Monday, November 11, 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: 6:45 PM*****
(or upon conclusion of the Fine Arts Reception, whichever is later)
A Fine Arts Reception will be held in the Board Room from 6:00-6:45 PM, featuring student artwork on display. Student artists and their families are invited to attend. The event is open to the public. The regular meeting will begin following the event.

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. Fine Arts Reception

Subject	**A. Held in the Board Room from 6:00 to 6:45 PM, prior to the Board meeting**
Meeting	Nov 11, 2024 - Board of Education Meeting
Category	1. Fine Arts Reception
Type	

2. Meeting Opening

Subject	**A. Call to Order (6:45 PM)**
Meeting	Nov 11, 2024 - Board of Education Meeting
Category	2. Meeting Opening
Type	Procedural

Following the Fine Arts Reception, Board President Kay Eggert will call the meeting to order and the live stream will begin.

Subject	**B. Roll Call**
Meeting	Nov 11, 2024 - Board of Education Meeting

Category	2. Meeting Opening
Type	Procedural

Subject	**C. Pledge of Allegiance**
Meeting	Nov 11, 2024 - Board of Education Meeting
Category	2. Meeting Opening
Type	Procedural

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

Subject	**A. Board Member Request to Remove Consent Agenda Item(s) for Separate Consideration**
Meeting	Nov 11, 2024 - Board of Education Meeting
Category	3. Approval of Agenda (GC-2: Governing Commitments)
Type	Procedural

Subject	**B. Approval of Agenda**
Meeting	Nov 11, 2024 - Board of Education Meeting
Category	3. Approval of Agenda (GC-2: Governing Commitments)
Type	Action, Procedural

4. Special Presentation

Subject	**A. Student School Board Representative Report**
Meeting	Nov 11, 2024 - Board of Education Meeting
Category	4. Special Presentation
Type	Discussion, Information, Presentation

Student School Board Representative, Aubrey Detert, will provide updates from West High School.

File Attachments
School Board Meeting 11_11_24 (2).pdf (8,949 KB)

Subject	**B. VNS European Field Study Report**
Meeting	Nov 11, 2024 - Board of Education Meeting
Category	4. Special Presentation

Type	Discussion, Information, Presentation

Students from Valley New School will share their gratitude and insights gained from their final project.

File Attachments
Board Pres slideshow.pdf (21,772 KB)

Subject	**C. American Education Week**
Meeting	Nov 11, 2024 - Board of Education Meeting
Category	4. Special Presentation
Type	Discussion, Information

The District and Board of Education will formally acknowledge American Education Week.

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

Subject	**A. Public Input**
Meeting	Nov 11, 2024 - Board of Education Meeting
Category	5. 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 or provide written comments 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

Board Policy 188 - Virtual Board Meetings in Emergency Situations

6. 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	Nov 11, 2024 - Board of Education Meeting
Category	6. 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, Presentation

7. 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-October 2024**
Meeting	Nov 11, 2024 - Board of Education Meeting
Category	7. 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.

Subject	**B. School/Student Services Update(s): New Humanities Courses (ELA/WL); High School Music and Theater Curriculum Updates; EmpowerED (Life Skills 6600) Curriculum and Name Change; Revisions to EL Courses; Business and Marketing Pathways Curriculum; Start College Now/Early College Credit- 2nd Semester/Lawrence Term II**
Meeting	Nov 11, 2024 - Board of Education Meeting
Category	7. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)
Type	Discussion, Information, Report

Assistant Superintendent, Mark McQuade, will report on the School/Student Services items for consideration.

File Attachments
IFC- New Humanities Courses 11.11.24.pdf (105 KB)
KWKT- new Humanities courses.pdf (88 KB)

IFC- Updated High School music courses- SBC.pdf (67 KB)
KWKT High School Music and Theater Courses.pdf (143 KB)
IFC- EmpowerED (11_11_24).pdf (82 KB)
2024 EmpowerED KWKT.pdf (97 KB)
EmpowerED Course Overview Curriculum Document 2024.pdf (114 KB)
IFC- Updated EL Courses 11.11.24.pdf (72 KB)
EL Course Updates 1810 and Project Success for Newcomers KWKT.pdf (102 KB)
IFC- Business and Marketing Pathways (11_11_24).pdf (87 KB)
KWKT Business and Marketing Pathways.pdf (142 KB)
IFC-Start College Now_Early College Credit Program-2nd semester 24_25.pdf (51 KB)
1-11-24 BOE - SCN_ECCP Course Approval_Denial List for SPRING 2025 - Semester 1__Term 1 SPRING 2025.pdf (99 KB)

Subject	**C. Personnel Services Update(s): Professional Educator New Hire(s), Resignation(s), and Contract Change(s) Based on Professional Growth**
Meeting	Nov 11, 2024 - Board of Education Meeting
Category	7. 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 Hire 11-11-24.pdf (162 KB)
IFC Professional Educator Resignation 11-11-24.pdf (104 KB)
IFC-Professional Educator Contract Change(s) (Based on Professional Growth) (2).pdf (107 KB)

8. 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. Annual Budget Hearing Minutes from October 28, 2024**
Meeting	Nov 11, 2024 - Board of Education Meeting
Category	8. 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

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

File Attachments
Budget Hearing Minutes 10-28-24.pdf (83 KB)

Subject	**B. Board Meeting Minutes from October 28, 2024**
Meeting	Nov 11, 2024 - Board of Education Meeting
Category	8. 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 October 28, 2024.
Minutes	View Minutes for Oct 28, 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 October 28, 2024.

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

9. 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. New Humanities Courses (ELA/WL)**
Meeting	Nov 11, 2024 - Board of Education Meeting
Category	9. 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- New Humanities Courses 11.11.24.pdf (105 KB)
KWKT- new Humanities courses.pdf (88 KB)

Subject	**B. High School Music and Theater Curriculum Updates**
Meeting	Nov 11, 2024 - Board of Education Meeting
Category	9. 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- Updated High School music courses- SBC.pdf (67 KB)
KWKT High School Music and Theater Courses.pdf (143 KB)

Subject	**C. EmpowerED (Life Skills 6600) Curriculum and Name Change**
Meeting	Nov 11, 2024 - Board of Education Meeting
Category	9. 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- EmpowerED (11_11_24).pdf (82 KB)
2024 EmpowerED KWKT.pdf (97 KB)
EmpowerED Course Overview Curriculum Document 2024.pdf (114 KB)

Subject	**D. Revisions to EL Courses**
Meeting	Nov 11, 2024 - Board of Education Meeting
Category	9. 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- Updated EL Courses 11.11.24.pdf (72 KB)
EL Course Updates 1810 and Project Success for Newcomers KWKT.pdf (102 KB)

Subject	**E. Business and Marketing Pathways Curriculum**
Meeting	Nov 11, 2024 - Board of Education Meeting
Category	9. 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- Business and Marketing Pathways (11_11_24).pdf (87 KB)
KWKT Business and Marketing Pathways.pdf (142 KB)

Subject	**F. Start College Now/Early College Credit- 2nd Semester/Lawrence Term II**
Meeting	Nov 11, 2024 - Board of Education Meeting
Category	9. 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-Start College Now_Early College Credit Program-2nd semester 24_25.pdf (51 KB)
1-11-24 BOE - SCN_ECCP Course Approval_Denial List for SPRING 2025 - Semester 1__Term 1 SPRING 2025.pdf (99 KB)

Subject	**G. Professional Educator New Hire(s)**
Meeting	Nov 11, 2024 - Board of Education Meeting
Category	9. 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 Hire 11-11-24.pdf (162 KB)

Subject	**H. Professional Educator Resignation(s)**
Meeting	Nov 11, 2024 - Board of Education Meeting
Category	9. 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 Resignation 11-11-24.pdf (104 KB)

Subject	**I. Professional Educator Contract Change(s) Based on Professional Growth**
Meeting	Nov 11, 2024 - Board of Education Meeting
Category	9. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action
Recommended Action	Motion to approve the Professional Educator Contract Change(s) Based on Professional Growth as presented.

File Attachments
IFC-Professional Educator Contract Change(s) (Based on Professional Growth).pdf (107 KB)

Motion & Voting

Motion to approve the Professional Educator Contract Change(s) Based on Professional Growth as presented.

Motion by Pheng Thao, second by Edward Ruffolo.
Final Resolution: Motion Carried

Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, Pheng Thao, Jason Kolpack, Nick Ross

10. 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	Nov 11, 2024 - Board of Education Meeting
Category	10. 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: None**
Meeting	Nov 11, 2024 - Board of Education Meeting
Category	10. 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	**C. Personnel Services Report: None**
Meeting	Nov 11, 2024 - Board of Education Meeting
Category	10. 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

11. Board Business

Subject	**A. School Attendance Boundaries**
Meeting	Nov 11, 2024 - Board of Education Meeting
Category	11. Board Business
Type	Discussion, Information, Presentation

Superintendent Greg Hartjes and Assistant Superintendent Ebony Grice will present the School Attendance Boundaries item of information.

File Attachments
School Attendance Boundaries - 11_11 BOE meeting.pdf (671 KB)

Subject	**B. AP Check Register-October 2024**
Meeting	Nov 11, 2024 - Board of Education Meeting
Category	11. Board Business
Type	Action
Fiscal Impact	Yes
Budgeted	Yes
Recommended Action	Motion to approve AP Check Register-October 2024 as presented.

Motion & Voting

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

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

Subject	**C. Policy Adoption: Policy 225- Superintendent Evaluation**
Meeting	Nov 11, 2024 - Board of Education Meeting
Category	11. Board Business
Type	Action, Discussion, Information
Recommended Action	Motion to approve the policy adoption of Policy 225- Superintendent Evaluation as presented.

File Attachments
IFC-225 Superintendent Evaluation.pdf (107 KB)
FINAL Superintendent Evaluation 225.pdf (34 KB)

Motion & Voting

Motion to approve the policy adoption of Policy 225- Superintendent Evaluation as presented.

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

Subject	**D. Policy Adoption: Policy 342.8- Section 504 Plans and Services**
Meeting	Nov 11, 2024 - Board of Education Meeting
Category	11. Board Business
Type	Action, Discussion, Information
Recommended Action	Motion to approve the policy adoption of Policy 342.8- Section 504 Plans and Services as presented.

File Attachments

IFC- Policy 342.8.pdf (35 KB)
FINAL Section 504 Plans and Services for Students 342.8 .docx.pdf (50 KB)

Motion & Voting

Motion to approve the policy adoption of Policy 342.8- Section 504 Plans and Services as presented.

