



**Wednesday, October 23, 2024
Board of Education Work Session**

**APPLETON AREA SCHOOL DISTRICT
BOARD OF EDUCATION WORK SESSION
Scullen Leadership Center
131 E. Washington Street, Suite 1A
Appleton, WI 54911
Time: 7:30 AM**

Board of Education Work Sessions are not broadcast via live stream but are open to the public unless otherwise noticed. 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	Oct 23, 2024 - Board of Education Work Session
Category	1. Meeting Opening
Type	Discussion, Information, Report

2. Report to the Board (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. Pupil Nondiscrimination Self-Evaluation Report (30 min)
Meeting	Oct 23, 2024 - Board of Education Work Session
Category	2. Report to the Board (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

File Attachments
[Official DPI PI.9 Self Evaluation AASD 2024.docx.pdf \(429 KB\)](#)

3. 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. Board Retreat Recap (60 min)
Meeting	Oct 23, 2024 - Board of Education Work Session
Category	3. 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

Board Members will continue to discuss their recent takeaways from the Board Retreat Meeting.

Subject	B. Policy Adoption: Policy 225- Superintendent Evaluation
Meeting	Oct 23, 2024 - Board of Education Work Session
Category	3. 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

Superintendent Greg Hartjes and Chief Human Resources Officer, Julie King will present the adoption of Policy 225- District Administrator Evaluation.

File Attachments

[IOI - Policy 225 - Superintendent Evaluation.pdf \(35 KB\)](#)
[DRAFT- Superintendent Evaluation 225 \(2\).pdf \(33 KB\)](#)

Subject	C. Policy Adoption: Policy 342.8- Section 504 Plans and Services
Meeting	Oct 23, 2024 - Board of Education Work Session
Category	3. 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

Executive Director of Student Services, Laura Jackson, will present and discuss policy adoption of Policy 342.8-Section 504 Plans and Services.

File Attachments

[IOI 342.8 SECTION 504 PLANS AND SERVICES FOR STUDENTS.pdf \(34 KB\)](#)
[DRAFT 342.8 Section 504 Plans and Services for Students.docx \(2\).pdf \(49 KB\)](#)

Subject	D. Policy Adoption: Policy 526.1- Employment References and Verification
Meeting	Oct 23, 2024 - Board of Education Work Session
Category	

3. 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

Assistant Superintendent Sheree Garvey and Chief Human Resources Officer Julie King will present the adoption of Policy 526.1-Employment References and Verification.

File Attachments

[IOI 526.1 Employment Reference and Verification Policy.pdf \(35 KB\)](#)
[DRAFT - 526.1 Employment Reference and Verification Policy.docx \(2\).pdf \(25 KB\)](#)

Subject E. Policy Removal: Policy 453.6- First Aid

Meeting Oct 23, 2024 - Board of Education Work Session

Category 3. 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

Executive Director of Student Services, Laura Jackson, will present and discuss policy removal of Policy 453.6- First Aid.

File Attachments

[IOI Policy Removal 453.6.pdf \(35 KB\)](#)
[Policy 453.6- First Aid.pdf \(30 KB\)](#)

Subject F. Policy Removal: Policy 422- Admission of Nonresident Students

Meeting Oct 23, 2024 - Board of Education Work Session

Category 3. 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

Executive Director of Student Services, Laura Jackson, will present and discuss policy removal of Policy 422- Admission of Nonresident Students.

File Attachments

[IOI Policy Removal 422.pdf \(35 KB\)](#)
[Policy 422-Admission of Nonresident Students.pdf \(28 KB\)](#)

4. Adjourn

Subject A. Adjournment of Work Session

Meeting Oct 23, 2024 - Board of Education Work Session

Category

4. Adjourn

Type

Information, Procedural

DPI Pupil Nondiscrimination Self-Evaluation Report: 2024-25

***Complete Self Evaluation Report and Related Requirements
Due by May 30, 2024**

Appleton Area School District



Reviewed by the School Board

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TABLE OF CONTENTS

- I. General Overview Of PI-9 Pupil Nondiscrimination**
 - a. Introduction To The Pupil Nondiscrimination Self-Evaluation**
 - b. Wisconsin State Statute 118.13**
- II. Contributors To The Self Evaluation Report**
- III. District Overview**
- IV. School board policies and administrative procedures.**
- V. Enrollment trends in classes and programs.**
- VI. Methods, practices, curriculum, and materials used in instruction, counseling, and pupil assessment and testing.**
- VII. Trends and patterns of disciplinary actions, including suspensions, expulsions, and handling of pupil harassment.**
- VIII. Participation trends and patterns and school district support of athletic, extracurricular, and recreational activities.**
- IX. Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the district.**
- X. School district efforts to achieve equality of educational opportunity and nondiscrimination.**
- XI. School district technology, including electronic communications by school district staff.**

Section I - General Overview of PI-9 Pupil Nondiscrimination

The self-evaluation required by PI 9.06, Wis. Admin. Code, is more than simply a legal requirement. It is an invaluable tool that can be used to strengthen our commitment and efforts to foster equitable and successful schools for all students.

Cycle I: Between 1989 and 1994, Wisconsin school districts evaluated the status of pupil nondiscrimination and equality of educational opportunity within their own districts and then reported on their evaluation to the Department of Public Instruction. This process is referred to as Cycle I. **The focus of Cycle I was primarily on whether compliance had been achieved with the procedural requirements established under s. 118.13, Stats., Wisconsin's pupil nondiscrimination law.**

Cycle II: In 2000-2001, districts were required to conduct a second self-evaluation, which was referred to as Cycle II. **The Cycle II evaluation required more than an assessment of whether compliance has been achieved with the procedural requirements of the law.** In Cycle II, school districts were asked to assess the effectiveness of their efforts in achieving pupil nondiscrimination and equality of educational opportunity.

Cycle III: In 2006-2007, districts were required to complete Cycle III of the self-evaluation. **Reporting requirements under Cycle III were much different** than under Cycle I or II because of a detailed data analysis conducted by the department. Cycle III required districts to evaluate these three elements, create an evaluation report, and assure the department of their work:

- “Methods, practices, curriculum, and materials used in ... counseling...”
- “Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district”
- “Participation trends and patterns and school district support of athletic, extracurricular and recreational activities”

Cycle IV: In 2011-12, districts were once again required to complete the self-evaluation. **Cycle IV required districts to evaluate the same three elements** as in Cycle III, create an evaluation report, and assure the department of their work.

Cycle V: In 2016-17, districts were once again required to complete the self-evaluation. **Cycle V required districts to evaluate the same three elements** as in Cycle III and Cycle IV, create an evaluation report, and assure the department of their work.

