/24 - 06/04/24
Number and Breakdown of Responses Received (Supportive/Unsupportive)
1 Total Response**: 0 Comments** **1 Supportive / 0 Unsupportive**

ITEM FOR CONSIDERATION

Topic: Professional Educator Resignation(s)

Background Information: The following Professional Educators have submitted a letter of resignation effective at the end of the 2023-2024 school year.

Ashley R. Bucholtz has been with the District for two years, most recently as a Grade 5 Teacher at Johnston Elementary School.

Katherine A. Meister has been with the District for six years, most recently as a Literacy Interventionist at Highlands Elementary School. Ms. Meister's resignation is effective at the end of the July 3, 2024, workday.

Amber J. Ruffing has been with the District for two years, most recently as a Grade 6 Teacher at McKinley Elementary School. Ms. Ruffing's resignation is effective at the end of the July 3, 2024, workday.

Instructional Impact: Qualified replacements will be procured.

Fiscal Impact: Dependent upon replacements.

Administrative Recommendation: Approval

Contact Person(s): Julie King, (920) 852-5302

BOE: June 24, 2024

ITEM FOR CONSIDERATION

Topic: Professional Educator Contract Change(s)

Background Information: The following contract changes are recommended for the 2024-2025 school year (effective August 26, 2024):

Name	Position	Location	FTE
Leila A. Ramagopal Pertl	Music-General	Edison	40% to 30%
Annika H. Rice	English Language Arts	East	80% to 100%

Fiscal Note: As indicated above.

Administrative Recommendation: Approval

Instructional Impact: These assignment adjustments will meet student needs.

Contact Person: Julie King, (920) 852-5302

BOE: June 24, 2024

ITEM FOR CONSIDERATION

Topic: Professional Educator New Hire(s)

Background Information: The Professional Educators listed below are recommended for contractual positions for the 2024-2025 school year (effective August 26, 2024):

Name	***Position***	***Location***	***FTE***
Timothy J. Blohowiak	Math	West	100%
Ellie S. Gehl	Special Ed- CC	Einstein	100%
Emily I. George	Special Ed- CC	Foster	100%
Natalie M. Stevens	Elementary	TBD	100%
Robert L. Tracy	Social Studies	East	90%

Instructional Impact: The candidates listed above are recommended by the administrator to whom they will report as the best candidates for the positions.

Fiscal Impact: Salary will be commensurate with education and experience.

Administrative Recommendation: Approval

Contact Person(s): Julie King, (920) 852-5302

BOE: June 24, 2024

ITEM FOR CONSIDERATION

Topic: Recognition for **American Councils for International Education (American Councils)**

Background Information: In the spring of 2023, **American Councils for International Education (American Councils)** requested to place a foreign exchange student in AASD for the 2023-2024 school year. At that time, **American Councils** was not currently on the District's approved list of International Exchange Sponsoring Organizations. As per AASD Board Policy 422.1 and 422.1 -Rule (International Exchange), student exchange organizations not currently on the AASD's approved list, may be granted a school year trial period and tuition-free status.

The Sponsoring Organizations on our list must be also included on the International Educational Travel and Exchange Programs advisory list developed by the Council on Standards for International Educational Travel (CSIET).

Fiscal Note: When American Councils was given tuition-free status, the District received State aid as the exchange student was counted as a resident.

Administrative Recommendation: The 2023-2024 school year trial period has ended and parties involved indicated a positive experience. Thus, we are recommending the addition of American Councils for International Education (American Councils) to the District's list of approved International Exchange Sponsoring Organizations included in Policy 422.1-Rule.

Instructional Impact: Both the exchange student and AASD students benefit greatly by learning about each other's culture.

Contact Person(s): Michael Hernandez, Assistant Superintendent, (920) 832-6301
hernandezmicha@aasd.k12.wi.us

BOE: June 24, 2024

ITEM FOR CONSIDERATION

Topic: Policy Update: International Exchange 422.1-Rule

Background Information: The Appleton Area School District recognizes the importance of international exchange for individual students as well as the school community. One update has been made to align with current district and state practices.

- **Update to the list of Sponsoring Organizations.**

Fiscal Note: When AASD has foreign exchange students attending our high schools, the District receives State aid as exchange students are counted as residents.

Administrative Recommendation: Approve the suggested policy changes.

Instructional Impact: Both the exchange student and AASD students benefit greatly by learning about each other's culture.

Contact Person(s): Mike Hernandez, Assistant Superintendent, (920) 832-6301, hernandezmicha@aasd.k12.wi.us

BOE: June 24, 2024

INTERNATIONAL EXCHANGE

The Appleton Area School District recognizes the importance of international exchange for individual students as well as the school community. Requests for program recognition will be made through the Assistant Superintendent – School Services, who will review the request and present a recommendation to the Board of Education for approval. Only students sponsored by exchange programs included on the International Educational Travel and Exchange Programs advisory list developed by the Council on Standards for International Educational Travel (CSIET) will be considered for enrollment.

To facilitate these exchanges, no tuition charges will be levied for students who attend the Appleton Area Schools under the sponsorship of a Board approved student exchange organization.

Cross Reference: International Exchange, 422.1–Rule

Legal Reference: Wisconsin State Statute 121.84 (1) (c)

Adoption Date: September 14, 1987

Amended Dates: June 27, 1994, May 22, 2006, November 26, 2012, May 23, 2016, June 13, 2022, and July 24, 2023

INTERNATIONAL EXCHANGE
Procedures

Sponsoring Organizations

Organizations seeking approval from the Board of Education must be included on the International Educational Travel and Exchange Programs advisory list developed by the Council on Standards for International Educational Travel (CSIET). The Board of Education recognizes the following student exchange programs and has granted tuition free status to students who attend the Appleton Area School District schools under their sponsorship:

- ✔ Academic Foundation for International Cultural Exchange (AFICE)
- ✔ AFS USA
- ✔ American Councils for International Education (American Councils)
- ✔ American Institute for Foreign Study (AIFS)
- ✔ ASPECT Foundation
- ✔ ASSE and World Heritage International
- ✔ AYUSA Global Youth Exchange
- ✔ Council for Educational Travel (CETUSA)
- ✔ Council on International Education Exchange (CIEE)
- ✔ Cultural Homestay International
- ✔ EF High School Exchange Year
- ✔ Forte International Exchange Association (FIEA)
- ✔ German American Partnership Program (GAPP)
- ✔ International Cultural Exchange Services (ICES)
- ✔ International EXPERIENCE (iE-USA)
- ✔ International Student Exchange (ISE)
- ✔ Nacel Open Door
- ✔ Northwest Student Exchange (NWSE)
- ✔ Program of Academic Exchange (PAX)
- ✔ Reflections International
- ✔ Rotary International
- ✔ STS Foundation
- ✔ Youth for Understanding (YFU)

Student exchange programs not recognized by the Board of Education will apply to the Assistant Superintendent - School Services, who will review the program's components with the high school principals. Among the components to be reviewed are:

- the academic and English language proficiency requirements of the organization
- the location and responsibilities of the organization's contact person
- the code of conduct guidelines established for students

If the results of the program review are positive, the Assistant Superintendent - School Services will make a recommendation to the Board of Education. The recommendation will be for a school year trial period. Following an end of the year review completed by the

same administrators, a recommendation for continuing recognition may be made to the Board of Education.

Failure of sponsoring organizations to abide by the guidelines stated in this policy may result in future nonparticipation in international exchange programs with the Appleton Area School District.

Admission of International Exchange Students

1. Complete informational packets requesting placement for the first semester of the school year must be received by June 30. Requests for second semester placements must be received by November 30. All requests shall be submitted to the Assistant Superintendent - School Services and reviewed with the High School Principal.

2. International exchange students must be placed by an organization approved by the Board of Education.

3. Sponsoring organizations are responsible for handling all student procedures and documents required by the Federal and State government. A J1 visa allows the student tuition-free status. No other visa will be acceptable for nonresident, tuition-free status.

4. Placement will be for an entire academic school year.

5. Any organization placing an international student must have a local coordinator who serves as a liaison between the organization and the school(s). The coordinator must provide a copy of the organizational guidelines for the individual exchange program.

6. The Appleton Area School District reserves the right to limit the total number of international students for the year and the number from each country.

Students

1. The Appleton Area School District reserves the right to accept/reject placement of an international exchange student based on the criteria stated herein.

2. Students who have graduated will not be accepted.

3. Students must demonstrate academic accomplishments and sufficient English speaking and writing skills that will allow them to be successful students without special tutoring assistance.

4. International exchange students must carry a full academic load.

5. The Appleton Area School District does not grant official diplomas to international exchange students.

6. The student, host family, and/or organization will be expected to pay all normal school expenses. These expenses would include matriculation, yearbook, activity, and participation fees.

7. International exchange students accepted under this policy and these procedures shall be treated as resident students and will be expected to adhere to all rules and regulations of the school they attend. The Appleton Area School District reserves the right to terminate an international exchange student's enrollment when determined that the student's continued enrollment would be detrimental to the international student, other students, and/or school personnel.

Adoption Date: September 14, 1987

Amended Dates: June 27, 1994, May 22, 2006, November 26, 2012, May 23, 2016, June 13, 2022, July 24, 2023 and June 24, 2024

ITEM FOR CONSIDERATION

Topic: Policy 453.4 - Administration of Drug Products/ Medications to Students
Consider revision to include grade 6 in option for parent/guardian to authorize the administration of stock medications: acetaminophen, ibuprofen, diphenhydramine, and calcium carbonate and revision to the location of stock naloxone.

Background Information: Currently policy 453. 4 and the related 453.4 Rule allow for the administration of non-prescription medications for students in grades 7-12 with parental consent. It is recommended that the policy be revised to include students in grade 6. This would allow parents to provide consent for their 6th grade student to receive the following stock medications in the health room at school: acetaminophen, ibuprofen, diphenhydramine, and calcium carbonate.

The administrative rule states "Stock naloxone will be stored in the school office or health room, will not leave school grounds, and will be checked and documented monthly by the school nurse." It is recommended that this be revised to indicate that naloxone is also located in the Naloxone Overdose Reduction Kit which is near the AED in the school.

Fiscal Impact: No cost will be incurred by the Appleton Area School District.

Administrative Recommendation: The administration recommends that Policy 453.4 and the related 453.4 Rule be revised as indicated.

Contact Person(s): Laura Jackson, Executive Director of Student Services, (920) 852-5317, jacksonlaura@aasd.k12.wi.us

BOE: June 24, 2024

ADMINISTRATION OF DRUG PRODUCTS/MEDICATIONS TO STUDENTS

Drug products/medications are given to students in the school setting, including alternative placements, to continue or maintain a medical therapy which promotes health, prevents disease, relieves symptoms of illness, or aids in diagnosis. Parent(s)/guardian(s) should administer medications to students outside of the school day whenever possible.

The Appleton Area School District (AASD) shall administer medication in accordance with Wisconsin State Statutes §§ 118.29, 118.291, 118.292, 121.02(1)(g) and 939.25(1). The District may administer prescription medication to a student in compliance with the written instruction of a licensed practitioner, as defined by Statute § 118.29, and written consent from the student's parent/guardian.

Administration of nonprescription medication requires the written instruction and consent of the student's parent/guardian. A request to administer a nonprescription medication in a dosage other than the recommended therapeutic dose must also be accompanied by the written approval of a licensed practitioner.

For the safety and protection of all students, substances that are not United States Food and Drug Administration (FDA)-approved will not be administered in the school setting.

Students with asthma may possess and self-administer a metered dose or dry powder inhaler with the written approval of a licensed practitioner and parent/guardian.

Students with epinephrine auto-injectors may possess and self-administer for the purpose of treating a severe allergic reaction to include anaphylaxis with the written approval of a licensed practitioner and parent/guardian.

Two doses of adult (0.3 mg) stock epinephrine auto-injectors and two doses of pediatric (0.15 mg) stock epinephrine auto-injectors will be available at each school location, not including community 4K sites. The stock epinephrine auto-injectors must remain on school grounds, and will not be taken off campus (i.e. field trips). If an individual appears to be experiencing a severe allergic reaction, dial "911" or the emergency medical service provider. Any individual who is trained on the proper administration of an epinephrine auto-injector may administer epinephrine to the individual experiencing the severe allergic reaction. Individuals receiving the epinephrine injection should be transported to the local emergency department by ambulance.

Naloxone nasal spray will be available at each school location, not including community 4K sites. The naloxone will remain on school grounds and will not be taken off campus (i.e. field trips). If an individual shows signs of an opioid overdose or if an overdose is suspected immediately dial "911" for emergency services. Any AASD staff member who

is properly trained following a Department of Public Instruction approved training in the administration of naloxone spray may administer naloxone to the individual who is showing signs of an opioid overdose.

A school administrator will authorize in writing any school employee to administer oral and non-oral prescription or nonprescription medication to students. With the exception of stock epinephrine auto-injectors, administration of non-oral medication or medication by means other than ingestion may be done by any school employee with proper training and evaluation. Determining such individuals will be the joint responsibility of the building administrator and the school nurse. Employees, other than health care professionals, who are authorized to give non-oral medication, will receive training approved by the District and the Department of Public Instruction (DPI).

School employees, other than school nurses, who are authorized and trained to administer medication are immune from civil liability for his or her acts or omissions in administering medication to a student unless the act or omission constitutes criminal negligence which is defined in state law as a "high degree of negligence" (§ 939.25 (1), Wis. Stats). School nurses are regulated by Chapter 441, the Nurse Practitioner Act.

The school administrator who authorizes an employee to administer oral medication and who has received required training for administering non-oral medications will be immune from civil liability for the action authorized, unless a court determines that the action constitutes criminal negligence which is defined in state law as a "high degree of negligence" (§ 939.25 (1), Wis. Stats).

Procedures for obtaining and filing written instructions and consents for medication administration, and the protocols for storage, administration and documentation are delineated in this policy's Administrative Rule.

Legal References: Wisconsin State Statutes §§ 118.29, 118.291, 118.292, 121.02(1)(g), and 939.25(1), Wisconsin Administrative Code N. 6.03(3); Chapter 441

Adoption Date: May 9, 1994

Amended Dates: April 24, 2000; March 14, 2011; August 27, 2012; November 10, 2014; October 24, 2016; April 25, 2022, and April 24, 2023

ADMINISTRATION OF DRUG PRODUCTS/MEDICATIONS TO STUDENTS
Procedures

I. Training of Designee

A school administrator will authorize in writing any school employee to administer oral and non-oral prescription or nonprescription medication to students in compliance with Wisconsin State Statutes §§ 118.29 and 118.291. Employees, other than school nurses, who are authorized to administer non-oral medications to students will receive training approved by the District and DPI, when available. Administration of non-oral medication or medication by means other than ingestion may be done by any school employee with proper training, and evaluation. Determining such individuals will be the joint responsibility of the building administrator and the school nurse.

School personnel should complete the knowledge portion of the medication administration training for required routes (non-oral) at least every 4 years and more frequently if needed as provided on the DPI website. Skill training for the required routes of administration must occur at initiation of the medication assignment and should be repeated annually thereafter. This training is provided by the District.

II. Consent to Administer

A. Prescription Medications

Parent/guardian is responsible for providing the school with a completed medication form for each medication administered at school (forms HS-017, HS-018. The statement must include:

- Student name, date of birth
- Medication name, dose, route, frequency, time/conditions, duration, directions
- Reason for medication
- Precautions, possible untoward reactions, and/or interventions
- Name of licensed practitioner
- Parent/guardian signature, licensed practitioner signature, date

Requests must be renewed each school year or more often if changes in dosage occur. The required forms must be completed and submitted each school year, even if no changes in medication or dosing have occurred. All changes will be noted on the medication administration record (form HS-018a), dated and initialed by the designee. The prescribing licensed practitioner may be notified by school personnel when the parent/guardian requests the discontinuation of any medication at school.

Medications must be supplied by the parent/guardian in the original pharmacy-labeled package and the package name of the student, prescriber, prescription drug product, dose, effective date, and the directions in a legible format. All controlled substances must be delivered to the school by a parent/guardian, or other adult.

The school nurse shall be informed by school personnel of all students receiving medication and any changes in dosage. The school nurse will review the medication record periodically and use professional judgment in contacting the practitioner, school personnel, or parent/guardian to resolve inconsistencies in administration directions.

B. Nonprescription Medications

Nonprescription medication (over-the-counter) which is FDA approved can be administered at school (refer to Section V. for all field trip and activities off school premise). A written, signed statement from the parent/guardian must be on file at the school authorizing school personnel to administer a nonprescription medication (form HS-018).

Nonprescription medication must be supplied in the original manufacturer's package by the parent/guardian. The package must list the ingredients and recommended therapeutic dose in a legible format with the student's name affixed.

If a nonprescription medication is requested to be administered in a dosage other than the recommended therapeutic dose or is intended for long-term use on a daily basis, it must be accompanied by the written approval of a licensed practitioner.

A limited amount of stock medications will be available in the health room for students in grades 6-12 with the approval of the District Medical Advisor. These medications are acetaminophen, ibuprofen, diphenhydramine, and calcium carbonate. If a parent/guardian wishes for their student to receive as needed medications from this supply, they will be required to give consent through on-line registration or in writing using the following form "Consent for Administering Stock Medications at School."

C. Alternative Medication

For the safety and protection of all students, alternative medications (i.e., food supplements and natural products) will not be given in the school setting.

D. Antineoplastics, Oral Chemotherapeutic Agents, and Other Hazardous Drugs

Permission to administer medications in these drug categories may be granted upon review by the building administrator and school nurse in consultation with the District medical advisor after consideration of safe handling and disposal precautions.

E. Research Medication

Medication prescriptions that do not fall within the established FDA guidelines for pediatric use and/or dosing may fall into the following two categories:

- Off label medications are those FDA approved medications prescribed for non approved indications in children.
- Pediatric experimental or investigational drugs are those medications currently involved in clinical trials. These medications are undergoing formal study to determine the efficacy and safety of pediatric dosing, but they do not have FDA approval.

Requests to administer research medication in school will be evaluated on an individual basis by the school nurse. The following materials will be required from the prescribing licensed practitioner:

1. Information regarding the protocol or a study summary from the research organization
2. Signed parent/guardian permission
3. Reporting requirements
4. Any follow-up required nursing actions to be taken at school
5. Additional information/documentation may be requested as needed

Permission to administer medications in these drug categories may be granted upon review by the building administrator and school nurse in consultation with the District medical advisor. The District reserves the right to refuse to administer the medication.

F. Stock Epinephrine Auto-Injectors

Stock Epinephrine Auto-Injectors will be available in District school buildings for the health and safety of all individuals with known and unknown allergic reactions to foods or other environmental items.

A stock epinephrine auto-injector should be retrieved for use when symptoms of anaphylaxis are identified:

- Difficulty swallowing or tightening of the throat
- Difficulty breathing
- Nausea and vomiting
- Swelling of the face or extremities

- Skin rash, hives

Available doses are the adult (0.30 mg) dose and the pediatric (0.15 mg) dose. If an individual appears to be experiencing a severe allergic reaction, the protocol is to dial "911" or the emergency medical service provider. Any individual who is trained to use an epinephrine auto-injector to administer epinephrine may do so to the individual experiencing the severe allergic reaction. Individuals receiving the epinephrine injection should be transported to the local emergency department by ambulance.

G. Stock Naloxone Nasal Spray

Stock naloxone nasal spray will be available in District School Buildings for the safety of all individuals. Naloxone is a medication that is an opioid antagonist that rapidly reverses an opioid-related drug overdose and has no effect on someone who does not have opioids in their system.