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

Subject	**E. Policy Removal: Policy 422- Admission of Nonresident Students**
Meeting	Nov 11, 2024 - Board of Education Meeting
Category	11. Board Business
Type	Action, Discussion, Information
Recommended Action	Motion to approve the removal of Policy 422- Admission of Nonresident Students as presented.

File Attachments
IFC Removal 422.pdf (35 KB)
Policy 422-Admission of Nonresident Students.pdf (28 KB)

Motion & Voting

Motion to approve the removal of Policy 422- Admission of Nonresident Students as presented.

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

Subject	**F. Policy Adoption: Policy 526.1- Employment References and Verification**
Meeting	Nov 11, 2024 - Board of Education Meeting
Category	11. Board Business
Type	Action, Discussion, Information
Recommended Action	Motion to approve the policy adoption of 526.1- Employment References and Verification as presented.

File Attachments
IFC-526.1 Employment Reference and Verification Policy.pdf (106 KB)
FINAL- Employment Reference and Verification Policy 526.1 .docx.pdf (26 KB)

Motion & Voting

Motion to approve the policy adoption of 526.1- Employment References and Verification as presented.

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

Subject	**G. Consent Agenda Item(s) Removed for Separate Consideration**
Meeting	Nov 11, 2024 - Board of Education Meeting
Category	11. Board Business
Type	Action, Discussion

12. Items of Information

Subject	**A. None**
Meeting	Nov 11, 2024 - Board of Education Meeting
Category	12. Items of Information
Type	Information

13. Future Meetings

Subject	**A. Board Work Session: Wednesday, November 20, 2024, 7:30AM**
Meeting	Nov 11, 2024 - Board of Education Meeting
Category	13. Future Meetings
Type	Information

Subject	**B. Board Meeting: Monday, November 25, 2024, 6:00 PM**
Meeting	Nov 11, 2024 - Board of Education Meeting
Category	13. Future Meetings
Type	Information

Subject	**C. Board Meeting: Monday, December 9, 2024 6:00 PM**
Meeting	Nov 11, 2024 - Board of Education Meeting
Category	13. Future Meetings
Type	Information

14. Adjourn

Subject	**A. Motion to Adjourn the Meeting**
Meeting	Nov 11, 2024 - Board of Education Meeting
Category	14. Adjourn
Type	Action,Procedural

Motion & Voting

11/11/24

School Board Meeting

By: Aubrey Detert

Representing Appleton West

Veterans Day

- Juniors and seniors program
- Choir and band
- Keynote speaker
  - Mr. Joyce







Homecoming

- Week of 9/23
- Pep assembly
- Dress up days
- Contests
  - Kickball
  - Wing Eating
  - Powderpuff
- Parade
- Dance







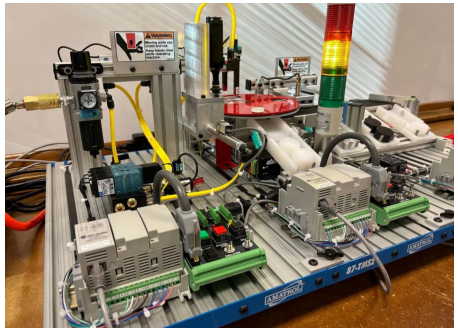


Additions

- Construction
  - PE and practice facility
- Mural
- ATECH











Blood Drive

- First blood drive of the year
- November 1st
- 80 donors



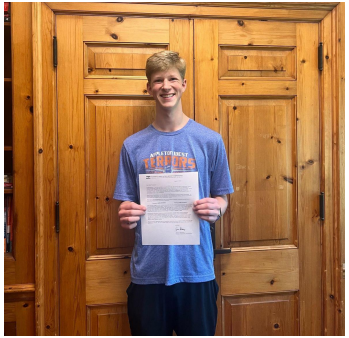






Academics

- Terror takeoff
- Student of the month
  - September
  - October
- National Merit













Student Organizations/Co-Curriculars

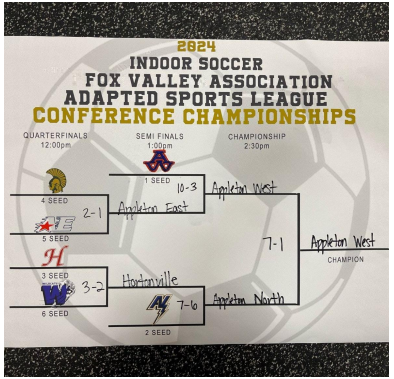
- 25+ school sponsored clubs
  - Competitive rock climbing
  - Pickleball club





Athletics





- Fall athletics
  - 11 total
    - 9 WIAA; 2 self-governed
  - 240 involved students
- State
  - Cross country
    - Morgan Breed & Lucie Fouts
- Soccer ASL
  - Conference champions
- Winter athletics



Thank you!



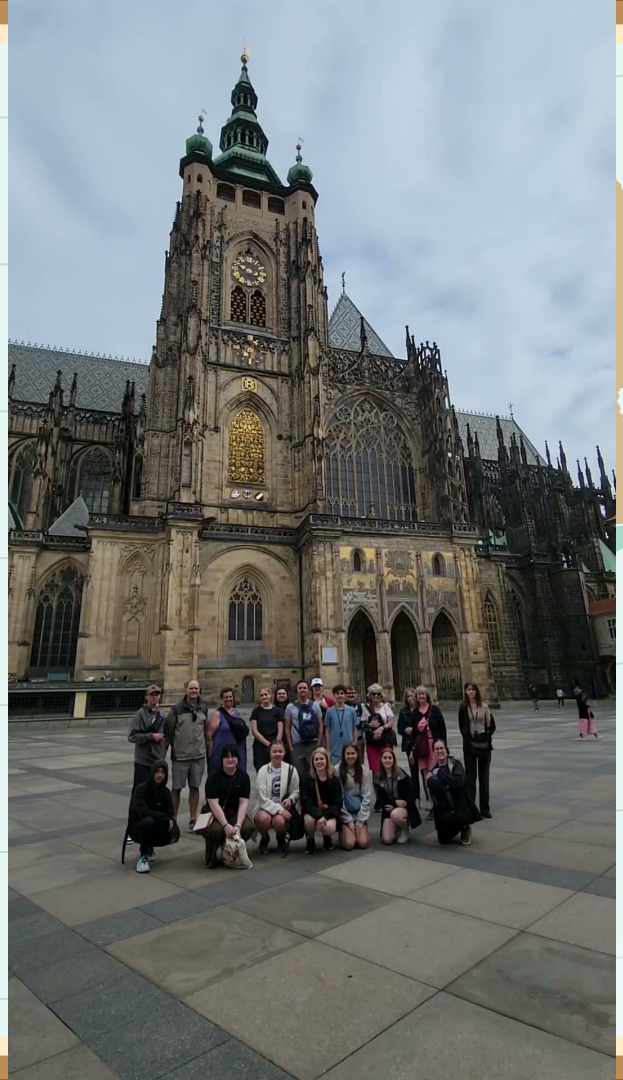


VNS Field Study:

Eastern Europe

August 2023-November 2024

Our Group



Research Phase, Part 1

Fundraising,
Travel Planning, &
Cultural Overviews



Raising funds

Brat Frys

We ran Brat Frys with the help of Festival Foods.

Service Raffle

We raffled out our help with various tasks.

Bake Sales

We baked goods to sell at various times throughout the year.

Holiday Parade Party

We hosted an event to watch the annual winter holiday parade.

Parents' Night Out

We babysat children for several parents at night.

Candy Bars

We bought and resold Seroogy's chocolate bars.

Rummage Sale

We ran a rummage sale of many different items.

Sweatshirts

A parent donated custom sweatshirts for us to resell.

Group Seminar



Cultural Info

We spent time looking into the diverse cultures and peoples of our destinations.



Current Events

We met together to look into the current events of the countries we were visiting to be well informed of their going ons.



Language Intro

We taught each other common words and phrases of the native languages to both help our immersion in the culture and our communication with locals.

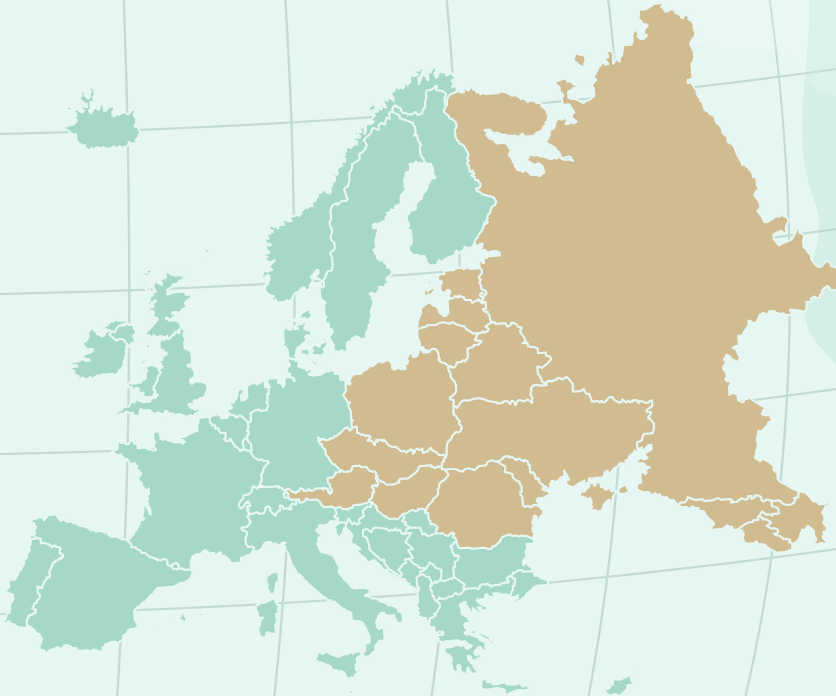
Travel Planning

Self-planned

Homestays fell through
3 nights in Amsterdam
1 night in Berlin
Transportation

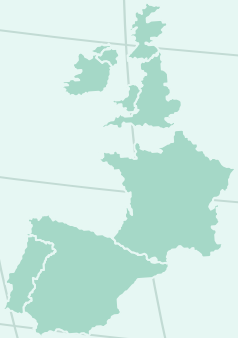
EF Tour

Packing
Currency
Communications
Group Expectations



Research Phase, Part 2

Travel abroad!