Cycle VI: In 2023-24, districts were once again required to complete the self-evaluation, create an evaluation report, and assure the department of their work. **Cycle VI requires districts to evaluate the following elements:**

- School board policies and administrative procedures.
- Enrollment trends in classes and programs.
- Methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing.
- Trends and patterns of disciplinary actions, including suspensions, expulsions, and handling of pupil harassment.
- Participation trends and patterns and school district support of athletic, extracurricular and recreational activities.
- Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the district.
- School district efforts to achieve equality of educational opportunity and nondiscrimination.
- School district technology, including electronic communications by school district staff.

Wisconsin State Statute 118.13 and Administrative Rule PI 9.06

Wisconsin State Statute 118.13	Administrative Rule PI 9.06
118.13 Pupil discrimination prohibited. (1) No person may be denied admission to any public school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.	PI 9.06 Evaluation. (1) In order to provide the information necessary for the state superintendent to report on the compliance with s. 118.13, Stats., as required under s. 118.13 (3) (a)3., Stats., each board shall evaluate the status of nondiscrimination and equality of educational opportunity in the school district at least once every 5 years on a schedule established by the state superintendent. The evaluation shall include the following: a) School board policies and administrative procedures. b) Enrollment trends in classes and programs. c) Methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing. d) Trends and patterns of disciplinary actions, including suspensions, expulsions and handling of pupil harassment. e) Participation trends and patterns and school district support of athletic, extracurricular and recreational activities. f) Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district. g) School district efforts to achieve quality of education opportunity and nondiscrimination. (2) The board shall provide an opportunity for participation in the evaluation by pupils, teachers, administrators, parents and residents of the school district. (3) The board shall prepare a written report of the evaluation which shall be available for examination by residents of the school district.

Section II - Contributors to the Pupil Nondiscrimination Self-Evaluation Cycle Report

The following individuals were responsible for the development, writing and/or review of the Pupil Nondiscrimination Self Evaluation Cycle VI Report:

Name	Position
Michael Hernandez	Assistant Superintendent of School Services
Dr. Steve Harrison	Assistant Superintendent for Assessment, Curriculum and Instruction
Laura Jackson	Executive Director of Student Services
Krista Valentine	Educlimber Trainer and Analyst
Scott Werfal	Director of Technology Services
Jacque Smedberg	Appleton East High School Principal
Dr. Mark McQuade	Appleton West High School Principal
Nathan Werner	Appleton North High School Principal
Jere Kubuske	Appleton North High School Activities Director
Tim Zachow	Appleton East High School Activities Director
John Miller	Appleton West High School Activities Director
Clarence Crane	Director of Diversity, Equity and Inclusion
Debora Barraza	Executive Assistant to the Assistant Superintendent
Ebony Grice	Assistant Superintendent of School Services
Dr. Nanette Bunnaw	Assistant Superintendent of School Services
Sheree Garvey	Assistant Superintendent of School Services
Cassie Guilbeault	Appleton APM Principal/ACI
Wendy Rebman	Appleton East High School Registrar
Leslie Walker	Appleton North High School Administrative Assistant
Morgan Still	Appleton West High School Administrative Assistant
Cheryl Sous	Student Services Administrative Assistant
Kelly Vandenberg	Executive Assistant School Services
Dr. Tiffany Frerks	Associate Director of Student Services
Wendy Falk	School Counselor and Program Liaison
Kyle Balda	School Counselor and Program Liaison
Yer Lor	School Counselor and Program Liaison
Samantha Meulemans	School Counselor
Hayden Hoffman	School Counselor
Jane Rufe	School Counselor
Rachel Brick	School Counselor
Barbara Jean Wolfer	School Counselor
Andrew Waldvogel	School Counselor
Lori Krueger	School Counselor
Jarrett Bednar	School Counselor
Sandar Wagner	School Counselor
Tony Navis	School Counselor
Jacob Heinemeyer	School Counselor
Amy Didreckson	ACI Principal

- Ensure every students is academically, socially and emotionally successful and graduates ready for career, college and their community
- Create and maintain strong family, community and business partnerships to accelerate our collective impact on student success
- Align resources and operations directly to district priorities that ensure the success of all students with maximum efficiency and excellence

Our Vision

Working together. students, families, staff and community will ensure that each graduate is academically, socially and emotionally prepared for success in life. Every Student, Every Day.

Our Pillars

The pillars of Inclusive and Engaging Culture to Support Teaching and Learning, student success, Family and Community Partnerships and Resources and Operational Excellence reflect the values which uphold our Mission and Vision. This assists us in prioritizing the Objectives and Goals in our Strategic plan.

[Link to our Strategic Plan](#)

This data represents the demographic breakdown of our student population. This data was utilized during the analysis within each of the required areas of the study. This data was derived and disaggregated from the Wisconsin Department of Public Instruction WISE Dash Database. The school district submits data annually to this state-wide system. The district recommends caution in the review of data, especially from the 2019-20 and the 2020-21 school years. This data has been included but will limit some of the ability to examine multi-year trends or patterns. This was primarily due to the significant impact of the pandemic on the data of the school during those years. Some of the data from the 2021-22 school year may also be impacted due to the district offering virtual learning options. During those times co-curricular activities, clubs, class enrollments, programming, curriculum materials, discipline, and instruction were greatly impacted. For this reason, the 2022-23 data will be the primary focus and given greater emphasis in determining recommendations or considerations for improvement. It is also important to note that all data present in the WISE Dash system for the 2023-24 school year has not been validated or updated, and should be disregarded from the graphs and charts provided below.

[District Enrollment Data Set](#)

Section IV - School Board Policies and Administrative Procedures

The purpose of this section is to ask the district to examine the board policies and procedures that have been adopted by the board.

By evaluating this area, school districts will have an opportunity to:

- Ensure that policies include all protected categories listed under Wis. Stat. 118.13.
- Ensure that policies address harassment or that there is a separate anti-harassment policy
- The policies are published annually, are easily accessible and clearly articulate the compliance officers, the complaint timeline, and procedures for the complaint process.

Summary Report Data

Findings:

- The District has board-approved policies prohibiting discrimination against pupils on the basis of each of the protected classes set forth in Wis. S. 118.13 and as identified in PI 9.03.
- The district's nondiscrimination policies generally apply to all areas of school operations, including school-sponsored programs and activities.
- These policies provide written procedures for filing, investigating, and resolving complaints of pupil discrimination which set forth a written timeline for investigating complaints, provide for a written response, and provide information regarding appeal procedures.
- The district has trained multiple compliance officers for gender diversity and flexibility in situations where a conflict of interest may exist.
- Information is shared on school and district websites, in new student orientation sessions, and student handbooks. The nondiscrimination language is included in student handbooks as required in AG 2260D. Some of the nondiscrimination language in the student handbooks and on the website are not up to date with district PO 5517 or AG 2260.

Method of Analysis:

- Review and Examination of policies related to Pupil Nondiscrimination and Equal Education Opportunity
- Review and Examination of administrative guidelines related to Pupil Nondiscrimination and Equal Education Opportunity
- Review of Student Handbooks
- All district and school-level administrators participated in training activities with the Center 4 ALL from CESA 6. Equity walks were completed across the district grade levels.
- All district and school-level administrators
- Review of public comments: pupils, teachers, administrators, parents and residents of the school district.