Stock naloxone nasal spray should be retrieved for use when the symptoms of an opioid-related drug overdose are identified:

- Unconsciousness
- Very small pupils
- Slow or shallow breathing
- An inability to speak
- Faint heartbeat
- Limp arms and legs
- Pale skin
- Purple lips and fingernails
- Vomiting

If an individual appears to be experiencing an opioid-related drug overdose the protocol is to dial "911". An individual trained to administer naloxone through a DPI approved training may do so to the individual who is showing signs of an opioid-related drug overdose. Individuals receiving naloxone should be transported to the local emergency room by ambulance.

III. Self-Administered Medications

A. Students with asthma may possess and self-administer metered dose inhalers or dry powder inhalers for the purpose of preventing or alleviating the onset of asthmatic symptoms. The student must have the written approval of a licensed practitioner and the written approval of the student's parent/guardian (form HS-017). A copy of this approval will be present in the student's school and maintained in the behavioral record (Wisconsin State Statute § 118.291).

B. Students may possess and self-administer a prescription medication upon the written approval of a licensed practitioner and the written approval of the

student's parent/guardian (form HS-017). A copy of this approval will be present in the student's school and maintained in the behavioral record. The student will possess no more than the daily supply of the medication at a time and the medication must be in the original pharmacy-labeled package.

C. A student may possess and self-administer an epinephrine auto-injector for the purpose of treating a severe allergic reaction, including anaphylaxis that requires the administration of epinephrine to avoid severe injury or death. The student must have written approval of a licensed practitioner and written approval of the student's parent/guardian (HS-017). A copy of this approval will be present in the student's school and maintained in the behavioral record (Wisconsin State Statute § 118.292). If a student administers epinephrine, dial "911" or an emergency medical service provider.

D. A student may possess and self-administer nonprescription medications. A written statement identifying the medication and granting permission for self-administration is to be signed by the parent/guardian and maintained in the behavioral file. (HS-017).

Factors to be considered will be:

- Type of medication
- Reason for medication
- Age of student

IV. Expired Medications

Parents/guardians are strongly encouraged to supply a medication that will not expire during the school year. For the safety of our students, expired medications should not be administered at school.

V. Administration of Medications for Field Trips

Field trips may include school sponsored activities off school grounds, athletics, student groups or clubs, and any overnight events/field trips where a student has a medication on file that may need to be given. If a student is receiving medication at school on a daily basis, or on an as-needed basis, it is the responsibility of the staff person who is organizing the field trip to ensure that the student receives the medication per the parent/guardian/physician consents, and as indicated by the parent on the field trip permission form. All information regarding student medication administration is confidential and must be protected accordingly.

The procedures below outline steps to ensure that students receive their required medications.

A. Field Trips – Regular School Day

Prior to the field trip

- A minimum of one staff person who is attending the field trip must have successfully completed the applicable DPI approved training depending on the medication needs of the students and the AASD skills training checklist with the school nurse. Current training documentation must be on file with the District prior to the date of the field trip.
- The staff person organizing the field trip must provide a list of participating students to the school secretary or designee prior to the event. The school secretary or designee will review the list of students and determine which students have medications at school.
- Parents/guardians are required to complete the medication portion of the field trip permission slip indicating if medications are required.

Day of field trip

- The medication will be prepared by the school secretary or designee. The daily medication dose will be put into a white envelope or Ziploc bag with the student's name, organizing staff person's name, and time to be given. The envelope or bag will include a field trip medication form with the student's name, name of medication, dose and time to be given, special instructions, and a place for the organizing staff person to sign that the medication was administered (see attached form HS-029a).
- It is the responsibility of the organizing staff person to see that the medication is given on time and that the child takes the medication. The organizing staff person will sign the form to document the time the medication was administered. "As needed" medications, such as asthma inhalers, if used by the student, will follow the same procedure.

After the field trip

- The organizing staff person will return all forms and all medication to the school secretary or designee promptly upon return from the event.
- The school secretary or designee will document on the medication record that the medication was administered, sign their initials and the initials of the staff person that administered the medication, and note the time the medication was administered. The field trip medication form may be stapled to the medication record.

B. Field Trips – Extended Beyond Regular School Day

Field trips that extend beyond the regular school day may require more doses of a medication to be administered that are not normally given during the school day. If additional medications and/or doses are required, consents for those medications must be on file prior to departure.

- The parent/guardian must provide the medication in a pharmacy labeled bottle (prescription) or over the counter packaging (non-prescription). The required

paperwork must be completed (HS-017 or HS-018) indicating all doses and times the medication is to be administered. Only the amount of medication needed on the field trip should be sent.

- The school secretary or designee may consult with the school nurse regarding questions/organization of the medication.
- It is the responsibility of the organizing staff person to see that the medication is administered on time and that the student successfully takes the medication. The staff person administering the medication on the field trip will document on the field trip medication form all doses of medication that are administered. The Regular School Day "Prior to the field trip" protocols (detailed above) must be completed prior to the trip.
- Emergency medications (i.e., asthma inhalers, EpiPens, glucagon) should be accessible to the student while on a field trip.
- Upon return from the field trip, forms and medication will be returned to the school secretary or designee.
- The school secretary or designee will document on the medication record that the medication was administered, sign their initials and the initials of the staff person, and note the time the medication was administered. The field trip medication form may be stapled to the medication record.

VI. Medication Storage

Medication will be stored in a secure location. Medication which needs to be accessible to the student will be stored in an appropriate location per student need (i.e., emergency medications) and stored to maintain quality (i.e., refrigeration). For the safety of our students, the AASD will not store and administer extra medications for instances when a dose was missed at home.

Building stock epinephrine auto-injectors will be stored in or near the AED cabinet and in the school office, will not leave the school grounds, and will be checked and documented monthly by the staff person completing the AED check. The staff person will also maintain a schedule for tracking stock epinephrine status and expiration dates. Stock naloxone will be stored in the school office or health room and in the Naloxone Overdose Reduction Kit, and will be checked and documented monthly by the school nurse.

The parent/guardian or student with parent/guardian permission shall pick up unused portions of medication within seven days after the completion of the school year, when a student transfers out of the district, or when medications have been discontinued. After seven days and documentation of written or verbal notification to the parent/guardian, medications will be given to the Student Resource Officer (SRO) for disposal or destroyed pursuant to Medical Advisor or pharmaceutical instructions.

VII. Medication Disposal

The safe disposal of medication can prevent diversion and protect the environment. If at all possible, medications should be returned to the student's parent/guardian who

has the prescription for the medication. When returning the medication is not possible, the school must assume responsibility to manage the pharmaceutical waste. Schools must follow state law for businesses and institutions for managing waste.

There are four categories of medications for management of disposal:

1. Controlled Substances (e.g. narcotic pain medication and stimulant medications): schools will turn this waste over to the SRO.
2. Hazardous Medication Waste: schools may take advantage of the state hazardous waste contract to manage hazardous waste medications. The building engineers should be contacted for this disposal.
3. Infectious Medication Waste (e.g. Sharps containers): Contact the Building Engineer to properly dispose of Sharps containers.
4. Non-hazardous Medication Waste (e.g. Tylenol, antibiotics etc.): May be disposed of in a licensed solid waste landfill. District employees should mix the medication with an undesirable substance such as kitty litter or coffee grounds and place in disposal container with a lid. The medication can then be placed in the trash.

VIII. Documentation

An accurate individual student record of administered medication will include:

- Demographic data such as name, birthdate, grade, school year.
- Medication name, dose, date/time given, date of expiration if applicable.
- Signature of person administering.
- Dose changes will be dated, with the signature of the designee and reviewed by the school nurse.
- Exceptions (i.e., absent, no school, refused) will be documented on the individual student record.
- Errors (i.e., wrong student, wrong time, wrong medication, wrong dose, wrong route) will be documented on the Medication Incident Review Form (HS-019)
- For controlled substances, school office personnel shall verify the amount of the medication delivered by counting and documenting individual units of medication in the presence of the parent/guardian or adult who delivers it or another staff person. The parent/guardian or adult delivering the medication shall verify the medication count by initialing the medication administration form.

Situations that are not considered medication errors include: students who refuse to consume or are unable to tolerate the medication, lack of supply of the medication from the parent/guardian, and a medication held by a parent. These situations are documented in the medication log and the parent/guardian is notified.

The Student Medication Record (form HS-018a) including consent forms will be maintained in the student's behavioral record after discontinuation of the medication.

IX. Allergy Environment

The District cannot guarantee an allergy free environment, but recognizes that the risk of accidental exposure to allergens can be reduced in the school setting. The District is committed to working cooperatively with students, parents/guardians and medical providers to minimize accidental exposure to known allergens and improve safety in the learning environment.

The focus of allergy management will be on prevention, education, awareness, communication and emergency response. The District will ensure that interventions and individual health care plans for students with allergies are based on medically accurate information to the extent information is known to the District and evidenced-based practices.

X. Rights and Responsibilities

Authorized school personnel have the responsibility to:

- See that the medication is given within 30 minutes before or after the time specified by parent/guardian and prescribing licensed practitioner.
- Maintain the medication administered at school in a secure place which also maintains medication quality (i.e., refrigeration for liquid antibiotics).
- Report to the school nurse any dose changes, inconsistencies, medication side effects or medication errors. In the event of a drug administration error, parent/guardian and school nurse will be notified, and the licensed practitioner notified if parent/guardian or school nurse determines it is required or necessary under the circumstances. The Medication Incident Review Form (HS-019) shall be completed by the employee involved within 24 hours of the incident.
- Have access to the Administration of Drug Products/Medications to Students Policy 453.4 for immediate reference. Document all medication administered or reason medication was not administered (i.e., absent, refusal, error).
- Respect confidentiality. Student medication administration information is confidential and must be protected accordingly.

Authorized school personnel have the right to refuse to administer medication to students when the medication administration procedures as described in Section II above have not been completed.

The school nurse has the responsibility to:

- Review medications and any changes in medications administered at school when informed by designated school personnel of new medication or of any changes.
- Use professional judgment in carrying out the policy.
- Verify skills competency for administration of non-oral medications.

XI. Distribution of Policy and Liability Waiver

- All school employees who are authorized and trained to administer medication to a student shall have access to this policy and shall be advised that, pursuant to the provision in Wisconsin State Statutes §§ 118.29, 118.291, 118.292 that they are immune from civil liability for any acts or omissions in administering a prescription or nonprescription medication to a student in accordance with this policy unless he or she is a healthcare professional or the act or omission constitutes criminal negligence which is defined in state law as a "high degree of negligence" (§ 939.25 (1), Wis. Stats).
- The school administrator who authorizes an employee to administer a prescription or nonprescription medication to a student is immune from civil liability for the act of authorization unless it constitutes criminal negligence which is defined in state law as a "high degree of negligence" (§ 939.25 (1), Wis. Stats).
- With the exception of the administration of emergency epinephrine auto-injectors as outlined above, a person administering a medication by means other than ingestion to a student is not immune from civil liability if he or she has not received DPI-approved training. The authorizer is not immune from civil liability if he or she authorizes a person who has not received DPI-approved training to administer medication by means other than ingestion to a student.

Refer to DPI Medication Training and Resources and accompanying District forms.

Adoption Date: May 9, 1994

Amended Date: April 24, 2000; March 14, 2011; August 27, 2012; November 10, 2014; October 24, 2016; April 25, 2022, April 24, 2023, and June 24, 2024

ITEM FOR CONSIDERATION

Topic: Middle School ELA Curriculum & Materials Update for ELA Grade 6 (1060), ELA Grade 7 (1070), and ELA Grade 8 (1080).

Background Information: One of the action steps of the 5K-12 ELA Program Evaluation in 2022-2023 was to find a comprehensive knowledge building program for grades 5K-8. A Secondary ELA Resource Adoption Team was formed that worked alongside the elementary team. After much research, discussion, virtual presentations, a curriculum resource fair, and a few visits to other Wisconsin School districts, the team evaluated and selected Amplify ELA. The team was looking for a flexible scope and sequence, teacher clarity components, opportunities for differentiation, digital components, skill development aligned to Wisconsin ELA standards, and integration with Canvas, and found all in Amplify ELA. This comprehensive program will be used for grades 6-8 at the middle level.

Fiscal Note: AC&I would be purchasing classroom sets of textbooks and readers to be dispersed among the three middle schools and potential charter schools (Fox River Academy, Classical, and Kaleidoscope Academy). The purchase would also include digital access for six years, all teacher resources, professional development for teachers and administrators. The cost without the charter schools included is $273,588.72. The implementation of this instructional material includes a soft roll-out for grade 6 with a future rollout for grades 7 and 8 to be determined during the future.

Instructional Impact: The instructional impact will allow for SEL, grammar, and poetry integration, flexibility and choice in novel studies, and daily lessons that incorporate vocabulary building, collaboration in interpretation, and development & presentation of ideas, while allowing for student reflection and independent work time. Teachers will continue to implement common summative assessments within the four domains of Speaking & Listening, Reading, Writing, and Language; however, there is additional opportunity for common formative assessments.

Course Overview Documents:

- ELA Grade 6 (#1060)
- ELA Grade 7 (#1070)
- ELA Grade 8 (#1080)

Administrative Recommendation: Approve as submitted**.**

Contact Person(s):
Kelly Leopold, 920-832-6157 ext. 60172, leopoldkelly@aasd.k12.wi.us
Steve Harrison, Ph.D., 920-852-53007 x60121, harrisonstepha@aasd.k12.wi.us

BOE: 06/24/24

English Language Arts: Middle School: Materials Purchase- *Amplify ELA* for ELA Grade 6 (1060), ELA Grade 7 (1070), and ELA Grade 8 (1080).

WHY did the middle level ELA Adoption Team select Amplify ELA for future implementation?	A team of middle school ELA teachers (regular, EL, and SPED), curriculum support specialists, instructional coaches, and a site leader discussed the importance of the following items in a comprehensive knowledge building program:
	• Scope and Sequence that allows for flexibility
	• Teacher Clarity
	  ○ Essential Questions
	  ○ Relevancy
	  ○ Academic Vocabulary
	  ○ Formative and Summative Assessments
	• Incorporation of rich, complex, and diverse text
	• Differentiation & Accessibility (Special Education and EL Supports and Resources)
	• Digital Resources for teachers and students
	• Skill Development that aligns to the Wisconsin ELA State Standards
	• Integration with Canvas

WHAT are the components that will be included in each of the courses?	The components include:
	• Grammar Instructional Scope & Sequence
	• Novel Studies (full novel or excerpt of novel Interactive Read Aloud, as well as other suggested choice reading for independent reading and literature circles that align to each unit) *Audio also available for all texts
	• Daily Lesson
	  ○ Vocabulary Builder
	  ○ Collaboration to interpret text
	  ○ Development and presentation of ideas
	  ○ Reflection
	  ○ Independent Work
	• Digital Library (650 classic and contemporary fiction and nonfiction texts)
	• Poetry in America (3 lessons in each grade level)
	• Story Writing
	• Graphic Organizer Toolkit
	• SEL embedded throughout the curriculum
	• Formative and Summative Assessments

HOW will we assess the students in each of the varying courses?	Amplify ELA incorporates:
	• Feedback on formative and summative assessments that helps determine needs for Tier 2 intervention
	• Writing Rubrics and Exemplars
	• Independent Reading Guides
	• Formative Writing
	  ○ Productivity (number of words written)
	  ○ Focus (one claim, one idea)
	  ○ Use of Evidence
	  ○ Conventions
	• Formative Assessment to support student learning
	  ○ Independent Reading Comprehension

	○ Exit Tickets ○ Measures before FLEX Day instruction to determine groupings and assignments ● Summative: Reading, Essays (Argumentative, Informative, Narrative) ● Alignment to Wisconsin ELA State Standards ○ Speaking & Listening ■ Comprehension & Collaboration ■ Presentation of Knowledge & Ideas ○ Reading ■ Key Ideas and Details ■ Craft & Structure ■ Integration of Knowledge & Ideas ○ Writing ■ Text Types and Purposes ■ Production and Distribution ■ Inquiry to Build and Present Knowledge ○ Language ■ Knowledge of Language ■ Conventions of Standardized English ■ Vocabulary Acquisition and Use

English Language Arts: Middle School: Materials Purchase- *Amplify ELA* for ELA Grade 6 (1060), ELA Grade 7 (1070), and ELA 8 (1080).

Time Period of Public Input
04/22/24 - 06/04/24
Number and Breakdown of Responses Received (Supportive/Unsupportive)
1 Total Response**: 0 Comments** **1 Supportive / 0 Unsupportive**

ITEM FOR CONSIDERATION

Topic: Professional Educator New Hire(s)

Background Information: The Professional Educators listed below are recommended for contractual positions for the 2024-2025 school year (effective August 26, 2024):

Name	***Position***	***Location***	***FTE***
Timothy J. Blohowiak	Math	West	100%
Ellie S. Gehl	Special Ed- CC	Einstein	100%
Emily I. George	Special Ed- CC	Foster	100%
Natalie M. Stevens	Elementary	TBD	100%
Robert L. Tracy	Social Studies	East	90%

Instructional Impact: The candidates listed above are recommended by the administrator to whom they will report as the best candidates for the positions.

Fiscal Impact: Salary will be commensurate with education and experience.

Administrative Recommendation: Approval

Contact Person(s): Julie King, (920) 852-5302

BOE: June 24, 2024

ITEM FOR CONSIDERATION

Topic: Professional Educator Contract Change(s)

Background Information: The following contract changes are recommended for the 2024-2025 school year (effective August 26, 2024):

Name	Position	Location	FTE
Leila A. Ramagopal Pertl	Music-General	Edison	40% to 30%
Annika H. Rice	English Language Arts	East	80% to 100%

Fiscal Note: As indicated above.

Administrative Recommendation: Approval

Instructional Impact: These assignment adjustments will meet student needs.

Contact Person: Julie King, (920) 852-5302

BOE: June 24, 2024

ITEM FOR CONSIDERATION

Topic: Professional Educator Resignation(s)

Background Information: The following Professional Educators have submitted a letter of resignation effective at the end of the 2023-2024 school year.

Ashley R. Bucholtz has been with the District for two years, most recently as a Grade 5 Teacher at Johnston Elementary School.

Katherine A. Meister has been with the District for six years, most recently as a Literacy Interventionist at Highlands Elementary School. Ms. Meister's resignation is effective at the end of the July 3, 2024, workday.

Amber J. Ruffing has been with the District for two years, most recently as a Grade 6 Teacher at McKinley Elementary School. Ms. Ruffing's resignation is effective at the end of the July 3, 2024, workday.

Instructional Impact: Qualified replacements will be procured.

Fiscal Impact: Dependent upon replacements.

