Monday, August 12, 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	Aug 12, 2024 - Board of Education Meeting
Category	1. Meeting Opening
Type	Procedural

Subject	**B. Pledge of Allegiance**
Meeting	Aug 12, 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	Aug 12, 2024 - Board of Education Meeting
Category	2. Approval of Agenda (GC-2: Governing Commitments)
Type	Procedural

Subject	**B. Approval of Agenda**
Meeting	Aug 12, 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 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

3. Special Presentation

Subject	**A. None**
Meeting	Aug 12, 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	Aug 12, 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	Aug 12, 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	Discussion, Information

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): AP Check Register-July 2024; 2024-2025 Meal Price Increase**
Meeting	Aug 12, 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

Executive Director of Finance, Holly Burr, will report on the Business Services items for consideration.

File Attachments
IFC - Meal Prices 2024-25.pdf (47 KB)

Subject	**B. School/Student Services Update(s): None**
Meeting	Aug 12, 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	**C. Personnel Services Update(s): Professional Educator New Hire(s), Contract Change(s), and Resignation(s); Administrative Hire(s) and Administrative Transfer(s); Internship(s)**
Meeting	Aug 12, 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 New Hires 8-12-24.pdf (165 KB)
IFC Professional Educator Contract Changes 8-12-24.pdf (103 KB)
IFC Professional Educator Resignations 8-12-24.pdf (124 KB)
IFC Professional Educator Resignations 8-12-24 REVISED.pdf (125 KB)
IFC-Administrative Hire(s) (3).pdf (106 KB)
IFC-Administrative Transfer(s) (1).pdf (102 KB)
IFC-Internship(s).pdf (152 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 July 15, 2024**
Meeting	Aug 12, 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
Recommended Action	Motion to approve the Board Meeting Minutes of July 15, 2024 as presented.
Minutes	View Minutes for Jul 15, 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 July 15, 2024 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

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. 2024-2025 Meal Price Increase**
Meeting	Aug 12, 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 - Meal Prices 2024-25.pdf (47 KB)

Subject	**B. Professional Educator New Hire(s)**
Meeting	Aug 12, 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 8-12-24.pdf (165 KB)

Subject	**C. Professional Educator Contract Change(s)**
Meeting	Aug 12, 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 8-12-24.pdf (103 KB)

Subject	**D. Professional Educator Resignation(s)**
Meeting	Aug 12, 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 Resignations 8-12-24.pdf (124 KB)

IFC Professional Educator Resignations 8-12-24 REVISED.pdf (125 KB)

Subject	**E. Administrative Hire(s)**
Meeting	Aug 12, 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-Administrative Hire(s).pdf (106 KB)

Subject	**F. Administrative Transfer(s)**
Meeting	Aug 12, 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-Administrative Transfer(s).pdf (102 KB)

Subject	**G. Internship(s)**
Meeting	Aug 12, 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 Internship(s) as presented.

File Attachments
IFC-Internship(s).pdf (152 KB)

Motion & Voting

Motion to approve the Internship(s) as presented.

Motion by Kay Eggert, second by Edward Ruffolo.
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	Aug 12, 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: Policy Adoption: 411.3- Nondiscrimination on the basis of sex in education programs or activities**
Meeting	Aug 12, 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

Assistant Superintendent, Mike Hernandez will report on the Policy Adoption: 411.3- Nondiscrimination on the basis of sex in education programs or activities item of information.

File Attachments
IOI-Policy Adoption 411.3.pdf (35 KB)
DRAFT - Nondiscrimination on the Basis of Sex in Education Programs or Activities .pdf (179 KB)
-title-ix-regulation-fact-sheet.pdf (181 KB)

Subject	**C. Personnel Services Report: None**
Meeting	Aug 12, 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	**D. Community Linkages Committee Report: Updates and Information from the Community Linkages Committee**
Meeting	Aug 12, 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, Report

Committee Chair Edward Ruffolo will report out on the Community Linkages Committee updates.

File Attachments
Community linkages - 2023-2024 Results.pdf (940 KB)

10. Board Business

Subject	**A. Alternative Education Supports, Services, and Programs Report**
Meeting	Aug 12, 2024 - Board of Education Meeting
Category	10. Board Business
Type	Discussion, Information

Assistant Superintendent Mike Hernandez will present the Alternative Education Supports, Services, and Programs report.

File Attachments
Annual Alt Ed Report 2023-24 - final.docx (2).pdf (174 KB)

Subject	**B. AP Check Register- July 2024**
Meeting	Aug 12, 2024 - Board of Education Meeting
Category	10. Board Business
Type	Action
Fiscal Impact	Yes
Budgeted	Yes
Recommended Action	Motion to approve AP Check Register-July 2024 as presented.

Motion & Voting

Motion to approve AP Check Register-July 2024 as presented.

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

Subject	**C. Monitoring Report: OE-2 Emergency Superintendent Succession**
Meeting	Aug 12, 2024 - Board of Education Meeting
Category	10. Board Business

Type	Action
Recommended Action	Motion to approve Monitoring Report: OE-2 Emergency Superintendent Succession as presented.

File Attachments
OE-2 Emergency Superintendent Succession (1).pdf (424 KB)

Motion & Voting

Motion to approve Monitoring Report: OE-2 Emergency Superintendent Succession as presented.

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

Subject	**D. Results Monitoring: R-1 Mega Results 23/24**
Meeting	Aug 12, 2024 - Board of Education Meeting
Category	10. Board Business
Type	Action
Recommended Action	Motion to approve Results Monitoring: R-1 Mega Results 23/24 as presented.

File Attachments
R.1 Mega Result - Monitor Report of 2023-24 Data (1).pdf (898 KB)

Motion & Voting

Motion to approve Results Monitoring: R-1 Mega Results 23/24 as presented.

Motion by Kay Eggert, 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. Consent Agenda Item(s) Removed for Separate Consideration**
Meeting	Aug 12, 2024 - Board of Education Meeting
Category	10. Board Business
Type	Action, Discussion, Procedural

11. Items of Information

Subject	**A. Revision: 2024-2025 Board of Education Work Session Schedule**
Meeting	Aug 12, 2024 - Board of Education Meeting
Category	11. Items of Information
Type	Discussion, Information

File Attachments

24-25 Board of Ed Work Session Calendar (1).pdf (242 KB)

12. Future Meetings

Subject	**A. Board Work Session: Wednesday, August 21, 2024, 9:00 AM**
Meeting	Aug 12, 2024 - Board of Education Meeting
Category	12. Future Meetings
Type	Information

Subject	**B. Board Meeting: Monday, August 26, 2024, 6:00 PM**
Meeting	Aug 12, 2024 - Board of Education Meeting
Category	12. Future Meetings
Type	Information

13. Closed Session

Subject	**A. Motion to go into Closed Session**
Meeting	Aug 12, 2024 - Board of Education Meeting
Category	13. Closed Session
Type	Action, Procedural
Recommended Action	Motion to go into Closed Session.

Motion & Voting

Motion to go into Closed Session.

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

Subject	**B. Wisconsin State Statute 19.85 (1)(g) Conferring with legal counsel for the governmental body who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved: for the purpose of discussing a Legal matter update.**
Meeting	Aug 12, 2024 - Board of Education Meeting
Category	13. Closed Session
Type	Discussion, Information

Subject	**C. Wisconsin State Statute 19.85 (1)(c) Considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility, for the purpose of discussing compensation for the following groups/individuals within said groups: Superintendent's Compensation/Contract.**

Meeting	Aug 12, 2024 - Board of Education Meeting
Category	13. Closed Session
Type	Discussion, Information

Subject	**D. Motion to Adjourn the Meeting**
Meeting	Aug 12, 2024 - Board of Education Meeting
Category	13. Closed Session
Type	Action, Procedural

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: 2024-2025 Meal Price Increase

Background Information:

The National School Lunch Program requires an annual price adjustment if there is a difference between the free reimbursement rate and paid reimbursement rate. For the 2023-24 school year, the DPI rate of $3.85 exceeded our weighted average meal price of $2.825, which is a difference of $1.025. If we elect not to increase the meal price, we must provide non-Federal funding (Fund 10) to cover the difference. This would be a cost of approximately $366,000.00. The maximum DPI increase is $.10 per year per meal type. Our last meal price increase was in 2018-2019. Several years were exempt from this rule during the pandemic.

Per DPI: The equity price for the 24-25 SY is $3.85 which means all schools should in theory price their student-paid lunch prices at this amount to ensure they are not using federal reimbursement to cover the cost of the Paid student meals.

These price increases will not affect the CEP schools which are free for breakfast and lunch. Those schools are: ABS, Badger, Columbus, Dunlap, Edison, Foster, Franklin, Highlands, Horizon, Jefferson, Johnston, McKinley, Richmond, Wilson MS and West HS. In addition to the CEP schools we also have Universal Free Breakfast for: Berry, Classical, Ferber, Odyssey, Houdini, Huntley, Fox River, and Magellan.

As previously discussed, even with the increase our pricing remains competitive with other local public schools.

Instructional Impact: None

Fiscal Impact:

Based on this calculation, our paid school lunch prices would require an increase of $.10 which is the maximum amount that DPI can require us to increase prices each year. Based on the daily average of paid meals (1744 lunch and 308 breakfast) the total additional revenue would be approximately $36,000 for the year. This is an annual increase per paid student of $17.40 (lunch only) or $34.80 (breakfast and lunch).

If we choose not to increase the prices by the required $.10 we would then be required to move the difference of $1.025 per meal from Fund 10. This would be an estimated cost of $366,000.00.

Administrative Recommendation: Administration is recommending an increase in both breakfast and lunch paid pricing of $.10. Pricing for 2024-2025 would be as follows:

2024-2025 Pricing	Elementary	Middle	High
Breakfast	**$1.25**	**$1.35**	**$1.35**
Reduced Breakfast	**$0.30**	**$0.30**	**$0.30**
Adult Breakfast	**$2.70**	**$2.70**	**$2.70**
Lunch	**$2.80**	**$3.05**	**$3.05**
Reduced Lunch	**$0.40**	**$0.40**	**$0.40**
Adult Lunch	**4.75**	**$4.75**	**$4.75**

Contact Person(s):

Holly Burr burrholly@aasd.k12.wi.us x60061
Diane Wittman wittmandiane@aasd.k12.wi.us 60067

BOE: August 12, 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***
Tanya R. Arps	School Counselor	Classical/Foster	100%
Margaret A. Baeb	Instructional Coach	Omolade	100%
Brooke B. Belter	Special Ed-Cross Cat	Edison	100%
Madison J. Brzezinski	ELA/Math/Science/SS	Kaleidoscope	100%
Joshua A. Crabb	Dean of Students	Badger	100%
Emily C. Duvernell	Elementary	TBD	100%
Megan E. Geerts	English Language Arts	Madison	100%
Alissa M. Geiger	Literacy-Interventionist	Franklin	100%
Krista M. Hannemann	Grade 5	Houdini	100%
Michael J. Hartman	Business Education	WCA	100%
Patrisha M. Hoffman	Elementary	TBD	100%
Patricia K. Israel	English Language Arts	FCLA/North	100%
Zay C.R. Lenaburg	TAG/SEL	Odyssey/Magellan	41%
Amy B. Monigal	Technology Education	WCA	100%
Malinda Popp	World Language-Spanish	Wilson	100%
Mikayla A. Robinson	Elementary	TBD	100%
Brooke M. Rogers	Physical Education	Houdini	100%
Ashley A. Rossmeissl	STEM/Instructional Coach	Wilson	91%
Karen M. Sieber	Dean of Students	Appleton Bilingual	50%
Teresa C. Smith	Special Ed-Cross Cat.	Madison	100%
Carrie L. Walkup	Special Ed-Cross Cat.	Madison	100%
Gina M. Welsh	Special Ed-Cross Cat.	Huntley	100%

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: August 12, 2024

ITEM FOR CONSIDERATION

Topic: Professional Educator Contract Change(s)

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

Name	Position	Location	FTE
Brody J. Strachan	Music-Choral/Exploratory	Wilson/Magellan	30% to 100%

Fiscal Note: As indicated above.

Administrative Recommendation: Approval

Instructional Impact: This assignment adjustment will meet student needs.

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

BOE: August 12, 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.

Shannon M. Jelinski has been with the District for two years, most recently as a School Counselor at Classical School and Foster Elementary Charter School.

Kay L. Krejcarek has been with the District for three and one-half years, most recently as a Speech & Language Pathologist at Franklin Elementary School.

Susan J. Ring has been with the District for three years, most recently as a School Social Worker at Badger and Richmond Elementary Schools.

Irma Tavlian has been with the District for two years, most recently as a Marketing Teacher at North High School.

Marissa A. Wettengel has been with the District for five years, most recently as a Grade 4 Teacher at Edison Elementary School.

Dorothy R.A. Witzeling has been with the District for nineteen years, most recently as a Grade 4/5 Teacher at Odyssey Magnet School.

The following Professional Educator was a recent hire and has submitted a letter of resignation prior to the August 26, 2024, start date:

- **Rebecca Bunker -** English Language Arts at North High School
- **Michael Rajsich -**Business Education at Wisconsin Connections Academy
- **Ariane Zimmerman –** School Counselor at North High School

Instructional Impact: Qualified replacements will be procured.

Fiscal Impact: Dependent upon replacements.

Administrative Recommendation: Approval

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

BOE: August 12, 2024

ITEM FOR CONSIDERATION

Topic: Professional Educator Resignation(s) - REVISED

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

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The following Professional Educator was a recent hire and has submitted a letter of resignation prior to the August 26, 2024, start date:

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- **Ariane Zimmerman –** School Counselor at North High School

Instructional Impact: Qualified replacements will be procured.

Fiscal Impact: Dependent upon replacements.

Administrative Recommendation: Approval

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

BOE: August 12, 2024

ITEM FOR CONSIDERATION

Topic: Administrative Hire(s)

Background Information: The individuals listed below have been recommended for a contractual position for the 2024-2025 school year:

Emily A. Clark is recommended for the Principal position at Badger Elementary School effective July 24, 2024. Mrs. Clark most recently served as Dean of Students and Athletics at Vel Phillips Middle School in Oshkosh.

Stephanie M. Desens is recommended for Associate Principal of Curriculum and Instruction at North High School effective August 7, 2024 . Ms. Desens most recently served the Dean of Students at North High School.