Supporting Information:

The following information was reviewed:

[Link to District Policy Page](#)

- [342.1 Programs & Services for Students with Disabilities Policy](#)
- [370 Co-Curricular/Extracurricular Activities and Programs Policy](#)
- [371 Student Organizations Policy](#)
- [371.1 Equal Access Policy](#)
- [411 Equal Opportunities Policy](#)
- [411.1 Student Harassment Policy](#)
- [411.2 Student Nondiscrimination Policy](#)
- [411.33 Accommodation of Religious Beliefs Policy](#)
- [Notice of Student Nondiscrimination Statement](#)

Recommendations for Improvement and Implementation Strategies:

- The District's designated compliance officers are Michael Hernandez, Assistant Superintendent School Services and Julie King, Chief Human Resource Officer.
- The District shall continue to publish an annual class 1 legal notice.
- It is recommended that the district place the nondiscrimination statement in a prominent location within the school website and on the policy entry page.
- Update all student handbooks and web site links to include the most recent Anti Harassment language from PO 5517 and/or AG 2260.

Section V – Enrollment trends in classes and programs

The purpose of this section is to ask the district to examine enrollment trends and patterns within classes and programs provided by the district.

By evaluating this area, school districts will have an opportunity to:

- Ensure progress is made each year towards increased enrollment in courses and programs by underrepresented groups based upon gender, ethnicity, race, disability status, English language learner status, and economically disadvantaged status.
- Particular programs and courses that merit attention included advanced and/or college preparatory courses, talented and gifted programming, and vocational education classes or programs.

Summary Report Data

Findings: [Appleton Area School District's Enrollment Trend Data](#)

- Findings and Trend Data for Talented and Gifted Programming, Career and Technical Education, Advanced Placement can be found in the link above.

Method of Analysis:

- Administrative team meeting and data examination
- Course enrollment data review with high school administration
- Five years of data disaggregated for course enrollments in various programs
- Review of public comments: pupils, teachers, administrators, parents and residents of the school district.

Supporting Information:

The following information was reviewed:

- [Talented and Gifted Data](#)
- [Career and Technical Education Data](#)
- [Advanced Placement Enrollment Data](#)

Recommendations for Improvement and Implementation Strategies:

- Continue to monitor Talented and Gifted enrollment annually and review the process and assessments for determining student eligibility. Addressing and documenting any areas that may present barriers to underrepresented student groups and the changes implemented.
- Recommend breaking down Career and Technical Education data by the four areas of technology, family and consumer science, business and marketing education to examine enrollment trends in greater detail annually.
- Assist economically disadvantaged students in seeing a college path forward and opportunities that may be available through the counseling staff and the course selection process.
- Expand dual credit opportunities at the high school level in order to provide increased access for all students. This would increase local opportunities to earn college credit while maintaining the current AP offerings. This removes the barrier of transportation related to going to college level sites to complete AP examinations.

- Continue to monitor the staffing ratios and progress of students within the English Language Learner program.
- Provide student report cards in the parent's native language when possible through Infinite Campus. Based on the district demographic information, the Spanish language as well as Hmong are the priority. Infinite Campus does provide support in this opportunity.

Section VI - Methods, Practices, Curriculum and Materials used in instruction, counseling, and assessment

The purpose of this section is to ask the district to examine the method, practices, curriculum and materials used in PK-12 school counseling to determine whether all students are being included in the learning process.

By evaluating this area, school districts will have an opportunity to:

- Ensure that the goals of equity and excellence for all students are demonstrated through the school counseling practices in the district.
- Ensure counselors emphasize that courses, programs, roles, and careers are open to all students regardless of gender, ethnicity, race, disability status, English language learner status, and economically disadvantaged status.

Summary Report Data

Findings:

- In the 2018 school year the district began to implement a school counseling program manual with mindsets and behavior standards. This manual was developed by the counseling leadership team in collaboration with staff, parents, and students. It was identified that this program manual need revision.
- Counseling curriculum centered around structuring lessons, and experiences to meet the mindsets and behaviors. Through engagement with the ASCA review process, the district developed the scope and sequence to be implemented .
- Elementary counselors are consistently delivering the Second Step Personal Safety lessons while the classroom teacher implements the remaining Second Step lessons.
- In the 2023 school year elementary counselors participated in a review of counseling resources to identify gaps.
- Providing opportunity for lessons taught through the elementary counseling program to be supported, enhanced, and expanded through the classroom teacher implementation of Second Step, an evidence based curriculum for Social Emotional Learning, has provided for transfer of learning including mindsets and behaviors.
- Counseling lessons taught by the school counselor are taught in the classroom and inclusive of all students.
- Students at the middle level are exposed to academic and career planning through a full year in varied classes with counselors offering the 7th and 8th grade experiential component.
- Middle level counselors discuss options and interest inventories with students and how this can be applied in course selection.
- The district web page provides information for families on Academic and Career Planning including how students participate at various grade levels 9-12.
- Counseling services are open to all students and the counseling team works with the case managers to tailor to the specific needs of students with intellectual disabilities.
- Students at the high school level participate in the Signs of Suicide curriculum taught in health class and supported by school counselors.

- High school students receive universal exposure to academic and career planning at level meetings, scheduling discussions and through common Flex time activities.
- Students who are served primarily in pull out classes are served through collaboration with case managers and in accordance with their IEP.
- School counselors participated in a variety of work groups including review of SEL universal curriculum, procedures for NSSI, return from hospitalization, mental well being, and ATODA.
- SAIG groups are utilized at each level and with greater frequency at the elementary and middle level. High school SAIG groups are in progress.
- All high school counselors were trained in the Check and Connect attendance intervention program to support improvement in attendance at the high school level.
- School counselors participate in monthly department meetings and work sessions.
- School counselors participate in monthly PLC meetings by level and self determine agenda and direction of the meeting with a focus on data and student outcomes.

Method of Analysis:

- Discussion with school counselors
- Review of K-12 scope and sequence
- Discussion with district student services leadership
- Review of program materials and web information

Supporting information:

[Counseling Brochure](#)

Previous Guidebook

[Elementary Scope and Sequence](#)

[With ASCA Standards and Mindsets](#)

Elementary overview

[Middle Level Scope and Sequence of Standards](#)

[High School Level Scope and Sequence of Standards](#)

[Academic and Career Planning Web Page](#)

[9-12 Grade ACP Lessons](#)

[Lesson Plan template - Elementary](#)

Recommendations for Improvement and Implementation Strategies:

- Ensure consistency across schools in implementation of counseling curriculum and procedures.
- Use of time analysis and roles/ responsibilities to identify differences between direct and indirect service time.
- Consider defining an annual agreement that identifies commitment of time and responsibility as represented in the ASCA model.
- Collect feedback on the sixth grade transition model process and opportunity.