Administrative Recommendation: Approval

Contact Person(s): Julie King, (920) 852-5302

BOE: June 24, 2024

AASD Birth-Five OUTREACH

Appleton Even Start Family Literacy

Parents as Teachers

Birth Through Age Three Program Evaluation

TITLE I

Program Evaluation Team:

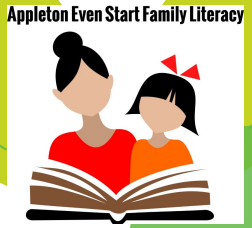
- ★ Pamela Franzke – AASD Title 1, Birth-Five Outreach, Even Start Family Literacy Coordinator; Homeless Foster Care Director
- ★ Michelle Campbell – Birth-Five Resource Coordinator; Developmental Screener
- ★ Katlyn Emerich – Even Start Family Literacy Preschool Teacher
- ★ Kristie George – Title 1 Preschool Teacher
- ★ Julie Krzoska – Parents As Teachers Family Support Specialist
- ★ Macy Shaw – Early Childhood Special Education Teacher

Objectives…

- Brief overview of AASD Birth Through Age Three programming & Parent/Caregiver education
- Evaluation of supports & collaboration beyond early intervention
- Big Ideas: Continuity, Value/Impact, Leadership
- Recommendations

AASD Early Childhood Programming (birth-three):

- Appleton Even Start Family Literacy
- Birth-Five Outreach
- Early Childhood Special Education
- 3-5 Developmental Screenings/Diagnostic Center
- Parents As Teachers - home visiting
- Title I Three Year Old Preschool



Appleton Even Start Family Literacy

- Partnership – AASD and FVTC for 32 years
- Provides language rich environments for children (infant, toddler, preschool) while parents work on learning English and/or obtaining their GED
- Program runs 4 days per week (AM or PM sessions)
- Each family assigned a Home Visitor- (Parents As Teachers)

Appleton Even Start Family Literacy

Appleton Area School District's Birth-Five Outreach

The purpose of Birth-Five Outreach is to connect and engage families with young children ages 0 to 5 to opportunities within their school and local community to support school readiness and healthy development.

- Offer an inclusive network of family care services, school information, and community support
- Build positive relationships with families by offering connections to many school and community resources early on in a child's life
- Create and foster community connections from birth while empowering young families

What does Birth-Five offer in our community?

- Welcome Visits
- Weekly Playgroups & Monthly Events
- Social Media – Birth-Five Facebook, Community/Monthly Emails, REMIND app
- Support with Developmental & Universal Screenings
- Summer Programming
- Community Partners Collaboration
- Parent Education
- Take 5 To Help Me Thrive

Early Childhood Special Education

- Highlands, Edison, Franklin, Johnston
- Columbus (Integrated with Title 1)
- Itinerant Services throughout the community
- Birth Through Age Three
  Curriculum/Standards; Teaching Strategies
  Gold & Creative Curriculum

Developmental Screenings/Diagnostics

- 4-5 screenings per month (3-5 year olds)
- Universal Screenings twice a year in collaboration with Outagamie/Winnebago County Early Intervention/Birth to 3
- Connection to AASD programming

Title 1 Preschool

- Columbus Integrated (20-22), Johnston (15)
- AM/PM classes; 4 days per week
- Students must be 3 by September 1st
- Birth Through Age Three Curriculum/Standards; Teaching Strategies Gold & Creative Curriculum

Parents As Teachers – Home Visiting

Parents as Teachers is a nationally recognized curriculum for home visiting

- Focus on positive interactions between parent and child.
- Goal – to engage parents of children birth to three in the early education of their children.
- Free, voluntary parent education and family support program serving targeted families in the AASD who have a child 14 months old or younger.

Parents as Teachers®

Community Collaborations

- Appleton Health Dept, Police Dept, Park & Rec
- Appleton Public Library
- Birth to 3 Early Intervention
- Building For Kids
- Casa Hispana
- Catalpa Health
- First Five & CCRR
- Fox Valley Technical College
- Fox Valley Symphony
- Jake's Network of Hope
- Kiwanis
- Mosaic Family Health
- Parent Connection
- Pillars & Harbor House
- Theda Care & Ascension
- WIC
- YMCA

Evaluation & Recommendations:

Program Implementation Information

Staffing and Professional Learning

Engaging Families and Community

Program Performance Results

Big Ideas:

- Continuity
- Value/Impact
- Leadership

Any questions?

Birth Through Age Three Program Evaluation & Final Report 2023-2024
Submitted by: Pamela Franzke - AASD Administrator Title 1, Birth-Five Outreach, Even Start Family Literacy Coordinator; Homeless/Foster Care Director

The following is a review of the program evaluation that was conducted by a group of professionals within the Appleton Area School District examining programming that currently is provided for children ages birth through age three and their families . Through this evaluation, it was noted that the AASD has been committed to providing high quality programming and resources for our birth through age three children and their families for several years. The following report captures our investigation, data analysis, rich conversation and discussion about those we serve throughout the district and within this programming.

This program evaluation was completed over several sessions with representation from the following:

- Michelle Campbell - Birth-Five Outreach Resource Coordinator, 3-5 Developmental Screener
- Katlyn Emerich - Even Start Family Literacy Preschool Teacher
- Kristie George - Title 1 3K Preschool Teacher, Birth-Five Outreach Summer Coordinator
- Julie Krzoska - Family Support Specialist Coordinator (PAT Home Visiting)
- Macy Shaw - Early Childhood Special Education Teacher

The following programs and services were included in this evaluation: *Birth-Five Outreach, Title 1 Preschool, Early Childhood Special Education, Even Start Family Literacy, Parents As Teachers Home Visiting, and 3-5 Developmental Screenings.* Our team looked at four areas to review and evaluate:

A. Program Implementation Information
B. Staffing and Professional Learning
C. Engaging Families and Community
D. Program Performance Results

Program Implementation - purpose for this area was to review procedural and service requirements of all programs that impact our birth through age three population. It was noted that all programs have developed or are part of the continuous improvement process and have their own scorecard (noted below) or the program is represented in a district/department scorecard. All programs follow and ensure the AASD Birth Through Age Three Curriculum/Standards are utilized at the forefront of all planning, preparation and implementation. We also examined the mission, vision, goals, objectives, PDSA, progress monitoring, qualified staff and resources, and processes and systems between programs in which to refer within each group.

Recommendations in this area:

- Should 3-5 Developmental Screenings department have their own mission and/or vision statement or be part of a continuous improvement plan/scorecard, we did not find evidence as they are no longer a part of the Birth-Five Outreach CSIP Scorecard
- 2023-24 End of the Year Screening Report Increase the opportunities for 3-5 Developmental Screenings earlier in the school year to increase engagement in programming throughout the AASD
- Improve Child Find outreach on district website, communicating to the public, educating staff across the district and also with collaborating partners on these programs
- Continue surveying and/or ways to collect data across programs, in which to progress monitor and develop actionable steps

AASD Birth Through Age Three Standards and Curriculum 5-2021.docx
Birth-Five Outreach 2023-2024 CSIP Scorecard
Title I Preschool 2023-2024 CSIP/Title I Scorecard
Even Start 2023-2024 CSIP/Title I Scorecard Early Childhood Scorecard 2023-24

Staffing and Professional Learning - examined resources, skills and knowledge that address the needs of our birth through age three population, staff equipped to deliver programming, resources and support and are staff provided to make referrals and considerations for programming throughout the district. We also investigated equity in regards to professional development and trainings for staff within these programs. For some programs there is not evidence of ongoing training and/or professional development. Also, it was found that although there are many items in place in this area, there may be areas of improvement.

Recommendations in this area:

- Survey staff periodically for feedback to determine areas of growth and building staff capacity
- Create a system to provide trainings for district staff in understanding what programs and resources are available
- Screeners/home visitor/family support coordinators access to PD opportunities, observation, reflection, continuation with professional development; collaboration on beneficial topics
- Expand reflective practice to ECSE, Title I Preschool
- Recommend that Title 1 teachers receive screening training
- Educate all staff and collaborating groups about the programs

Engaging Families and Community - it was noted and discussed that the purpose and focus for all of these programs is engaging and empowering families of young children. All of the birth through age three programs have a commitment to family and community engagement goals, objectives and plan/action steps within their scorecard to ensure engagement and collaboration with caregivers, parents and families. Collaboration continues between teams to offer a variety of opportunities (i.e. playgroups, AASD events, community events, resource fairs, etc.) for families to engage with their young children.

Recommendation in this area:

- Systemic approach for screening, rescreening, to programming and how to engage families in the process
- Utilize the Birth-Five Outreach team to allow for these bridges and warm hand-offs
- Continue to inform, advertise, promote all the opportunities available for youngest learners to our AASD staff, district, families, community and collaborating partners
- Continue collaboration amongst teams to provide focused services

Program Performance and Results - as a group we were able to review the mid-year data and examine the trajectory of the goals and objectives of each of these groups. Recently, the end of year submission or final results were reviewed by this administrator and shared with program evaluation team via the Birth Through Age Three Program Evaluation. It was noted that some of the programs met and/or exceeded their goals, and analysis by the teams was reflective and action steps have been compiled and will be implemented for next year. It was also recognized that although the Title 1 Preschool and Even Start Family Literacy programs did not meet their student

achievement goals of 100% they will continue to strive and are committed to all students meeting or exceeding their developmentally appropriate grade band.

When looking at overall district wide goals there was a targeted focus to increase participation in the Family Engagement Survey district mean score related to the frequency of feedback to families from school staff on how well their child is learning: 3.72 (2023) to 3.77 (2024). Although the district as a whole resulted in an increase to 3.74 mean score, it was noted and celebrated that the EC, Title 1 Preschool, 4K families that were surveyed increased to 4.08.

Recommendation in this area:

- Continue to strive for 100% in this area as we are committed to all students meeting or exceeding their developmentally appropriate grade band
- For the 2024-2025 school year it is recommended to add the objective/dimension 10a. Engages in Conversation as this has been a focus in Interactive Literacy Activities (ESFL) and also in our home visiting to improve reciprocal language and conversations with parent and child.
- Consider the ECSE goal, understanding that IEPs are individualized, may be difficult to measure as a group, suggest a goal that reflects meeting or exceeding IEP goals for students in our ECSE classrooms
- Continue to meet and exceed goals for improving efficacy of resources

Summary and recommendations:
The team summarized our work of this Birth Through Age Three Program Evaluation and developed three main focus areas: *Continuity, Value/Impact, and Leadership*. The following represents this teams overall thinking and recommendations of each area that encapsulates the analysis, discussion and collaboration of programming, resources, and focused instruction for our youngest learners.

Continuity - "*It starts with us*" and how do we ensure that our work with this population is known, understood and accessible. Each of these programs feeds into each other and follows the pathway into the elementary schools, however, it was noted that there is only one school within the AASD that has three year old programming and also 4K programming (Edison). The team noted that programs or programming for children birth through age three are cornerstones of school experiences and development of skills, essentially the earliest intervention. Even Start Family Literacy is the only program that follows or tracks data of children that attended through fifth grade in the following areas: attendance, behavior, promotion, literacy skills.

Recommendations for Continuity: Survey families that participated in B5 programming, Title 1, ESFL. Look to student success between programs, highlighting the early intervention… what would it look like if there were not these opportunities. Develop a repository of resources.

Value and Impact - Credibility of birth through age three may not portray to the public the impact of the work. Limited messaging, social media, communication is conducted to acknowledge and advertise what is all available in the AASD. The purpose of these programs may not be widely understood the complexity behind each program and that there may be a misguided perception of play. We continue to wonder if there is a district wide awareness and understanding of the programs offered and does our district and community understand the impact and importance of the work provided by these groups.

Recommendations to increase value and impact: Informing others through videos/professional development/staff meetings about each program. Increase knowledge of

screening process and its benefits beyond referrals and evaluations, and refocus to increase the access to programming.

Leadership - With the many changes occurring in administrative support within some of these programs questions arose and discussion occurred around preservation of programming, advocacy for staff and children birth through age three, continuity of care, and consistency of services. What is the plan to build capacity, an understanding of all programs and how they connect, and building the efficacy of leadership to coach, mentor and support the staff within these groups. Also discussed, the benefits of having experience around early childhood classrooms or programs that service birth through age three.

Recommendations for leadership:

- Emphasis on collaboration and advocating for birth through age three programs and services
- Continue hiring and maintaining quality administration and staff
- Continue collaboration and building those community partnerships
- Hire a Birth-Five Outreach Resource Coordinator to support new administrator and team

ITEM OF INFORMATION

Topic: 2023-2024 Achievement Gap Reduction (AGR) End-of-Year Report

Background Information: The Achievement Gap Reduction (AGR) Program, formerly known as Student Achievement Guarantee in Education (SAGE), was established in the 2015-16 school year by the Wisconsin Department of Public Instruction. The AGR program allows a participating school to meet the obligations of its five-year contract by implementing one of three strategies, or a combination of these strategies in every kindergarten through grade three classroom:

- one–to–one tutoring provided by a licensed teacher;
- instructional coaching for teachers provided by a licensed teacher; or
- maintaining 18:1 or 30:2 classroom ratios and providing professional development on small group instruction.
-

The following schools in the Appleton Area School District participate in the AGR program: Badger, Edison, Foster, Highlands, Horizons, Jefferson, and Lincoln.

The AGR program requires a participating school to create performance objectives, including reducing the achievement gap between low–income students in that school and students in the same grade and subject statewide.

The AGR program also requires school board review of implementation and progress toward achieving annual performance objectives at the end of every semester.

Contact Person(s):

Nan Bunnow, 920-852-5300 ext. 60113, bunnownanette@aasd.k12.wi.us
Katie Schmeltzer, 920-852-5460, schmeltzerkath@aasd.k12.wi.us
Anne Marie Werley-Gonzales, 920-852-5440, werleygonzalez@aasd.k12.wi.us
Carrie Willer, 920-852-5320, ext. 60170, willercarrie@aasd.k12.wi.us

BOE: 06/24/2024

2023-2024
Achievement Gap Reduction (AGR)
End-of-Year Report

AASD Board of Education
June 24, 2024

APPLETON AREA
SCHOOL DISTRICT

AGR Overview

- The AGR program allows participating schools to meet obligations of a five-year contract by implementing one or more of the following strategies in grade K-3 classrooms:
  - one-on-one tutoring by a licensed teacher
  - instructional coaching for teachers provided by a licensed teacher
  - maintaining 18:1 or 30:2 classroom ratios and providing professional development on small group instruction.
- AGR schools create performance objectives, focusing on reducing the achievement gap for low-income students.
- AGR aid payments are based on the number of low-income students enrolled at the school in grades K-3 on the third Friday in September.

AGR Overview

- The following elementary schools in the Appleton Area School District participate in the AGR program:
  - Badger Elementary School
  - Dunlap Elementary School
  - Edison Elementary School
  - Foster Elementary School
  - Highlands Elementary School
  - Horizons Elementary School
  - Jefferson Elementary School

- AGR requires school board review of implementation and progress at the end of each semester.

AGR Work Group, 2023-2024

Role	Name	Location
AASD Leadership Team (AGR Lead Team)	Nan Bunnow	Leadership Center
Administrative Support	Anne Caylor	Leadership Center
AGR Principal	Anne Marie Werley-Gonzalez	Badger
AGR Principal	Bill McClone	Dunlap
AGR Principal	Katie Schmeltzer	Edison
AGR Principal	Karen Noel	Foster
AGR Principal	Kari Krueger Dave Nitka	Highlands
AGR Principal	John Ohlson	Horizons
AGR Principal	Melissa Chrisman	Jefferson
Associate Director of Student Services	Tiffany Frerks	Leadership Center
Associate Director of Special Education	Melissa Toshner	Leadership Center
Coordinator of EL/Bilingual	Amy Swick	Leadership Center
Title 1 Coordinator	Pam Franzke	CELC
Director of Elementary Education (AGR Lead Team)	Carrie Willer	Leadership Center
District Literacy Coach	Lisa Sprangers	Leadership Center
District Literacy Coach	Emily Schwanke Thomas	Leadership Center
District STEM Coach	Molly DuPont	Leadership Center
District STEM Coach	Beth Verboomen	Leadership Center
Kindergarten AGR Teacher	Melissa Romenesko	Jefferson
Kindergarten AGR Teacher	Nicole Stark	Highlands
Grade 1 AGR Teacher	Kristy Rohr	Badger
Grade 1 AGR Teacher	Michael Hayes	Dunlap
Grade 1 AGR Teacher	Julie Coley	Edison
Grade 2 AGR Teacher	Sue Jensen	Foster
Grade 2 AGR Teacher	Jacqueline Kimball	Dunlap
Grade 3 AGR Teacher	Gina Dresang	Horizons
Grade 3 AGR Teacher	Heather Steineke	Edison
Grade 3 AGR Teacher	Britney Breckheimer	Jefferson
EL Teacher	Lor Lee	Highlands
Special Education Teacher	Kyle Deering	Foster
Instructional Coach	Jessica Kilsdonk	Dunlap
Literacy Interventionist	Amy Larson	Badger
Literacy Interventionist	Lisa Reineking	Horizons
Math Interventionist	Jen Beyer	Edison

AGR Work Group Focus Areas

- Establish and Progress Monitor AGR Performance Objectives
- Board of Education Presentations
- Plan for Professional Development per AGR Contract- “How does instruction look different in an AGR classroom?”
- Other Self-Identified Areas

2023-2024 AGR Performance Objectives

2023-2024 District Scorecard i-Ready Key Measures/Targets for those students enrolled for the full academic year:

- We will increase the number of students that **reach their typical growth in reading and mathematics** (one or more years of growth) on the spring i-Ready assessment by 1% from 2023 to 2024 (x% to y%).
- We will increase the number of students scoring **on or above grade level in reading and mathematics** *(program level analysis)* on the spring i-Ready assessment by 1% from 2023 to 2024 (x% to y%).
- We will increase the number of students scoring **on or above grade level in reading and mathematics** *(cohort level analysis)* on the spring i-Ready assessment by 1% from Kindergarten/1st Grade/2nd Grade in 2023 to 1st Grade/2nd Grade/3rd Grade in 2024 (x% to y%).

AGR: DISTRICT DATA, 2023-2024

READING

AGR PERFORMANCE OBJECTIVE ACHIEVEMENT										
	Kindergarten		Grade 1		Grade 2		Grade 3		Overall	
	AGR	District	AGR	District	AGR	District	AGR	District	AGR	District
Met Typical Growth Goal	64%	59%	60%	66%	64%	68%	63%	62%	63%	64%
Met Grade Level Attainment Goal	56%	55%	40%	49%	34%	41%	33%	36%	44%	45%

AGR: DISTRICT OBSERVATIONS, 2023-2024

READING

- AGR student performance scores in reading, based on iReady subskills of phonological and vocabulary subtests, increased in 23-24.

- Kindergarten AGR outperformed non-AGR Kindergarten classrooms
    - Why do AGR teams believe this occurred?
        - New phonics resource
            - Access to a resource
            - Strong scope/sequence in resource
            - Assessment opportunities to guide
    - iReady (by itself) doesn't drill down to the phonemic level to action plan, so the use of our Phonics Screener has been critical in guiding instruction
        - Professional Development, PLC, data to create student groupings

AGR: DISTRICT DATA, 2023-2024

MATHEMATICS

AGR PERFORMANCE OBJECTIVE ACHIEVEMENT										
	Kindergarten		Grade 1		Grade 2		Grade 3		Overall	
	AGR	District	AGR	District	AGR	District	AGR	District	AGR	District
Met Typical Growth Goal	69%	60%	48%	59%	52%	54%	57%	53%	57%	59%
Met Grade Level Attainment Goal	57%	56%	29%	41%	21%	31%	26%	31%	33%	40%

AGR: DISTRICT OBSERVATIONS, 2023-2024

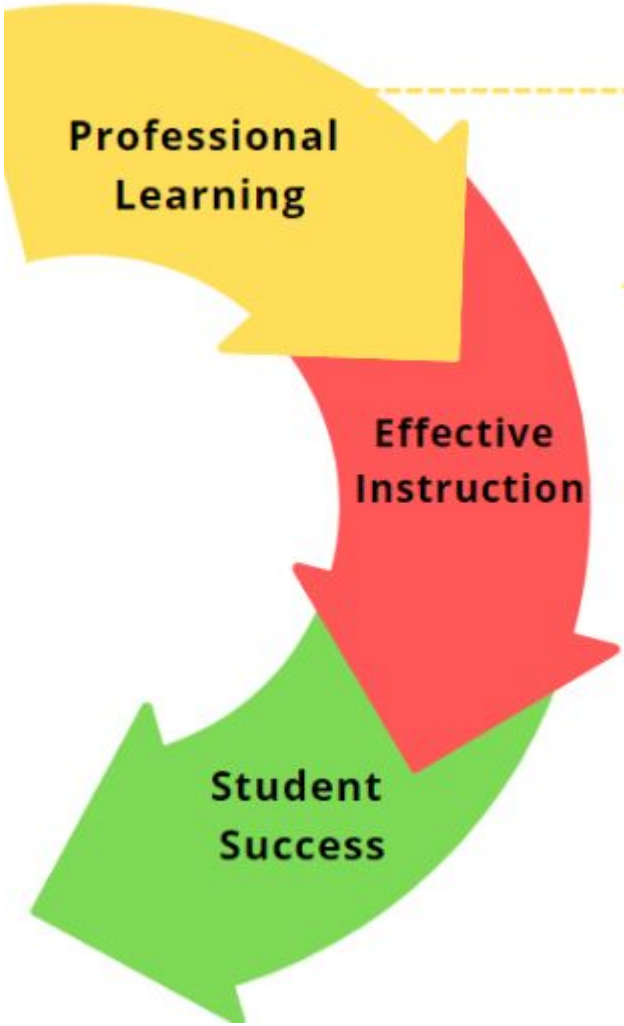
MATHEMATICS

Overall AGR student performance scores in math at the kindergarten level were equitable, but non-AGR schools outperformed AGR schools at grades one and two.