Instructional Impact: These highly qualified candidates will ensure the continuation of quality instruction and student support.

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

Administrative Recommendation: Approval

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

BOE: August 12, 2024

ITEM FOR CONSIDERATION

Topic: Administrative Transfer(s)

Background Information: The following administrator is recommended for a transfer effective August 1, 2024:

Joshua A. Chudacoff is recommended for the Principal position at West High School. Mr. Chudacoff has been with the District for one year, most recently as the Associate Principal of Curriculum and Instruction at North High School.

Instructional Impact: Qualified replacement will be procured.

Fiscal Impact: Dependent upon replacement.

Administrative Recommendation: Approval

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

BOE: August 12, 2024

ITEM FOR CONSIDERATION

Topic: Internship(s)

Background Information: The Appleton Area School District has applied annually for multiple internship positions to the Department of Public Instruction (DPI). The Wisconsin Internship Program (WIP) governed by DPI is an effective strategy to develop talent for future positions. Interns are provided on-the-job training with cooperating teacher supervision and are compensated in the form of a stipend in accordance with DPI guidelines. The following internships are recommended for the first semester of the 2024-2025 school year effective August 26, 2024:

Name	***Position***	***Location***
Anna N. Chapin	Grade 3	Badger
Ashley M. Whittington	ELA	Kaleidoscope

Instructional Impact: These interns will learn teaching skills while providing students with quality instruction.

Fiscal Impact: The total cost of the internship is $5,000, which includes a $4,500 compensation stipend to the intern and a $500 professional development fee to DPI.

Administrative Recommendation: It is recommended that these individuals are approved for internship positions for the first semester of the 2024-2025 school year.

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

BOE: August 12, 2024

ITEM FOR CONSIDERATION

Topic: 2024-2025 Meal Price Increase

Background Information:

The National School Lunch Program requires an annual price adjustment if there is a difference between the free reimbursement rate and paid reimbursement rate. For the 2023-24 school year, the DPI rate of $3.85 exceeded our weighted average meal price of $2.825, which is a difference of $1.025. If we elect not to increase the meal price, we must provide non-Federal funding (Fund 10) to cover the difference. This would be a cost of approximately $366,000.00. The maximum DPI increase is $.10 per year per meal type. Our last meal price increase was in 2018-2019. Several years were exempt from this rule during the pandemic.

Per DPI: The equity price for the 24-25 SY is $3.85 which means all schools should in theory price their student-paid lunch prices at this amount to ensure they are not using federal reimbursement to cover the cost of the Paid student meals.

These price increases will not affect the CEP schools which are free for breakfast and lunch. Those schools are: ABS, Badger, Columbus, Dunlap, Edison, Foster, Franklin, Highlands, Horizon, Jefferson, Johnston, McKinley, Richmond, Wilson MS and West HS. In addition to the CEP schools we also have Universal Free Breakfast for: Berry, Classical, Ferber, Odyssey, Houdini, Huntley, Fox River, and Magellan.

As previously discussed, even with the increase our pricing remains competitive with other local public schools.

Instructional Impact: None

Fiscal Impact:

Based on this calculation, our paid school lunch prices would require an increase of $.10 which is the maximum amount that DPI can require us to increase prices each year. Based on the daily average of paid meals (1744 lunch and 308 breakfast) the total additional revenue would be approximately $36,000 for the year. This is an annual increase per paid student of $17.40 (lunch only) or $34.80 (breakfast and lunch).

If we choose not to increase the prices by the required $.10 we would then be required to move the difference of $1.025 per meal from Fund 10. This would be an estimated cost of $366,000.00.

Administrative Recommendation: Administration is recommending an increase in both breakfast and lunch paid pricing of $.10. Pricing for 2024-2025 would be as follows:

2024-2025 Pricing	Elementary	Middle	High
Breakfast	**$1.25**	**$1.35**	**$1.35**
Reduced Breakfast	**$0.30**	**$0.30**	**$0.30**
Adult Breakfast	**$2.70**	**$2.70**	**$2.70**
Lunch	**$2.80**	**$3.05**	**$3.05**
Reduced Lunch	**$0.40**	**$0.40**	**$0.40**
Adult Lunch	**4.75**	**$4.75**	**$4.75**

Contact Person(s):

Holly Burr burrholly@aasd.k12.wi.us x60061
Diane Wittman wittmandiane@aasd.k12.wi.us 60067

BOE: August 12, 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***
Tanya R. Arps	School Counselor	Classical/Foster	100%
Margaret A. Baeb	Instructional Coach	Omolade	100%
Brooke B. Belter	Special Ed-Cross Cat	Edison	100%
Madison J. Brzezinski	ELA/Math/Science/SS	Kaleidoscope	100%
Joshua A. Crabb	Dean of Students	Badger	100%
Emily C. Duvernell	Elementary	TBD	100%
Megan E. Geerts	English Language Arts	Madison	100%
Alissa M. Geiger	Literacy-Interventionist	Franklin	100%
Krista M. Hannemann	Grade 5	Houdini	100%
Michael J. Hartman	Business Education	WCA	100%
Patrisha M. Hoffman	Elementary	TBD	100%
Patricia K. Israel	English Language Arts	FCLA/North	100%
Shayla R. Kimball	School Counselor	North	100%
Zay C.R. Lenaburg	TAG/SEL	Odyssey/Magellan	41%
Amy B. Monigal	Technology Education	WCA	100%
Malinda Popp	World Language-Spanish	Wilson	100%
Mikayla A. Robinson	Elementary	TBD	100%
Brooke M. Rogers	Physical Education	Houdini	100%
Ashley A. Rossmeissl	STEM/Instructional Coach	Wilson	91%
Karen M. Sieber	Dean of Students	Appleton Bilingual	50%
Teresa C. Smith	Special Ed-Cross Cat.	Madison	100%
Carrie L. Walkup	Special Ed-Cross Cat.	Madison	100%
Gina M. Welsh	Special Ed-Cross Cat.	Huntley	100%

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: August 12, 2024

ITEM FOR CONSIDERATION

Topic: Professional Educator Contract Change(s)

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

Name	Position	Location	FTE
Brody J. Strachan	Music-Choral/Exploratory	Wilson/Magellan	30% to 100%

Fiscal Note: As indicated above.

Administrative Recommendation: Approval

Instructional Impact: This assignment adjustment will meet student needs.

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

BOE: August 12, 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.

Shannon M. Jelinski has been with the District for two years, most recently as a School Counselor at Classical School and Foster Elementary Charter School.

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The following Professional Educator was a recent hire and has submitted a letter of resignation prior to the August 26, 2024, start date:

- **Rebecca Bunker -** English Language Arts at North High School
- **Michael Rajsich -**Business Education at Wisconsin Connections Academy
- **Ariane Zimmerman –** School Counselor at North High School

Instructional Impact: Qualified replacements will be procured.

Fiscal Impact: Dependent upon replacements.

Administrative Recommendation: Approval

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

BOE: August 12, 2024

ITEM FOR CONSIDERATION

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- **Ariane Zimmerman –** School Counselor at North High School

Instructional Impact: Qualified replacements will be procured.

Fiscal Impact: Dependent upon replacements.

Administrative Recommendation: Approval

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

BOE: August 12, 2024

ITEM FOR CONSIDERATION

Topic: Administrative Hire(s)

Background Information: The individuals listed below have been recommended for a contractual position for the 2024-2025 school year:

Emily A. Clark is recommended for the Principal position at Badger Elementary School effective July 24, 2024. Mrs. Clark most recently served as Dean of Students and Athletics at Vel Phillips Middle School in Oshkosh.

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Instructional Impact: These highly qualified candidates will ensure the continuation of quality instruction and student support.

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

Administrative Recommendation: Approval

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

BOE: August 12, 2024

ITEM FOR CONSIDERATION

Topic: Administrative Transfer(s)

Background Information: The following administrator is recommended for a transfer effective August 1, 2024:

Joshua A. Chudacoff is recommended for the Principal position at West High School. Mr. Chudacoff has been with the District for one year, most recently as the Associate Principal of Curriculum and Instruction at North High School.

Instructional Impact: Qualified replacement will be procured.

Fiscal Impact: Dependent upon replacement.

Administrative Recommendation: Approval

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

BOE: August 12, 2024

ITEM FOR CONSIDERATION

Topic: Internship(s)

Background Information: The Appleton Area School District has applied annually for multiple internship positions to the Department of Public Instruction (DPI). The Wisconsin Internship Program (WIP) governed by DPI is an effective strategy to develop talent for future positions. Interns are provided on-the-job training with cooperating teacher supervision and are compensated in the form of a stipend in accordance with DPI guidelines. The following internships are recommended for the first semester of the 2024-2025 school year effective August 26, 2024:

Name	***Position***	***Location***
Anna N. Chapin	Grade 3	Badger
Ashley M. Whittington	ELA	Kaleidoscope

Instructional Impact: These interns will learn teaching skills while providing students with quality instruction.

Fiscal Impact: The total cost of the internship is $5,000, which includes a $4,500 compensation stipend to the intern and a $500 professional development fee to DPI.

Administrative Recommendation: It is recommended that these individuals are approved for internship positions for the first semester of the 2024-2025 school year.

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

BOE: August 12, 2024

ITEM OF INFORMATION

Topic: District Policy Adoption: 411.3- Nondiscrimination on the basis of sex in education programs or activities

Background Information: To strengthen our commitment to creating a safe and equitable environment for all students, we are implementing the updated Title IX regulations.

The final regulation adjustments promote accountability and fulfill Title IX's nondiscrimination mandate by requiring schools to act promptly and effectively in response to information about conduct that reasonably may constitute sex discrimination, including sexual violence and other forms of sex-based harassment.

Instructional Impact:

Accurate and current Board policies are critical to school operations, establishing a safe and welcoming school environment and providing high quality instruction for our students.

Contact Person(s): Assistant Superintendent, Mike Hernandez, hernandezmicha@aasd.k12.wi.us (920) 852-5300 ext. 60116

BOE: August 12, 2024

NONDISCRIMINATION
ON THE BASIS OF SEX IN EDUCATION PROGRAMS or ACTIVITIES

This policy pertains to sex discrimination, including sex-based harassment, which occurs on or after August 1, 2024. Allegations of sex-based harassment that occur on or before July 31, 2024, shall be addressed pursuant to Policy 411.1 and 411.2. Throughout this policy, unless expressly stated otherwise, reference to "Title IX" includes and incorporates the 2024 Title IX regulations (also known as the "2024 Final Rule"). The Title IX regulations are found at 34 C.F.R. Part 106. References solely to Title IX (20 U.S.C. §§ 1681 – 1688) are denoted as "Title IX (Statute)." In this policy, unless the context otherwise requires, words importing the singular include the plural and vice versa.

For purposes of this policy, both Policy 411.1 - Student Harassment and Policy 411.2 - Student Nondiscrimination are frequently referenced herein and shall only be referred to by the policy number. As identified in Policy 411.1 and 411.2, those policies shall be used for allegations of sex discrimination, including Sexual Harassment, that is based on conduct alleged to have occurred prior to August 1, 2024.

The Board of Education of the Appleton Area School District (hereinafter referred to as "the Board" or "the District") does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in admission and employment. Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

The Board is committed to maintaining an education and work environment that is free from sex discrimination (including sex-based harassment), responding promptly and effectively when it has knowledge of conduct that reasonably may constitute sex discrimination, and addressing sex discrimination in its education program or activity. Persons who commit sex-based harassment are subject to the full range of disciplinary sanctions set forth in this policy. The Board will provide persons who have experienced sex-based harassment ongoing remedies as reasonably necessary to restore or preserve access to the District's education program or activity.

Definitions

Words used in this policy shall have those meanings specified herein; words not defined herein shall be construed according to their plain and ordinary meanings.

Complainant means**:**

A. a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX; or

B. a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX and who was participating or attempting to participate in the District's education program or activity at the time of the alleged sex discrimination.

Complaint means**:** an oral or written request to the District that objectively can be understood as a request for the District to investigate and make a determination about alleged discrimination under Title IX.

Day(s): Unless expressly stated otherwise, the term "day" or "days" as used in this policy means business day(s) (i.e., a day(s) that the Board office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays).

Disciplinary sanctions means**:** consequences imposed on a respondent following a determination under Title IX that the respondent violated the Board's prohibition on sex discrimination.

Education program or activity refers to: all the District's operations including, but not limited to, in-person and online/remote educational instruction, employment, extra-curricular activities, athletics, performances, and community engagement and outreach programs. The term applies to all activity that occurs on school grounds or on other property owned or occupied by the Board. It also includes events and circumstances that take place off school property/grounds but over which the District asserts disciplinary authority.

Eligible Student means: a student who has reached eighteen (18) years of age or is attending an institution of postsecondary education.

Exculpatory evidence means**:** evidence that is favorable to a respondent because it helps excuse, justify, or absolve a respondent of alleged wrongdoing and tends to establish a respondent did not engage in sex discrimination.

Inculpatory evidence means: evidence that links a respondent to alleged wrongdoing and tends to establish a respondent engaged in sex discrimination (i.e., has culpability).

Parental status means**:** the status of a person who, with respect to another person who is under the age of eighteen (18) or who is eighteen (18) or older but is incapable of self-care because of a physical or mental disability, is:

A. a biological parent;

B. an adoptive parent;

C. a foster parent;

D. a stepparent;

E. a legal custodian or guardian;

F. in loco parentis with respect to such a person; or

G. actively seeking legal custody, guardianship, visitation, or adoption of such a person.

Party means: a complainant or respondent.

Peer retaliation means: retaliation by a student against another student.

Pregnancy or related conditions means:

A. pregnancy, childbirth, termination of pregnancy, or lactation;

B. medical conditions related to pregnancy, childbirth, termination of pregnancy, or lactation; or

C. recovery from pregnancy, childbirth, termination of pregnancy, lactation, or related medical conditions.

Relevant means**:** related to the allegations of sex discrimination under investigation as part of the Board's grievance procedures. Questions are relevant when they seek evidence that may aid in showing whether the alleged sex discrimination occurred, and evidence is relevant when it may aid a decision-maker in determining whether the alleged sex discrimination occurred.

Remedies means**:** measures provided, as appropriate, to a complainant or any other person the District identifies as having had their equal access to the District's education program or activity limited or denied by sex discrimination. These measures are provided to restore or preserve that person's access to the District's education program or activity after the District determines that sex discrimination occurred.