- Collaborate with the DEI department and other partnerships within the building (STAR and TRAC) to address cultural representation and create bridges for students.
- Additional collaboration between school counselors and teachers of programs where students may be pulled out of the regular education environment during the time counseling lessons are taught is an area the team can explore to ensure access to all students in a developmentally appropriate manner.
- Data review indicates that two mindsets that need to be addressed in the curriculum more robustly are:
 - the ability to identify and overcome barriers. (Teaching coping skills, time management, and how to identify barriers)
 - cultural awareness, sensitivity, and responsiveness (Recommendation is the Kindness curriculum and scenario practice).
- Establish clear expectations and curriculum for SAIG groups at the high school level.
- Revisit the program manual through a review process focused on the ASCA framework model.
- Consider implementation of an advisory council in addition to the current liaison approach, ensuring the membership of the advisory council is representative of all students.
- Work with the ASCA model to review the current results and practices resulting in action plans and a revised guidebook and communication structure.

Section VII – Trends and Patterns of Disciplinary Actions, including suspensions, expulsions, and handling of pupil harassment

The purpose of this section is to evaluate trends and patterns in disciplinary actions, policies, and procedures.

By evaluating this area, school districts will have an opportunity to:

- Ensure disciplinary actions and procedures are applied consistently to all students.
- Harassment policies define harassment, provide examples, explain the consequences, and prohibit retaliation and provide for as much confidentiality as reasonably possible.
- Staff, students, and parents/guardians are aware of the ability and how to file a harassment complaint
- Responses to harassment are prompt, firm, and effective.

Summary Report Data

Findings: [Appleton Area School District's Trends and Patterns of Disciplinary Actions](#)

- Students identifying as male students are more likely to be suspended than students identifying as female.
- 3-year Average of student suspension rates by race:

○ American Indian 9.51%	○ Hispanic 5.57%
○ Asian 1.58%	○ White 3.62%
○ Black 10.72%	○ Two or More Races 8.56%

- 5-year Average of student suspension rates by race:
 - American Indian 7.75%
 - Asian 1.17%
 - Black 9.21%
 - Hispanic 4.66%
 - White 2.97%
 - Two or More Races 7.40%
- Suspension rates for non-violent/physical incidents for school rule violations resulted in 3-year average rates of:
 - American Indian 7.06%
 - Asian 1.19%
 - Black 7.40%
 - Hispanic 4.10%
 - White 2.79%
 - Two or More Races 6.45%
- Suspension rates for non-violent/physical incidents for school rule violations resulted in 5-year average rates of:
 - American Indian 5.60%
 - Asian 0.88%
 - Black 6.06%
 - Hispanic 3.44%
 - White 2.28%
 - Two or More Races 5.24%
- Findings and Trend and Patterns of Disciplinary Actions can be found in the link above.

Method of Analysis:

- Review of suspension rates over multiple years
- [Review of the Appleton Area School District Policies:](#)
- Review of School Student Handbooks
- Analysis of WISE Dash Discipline Data
- Review of Annual State Pupil Nondiscrimination Reports
- Review of public comments: pupils, teachers, administrators, parents and residents of the school district.

Supporting Information:

The following information was reviewed:

- [Student Information System Suspension Data Review](#)
- [Student Handbook Acknowledgement of the Board Policies](#)
- Appleton Area School District - WI Pupil Nondiscrimination Annual Report
 - [2020-21](#)
 - [2021-22](#)
 - [2022-23](#)

Recommendations for Improvement and Implementation Strategies:

- School handbooks should be updated to contain consistent information that matches Board Administrative Guidelines language.
 - “does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex (including transgender status, change of sex or gender identity), or physical, mental, emotional, or learning disability ("Protected Classes") in any of its student

program and activities. This policy is intended to support and promote nondiscriminatory practices in all District and school activities.”

- Continue to increase the use of functional behavioral assessments and behavior interventions plans, especially for students with disabilities. IEP case managers should create a “Contact Flag” in the student management system to alert staff of the student’s case manager and potential need for a behavioral intervention plan.
- Due to disproportionate representation in student suspensions, the district should consistently make training available to staff for implicit bias, microaggressions, and trauma-informed practices.
- Site administrators will continue to reference the function of the behavior for students with disabilities and make determinations regarding discipline with this information in mind. Disciplinary behavior that has a direct and substantial relationship to the student’s disability should be addressed when appropriate with opportunities for continued learning for the student and restorative practices.
- Continue to provide consistent meeting time for assistant principals and deans to ensure consistent reporting and coding of all harassment and behavior incidents.
- Anyone handling a student complaint of harassment should utilize an age appropriate version of a harassment reporting form which will be created to include a consistent menu of options for administration to consider in their response.
- Each school will continue to have a school improvement goal that is focused on student engagement, building meaningful relationships and connections, seeking to understand our students and the issues that are impeding their education.
- Recommend that the district continue to use the Speak Up/Speak Out (SUSO) for students to report harassment or discrimination at the Secondary level. This option is already available in all levels in AASD.

Section VIII - Trends and Patterns of School District Support of Athletic, Extracurricular, and Recreational Activities

The purpose of this section is to review participation in PK-12 athletic, extra curricular, and recreational activities to determine whether all of the protected groups participate and/or are encouraged to participate in these school sponsored activities.

By evaluating this area, school districts will have an opportunity to:

- Foster and promote the goals of equity and inclusiveness in athletic, extracurricular, and recreational programs and any school-sponsored or approved activity.
- Ensure that interscholastic athletic programs for boys and girls are comparable.
- Ensure the school provides athletic, extracurricular, and recreational activities to meet the interests and abilities of diverse students as evidenced by participation rates.

The regulation implementing Title IX requires institutions to provide equal athletic opportunities for members of both sexes and to effectively accommodate students' athletic interests and abilities. The Department's 1979 "Intercollegiate Athletics Policy Interpretation" (1979 Policy Interpretation), published on December 11, 1979, sets out a three-part test that OCR uses as part of determining whether an institution is meeting its Title IX obligations. An institution is in compliance with the three-part test if it meets any one of the following parts of the test:

1. The number of male and female athletes is substantially proportionate to their respective enrollments; or
2. The institution has a history and continuing practice of expanding participation opportunities responsive to the developing interests and abilities of the underrepresented sex; or
3. The institution is fully and effectively accommodating the interests and abilities of the underrepresented sex.

Summary Report Data

Findings: [Appleton Area School District's Trends and Patterns of School District Support of Athletic, Extracurricular and Recreational Activities](#)

- Trend and Patterns of the Appleton Area School District for Athletics, Extracurricular and Recreational Activities can be found on the link above.

Methods of Analysis

- Participation and discussion with Activities Directors
- Data pull from Infinite Campus student management system
- Data Analysis of participation rates, disaggregated by gender, ethnicity, race, disability status, English language learner status, and economically disadvantaged status.
- Review of public comments: pupils, teachers, administrators, parents and residents of the school district.