Why do AGR teams believe this occurred?

- Professional Development time was limited to ELA this year.
  - Teachers did not have capacity for significant instructional shifts simultaneously with the large ELA shifts.
  - AGR teams will focus on increasing universal student math talk and work on instructional shifts around small group for next year.

AGR: BADGER, 2023-2024



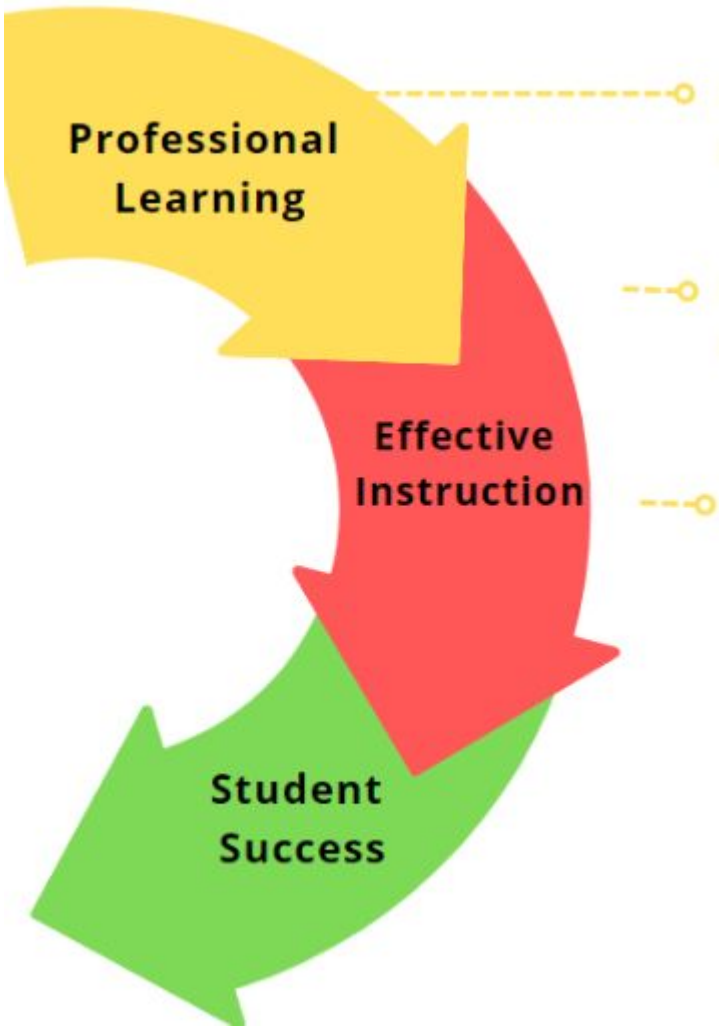
Action Steps: Develop teacher capacity with interactive read-aloud and increasing student talk.

Action Steps: Interactive read-alouds and accountable talk increases access to grade level texts and deepens student discourse and writing.

Results:

- Students in all but one AGR grade level met annual typical growth goals in reading.
- All but one AGR grade level met annual attainment goal in reading.
- 40% of AGR Badger students read at or above grade level.

AGR: DUNLAP, 2023-2024



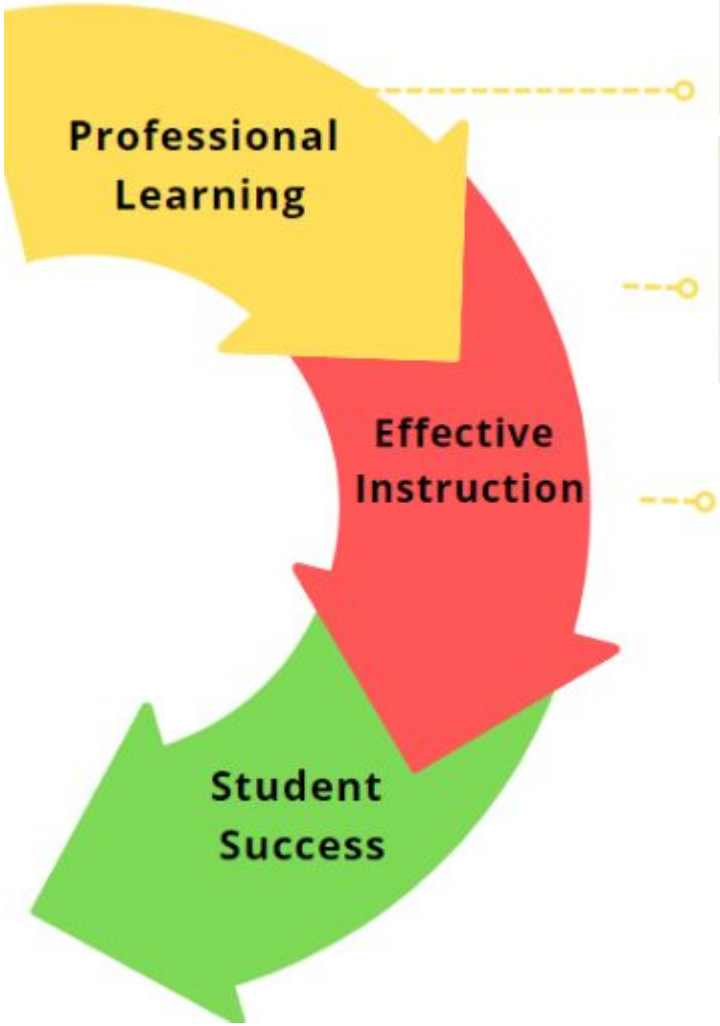
Action Steps: Develop teacher capacity with the implementation of From Phonics to Reading (Blevins) in grades K-3.

Action Steps: Teachers followed the scope and sequence of the phonics instruction with fidelity in grades K-3.

Results:

- Students in all but one AGR grade levels met annual typical growth goals in reading and math.
- RCDES third grade students meet every goal in reading and math except the typical growth goal in reading.
- 46% of K, 34% of 1st grade, 32% of 2nd grade, and 23% of 3rd grade students at RCDES read at or above grade level.

AGR: EDISON, 2023-2024



Action Steps: learn and develop high leverage routines in the areas of language and vocabulary development.

Action Steps: PLCs collaborated quarterly to identify key academic vocabulary terms to teach per grade level. K-3 teachers followed the Blevins From Phonics To Reading scope and sequence.

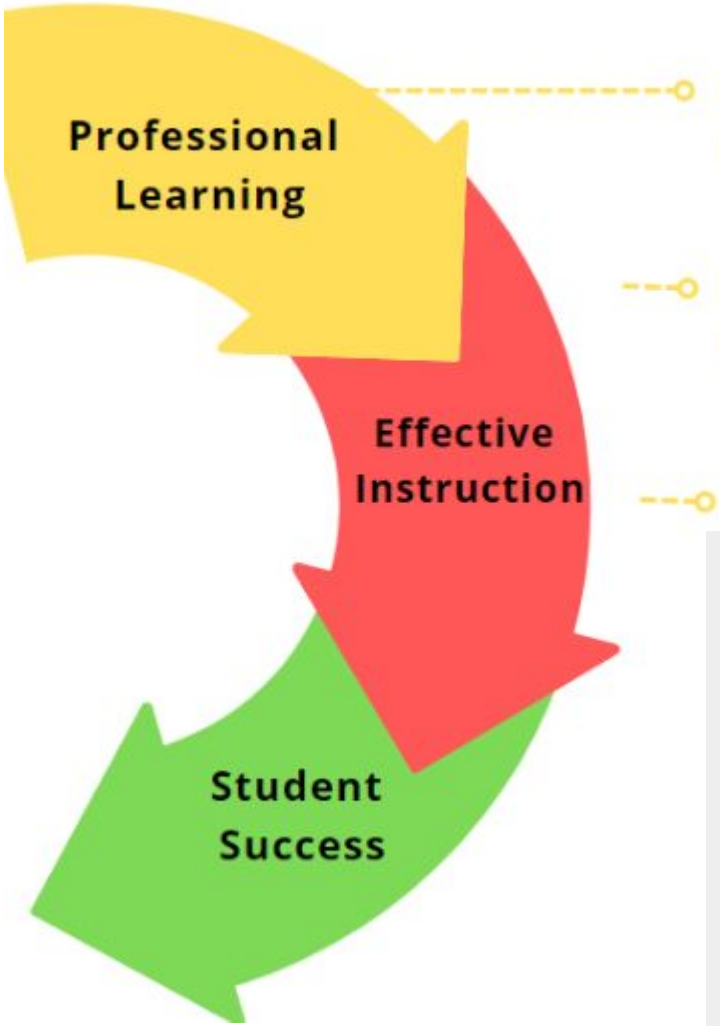
Results:

- 97% of kindergarten students on or above grade level in reading.
- 3 out of 4 grade levels met achievement goal in reading and math.

Whole School Vocabulary Growth: 17% —> 40% on or above grade level

Grade level	Fall % on or above	Spring % on or above
K	25%	53%
1	21%	43%
2	22%	63%
3	18%	50%

AGR: FOSTER, 2023-2024



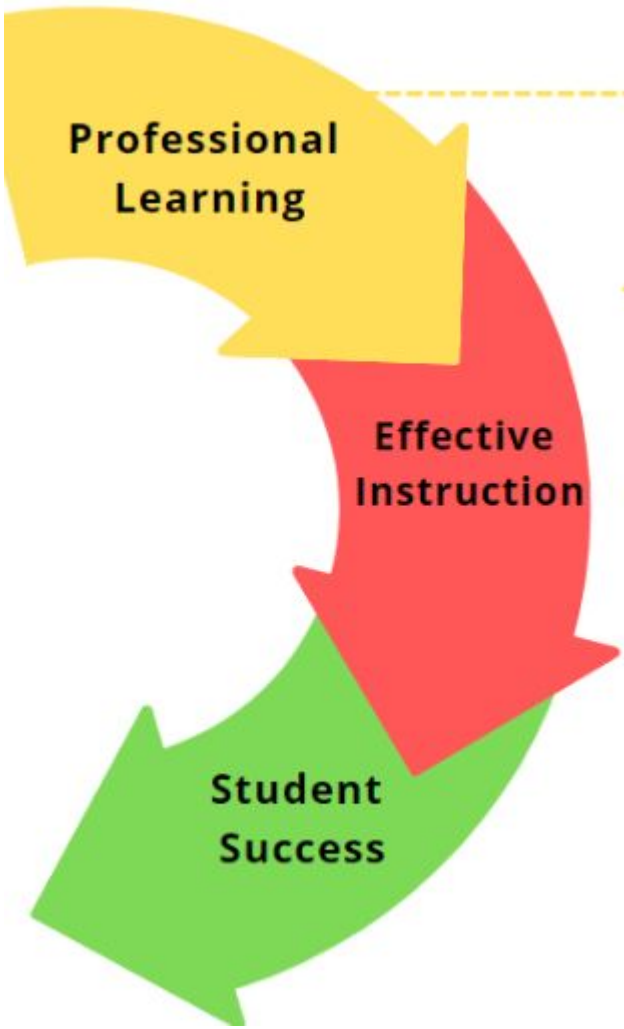
Action Steps: Create a shared understanding in order to implement sound educational decisions and instructional practices aligned to the science of reading and the development of oral language opportunities

Action Steps: Teach to fidelity the eight oral language routines embedded within Illustrative Math program to support students' math thinking and amplify their language skills

Results:

- 2nd grade students met targeted percentage of students at/above grade level in both math and reading (73%). While 5K students did not meet their targeted percentage, 59% of students were at or above grade level in reading.
- 5K met their targeted growth in both math and reading (77% and 62% respectively).
- 68% of 2nd grade students met their targeted growth in math.

AGR: HIGHLANDS, 2023-2024



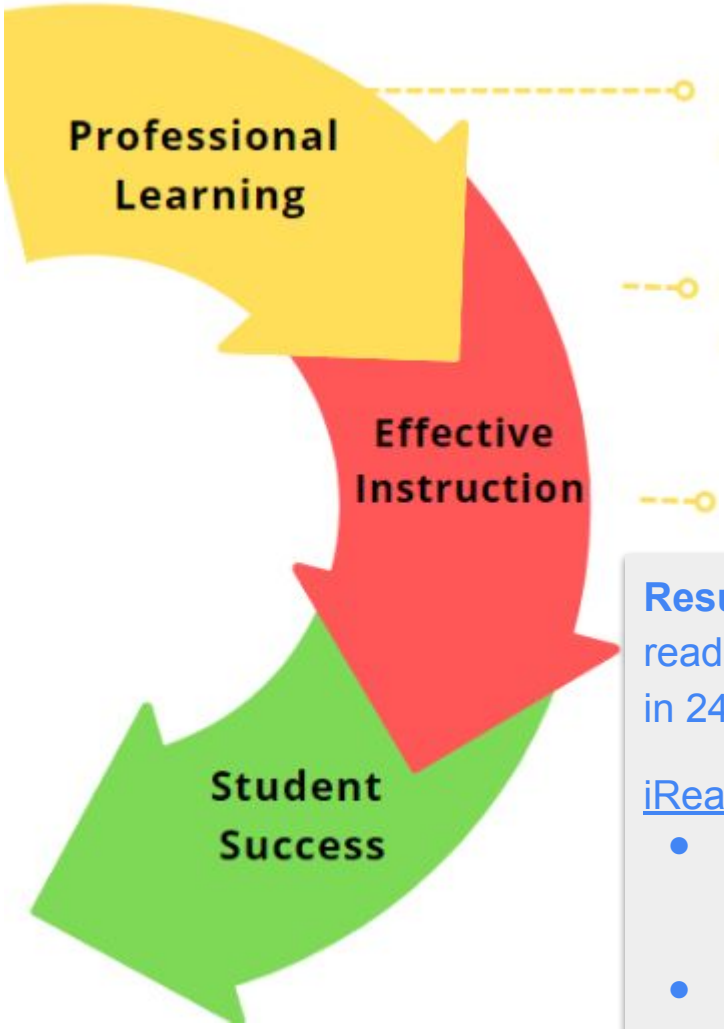
Action Steps: Learn and implement high leverage literacy routines K-5 along with our structured literacy UFLI pilot in K-3.

Action Steps: Flexible student groupings across the grade level based on the phonics pilot to meet students where they are at.

Results:

- Increased the overall percentage of students reading at or above grade level by 4%.
- Increased the percentage of AGR students who are on or above grade level in reading from 5% to 27%
- Increased the percentage of AGR students who are on or above grade level in math from 2% to 20%
- Decreased the percentage of students 2+ grade levels below by 50% in both reading and math.

AGR: HORIZONS, 2023-2024



Action Steps: Learn and implement high leverage routines in language/vocabulary development.

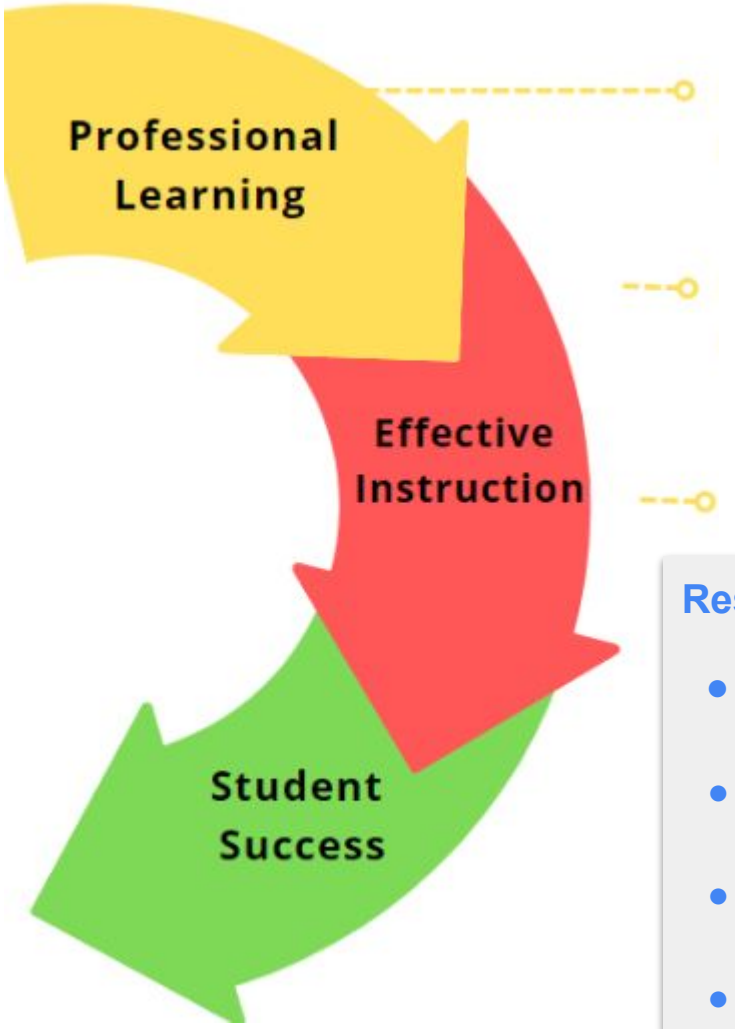
Action Steps: Identify and implement the following key practices: The simple vocabulary routine, at least one vocabulary text set, and dialogic conversations.

Results: Students improved in their vocabulary and overall reading. Overall reading scores improved from 35% in 23' to 38% in 24'.

iReady Vocabulary Results

- Special Education
  - FALL: 10%
  - SPRING: 32%
- Regular Education
  - FALL: 32%
  - SPRING: 61%

AGR: JEFFERSON, 2023-2024



Action Step: Develop teacher capacity through coaching cycles and professional development with the implementation of daily phonics instruction (Heggerty) in grades K-1.

Action Step: Implement daily phonics curriculum pilot (Heggerty) with fidelity in grades K-1.

Results:

- 83% of kindergarten students met their typical growth in reading.
- 78% of kindergarten students scored on or above grade level in reading.
- 64% of first grade students met their typical growth in reading.
- 43% of first grade students scored on or above grade level in reading.

Questions?