Respondent means**:** a person who is alleged to have violated the Board's prohibition on sex discrimination.

Retaliation means**:** intimidation, threats, coercion, or discrimination against any person by the District, a student, a Board member, or any other person authorized by the Board to provide aid, benefit, or service under the District's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under the 2024 Title IX regulations.

Sex-based harassment prohibited under this policy and the 2024 Title IX regulations is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex – including on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity – that is:

A. **Quid pro quo harassment**. An employee, agent, or other person authorized by the Board to provide an aid, benefit, or service under the District's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct.

OR

B. **Hostile environment harassment.** Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the District's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:

1. the degree to which the conduct affected the complainant's ability to access the District's education program or activity;

2. the type, frequency, and duration of the conduct;

3. the parties' ages, roles within the District's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;

4. the location of the conduct and the context in which the conduct occurred; and

5. other sex-based harassment in the District's education program or activity.

OR

C. **Specific offenses**.

1. Sexual assault meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

2. Dating violence meaning violence committed by a person:

A. who is or has been in a social relationship of a romantic or intimate nature with the victim; and

B. where the existence of such a relationship shall be determined based on a consideration of the following factors:

1. the length of the relationship;

2. the type of relationship; and

3. the frequency of interaction between the persons involved in the relationship.

3. Domestic violence meaning felony or misdemeanor crimes committed by a person who:

A. is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction in which the District is located, or a person similarly situated to a spouse of the victim;

B. is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;

C. shares a child in common with the victim; or

D. commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the applicable jurisdiction.

4. Stalking meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

A. fear for the person's safety or the safety of others; or

B. suffer substantial emotional distress.

Student means**:** a person eligible to enroll in, attend, or participate in an elementary (including preschool) or secondary school in the District and who is enrolled in, attending, or participating in, or is seeking/attempting to enroll in, attend, or participate in the District's education program or activity.

Student with a disability means: a student who is an individual with a disability as defined under Section 504 of the Rehabilitation Act of 1973, as amended ("Section 504"), or a child with a disability as defined under the Individuals with Disabilities Education Improvement Act ("IDEA").

Supportive measures means**:** individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to the complainant or respondent to:

A. restore or preserve that party's access to the District's education program or activity, including measures that are designed to protect the safety of the parties or the District's educational environment; or

B. provide support during the Board's grievance procedures or an informal resolution process.

Parental, Family, or Marital Status

The Board will not adopt or apply any policy, practice, or procedure concerning a student's current, potential, or past parental, family, or marital status that treats such students differently on the basis of sex.

Pregnancy or Related Conditions

Students:

The Board prohibits discrimination in its education program or activity against any student based on the student's current, potential, or past pregnancy or related conditions.

The District will not require a student who is pregnant or has related conditions to provide certification from a healthcare provider or any other person that the student is physically able to participate in the District's class, program, or extracurricular activity unless:

A. the certified level of physical ability or health is necessary for participation in the class, program, or extra-curricular activity;

B. the District requires such certification of all students participating in the class, program, or extra-curricular activity; and

C. the information obtained is not used as a basis for discrimination prohibited by Title IX or this Policy.

District's Responsibilities with Respect to a Student's Pregnancy or Related Conditions

When a staff member is informed of a student's pregnancy or related conditions by the student or a person who has a legal right to act on behalf of the student, the member shall promptly provide that person with the Title IX Coordinator's contact information and inform that person that the Title IX Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to the District's education program or activity, unless the employee reasonably believes the Title IX Coordinator has already been notified.

Once a student, or a person who has a legal right to act on behalf of the student, notifies the Title IX Coordinator of the student's pregnancy or related conditions, the Title IX Coordinator shall promptly take the following specific actions to effectively prevent sex discrimination and ensure equal access to the District's education program or activity:

A. Inform the student and, if applicable, the person who notified the Title IX Coordinator of the District's obligations to:

1. prohibit sex discrimination under this policy, including sex-based harassment;

2. provide the student with the option of reasonable modifications to the Board's policies, practices, or procedures because of pregnancy or related conditions;

3. allow access, on a voluntary basis, to any separate and comparable portion of the District's education program or activity;

4. allow a voluntary leave of absence;

5. provide lactation space; and

6. maintain grievance procedures that provide for the prompt and equitable resolution of complaints of sex discrimination, including sex-based harassment.

B. Provide the student with voluntary reasonable modifications to the Board's policies, practices, or procedures because of pregnancy or related conditions.

C. Allow the student to take a voluntary leave of absence from the District's education program or activity to cover, at minimum, the period of time deemed medically necessary by the student's licensed healthcare provider. To the extent that a Board maintains a leave policy for students that allows a greater period of time than the medically necessary period, the Board shall permit the student to take leave under that policy instead if the student so chooses. When the student returns to the District's education program or activity, the student will be reinstated to the academic status and, as practicable, to the extra-curricular status that the student held when the leave began.

D. Provide lactation space, which must be a space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used by a student for expressing breast milk or breastfeeding as needed.

Employees:

The Board will not adopt or implement any policy, practice, or procedure, or take any employment action, on the basis of sex:

A. concerning the current, potential, or past parental, family, or marital status of an employee or applicant for employment, which treats persons differently; or

B. that is based upon whether an employee or applicant for employment is the head of household or principal wage earner in such employee's or applicant's family unit.

The Board also will not make a pre-employment inquiry as to the marital status of an applicant for employment, including whether such applicant is a "Miss or Mrs."

Similarly, the Board will treat pregnancy or related conditions as any other temporary medical conditions for all job-related purposes, including commencement, duration, and extensions of leave; payment of disability income; accrual of seniority and any other benefit or service; and reinstatement; and under any fringe benefit offered to employees by virtue of employment.

If an employee has insufficient leave or accrued employment time to qualify for leave under the Board's leave policy, the Board will treat pregnancy or related conditions as a justification for a voluntary leave of absence without pay for a reasonable period of time, at the conclusion

of which the employee shall be reinstated to the status held when the leave began or to a comparable position, without decrease in rate of compensation or loss of promotional opportunities, or any other right or privilege of employment.

The Board will provide reasonable break time for an employee to express breast milk or breastfeed as needed and will provide the employee with access to a lactation space, which must be a space other than a bathroom that is clean, shielded from view, free from intrusion from others, and may be used by an employee for expressing breast milk or breastfeeding as needed.

TITLE IX COORDINATOR(S)

The Board designates and authorizes the following individual(s) to coordinate its efforts to comply with the Board's responsibilities under Title IX:

If employee related:

Michael Hernandez
Assistant Superintendent of School Services
131 E Washington St, Suite 1A
P.O. Box 2019
Appleton, WI 54911
(920) 852-5300 ext. 60112
hernandezmicha@aasd.k12.wi.us

If student related:

Michael Hernandez
Assistant Superintendent of School Services
131 E Washington St, Suite 1A
P.O. Box 2019
Appleton, WI 54911
(920) 852-5300 ext. 60112
hernandezmicha@aasd.k12.wi.us

The Board designates a member of the Leadership Team as the coordinator who is ultimately responsible for oversight over the Board's compliance with its responsibilities under Title IX.

The Title IX Coordinator may delegate specific duties to one (1) or more designees.

The Title IX Coordinator shall report directly to the District Administrator except when the District Administrator is a party to a complaint (i.e., either the complainant or the respondent). Under such circumstances, the Title IX Coordinator shall report directly to the Board President until the matter in which the District Administrator is a party is concluded.

Questions about this policy and policy 411.1 and 411.2 should be directed to the Title IX Coordinator.

The Title IX Coordinator shall monitor the District's education programs and activities for barriers to reporting information about conduct that reasonably may constitute sex discrimination under Title IX, and take steps reasonably calculated to address such barriers.

The Title IX Coordinator is responsible for notifying all participants in the District's education program or activity of how to contact its confidential employees.

Notice of Nondiscrimination

The District Administrator shall provide a notice of nondiscrimination to students, parents, guardians, or other authorized legal representatives of elementary and secondary students; employees; and applicants for admission and employment; and all unions and professional organizations holding collective bargaining or professional agreements with the Board. Specifically, the District Administrator shall post the notice of discrimination on the District's website and in each handbook, catalog, announcement, bulletin, and application form that it makes available to the persons listed above, or which are otherwise used in connection with the recruitment of students or employees.

GRIEVANCE PROCEDURES

The Board adopts the following grievance procedures to provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in the District's education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX. These grievance procedures shall be used for all complaints of sex discrimination, including sex-based harassment, involving conduct alleged to have occurred on or after August 1, 2024.

These grievance procedures also may be used, at the discretion of the Title IX Coordinator, to investigate, address, and remedy (as necessary) conduct alleged to have occurred before August 1, 2024, that does not involve sex-based harassment, but some other form of sex discrimination prohibited by Title IX (Statute) – e.g., claims of unequal athletic opportunities, admissions discrimination, discrimination in courses or academic programs (i.e., excluding students from certain classes or programs based on their sex), pregnancy discrimination, unequal treatment based on parental, family, or marital status, discrimination in employment (including in hiring, promotion, and compensation), and retaliation. If the Title IX Coordinator elects not to use these grievances procedures to investigate and resolve such claims, the Title IX Coordinator will still need to implement some procedures to assess – in a prompt, effective, and equitable manner – whether Title IX (Statute) was violated, and, if it was, how best to end the sex discrimination in the District's education program or activity, prevent its recurrence, and remedy its effects.

Reports and Formal Complaints of "Sexual Harassment" (as defined in policies 411.1 and 411.2) involving conduct alleged to have occurred prior to August 1, 2024, are subject to the grievance procedures.

Under all circumstances, the Title IX Coordinator shall offer and coordinate supportive measures, as appropriate, in accordance with this policy and policies 411.1 and 411.2 if the

Report or Formal Complaint involves "Sexual Harassment" alleged to have occurred prior to August 1, 2024.

If the conduct giving rise to a report or complaint of sex discrimination is alleged to have occurred both before and after August 1, 2024 (i.e., is part of a pattern of sex discrimination), the Title IX Coordinator shall determine, after consulting with the Board's Legal Counsel, whether to use the grievance procedures contained in this policy or the grievance procedures contained in policy 411.1 and policy 411.2. The Title IX Coordinator will notify, in writing, the parties of the determination and the rationale for it. Under no circumstances, however, will a party be denied the due process to which the party is entitled based on the U.S. Department of Education-issued regulations in effect at the time the conduct alleged to violate Title IX (Statute) took place. Nothing herein shall prevent the Title IX Coordinator from using a hybrid grievance procedure that contains aspects of the grievance procedures contained in both this policy and policies 411.1 and 411.2., so that the parties receive all of the due process to which they are entitled.

Complaints:

The following people may make a complaint of sex discrimination – i.e., request that the District investigate and make a determination about whether sex discrimination as prohibited under Title IX occurred:

A. a "complainant," which includes:

1. a student or employee of the District who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX; or

2. a person other than a student or employee of the District who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX at a time when that individual was participating or attempting to participate in the District's education program or activity;

B. a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant;

C. the District's Title IX Coordinator.

A person is entitled to make a complaint of sex-based harassment only if they themselves are alleged to have been subjected to the sex-based harassment, if they have a legal right to act on behalf of such person who was subjected to the sex-based harassment, or if the Title IX Coordinator initiates a complaint consistent with the requirements of the 2024 Title IX regulations.

With respect to complaints of sex discrimination other than sex-based harassment, in addition to the people listed above, the following persons have a right to make a complaint:

A. any student or employee of the District; or

B. any person other than a student or employee who was participating or attempting to participate in the District's education program or activity at the time of the alleged sex discrimination.

The District may consolidate complaints of sex discrimination against more than one (1) respondent, or by more than one (1) complainant against one (1) or more respondents, or by one (1) party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances. When more than one (1) complainant or more than one (1) respondent is involved, references below to a party, complainant, or respondent include the plural, as applicable.

Basic Requirements:

The District will treat complainants and respondents equitably.

All persons involved with implementing the grievance procedures and any other aspects, including the Title IX Coordinator, the investigator, the decision-maker, and the appeal decision-maker, and the facilitator of the informal resolution process, shall be free from any conflicts of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

The Title IX Coordinator may serve simultaneously as an investigator and/or a decision-maker. If the Title IX Coordinator does not intend to serve as the investigator and decision-maker in a specific case, the Title IX Coordinator shall designate one (1) or more administrators who are appropriately trained to serve in the role. Likewise, the Title IX Coordinator shall appoint an appeal decision-maker when an appeal is filed.

In circumstances when the Title IX Coordinator and trained administrators do not have time/capacity to serve, or are prevented due to a conflict of interest, bias, or partiality, or other reasons that impair the Title IX Coordinator and other trained administrators from serving as an investigator and/or decision-maker in a specific case, the Title IX Coordinator shall, in consultation with the District Administrator or Board President (as appropriate), secure one (1) or more independent third parties to serve as the investigator and/or decision-maker. Similarly, the Title IX Coordinator has authority, in consultation with the District Administrator or Board President (as appropriate), to secure an independent third party to serve as the appeal decision-maker.

The District presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

Under ordinary circumstances, the Board expects to complete the major stages of the grievance procedures within the timeframe specified below:

A. **Evaluation** – The Title IX Coordinator will determine whether to dismiss a complaint or investigate it within 15 days of receiving the complaint.

B. **Investigation** – The Title IX Coordinator, or designated investigator, shall ordinarily complete the investigation (i.e., collect relevant evidence that is not otherwise impermissible) within 90 days of the Title IX Coordinator determining the charges

require investigation. If, however, the Title IX Coordinator, or designated investigator, determines that the investigation is going to take longer, the Title IX Coordinator will so notify the parties and will thereafter keep the parties informed of the status of the matter on a basis. Once the Title IX Coordinator, or designated investigator, provides the parties with "access" to either the relevant and not otherwise impermissible evidence and/or an accurate description of the evidence, the parties will have 5 days to respond to the evidence or the description of the evidence unless the Title IX Coordinator approves a party's written request for more time. If the Title IX Coordinator approves such a request, both parties will be afforded an equal amount of time to submit their response.

C. **Determination** – After the parties either submit responses to the evidence/description of the evidence, or the deadline for submitting such responses expires, the Title IX Coordinator, or designated decision-maker, will consider the relevant and otherwise not impermissible evidence and issue a determination as to whether sex discrimination occurred. The determination shall be issued within 10 days of the deadline for the parties to submit responses to the evidence/description of the evidence unless the Title IX Coordinator approves an extension of time, which must be communicated in writing to the parties.