Recommendations for Improvement and Implementation Strategies

- o Continue to focus on improving the participation rates of students identifying as racially, ethnically, culturally, and linguistically diverse (English Learner) in athletics, activities, and music offerings.
- o Continue to focus on improving the participation rates of students with disabilities in all areas and removing or addressing barriers to participation. Creation of the Adaptive Sports League has opened opportunities for our students at each of the comprehensive High Schools.
- o Identify any remaining barriers in each area for students facing economic disadvantages and identify community services/resources to eliminate those barriers. We have waived entry fees for current students to our athletic events to encourage school spirit and re-engage support of our student athletes.
- o Implement a club fair or event to increase student awareness and participation- We have looked at doing this event multiple times throughout the school year.
- o Work with existing clubs to see if we can make connections or specifically work to include students. Overall emphasis for clubs to be more inclusive and reach out and encourage participation. We will continue to reflect and revise our offerings to ensure that students' interests are kept in focus.
- o Consider providing available activities, clubs, music, and athletic offerings online for easy access to all students and have the list available in Spanish and Hmong.
- o AD's visit quarterly each Cultural Club to discuss inclusive practices
- o Create specific support clubs for our rising Newcomer Population

Section IX - Trends and Patterns in Awarding Scholarships and Other Forms of Recognition Provided or Administered by the District

The purpose of this section is to evaluate the patterns in awarding scholarships and other forms of recognition and achievement and determine whether some groups of students are significantly underrepresented as recipients of awards or other forms of recognition.

By evaluating this area, school districts will have an opportunity to:

- Ensure that all scholarships and other forms of recognition are awarded in a way that does not discriminate
- Identify and develop ways to effectively publicize scholarship and award opportunities so that all students and parents/guardians are informed.
- Develop recommendations to ensure that the amount and number of scholarships and other types of awards are equitably distributed.

Special Note - The following legal requirements should be followed for scholarships, awards, gifts and grants: (Please consult the DPI website for details and statute citations.)

School districts may administer sex-restrictive scholarships or financial aid established through wills, trusts, bequests and other legal instruments if the overall effect is not discriminatory. To determine if the overall effect is non discretionary, a school district must first select students on the basis of nondiscriminatory criteria. The school district may then award all scholarships and aid, including sex-restricted scholarships. However, in doing so, none of the selected students can be denied aid or scholarships because some of the awards were originally designated for persons of the other sex. A district may also choose to not administer or assist in administering sex-restricted scholarships.

Athletic scholarships must be available for both males and females in proportion to the number of males and females participating in the interscholastic athletic programs.

Findings:

- AASD high schools provide students with information on local, regional, and national scholarships through senior seminars, through announcements, the school website, school counselor contact and through newsletters.
- Each high school website has a link to scholarship information. Information on this link is updated regularly. This link has information on scholarships administered by the school and those administered by the awarding party. Most often a link to the application is included.
- Students are encouraged during senior seminars, through announcements, and homeroom time to review the scholarship information frequently as it is updated throughout the year.
- All students have the opportunity to review scholarship applications and information and submit an application.
- School counselors are available through regular office hours to support students in addressing scholarship questions.
- Scholarships administered at the school sites vary. Each site has several scholarships administered by a site scholarship team.

- All high schools have a process for identifying the scholarship team members who are part of the committee participating in the selection process. Each team includes teachers, an administrator, and school counselor, some include community members and this is determined by the requirements of the local scholarship.
- The student services office at each school maintains a list of scholarship recipients
- The school services office at the AASD district office maintains a list of scholarships held in trust, the terms of the scholarship and the student recipients of the scholarships.
- In a review of five years of locally administered scholarship data the following findings are noted:
 - In a five year period there were no students who identified as American Indian or Native Hawaiian that received locally awarded scholarships.
 - With the exception of three years for students identifying as two or more races, no other group defined by ethnicity was as likely as a white student to receive a locally administered scholarship in the five year period.
 - Female students are more likely than male students to receive a locally administered scholarship.
 - In the four of the five years reviewed EL students had a likelihood of zero to receive a scholarship.
 - Over the five year period reviewed students who qualified for free and reduced lunch were less than half as likely to be awarded a local scholarship than their peers

Methods of Analysis:

- Discussion with High School Counseling Team
- Review of 5 year scholarship award data and analysis of information and trends
- Review of school websites
- Examination of scholarship communication practice
- Review with data analyst

Supporting Information:

The following information was reviewed:

- Local Scholarship Application information
- [Data Summary](#) of scholarship awards recipients
- [Board Policy 461 Academic Excellence Higher Education Scholarship](#)
- [Board Policy 462 Technical Excellence Higher Education Scholarship](#)
- Communication of scholarship process
 - [Appleton North Scholarship Resource](#)
 - [Appleton West Scholarship Resource](#)
 - [Appleton East Scholarship Resource](#)
 - [Senior Seminar Sample Loom](#)

Recommendations for Improvement and Implementation Strategies:

- The school counselors together with the district DEI team, EL staff, and Refugee Liaison shall review the communications about the scholarship application process, scholarship availability, and support to ensure accessibility to all
- Communication in multiple languages or strategies for meaningful translation of scholarship communication is recommended.
- Discussion at each school site of the demographic distribution of scholarship data along and post secondary outcome data noting observations and exploring root causes will influence improvement processes.
- Collaboration around the data summary will occur when the data is presented with diverse community groups to seek input in strategies for addressing the gaps in distribution to demographic groups.
- The district administration with site administration will seek input from student leadership and cultural clubs to identify strategies for reaching all students with the scholarship information, application, and support.
- The district will strive to ensure that scholarship review teams are representative of the diversity of the school community.

Section X – School District Efforts to Achieve Equality of Education Opportunity and Nondiscrimination

The purpose of this section is to evaluate the district's efforts to achieve equality of education opportunity and nondiscrimination. Focusing on the district's efforts and progress in closing academic achievement gaps and creating a school environment that does not discriminate based upon the protected categories listed in Wis. Stat. 118.13.

By evaluating this area, school districts will have an opportunity to:

- Ensure that staff have high expectations for all students
- An ongoing effort is in place to ensure equality of educational opportunity and nondiscrimination
- The school environment is welcoming to all students and parents/guardians who visit the building.
- Equality of educational opportunity and nondiscrimination are considered in the planning and implementation of staff development.

Summary Report Data

Findings:

- During the 2018-19 school year, the School District created the Diversity, Equity and Inclusion Director position. The goal was to create a department that would support and lead the charge to support our students with diverse backgrounds.
- During the 2022-2023 school year, the Leadership Team reviewed survey data from both staff, administration and students and redesigned the Professional Development plan to create 3 pillars. The focus was on Teacher Clarity, Instructional Response to Behavior and Culturally Responsive Teaching. The Principals were trained during Lead Learner to allow them to provide instructional leadership during the professional development days at their sites.
- The District has recently completed the process and creation of a Continuous School Improvement Plans, which directly addresses the quality of the education for all students and the district's focus on Nondiscrimination.
- District-wide goals are directly shared in the District Continuous Improvement Plan addressing:
 - ensuring every student meets or exceeds grade level standards
 - developing relationships and transparency
 - build student voice, choice, and ownership of their learning and growth
 - create inclusive environments that show an understanding of and care for every student, staff, family member, and visitor
 - support the academic, physical, social, and emotional wellness of students and staff
 - speak and act swiftly against inequities, harassment, discrimination, racism, and hate
- The District Strategic Plan explicitly states the district's commitment to providing staff training around microaggressions and implicit bias.