ITEM OF INFORMATION

Topic: Social Studies: American Pop Culture (#3021) Curriculum

Background Information: Students in grades 10-12 will have further choice in their course selections for a Social Studies elective credit. This half-credit course was originally written in 2016 and first appeared in the course guidebook in 2018-2019. It has not run since being written but will be running in the 2024-25 school year. As we are a standards-based school district, this course was rewritten with minimal updates (additions and depth) in the standards-based framework, thus identifying course essential understandings, essential questions, units (including descriptions and essential questions that bring relevance to the course), and identified instructed and assessed standards.

Fiscal Note: There is no additional cost associated with these curriculum updates. Instructional materials are all supplemental and include Digital Inquiry Group (formerly SHEG) for beyond the bubble instruction and assessment.

Instructional Impact: The course will instruct and assess students using the Wisconsin State Social Studies Standards for inquiry, history, political science, and behavioral sciences; however the course will also include disciplinary literacy, thoughtfully chosen literacy techniques to teach students social studies objectives (using reading, writing, speaking, listening, and performance skills to enhance social studies learning).

Course Overview Documents:

- American Pop Culture (#3021)

Contact Person(s):

Kelly Leopold, 920-832-6157 ext. 60172, leopoldkelly@aasd.k12.wi.us
Steve Harrison, Ph.D., 920-852-53007 x60121, harrisonstepha@aasd.k12.wi.us

BOE: 6/24/24

Social Studies: American Pop Culture (3021).

WHY was the course rewritten?	A team of Social Studies teachers rewrote the course in a standards-based framework to include: • Course essential understandings • Course essential questions • Unit descriptions • Unit essential questions • Unit instructed and assessed standards • Unit common assessments
WHAT are the updates to the curriculum?	The updates include: • Seven new units compared to five older ones. • Each new unit is standards-driven and has set standards that will be assessed that correlate to the updated (2018) Wisconsin State Social Studies standards. • While Discipline Literacy standards, specifically the previous ELA standards, will be incorporated into instruction, they will not be assessed standards in the course design/overview.

HOW will we assess the students in this course?	The instructed/assessed standards will include:
	• Wisconsin State Social Studies Standards
	  ○ Inquiry
	  ○ History
	  ■ Cause
	  ■ Effect
	  ■ Patterns stay the same over a period of time
	  ■ Patterns change over a period of time
	  ■ Contextualization
	  • Evaluate the continuity or change
	  ■ Connections
	  • Analyze relationships in past and present issues and events
	  ■ Perspectives
	  • Evaluate in order to create arguments with evidence
	  ■ Current implications
	  • Evaluate and justifying predictions
	  ■ Historical context (in primary and secondary sources)
	  ■ Intended audience (in primary and secondary sources)
	  ■ Purpose (in primary and secondary sources)
	  ■ Point of view (in primary and secondary sources)
	  ○ Political Science
	  ■ Linkage institutions
	  • Evaluate the role of various types of media in elections and functions of government
	  ○ Behavioral Sciences
	  ■ Social Interactions
	  • Analyze the means by and extent to which groups and institutions can influence people, events, and cultures

	● Become critically aware of ethnocentrism ● Wisconsin State Disciplinary Literacy Standards ○ Reading ○ Writing ○ Speaking & Listening ○ Performance Skills

Appleton Area School District 2023-24 Scorecard

2022-23 District Scorecard
PDSA for 2023-24 District Scorecard

Site Scorecards:
Link to AASD 4K/Elementary Scorecards - 2023-24
Link to AASD Middle School Scorecards - 2023-24
Link to AASD High School Scorecards - 2023-24

Link to 2023-24 Department Scorecards

Key: Targeted Goal Achieved / Did not reach end of year Key Measure/Target

Pillar	Inclusive & Engaging Culture To Support Teaching and Learning	Student Success	Family & Community Partnerships	Resources & Operational Excellence
Descriptor	Ensure a safe, healthy, and welcoming school environment for **ALL.**	Ensure every student is academically, socially, and emotionally successful and graduates ready for college, career, and their community.	Create and maintain strong family, community, and business partnerships to accelerate our collective impact on student success.	Align resources and operations directly with our District priorities to ensure the success of all students with maximum efficiency and excellence.

Key Measures/ Targets

1. Increase the Staff Engagement Survey mean score: 3.82 (2023) to 3.87 (2024)
   2024 Actual = 3.98

2. Decrease the percentage of chronically absent students (missing 10% or more of the school year) by 3%.

   - Elementary 14.0% to 11.0%
     23-24 Rate = 10.9%
   - Middle 17.6% to 14.6%
     23-24 Rate = 16.3%
   - High School 25.5% to 22.5%
     23-24 Rate = 25.8%

3. Reduce the district risk ratio for out-of-school suspensions (OSS) for Black/African American students by 2

   2022-2023 Black and AA at 3.5
   Goal: Reduce ratio from 3.5 to 1.5
   23-24 ratio = 3.4

1. Reduce the **test score gaps** in **ELA and mathematics** on the **i-Ready** (5K-8) and the WI Forward (3-8) assessments by 3% from 2023 to 2024
   - **Between Black and White students**
   - **Between Hispanic and White, Non-Hispanic students**
   - **Between English Learners and non-English Learners**
   - **Between Students with Disabilities and Students without Disabilities**

   (CG Policies: R.2.1.1, R.2.1.2)

2. Increase the **overall four-year graduation rate** (certified) by 1% from 2023 to 2024
   (CG Policy: R.1)

Data Source: WISEdash

Year	4-year
2022-23 ***Not Yet Cert.***	**62.9% (Black)**
	75.4% (Hispanic)
	91.1% (White)
	61.3% (EL)
	64.3% (SWD)
	86.2% (all)

1. Increase the Family Engagement Survey district mean score: 4.09 (2023) to 4.14 (2024)
   2024 Actual = 4.16

2. Increase the Family Engagement Survey district mean score related to the frequency of feedback to families from school staff on how well their child is learning: 3.72 (2023) to 3.77 (2024)
   2024 Actual = 3.74

3. Increase the number of Business & Community Partners by 10% **(overall)** among the following categories through a points-based model:
   Community (1pt) - 190 to 209
   2023-24 Actual = 189
   Contributor (2 pts) - 40 to 44
   2023-24 Actual = 44
   Advocate (3 pts) - 15 to 17
   2023-24 Actual = 36
   Ambassador (4 pts) - 26 to 29
   2023-24 Actual = 39

1. Increase the District Services Survey (DSS) mean score from 4.38 (2023) to 4.43 (2024) Departments Included in DSS:
   2024 Actual = 4.28
   - Business Services
   - Facilities and Operations
   - Human Resources
   - Office of the Superintendent
   - School Services (Offices of Assist. Supts.)
   - Special Education
   - Student Services
   - Assessment, Curriculum, and instruction
   - Technology Services

2. Spend between 101% and 103% of revenue by the end of the 2023-2024 fiscal year.

3. 85% of ESSER III funding will be allocated to evidence-based interventions aimed specifically at addressing the interruption to student learning that occurred during the 2020-2021 school year.

Progress Monitoring Measures	• Fall and Spring Panorama results • Fall Staff Engagement Survey results • Quarterly attendance reports/fidelity checks • Quarterly OSS reports	• Fall, Winter *i-Ready* (5K - 8) • Fall, Winter TS Gold • AASD District Assessment Inventory • High School failures/incompletes by grade level and content area per semester	• Monitor the number of businesses engaged with HS Business Advisory groups and the Senior Business Advisory Team • Monitor attendance at DEI, B - 5, and Community Engagement opportunities.	• District Services Survey results • Department Rounding • Monthly financial reports • ESSER funding monitoring

Prioritized Strategic Actions	• Train and coach administrators and deans in Restorative Practices as an alternative to Out of School Suspensions (OSS)
	• Implement quarterly fidelity checks around the attendance process and procedures.
	• Implementation of having community partners (i.e. TRAC) as part of site attendance teams.
	• Implement an attendance symposium - Rebound and Re-engage
	• Implement Culturally & Linguistically Responsive (CLR) strategies and practices in AASD classrooms/buildings as evidenced by district survey results
		• Improve the implementation and fidelity of being culturally responsive within:
		  ○ AASD instruction
		  ○ AASD staff development
		  ○ instructional materials.
		• Develop a universal and required process for all schools for ***responding to*** Panorama (grades 3-12) student engagement and sense of belonging data.
		• Develop a **4K-2** specific process for **obtaining** and **responding to** student information relating to engagement and sense of belonging data.
			• All sites will roll-out the Family Engagement Survey by April 2024
			• All sites set goals around family engagement and Family Engagement Survey participation rates
			• Support, promote and engage with district-level Business Advisory groups
			• Intentionally target Business Partnerships within each Career Pathway and Engagement Model category
			• Support, promote, and engage with site and district-level Community Engagement opportunities
			• Hardwire Community Newsletters (three times per year)
				• Minimize the use of Fund Balance by closely monitoring budgets and use of grant funds.
				• Review and update the District's long-range Facilities Improvement Plan and fund needed projects through the capital projects budget and possible referendum
				• Utilize the "decision making model" for staffing requests
				• Develop process for site carryover amounts maximums and approval process. Work with principals and department leaders to plan for future spending of carryover dollars
				• Spending of ESSER site funds will be approved by an assistant superintendent based on our guiding principles.
				• All ESSER funded actions will be monitored in January and June.

BOE Meeting

June 24, 2024

APPLETON AREA
SCHOOL DISTRICT

Employee Engagement Survey Results

&

Family Engagement Survey Results

Staff Engagement Survey Results

- Survey given to all employees (668 responses - 322)
- 12 questions (9 school/dept - 3 District)
- 5 Point Likert Scale (with 5 being the highest)
- Results displayed for School/Department and District
- Tech Services administered the survey

1 - Strongly Disagree 2 - Disagree 3 - Neutral 4 - Agree 5 - Strongly Agree

	2019	2021	2022	2023	2024
12-Question Average	**3.81**	**3.71**	**3.72**	**3.82**	**3.98**
Scored a 5	29%	26%	26%	29%	35%

Our District scorecard goal was to increase from 3.82 to 3.87

This Year's Strengths	Average	% agree or strongly agree
My Building Administration or Department Supervisor *demonstrates genuine concern for my welfare.*	4.25	81%
My Building Administration or Department Supervisor *provides me with good processes and resources to do my job.*	4.19	84%
My Building Administration or Department Supervisor *provides the support needed to accomplish my work.*	4.06	79%

*All 12 questions saw an increase!

Increases From Last Year	2023	2024
My building Administration or Department Supervisor provides opportunities for feedback on decisions that affect my job.	3.71	3.95
If given a choice, I would recommend that a parent select this district for his or her child.	3.47	3.63

Increase From 2019	2019	2024
My Building Administration or Department Supervisor led staff meetings make efficient use of time and are productive.	3.72	4.04
My Building Administration or Department Supervisor provides the support needed to accomplish my work.	3.78	4.06
My Building Administration or Department Supervisor demonstrates a genuine concern for my welfare.	4.03	4.25

This Year's Opportunities	Average	% agree or strongly agree
If given a choice, I would recommend that a parent select this district for their child.	3.63	58%
My Building Administration or Department Supervisor provides feedback concerning areas for improving my performance.	3.90	74%
My building Administration or Department Supervisor provides opportunities for feedback on decisions that affect my job.	3.95	73%

Comments

What is working well for the District?

What areas in the District could be improved?

Is there anyone in the District that you would like to recognize for good work?

High School Staff - Comments

What is working well?

- Communication is much better
- Majority of staff is very happy with their Principals
- Feeling of care towards students and staff - relationships

What area in the school district could be improved?

- Grading for Learning
- Discipline/behaviors/more consequences
- More autonomy for PD

Middle School Staff - Comments

What is working well in the school district?

- **Collaboration and Consistency:** The district is focused on achieving collaboration in instruction and consistency with learning goals.
- **Staff Development:** Full-day Staff Development has been a positive change, emphasizing learning goals over points.
- **Special Education:** Support and a mutual goal of helping children are evident at all levels of Special Education.
- **Exciting Changes:** Anticipation for positive changes like the 6th-grade move to middle schools and new STEM opportunities/Middle School Improvement: Steps taken to enhance the middle school experience and identity
- **Accessibility:** Making schools accessible to all students, including those with disabilities.
- **Positive Outlook:** Overall positivity towards the district, with dedicated staff, teachers, and administration at the forefront.

Middle School Staff - Comments

What areas in the school district could be improved?

- Teacher concerns about fluff positions affecting salaries and workloads.
- Addressing staff shortages and the impact on workload.
- Need for timely action on student behavior, classroom environment, and co-workers
- Suggestions for training, collaboration, and improving communication within the district.
- Support for paras, differentiation between staff roles, and improved staff compensation.
- Calls for transparency
- Evaluation of grading policies

Elementary Staff - Comments

What is working well for the district?

- Full day professional development (vs. Late Starts)
- Two-way communication
  - Weekly district updates in staff bulletin
  - District administrator looms
  - Opportunity hours- district leadership team, ACI
  - Survey and work group input opportunities
- ELA adoption
- Staff morale is improving

Elementary Staff - Comments

What areas in the school district could be improved?

Work Load

- Increased expectations (adding, but not taking away)
- Workload inequities between secondary and elementary (prep time)

Student Behavior/Mental Health

- Disruptions to the learning environment
- Safety concerns

Professional Development

- Provide meaningful PD; need to differentiate between educator groups
- Provide time during PD to process the new learning and plan forward

Staffing

- Staffing shortages- substitutes and hard-to-fill positions
- Staffing to support EMLSS academic and behavioral interventions

Next Steps

- Leadership Team Analysis
  - Results, goals, actions
- School or Department Analysis
  - Share results, goals, actions with staff (work with LT member for consistency)

Family Engagement Survey Results

- Given annually in the Spring – now conducted 5 times
- Survey link shared via email with all families. Multiple reminders provided.
- 2024 survey identical to one given in 2023
  - 9 questions using a 5 Point Likert Scale (Strongly Disagree-Disagree-Neutral-Agree- Strongly Agree)
  - 3 open ended questions ("comments")
    - What is working well at your child's school/school district?
    - What could be improved at your child's school/school district?
    - Is there anyone at your child's school/school district that you would like to recognize for good work?
- Results provided for overall district and for individual school sites

Survey processed through Infinite Campus again this year, allowing for demographic breakdown of responses:

- Level
- Grade
- Gender
- Socioeconomic Status
- English Learner
- Talented & Gifted
- Students with Disabilities
- Race/Ethnicity

Celebrations!

We achieved one of the two district scorecard goals:

- Increase the Family Engagement Survey district mean score: 4.09 (2023) to 4.14 (2024)
  - ✓ 2024 Result- 4.16!
- Increase the Family Engagement Survey district mean score related to the frequency of feedback to families from school staff on how well their child is learning: 3.72 (2023) to 3.77 (2024)
  - ✓ 2024 Result- 3.74

	Spring 2019	Spring 2021	Spring 2022	Spring 2023	Spring 2024
Overall Mean	3.95	3.86	4.01	4.09	4.16
Scored a 5	36%	33%	35%	38%	42%
Participants	3,015	2,128	1,720	2,847	2,588

2023-2024 Strengths	Spring 2023	Spring 2024	
3. My family is treated with respect at this school.	4.28	4.35	↑
1. My child's learning is a high priority at this school.	4.21	4.27	↑
4. The staff members at this school demonstrate a genuine concern for my child.	4.20	4.24	↑

2024-2025 Opportunities	Spring 2023	Spring 2024	
5. The school principal(s) at this school is (are) approachable and reachable.	3.94	4.05	↑
2. I regularly receive feedback from school staff on how well my child is learning.	3.72	3.74	↑

Success for Every Student, Every Day

APPLETON AREA SCHOOL DISTRICT

Appleton Area School District
Operational Expectations Monitoring Report
OE-10 Learning Environment/Student Behavior

SUPERINTENDENT CERTIFICATION:

With respect to Operational Expectations Policy 10, Learning Environment/Student Behavior, the Superintendent certifies that the following information is accurate and complete, and the Organization is:

_____ **Compliant**

__X___ **Compliant with the exceptions noted:**

_____ **Non-Compliant**

Compliant Indicators	Noncompliant Indicators
14	7
Total Indicators: 21	

Executive Summary/Analysis:

The interpretations and indicators, as submitted below, will provide evidence to the Board that the District provides instruction and monitors procedures and supports students in acquiring the developmental skills necessary to lead healthy, satisfying, self-directed, and productive lives.

Notes or exceptions, if any:

- **10.1.2**- This indicator has multiple ways identified that demonstrate compliance. The district is compliant in increasing the sense of belonging as measured by Panorama and in reducing the number of ODRs year to year for seven, grade level cohorts. However, because five grade level cohorts of students did not decrease the ODRs from the 2023 school year to the 2024 school year, the indicator is non-compliant.

  The AASD will continue to strive for accurate documentation in the student information system (Infinite Campus) of all office discipline referrals while also striving for consistency in reporting of ODRs across our schools. The district acknowledges that as we strive for these practices the

number of ODRs experienced by a grade level cohort of students may not decrease, rather as we strive for consistency across all schools we expect we will see some variance in the year to year referrals.

- **10.1.4-** There are multiple questions from the Panorama survey that indicate compliance with this indicator. In all of the questions identified for evidence the district is demonstrating increasing scores, however, findings indicate that in one of the questions at the secondary level the desired amount of increase was not obtained resulting in the indicator being marked as non-compliant. Additional review indicates specific student demographic groups as opportunities for improvement. As a result, the AASD will work to continue to increase student's favorable responses to "my teacher knows and respects who I am as a person" through supporting the teachers in strategies to establish positive connections with students in class and in their advisory period.

- **10.2.1-** In this indicator a higher number of students did not receive an office discipline referral, however the percentage of students who did not receive an office discipline referral has reduced, therefore the indicator is marked as non-compliant. The AASD will continue to provide students with specific instruction in behavioral expectations and how to manage their own behaviors in order to support students' successful participation in all school environments. The district will also continue to strive for accurate reporting of all major behaviors. The district acknowledges that the EMLSS and RTI model identify that at the universal level 80% of students is the defined expectation and the AASD goal is set above this at 85%, review of this is worthy of consideration.

- **10.3.2 and 10.3.3-** Both of these indicators define evidence of compliance through gap reduction. 10.3.2 compares the out-of-school suspension rate for white and black students and 10.3.3 compares the seclusion and restraint data for special education and non-special education students. The gap in the comparison data has not been reduced, therefore the indicators are marked non-compliant. The AASD will continue to analyze data with the appropriate staff. The district will review information at a more granular level looking for trends to identify specific strategies to close the gaps identified through this expectation.

- **10.6.1-** This indicator seeks to ensure that behavior incidents recorded in Infinite Campus also have a correlating resolution defined. An initial review of this data indicates that not all behaviors have a resolution, hence the indicator is non-compliant. Follow-up with identified school administrators indicates that there is a plan to complete the input of the resolutions before the state reporting. Additional schools have closed out all of their behavior incidents with resolutions. Administrators were asked to verify this data and close the information out by June 30.

- **10.6.5-** The Panorama survey category of school safety is the source of evidence for this indicator seeking to increase the favorable responses(4,5). This indicator is marked

non-compliant as the increase target was not attained. Upon examination across the district, the lowest area of favorable response is on the question, “How often are people disrespectful at your school”. The most frequent response to that question is “sometimes”(3). To shift responses from a 3 or sometimes to a favorable response (4 or 5) the district will focus on providing support for students in transitional years (Grade 6, 7, and 9), providing intentional focus on building connections with students during advisory, and providing the social emotional learning lessons with an emphasis on empathy.