Flight



Drive to O'Hare International Airport



Amsterdam Airport Schiphol

Where We Went

Amsterdam, Netherlands

Berlin, Germany

Dresden, Germany

Prague, Czech Republic

Krakow, Poland

Orava Castle, Slovakia

Budapest, Hungary





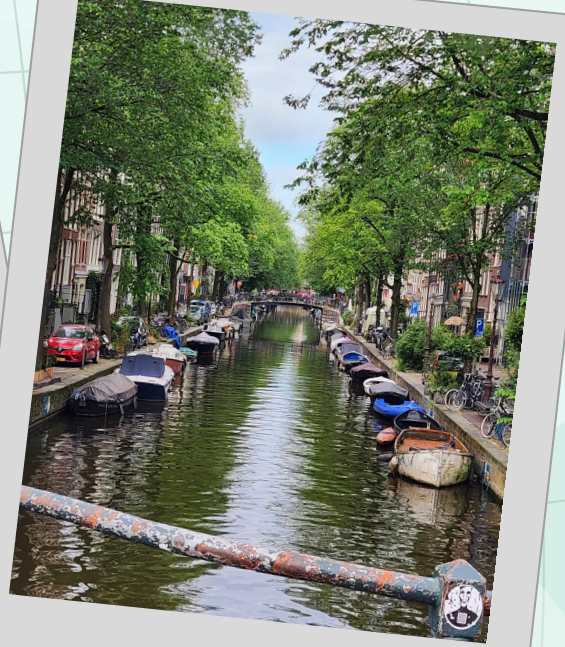


Amsterdam, Netherlands

Day 1-4

1. Bike tour
2. Walking
3. Museum tours
4. Cheese testing
5. Canal Tour
6. Flower and windmill tour









Berlin, Germany

Day 4-7

- Went to a cathedral
- Went to a palace
- Met up with the group from Texas
- Order dinner in German





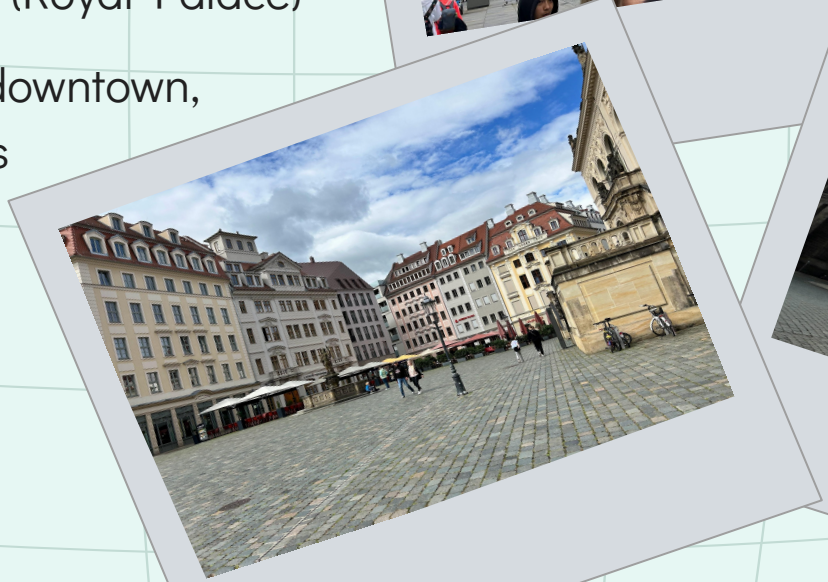


Dresden, Germany

Day 7

- → Visited the Dresden Castle
- → Residenzschloss (Royal Palace)
- → Walked around downtown, stopped is shops







Prague, Czech Republic

Days 7-9





Historical Landmarks:

- St. Vitus Cathedral
- Victov Hill
- Prague Castle
- Center square

Other activities:
traditional dinners, guided tours

Krakow, Poland

Day 9-11

Historical Landmarks:

- Wawel castle
- St. Mary's Basilica
- Auschwitz Birkenau
- Town square

Overview of activities: Walkthroughs of Wawel Castle and St. Mary's Basilica, center square, traditional dinners, Auschwitz Birkenau, free wander time, blueberry scavenger hunt



Auschwitz-Birkenau, Poland

Day 10







The Numbers

1,100,000

Prisoners

Only 400,207 of the prisoners were registered

1,082,000

Murdered

by Gassing, Starvation, Dehydration, Illness and Experimentation

114

Successful Escapes

Out of 802 attempted escapes, only 114 made it out alive.

960,000

Jewish Prisoners

865,000

Jewish Prisoners Immediately Gassed

74,000

Polish Prisoners

21,000

Romani Prisoners

15,000

Soviet Prisoners

15,000

Other Prisoners

Orava Castle, Slovakia

Day 11

- Built on a rock above the river in place of an older wooden hillfort
- 754 stairs in the castle!
- Belongs to the most important monuments of castle architecture in Slovakia and stands as a landmark of Orava region





Budapest, Hungary

Day 11-13

Budapest

Really hot and beautiful

Architecture

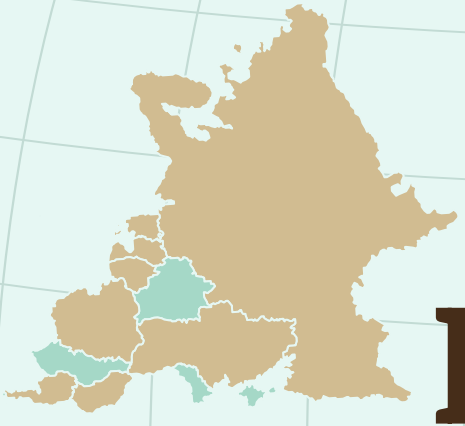
Interesting and cool

Baths

Felt good and refreshing

Cruise

The sunset was beautiful



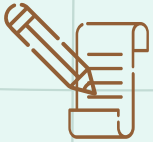
Production Phase

Outcomes & Responses



Travel Journals

Personal written reflection before bed.



Haikus

Personal poetry written by students inspired by each country visited.

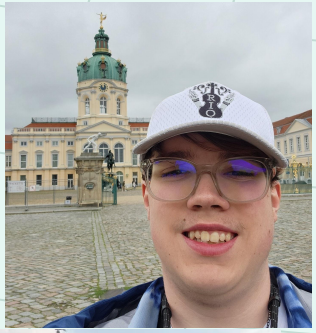


Individual Products

Models, videos, food, created by students presented at Event Night #1 on October 24th.



Assessment Phase: Lessons Learned

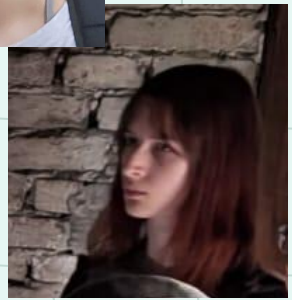


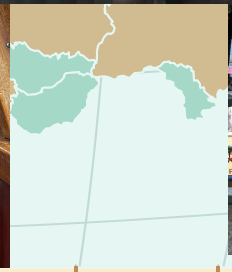
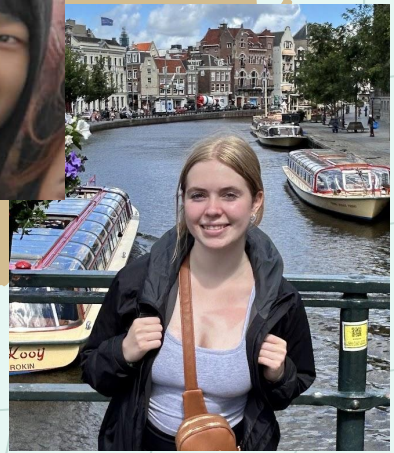










Thank you for approving our travel experience!

Questions?



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.

VIRTUAL MEETINGS AND BOARD MEMBER PARTICIPATION IN MEETINGS VIA TECHNOLOGY

REMOTE PARTICIPATION IN BOARD MEETINGS BY SCHOOL BOARD MEMBERS

The School Board strongly encourages all individual Board members to be physically present at all Board meetings in which they intend to participate in any capacity.

Pursuant to state law, no individual Board member may be excluded from any meeting of the Board. The Board implements the right of non-exclusion by directing that, unless a community, state, or national emergency situation requires otherwise, a physical meeting location that is sufficient to accommodate all Board members shall normally be designated for each regular and special meeting of the Board.

As a general rule, and assuming that a physical location sufficient to accommodate all Board members has been designated for a meeting, no individual member of the Board member has an enforceable legal right to insist upon the ability to attend or participate, in any capacity, in any Board meeting from a remote location via telephone conference, video conference, or another communications technology. This policy is not intended to independently create any such rights. However, as to any Board meeting for which a physical meeting location has been designated and which is not subject to the section of this policy, below, regarding virtual meetings during emergencies, the Board authorizes individual Board members to voluntarily elect to participate in certain Board meetings from a remote location under the following conditions and limitations:

1. Unless otherwise required by law or unless otherwise expressly provided under Board policy in specific circumstances, a Board member who chooses to participate (or to attempt to participate) in a meeting remotely via communications technology acknowledges all of the following:

    a. Such choice is the voluntary exercise of a privilege, and the Board reserves discretion to limit, suspend, or terminate such privilege for any lawful reason.

    b. The Board member assumes all risks of any unavailability, inadequacy, or failure of any communications technology that is intended to enable remote participation. Such risks include, but are not limited to, the possibility that the Board member's remote access and participation may become unavailable, limited, or disabled and that the meeting may continue without the Board member's participation.

    c. The inability to participate in a meeting remotely using communications technology does **not** constitute an unlawful exclusion from the meeting.

2. A Board member does not have a right to individually choose or dictate the method(s) of remote access that may be offered for or used at any meeting.

3. The privilege of remote participation by Board members in a Board meeting that is directly and affirmatively authorized by this policy extends only to **open sessions** of regular and special Board meetings. The privilege **includes** being counted in the quorum requirement for such meetings, participating in discussion on items of business, and making and voting upon motions. However, to the extent a Board member is not permitted to vote on a matter before the Board due to the Board member's status as a remote attendee of the meeting, then such Board member shall not be included in the quorum count for such meeting or for the applicable portion of the meeting.

4. Unless the Board takes additional formal action (i.e., via a vote, as further detailed in the Authorizing Additional Remote Participation by Board Members section of this policy) to grant further affirmative authorization for remote participation via communications technology, the privilege of remote participation in Board meetings shall **not** extend to remote participation in any of the following:

    a. A closed session portion of any meeting.

    b. Even if occurring in open session, due process hearings or similar evidentiary hearings, including those relating to employment matters, as well as any deliberations or decision-making based upon such hearings.

    c. The election of Board Officers by secret ballot. However, this limitation may be rendered moot by the Board either (1) choosing, at its discretion, not to use secret ballots for such an election; or (2) authorizing a Board member who is participating remotely to voluntarily cost a non-secret vote for the applicable Board Officer position(s) even though Board members who are physically present at the meeting are using secret ballots.