- The District has established forms and procedures for documenting gender identity name change requests and gender identity plans. Parental involvement is a key component of the process and consent is required for any name change requests.
- Discrimination Awareness training is included in the staff training cycle through the Annual Mandated Training for staff.

Method of Analysis:

- School Board Agendas
- Review/Discussion of Strategic Plan and process

Supporting Information:

The following information was reviewed:

- [Continuous School Improvement Process \(CSIP\)](#)
- [Standards and Curriculum that meet the diverse cultural background and educational needs of each student](#)
- [Complex Conversations with Respectful Dialogue](#)

Recommendations for Improvement and Implementation Strategies:

- The district has a Strategic Plan that measures and reports out to the community and school board the progress in several areas. This plan encompasses the focus and expectations for providing an equitable educational opportunity and addressing issues of harassment. Updates of this strategic plan and the results should be shared with all shareholders within the school and community.
- The school district should continue the newly implemented practice of an annual “Equity Walk Assessment” and include student focus groups or student voices as a component of that assessment.
- Implicit Bias and microaggression training should be made available for teachers, but also include coaches and other support staff.
- As part of the annual review of course offering at the high school, consider course additions that explore a diversity of perspectives and cultures.

Section XI – School District Technology, including Electronic Communications by School District Staff

The purpose of this section is to evaluate the availability of Pupil Nondiscrimination policies and materials for students, parents, and staff.

By evaluating this area, school districts will have an opportunity to:

- Ensure that all students and parents have access to the relevant information relating to Pupil Nondiscrimination policies and procedures.
- Students, teachers, parents, and community members have an opportunity to participate in the self-evaluation process/review.
- The Pupil Nondiscrimination Self Evaluation Report is available to all residents and the PI-1198 Assurance has been provided to the Department of Public Instruction.

Summary Report Data

Findings:

- All school district policies are available electronically or in hard copy (as requested) by the general public and through the district web page.
- Parents, students, and community members had the opportunity to participate in the self-assessment process through a public notice - requesting comment, a social media notice - requesting comments, small group or individual meetings (based upon request/comments), and participation in an open meeting portion of a scheduled and properly noticed school board meeting.
- Students had additional opportunities for participation through conversations to review summary of experiences in the Appleton Area School District.

Method of Analysis:

- Review of public notices and social media communications
- Review of School Board agendas
- Review of public comments: pupils, teachers, administrators, parents and residents of the school district.
- Requested Student Input across Appleton Area School District
- Meeting with students declaring an interest in areas of Pupil Nondiscrimination

Supporting Information:

The following information was reviewed:

- Initial Public Notice requesting comments
- School Board Agenda
- Student Input
- Final Public Notice
- School Board Agenda - public comment available

Recommendations for Improvement and Implementation Strategies:

- It is recommended that the school board approve the following report and that it be posted for the next five years on the Appleton Area School District web page.

- That the district administration complete the PI-1198 Assurance and provide it to the Department of Public Instruction.

ITEM OF INFORMATION

Topic: District Policy -225 Superintendent Evaluation

Background

Information: Earlier in the year, the Wisconsin Association of School Boards (WASB) was contracted to conduct a policy audit. Through the audit, policies were identified to be either created or revised. The policy work was delegated to administrators who oversee the respective area of the policy. These administrators utilized WASB recommended sample policies and researched other districts or sought legal advice depending on the complexities of the policy.

As policies are created or revised, they will be Items of Information at Board of Education meetings for discussion and then be scheduled for a future meeting as an Item for Consideration.

The District does not have a 225 Superintendent Evaluation Policy currently, therefore it is recommended to be considered for addition. However, the draft language for this policy was taken from B/SR 1 of our Coherent Governance policies.

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): Chief Human Resource Officer, Julie King, (920) 852-5302

SUPERINTENDENT EVALUATION

The School Board shall regularly evaluate the performance of the Superintendent to: fulfill an important aspect of the Board's oversight responsibilities; encourage effective educational leadership and management within the District; engage the District's chief administrative employee in an ongoing exchange of evaluative information and insight; and make necessary judgments about the employment and compensation of the Superintendent.

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

1. The Board will determine organizational performance based on a defined systematic monitoring process as outlined in its Annual Work Plan.
2. The Board will acquire monitoring data on Results and Operational Expectations policies by one or more of the three methods:
 - a. By Internal Report, in which the Superintendent submits information that certifies and documents to the Board compliance or reasonable progress
 - b. By External Review, in which an external third party selected by the Board assesses compliance or reasonable progress with applicable Board policies
 - c. By Board Inspection, in which the whole Board, or a committee duly charged by the Board, formally assesses compliance or reasonable progress based upon specific policy criteria
3. The consistent performance standard for **Operational Expectations** policies shall be whether the Superintendent has:
 - a. reasonably interpreted the policy
 - b. complied with the provisions of the Board policy
4. The consistent performance standard for **Results** policies shall be whether the Superintendent has:
 - a. reasonably interpreted the policy
 - b. made reasonable progress toward achieving the outcomes defined by the Board's **Results** policies
5. The Board of Education will determine whether the Superintendent's interpretation is reasonable, whether the Superintendent has complied, and whether reasonable progress has been made. In doing so, the Board will

apply the “reasonable person” standard.

6. All policies that instruct the Superintendent will be monitored according to a schedule and by a method determined by the Board and included in the Board’s annual work plan. The Board may monitor any policy out of this defined sequence or method if a majority of the Board determines that conditions warrant monitoring at times other than those specified by the annual schedule.
7. The Board will conduct a formal summative evaluation of the Superintendent each year. The summative evaluation will be based on data collected and decisions made by the Board during the year related to monitoring **Results** and **Operational Expectations** policies. The Board will prepare a written evaluation document consisting of:
 - a. A summary of the data derived during the year from monitoring the Board’s **Results** and **Operational Expectations** policies
 - b. Conclusions based upon the Board’s prior action during the year relative to the Superintendent’s reasonable interpretation of each **Results** policy and whether reasonable progress has been made toward its achievement
 - c. Conclusions based upon the Board’s prior action during the year relative to whether the Superintendent has reasonably interpreted and operated according to the provision of the **Operational Expectations** policies

Cross References: Equal Opportunities, 411
 Superintendent Accountability, BSR-5

Legal References: Wisconsin Statutes Section 118.24, 121.02(1)(a), 121.02(1)(b),
 121.02(1)(q)
 Administrative Rule PI 8.01(2)(a), PI 8.01(2)(q), PI34.003

Adoption Date:

ITEM OF INFORMATION

Topic: District Policy -342.8 Section 504 Plans and Services for Students

Background

Information: Earlier in the year, the Wisconsin Association of School Boards (WASB) was contracted to conduct a policy audit. Through the audit, policies were identified to be either created or revised. The policy work was delegated to administrators who oversee the respective area of the policy. These administrators utilized WASB recommended sample policies and researched other districts or sought legal advice depending on the complexities of the policy.