D. **Appeal** – A party filing an appeal of the Title IX Coordinator's decision to dismiss a complaint must do so within 5 days of receiving the Dismissal.

The Title IX Coordinator, or the District Administrator if the Title IX Coordinator is the individual requesting an extension, may approve reasonable extensions of the preceding timeframes on a case-by-case basis for good cause with notice to the parties.

The District will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties shall not engage in retaliation, including against witnesses.

The Title IX Coordinator, or designated decision-maker, shall objectively evaluate all evidence that is relevant and not otherwise impermissible — including both inculpatory and exculpatory evidence. Credibility determinations shall not be based on a person's status as a complainant, respondent, or witness.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be accessed or considered, except by the District to determine whether one of the exceptions listed below applies; will not be disclosed; and will not otherwise be used), regardless of whether they are relevant:

A. evidence that is protected under a privilege recognized by Federal or State law unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;

B. a party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with

the provision of treatment to the party or witness, unless the District obtains that party's or witness's voluntary, written consent for use in its grievance procedures; and

C. evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent shall not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude a determination that sex-based harassment occurred.

Notice of Allegations:

Upon initiation of the Board's grievance procedures, the Title IX Coordinator shall notify the parties of the following:

A. the Board's Title IX grievance procedures and informal resolution process

B. sufficient information available at the time to allow the parties to respond to the allegations, including the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination, and the date(s) and location(s) of the alleged incident(s);

C. retaliation is prohibited; and

D. the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence. If the Title IX Coordinator, or designated investigator, provides the parties with a description of the evidence, any party may request access to the relevant and not otherwise impermissible evidence. The Title IX Coordinator will provide the requesting party with the relevant and not otherwise impermissible evidence in a timely manner.

Should the Title IX Coordinator decide, at any point, to investigate allegations that are materially beyond the scope of the initial written notice, the Title IX Coordinator will provide a supplemental written notice describing the additional allegations to be investigated.

Dismissal of a Complaint:

The Title IX Coordinator may dismiss a complaint of sex discrimination if:

A. the District is unable to identify the respondent after taking reasonable steps to do so;

B. the respondent is not participating in the District's education program or activity and is not employed by the Board;

C. the complainant voluntarily withdraws any or all the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the District determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or

D. the District determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Before dismissing the complaint, the Title IX Coordinator will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the Title IX Coordinator will promptly notify, in writing, the complainant of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then the Title IX Coordinator will also simultaneously notify, in writing, the respondent of the dismissal and the basis for the dismissal.

The Title IX Coordinator will notify the complainant that a dismissal may be appealed and will provide the complainant with an opportunity to appeal the dismissal of a complaint. If the dismissal occurs after the respondent has been notified of the allegations, then the Title IX Coordinator will also notify the respondent that the dismissal may be appealed. Dismissals may be appealed on the following bases:

A. procedural irregularity that would change the outcome;

B. new evidence that would change the outcome and that was not reasonably available when the dismissal was made; and

C. the Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal is appealed, the Title IX Coordinator will:

A. notify the parties of any appeal, including notice of the allegations, if notice was not previously provided to the respondent;

B. implement appeal procedures equally for the parties;

C. ensure that the appeal decision-maker did not take part in an investigation of the allegations or dismissal of the complaint;

D. ensure that the appeal decision-maker has been trained consistent with the 2024 Title IX regulations;

E. provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome; and

F. notify the parties of the result of the appeal and the rationale for the result.

When a complaint is dismissed, the Title IX Coordinator will, at a minimum:

A. offer supportive measures to the complainant as appropriate;

B. if the respondent has been notified of the allegations, offer supportive measures to the respondent as appropriate; and

C. take other prompt and effective steps, as appropriate, to ensure that sex discrimination does not continue or recur within the District's education program or activity.

Informal Resolution Process:

In lieu of resolving a complaint through the Board's Title IX grievance procedures, the parties may instead elect to participate in an informal resolution process. The District will not offer informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Adding Allegations and/or Consolidating Complaints:

If, in the course of an investigation, the District decides to investigate additional allegations of sex discrimination by the respondent toward the complainant that are not included in the original Notice of Allegations provided or that are included in a complaint that is consolidated, the Title IX Coordinator will notify the parties of the additional allegations.

Investigation:

The District will provide for an adequate, reliable, and impartial investigation of complaints.

The burden is on the District — not on the parties — to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred.

The Title IX Coordinator, or the designated investigator and/or decision-maker, will provide an equal opportunity for the parties to present fact witnesses and other inculpatory and exculpatory evidence that are relevant and not otherwise impermissible.

The Title IX Coordinator, or the designated investigator and/or decision-maker, will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance.

The District will provide each party with an equal opportunity to access the evidence that is relevant to the allegations of sex discrimination and not otherwise impermissible, in the following manner:

A. the District will provide the parties with an equal opportunity to access either the relevant and not otherwise impermissible evidence, or an accurate description of this evidence; If the Title IX Coordinator, or designated investigator, provides a

description of the evidence, the Title IX Coordinator, or designated investigator, will provide the parties with an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party.

B. the District will provide a reasonable opportunity to the parties to respond to the evidence or the accurate description of the evidence; and

C. the District will take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures. Disclosures of such information and evidence for purposes of administrative proceedings or litigation related to the complaint of sex discrimination are authorized.

If the investigator and decision-maker are two (2) separate individuals, the decision-maker will have an opportunity to question the parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is both in dispute and relevant to evaluating one (1) or more allegations of sex discrimination.

If the investigator and the decision-maker are the same person, the decision-maker will have an opportunity to question the parties and witnesses in individual meetings as part of the investigation.

Before concluding the Investigation, the investigator may allow each party to propose/submit in writing relevant questions that the party wants asked of any party or witness and the investigator will review any questions submitted by the parties and ask those questions of the specific party or witness that the investigator determines – in the investigator's sole discretion – may lead to probative evidence that will assist the decision-maker in determining whether sex discrimination occurred. The investigator's decision to ask or not ask a specific question proposed by a party is not subject to review. Any questions asked must be relevant and not otherwise impermissible.

After the parties have an opportunity to review the relevant and not otherwise impermissible evidence, or an accurate description of this evidence, the decision-maker may allow each party to propose/submit in writing relevant questions that the party wants asked of any party or witness and the decision-maker will review any relevant and not otherwise impermissible questions submitted by the parties and ask those questions of the specific party or witness that the decision-maker determines – in the decisionmaker's sole discretion – may lead to probative evidence that will assist the decision-maker in determining whether sex discrimination occurred. The decision-maker's decision to ask or not ask a specific question proposed by a party is not subject to review. Any questions asked must be relevant and not otherwise impermissible.

Determination of Whether Sex Discrimination Occurred:

Following an investigation and evaluation of all relevant and not otherwise impermissible evidence, the Title IX Coordinator or designated decision-maker will:

A. Use the preponderance of the evidence standard of proof to determine whether sex discrimination occurred. This standard of proof requires the decision-maker to

evaluate relevant and not otherwise impermissible evidence for its persuasiveness. If the decision-maker, applying the applicable standard, is not persuaded by the relevant and not otherwise impermissible evidence that sex discrimination occurred, regardless of the quantity of the evidence, the decisionmaker will not determine that sex discrimination occurred.

B. Notify the parties, in writing, of the determination whether sex discrimination occurred under Title IX including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal.

C. Not impose discipline on a respondent for sex discrimination prohibited by Title IX unless there is a determination at the conclusion of the grievance procedures that the respondent engaged in prohibited sex discrimination.

D. If there is a determination that sex discrimination occurred, the Title IX Coordinator will, as appropriate:

1. coordinate the provision and implementation of remedies to a complainant and other people the District identifies as having had equal access to the District's education program or activity limited or denied by sex discrimination;

2. coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions; and

3. take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the District's education program or activity.

E. Comply with the grievance procedures before the imposition of any disciplinary sanctions against a respondent; and

F. Not discipline a party, witness, or others participating in the grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the determination of whether sex discrimination occurred.

Appeal of Determinations:

If a party disagrees with the decision-maker's determination as to whether sex discrimination occurred, the party may file an appeal. Appeals must be submitted, in writing, within 5 days of the appealing party's receipt of the Determination.

A party may appeal a Determination on the following bases:

A. procedural irregularity that would change the outcome;

B. new evidence that would change the outcome and that was not reasonably available when the Determination was made; and

C. the Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

The complainant may not challenge the ultimate disciplinary sanction/consequence that is imposed.

If a party appeals the decision-maker's determination, the Title IX Coordinator will:

A. notify the parties of any appeal;

B. implement appeal procedures equally for the parties;

C. designate an appeal decision-maker, who will be a person who did not conduct the Investigation or render the Determination, and is appropriately trained in this policy;

1. provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the decision-maker's determination;

2. provide the appeal decision-maker with the relevant and not otherwise impermissible evidence along with the accurate description of the relevant evidence (if one was prepared and shared with the parties), any responses the parties submitted to the investigator related to the evidence and/or the description of the evidence (if one was prepared), and the decision-maker's determination; and

3. notify the parties, in writing, of the result of the appeal and the appeal decision-maker's rationale for the outcome.

After a party files an appeal, both parties will have 5 days to submit to the appeal decision maker a statement in support of their position that they want the appeal decision-maker to consider in rendering a decision. Once the decision-maker receives each parties' statement, or the timeline for submitting such statements expires, the appeal decision-maker will have 10 days to issue a decision on the appeal.

No new or additional evidence may be submitted during the appeal process.

The appeal decision-maker shall determine the outcome of the appeal based on the appeal decision-maker's independent review of the record (i.e., the relevant and not otherwise impermissible evidence, the feedback the parties provided to the investigator and/or decision-maker based on their review of the relevant evidence and any description of the relevant evidence that was prepared and shared with the parties, and the decision-maker's written determination) and the appeal decision-maker's application of the law and Board policy to the facts in the record. The appeal decision-maker must give due deference and due weight to the decision-maker's factual findings and credibility determinations and should not overturn them unless non-testimonial extrinsic evidence in the record justifies a contrary conclusion or unless the record read in its entirety compels a contrary conclusion. Generally, the appeal decision-maker is expected to uphold the decision maker's determination unless the appeal decision-maker determines the decision-maker's determination is unlawful, unreasonable, or

against the manifest weight of the evidence. Every reasonable presumption must be made in favor of the decision-maker's determination.

The appeal decision-maker shall notify the Title IX Coordinator, in writing, of the result of the appeal and the rationale for the outcome. The Title IX Coordinator will then simultaneously notify the parties, in writing, of the result of the appeal and the appeal decision-maker's rationale for the outcome.

Supportive Measures:

The District will offer and coordinate supportive measures as appropriate for the complainant and/or respondent to restore or preserve that person's access to the District's education program or activity or provide support during the Board's grievance procedures or during the informal resolution process. For allegations of sex discrimination other than sex-based harassment or retaliation, the District's provision of support measures does not require the District, Board members, or any other person authorized to provide aid, benefit, or service on the District's behalf to alter the alleged discriminatory conduct for the purpose of providing a supportive measure

The Title IX Coordinator shall determine appropriate supportive measures on a case-by-case basis. Supportive measures may vary depending on what the Title IX Coordinator deems to be reasonably available. Supportive measures may include, but are not limited to: counseling; extensions of deadlines or other course-related adjustments; school/campus escort services; increased security and monitoring of certain areas of the campus (including school buildings and facilities); restrictions on contact between the parties; leaves of absence; changes in class, work, or extra-curricular or any other activity, regardless of whether there is or is not a comparable alternative; training and education programs related to sexbased harassment; referral to Employee Assistance Program; and other similar measures.

Supportive measures must not unreasonably burden either party and must be designed to protect the safety of the parties and/or the District's educational environment, or to provide support during the Board's grievance procedures or the informal resolution process.

The District will not impose such measures for punitive or disciplinary reasons.

The Title IX Coordinator may, as appropriate, modify or terminate supportive measures at the conclusion of the grievance procedures, or at the conclusion of the informal resolution process, or the District may continue them beyond that point.

The District will provide a complainant or respondent with a timely opportunity to seek, from an appropriate and impartial employee, modification or reversal of the Title IX Coordinator's decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee must be someone other than the employee who made the challenged decision and must have authority to modify or reverse the decision if the impartial employee determines that the decision to provide, deny, modify, or terminate the supportive measure was inconsistent with the definition of supportive measures as set forth in the Key Definitions section of this policy.

A party may seek additional modification or termination of a supportive measure applicable to them if circumstances change materially.

The District will not disclose information about any supportive measures to persons other than the person to whom they apply, including informing one party of supportive measures provided to another party, unless necessary to provide the supportive measure or restore or preserve a party's access to the District's education program or activity, or as otherwise permitted pursuant to the 2024 Title IX regulations.

If the complainant or respondent is an elementary or secondary student with a disability, the Title IX Coordinator shall consult with one (1) or more members, as appropriate, of the student's Individualized Education Program (IEP) team, if any, or one (1) or more members, as appropriate, of the student's Section 504 team, if any, to determine how to comply with the requirements of the IDEA and/or Section 504, in the implementation of supportive measures.

The District Administrator may place an employee respondent on administrative leave from employment responsibilities during the pendency of the Board's grievance procedures.

Disciplinary Sanctions and Remedies:

Following a determination that sex-based harassment occurred, the District may impose disciplinary sanctions, which may include:

For Students

A. **Informal Discipline**

1. writing assignments;

2. changing of seating or location;

3. detention;

4. in-school discipline;

B. **Formal Discipline**

1. suspension of bus riding/transportation privileges;

2. removal from co-curricular and/or extra-curricular activity(ies), including athletics;

3. emergency removal;

4. suspension for up to five (5) school days;

5. suspension for up to fifteen (15) consecutive school days if a notice of expulsion hearing has been sent;

6. suspension for up to ten (10) consecutive school days for each incident if the student is eligible for special education services under Chapter 115, Wis. Stats.;

7. expulsion;

8. permanent exclusion from co-curricular and/or extra-curricular activity(ies), including athletics or current class enrollment; and

9. any other sanction authorized by the Student Code of Conduct.