5. Any remote participation that is authorized at the discretion of the Board, whether by this policy or by additional formal action, is subject to express decisions of the Board that may deny, limit, or revoke the privilege as applied to specific meetings. In addition, upon an order of the presiding officer of the meeting, a Board member's remote participation may be limited (e.g., video feed turned off, microphone muted except when the Board member has obtained the floor, etc.) or terminated during a meeting if any of the following apply:

    a. The Board member's attempted remote participation in the meeting is unreasonably interfering with conducting an orderly and efficient meeting.

    b. The communications technology being used is not enabling appropriate participation, including, at a minimum, the sufficient opportunity for reliable, simultaneous aural communication among all participating Board members.

c. For a reason that is directly related to the remote participation, there is uncertainty regarding the Board's compliance with the Open Meetings Law, including the requirement that the meeting must be sufficiently accessible to public observers.

Any order of the presiding officer under this provision shall be announced and recorded in the minutes of the meeting and is subject to an appeal for a final decision by the Board. The appeal may be made by any Board member who is then participating in the meeting.

6. Unless otherwise required by law or unless otherwise expressly provided under Board policy in specific circumstances, no Board meeting needs to be delayed, cancelled, or rescheduled solely to accommodate a Board member's request or attempt to exercise the privilege of remote participation via communications technology.

7. The authorization for a Board member's voluntary remote participation in Board meetings does not obligate the Board to arrange for the communications technology that is necessary to enable such remote participation for each and every Board meeting.

AUTHORIZING ADDITIONAL REMOTE PARTICIPATION BY BOARD MEMBERS

Notwithstanding any contrary voting standard that may be called for under any parliamentary authority, a motion to authorize any Board member's remote participation, in any capacity, in a closed session or in any other portion of a meeting that is not already affirmatively authorized for remote participation under Board policy shall require a standard majority vote in order to be approved.

1. Any motion and vote to consider granting additional affirmative authorization for a Board member's remote participation shall be taken up only if consideration of the question is sufficiently included in the public notice of the meeting. Accordingly, a Board member may need to provide the chief presiding officer and Superintendent with reasonable advance notice of their desire to request consideration of such exceptional authorization.

2. If the chief presiding officer and Superintendent receive a Board member's request to include consideration of such additional authorization for remote participation on a meeting agenda prior to the posting or publication of the public notice of the meeting, then the item shall be included in the meeting notice in the absence of exceptional circumstances that the presiding officer determines constitute lawful and sufficient reason for denying the request.

3. The Board member(s) seeking such additional, exceptional authorization to participate in a meeting remotely shall be entitled to make or second the relevant motion and may participate in the discussion and the vote on the motion.

4. As to any motion and vote relating to authorizing remote participation in a **closed session,** the motion and vote shall be taken up **prior to** the Board's consideration of the motion to convene in the applicable closed session. Therefore, any decision to authorize a Board member's remote participation in a closed session shall be contingent on a subsequent decision to actually convene in the closed session.

5. Confidentiality concerns and potential legal barriers and legal risks to a Board member's remote participation in such additional situations are relevant to the consideration of granting such authorization.

VIRTUAL MEETINGS AND REMOTE PARTICIPATION IN EMERGENCIES

Subject to any superseding determination by the Board, the Board President (or other acting chief presiding officer) is authorized to make a determination that a community, state, or national emergency exists in connection with any Board meeting and, based on such determination, structure one or more Board meetings as emergency virtual Board meetings under this section.

For purposes of this section of this policy, an emergency means (1) a situation in which an applicable law, order, or formal decree or declaration of a governmental authority disallows the Board members' simultaneous in-person attendance at a designated physical meeting location; or (2) some other community-level emergency situation exists (i.e., not specific to any individual's unique personal circumstances) such that designating a physical meeting location and expecting Board members to attend at that physical location would substantially and unreasonably endanger the health and safety of the Board members or District employees.

The distinguishing characteristics of an emergency virtual Board meeting under this section are the following:

1. Unless the Board itself directed the holding of an emergency virtual Board meeting, the Board President or other chief presiding officer, or their designee, shall notify all Board members that the meeting will be held as an emergency virtual Board meeting.

2. Even if a physical meeting location is designated and offered as an option to some Board members and/or to any members of the public, the Board members' participation in an emergency virtual meeting from a remote location via communications technology **shall not** be considered to be voluntary.

3. The public notice of the emergency virtual meeting shall include applicable information about public access to the meeting.

4. The Board President or other acting chief presiding officer is responsible for determining whether it is necessary or appropriate to include information in the public notice of the meeting that addresses the virtual structure of the meeting and/or the nature of the emergency situation.

5. Notwithstanding any other Board policy that may address the Board's normal approach to public comment periods during Board meetings, and unless otherwise expressly directed by the Board in connection with the specific emergency, the Board President or other acting chief presiding officer is authorized to determine whether an emergency virtual meeting will include a public comment period and, if so, the scope of such public comment period and the method(s) by which the public may address the Board.

6. For an emergency virtual meeting, this policy authorizes the remote participation by Board members while the Board is convened in any **open session or closed session** portion of such a meeting, subject to the limitation that, upon a request by the Board President or any Board member, each Board member who is participating in such a meeting from a remote location must affirm that he/she is taking adequate steps to safeguard the confidentiality of any closed session. A Board member's failure or unwillingness to so affirm is grounds for the Board, by a majority vote, to revoke authorization to participate in the closed session.

7. If a Board member is attempting to participate in an emergency virtual meeting from a remote location and is having difficulty establishing or maintaining a sufficient connection to the communications platform, the Board may need to make a decision whether the meeting will continue without such Board member's participation. Before making a decision that would limit or terminate any Board member's remote access to an emergency virtual meeting or allow the meeting to continue without a Board member's participation:

    a. The presiding officer of the meeting may call, or any Board member may request, a temporary recess in the meeting to allow the Board member a reasonable opportunity to establish or restore his/her access and participation.

    b. The presiding officer or a designee may attempt to contact the Board member to determine whether the Board member is willing to consent to voluntary non-participation in the remainder of the meeting.

    c. The Board must evaluate whether, under the specific circumstances, a decision to continue the meeting without the Board member's participation would constitute an unlawful exclusion of the Board member.

REMOTE PUBLIC ACCESS TO BOARD MEETINGS

For any Board meeting for which sufficient public access to the meeting is provided at a specific physical location that is identified in the public notice of the meeting, this policy:

1. Neither requires the Board to offer nor prohibits the Board from offering the public any additional means of accessing and observing the meeting from remote locations using a communications technology platform. However, to the extent any such additional means of public access to a meeting is offered, it shall normally be

considered optional and supplemental such that any unavailability of such supplemental public access, or any lack of a complete or consistent transmission, shall not affect the Board's authority to proceed with the meeting.

2. Neither requires the Board to conduct nor prohibits the Board from conducting a public comment period or public hearing in a manner that permits members of the public to address the Board from a remote location using communications technology.

To the extent permitted by law, including in certain emergency situations where there is a health and safety danger to the in-person, physical attendance of members of the public at a Board meeting, the Board may arrange for lawful methods of remote public access to Board meetings using communications technology as a primary (i.e., not merely supplemental) means of complying with the public access requirements of the Open Meetings Law or other applicable legal obligations. In any such situation, the public notice of the meeting shall include adequate information regarding the applicable options for the public's remote access.

APPLICATION TO COMMITTEES AND OTHER GOVERNMENTAL BODIES

Subject to any superseding directive established by the Board, a committee created by a policy, resolution, rule, or order of the Board, as well as any other governmental body of the District, may hold virtual meetings and authorize remote access and remote participation in its meetings to the extent authorized for Board meetings under this policy. As applied to such committees and other governmental bodies of the District, references to individual Board members within this policy shall be understood to refer to the individual members of such bodies, and all duties and authority held by the Board and by the Board President under this policy shall be held by the relevant body and by its chief presiding officer. Likewise subject to any superseding directive established by the Board, a District governmental body may also vote to require all members of the body to be physically present at meetings in order to participate in the body's meetings.

Legal References:

Wisconsin Statutes

Subch. IV of Ch. 19	[open meetings of governmental bodies; including public accessibility requirements, closed session exemptions, and other provisions]
Section 19.81(2)	[public accessibility of board meetings]
Section 19.89	[no member of a governmental body may be excluded from any meeting of such body]
Section 120.11(1)	[school board meetings and definition of quorum in common and union high school districts] {Editor's Note: Unified school districts should delete this reference.}
Section 120.43	[school board meetings in unified school districts]

Adoption Date: August 22, 2022

ITEM FOR CONSIDERATION

Topic: New Humanities Courses (ELA/WL)

Background Information: It is important that we offer AASD students choice and the opportunity to succeed no matter their path after graduation. Specific to World Language, by adding *American Sign Language* as a language course, we are offering a language to a demographic group that has not been served previously. If the enrollment numbers show interest, we will also be able to offer CAPP ASL courses in the future, as we have a licensed educator and UW-Oshkosh has the program. We are revising the title of Spanish for Spanish Speakers into *Spanish for Heritage Speakers*. The course content has been minorly tweaked to address the language evolution. We are seeing a need for this course to address literacy skill development that is only one portion of the mainstream world language pathway and will potentially allow students the opportunity to take AP exams and/or CAPP language courses. The *Journalism 2* course is a follow-up to Journalism 1. Diving the full-year course into two semester courses will potentially allow the course to run as we have seen course requests numbers near enough to run. We would also like to partner with each high school communication team to offer career-based learning opportunities with this course. And finally, as a department and as secondary administrators, we have seen the benefits to offering CAPP courses for our students in partnership with UW-Oshkosh. The students are taking rigorous college courses with their peers, in their school and earning college credits at a reduced cost. These credits often fulfill college general education requirements, saving them time and money and allowing them to take other courses that pair with their major/minor of study or interest. Like ASL, we have an educator with the certification to allow us to offer this course as a CAPP course.

Fiscal Note: The cost associated with these course additions is the cost of the instructional text and materials. If the courses run in 2025-2026 due to student course request numbers and site FTE, we would need to purchase a classroom set of texts for each course. The CAPP Speech would have an online component as well. Approximate costs for a classroom set and teacher materials:

- ASL ($3,700)
- CAPP Speech ($4,500)
- Journalism 2 ($6,500)
- Spanish for Heritage Speakers (N/A)

Instructional Impact: Students will have further choice in their course selections for meeting their fourth required ELA credit for graduation, as well as those seeking sequential years of a World Language. These options assist students in

their varying needs no matter their plans for post-graduation. All ELA 12th grade courses instruct and assess students using the Wisconsin State Standards for writing, reading, speaking, listening, and Conventions of Standardized English. All WL courses instruct and assess students using the American Council of the Teaching of Foreign Languages (ACTFL) standards that address the modes of communication: interpretive, interpersonal, and presentational.