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Operational Expectations Policy OE-10, Learning Environment/Student Behavior, the Board finds that the organization is:

_____ **Compliant**

_____ **Compliant with the exceptions noted:**

_____ **Non-Compliant**

Summary Statements of the Board, if any:

_____

_____

Signed: _____ Date: _____
Board President

Document submitted: _____Re-submitted: _____

OE - 10: Learning Environment/Student Behavior
The Superintendent shall establish and maintain a learning environment that is safe, respectful and conducive to effective learning and high student achievement.

SUPERINTENDENT Interpretation:

The Board of Education values students having a learning environment that includes support for both the academic and social-emotional needs of all learners.

- **Learning environment** shall mean an environment that is nurturing, welcoming and fosters academic achievement for all students - in school, before school, after school, and on the playground and/or bus.
- **Safe** shall mean to be physically, emotionally, socially and academically secure.
- **Respectful and conducive** shall mean to demonstrate regard and value for all students, staff and visitors.
- **Effective learning** shall mean students acquiring skills to their maximum potential in a nurturing and engaging environment that promotes student development.
- **High student achievement** shall mean performing at levels outlined in AASD Coherent Governance Policies R-1 (Mega Result), R-2 (Academic Achievement), and R-3 (Essential Life Skills).

OE – 10.1 The Superintendent will maintain a climate that is characterized by support and encouragement for student success, including the physical, mental and emotional health of all students.

SUPERINTENDENT Interpretation:

The Board of Education values the providing of support for students within the learning environment in order to promote learning and increase academic success.

- **Maintain a climate that is characterized by support** shall mean that inappropriate behaviors that disrupt the teaching, learning or operational processes of a school or the school district will be addressed through appropriate interventions and procedures.
- **Encouragement for high student achievement** shall mean students feel supported on their journey toward academic success as shown by achieving AASD Coherent Governance Policies R-1 (Mega Result), R-2 (Academic Achievement), and R-3 (Essential Life Skills).
- **Physical health** shall mean the the following components
    - **Physical activity** - includes strength, flexibility, and endurance
    - **Nutrition and diet** - includes appropriate nutrient intake, fluid intake, and healthy digestion
    - **Alcohol and illegal drugs** - includes the abstinence from these substances
    - **Medical self-care** - includes addressing minor ailments or injuries and seeking emergency care as necessary
    - **Rest and sleep** - includes periodic rest and relaxation, along with high quality sleep
- **Mental health** shall mean one's emotional, psychological, and social well-being
- **Emotional health** shall mean the ability to successfully understand and manage one's emotions.

SUPERINTENDENT Indicators of Compliance We will know we are compliant when:	In Compliance	Not in Compliance
10.1.1- 100% of AASD schools (non-charter) will implement Positive Behavioral Interventions and Supports (PBIS) at the Universal and Tier 2 Level with fidelity.	X	
10.1.2- 100% of (non-charter) K-8 classrooms will be implementing universal social-emotional learning (SEL) throughout the school year as evidenced by: implementation review and increasing percentage of students who score favorably in the Sense of Belonging within the Student Survey and a reduction in office discipline referrals by grade level cohort of students.		X
10.1.3- 100% of schools (non-charter) have clear behavioral expectations posted for all environments, teach the expectations to students, and communicate these out annually to students and families as evidenced through the environmental audit, handbook, and website review.	X	
10.1.4- Students will feel the classroom is a space where they desire to be and they are welcomed as evidenced by 100% of (non-charter) schools annually increasing favorable responses across all demographic groups on the student survey questions "I see myself as part of my classroom environment." and "My teacher knows and respects who I am as a person." as measured in the spring student survey. ○ If the prior year is greater than or equal to 90%, the goal is to maintain. ○ If the prior year is greater than or equal to 80% but less than 90%, the goal is to increase by 1%. ○ If the prior year is less than 80%, the goal is to increase by 3% or more.		X
10.1.5 - 70% of students receiving interventions to improve attendance will demonstrate improvement in their daily attendance.	X	

SUPERINTENDENT Evidence of Compliance:

Documentation for Operational Expectation 10.1

- **10.1.1-** At the Universal level, schools teach and reteach schoolwide expectations, monitor student behavior to assess progress and identify areas for improvement. At the Tier 2 level, schools continuously collect data on behavior incidents, interventions used, and outcomes. Sites assess the effectiveness of the interventions and make necessary adjustments.

PBIS emphasizes four integrated elements: (a) data for decision-making, (b) measurable outcomes supported and evaluated by data, (c) practices with evidence that these outcomes are achievable, and (d) systems that efficiently and effectively support the implementation of these practices (Horner, 2001).

- **10.1.2**- At the secondary level the percentage of students scoring favorably when comparing results from spring of 2023 to spring of 2024 has increased by 4% indicating that the goal was met and demonstrating the highest spring score for secondary schools to date. At the elementary level an increase of 2% indicates the district has met this goal and attained the highest spring score since 2021.

  When examining the amount of office discipline referrals (ODR) for students by cohort the results are mixed:
  - Students graduating in the years 2036*, 2034, 2033, 2031, 2027, 2026, 2025, and 2024 have decreased the number of ODRs from SY23 to SY 24. This represents students currently in grades K*, 2, 3, 5, 9, 10, 11, 12. *Kindergarten is indicated based on year-to-year data not by cohort.
  - Students graduating in the years 2035, 2032, 2030, 2029, and 2028 have increased the number of ODRs from SY 23 to SY24. This represents students currently in grades 1, 4, 6, 7, 8.

- **10.1.3 -** Walkthroughs and communication with site teams indicate that student expectations as defined by the school are posted throughout the school. Classroom expectations are shared with students as self-reported and student expectations are identified in handbooks and accessible through the website.

- **10.1.4-** The results for “I see myself as part of my classroom environment.” indicate that the overall goal has been met at the elementary and secondary levels. When reviewing the data disaggregated by demographic group the district has increased favorable responses with all demographic groups with the exception of elementary students who identify as American Indian or Alaska Native which had a decrease of 1%.

  The results with respect to the question "My teacher knows and respects who I am as a person." indicate that at the elementary level, the district met the goal. At the secondary level, there was an increase of 2% from last spring, however, this results in the district being 1% short of reaching the goal. When reviewing the data disaggregated by demographic group the district has an opportunity for improvement with elementary students who identify as American Indian or Alaska Native and Hispanic/Latino.

- **10.1.5-** The AASD implements a wide variety of attendance interventions. Three of the attendance interventions include Check and Connect, Attendance Incentives, and Attendance Education Lessons. Over the course of the 2023-24 school year, the district has attained the goal of 70% of students who received attendance interventions demonstrating improvement in their school attendance.

OE – 10.2 The Superintendent will ensure that all policies and procedures regarding student behavior are:

- culturally responsive
- trauma sensitive
- restorative
- developed with input from diverse perspectives
- appropriately communicated to students, parents, and staff
- enforced consistently using reasonable judgment

SUPERINTENDENT Interpretation:

The Board of Education values active participation from all District stakeholders to ensure access to information and voice in the discussion, development, and publishing of any policy that focuses on student discipline.

- **Policies and procedures regarding student behavior** shall mean the adopted Appleton Area School District Code of Conduct and Wisconsin State Law.
- **Culturally responsive** shall mean to validate and affirm the home (indigenous) culture and language of students for the purposes of building and bridging students to success in the culture of academia and mainstream society.
- **Trauma sensitive** shall mean **being sensitive to the impact of trauma on others and yourself**, understanding and utilizing tools to support self and others in regulating during times of stress; as well as identifying and supporting the system change needed to reduce re-traumatization.
- **Restorative** shall mean to repair harm by providing an opportunity for those harmed and those who take responsibility for the harm to communicate about and address their needs in the aftermath.
- **Developed with input from diverse perspectives** shall mean that administrators, teachers, building staff, and other stakeholders are included in developing and/or providing input on discipline procedures.
- **Appropriately communicated to students, parents, and staff** shall mean the information is communicated through a variety of means (hard copies available, accessible on website, electronic communication, translations available).
- **Enforced consistently using reasonable judgment** shall mean students shall receive similar consequences for similar unacceptable behaviors with no disparities by race, gender, ELL, socioeconomic status, and students with disabilities according to their IEP.

SUPERINTENDENT Indicators of Compliance	**In Compliance**	**Not in Compliance**
We will know we are compliant when: **10.2.1-** At least 85% of students (K-12) will not receive an Office Discipline Referral (ODR) as evident by a yearly disaggregated Infinite Campus Office Discipline Referral Report. **10.2.2-** 100% of AASD building administrators will be trained in Restorative Practices within 12 months of their start date, as evidenced by attendance and completion of the training.	**X**	**X**

10.2.3- 100% of student re-entry conferences (conferences occurring after an out-of-school suspension) will use restorative questions and be facilitated by a trained AASD administrator.	**X**	

SUPERINTENDENT Evidence of Compliance:

- **10.2.1 -** Number of ODR's Students have received in 2023-24

  During the 2023-24 school year the number of AASD students who did not receive an ODR has increased by 294 from 2022-23 to 2023-24 and the percentage of students who did not receive an ODR has declined. In the 2023-24 school year:
  - **13,538 (82.71%)** of AASD students did not receive an ODR in 2023-24
  - **1,266** (8.34%) of AASD students received one ODR in 2023-24
  - **998** (6.57%) of AASD students received 2-5 ODRs in 2023-24
  - **436** (2.87%) of AASD students received 6 ODRs in 2023-24

- **10.2.2** - On August 8th, 2023 Stacey Nitka and Karen Brice trained all the new building administrators and dean of students on Restorative Practices at the Welcome Center. Training for new building administrators and deans of students will be held on Friday, August 16th, 2024.

- **10.2.3 -**The readmission conference is part of the quarterly meeting with the building administration and student services associate director. All schools are holding the readmission conference when a student returns from suspension. The buildings use a structured format similar to the sample for the readmission conference.
  RP OSS re-admit example from KA

OE – 10.3 The Superintendent will identify and address inequities in discipline practices.

SUPERINTENDENT Interpretation:

The Board of Education values all discipline practices being administered without bias or prejudice.

- **Inequities** shall mean significant and persistent disparities between different groups of students.
- **Discipline practices** shall mean the adopted Appleton Area School District Code of Conduct and Wisconsin State Law.

SUPERINTENDENT Indicators of Compliance We will know we are compliant when:	In Compliance	Not in Compliance
10.3.1- 100% of building and school services administrators will review site and district discipline practices and data to identify areas of growth, opportunities for improvement, and equitable practices as evidenced by Lead Learner Agendas, professional learning plans, and goals implemented on CSIP plans.	X	
10.3.2- There is a continuous gap reduction in district out-of-school suspensions (OSS) between Black/African American and White students as evidenced by WISE Dash OSS data		X
10.3.3- There is a continuous gap reduction in AASD seclusion and/or restraints between students with disabilities and students without disabilities as evidenced by AASD seclusion and/or restraint data submitted to the Department of Public Instruction (DPI).		X

SUPERINTENDENT Evidence of Compliance:

- **10.3.1 -** School administrators review site-based information as part of their Universal Practices during monthly CISP meetings and Lead Learner professional collaboration. Evidence of one of these practices is found in the Lead Learner presentation below detailing how North High School shared their disciplinary data with their staff. Lead Learner Agenda

  During quarterly meetings with the associate director of student services, building administrators review all the Risk Ratios on both ODRs and OSSs.

- **10.3.2** - In the 2023-24 school year there were more black and more white students who received a disciplinary removal from school (OSS) as reported in wise-dash than in previous years. However, the gap between the percentage of black students and the percentage of white students who received an OSS has increased between SY23 and SY24.

  Wise Dash OE10 Data 2024

- **10.3.3** Seclusion and restraint data shared with DPI is presented to the school board in the fall of each school year. Information shared with DPI and reflected in this indicator is from the 2022-23 school year. Information indicates:
  - The gap between the seclusion incidents of students involving disabilities and the seclusion incidents involving non-disabled students was higher in 2022-23 than the year prior, 2021-22. It is noted that this gap is lower than the gap in 2019-2020.
  - The gap between the restraint incidents of students involving disabilities and the restraint incidents involving non-disabled students was lower in 2022-23 than the year prior, 2021-22. It is noted that the gap in 2022-2023 is nearly the same as the gap in 2019-20.

  Yearly Comparison Data - Seclusion and Restraint

  Seclusion and Restraint Trends

Annual Seclusion and Restraint Report

OE – 10.4 The Superintendent will appropriately collect, use and protect confidential student information.

SUPERINTENDENT Interpretation:

The Board of Education values the protection of confidential student records and the security of student information by enforcing the Family Educational Rights and Privacy Act (FERPA) with fidelity.

- **Appropriately collect** shall mean professional staff with legitimate rights to collect information obtain and file confidential information quickly and safely
- **Use** shall mean professional staff are limited in access to student information based on specific purposes and use this information discreetly while maintaining confidentiality.
- **Protect** shall mean confidential information will only be shared with legal guardians or others who have legitimate access under the Family Educational Rights and Privacy Act (FERPA).
- **Confidential student information** shall mean personally identifiable information about which the individual (and their families) have an expectation of privacy.

SUPERINTENDENT Indicators of Compliance We will know we are compliant when:	**In Compliance**	**Not in Compliance**
10.4.1- In the event of an identified data breach resulting in access to confidential student information, the Technology Services Department will activate their Incidence Response Plan 100% of the time.	X	
10.4.2- There is no unauthorized release of confidential student information in the District as evidenced by the lack of formal written complaints resulting from such release as documented through records kept by the Office of the Superintendent or designee.	X	
10.4.3- 100% of parent/guardian requests for exemption from sharing student directory information are honored, except as required by law for access to district technology use as evidenced by the lack of complaints being received by the district regarding student directory information being shared.	X	

SUPERINTENDENT Evidence of Compliance:

- The AASD is compliant with all three indicators of this expectation as evidenced by zero data breaches, the lack of formal complaint regarding the unauthorized release of information, and the district procedures for honoring the exemption from sharing student directory information.

OE – 10.5 The Superintendent will not tolerate any behaviors, actions, or attitudes by adults who have contact with students that hinder the academic performance or the well-being of students.

SUPERINTENDENT Interpretation:

The Board of Education values adult interactions with students that focus on the best interests of the student in order to support and promote academic performance and well-being. Any action, perception, or viewpoint of the adult that prevents this will not be allowed.

- **Not tolerate** shall mean negative behaviors, actions, or attitudes will not be allowed or to go unaddressed.
- **Behaviors, actions or attitudes by adults** shall mean verbal comments/statements or physical actions toward students.
- **Attitudes** shall mean behavior toward students that diminish the sense of health, safety, belonging or ability to achieve and succeed.
- **Contact with students** shall mean acting in the role of a teacher, supervisor, or support to students**.**
- **Hinder** shall mean to create difficulties for (someone or something), resulting in delay or obstruction.
- **Academic performance** shall mean students' progress in achieving the Board's *Results* policies.
- **Well-being of students** shall mean a sense of health, safety, belonging, and efficacy.

SUPERINTENDENT Indicators of Compliance We will know we are compliant when:	**In Compliance**	**Not in Compliance**
10.5.1- 100% of formal complaints involving students received by the District are investigated and resolved without grievance as documented by the Human Resources Office.	**X**	

SUPERINTENDENT Evidence of Compliance:

- Our human resources office has confirmed we are compliant with this expectation.

OE – 10.6 The Superintendent will not permit unruly behavior on school property and at school-sponsored events by students or by adults that disrupt learning or that are disrespectful or dangerous, including any form of bullying.

SUPERINTENDENT Interpretation:
The Board of Education values the prevention, discouragement, or banning of any activity that negatively impacts student learning or is unsafe.

- **Unruly behavior** shall mean actions that result in office discipline referrals or adult actions that are reported to an administrator or the local police.

- **School property** shall mean any school buildings and other buildings owned, occupied or controlled by the school district, on school premises, or on school-provided transportation.
- **School sponsored events** shall mean activities, fundraising events, clubs, camps, clinics, programs, sports, etc., or events or activities that are authorized by the school, school board and/or administration.
- **Adult actions** shall mean behaviors or actions by all individuals of 18 years of age or older that may disrupt learning or are disrespectful or dangerous, including any form of bullying.
- **Disrupt learning** shall mean behaviors or actions that interfere or get in the way of learning.
- **Dangerous** shall mean physically able or likely to cause harm or injury.
- **Bullying** shall mean deliberate or intentional behavior using words or actions, intended to cause fear, intimidation or harm. Bullying includes aggressive and hostile behavior that is intentional and involves an imbalance of power between the bully and the bullied and is behavior that is repeated over time rather than an isolated incident.

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when:	**In Compliance**	**Not in Compliance**
10.6.1- In a timely manner,100% of Office Discipline Referrals (ODRs) are closed out in Infinite Campus and all behavior incidents are assigned a resolution.		X
10.6.2- Anonymous reports regarding student behavior are reviewed by an administrator as evidenced by the responses in the anonymous reporting system data.	X	
10.6.3- 100% of expulsion recommendations follow due process procedures. If expulsions are denied, none were denied due to failure to provide the student and/or family due process.	X	
10.6.4- 100% of the school sites will either formally or informally investigate and address reports of discrimination as evidenced by the Pupil Non-Discrimination District Summary Report.	X	
10.6.5- Increase the number of students who score favorably (4,5) in the area of School Safety within the annual Panorama Student Survey. ○ If the prior year is greater than or equal to 90%, the goal is to maintain. ○ If the prior year is greater than or equal to 80% but less than 90%, the goal is to increase by 1%. ○ If the prior year is less than 80%, the goal is to increase by 3% or more.		X

SUPERINTENDENT Evidence of Compliance:

- **10.6.1** As of May 31, 2024, not all majors in Infinite Campus were closed out and marked with a resolution. Follow-up conversations with site administrators for identified schools indicated that resolutions were completed and not validated in the I.C. system.

- **10.6.2** As of June 1, 2024, there were 1131 tips in Speak Up Speak Out. There are zero tips unread, zero tips open, and all have completed dispositions.

- **10.6.3** All students who were recommended for expulsion were provided due process.

- **10.6.4** The Pupil non-discrimination report filed indicates that reports of discrimination were investigated by the appropriate administrator(s).

- **10.6.5** While we did not meet this goal, it is notable that the question, "How often are people disrespectful at your school" scored the lowest at both the elementary and secondary levels. To indicate a favorable response the student must indicate a score of a 4 or a 5. At both the secondary and elementary the responses for this question were significantly lower than the other questions that compile the school safety score. Additionally;

    - 34% of Elementary students indicated a score of 3 for the school safety question: "How often are people disrespectful at your school"
    - 36% of Secondary students indicated a score of 3 for the school safety question "How often are people disrespectful at your school"
    - This one question significantly lowered the total section score.

Panorama School Safety Spring to Spring Data

OE – 10.7 The Superintendent will not permit the administration of corporal punishment.

SUPERINTENDENT Interpretation:

The Board of Education values the assurance that no instance or act of physical discipline by any District employee is tolerated.

- **Corporal punishment** shall mean to cause deliberate physical pain or discomfort.

SUPERINTENDENT Indicators of Compliance We will know we are compliant when:	**In Compliance**	**Not in Compliance**
10.7.1- 100% of formal complaints involving student discipline in the district will not involve corporal punishment.	**X**	

SUPERINTENDENT Evidence of Compliance:

- The AASD is compliant with this indicator as we have no complaints involving corporal punishment.