For Employees

A. oral or written warning;

B. written reprimands;

C. required counseling;

D. required training or education;

E. suspension with pay;

F. suspension without pay;

G. termination and any other sanction authorized by any applicable Board Policy and/or Employee/Administrator Handbook.

The District may also provide remedies, which may include disciplinary sanctions/consequences. The Title IX Coordinator will notify the District Administrator of the recommended remedies, so an authorized administrator can consider the recommendation and implement appropriate remedies in compliance with applicable due process procedures, whether statutory or contractual.

With respect to student respondents, the Title IX Coordinator will notify the District Administrator of the recommended remedies (including disciplinary sanctions/consequences), so an authorized administrator can consider the recommendation(s) and implement an appropriate remedy(ies) in compliance with Policy 112.1 Nondiscrimination on the Basis of Disability. Discipline of a student respondent must comply with the applicable provisions of the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972 (“Section 504"), and their respective implementing regulations.

Discipline of an employee will be implemented in accordance with Federal and State law, Board policy, and applicable provisions of any relevant employee handbooks.

Retaliation

Neither the Board nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or this policy, or because the individual made a report or complaint, testified, assisted, or

participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including initiating a disciplinary process against a person for a code of conduct violation that does not involve sex discrimination but arises out of the same facts and circumstances as a complaint or information reported about possible sex discrimination, for the purpose of interfering with the exercise of any right or privilege secured by Title IX constitutes retaliation. Peer retaliation is also prohibited. Retaliation against a person for making a complaint or participating in an investigation is a serious violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

Complaints alleging retaliation may be filed according to the grievance procedures set forth above. The District shall initiate its grievance procedures upon receiving any complaint alleging retaliation.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination that sex discrimination occurred, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

Confidentiality

The District will keep confidential the identity of any individual who has made a complaint of sex discrimination, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. 1232g, or FERPA regulations, 34 C.F.R. part 99, or as required by law, or to carry out the purposes of 34 C.F.R. part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the District's obligation to maintain confidentiality shall not impair or otherwise affect the complainant's and respondent's receipt of the information to which they are entitled related to the investigation and determination of whether sex discrimination occurred).

Application of the First Amendment

The Board will construe and apply this policy consistent with the First Amendment to the U.S. Constitution. In no case will a respondent be found to have committed sex discrimination based on expressive conduct that is protected by the First Amendment.

Training

All employees, investigators, decision-makers, facilitators of informal resolution process, the Title IX Coordinator(s) and designees, and other persons who are responsible for implementing the Board's grievance procedures or have the authority to modify or terminate supportive measures shall receive training related to their duties under Title IX and this Policy. The training shall be provided promptly upon hiring or change of position that alters their duties under Title IX or this policy, and annually thereafter. The training shall not rely on sex stereotypes.

Training materials must be made available for inspection upon request by members of the public.

Recordkeeping

The District shall maintain for a period of seven (7) calendar years the following records:

A. for each complaint of sex discrimination, records documenting the informal resolution process and/or the grievance procedures followed and the resulting outcome;

B. for each notification that the Title IX Coordinator receives of information about conduct that reasonably may constitute sex discrimination under Title IX, including notifications under 34 C.F.R. § 106.44(c)(1) or (2), records documenting the actions the District took to meet its obligations under 34 C.F.R. §106.44; and

C. all materials used to provide the required training.

Outside Appointments, Dual Appointments, and Delegations

The Board retains discretion to appoint suitably qualified persons who are not Board members to fulfill any function of the Board under this policy including, but not limited to, Title IX Coordinator, investigator, decision-maker, appeal decision maker, or facilitator of the informal resolution process.

The Board also retains discretion to appoint two (2) or more persons to jointly fulfill the role of Title IX Coordinator, investigator, decision-maker, appeal decision-maker, and facilitator of the informal resolution process.

The District Administrator may delegate functions assigned to a specific Board members under this policy including, but not limited to, the functions assigned to the Title IX Coordinator, investigator, decision-maker, appeal decision-maker, and facilitator of the informal resolution process to any suitably qualified individual and such delegation may be rescinded by the District Administrator at any time.

Discretion in Application

The Board retains discretion to interpret and apply this policy in a manner that is not clearly unreasonable, even if the Board's interpretation or application differs from the interpretation of any specific complainant and/or respondent.

Despite the Board's reasonable efforts to anticipate all eventualities in drafting this policy, it is possible unanticipated or extraordinary circumstances may not be specifically or reasonably addressed by the express policy language, in which case the Board retains discretion to respond to the unanticipated or extraordinary circumstance in a way that is not clearly unreasonable.

The provisions of this policy are not contractual in nature, whether in their own right or as part of any other express or implied contract. Accordingly, the Board retains discretion to revise this policy at any time, and for any reason. The Board may apply policy revisions to an active case provided that doing so is not clearly unreasonable.

Legal References:

Wisconsin State Statutes 19.21(6), 120.13, 948.01
The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA)
Title IX of the Education Amendments of 1972 (Title IX) 20 U.S.C. 1092(F)(6)(A)(v), 20 U.S.C. 1400 et seq, 34 C.F.R. Part 106 34 U.S.C. 12291(a)(8) 34 U.S.C. 12291(a)(10) 34 U.S.C. 12291(a)(30) 42 U.S.C. 1983 20 U.S.C. 1681 et seq.,
Title IV of the Civil Rights Act of 1964, 42 U.S.C. 2000c et seq.,42 U.S.C. 2000d et seq. 42 U.S.C. 2000e et seq.
OCR's Revised Sexual Harassment Guidance (2001)

Cross References:

Policy 112.1 - Nondiscrimination on the Basis of Disability
Policy 411.1 - Student Harassment
Policy 411.2 - Student Nondiscrimination
Policy 443.71- Bullying Policy

Adoption Date: August 26, 2024

U.S. Department of Education Proposed Title IX Regulation Fact Sheet

Guiding Principles

- **Rulemaking Process:** It is important to address this issue through notice-and-comment rulemaking rather than non-binding guidance. The Department looks forward to the public's comments, and has benefitted from listening sessions and discussions with students, schools, advocates, and experts with a variety of positions.
- **Greater Clarity:** The proposed regulation seeks to ensure that schools understand their legal obligations and that complainants and respondents understand their options and rights.
- **Increased Control for Complainants:** The Department recognizes that every situation is unique and that individuals react to sexual harassment differently. The proposed regulation seeks to ensure that schools honor complainants' wishes about how to respond to the situation, including increased access to supportive measures.
- **Fair Process:** The proposed regulation is grounded in core American principles of due process and the rule of law. It seeks to produce more reliable outcomes, thereby encouraging more students to turn to their schools for support in the wake of sexual harassment and reducing the risk of improperly punishing students.

Nature of a School's Response to Sexual Harassment & Assault

- The proposed regulation would adopt a clear definition of sexual harassment actionable under Title IX:
    - A school employee conditioning an educational benefit or service upon a person's participation in unwelcome sexual conduct (often called **quid pro quo harassment**);
    - Consistent with U.S. Supreme Court precedent, unwelcome conduct on the basis of sex that is so **severe, pervasive, and objectively offensive** that it effectively denies a person equal access to the school's education program or activity; or
    - **Sexual assault**, as the Clery Act defines that crime in 34 CFR 668.46(a).
- Consistent with Supreme Court precedent and the text of Title IX, a school would be obligated to respond when: (1) the school has **actual knowledge** of sexual harassment; (2) that occurred within the school's own "**education program or activity**"; (3) against a "**person in the United States**."
- Consistent with U.S. Supreme Court precedent, the proposed regulation would hold a school liable under Title IX only when it is "**deliberately indifferent**" to known sexual harassment, meaning its response is "**clearly unreasonable in light of known circumstances**."
- The proposed regulation would require schools to investigate every **formal complaint** and to **respond meaningfully to every known report of sexual harassment**.
- The proposed regulation highlights the importance of **supportive measures** designed to preserve or restore access to the school's education program or activity, with or without a formal complaint.
- Where there has been a finding of responsibility, the proposed regulation would require **remedies designed to restore or preserve access** to the school's education program or activity.

Due Process Protections & Reliable Outcomes

- To achieve fairness and reliable outcomes, the proposed regulation would require **due process protections**, including:
    - A **presumption of innocence** throughout the grievance process, with the **burden of proof on the school**;
    - **Live hearings** in the higher education context;
    - **A prohibition of the single-investigator model**, instead requiring a decision-maker separate from the Title IX Coordinator or investigator;
    - The clear and convincing evidence or preponderance of the evidence standard, subject to limitations;
    - The opportunity to **test the credibility** of parties and witnesses through **cross-examination**, subject to "rape shield" protections;
    - Written **notice of allegations** and an equal opportunity to **review the evidence**;
    - Title IX Coordinators, investigators, and decision-makers **free from bias or conflicts of interest**; and
    - **Equal opportunity for parties to appeal**, where schools offer appeals.

COMMUNITY LINKAGES RECAP

EDWARD RUFFOLO, KRIS SAUTER, NICK ROSS

AUGUST 12, 2024

COMMUNITY LINKAGES EVENTS

Event	Location	Format	Date	Time
Citywide Parent Network	Welcome Center	In person	4/30	6:30 pm
AASD staff linkages	Welcome Center	In person	4/10/24	4:00 pm
AASD staff linkages	Welcome Center	In person	4/10/24	6:30 pm
AASD staff linkages	Welcome Center	Virtual	4/16/24	4:00 pm
AASD staff linkages	Welcome Center	Virtual	4/16/24	6:30 pm
Appleton North students	Appleton North	In person	3/6/24	9:37 am
Appleton West students	Appleton West	In person	3/20/24	9:37 am
Appleton East students	Appleton East	In person	3/5/24	9:37 am

MAJOR THEMES

Affirmations

Staff Engagement

Future community connections

Information presented is a report of comments and insights provided during the community linkages and may not reflect the personal opinions of the presenter. As opinions often vary, some of insights may conflict or express contradictory ideas and goals.

AFFIRMATIONS

- Chronic absenteeism and truancy is too high
- Educators spoke of the negative impact that absenteeism is having on student achievement and progress
- Students expressed concerns for peers that are rarely attending some classes

AFFIRMATIONS

- Behavior is a major concern among stakeholders
- Staff shared incidents of student misconduct
- Students are frustrated when a small number of individuals disrupt and negatively impact learning environment

STAFF ENGAGEMENT

Understanding that "the battle for talent" is pervasive and significant

Future organizational success is dependent on our ability to attract, develop, motivate and retain talented professionals

Public education is faced with significant challenges to compete for talent

STAFF ENGAGEMENT

Encourage district leadership to consider using 2024-2025 academic year to collaborate with building level leadership and staff to develop a specific employee engagement plan and policy

Review available formal engagement approaches that have proven success and are supported by a variety of tools to foster engagement and measure progress

Engagement approaches that have recognized experts that can provide guidance that is backed by proven research

FUTURE

COMMUNITY LINKAGES COMMITTEE PLANS TO CONTINUE STAFF AND STUDENT CAFES, AS IT APPEARS TO BE VALUABLE AND WELL RECEIVED BY ALL STAKEHOLDERS

LEVERAGE EXISTING DISTRICT EVENTS THAT PROVIDE OPPORTUNITY FOR BOARD MEMBERS TO INTERACT WITH PARENTS & COMMUNITY MEMBERS

LEVERAGE EXISTING COMMUNITY EVENTS THAT PROVIDE OPPORTUNITY FOR BOARD MEMBERS TO INTERACT WITH PARENTS & COMMUNITY MEMBERS

RESOURCES FOR FUTURE EVENTS

"Board of Education" table skirt for use at events

Working with Family & Community Engagement to develop hand-outs to facilitate community interactions

Working with Family & Community Engagement to develop an online survey form like our café's questions

EVENTS COMING SOON!

"Back to school night" on 8/28 at Jefferson Elementary and Dunlap Elementary

High school open house nights

Parent – Teacher conferences

Appleton Area School District
Alternative Education Supports, Services and Programs
2023-2024

BELIEF STATEMENT

As members of the Appleton Area School District (AASD), we believe that all students can learn at high levels when we:

- Maintain and communicate high expectations
- Provide the highest quality instruction
- Foster a sense of belonging and create supportive learning environments
- Develop and maintain strong community and home-school connections

VISION

As members of the Appleton Area School District community, it is our collective responsibility to work together to raise the achievement of all students while closing the gaps between our highest and lowest-performing students.

AASD ALTERNATIVE EDUCATION REPRESENTATIVES

Michael Hernandez, Assistant Superintendent [DPI contact]
Mark McQuade, Principal, West High School
Pam Franzke, Title 1 Coordinator
Justin Heitl, Principal, Appleton Central,
Molly McGregor, Homeless Coordinator & Foster Care Support
Krista Olearnick, East Teacher
Laura Jackson, Executive Director of Student Services
Dan Shimek, Central Alternative Education Teacher

STUDENTS AT RISK OF NOT GRADUATING FROM HIGH SCHOOL

1. "Children At-Risk" are pupils in grades 5 to 12 who are at risk of not graduating from high school because they are dropouts or are two or more of the following:
   a) one or more years behind their age group in the number of credits attained,
   b) two or more years behind their age group in basic skill levels,
   c) habitual truants, as defined in s.118.16(1)(a),
   d) parents,
   e) adjudicated delinquents,
   f) 8th grade pupils whose score in each subject area on the examination administered under s.118.30(1m)(am)1. was below the basic level and 8th grade pupils who failed to be promoted to the 9th grade.
2. "Dropout" means a child who ceased to attend school, does not attend a public or private school, technical college or home-based private educational program on a full-time basis, has not graduated from high school and does not have an acceptable excuse under s.118.15(1)(b) to (d) or (3).

Wisconsin Statute 118.153, in part, requires districts to formulate a plan for meeting the needs of students at-risk of not graduating from high school.

The Alternative Education Plan will be provided annually to the Board of Education for approval.

GOALS

1. Increase school success and graduation rate for students identified as at-risk.
2. Reduce student failure and potential dropouts.
3. Provide early intervention for students identified as being at-risk.
4. Involve families and community resources in meeting the needs of students identified as at-risk.
5. Provide access to resources to meet basic needs which impact student success.

EDUCATIONAL SUPPORTS, SERVICES, PROGRAMS

Interventions for students at-risk of not graduating are embedded into **all** aspects of the AASD curriculum, instruction, programming and staff development from early childhood through high school. Educational supports and services for at-risk students may include school counseling, extra help from teachers, homebound instruction, community-based programs as well as alternative programs both in the school and off-campus. The district may also contract with community-based organizations for selected services.