Course Overview Documents:

- **ASL 1**
- **CAPP Speech**
- **Journalism 2**
- **Spanish for Heritage Speakers**

Administration Recommendation: Approve as submitted.

Contact Person(s): Kelly Leopold, 920-832-6157 ext. 60172, leopoldkelly@aasd.k12.wi.us
Mark McQuade, Ed.D., 920-852-53007 x60121, mcquademark@aasd.k12.wi.us

BOE: November 11, 2024

New Humanities Courses (ELA/WL): Journalism 2 (#1335), ASL 1 (#2100), CAPP Speech (#1285), Spanish for Heritage Speakers (#2500).

WHY are we proposing these new courses?	These courses will benefit students in the following ways: • ASL1 ○ Students that did not continue with World Language in middle school in 8th grade ○ Students transferring into AASD with previous experience in a language that we do not offer ○ Offering language to a demographic group that has not been served previously ○ Potential for NCAA clearinghouse approval, as well as CAPP through UW-Oshkosh • Spanish for Heritage Speakers ○ Latinx students that have not previously studied a world language or who did not find success in the typical language pathway ○ Latinx students who would greatly benefit from further developing their literacy skills in the Spanish language ○ Potential opportunity for taking the AP exam and/or earning dual credit • Journalism 2 ○ Offered to those that enjoyed Journalism 1 and want to continue that skill development ○ Potential for NCAA clearinghouse approval ○ Potential for work-based experience with high school communication • CAPP Speech ○ Choice for students that are college bound and would like to earn credits that will transfer differently than the current dual credit courses and will fulfill communication requirements
WHAT are the components that will be included in the course?	The components include: • ASL1 ○ Getting to know you ○ Sharing personal information ○ My home and community ○ My family and friends ○ What I like to do ○ Storytelling • Spanish for Heritage Speakers ○ The relationship of the Spanish language and identity ○ The Latino identity in relationship to traditions, customs and beliefs ○ The identity of Latino families ○ Challenges for Latino communities • Journalism 2 ○ Managing challenges in modern media

	○ Writing hard news and enterprise reporting ○ Feature writing for human interest and trends ○ Writing opinions in columns and editorials ○ 21st Century Journalism: Editing, portfolio, and publication ● CAPP Speech ○ Introduction to speech ○ Informative, persuasive, and real-life situation speeches ○ Reflecting on public speaking
HOW will we assess the students in each of the varying courses?	The assessed standards will include: ● 11-12 grade band Wisconsin State Standards ○ Production of Writing ○ Reading ■ Key Ideas and Details ■ Craft and Structure ■ Integration of Knowledge and Ideas ○ Speaking and Listening ○ Language ■ Knowledge of Language ■ Conventions of Standardized English ● American Council on the Teaching of Foreign Languages (ACTFL) ○ 3 Modes of Communication ■ Interpretive (reading and listening) ■ Interpersonal (informal speaking and writing) ■ Presentational (formal speaking and writing) ○ While building on foundational skills ■ Vocabulary ■ Grammar ■ Culture

ITEM FOR CONSIDERATION

Topic: High School Music and Theatre Curriculum Updates

Background Information: Renee Ulman, AASD Fine Arts Coordinator, has been working with AASD high school fine arts staff to update the curriculum. These course updates mean that all fine arts courses 6-12 are now standards based.

Courses updated are:

- Theatre - Acting (1640), Intro to Theatre (1630), Theatre Production (1650), and Theatre Seminar (1660)
- Band- Partiout, Lightning, or Terror Band (8260), Symphonic Band (8280), Concert Band (8270), Wind Ensemble (8290), Honors Band (8295), and Jazz Ensemble (8285)
- Orchestra- First Year Orchestra (8370), Symphonic Orchestra (8380), Honors Orchestra (8390)
- Choir- First Year Treble (8413), First Year Bass (8400), Prima Voce (8410), Treble Choir Society (8430), Varsity Bass (8440), Varsity Treble (8450) Chamber Choir (884M), North Choir (8460), Kantorei (8480), Easteners (8490)

Instructional Impact: N/A

Fiscal Note: N/A

Administration Recommendation: Approve as submitted.

Contact Person(s): Renee Ulman, Fine Arts Coordinator, ulmanrenee@aasd.k12.wi.us
Mark McQuade, Ed.D., 920-852-53007 x60121
mcquademark@aasd.k12.wi.us

BOE: November 11, 2024

New curriculum for High School Music and Theatre

WHY did we write a new curriculum for high school music and theatre?	**The new curriculum for High School Music and Theatre** • Replaces curriculum that hasn't been updated since 2004 (Theatre) , 2008 (Band and Orchestra), and 2016 (Choir). • Refers to the newly updated Wisconsin State Music Association and Wisconsin State Music Standards, and Wisconsin State Theatre Standards
WHAT does this new curriculum do for students and teachers?	**The new curriculum for High School Music and Theatre** • Is standards based which allows for guaranteed and viable curriculum for students at all high schools. • Aligns with the Teacher Clarity framework which helps teachers be explicit in their instruction in order to meet all students' needs. • Communicates to students what success looks like in these courses, helping them to take ownership of their learning.
HOW will this be done?	**The new curriculum can be found here:** • **Theatre:** Acting (1640), Intro to Theatre (1630), Theatre Production (1650), Theatre Seminar (1660) • **Band:** Patriot, Lightning, or Terror Band (8260), Symphonic Band (8280), Concert Band (8270), Wind Ensemble (8290), Honors Band (8295), Jazz Ensemble (8285) • **Orchestra:** First Year Orchestra (8370) , Symphonic Orchestra (8380), Honors Orchestra (8390) • **Choir:** First Year Treble (8413), First Year Bass (8400), Prima Voce (8410), Treble Choral Society (8430), Varsity Bass (8440), North Choir (8460), Kantorei (8480), Easterners (8490) Teachers of these courses will also meet weekly in content PLCs to write learning targets and success criteria for students based on the new curriculum as well as use common assessments to calibrate and make sure grade level expectations are being taught at all high schools.

ITEM FOR CONSIDERATION

Topic: EmpowerED (Life Skills) (6600): Curriculum and Name Change

Background Information: In July, 2003, we began Life SKills (6600), a course designed to support students exploring careers within the Education & Training and Human Services pathway. This allowed students to partner with students receiving Special Education services and build essential traits for all students in the course.

Instructional Impact: AASD High School students will have the opportunity to build upon their knowledge of careers within the Education & Training pathway while promoting inclusion through specifically planned activities affecting our High Schools. All students in this course will grow their essential traits that are applicable to everyday life.

Fiscal Note: N/A

Administration recommendation: Approve as submitted.

Contact Person(s): Kristin Comerford, 920-852-5320 ext. 60171, comerfordkrist@aasd.k12.wi.us
Mark McQuade, 920-852-5320 ext. 60121, mcquademark@aasd.k12.wi.us

BOE: November 11, 2024

EmpowerED: Key Word Key Time (KWKT)

WHY were changes made to Life SKills?	Life Skills Training (6600) was first board approved in July 2003 and modified in February 2021. This course was designed for students interested in exploring careers in Education, Health Care and Human Services. This course needed to work through standards review as the Family Consumer Science standards were updated in 2024.
WHAT changes were made?	The change that will be in effect for the 2024-25 School year: ● Course Name Change: Empower ED ○ This name change was to shift the focus to our goal of "promoting social inclusion through intentionally planned and implemented activities" based off of Special Olympics Unified Champion Schools ● Standards Updated to FCS 2024 State Standards
HOW will the changes support student success?	A strong Education & Training pathway will support student success and provide: ● Courses that provide learning to many different careers. ● Focuses on growing essential traits that are applicable in everyday life. ● Fosters leadership of their learning.

EmpowerED (6600) Course Overview Curriculum Document

Course Description

EmpowerED is a dynamic and inclusive course designed to equip students with essential skills for thriving in everyday life. This course fosters a collaborative learning environment where students of diverse abilities work together to develop practical skills, personal growth, and social responsibility. Students will engage in a variety of hands-on activities, interactive lessons, and real-world simulations. Students will collaborate on projects, share their unique perspectives, and support one another's growth, fostering a community of mutual respect and understanding. If your career path is to help people, making a difference, and you are looking for a career in education, health care, or human services, this class is for you! There will be a $10 fee for materials.

Credits	Prerequisites
1 Credit	None, Grades 11-12
Board Approved	**Revised**
Pending 10/28/24	

Required Assessments

District-Wide, Standards-Based Assessments Identified

Textbooks/Resources

Course Essential Understandings

As a result of successfully completing this course, students will understand that:

- Self-analysis of strengths, needs, and interests is important for personal development and relationships.
- Critical thinking and effective communication strategies are key components of relationships.
- Ethical decision-making and respect in interpersonal settings are needed by all group members.
- Empathy, cooperation, collaboration, and respect in group dynamics are required.
- Encouraging group participation, and respecting diverse ideas demonstrates a positive team member.
- Leadership, organization, and delegation in group work are skills needed to show positive contributions.
- Awareness of the needs and modifications required for children with disabilities or special needs, and creating inclusive environments are vital in successful programming.
- Exploring careers in Human Services, Education, Training, and Health Science can help narrow down personal interests.
- Matching skills and interests with career opportunities can distinguish future goals.
- Identifying job openings in careers that involve working with people with disabilities is accessible.
- Employability skills, professionalism, and work ethic are lifelong practices.
- Planning for life after high school and identifying key transferable skills is useful and advantageous.

Course Essential Questions

- How do I encourage and respect the ideas, perspectives, and contributions of all group members in a variety of settings?
- How can students receiving special education services be best supported in educational opportunities?
- What components go into creating an appropriate and inclusive lesson plan for students receiving special education services?
- What do enriched lives look like for individuals with special needs?
- What careers work with individuals with disabilities?