Success for Every Student, Every Day

APPLETON AREA SCHOOL DISTRICT

Appleton Area School District
Operational Expectations Monitor Report
OE-11 Instructional Program

SUPERINTENDENT CERTIFICATION:

With respect to Operational Expectations Policy OE- 11, Instructional Program, the Superintendent certifies that the following information is accurate and complete, and the District is:

__X__ **Compliant**

_____ **Compliant with the exceptions noted**

_____ **Non-Compliant**

Compliant Indicators	Noncompliant Indicators
25	0
Total Indicators: 25	

Executive Summary/Analysis:

The interpretations and indicators, as submitted below, provide evidence to the Board that the District provides a guaranteed and viable curricular program that offers challenging and relevant opportunities for all students to achieve the outcomes defined in the Board's Results policies.

Notes or exceptions, if any:

_____

_____

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Operational Expectations Policy OE-11, Instructional Program, the Board finds that the organization is:

_____ **Compliant**

_____ **Compliant with the exceptions noted**

_____ **Non-Compliant**

Summary Statements of the Board, if any:

_____

_____

Signed: _____ Date: _____
Board President

Document submitted: _____Re-submitted: _____

OE - 11: Instructional Program
The Superintendent shall provide a guaranteed and viable curricular program that offers challenging and relevant opportunities for all students to achieve the outcomes defined in the Board's ***Results*** policies.

SUPERINTENDENT Interpretation:

The Board of Education values all students having access to programs that are rigorous and designed to ensure high levels of achievement as measured by the Board's Academic Achievement Results policies.

- **Guaranteed** shall mean that every student is provided the opportunity to learn a core curriculum which provides them with the probability of success in school.
- **Viable curricular program** shall mean that the necessary time is available and protected so students will be able to learn the guaranteed curriculum.
- **Challenging** shall mean that students are provided with rigorous coursework that pushes individuals to meet and/or exceed course standards.
- **Relevant opportunities** shall mean the courses offered to students are meaningful to their lives and desired in the current and future economies.
- The Board's **Results** policies shall mean AASD Coherent Governance Policies R-1 (Mega Result), R-2 (Academic Achievement), and R-3 (Essential Life Skills).

OE – 11.1 The Superintendent will assure that instructional programs are culturally responsive and accommodate the different needs, abilities, interests and personal goals of individual students.

SUPERINTENDENT Interpretation:

The Board of Education values instructional programs that are designed to be responsive to the individual needs, abilities, interests, and personal goals of all learners. The Board of Education values a culturally responsive school experience that supports success for each student in achieving their goals.

- **Instructional programs** shall mean new and existing courses, instructional resources, and digital as well as non-digital programs used to differentiate and enhance student learning.
- **Culturally responsive** shall mean to validate and affirm the home (indigenous) culture and language of students for the purposes of building and bridging students to success in the culture of academia and mainstream society.
- **Accommodate** shall mean to proactively adjust either curriculum, teaching methods, resources, learning activities, or student products to address the needs, abilities, interests and personal goals of individual students and/or small groups of students in order to maximize the learning opportunities for each student in the classroom.

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when:	**In Compliance**	**Not in Compliance**
11.1.1- 100% of students identified as having disabilities will have an Individualized Educational Plan (IEP) that is updated at least annually based upon current present levels of performance.	**X**	
11.1.2- Interventions will be documented within eduCLIMBER for all students receiving either tier 2 or tier 3 academic interventions.	**X**	
11.1.3- The district will annually assess all English Language (EL) students via the ACCESS test and report on the percentage of EL students exiting the EL program each year.	**X**	
11.1.4- Data will be collected annually to evaluate the number of elementary and secondary students who indicate: ● "**I see people who are different from me** in the books/materials used in my classroom." ● "**I see myself** in the materials/books used in the classroom."	**X**	

SUPERINTENDENT Evidence of Compliance:

- **11.1.1 -** An internal analysis of IEPs in the Appleton Area School District indicated that all IEPs have been updated at least annually based on current present levels of performance.
- **11.1.2-** Analysis within eduCLIMBER indicates that tier 2 and tier 3 interventions in ELA and Math are being documented as part of student progress monitoring.
- **11.1.3-** 2023-24 ACCESS test results indicate that 212 of 1,628 students (13%) exited EL programming.
- **11.1.4-** Spring 2024 Panorama Survey indicates that this indicator was accomplished.

OE – 11.2 The Superintendent will assure that all curricular programs are aligned to district-adopted learning standards and are effective in assisting all students to meet or exceed performance expectations as defined by ***Results*** policies.

SUPERINTENDENT Interpretation:

The Board of Education values course curriculum for each grade and/or class being based upon district-adopted standards.

- **Effective in assisting** shall mean to demonstrate a positive impact on student outcomes relating to student performance on AASD's Academic Standards.
- **All students** shall mean every student who is enrolled in the Appleton Area School District and participates in the Wisconsin State Accountability System (WSAS) assessments.

- **Curricular programs** shall mean the Appleton Area School District's (AASD) entire instructional program, including resources, programs, assessments, and assessment practices.
- **District-adopted learning standards** shall mean the common understanding of what students are expected to know, understand, and be able to do based upon the AASD's Academic Standards and any other modifications approved by the AASD's Board of Education.
- **Meet or exceed performance expectations** shall mean proficient/advanced, on/above grade level, ready/exceeding, or competent/mastery as outlined within the various AASD R-2 policies.

SUPERINTENDENT Indicators of Compliance We will know we are compliant when:	**In Compliance**	**Not in Compliance**
11.2.1- All (100%) curriculum documents are directly aligned to district-adopted standards and are posted for teacher and public accessibility, as determined by a review of the scope and sequence through the Assessment, Curriculum & Instruction (ACI) Department.	**X**	
11.2.2- All (100%) academic subject area curriculum documents have resources that are aligned to district-adopted standards embedded into the curriculum, as determined by a review of the scope and sequence through the Assessment, Curriculum & Instruction (ACI) Department.	**X**	

SUPERINTENDENT Evidence of Compliance:

- **11.2.1-** All AASD Curriculum Documents are directly aligned to district-adopted standards and are publicly accessible.
- **11.2.2-** All academic subject area curriculum documents have resources aligned to district-adopted standards as evidenced by the AASD Curriculum Documents.

OE – 11.3 The Superintendent will effectively assess each student's academic performance, identifying and appropriately addressing significant inequities and gaps in achievement outcomes.

SUPERINTENDENT Interpretation:

The School Board values assessing student achievement with reliability and validity to measure progress toward meeting or surpassing identified standards.

- **Effectively assess each student's academic performance** shall mean to use reliable and valid assessment tools, common across all schools by level, to determine students' progress in achieving the Board's Results policies.
- **Appropriately addressing** shall mean meeting targets in reducing inequities and gaps as outlined in the Board's Academic Achievement Results Policies.
- **Significant inequities and gaps** shall mean significant and persistent disparity in academic performance or educational attainment between different groups of students as evident within the Board's Academic Achievement Results Policies.

SUPERINTENDENT Indicators of Compliance We will know we are compliant when:	In Compliance	Not in Compliance
11.3.1- 100% of the progress monitoring assessments used within Board's Academic Achievement Policies are reliable and valid assessments of academic competency as determined by the technical assistance manuals for each assessment used.	X	
11.3.2- 100% of the district common assessments required within the Results policies are calibrated minimally once per year within district professional learning communities as evidenced by documentation of annual program reviews.	X	

SUPERINTENDENT Evidence of Compliance:

- **11.3.1-** All of the progress monitoring assessments identified within AASD Coherent Governance Results Policies (R.1 and R.2.1.1 thru R.2.1.4) are valid and reliable as evidenced by technical assistance manuals for each assessment.
- **11.3.2-** The Document Based Question (DBQ) assessments were calibrated through professional learning communities (PLCs) during the 2023-24 school year. The ability to calibrate common assessments continues to be reliant on staff having access to professional development time.

OE – 11.4 The Superintendent will assure that the instructional program includes opportunities for all students to develop talents and interests in their specialized areas of interest.

SUPERINTENDENT Interpretation:

The Board of Education values students being offered, as part of the school day, an opportunity to pursue and excel in specialized areas of interest or talent.

- **Instructional programs** shall mean new and existing courses, instructional resources, and digital as well as non-digital programs used to differentiate and enhance student learning.
- **Opportunities for all students** shall mean course offerings in the elective areas at both elementary and secondary levels.
- **Develop talents and interests in their specialized areas of interest** shall mean that students have the opportunity to enroll and participate in specials at the elementary level or in elective areas at the secondary level (middle school and high school).

SUPERINTENDENT Indicators of Compliance We will know we are compliant when:	In Compliance	Not in Compliance
11.4.1- A course guide outlining academic opportunities will be distributed or made available online to all students and families at the secondary level.	X	

11.4.2- An academic and career planning process is utilized for all students in grades 6-12.	X	
11.4.3- 100% of students are provided access to and participate in Art, PE, and music programs at 100% of elementary schools or in accordance with their Individualized Education Plan (IEP).	X	
11.4.4- The District provides students with opportunities for Dual Enrollment and Post-secondary options.	X	
11.4.5- The District offers electives in a variety of areas at the secondary level that provide opportunities for students to fulfill their graduation requirements in the non-core academic areas.	X	
11.4.6- The District will annually monitor the demographic breakdown of students enrolled in World Languages, Career & Technical Education, and Fine Arts courses in grades 9-12 in order to evaluate representation and participation.	X	

SUPERINTENDENT Evidence of Compliance:

- **11.4.1-**The 2024-25 Course Guidebook was distributed and made available online during the 2023-24 school year.
- **11.4.2-** The AASD ACP Process is utilized for all students in the AASD as evidenced by the AASD ACP lesson plans.
- **11.4.3-** Student Schedules in Infinite Campus indicate that all students in elementary grades have access to and participate in Art, PE, and music programs.
- **11.4.4-** A variety of Dual Enrollment and Post-secondary options are available to students.
- **11.4.5-**2024-25 Course Guidebook provides numerous non-core graduation requirement opportunities.
- **11.4.6 -** The district evaluated the demographic breakdown of students enrolled in World Languages, Career & Technical Education, and Fine Arts courses in grades 9-12 as part of the 2023-24 Pupil Nondiscrimination Self-Evaluation Report. This information will be presented to the Board of Education by summer of 2024.

OE – 11.5 The Superintendent will regularly evaluate and modify instructional programs for continuing effectiveness and encourage new and innovative approaches as necessary to achieve ***Results*.**

SUPERINTENDENT Interpretation:

The Board of Education values the encouragement of new and innovative programs that align with the Board's Academic Achievement policies and to evaluate the effectiveness of all programs.

- **Regularly evaluate and modify** shall mean mean a comprehensive review scheduled no less than every six years to:
    - compare student performance data results from district, state, and national assessments.
    - determine the effectiveness of the academic resources and services implemented.
    - aid the delivery of content or to improve instruction.
    - make recommendations based on student data results

- **Instructional programs** shall mean new and existing courses, instructional resources, and digital as well as non-digital programs used to differentiate and enhance student learning.
- **Encourage** shall mean that the district values and expects teachers to look for new and effective ways to meet the values for student achievement in the Results policies.
- **New and Innovative approaches** shall mean programs in existing schools that are district-approved and aligned to the Board's Academic Achievement Results policies and provide alternatives to traditional school structures and models.
- **Results** shall mean AASD Coherent Governance Policies R-1 (Mega Result), R-2 (Academic Achievement), and R-3 (Essential Life Skills).

SUPERINTENDENT Indicators of Compliance We will know we are compliant when:	**In Compliance**	**Not in Compliance**
11.5.1- The Assessment, Curriculum & Instruction Department conducts a program evaluation of all programs minimally every six years as evidenced by the department's published report and identified action steps.	**X**	
11.5.2- The District adopts programs as appropriate to address identified data/student needs as evidenced by: ○ the department's published report. ○ solicited input from professional educators and administrators. ○ Plan Do Study Act (PDSA) inquiry cycles in partnership with professional educators and administrators	**X**	

SUPERINTENDENT Evidence of Compliance:

- **11.5.1-** The AASD engaged in four program evaluations during the 2023-24 school year. Additional program evaluations will be taking place as outlined in the ACI Program Evaluation Timeline.

- **11.5.2-** During the 2023-24 school year, the district approved instructional materials and professional development to support the shifting of 5K-5 ELA instruction towards a structured literacy framework. This shift was based on the collaborative recommendations of AASD educators and administrators as part of the AASD Elementary ELA Work Group.

OE – 11.6 The Superintendent will monitor and control student use of technology and provide adequate student access to technology.

SUPERINTENDENT Interpretation:

The Board of Education values utilization of the Technology Use Agreement for all students to use electronic information and curriculum, and to install and monitor appropriate filters and mechanisms to assure no students gain access to dangerous or confidential information.

- **Monitor** shall mean staff will supervise students while using electronic devices during instruction.
- **Control** shall mean students will have age-appropriate restrictions on their district email and internet access while on the school district network.
- **Student use of technology** shall mean use of the internet, electronic devices, or software/applications issued by the district for instruction.
- **Adequate student access** shall mean ensuring all students who are required to use a device or software/application to engage in learning are able to do so.

SUPERINTENDENT Indicators of Compliance We will know we are compliant when:	**In Compliance**	**Not in Compliance**
11.6.1- 100% of district-owned and student-brought devices and used within the district network are protected using reliable safety measures and the firewall security and content filter are Children's Internet Protection Act (CIPA) compliant.	**X**	
11.6.2- 100% of identified internet sites and information attempted to be accessed by students, on district-owned devices, were flagged and blocked by the district's filters.	**X**	
11.6.3- 100% of students receive access to district-provided devices per the current established ratio for their grade level.	**X**	

SUPERINTENDENT Evidence of Compliance:

- **11.6.1-** All district mobile devices are filtered 24/7 through a product called Securely. All district-wired devices are filtered through our firewall.
- **11.6.2-** There were no reports of any inappropriate access when using the district filters.
- **11.6.3-**For the 2023-24 school year, every student has had daily access to a mobile device.

OE – 11.7 The Superintendent will protect the instructional time provided for all students during the academic day by prohibiting unnecessary interruptions or intrusions.

SUPERINTENDENT Interpretation:

The Board of Education values maximum time being used for student instruction by setting expectations for practices that minimize interruptions of classroom teaching. The School Board also expects all reasonable efforts to be made to minimize teachers being pulled away from their teaching responsibilities.

- **Instructional time** shall mean the time devoted to instruction in classrooms from the beginning to the end of the school day.
- **Academic day** shall mean days in which school is scheduled to be in session.
- **Unnecessary interruptions or intrusions** shall mean activities unrelated to the social, emotional, or academic needs of students, including field trips and assemblies unrelated to curricular content.

SUPERINTENDENT Indicators of Compliance We will know we are compliant when:	**In Compliance**	**Not in Compliance**
11.7.1- 90% of staff development activities or building activities are limited to non-student contact time and 90% of instructional time is reserved entirely for instruction as evidenced by review of building calendars and schedules.	**X**	
11.7.2- 100% of elementary schools implement a daily reading block as part of the overall 120-minute (5K) and 130-minute (grades 1-6) ELA instructional block as evidenced by review of building calendars and schedules.	**X**	
11.7.3- 100% of elementary schools implement a daily 75-minute math block as evidenced by review of building calendars and schedules.	**X**	
11.7.4- 100% of secondary schools implement at minimum a daily 47-minute uninterrupted core academic instructional block for (Reading/Language Arts/English, Math, Science, and Social Studies) as evidenced by review building calendars and schedules.	**X**	

SUPERINTENDENT Evidence of Compliance:

- **11.7.1-**2023-24 Staff Development Calendar
- **11.7.2-** Elementary AASD Building Schedules provide all students with a minimum of 120 minutes (5K) or 130 minutes (Grades 1-5) of instruction for ELA. We were not able to measure whether or not daily 20-minute (5K-2) and 30-minute (1-5) reading instruction were scheduled.

- **11.7.3-** Elementary AASD Building Schedules provide all students with a minimum of 75 minutes of instruction for mathematics.
- **11.7.4-** Secondary AASD Building Schedules provide a minimum of 47 minutes of core academic instruction.

OE – 11.8 The Superintendent will NOT change or alter the District's graduation requirements.

.SUPERINTENDENT Interpretation:

The Board of Education values the obtaining of Board approval for any alteration or reconfiguration of graduation requirements.

- **District's graduation requirements** shall mean the requirements established within Policy 345.6 (AASD Graduation Requirements).

SUPERINTENDENT Indicators of Compliance We will know we are compliant when:	**In Compliance**	**Not in Compliance**
11.8.1- Every change in graduation requirements will be based on a Board vote for approval as documented in the Board minutes.	**X**	

SUPERINTENDENT Evidence of Compliance:

- No changes have taken place in AASD graduation requirements. Any potential changes in the future will be Items for Consideration as part of a publicly noticed board meeting.

OE – 11.9 The Superintendent will NOT realign attendance boundaries.

SUPERINTENDENT Interpretation:

The Board of Education values the obtaining of Board approval for any alteration or reconfiguration of lines drawn for school attendance boundaries.

- **Attendance boundaries** shall mean geographical map lines that delineate a section of the district and that define a student's home school assignment.

SUPERINTENDENT Indicators of Compliance We will know we are compliant when:	In Compliance	Not in Compliance
11.9.1- Every school attendance boundary change will be based on a Board vote for approval as documented in board minutes.	**X**	

SUPERINTENDENT Evidence of Compliance:

- No changes have taken place in attendance boundaries during the 2023-24 school year. Any potential changes in the future will be Items for Consideration as part of a publicly noticed board meeting.

Success for Every Student, Every Day

APPLETON AREA SCHOOL DISTRICT

Appleton Area School District
2023-24 Results Monitoring Report
R-3 Essential Life Skills

SUPERINTENDENT CERTIFICATION:

With respect to Results Policy 3 Essential Life Skills, the Superintendent certifies that the information is accurate and complete and that the Organization is:

_____ **Making Reasonable Progress**

__X__ **Making Reasonable Progress with noted exception(s): See Executive Summary below**

_____ **Failing to make Reasonable Progress**

Key:

= indicator achieved

= indicator not achieved as outcome remained the same as the year before or improved but not to the desired level

= indicator not achieved as the outcome was lower than the year before

In addition, the proposed measures directly support the District's Continuous School Improvement Process as illustrated through the annual AASD Scorecard.

Executive Summary/Analysis:

The evidence, as submitted below, provides assurance to the Board that the District provides students access to opportunities for acquiring the developmental skills necessary to lead healthy, satisfying, self-directed, and productive lives in the following domains: *Cognitive development, Physical Wellness development, Social development, Moral and Ethical Character development, Psychological development,* and *Career development.* In addition, the measures directly support the District's Continuous School Improvement Process as illustrated through the annual AASD Scorecard.

The Essential Life Skills data below is measured primarily through student perception surveys. This data provides the district with valuable information to develop and guide our instruction; as we know that the Essential Life Skills are a foundation for developing the whole child.

The Reality Check Summative Assessment was administered for the first time in the spring of 2024 following the spring Reality Check at each high school. Initial baseline data is demonstrating that students are proficient. Future steps will be continued calibration (in both the fall and spring following the event).

Career Based Learning data is measured through student surveys. This data allows us to measure the impact of our Academic and Career Plan in relation to our goals. We will utilize this data, along with feedback from our Career Based Learning experiences to develop our Academic and Career Plan for the following year. This process allows us to create a continuum of offerings to meet students needs.

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Results Policy 3 Essential Life Skills, the Board finds that the organization is:

_____ **Making Reasonable Progress**

_____ **Making Reasonable Progress with noted exception(s):**

_____ **Failing to make Reasonable Progress**

Summary Statements of the Board, if any:

_____

_____

_____

Signed: _____ Date: _____
Board President

Document submitted: _____ Re-submitted: _____

R-3 Results Policy: Essential Life Skills

Students will acquire the developmental skills necessary to lead healthy, satisfying, self-directed, and productive lives in the following domains:

3.1. Cognitive development, including critical, analytical, and creative thinking.

3.2. Financial literacy, shall mean the ability to understand, evaluate, and communicate information about money and financial services.