- **District initiatives/Supports/Services/Programs** that assist in identifying and addressing the needs of students at-risk may include those listed below.

  There is ongoing verbal and written communication with parents and/or adult students regarding student progress including parent/teacher conferences, quarterly (grades 7-12)/semester (grades K-6) progress reports and individual parent/student meetings. Students with disabilities receive written documentation of their progress at least quarterly (grades PreK-12). When it is determined that a student meets at-risk criteria, staff and parents and/or students collaborate to determine participation in alternative education programs/services to meet specific student needs. Designated school personnel notify parents **in writing** that their child is at-risk and identify the programs and services that are available to assist their child in making progress toward graduation. Additional questions are addressed by Mike Hernandez, Assistant Superintendent and district at-risk contact, at 920-832-6301.

  - Achievement Gap Reduction Program (AGR)
  - Alternative School Programs (Appleton Central, Higher Ground, PRIDE, etc.)
  - Appleton Community 4K
  - Birth to 5 Screenings
  - Bullying Prevention - Second Step
  - Signs of Suicide - Secondary
  - Co-curricular and Intramural Programs
  - Community Collaborations (i.e., 21st Century Community Learning Centers, alternative high school educational programs, vocational partnerships, etc.)
  - Comprehensive School Counseling Services
  - Consortium Summer School
  - Continuous School Improvement Process (CSIP)
  - Newcomer Summit Community Collaboration

- Cultural Advisors
- Diversity, Equity and Inclusion Department Services
- District Attendance Community Committee
- English Learners (EL) Services

District initiatives/Supports/Services/Programs (continued)

- Foster Care Support
- Homebound Instruction
- Homeless Support
- Indian Education Programming
- Individual Student Progress Monitoring
- Intervention Services
- Literacy and Reading Intervention
- Math Achievement Partnership
- Online Course Options
- Parent Engagement
- Parent Partnerships, Parent Portal
- Positive Behavioral Interventions and Supports (PBIS)
- Providing Access to Healing (PATH)
- Referrals to Community Resources
- Response to Instruction (RtI)
- Scholars on Track to Achieve Results (STAR)
- School Health Services
- School Meal Programs
- School Resource Officers (SROs)
- Section 504 Accommodations and Services
- Special Education and Related Services
- Student Assistance Programs (SAP)
- Student Services Team Collaboration
- Student Transition Planning
- Summer School Feeding Program
- Talented and Gifted (TAG)
- Teen Parents Services
- Title 1 Services
- Truancy Reduction and Assessment Center (TRAC)
- United for Reading Success (UFRS)
- Wellness Screen

Note: Not all students enrolled in these programs and/or services meet the legal definition of at-risk.

DISTRICT/COMMUNITY COLLABORATIONS

PROGRAM/SERVICES	DESCRIPTION	PROGRAM/SERVICES GOAL
Extended Day Learning in partnership with Boys & Girls Clubs of the Fox Valley or the YMCA of the Fox Cities (Select Elem and MS) **Contact: Greg Lemke Rochon at Boys & Girls Club, 920-731-0555; Dani Englebert at YMCA 920-882-3680**	Provide quality extended school day programming for students.	✔ Inspire all youth to realize their full potential as respectful, caring and productive citizens. ✔ Provide enrichment activities that support academic achievement through a variety of activities. ✔ Offer literacy and other educational services to families.
Charter Schools **Contact: Michael Hernandez/Ebony Grice/Dr. Nan Bunnow, 920-852-5300**	Appleton has 13 Charter Schools offering a wide variety of learning environments to meet specific student learning styles and goals.	✔ Provide a learning environment that is learner specific. ✔ Design and deliver innovative curriculum in nontraditional ways in order to meet the needs of participating students.
Comprehensive School Counseling **Contact: Laura Jackson - 920-852-5317 ext. 60241**	School counseling services enhance student achievement through the Wisconsin Model Academic Standards. These 9 standards are student focused and address students' needs in the areas of academic, personal/social and career.	✔ School counseling services are to support, facilitate, and encourage student achievement. These services are proactive and preventive and assist students in acquiring and using life-long learning skills. These strategies enhance academic growth, encourage self-awareness, foster interpersonal communication skills, provide career awareness, develop employment readiness, and impart life skills for all students.
Diversity, Equity and Inclusion Department Services **Contact: Clarence Crane, 920- 852-5311 ext. 64011**	Diversity, Equity and Inclusion Officer and Cultural Advisors will provide targeted support to students and staff.	✔ Provide targeted support to students and staff.
English Learners (EL) Programming **Contact: Amy Swick, 920-852-5320 ext. 60234**	EL Programming provides a content-based approach to language learning through pull-out, integrated, and co-teaching services. The district provides an array of sheltered contact content-focused classes. Appleton Bilingual School (charter) offers alternative education services to EL in the district. Specifically, the	✔ Develop higher levels of literacy with transition to mainstream schedule.

	model of instruction is dual language or dual language/bilingual.	
Healthy Kids Initiatives **Contact: Mikki Duran, 920-852-5320 ext. 60166**	Students who are well nourished, physically fit, and provided a character education curriculum are better able to focus in the classroom and achieve behaviorally and academically. An annual Healthy Kids and PBIS summer institute is an effort to enhance and promote PBIS and healthy lifestyles. Participating schools develop a wellness plan for their individual site.	✔ Improve student learning through the promotion of healthy lifestyles within our school community.
PROGRAMS/SERVICES (cont.)	**DESCRIPTION**	**PROGRAM/SERVICES GOAL**
Homeless Support **Out-of-Home Care (Foster Care) Support** **Contact: Molly McGregor** **920-852-5323 ext. 64111**	The McKinney-Vento Homeless Assistance Act provides specific rights and protections for families experiencing homelessness. The Every Student Succeeds Act (ESSA) emphasizes educational stability for students in out-of-home care (foster care).	✔ Maintain school enrollment and attendance for students experiencing homelessness. ✔ Collaboration between school and local child welfare agencies for students living in out-of-home care placements (foster care).
Intervention Time (All levels) **Contact: Building Principal**	Provide specific daily interventions/activities appropriate for students.	✔ Provide enrichment opportunities for students performing at or above grade level. ✔ Provide specific interventions for students performing below grade level to close the achievement gap.
Literacy and Math Interventionist **Contact: Elementary - Dr. Carrie Willer 920-852-5320 ext. 60170 ; Secondary Dr. Thai Xiong 920-852-5320 ext. 60173 or Kelly Leopold 920-852-5320 ext. 60172**	Provide literacy and math support and interventions for students.	✔ Raise the achievement of at-risk and struggling students. ✔ Practice effective on-going formal and informal assessment of student progress and participate in on-going formative and summative assessment analysis to inform instruction and assure instructional differentiation to meet student needs. ✔ Assist students in successful transitions to the classroom environment so they are able to maintain progress made during intervention.
Mentors/Tutors **Contact: Julie Bargholtz, 920-852-5311 ext. 64114**	Provide mentors/tutors to work with specific students one-on-one.	✔ Assist students in making progress in academic and/or personal growth.
Native American Education Programming (partnership with Goodwill) **Contact: Clarence Crane, 920-997-1399 ext. 64011**	Provide individual and targeted support in reading through Native American culture and other topics of interest to students. Native students participate in monthly cultural programs that help connect them to their heritage culture.	✔ Raise awareness and encourage students to get involved in academic and co-curricular activities.

Positive Behavioral Intervention and Support (PBIS) **Contact: Laura Jackson, 920-852-5300 ext. 60118 or Dr. Tiffany Frerks, 920-852-5317 ext. 60235**	PBIS is a systematic approach to proactive, school-wide behavior based on a Response to Intervention (RtI) model. PBIS applies evidence-based programs, practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture.	✔ Reduce disciplinary interventions, increase academic achievement, build social competencies with students and establish a safe learning environment for all. Schools monitor student behavior by utilizing the school-wide information system (SWIS) , a web-based behavior management system.
Providing Access to Healing (PATH) Counseling program sponsored by United Way **Contact: Laura Jackson, 920-852-5317 ext. 60241**	School-based program funded through United Way designed to improve access to mental health services provided by qualified licensed clinical staff for children and youth who are unable to obtain care elsewhere in the community.	✔ Remove barriers (i.e., waiting lists, financial resources, parent work schedules, etc.) in accessing mental health services. Timely access to services may improve student success in the learning environment.
PROGRAMS/SERVICES (cont.)	**DESCRIPTION**	**PROGRAM/SERVICES GOAL**
Scholars on Target to Achieve Results (STAR) Program sponsored by the Boys and Girls Club **Contact: Dennetra Williams (Boys & Girls Club) at 920-750-5844 or Michael Hernandez (AASD) at 920-852-5300**	A community collaboration to support students who identify as Black or African American by providing additional support through our Opportunity Coordinators at the middle and high school levels.	✔ Increase high school graduation rates and close opportunity gaps that currently exist for many of our Black/African American students. ✔ Provide additional support to Black/African American students that will lead to high school graduation and a successful post-high school graduation plan.
School Health Services **Contact: , Laura Jackson 920- 852-5317 ext. 60241**	Provide for student's physical, emotional, and mental health by actively collaborating with student services providers and administration to promote healthy lifestyle choices in students. Interact effectively with community partners. Develop individual student health plans and provide consultation addressing student health needs.	✔ Assist students to be able to participate fully in their educational experience by preventing, removing and/or reducing health-related barriers that interfere with their development and learning. ✔ Maximize student learning opportunities by supporting, maintaining and improving student's physical, emotional and mental health through collaboration with staff, students, parents and community resources.
School Resource Officers (SRO's) **Contact: Michael Hernandez, 920-852-5300 ext. 60116**	SRO's work in partnership with the schools and are a resource for staff, students, and parents. They become part of the school community. Students get to know and trust SRO's in the school setting, therefore allowing for a more trusting relationship outside of the school setting. This in turn allows for students to share concerns that are occurring outside of school as well as provide an opportunity for the SRO's to assist. Officers in the unit work as a cohesive group and work closely with school administrators and county agencies to ensure the safety of students, their families and school district employees.	✔ Work collaboratively with the schools in a proactive manner to address youth concerns. When necessary, SRO's meet with small groups of students to mediate disputes and put plans in place to prevent further negative behaviors.

Section 504 **Contact: , Laura Jackson 920-852-5317 ext. 60241**	Accommodations and services provided to students identified as disabled under Section 504.	✔ Provide classroom and/or environmental accommodations/services for students to be successful.
Special Education and Related Services **Contact: Amy Steiner,** **920-852-5317 ext. 60242**	Special education services available to students ages 3-21 who qualify through the special education evaluation process. Educational goals and services for each student are developed annually by an individual education plan team.	✔ Services address the educational needs of students with disabilities, help support their meaningful access to the general curriculum and the regular education environment, and help prepare students for post-secondary opportunities.
Student Services Support (Psychologists, Social Workers) **Contact: Laura Jackson,** **920-852-5317 ext. 60241**	Student Services staff assist with early identification/ prevention efforts through consultation with teachers and teams, support and assistance to families, and direct service to students (data supported). Services are provided within district response frameworks (PBIS, SST, PLCs, etc.) and when student specific needs are identified through other means.	✔ Early identification/response to the educationally related needs of students and families through screening, assessment and direct service.
PROGRAMS/SERVICES (cont.)	**DESCRIPTION**	**PROGRAM/SERVICES GOAL**
Teen Parents Services **Contact: Laura Jackson** **920-920-852-5317 ext. 60241**	Teen Parents services are designed to meet the needs of students who are facing the challenges of pregnancy and parenting while enrolled in school.	✔ Assist teen parents in meeting high school graduation requirements and cope effectively with the responsibilities of pregnancy and teen parenting. ✔ Inform and advise teen parents of post-secondary options for job training, education, and career planning to help prepare for economic self-sufficiency. ✔ Facilitate with the needed and appropriate community services.
TRAC Program (of The Boys & Girls Club of the Fox Valley) **Contact: Dennetra Williams at Boys & Girls Club, 920-750-5844**	Students/families (K-12) with attendance concerns are referred to the TRAC Program to address underlying reasons for truancy and explore necessary steps for improvement. TRAC case managers provide an initial assessment and ongoing support through either school or Boys & Girls Club-based meetings.	✔ Proactively address the issues of truancy and promote school attendance. ✔ Educate students/ families on truancy laws and process. ✔ Connect students and families with additional resources to further assist in sustaining change. ✔ Empower students/ families to acquire and utilize good decision-making skills for future life choices.

ELEMENTARY (Early Childhood-Grade 6)

PROGRAM/SERVICES	DESCRIPTION	PROGRAM/SERVICES GOAL
Achievement Gap Reduction Program (AGR) **Contact: Dr. Nan Bunnow,** **920-852-5300 ext. 60117**	Provide lower class size to improve student achievement.	✔ The AGR program allows participating schools to reduce the achievement gap for low income students by implementing one or more of the following strategies: one-on-one tutoring by a licensed teacher, instructional coaching for teachers provided by a licensed teacher, and/or maintaining 18:1 or 30:2 classroom ratios and providing professional development on small group instruction.

Birth to 5 Screening and Programs **Contact: Pamela Franzke, 920-832-6321**	Free developmental screenings to determine if a child needs further educational testing or services prior to kindergarten.	✔ Engage community resources to provide active and engaged language opportunities for all children, birth to 5, as they strive to develop their full potential. ✔ Encourage families to participate in free screenings for all children ages 3 to 5 that are not enrolled in kindergarten. ✔ Engage in early learning to prevent future dropouts.
Math Achievement Partnership **Contact: Julie Bargholtz, 920-852-5311 ext. 64114**	Volunteer tutors provide math support to selected students in grades 2-4 as determined by the school site plan.	✔ Improve math achievement in students participating in the math achievement partnership.
Talented and Gifted (TAG) **Contact: Cassie Guilbeault, 920-852-5515 ext. 36020**	TAG teachers facilitate the process of matching identified student needs with appropriate learning options such as differentiated instruction, cluster grouping, TAG pull together, talent searches, subject and/or grade acceleration, and academic co-curricular activities.	✔ Provide continuing assistance to staff planning differentiated activities for WIN/PIE/DEYO time.
PROGRAM/SERVICES (cont.)	**DESCRIPTION**	**PROGRAM/SERVICES GOAL**
Title I School-Wide & Targeted Assistance **Contact: Pam Franzke, 920-832-6321**	School-Wide programs serve all children in a school through a school-wide plan and evaluate the impact of services on student achievement. All staff in a school-wide school, including teachers and paraprofessionals, must be highly qualified. Targeted Assistance Title I programs follow the same as school-wide but services are focused on a targeted group of students based on a needs assessment.	✔ Generate high levels of academic achievement in core subject areas for all students, especially those students most in need through high quality instruction; strategies and methods based on scientifically based research, strategies and methods to improve teacher quality and professional development; consolidated use of funds.
United for Reading Success (UFRS) Program **Contact: Julie Bargholtz, 920-852-5311 ext. 64114**	Volunteers provide tutoring to selected 1st grade students who struggle with reading.	✔ Improve reading level of the students involved in the program.