Unit Overviews

Unit Name	Unit Description	Unit Essential Question	Instructional Standards	Assessed Standards
Unit 1: Teaching & Learning	Have you ever wondered what all goes into a lesson plan before a teacher teaches the lesson to the class? Now is your chance to create a lesson plan that you will teach to others. Students will learn what a lesson plan is, all the components in a successful lesson plan, different modifications that need to be implemented within the lesson plan, and what inclusive programming is and the importance of the programming. Students will also learn what an IEP is, what a 504 plan is, and the difference between the two are. This module is essential for all students that would like to go into the educational field.	• What is a lesson plan? • What are the key components of a successful lesson plan? • What is a modification? • What is the importance of appropriate modifications? • What is an IEP? • What is a 504 plan? • What is the difference between IEP and a 504 plan? • What is inclusive programming?	EC1.i: Implement modifications to accommodate special needs.	EC1: Students will integrate knowledge, skills, and practices required for careers in early childhood, education, and services
Unit 2: Interpersonal Relationships	When working with others there are many skills that one needs to make it run smoothly. Students in this course create an environment that encourages and	• How do I support different viewpoints?	IR1.e: Demonstrate teamwork and leadership skills in the family,	IR1: Students will demonstrate respectful and caring relationships

	respects the ideas, perspectives, and contributions of all group members. Students will demonstrate teamwork, effective communication, and leadership skills.	• How do I help find strengths in others and minimize limitations? • What strategies can I use to organize and delegate responsibilities? • How can I strengthen my cooperation and collaboration skills? • How do critical thinking and ethics have a part in interpersonal relationships? • What makes a good team member? • What makes a good leader?	workplace, and community IR1.f: Demonstrate standards that guide behavior in interpersonal relationships CCLC1.b: Demonstrate transferable and employability skills in school, community and workplace settings. FCS1.c: Demonstrate professional behaviors, skills and knowledge in providing family and community services.	in the family, workplace, and community CCLC1: Students will integrate multiple life roles and responsibilities in family, work and community settings. FCS1: Students will integrate knowledge, skills and practices required for careers in education, family and community services.
Unit 3: Careers	When people think of careers that work with people with special needs, not many careers come to mind, but there are a lot of different careers that are out there in the different careers pathways. Students will explore the different careers that work with people with special needs along with the different skills and education that students need for those particular careers. Students may even discover a career that is the perfect fit for them.	• What careers are available in the human service field that work with people with disabilities? • What careers are available in the healthcare field that work with people with disabilities? • What careers are available in the education field that work with people with disabilities? • What are my skills and interests for a future career? • What type of educational requirements are needed for different careers? • What skills will I need to find a job in his career? • What skills are employers looking for in this career? • What does professionalism look like in the workplace? • What does work ethic look like in the career?	CCLC1.b: Demonstrate transferable and employability skills in school, community and workplace settings. FCS1.a:Analyze career paths within family and community.	CCLC1: Students will integrate multiple life roles and responsibilities in family, work, and community settings FCS1: Students will integrate knowledge, skills, and practices required for careers in education, family, and community
Unit 4: Advocacy	There are many different supports and ways to advocate for people with special needs. Students will look at the different organizations and services that help support those with special needs. Students will also look at how those with special needs get in contact with those organizations and services. It is after that then we can see what it takes to help those with special needs.	• How do these organizations contribute positively to the lives of individuals with special needs? • What is the importance of the different services and organizations for those with special needs? • How do individuals get in connected with the services that they need? • How do the needs for individuals with special needs differ from those without special needs? • How does one demonstrate professional behavior when working with others? • How does one create an event to bring awareness to those with special needs?	IR1.e: Demonstrate teamwork and leadership skills in the family, workplace and community. IR1.f: Demonstrate standards that guide behavior in interpersonal relationships. CCLC1.b: Demonstrate transferable and employability skills in school, community and workplace settings. FCS1.c: Demonstrate professional behaviors, skills and knowledge in providing family and community services.	IR1: Students will demonstrate respectful and caring relationships in the family, workplace and community. CCLC1: Students will integrate multiple life roles and responsibilities in family, work, and community settings FCS1: Students will integrate knowledge, skills, and practices required for careers in education, family, and community services

ITEM FOR CONSIDERATION

Topic: Revisions to EL Courses (EL)

Background Information: The Appleton Area School District provides EL courses at the high school level to support students with proficiency levels ranging from level 1 (entering) to level 5 (bridging). 1860/1865 Project Success 2 was revised in 2020 to update the course title from 1865 to 1860/1865. Our revisions align with Teacher Clarity, supporting district, site, and department collaboration and implementation of standards-based curriculum and instruction to meet the needs of all students while providing access to a guaranteed and viable curriculum.
Current 1810 and Project Success for Newcomers curriculum reflect multiple instructional units across 2 years. Students may remain in these courses for up to 2 years. This revision will update the current course from one course number to two course numbers.

Fiscal Note: N/A

Instructional Impact: These course updates will provide greater access to post-secondary opportunities for multilingual learners. Student transcripts will reflect completion of separate courses, as opposed to completing two years of the same course.

Course Overview Documents:

1810 EL Beginning Reading
1810 EL Beginning Writing
1855 Project Success for Newcomers

Administration Recommendation: Approve as submitted.

Contact Person(s): Amy Swick, Ed.D., 920-852-5300 ext. 60234, swickamy@aasd.k12.wi.us
Mark McQuade, Ed.D., 920-852-53007 x60121, mcquademark@aasd.k12.wi.us

BOE: November 11, 2024

EL Updates to 1810 Basic EL Reading and Writing and Project Success for Newcomers: Key Word Key Time (KWKT)

WHY were changes made to 1810 Reading and Writing and 1855 Project Success for Newcomers?	The AASD provides EL courses at the high school level to support students with proficiency levels ranging from level 1 (entering) to level 5 (bridging). 1810 and Project Success for Newcomers course revisions were approved in 2023. Current revision is to create two separate courses for the curriculum that is spread across 2 years. ● 1810 Basic EL Reading ● 1810 Basic EL Writing ● 1855 Project Success for Newcomers ● 1820 Intermediate EL ● 1830 Intermediate to Advanced EL ● 1840 Advanced EL ● 1860/1865 Project Success 2
WHAT changes were made?	Current 1810 and Project Success for Newcomers curriculum reflect multiple instructional units across 2 years. Students may remain in these courses for up to 2 years. This revision will update the current course from one course number to two course numbers.
HOW will the changes support student success?	Changes were made to reduce barriers for multilingual learners who are pursuing post-secondary education opportunities. Current transcripts appear as though students are repeating courses.

ITEM FOR CONSIDERATION

Topic: Business and Marketing Pathways Curriculum

Background Information: AASD has had strong courses within our Business and Marketing pathways that provide many different opportunities and explore many different careers. We continually evaluate those offerings and adapt to industry needs.

Instructional Impact: AASD High School students will have different opportunities within these pathways with increased opportunities for dual enrollment and industry recognized credentials.

Business Pathway: Exploring Business (5080), Microsoft Academy (5000), Accounting 1 (5320), Accounting 2/CAPP Accounting (5320/5322), Entrepreneurship(5710)

Marketing Pathway: Sports Entertainment & Marketing (5500), Retail Merchandising (5650), Social Media Marketing(5550), Marketing (5530)

Course removal: Principles of Business Management (5410) and AASD Student Marketing Team (5540)

Fiscal Note: No fiscal responsibility.

Administration Recommendation: Approve as submitted.

Contact Person(s): Kristin Comerford, 920-852-5320 ext. 60171, comerfordkrist@aasd.k12.wi.us
Mark McQuade, 920-852-5320 ext. 60121, mcquademark@aasd.k12.wi.us

BOE: November 11, 2024

Business and Marketing Pathways

WHY did we write a new curriculum for high school Business and Marketing Courses?	**The new and revised curriculum for High School Business and Marketing courses:** • Review course offerings and adapt to enrollment trends and industry • Refers to the newly updated Wisconsin State Business and Informational Technology and Marketing, Management and Entrepreneurship Standards
WHAT does this new curriculum do for students and teachers?	**The new curriculum for High School Business and Marketing:** • Is standards based which allows for guaranteed and viable curriculum for students at all high schools • Aligns with the Teacher Clarity framework which helps teachers be explicit in their instruction in order to meet all students' needs. • Increases opportunity for earning industry recognized credentials and dual credit
HOW will this be done?	**The revised and new curriculum can be found here:** • **Business: Exploring Business (5080), Microsoft Academy (5000), Accounting 1 (5320), Accounting 2/CAPP Accounting (5320/5322), Entrepreneurship(5710)** • **Marketing: Sports Entertainment & Marketing (5500), Retail Merchandising (5650), Social Media Marketing(5550), Marketing (5530)** • **Course removal: Principles of Business Management (5410) and AASD Student Marketing Team (5540)** Teachers of these courses will also meet weekly in content PLCs to write learning targets and success criteria for students based on the new curriculum as well as use common assessments to calibrate and make sure grade level expectations are being taught at all high schools.

ITEM FOR CONSIDERATION

Topic: Start College Now/Early College Credit Program – 2nd Semester/Lawrence Term II/ 2024-25 Classes

Background Information: The Start College Now/Early College Credit Program (SCN/ECCP) allows high school students to take courses at institutions of higher learning at district expense to a maximum of 18 post-secondary credits. SCN/ECCP students typically apply for access to multiple courses (and multiple institutions) to improve their chances of a successful class match. Student options are limited based on post-secondary criteria (e.g. space in class, pre-testing qualification, schedule). While students may apply to multiple institutions, they may, by statute, attend only one institution per term. Students approved for courses at district expense must be accepted and registered at the institution of higher education.

Curriculum administrators have reviewed and either approved or denied the requested courses as eligible for enrollment under the revised Youth Options program; input was solicited from staff.

Instructional Impact: The district will be in compliance with Wisconsin Act 39. Students will be able to expand their postsecondary program options while still in high school.

Fiscal Note: As determined by Wis. Stat. § 118.55(5), the funding for successfully completed Early College Credit courses consists of the District ultimately paying 75% of the course tuition, fees, and course materials after a 25% tuition reimbursement coming from the Department of Workforce.

As determined by Wis. Stat. § 38.12(14), the district shall pay only such tuition, fees, and course materials costs as are required by law for Start College Now.

Administrative Recommendation: Approve payment for student requests for post-secondary courses. This approval is for the 2nd semester/term II of 2024-25.

Instruct the Assistant Superintendent of ACI to notify involved parents and students of this action by November 15, 2024 as per state statute.