As policies are created or revised, they will be Items of Information at Board of Education meetings for discussion and then be scheduled for a future meeting as an Item for Consideration.

The District does not have a 342.8 Section 504 Plans and Services for Students Policy currently, therefore it is recommended to be considered for addition.

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): Executive Director of Student Services, Laura Jackson, (920) 832-5322

BOE: October 23, 2024

SECTION 504 PLANS AND SERVICES FOR STUDENTS

Pursuant to Section 504 of the Rehabilitation Act, the District shall provide a free appropriate public education (FAPE) to each eligible student who has a physical or mental impairment which substantially limits a major life activity. The District's duty to provide FAPE applies to each such student, regardless of the specific nature or severity of the student's disability. Further, the District shall not discriminate against any student based upon (1) any prior record of physical or mental impairment, or (2) a student being regarded as having a physical or mental impairment (e.g., based upon an assumption or perception of a disability). In connection with these obligations, the District shall take reasonable steps intended to protect a student with a disability from being harassed or retaliated against on the basis of the student's disability.

To meet its obligations under Section 504, the District shall:

1. Engage in appropriate notification and "child-find" activities that are designed to identify and locate children residing in the District who may have a disability and who may be in need of special education and related services;
2. Make and accept referrals for evaluations as required by law;
3. Conduct evaluations and make eligibility and placement determinations in a manner that reflects the standards and requirements established under Section 504 such as the following: (a) parent consent is required for initial evaluations; and (b) all eligibility and placement determinations must be made on an individualized basis with a focus on the student's identified educational needs;
4. Employ appropriate procedural safeguards, including providing parents and guardians with required notices and appropriate opportunities to review their child's records;
5. Develop, implement, and appropriately review a written Section 504 plan for each qualifying student with a disability for whom a Section 504 plan is necessary to provide access to a free and appropriate public education;
6. Reevaluate students in order to periodically redetermine eligibility; and
7. Adhere to appropriate procedures and standards in connection with the suspension and/or potential expulsion of any student with a disability.

The Executive Director of Student Services is the District's designated Section 504 Coordinator. The Coordinator shall have primary responsibility for the administrative procedures used within the District to implement the requirements of Section 504 and this policy. The Coordinator shall also be responsible for ensuring appropriate staff training and professional development in connection with the District's obligations

under Section 504, and for monitoring and evaluating the District's overall implementation of Section 504.

The District encourages informal resolution of complaints and concerns regarding the implementation of Section 504 procedures. Accordingly, the Section 504 Coordinator shall make efforts to address a parent's or guardian's complaints or other concerns by appropriate means that may include scheduling additional meetings of relevant members of the applicable 504 team or attempting to mediate a resolution. Any informal resolution of a complaint or concern that requires a modification to a student's 504 plan shall be incorporated into the plan using appropriate procedures.

Any person who believes that a student with a disability has been discriminated against, retaliated against, or harassed on the basis of the student's disability, or who believes that the District has otherwise violated Section 504 or its implementing regulations, may file a complaint through the internal complaint procedure established under the District's student nondiscrimination policy. A person who wishes to file such a complaint, or who requires more information about the complaint procedure, should contact the District's Section 504 Coordinator or, if the Section 504 Coordinator is temporarily unavailable or if the complaint in question involves any alleged improper conduct by the Coordinator, the Assistant Superintendent of School Services

A parent or guardian (or adult student) who disagrees with the identification, evaluation, educational placement, or the provision of a free appropriate public education of a student with a disability under Section 504, and who has been unable to reach a satisfactory resolution of the issue(s) with the District, has the right to request an impartial hearing. The complaining party shall have the right to participate in such a hearing, to present evidence, and to be represented by a person of their choice, including an attorney. A request for an impartial hearing must be made in writing and mailed or delivered to the Executive Director of Student Services. Upon receipt of a request for a hearing, the necessary arrangements will be made by the District, including the selection of a hearing officer. Any party aggrieved by the decision of the hearing officer may seek judicial review of the decision to the extent permitted by applicable law.

Relationship between Section 504 and the IDEA. Section 504 and the IDEA are related but distinct laws. For example, a student with a disability who is not eligible for special education or related services under the IDEA may have rights to receive certain aids, or accommodations under Section 504. Further, even in the case where a student with a disability does not need any special education or related services, or any modifications to the District's policies, procedures, or practices, the student remains protected by the general nondiscrimination provisions found within Section 504, Title II of the Americans with Disabilities Act, state law, and District policy.

Relationship between Section 504 and pre-referral intervention strategies. The Board encourages the identification and use of individualized interventions that address the unique needs of a student. A regular education intervention plan can be appropriate for

any student who does not have a disability, and who is not suspected of having a disability, but who is facing challenges in school. However, such pre-referral assistance and interventions must not be intended to impede or to serve as a substitute for necessary referrals, evaluations, and eligibility determinations under the IDEA and/or Section 504.

Cross References: Programs and Services for Students With Disabilities, 342.1
Student Harassment, 411.1
Student Nondiscrimination, 411.2

Legal References: Wisconsin Statutes 118.13
Administrative Rule PI9
Federal Laws Section 504 of the Rehabilitation Act of 1973 , 20
U.S.C. Chapter 33, 34 C.F.R. Part 300], Title II of the Americans
with Disabilities Act

Adoption Date:

ITEM OF INFORMATION

Topic: District Policy - 526.1 Employment Reference and Verification Policy

Background

Information: Earlier in the year, the Wisconsin Association of School Boards (WASB) was contracted to conduct a policy audit. Through the audit, policies were identified to be either created or revised. The policy work was delegated to administrators who oversee the respective area of the policy. These administrators utilized WASB recommended sample policies and researched other districts or sought legal advice depending on the complexities of the policy.

As policies are created or revised, they will be Items of Information at Board of Education meetings for discussion and then be scheduled for a future meeting as an Item for Consideration.

The District does not have a 526.1 Employment Reference and Verification policy currently.

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): Chief Human Resource Officer, Julie King, (920) 852-5302

EMPLOYMENT REFERENCES AND VERIFICATION

The District shall act in good faith when providing employment references and verification of employment for current and former employees.