MIDDLE SCHOOL and HIGH SCHOOL

PROGRAM/SERVICES	DESCRIPTION	PROGRAM/SERVICES GOAL

Community Learning Center (Grades 6-8) at Appleton Central **Contact: Justin Heitl, 920-852-5591 ext. 63020**	Meet the academic, social and behavioral needs of middle school students who have been expelled or voluntarily withdrawn.	✔ Provide educational services to middle school students who are at-risk. Curriculum is primarily focused on mathematics, reading and writing. Science and social studies content is integrated into the communication arts coursework. Students participate in fitness activities, volunteering, individual and group work with the school social worker and professional counselor. ✔ Administrative Placement after specific conditions have been met.

PROGRAM/SERVICES	DESCRIPTION	PROGRAM/SERVICES GOAL	ALTERNATIVE EDUCATION CRITERIA	ACCESS to PROGRAM/SERVICES
Appleton Central (Day Program) **Contact: Justin Heitl, 920-852-5591 ext. 63020**	Meet the academic, social and behavioral needs of students who are significantly credit deficient. Includes program offerings during the school year and summer school.	Provide educational services to students in grades 9-12 who are at-risk.	• One or more years behind age group in number of credits attained, or two or more years behind age group in basic skills levels **and** • One or more of the following: Dropout, Habitual Truant, Parent, or Adjudicated Delinquent. • Primarily second semester sophomores or older. • Require more intensive intervention than can be provided by the regular high school's alternative education programs.	• Referral from East, West or North High School. • Intake meeting is scheduled with Central staff and parent/student.
PROGRAM/SERVICES (cont.)	**DESCRIPTION**	**PROGRAM/SERVICES GOAL**	**ALTERNATIVE EDUCATION CRITERIA**	**ACCESS to PROGRAM/SERVICES**
At-Risk Credit Attainment Summer School **Contact: Mark McQuade, 920-852-5300 ext. 60121**	Consortium Summer School includes the use of credit recovery on-line curriculum to assist credit deficient juniors or seniors in credit recovery, oftentimes assisting seniors that did not graduate with his/her class, to recover the necessary credits to graduate over summer.	Assist students in obtaining credits in order to graduate.	• Juniors or seniors who are identified at-risk and are credit deficient.	• Two 3-week sessions.

Alternative Education Programs at East, North and West **Contact:** **East 920-852-5400** **North 920-852-5405;** **West 920-852-5410** **Alternative Education Programs at Einstein, Kaleidoscope (KA), Madison and Wilson** **Contact:** **Einstein 920-852-5420** **KA 920-852-5430** **Madison 920-852-5425** **Wilson 920-852-5435**	Alternative Education Programs are designed to provide alternative learning experiences for students who are in need of options in order to be successful in reaching district graduation requirements. Nontraditional methods are used to assist in areas of credit deficiency, attendance difficulties and development of positive attitudes regarding lifelong learning.	Connect students to programs and services that offer flexible learning options for successful outcomes.	• One or more years behind age group in number of credits attained, or two or more years behind age group in basic skills levels **and** • One or more of the following: Dropout, Habitual Truant, Parent, or Adjudicated Delinquent.	• Designated school personnel make recommendations, determine if student meets criteria and coordinates the necessary contacts, materials and other resources.
Community Based Instruction (CBI) **Contact:** **Bob Woodford, 920-749-5859**	Work, leisure and recreation opportunities and experiences in the community setting for students with disabilities.	Develop skills for independent living and transition to adult life.	• Student with a disability and current IEP • May require long term support	• IEP team determination
Dan Spalding Academy at Appleton Central **Contact: Justin Heitl, 920-852-5590 ext. 63020**	Meet the academic, social and behavioral needs of high school students who have been expelled or voluntarily withdrawn while also providing services to address the behaviors and decision making that resulted in the expulsion or withdrawal. Includes program offerings during the school year and summer school.	Provide educational services to high school students who are at-risk.	• Student has been expelled or voluntarily withdrawn.	• Administrative placement after specific conditions are met.
PROGRAM/SERVICES (cont.)	**DESCRIPTION**	**PROGRAM/SERVICES GOAL**	**ALTERNATIVE EDUCATION CRITERIA**	**ACCESS to PROGRAM/SERVICES**
GED Option 2 Program at Appleton Central **Contact: Justin Heitl, 920-852-5590 ext. 63020**	Allows authorized school districts to use the GED test battery to measure proficiency in lieu of high school credit for students enrolled in an alternative education program. Students who are successful in completing GED tests and all other graduation	Obtain a high school diploma.	• At least 17 years of age. • First year senior or older. • Reading above 9th grade reading level. • One year behind their 9th grade class in credits. • Demonstrated 90% attendance. • Successfully completed: Health, PFM, .50 Civics	• Designated school personnel make recommendations, determine if student meets criteria and coordinates the necessary contacts,

	requirements earn a traditional high school diploma.		• 30 hours of verified service learning at a not-for-profit agency.	materials and other resources.
Goodwill Industries Contact: Bob Woodford, 920-749-5859	Structured work experience in an integrated community setting. A flexible program that can be part or full day.	Students are offered an opportunity to experience work in an integrated community setting and gain work skills.	• Vocational evaluation to determine student capacity for employment • Students ages 16 years and older • Individual students with disabilities who require a work experience, transition plan • Need for structured, supervised work experience	• IEP team determines that work experience is necessary • Attend orientation, follow work rules, complete various job responsibilities
GPS Education Partners Contact: East 920-852-5400 North 920-852-5405; West 920-852-5410	An alternative work-based learning program that meets state education standards while providing relevant work experience for students within a manufacturing setting. Students are paid an hourly wage for up to 40 hours per week while they are in the program.	Provide academically disengaged juniors and seniors an opportunity to earn their high school diploma by attending school and working in a manufacturing job experience.	• 21 month program • Students must be at least 16 years of age and credit deficient.	• Referral process involving school staff, parents and/or student.
Higher Ground Contact: Amy Steiner, 920-852-5314 ext. 60242	Higher Ground Program is an alternative program located at Valley Packaging Industries, Inc., and provides 11th and 12th grade students that are credit-deficient with an alternative path to earn a high school diploma through flexible/accelerated instruction and employment. Vocational readiness is emphasized.	Provide students the opportunity to earn their high school diploma through flexible instruction tailored to meet individual student needs. Also provides students with academic, vocational and social/behavioral skills to graduate from high school and gain competitive employment or volunteer.	• Primarily 11th and 12th graders • Students considered at-risk of not completing high school due to credit deficiency, truancy, lack of motivation, inability to relate to authority, health concerns, and/or academic problems • Geared towards meeting the needs of students who require more intensive intervention than can be provided by the home high school's alternative education program	• Complete application process. • IEP team determination that includes the student and/or parent. • Designated school personnel make recommendations, determine if student meets criteria and coordinates the necessary contacts, materials and other resources.
PROGRAM/SERVICES (cont.)	**DESCRIPTION**	**PROGRAM/SERVICES GOAL**	**ALTERNATIVE EDUCATION CRITERIA**	**ACCESS to PROGRAM/SERVICES**
Internships Contact: East 920-852-5400 North 920-852-5405; West 920-852-5410	Internships integrate school-based and work-based learning. Interning at a workplace provides a firsthand look at what skills are needed, how knowledge learned in school is put into action	Provide work-based learning opportunities, which are the key to successful 21st century learning.	• Students ages 16 years and older	• Complete a job shadow • Submit a cover letter, resume and application to the YA Coordinator • Teacher interview

	in the workplace, and informs the student about career choice.			• Business Interview
PRIDE **Amy Steiner,** **920-852-5314 ext. 60242**	Meet the academic, social and behavioral needs of students with disabilities who have been expelled or voluntarily withdrawn. PRIDE may also serve as an alternative placement. Students are also provided with a work experience opportunity.	Provide educational services to students with disabilities while they are removed from their school placement for disciplinary reasons.	• AASD student with a current IEP. • Student with a disability expelled from the district by the school board and placed by the district. • Student with a disability placed on a 45-day interim for drugs or weapons. • Student with a disability who voluntarily withdraws and agrees to a placement at PRIDE as an alternative to expulsion.	• IEP team determines placement.
Project SEARCH **(in partnership with Division of Vocational Rehabilitation, St. Elizabeth Hospital, Long Term Care, Valley Packaging Industries)** **Amy Steiner,** **920-852-5314 ext. 60242**	Project SEARCH provides pre-employment training for students with disabilities through internship experiences at St. Elizabeth Hospital. Students work with an AASD teacher, a job coach from Valley Packaging, and mentors from St. Elizabeth Hospital on site during their internships. Post-secondary placement services in competitive employment are provided by DVR.	Prepare students in their last year of high school attendance for competitive employment following graduation.	• Age 18 or older. • Developmentally disabled students who will likely qualify for long-term disability support. • School year prior to last expected year of high school attendance. • IEP goals emphasizing community, functional life and vocational activities within the student's next natural environment.	• Student application to Project SEARCH. • IEP team determination and successful screening.
PROGRAM/SERVICES (cont.)	**DESCRIPTION**	**PROGRAM/SERVICES GOAL**	**ALTERNATIVE EDUCATION CRITERIA**	**ACCESS to PROGRAM/SERVICES**

QUEST (in partnership with Fox Valley Technical College) Mike Hernandez 920-920-852-5317 ext. 60241	An alternative educational program that provides at-risk students with an opportunity to earn a high school equivalency diploma (HSED) or regular high school diploma. Students participate in a competency based program through Fox Valley Technical College, and the program is available to both special education and regular education students.	Provide students with an alternative educational setting to work toward HSED or regular high school diploma	• One or more years behind age group in number of credits attained, or two or more years behind age group in basic skills levels **and** • One or more of the following: Dropout, Habitual Truant, Parent, or Adjudicated Delinquent. • Mandated students are 17 yrs. Old and started HSED in correctional facility • Permissive students are 17 yrs. Old and working toward HSED • Must have earned a minimum of .5 credits through at an AASD high school to be awarded an Appleton Diploma.	• Designated school personnel make recommendations, determine if student meets criteria and coordinates the necessary contacts, materials and other resources. • Upon enrollment, students will determine if they wish to work toward an HSED or complete the additional requirements to be awarded a regular high school diploma.
Valley Packaging, Inc. Contact: Bob Woodford, 920-749-5859	Structured work experience in an integrated community setting. A flexible program that can be part or full day.	Students are offered an opportunity to experience work in an integrated community setting and gain work skills.	• Vocational evaluation to determine student capacity for employment • Students ages 16 years and older • Individual students with disabilities who require a work experience, transition plan • Need for structured, supervised work experience	• IEP team determines that work experience is necessary • Attend orientation, follow work rules, complete various job responsibilities
Youth Apprenticeship (YA) Program Contact: Kristin Comerford, 920-852-5320 ext. 60171	Youth Apprenticeship integrates school-based and work-based learning to instruct students in employability and occupational skills defined by Wisconsin industries.	Students are instructed by qualified teachers and skilled worksite mentors. Students are simultaneously enrolled in academic classes to meet high school graduation requirements, in a youth apprenticeship related instruction class, and are employed by a participating employer under the supervision of a skilled mentor.	• Students ages 16 years and older	• Complete a job shadow • Submit a cover letter, resume and application to the YA Coordinator • Teacher interview • Business Interview
PROGRAM/SERVICES (cont.)	**DESCRIPTION**	**PROGRAM/SERVICES GOAL**	**ALTERNATIVE EDUCATION CRITERIA**	**ACCESS to PROGRAM/SERVICES**

Wisconsin National Guard Challenge Academy (in partnership with Fort McCoy) **Contact:** **East 920-852-5400** **North 920-852-5405;** **West 920-852-5410**	Designed for at-risk youth who have dropped out of high school or are credit deficient. The program consists of 22 weeks at Fort McCoy in a highly structured environment, followed by one year in the cadet's home community working with a local mentor.	Complete the academy's eight core components: academic instruction leading to Wisconsin's High School Equivalency Degree (HSED); job skills training; physical fitness; health, sex education and nutrition; leading and following; life-coping skills; responsible citizenship; and community service. Students who have previously attended an AASD high school are eligible to apply to receive an AASD diploma.	• 16 years 9 months through 18 years old (not yet 19 on enrollment date) • High school drop-out, habitual truant, expelled • Credit deficient; behind in basic skills • Legal resident of US and WI • Mentally and physically capable; demonstrating a strong desire to change • Not currently on parole or probation for other than juvenile status offenses, not awaiting sentencing, and not under indictment, charged or convicted of a felony • Voluntary choice • Drug and Tobacco free • Identified non-family member mentor in their community • Students must have earned a minimum of .5 credits through at an AASD high school to be awarded an Appleton Diploma. Graduation date is based on when they successfully complete all aspects of the program.	• Self-referral by the student and parents/guardians.

EVALUATION OF SERVICES PROVIDED UNDER THE ALTERNATIVE EDUCATION PLAN

Interventions, supports and services for students at-risk of not graduating are embedded into **all** aspects of the AASD curriculum, instruction, and programming from preschool age to high school. Evaluation of alternative education programs, services and supports is ongoing through student progress monitoring, site and District CSIP plan review, and data analysis that include the following areas:

- Attendance
- Discipline Referrals
- Dropouts
- Enrollments
- Graduation
- Post-graduation plans
- Transfer students

Updated: August 2024

Success for Every Student, Every Day

APPLETON AREA SCHOOL DISTRICT

Appleton Area School District
Operational Expectations Monitoring Report
OE-2 Emergency Superintendent Succession

SUPERINTENDENT CERTIFICATION:

With respect to Operational Expectations Policy OE-2, Emergency Superintendent Succession, the Superintendent certifies that the following information is accurate and complete, and that the District is:

__X__ **Compliant**

_____ **Compliant with the exceptions noted:**

_____ **Non-Compliant**

Compliant Indicators	Noncompliant Indicators
1	0
Total Indicators: 1	

Executive Summary/Analysis:

The evidence, as submitted below, assures that I have made sufficient arrangements to provide for the safety and well-being of students and staff, should I be unavailable due to an emergency.