Contact Person(s): Mark McQuade, Assistant Superintendent for Assessment, Curriculum & Instruction, mcquademark@aasd.k12.wi.us , 852-5300 ex 60121

BOE: November 11, 2024

Start College Now / Early College Credit Program - Requested Courses for Spring 2025

AASD SCHOOL WHERE STUDENT ATTENDS	COURSE	COLLEGE/ UNIVERSITY	CREDIT	HS Credit to Earn	APPROVED	DENIED	COMPARABLE COURSE
Appleton Technical Academy	Auto CAD Mechanical	FVTC	1		x		
	College Algebra and Trigonometry	FVTC	5			x	9300 Algebra 2 for Pre-Calc
	GMAW Techniques 2	FVTC	2		x		
	Manufacturing Processes	FVTC	3		x		
	Robotic Arc Welding	FVTC	2		x		
EHS	Administrative Procedures	FVTC	3		x		
	Business Analyst Essentials	FVTC	2		x		
	Business Law 1	FVTC	3		x		
	Differential Equations	UW Oshkosh Fox Cities	3		x		
	Early Childhood Education (ECE): Family & Community Relations	FVTC	3		x		
	Early Childhood Education (ECE): Field Experience	FVTC	3		x		
	Early Childhood Education (ECE): STEM	FVTC	3		x		
	Effective Business Practices	FVTC	3		x		
	Emergency Medical Technician - Basic	FVTC	5		x		
	Introduction to Business	FVTC	3			x	5080 Exploring Business
	Introduction to Professional Communicaitons	FVTC	3			x	1290 Written Communication
	Japanese III: Introduction to Japanese II	UW Oshkosh	4		x		
	Japanese 210: Introduction to Japanese III	UW Oshkosh	4		x		
	Legal Aspects / Business Organizations	FVTC	3		x		
	Nursing Assistant	FVTC	3		x		
	Principles of Marketing 1	FVTC	3		x		
	Social Studies, Art & Music	FVTC	3		x		
NHS	Emglish Comp I	FVTC	3			x	1260 World Literature & Composition, 1270 AP English Literature & Composition, 1300 Creative Writing 1, 1320 Genre Study: Literature & Composition, 1330 Journalism 1: Foundations & Applications
	General Anatomy and Physiology	FVTC	4			x	4612 Anatomy & Physiology 1
	General Biology	FVTC	4			x	4110 Biology
	General Physics	FVTC	4			x	4550 Physics, 4560 AP Physics
	Intro to Diverse Studies	FVTC	3		x		
	Medical Terminology	FVTC	3		x		
	Nursing Assistant	FVTC	3		x		
	Physics 2	FVTC	4			x	4550 Physics, 4560 AP Physics
Tesla	An Introduction to Smart Cities	UW Green Bay	3		x		
	Introduction to Cryptography	UW Green Bay	3		x		
	Logic and Reasoning	UW Green Bay	3		x		
	Topics in Medieval History	UW Green Bay	3		x		
VNS	Agricultural Commodity Marketing	FVTC	2		x		
	Agronomy Equipment	FVTC	3		x		
	Animal Science Fundamentals	FVTC	3		x		
	Crop Science	FVTC	3		x		
	Cultural Diversity in Criminal Justice	FVTC	3		x		
	Hydroponic Growing & Systems	FVTC	2		x		

Start College Now / Early College Credit Program - Requested Courses for Spring 2025							
AASD SCHOOL WHERE STUDENT ATTENDS	*COURSE*	*COLLEGE/ UNIVERSITY*	*CREDIT*	*HS Credit to Earn*	*APPROVED*	*DENIED*	*COMPARABLE COURSE*
	Intro to Agribusiness	FVTC	3		x		
	Introduction to Forensic Science	FVTC	3		x		
	Intro to Service Maintenance & Principles	FVTC	3		x		
	Tractor Preventive Maintenance	FVTC	2		x		
WHS	DC Circuits 2	FVTC	1		x		
	Information Assurance	FVTC	2		x		
	Linux Essentials - Just Enough Linux	FVTC	1		x		
	Nursing Assistant	FVTC	3		x		
	Operator Interfaces	FVTC	1		x		
	Psychology of Abnormal Behavior	UW Oshkosh	3		x		
	Psychology of Childhood and Adolescence	UW Oshkosh	3			x	6880 Child Development
	Psychological Statistics	UW Oshkosh	3		x		
	Race, Ethnicity, Sociology	UW Oshkosh	3		x		
WCA	Abnormal Psychology	Waukesha County Technical College	3		x		
	Auto CAD Fundamentals	FVTC	1		x		
	Basic Welding for Machine Tool Operation	FVTC	1			x	7540 Welding & Metal Fabrication
	Civil Litigation I	Lakeshore Technical College	3		x		
	Criminology	Waukesha County Technical College	3		x		
	Family Law	Lakeshore Technical College	3		x		
	First Year College Writing	UW Oshkosh	3			x	1260 World Literature & Composition, 1270 AP English Literature & Composition, 1300 Creative Writing 1, 1320 Genre Study: Literature & Composition, 1330 Journalism 1: Foundations & Applications
	Interpersonal Speech Communication	UW Oshkosh	3			x	1600 Interpersonal Communication
	Introduction to Health Education and Health Promotion	UW Oshkosh	3			x	4990 Health Education
	Introduction to Paralegalism	Lakeshore Technical College	3		x		
	Introduction to Public Speaking	UW Oshkosh	3			x	1600 Interpersonal Communication
	Introduction to Sociology	UW Oshkosh	x			x	3350 Sociology
	Introduction to Sociology	Waukesha County Technical College	3			x	3350 Sociology
	Introductory Sociology	UW Oshkosh	3			x	3350 Sociology
	Legal Research	Lakeshore Technical College	3		x		
	Physics 2	FVTC	4			x	4550 Physics, 4560 AP Physics
	Welding/Metal Fab Intro and Safety	FVTC	1			x	7540 Welding & Metal Fabrication
	Welding Metallurgy	FVTC	3		x		

ITEM FOR CONSIDERATION

Topic: Professional Educator New Hire(s)

Background Information: The Professional Educator listed below is recommended for a contractual position for the 2024-2025 school year:

Name	***Position***	***Location***	***FTE***	***Effective Date:***
Aspen L. Van Linn	Grade 3	McKinley	100%	11/7/24

Instructional Impact: The candidate listed above is recommended by the administrator to whom they will report as the best candidate for the position.

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

Administrative Recommendation: Approval

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

BOE: November 11, 2024

ITEM FOR CONSIDERATION

Topic: Professional Educator Resignation(s)

Background Information: The following Professional Educator has submitted a letter of resignation.

Burke A. Wallace has been with the District for two and one-half years, most recently as an Advisor at Valley New School. Burke's resignation is effective at the close of the Friday, November 15, 2024, workday.

Instructional Impact: A qualified replacement will be procured.

Fiscal Impact: Dependent upon replacement.

Administrative Recommendation: Approval

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

BOE: November 11, 2024

ITEM FOR CONSIDERATION

Topic: Professional Educator Contract Change(s) (Based on Professional Growth)

Background Information: The District recognizes the importance of continued professional development of staff to positively impact instruction and student success. Through Master's degree coursework, educators learn new strategies and best practices to incorporate in their classrooms. They also have the opportunity to collaborate with other professionals to connect theory, practice, and student outcomes. As a result, educators gain knowledge and experience to enhance their teaching skills and provide high quality educational experiences for students.

The Employee Handbook outlines additional compensation for educators who have completed a pre-approved Master's degree program.

Instructional Impact: A master's degree enhances educators' instructional impact by providing them with advanced strategies, specialized skills, and data-driven methods that improve student engagement, understanding, and overall outcomes.

Fiscal Impact: The total cost to the budget for this fiscal year is $123,200.

Administrative Recommendation: To approve twenty-four (24) educator compensation adjustments for the 2024-2025 school year to reflect Master's degree compensation in accordance with the Employee Handbook.

Contact Person: Julie King, 920-852-5302

BOE: November 11, 2024

APPLETON AREA SCHOOL DISTRICT
Public Hearing – 2024-2025 Budget Presentation

1. Meeting Opening
A. Roll Call
President Kay Eggert called the Public Hearing to order at 6:00 PM.
Members present: Kay Eggert, Pheng Thao, Jason Kolpack. Kristine Sauter, Nick Ross, Edward Ruffolo, and James Bacon

2. Budget Presentation
A. 2023-2024 Budget Summary Recap
Holly Burr, Executive Director of Finance for the Appleton Area School District, began the Budget presentation by presenting a recap of the 2023-2024 fiscal year budget. She reported that this was our first year of the State Biennial Budget, and we did see an increase in the low Revenue Limit to 11,000 per member, which also included a $325 increase in the limit moving forward. The State aid and general Tax Levy were up slightly from the previous year. There was also an increase in the amount levied for private school vouchers.

A positive effect of the rise in the interest rate over the last 2 years was the increase in interest income. We again received a higher-than-normal return on investments and used additional funding from the 2022 operating referendum. 2023-24 was the final year of ESSER III funding and you will see that impact as we move along in this discussion. Overall, we saw an increase in fund 10 general funding from the 22-23 to 23-24 of almost 9.3 million.

The total expenditure (unaudited) was *$311,229,748* for the year. This includes all activities for the District such as general fund operations, special education, special projects, capital projects, including the referendum approved construction, debt repayments, food service functions and community services. A summary broken down by fund can be found on pages 27-28 of the Budget booklet. The 2023-2024 expense changes include our ESSER related expenses which are down to *$2.6 million* from over *$6 million* the previous year; the Employee Health Plan of *$7.6 million*; Staffing/Compensation increases totaling *$4.8 million* (pay scales and staffing changes); Purchase of space for Valley New School costing an additional *$900,000*; And the purchase of new ELA materials in the amount of *$1 million*.

In taking Revenues minus Expenses, we finished the year with a deficit in overall general funds of about *$8.4 million*. As we previously discussed, this leaves us with a total fund balance as of June 30, 2024, of *$54,117,233*. However, of that *$38.8 million* is reserved/assigned for specific purposes such as self-funded health/dental costs, carryover budgets for schools & departments and cash flow reserves for fall payrolls. *$15.3 million* is unassigned and available. A further explanation of Fund Balance is on page 9 of the Budget booklet.

Other summary highlights include the 2023-24 Tax Levy totaling $*78.1 million* with the mill rate being *$6.53* per *$1000* equalized property value. That Tax Levy included the start of the operating levy approved in the November referendum. In 2024 we issued an additional *$14.8 million* in debt. This was the second debt of the referendum approved *$129.8 million* to be used for Capital construction. We anticipate the third and final debt issue in the amount of *$25 million* to be issued in the Summer of 2025. We ended the year with a total outstanding debt of *$79,775,000*.

B. 2024-2025 Enrollment

This year's 3rd Friday count is down slightly from last year, totaling *15,019*. This number reflects the actual students we are educating in the District and is impacted by open enrollment. Historical counts for both open enrollment and District membership, which is used for calculating State Aid, is on page 7 of the Budget booklet. Students that open-enrolled into the District this year are *1,830*. Students that open-enrolled out of the District are *984*. This leaves us with a positive net difference of *+846*. Maintaining a positive net difference in open enrollment impacts the District's finances, as this funding is outside the Equalization Aid formula. We saw this number spike during the pandemic, mainly into the virtual schools. This is now closer to our pre-pandemic average.

C. 2024-2025 Proposed Budget

This year we are proposing a total budget of *$336 million*. This number includes over *$65 million* in construction costs.