Neither the School Board nor any employee, contractor, or agent of the District shall assist another school employee, contractor, or agent in obtaining a new position or other employment in a school, local educational agency, Cooperative Educational Service Agency, or child care program, or in any other substantially-similar work environment that would involve contact with or responsibility for children or students, if he/she or the Board knows or has reasonable suspicion to believe that the other employee, contractor, or agent engaged in sexual misconduct with a minor or student in violation of the law. Sexual misconduct in violation of the law includes a violation, or the solicitation, conspiracy, or attempt to commit a violation, of any of the offenses specified in section 301.45(1d)(b) of the state statutes. This prohibition does not include the routine transmission of administrative and personnel files. In addition, this prohibition does not apply if the information that is known, or that is the basis of reasonable suspicion, has been properly reported to a law enforcement agency, and any other authorities as required by law, AND at least one of the following conditions applies:

1. School district officials have been notified by the prosecutor or police that any related case or investigation has been closed without a conviction (including cases or investigations that are closed without the filing of any charges); or
2. The school employee, contractor, or agent has been charged with, and acquitted or otherwise exonerated of the alleged misconduct.

Cross References: Conflicts of Interest, 522.4
Acceptable Use for Technology and Network Resources, 522.7
Records Retention Schedule, 526

Legal References: Wisconsin Statutes 19.36 (10), 103.13(6), 111.322, 115.31,
118.07(4p), 301.45(1d)(b), 895.487
Federal Laws and Regulations 20 U.S.C 7926

Adoption Date:

ITEM OF INFORMATION

Topic: District Policy - 453.6 First Aid

Background

Information: Earlier in the year, the Wisconsin Association of School Boards (WASB) was contracted to conduct a policy audit. Through the audit, policies were identified to be either created or revised. The policy work was delegated to administrators who oversee the respective area of the policy. These administrators utilized WASB recommended sample policies and researched other districts or sought legal advice depending on the complexities of the policy.

As policies are created or revised, they will be Items of Information at Board of Education meetings for discussion and then be scheduled for a future meeting as an Item for Consideration.

The requirements in Rule 453.6 are addressed in other district policies and/or the district rule related to the policy. Rule 453.6 is a stand alone rule with no related policy, therefore it is recommended for removal.

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): Executive Director of Student Services, Laura Jackson, (920) 832-5322

BOE: October 23, 2024

FIRST AID

Procedures

Emergency school health services are provided under the direction of the school nurse (a registered professional nurse). Emergencies are those conditions, which require prompt intervening action to maintain physical, mental, and emotional health of pupils. Emergency services include an assessment of the illness/injury situation or condition and appropriate intervention conducted by the school nurse or other designated trained staff. Each building principal designates at least two individuals responsible for carrying out emergency procedures for all school functions during the regular school day. Personnel capable of providing or obtaining emergency care as designated in the policy and procedures must be available during all school-sponsored activities. The knowledge and skills necessary of designated persons at co-curricular activities or accompanying students off campus include:

1. How to summon emergency medical care providers
2. Controlling arterial bleeding
3. Performing choking intervention measures
4. Responding to an unconscious person
5. Dispensing medications

The District contracts with a physician(s) to serve as medical advisor for school health services. The medical advisor reviews the procedures for emergency care services and advises the District regarding health services.

Policies and procedures for emergency health services are identified in the Student Injury and Illness Quick Reference (1987) available in school health rooms. Interpretation of procedure and the training of designated emergency care providers is the responsibility of the school nurse. The District provides for a parent-approved emergency medical care plan on the student enrollment card. The District provides for a parent and physician approved plan for emergency care of a student with special medical considerations. The plan is identified on the Individualized Educational Plan (IEP) or Specialized Care in Emergency Situations plan, which is directed and coordinated by the school nurse. The school nurse and the safety coordinator provide for and monitor the record system, which includes accident investigation reports and health room log of services performed.

Equipment and supplies adequate for emergency care service are readily accessible in the school health room; with basic supplies available in other designated areas (home economics rooms, technical education rooms, etc.).

453.6-Rule (cont.)

An annual review of emergency care services is conducted by the District School Health Council to assure that procedures are adequate to cover emergencies. The review includes the statistical report and recommendations of the school nurses, the medical advisor, and School Health Council members. The written report and recommendations are submitted to the Board of Education by June 30 of each school year.

Cross References: Medication Administration to Students, 453.4
Procedures for the Maintenance and Confidentiality of Student
Records, 347-Rule

Adoption Date: May 22, 1989

ITEM OF INFORMATION

Topic: District Policy - 422 Admission of Nonresident Students

Background

Information: Earlier in the year, the Wisconsin Association of School Boards (WASB) was contracted to conduct a policy audit. Through the audit, policies were identified to be either created or revised. The policy work was delegated to administrators who oversee the respective area of the policy. These administrators utilized WASB recommended sample policies and researched other districts or sought legal advice depending on the complexities of the policy.

As policies are created or revised, they will be Items of Information at Board of Education meetings for discussion and then be scheduled for a future meeting as an Item for Consideration.

Policy 422 is outdated, conflicts with Board Policy 423, and is not in line with current practices or statutes. Board Policy 423, adopted in 1998 and last revised in 2018, aligns with Wisconsin State Statutes. Therefore, the recommendation is to remove Policy 422.

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): Executive Director of Student Services, Laura Jackson, (920) 832-5322

BOE: October 23, 2024

ADMISSION OF NONRESIDENT STUDENTS

The District may accept nonresident pupils if current facilities and staff are adequate, the parent(s)/guardian(s) accept the proposed grade placement, the parent(s)/guardian(s) provide transportation as needed, and advance payment of tuition is received.

This policy does not apply to pupils residing in State licensed foster homes located within the District's boundaries or to pupils residing with a non-parent or legal guardian principally for reasons other than attending the District's schools. They are treated as residents and will be admitted unconditionally.

Adoption Date: January 9, 1989

ADMISSION OF NONRESIDENT STUDENTS

Procedures

All requests for attendance in District schools by nonresident pupils shall be forward to the Assistant Superintendent for approval. His/her decision will be based upon the following criteria:

1. Receipt of written request from the parent or legal guardian
2. An interview with the parent
3. Receipt of school records from current school of attendance
4. Counsel with principal of current school of attendance
5. Counsel with principal of proposed school of attendance
6. Mutual agreement as to grade level and building placement
7. Receipt of payment for at least 9 weeks tuition in advance (if approved)

Tuition charges will be based upon prior year costs as determined by the Director of Business Services on August 1 of each year.

Subsequent to approval by the Assistant Superintendent, pertinent data will be forwarded to the Attendance Coordinator.

The status of tuition students shall be reviewed annually with regard to availability of facilities.

The Attendance Coordinator, in turn, will forward a list of nonresident pupils to the Director of Business Services 30 days prior to the commencement of each quarter for invoicing purposes. If the parent(s) or legal guardian move into the District during any quarter for which tuition has been paid, the tuition for that respective quarter will be refunded.

Invoices outstanding for 30 days may be cause for voiding the tuition agreement and curtailment of attendance in the District.

Adoption Date: January 9, 1989