Notes or exceptions, if any:

_____

_____

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Operational Expectations Policy OE-2, Emergency Superintendent Succession, the Board finds that the district 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 –2 Emergency Superintendent Succession
The Superintendent shall designate at least one other executive staff member who is familiar with the Board's governance process and issues of current concern and is capable of assuming Superintendent responsibilities on an emergency basis.

SUPERINTENDENT Interpretation:

The board values having an administrator who can assume the Superintendent's role on a temporary basis that is knowledgeable about the challenges to the district and knows and understands how the board governs.

- An **executive staff member** shall mean a member of the District's Leadership Team.
- **Familiar with the Board's governance process** shall mean understanding of how the board governs and the expectations related to the monitoring and reporting process as outlined in the Board's Annual Work Plan.
- **Emergency basis** shall mean a period of time when the Superintendent is not available by any means and a decision that normally falls under the Superintendent's purview must be made to ensure the safety and welfare of students and District personnel, or should such a decision not be made during this period; the District's interests will be substantially damaged. The emergency would end upon the reestablishment of communication with the Superintendent, or, if the Superintendent is deemed by the School Board as incapable of resuming responsibilities, until the School Board appoints an interim Superintendent.

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when:	**In Compliance**	**Not in Compliance**
2.1.1- The Superintendent prepares an emergency succession list with two positions with superintendent certification that will step in for the Superintendent on a temporary emergency basis and presents such a list to members of the Board and members of the District Leadership Team.	**X**	

SUPERINTENDENT Evidence of Compliance:

- Emergency Succession List
  - Assistant Superintendent - School Services - Nan Bunnow
  - Assistant Superintendent - School Services - Mike Hernandez

Success for Every Student, Every Day

APPLETON AREA SCHOOL DISTRICT

Appleton Area School District
2023-24 Results Monitoring Report
R-1 Mega Result

SUPERINTENDENT CERTIFICATION:

With respect to Results Policy 1 Mega Result, the Superintendent certifies that the information is accurate and complete and that the District is:

_____ **Making Reasonable Progress**

__X__ **Making Reasonable Progress with noted exception(s): (See Report Below)**

_____ **Failing to make Reasonable Progress.**

= 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 instructional programming that supports students in acquiring the developmental skills necessary to graduate academically, socially, and emotionally prepared for success in their personal lives, careers, and continuing education; and committed to lead, care for, and contribute to their community. In addition, the measures directly support the District's Continuous School Improvement Process as illustrated through the annual AASD Scorecard.

Notes or exceptions, if any:

_____

_____

Signed: _____ Date: _____

Superintendent

BOARD ACTION:

With respect to Results Policy 1 Mega Result, the Board finds that the district 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-1 Mega Result
Students will graduate academically, socially, and emotionally prepared for success in their personal lives, careers, and continuing education; and committed to lead, care for, and contribute to their community.

SUPERINTENDENT Interpretation:

The Mega Result statement clarifies our definition of a student's educational experience and is the overarching reason the Appleton Area School District exists. Representing the community's values, the Board expects each student to graduate prepared to be successful in the next phase of life, whether that be college or career, or both. In addition, the Board desires that in addition to academic and skill readiness, students graduate with attitudes, abilities, and dispositions that will support them leading happy, productive lives and making a positive contribution to the world in which they live.

Specifically:

- **Students shall mean** every student in our district, including but not limited to: Hispanic, Black, Native American or Native Alaskan, Native Hawaiian or OtherPacific Islander, Asian, White, Two or More Races, Economically Disadvantaged, English Language Learners, and Students with Disabilities.

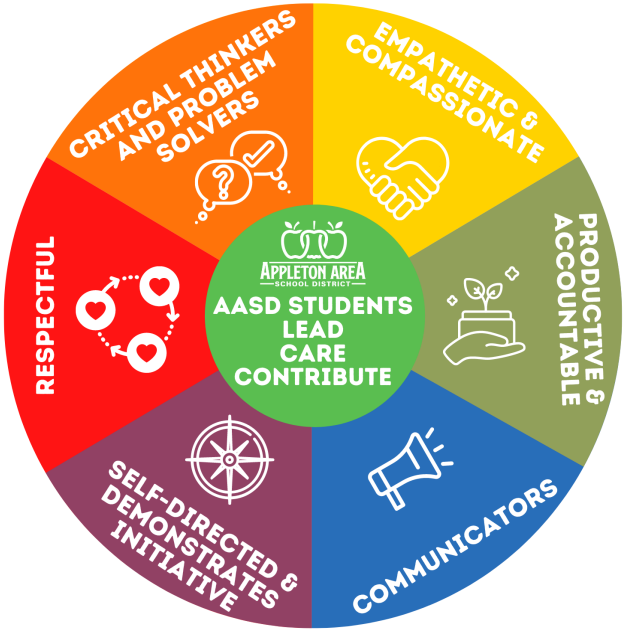
- **Academically prepared** shall mean readiness for post-secondary study without the need for remedial assistance upon enrollment.
- **Socially and emotionally prepared** shall mean the ability to apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others.
- **Success in their personal lives** shall mean the ability to reach one's personal goals in life, whatever those goals may be.
- **Success in their careers** shall mean a combination of achieving a reasonable level of financial stability while doing work that one enjoys.
- **Success in their continuing education** shall mean how well students are prepared to accomplish their current and future academic, personal, and professional goals through the development of knowledge, a sense of responsibility and self-reliance, and a connection to the college and wider community.
- **Committed to lead** shall mean all AASD students will lead by example through critical thinking, problem-solving, and effective communication.
- **Committed to care for** shall mean all AASD students will show care for themselves, others, and their community through empathy, compassion, and respect.
- **Committed to contribute** shall mean all AASD students will contribute to their classrooms, schools, and communities through self-direction, productivity, and accountability.

AASD GRADUATES

LEAD. CARE. CONTRIBUTE.

APPLETON AREA SCHOOL DISTRICT PORTRAIT OF A GRADUATE

Six Essential Traits of the AASD Portrait of a Graduate



Indicators to be Used:

1. **AASD Academic Achievement (R-2) -** The AASD Academic Achievement Results Policies include established targets and progress monitoring measures that focus on the District goal of each student being literate, numerate, and able to integrate and apply the knowledge, skills, and competencies acquired across all academic disciplines. These policies support the goal of each student demonstrating personal growth and achievement in increasingly challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity when enrolled in disciplines, including:
    - **R-2.1.1 English Language Arts**
    - **R-2.1.2 Mathematics**
    - **R-2.1.3 Science**
    - **R-2.1.4 Civics and Social Studies**

2. **AASD Essential Life Skills (R-3) -** The AASD Essential Life Skills Policy includes established targets and progress monitoring measures that focus on the District goal of each student acquiring the developmental skills necessary to lead healthy, satisfying, self directed, and productive lives in the following domains:

- **R-3.1 Cognitive Development**
- **R-3.2 Financial Literacy**
- **R-3.3 Communications Development**
- **R-3.4 Social Development**
- **R-3.5 Moral and Ethical Behavior Development**
- **R-3.6 Psychological Development**
- **R-3.7 Career Development**

3. **Percent of AASD Students Graduating** - In addition to enrolled students making progress, it is essential that they remain in school and graduate having successfully completed the graduation requirements defined by Board policy. This indicator also aims to reduce disparities in graduation rates among identified subgroups. While it is desirable for students to graduate "on time", Board values indicate that it is more important that students graduate, regardless of the timeframe needed (IEP determination, etc.). Therefore, this indicator must also reflect the percentage of students who graduate, whether that was within four years or not.

4. **Percent of AASD Students Indicating Readiness to LEAD, CARE, and CONTRIBUTE (CBL/ACP Summary) -** To ensure success for Every Student, Every Day in the Appleton Area School District, our Portrait of a Graduate brings clarity to what our community values most as outcomes of the Early Childhood through Grade 12 educational experience. We believe that graduates of the AASD should possess certain qualities that will ensure that they are college, career, and community ready. The AASD Portrait of a Graduate is a collective vision that articulates the community's aspirations for all students. The **AASD CBL/ACP Summative Survey** is used to capture students' 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:

- **Norm-referenced** - Assessments that are used to compare students' progress to others in their peer group. This group may contain students in the same grade across the state or nation, or other categories such as special education, disability status, English learners, gifted students, and more. Most commonly, norm-referenced tests use a national peer group.
- **Results Policies** - The previously Board-approved Coherent Governance Policies that establish indicators of success for successfully achieving identified Board goals within the areas of Student Academic Achievement and Essential Life Skills and that are monitored annually.
- **WISEdash Portal** - a data portal that uses "dashboards," or visual collections of graphs and tables, to provide certified multi-year education data about Wisconsin schools. Data on the portal are redacted and available by school, district, or State.

SUPERINTENDENT Evidence of Reasonable Progress:

Indicator 1: Reasonable progress on R-2.1 Academic Achievement Results Policies

We will make reasonable progress on each content area policy within the Academic Achievement Results Policy as evidenced by annual review of policies R-2.1 through R-2.4.

Academic Achievement Results Policy	Superintendent		
	Reasonable Progress	Reasonable Progress with Noted Exceptions	Reasonable Progress Not Made
R-2.1 English Language Arts		X	
R-2.2 Mathematics		X	
R-2.3 Science		X	
R-2.4 Civics & Social Studies		X	

Indicator 2: Reasonable progress on R-3 Essential Life Skills Policy

We will make reasonable progress on the Essential Life Skills Results Policy as evidenced by annual review of policy R-3.

R-3 Essential Life Skills Domain	Previous Dispositions of the Board of Education		
	Reasonable Progress	Reasonable Progress with Noted Exceptions	Reasonable Progress Not Made
R-3.1 Cognitive Development		X	
R-3.2 Financial Literacy	Baseline Year		
R-3.3 Communications Development		X	
R-3.4 Social Development		X	
R-3.5 Moral & Ethical Character Development		X	
R-3.6 Psychological Development		X	

R-3.7 Career Development	X		

Indicator 3: Graduation Rates of AASD Students

We will increase the 4-year graduation rate for all students as well as within identified demographic groups by 1% as evidenced by certified graduation data within the WISEdash portal.

	4-Year Graduation Rate		
	2021-22 Baseline	2022-23	2023-24 (Not yet certified)
% of Students Graduating (All Students)	86.5%	86.7%	
% of Students Graduating (Students with Disabilities)	60.4%	65.9%	
% of Students Graduating (EL)	66.2%	60.4%	
% of Students Graduating (Black)	68.8%	61.6%	
% of Students Graduating (Hispanic)	75.4%	73.6%	

We will increase by 1% the rate of students who graduate within 7 years as evidenced by certified graduation year cohort data within the WISEdash portal.

Percent of Students (By Graduation Year Cohort) Who Completed AASD Diploma Requirements Within 7 Years

By the end of 2018-2019	By the end of 2019-2020	By the end of 2020-2021	By the end of 2021-2022	By the end of 2022-2023	By the end of 2023-2024 (not yet certified)
84.3%	92.3% (Class	93.9% (Class	92.4% (Class	93.7% (Class	X% (Class

(Class of 2016)	of 2017)	of 2018)	of 2019)	of 2020)	of 2021)

Indicator 4: Percentage of Graduates Prepared to LEAD, CARE, and CONTRIBUTE.

We will **increase** the **percentage of 12th-grade students who** indicate they are ready to independently **Lead, Care, and Contribute** within the **CBL/ACP Summary** by **3%**.

	% of Graduates Ready to Lead, Care, and Contribute	
	Starting in 2022-23 Baseline	**2023-24**
% of seniors indicating they are prepared to LEAD by example through critical thinking, problem-solving, and effective communication.	56.6%	69.3%
% 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%

Board of Education

Work Session Schedule

2024-2025

Monday, July 15, 2024	Pre-Meeting Work Session	4:00 - 5:45 PM
Monday, August 12, 2024	Pre-Meeting Work Session	4:00 - 5:45 PM
Wednesday, August 21, 2024	Stand-Alone Work Session	9:00 - 11:00 AM
Monday, September 9, 2024	Pre-Meeting Work Session	4:00 - 5:45 PM
Wednesday, September 18, 2024	Stand-Alone Work Session	8:00AM - 12:00PM
Monday, October 14, 2024	Pre-Meeting Work Session	4:00 - 5:45 PM
Wednesday, October 23, 2024	Stand-Alone Work Session	7:30 - 10:30 AM
Wednesday, November 20, 2024	Stand-Alone Work Session	7:30 - 10:30 AM
Wednesday, December 18, 2024	Stand-Alone Work Session	7:30 - 10:30 AM
Monday, January 13, 2025	Pre-Meeting Work Session	4:00 - 5:45 PM
Wednesday, February 19, 2025	Stand-Alone Work Session	7:30 - 10:30 AM
Wednesday, March 19, 2025	Stand-Alone Work Session	7:30 - 10:30 AM
Monday, April 14, 2025	Pre-Meeting Work Session	4:00 - 5:45 PM
Wednesday, April 23, 2025	Stand-Alone Work Session	7:30 - 10:30 AM
Monday, May 12, 2025	Pre-Meeting Work Session	4:00 - 5:45 PM
Wednesday, May 21, 2025	Stand-Alone Work Session	7:30 - 10:30 AM
Wednesday, June 18, 2025	Stand-Alone Work Session	7:30 - 10:30 AM
Monday, June 23, 2025	Pre-Meeting Work Session	4:00 - 5:45 PM

AASD Board of Education Work Session meetings will be held at the Scullen Leadership Center, 131 E. Washington Street, Suite 1A, Appleton, WI.

As with all meetings of the Board, work sessions are open to the public in accordance with Wisconsin Open Meetings Law. Members of the public are welcome to attend.

Board of Education Work Sessions are conducted for the purpose of information gathering and in-depth discussion. Official Board actions are reserved for Board of Education meetings only; there is no official action of the Board taken during a work session.

Please call (920)852-5300, ext. 60111 for more information.