3.3. Communications development, including the ability to listen and express themselves effectively.

3.4. Social development, including the ability to establish and maintain positive relationships with others, to function as members of teams and to contribute to the common good.

3.5. Moral and ethical character development, including respect, empathy, and compassion for others and accountability for their own actions.

3.6. Psychological development, including resilience, adaptability, the ability to manage their own emotions and to maintain positive self-worth.

3.7. Career development, including exploring and identifying aptitudes, interests, passions, and understanding of career expectations.

SUPERINTENDENT Interpretation:

- **Cognitive development** shall mean the development of knowledge, skills, problem solving and dispositions, which help students to think about and understand the world around them.
- **Financial literacy development** shall mean having a basic grasp of money matters and its four fundamental pillars: debt, budgeting, saving, and investing
- **Communications development** shall mean learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics using authentic resources (such as informational texts, fictional texts, conversations and discussions).

- **Social development** shall mean the change over time in an individual's understanding of, attitudes concerning, and behavior toward others.
- **Moral and ethical character development** shall mean the development of respectful, compassionate, and empathetic attitudes and understanding of behaviors towards all people in society based on social and cultural norms, rules, and laws.
- **Psychological development** shall mean the development of an individual's cognitive, emotional, intellectual, and social capabilities and functioning from early childhood through adulthood.
- **Career development** shall mean a student-driven, adult-supported process that allows students to discover, learn, explore, and apply interests, skills and knowledge to their post secondary plans.

Indicators to be Used:

- **Panorama** captures student perceptions using the featured topics. All students in Grades 3-12 take the survey in the fall and spring. **Topics** include student competencies and school climate areas.
- **AASD CBL/ACP Summative Survey** - 6th-12th grade students are given this survey in the Spring to capture their progress specific to their individual Academic and Career Planning. This survey specifically measures grade-level Academic and Career Planning outcomes relating to career exploration, career interests, action steps taken towards completing their Academic Career Plan and participation in career planning experiences.

Definition of Terms:

- **Learning Strategies** - A measurement of how well students deliberately use strategies to manage their own learning processes generally.
- **Self-Management** - A measurement of how well students manage their emotions, thoughts, and behaviors in different situations.
- **Social Awareness** - A measurement of how well students consider the perspectives of others and empathize with them.

- **Social Perspective** - A measurement of the extent to which students consider the perspectives of others
- **Reality Check Common Summative Assessment** - Application and reflection of personal financial theories and vocabulary to economic scenarios given to AASD students each semester in grades 10-12 within the following courses:
    - Personal Financial Management
    - Intro to Economics
    - e-School Personal Financial Management.
- **ACP** - **Academic Career Plan** - is a student-driven, adult-supported process. Students create their own unique vision for post-secondary success. This is achieved through self-exploration, career exploration, and the development of career planning skills.
- **CBL** - **Career Based Learning** - the Academic and Career Planning business-connected experiences and opportunities that allow K-12 students to participate in career awareness, career exploration, or career development.

SUPERINTENDENT Evidence of Reasonable Progress:

We will know we have made reasonable progress when:

AASD Reality Check Summative Assessment - Grades 10-12 (Program Analysis)

We will **increase the percentage** of students **scoring Competent/Mastery** in **grades 10-12** on the **AASD Reality Check Summative Assessment by 1%**.		
Course(s)	**2023-24 % Competent/Mastery (baseline)**	**2024-25 % Competent/Mastery**
Personal Financial Management	87%	
Intro to Economics		

We will **maintain the percentage** of students **scoring Beginning** in **grades 10-12** on the **AASD Reality Check Summative Assessment by 3%**.		
Course(s)	**2023-24**	**2024-25**

	% Beginning (baseline)	% Beginning
Personal Financial Management	0.02%	
Intro to Economics		

(Cognitive Development)

Panorama: Learning Strategies

We will **increase** the **percentage of students who scored favorably on** how well they used strategies for managing their own learning processes for each school level (elementary/middle/high) by **3%**.

Learning Strategies			
Grade Band	**Percentage Scoring Favorably (Score of 4, or 5)**		
	Spring 2022	**Spring 2023**	**Spring 2024**
Grades 3-6	63%	65%	67%
Grades 7-12* ***KA 6th-grade data included**	54%	53%	58%

Panorama: Self-Management

We will **increase** the **percentage of students who scored favorably on how** students manage their emotions, thoughts, and behaviors in different situations (elementary/middle/high) by **3%**.

Self-Management			
Grade Band	**Percentage Scoring Favorably (Score of 4, or 5)**		
	Spring 2022	**Spring 2023**	**Spring 2024**

Grades 3-6	76%	73%	74%
Grades 7-12* ***KA 6th-grade data included**	65%	69%	72%

(Communications & Social Development)

Panorama: Social Awareness (Overall)

We will **increase** the **percentage of students who scored favorably on** the extent to which students consider the perspectives of others and empathize with them (elementary/middle/high) by **3%**.

Social Awareness			
Grade Band	**Percentage Scoring Favorably (Score of 4, or 5)**		
	Spring 2022	**Spring 2023**	**Spring 2024**
Grades 3-6	68%	69%	70%
Grades 7-12* ***KA 6th-grade data included**	65%	62%	65%

(Moral & Ethical Character Development)

Panorama: Social Awareness (Targeted Question)

We will **increase** the **percentage of students who scored favorably on** the extent to which they were respectful of others who had different views (elementary/middle/high) by **3%**.

Social Awareness			
Grade Band	**Percentage Scoring Favorably (Score of 4, or 5)**		
	Spring 2022	**Spring 2023**	**Spring 2024**
Grades 3-6	72%	74%	74%

Grades 7-12* ***KA 6th-grade data included**	65%	67%	71%

(Psychological Development)

Panorama: Social Perspective

We will **increase** the **percentage of students who scored favorably on** the extent to which they try to understand others' point of view (middle/high) by **3%**.

Social Perspective			
Grade Band	**Percentage Scoring Favorably (Score of 4, or 5)**		
	Spring 2022	**Spring 2023**	**Spring 2024**
Grades 7-12* ***KA 6th-grade data included**	51%	50%	56%

(Career Development)

Panorama: Self-Management

We will **increase** the **percentage of students who scored favorably on** the extent to which they manage their emotions, thoughts, and behaviors in different situations (elementary/middle/high) by **3%**.

Self-Management			
Grade Band	**Percentage Scoring Favorably (Score of 4 or 5)**		
	Spring 2022	**Spring 2023**	**Spring 2024**
Grades 3-6	72%	73%	74%
Grades 7-12* ***KA 6th-grade data included**	72%	69%	72%

AASD CBL/ACP Summative Survey

(NEW Question in CBL/ACP Survey for 2022-23) We will **decrease** the **percentage of 11th-grade students who** indicate they do **not** have post-secondary plans for either college or career by **1%**.

Post-Secondary College/Career Plans			
Grade Band	**Spring 2022**	**Spring 2023**	**Spring 2024**
11th-grade	29%	23.1%	21.8%
12th-grade	31.9%	9%	7.9%

We will **decrease** the **percentage of 12th-grade students who** indicate they do **not** have a back-up plan if their first choice of a career plan falls through by **3%**.

Post-Secondary College/Career Plans			
Grade Band	**Spring 2022**	**Spring 2023**	**Spring 2024**
12th-grade	30.1%	28.8%	18.9%

We will **increase** the **percentage of students who** indicate their ACP experiences in the AASD are preparing them for college, career, and life after high school by **3%**. *("My ACP experiences in the Appleton Area School have been preparing me for college, career, and life after high school")*

Preparation for College, Career, and Life		
Grade Band	**NEW for Spring 2023**	**Spring 2024**
6th-grade	93%	96%
7th-grade	77.9%	81.1%

8th-grade	78.6%	84.7%
9th-grade	81.8%	72.5%
10th-grade	77.4%	81.4%
11th-grade	80.2%	77.2%
12th-grade	71.8%	81.0%

We will **increase** the **percentage of students who** indicate their ACP experiences in the AASD are preparing them to LEAD, CARE, and CONTRIBUTE by **3%**.

Preparation to independently Lead, Care, and Contribute		
Grade Band	**NEW for Spring 2023 (baseline)**	**Spring 2024**
% of JUNIORS indicating they are prepared to LEAD by example through critical thinking, problem-solving, and effective communication.	54.8%	57.5%
% of JUNIORS indicating they are prepared to CARE for themselves, others, and their community through empathy, compassion, and respect.	73.4%	74.9%
% of JUNIORS indicating they are prepared to CONTRIBUTE to their classrooms, schools, and communities through self-direction, productivity, and accountability.	66.8%	64.9%
% of SENIORS indicating they are prepared to LEAD by	56.6%	69.3%

example through critical thinking, problem-solving, and effective communication.		
% of SENIORS indicating they are prepared to CARE for themselves, others, and their community through empathy, compassion, and respect.	71.8%	81.6%
% of SENIORS indicating they are prepared to CONTRIBUTE to their classrooms, schools, and communities through self-direction, productivity, and accountability.	65.3%	73.5%

Policy Type: Board/Superintendent Relationship

Superintendent Accountability

The Board considers Superintendent performance to be identical to district performance. District accomplishment of the Board's ***Results*** policies, and district operation according to the values expressed in the Board's ***Operational Expectations*** policies, will be considered successful Superintendent performance. These two components define the Superintendent's job responsibilities and are the basis for the Superintendent's performance evaluation.

1. The Board will determine organizational performance based upon a defined systematic monitoring process as outlined in its Annual Work Plan.

2. The Board will acquire monitoring data on ***Results*** and ***Operational Expectations*** policies by one or more of three methods:

    a. By ***Internal Report***, in which the Superintendent submits information that certifies and documents to the Board compliance or reasonable progress
    b. By ***External Review***, in which an external third party selected by the Board assesses compliance or reasonable progress with applicable Board policies
    c. By ***Board Inspection***, in which the whole Board, or a committee duly charged by the Board,formally assesses compliance or reasonable progress based upon specific policy criteria.

3. The consistent performance standard for ***Operational Expectations*** policies shall be whether the Superintendent has:

    a. reasonably interpreted the policy
    b. complied with the provisions of the Board policy.

4. The consistent performance standard for ***Results*** policies shall be whether the Superintendent has:

    a. reasonably interpreted the policy
    b. made reasonable progress toward achieving the outcomes defined by the Board's ***Results*** policies.

5. The Board will make the final determination as to whether the Superintendent's interpretation is reasonable, whether the Superintendent has complied and whether reasonable progress has been made. In doing so, the Board will apply the "reasonable person" standard.

6. All policies that instruct the Superintendent will be monitored according to a schedule and by a method determined by the Board and included in the Board's annual work plan. The Board may monitor any policy out of this defined sequence or method if it is determined by a

majority of the Board that conditions warrant monitoring at times other than those specified by the annual schedule.

7. Each ~~January~~,June the Board will conduct a formal summative evaluation of the Superintendent. The summative evaluation will be based upon data collected and decisions made by the Board during the year related to the monitoring of ***Results*** and ***Operational Expectations*** policies. The Board will prepare a written evaluation document consisting of:

    a. A summary of the data derived during the year from monitoring the Board's ***Results*** and ***Operational Expectations*** policies
    b. Conclusions based upon the Board's prior action during the year relative to the Superintendent's reasonable interpretation of each ***Results*** policy and whether reasonable progress has been made toward its achievement
    c. Conclusions based upon the Board's prior action during the year relative to whether the Superintendent has reasonably interpreted and operated according to the provisions of the ***Operational Expectations*** policies.

Adopted: June 14, 2021
Revised: June 24, 2024

Monitoring Method: Board self-assessment
Monitoring Frequency: Annually

AGI Aspen Group International LLC©

Policy Type: Board/Superintendent Relationship

Superintendent Accountability

The Board considers Superintendent performance to be identical to district performance. District accomplishment of the Board's ***Results*** policies, and district operation according to the values expressed in the Board's ***Operational Expectations*** policies, will be considered successful Superintendent performance. These two components define the Superintendent's job responsibilities and are the basis for the Superintendent's performance evaluation.

1. The Board will determine organizational performance based upon a defined systematic monitoring process as outlined in its Annual Work Plan.

2. The Board will acquire monitoring data on ***Results*** and ***Operational Expectations*** policies by one or more of three methods:

    a. By ***Internal Report***, in which the Superintendent submits information that certifies and documents to the Board compliance or reasonable progress
    b. By ***External Review***, in which an external third party selected by the Board assesses compliance or reasonable progress with applicable Board policies
    c. By ***Board Inspection***, in which the whole Board, or a committee duly charged by the Board,formally assesses compliance or reasonable progress based upon specific policy criteria.

3. The consistent performance standard for ***Operational Expectations*** policies shall be whether the Superintendent has:

    a. reasonably interpreted the policy
    b. complied with the provisions of the Board policy.

4. The consistent performance standard for ***Results*** policies shall be whether the Superintendent has:

    a. reasonably interpreted the policy
    b. made reasonable progress toward achieving the outcomes defined by the Board's ***Results*** policies.

5. The Board will make the final determination as to whether the Superintendent's interpretation is reasonable, whether the Superintendent has complied and whether reasonable progress has been made. In doing so, the Board will apply the "reasonable person" standard.

6. All policies that instruct the Superintendent will be monitored according to a schedule and by a method determined by the Board and included in the Board's annual work plan. The Board may monitor any policy out of this defined sequence or method if it is determined by a

majority of the Board that conditions warrant monitoring at times other than those specified by the annual schedule.

7. Each June, the Board will conduct a formal summative evaluation of the Superintendent. The summative evaluation will be based upon data collected and decisions made by the Board during the year related to the monitoring of ***Results*** and ***Operational Expectations*** policies. The Board will prepare a written evaluation document consisting of:

    a. A summary of the data derived during the year from monitoring the Board's ***Results*** and ***Operational Expectations*** policies
    b. Conclusions based upon the Board's prior action during the year relative to the Superintendent's reasonable interpretation of each ***Results*** policy and whether reasonable progress has been made toward its achievement
    c. Conclusions based upon the Board's prior action during the year relative to whether the Superintendent has reasonably interpreted and operated according to the provisions of the ***Operational Expectations*** policies.

Adopted: June 14, 2021
Revised: June 24, 2024

Monitoring Method: Board self-assessment
Monitoring Frequency: Annually

AGI Aspen Group International LLC©

Policy Type: Board/Superintendent Relationship

Annual Summative Evaluation of the Superintendent

The Board's Policy B/SR-5 provides that:

> Each ~~January~~ June the Board will conduct a formal summative evaluation of the Superintendent.The summative evaluation will be based upon data collected and decisions made by the Board during the year related to the monitoring of ***Results*** and ***Operational Expectations*** policies.

The purpose of the annual evaluation of the Superintendent is to summarize the actions previously taken by the Board as it monitored ***Results*** and ***Operational Expectations*** policies during the year, and to draw conclusions on that basis.

Results Policy	Date(s) Monitored	Board Disposition
Results 1: Mega Results		
Results 2.1.1: English Language Arts		
Results 2.1.2: Mathematics		
Results 2.1.3: Science		
Results 2.1.4: Civics and Social Studies		
Results 3: Essential Life Skills		

Operational Expectation Policy	Date(s) Monitored	Board Disposition
OE-1: Global Operational Expectation		
OE-2: Emergency Superintendent Succession		
OE-3: Treatment of Community Stakeholders		
OE-4: Personnel Administration		
OE-5: Financial Planning		

OE-6: Financial Administration		
OE-7: Asset Protection		
OE-8: Communicating with the Board		
OE-9: Communicating with the Public		
OE-10: Learning Environment		
OE-11: Instructional Program		
OE-12: Facilities		

Based upon the Board's prior monitoring of these policies and the on-going monitoring of the District's and the Superintendent's performance during the preceding year, the Board reaches the following summary conclusions relative to Superintendent performance:

<Insert comments here>

Based upon the foregoing conclusions, the Board establishes the following priorities for the coming year:

<Insert comments here>

Signed: _____ Date: _____
President of the Board

Signed: _____ Date: _____
Superintendent

Adopted: June 14, 2021
Revised: June 24, 2024

Monitoring Method: Direct Inspection
Monitoring Frequency: Annually

Policy Type: Board/Superintendent Relationship

Annual Summative Evaluation of the Superintendent

The Board's Policy B/SR-5 provides that:

> Each June, the Board will conduct a formal summative evaluation of the Superintendent.The summative evaluation will be based upon data collected and decisions made by the Board during the year related to the monitoring of ***Results*** and ***Operational Expectations*** policies.

The purpose of the annual evaluation of the Superintendent is to summarize the actions previously taken by the Board as it monitored ***Results*** and ***Operational Expectations*** policies during the year, and to draw conclusions on that basis.

Results Policy	Date(s) Monitored	Board Disposition
Results 1: Mega Results		
Results 2.1.1: English Language Arts		
Results 2.1.2: Mathematics		
Results 2.1.3: Science		
Results 2.1.4: Civics and Social Studies		
Results 3: Essential Life Skills		

Operational Expectation Policy	Date(s) Monitored	Board Disposition
OE-1: Global Operational Expectation		
OE-2: Emergency Superintendent Succession		
OE-3: Treatment of Community Stakeholders		
OE-4: Personnel Administration		
OE-5: Financial Planning		
OE-6: Financial Administration		

OE-7: Asset Protection		
OE-8: Communicating with the Board		
OE-9: Communicating with the Public		
OE-10: Learning Environment		
OE-11: Instructional Program		
OE-12: Facilities		

Based upon the Board's prior monitoring of these policies and the on-going monitoring of the District's and the Superintendent's performance during the preceding year, the Board reaches the following summary conclusions relative to Superintendent performance:

<Insert comments here>

Based upon the foregoing conclusions, the Board establishes the following priorities for the coming year:

<Insert comments here>

Signed: _____ Date: _____
President of the Board

Signed: _____ Date: _____
Superintendent

Adopted: June 14, 2021
Revised: June 24, 2024

Monitoring Method: Direct Inspection
Monitoring Frequency: Annually

Appleton Area School District Board of Education
AGI Aspen Group International LLC©

ITEM FOR CONSIDERATION

Topic: Compensation Increase for the 2024-2025 School Year for Administrative Assistant, Administrative Support Unit (ASU), Maintenance, and Administrative staff.

Background Information: Given the dynamic labor market, economic conditions, budget constraints, and contributions of our dedicated staff, compensation increases for Administrative Assistant, Administrative Support Unit (ASU), Maintenance, and Administrative staff are recommended for the 2024-2025 school year. The total compensation increase recommended for all employee groups, including these four groups, is 3.11%.

Instructional Impact: Maintaining competitive compensation is essential to retaining and attracting high-quality employees.

Fiscal Note: The total cost to the District will be approximately $607,673.

Administrative Recommendation: To approve a compensation increase for the 2024-2025 school year for eligible Administrative Assistant, Administrative Support Unit (ASU), Maintenance, and Administrative staff who are active employees at the time of approval for the 2024-2025 school year to be distributed in the following manner:

a. All eligible staff would advance one step/level or within their salary range effective July 1, 2024. The total cost of step/level increases is approximately $197,430.

b. Each eligible staff member in the respective groups above would receive a 2.10% compensation increase. This wage increase would be effective July 1, 2024. The total cost of wage increases would be approximately $410,243 and will carry forward to future years.

Contact Person(s): Julie King, (920-852-5302) and Holly Burr (920-852-5305)

BOE: June 24, 2024