When discussing the Revenue Limit, it is the total amount of combined state equalization aid and property taxes that we are allowed to receive. This year our per pupil revenue limit increased to *$11,729.33* per member. This increase is a combination of *$325* from the State budget and the additional from the Operational Referendum in 2022. When the term "Member" is used, it is not referring to actual student count, but a formula based on student counts. It then adjusts for open enrollment, 4K being counted only part-time, and also includes a credit for summer school. There are 2 different counts taken during the year and those are averaged for 3 years to get the membership number. As part of the State Budget, Equalization Aid was increased again this year, as did the private school vouchers by $843,286, totaling $8,304.393. All of these factors into the total revenue calculation.

State Equalization Aid increased again this year. It starts with the total amount allocated to the public schools in the State budget. The amount allocated to education was increased in the last biennial. That total was then divided by all school districts in the State based on the District's prior years' spending, the property taxes within our District and student membership. All these components factored into the total revenue limit calculation. With the increase in allocation from the State, we will be receiving an additional $10,325,878 totaling $114,883,926. This will reduce the overall Tax Levy.

This year's property tax levy is expected to decrease *$2,335,239 to $75,849,170*. The levy for Private School Vouchers increases again this year in the amount of *$843,286*. As a reminder, we pass this aid through from the taxpayers to the Private schools. We do not actually receive any of it. It also includes the levy for future debt repayments which is proposed at *$14,848,891 million*. This includes *$12.8 million* for the current year's payments and *$2 million* for future debt payments.

$174.2 million is our Revenue Limit. After subtracting out Equalization Aid of *$116.0 million*, our Property Tax Levy for general operations is *$58.2 million*. We add *$14.8* million for our referendum debt repayment and *$2.8 million* for our Community Services Fund. Those amounts added together total of *$75.8 million* in total tax levy. Again, this is down *$2.3 million* from last year. There is a detail by fund breakdown on page 10 and a description on page 11 of the Budget booklet.

Per state statute, the Board must adopt the budget and tax levy annually before November 1st.

When discussing the Property Tax Rate History, with the levy decreasing and property values increasing, we will again see a drop in the Mill Rate. This year's proposed rate is $6.10. This year will be the lowest rate in 40 years.

Holly Burr broke down some specifics in the budget. This can be found on page 17 of the Budget booklet. Total General Fund Revenues are estimated at $214,361,506 for 2024-25. State aid and grants are up *$10.5 million;* Local revenues are down *$6.3 million;* interdistrict (OE) is up *$1.6 million;* and Federal grants are down *$1.86* million. The largest portion of our funding comes from State aid, followed by Local revenues, Interdistrict funds (such as open enrollment) and finally, Federal grants. The Federal grant total is back to pre-ESSER levels.

The General Fund proposed expenditures are salary increases of *5.4 million*, benefit increases of *$5.6 million*, and purchased services increases of *$2.2 million*. This total comes to *$225,298,636*.

Regarding the Fund Balance, we are ending the year 2023-2024 at *$54,121,373*, with 2024-25 revenue less expenses deficit of *$10,937,130*. The projected 2024-2025 ending balance is *$48,184,242*.

For the 2024-2025 school year, we would like to keep this balance between *20-25%* of expenditures. The current balance of *$54.1 million* is *24.9%.* This year's revenues are projected to be less than expenses by about *$10.9 million*. We will be using our fund balance to cover the deficit and balance the budget for this year. About *$8.5 million* of this we consider structural deficit, which is a deficit that continues into the future. Only about *$2.4* are one-time costs.

Lastly, other Funds Expenditure Budgets include:

Funds 21 & 29	Other Special Projects	*$ 3,337,850*
Fund 39	Referendum Debt	*$12,848,891*
Fund 41 & 49	Capital Projects	*$65,575,000*
Fund 50	Food Service	*$ 9,015,160*
Fund 80	Community Service	*$ 2,851,508*

3. Public Input
A. Public Input
Kay Eggert asked for any questions or comments related to the Budget Public Hearing

4. Adjourn
A: Motion to adjourn
Kay Eggert adjourned the Public Hearing at 6:38 PM.

ITEM FOR CONSIDERATION

Topic: New Humanities Courses (ELA/WL)

Background Information: It is important that we offer AASD students choice and the opportunity to succeed no matter their path after graduation. Specific to World Language, by adding *American Sign Language* as a language course, we are offering a language to a demographic group that has not been served previously. If the enrollment numbers show interest, we will also be able to offer CAPP ASL courses in the future, as we have a licensed educator and UW-Oshkosh has the program. We are revising the title of Spanish for Spanish Speakers into *Spanish for Heritage Speakers*. The course content has been minorly tweaked to address the language evolution. We are seeing a need for this course to address literacy skill development that is only one portion of the mainstream world language pathway and will potentially allow students the opportunity to take AP exams and/or CAPP language courses. The *Journalism 2* course is a follow-up to Journalism 1. Diving the full-year course into two semester courses will potentially allow the course to run as we have seen course requests numbers near enough to run. We would also like to partner with each high school communication team to offer career-based learning opportunities with this course. And finally, as a department and as secondary administrators, we have seen the benefits to offering CAPP courses for our students in partnership with UW-Oshkosh. The students are taking rigorous college courses with their peers, in their school and earning college credits at a reduced cost. These credits often fulfill college general education requirements, saving them time and money and allowing them to take other courses that pair with their major/minor of study or interest. Like ASL, we have an educator with the certification to allow us to offer this course as a CAPP course.

Fiscal Note: The cost associated with these course additions is the cost of the instructional text and materials. If the courses run in 2025-2026 due to student course request numbers and site FTE, we would need to purchase a classroom set of texts for each course. The CAPP Speech would have an online component as well. Approximate costs for a classroom set and teacher materials:

- ASL ($3,700)
- CAPP Speech ($4,500)
- Journalism 2 ($6,500)
- Spanish for Heritage Speakers (N/A)

Instructional Impact: Students will have further choice in their course selections for meeting their fourth required ELA credit for graduation, as well as those seeking sequential years of a World Language. These options assist students in

their varying needs no matter their plans for post-graduation. All ELA 12th grade courses instruct and assess students using the Wisconsin State Standards for writing, reading, speaking, listening, and Conventions of Standardized English. All WL courses instruct and assess students using the American Council of the Teaching of Foreign Languages (ACTFL) standards that address the modes of communication: interpretive, interpersonal, and presentational.

Course Overview Documents:

- **ASL 1**
- **CAPP Speech**
- **Journalism 2**
- **Spanish for Heritage Speakers**

Administration Recommendation: Approve as submitted.

Contact Person(s): Kelly Leopold, 920-832-6157 ext. 60172, leopoldkelly@aasd.k12.wi.us
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BOE: November 11, 2024

New Humanities Courses (ELA/WL): Journalism 2 (#1335), ASL 1 (#2100), CAPP Speech (#1285), Spanish for Heritage Speakers (#2500).

WHY are we proposing these new courses?	These courses will benefit students in the following ways: • ASL1 ○ Students that did not continue with World Language in middle school in 8th grade ○ Students transferring into AASD with previous experience in a language that we do not offer ○ Offering language to a demographic group that has not been served previously ○ Potential for NCAA clearinghouse approval, as well as CAPP through UW-Oshkosh • Spanish for Heritage Speakers ○ Latinx students that have not previously studied a world language or who did not find success in the typical language pathway ○ Latinx students who would greatly benefit from further developing their literacy skills in the Spanish language ○ Potential opportunity for taking the AP exam and/or earning dual credit • Journalism 2 ○ Offered to those that enjoyed Journalism 1 and want to continue that skill development ○ Potential for NCAA clearinghouse approval ○ Potential for work-based experience with high school communication • CAPP Speech ○ Choice for students that are college bound and would like to earn credits that will transfer differently than the current dual credit courses and will fulfill communication requirements
WHAT are the components that will be included in the course?	The components include: • ASL1 ○ Getting to know you ○ Sharing personal information ○ My home and community ○ My family and friends ○ What I like to do ○ Storytelling • Spanish for Heritage Speakers ○ The relationship of the Spanish language and identity ○ The Latino identity in relationship to traditions, customs and beliefs ○ The identity of Latino families ○ Challenges for Latino communities • Journalism 2 ○ Managing challenges in modern media

	○ Writing hard news and enterprise reporting ○ Feature writing for human interest and trends ○ Writing opinions in columns and editorials ○ 21st Century Journalism: Editing, portfolio, and publication ● CAPP Speech ○ Introduction to speech ○ Informative, persuasive, and real-life situation speeches ○ Reflecting on public speaking
HOW will we assess the students in each of the varying courses?	The assessed standards will include: ● 11-12 grade band Wisconsin State Standards ○ Production of Writing ○ Reading ■ Key Ideas and Details ■ Craft and Structure ■ Integration of Knowledge and Ideas ○ Speaking and Listening ○ Language ■ Knowledge of Language ■ Conventions of Standardized English ● American Council on the Teaching of Foreign Languages (ACTFL) ○ 3 Modes of Communication ■ Interpretive (reading and listening) ■ Interpersonal (informal speaking and writing) ■ Presentational (formal speaking and writing) ○ While building on foundational skills ■ Vocabulary ■ Grammar ■ Culture

ITEM FOR CONSIDERATION

Topic: High School Music and Theatre Curriculum Updates

Background Information: Renee Ulman, AASD Fine Arts Coordinator, has been working with AASD high school fine arts staff to update the curriculum. These course updates mean that all fine arts courses 6-12 are now standards based.

Courses updated are:

- Theatre - Acting (1640), Intro to Theatre (1630), Theatre Production (1650), and Theatre Seminar (1660)
- Band- Partiout, Lightning, or Terror Band (8260), Symphonic Band (8280), Concert Band (8270), Wind Ensemble (8290), Honors Band (8295), and Jazz Ensemble (8285)
- Orchestra- First Year Orchestra (8370), Symphonic Orchestra (8380), Honors Orchestra (8390)
- Choir- First Year Treble (8413), First Year Bass (8400), Prima Voce (8410), Treble Choir Society (8430), Varsity Bass (8440), Varsity Treble (8450) Chamber Choir (884M), North Choir (8460), Kantorei (8480), Easteners (8490)

Instructional Impact: N/A

Fiscal Note: N/A

Administration Recommendation: Approve as submitted.

Contact Person(s): Renee Ulman, Fine Arts Coordinator, ulmanrenee@aasd.k12.wi.us
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BOE: November 11, 2024

New curriculum for High School Music and Theatre

WHY did we write a new curriculum for high school music and theatre?	**The new curriculum for High School Music and Theatre** • Replaces curriculum that hasn't been updated since 2004 (Theatre) , 2008 (Band and Orchestra), and 2016 (Choir). • Refers to the newly updated Wisconsin State Music Association and Wisconsin State Music Standards, and Wisconsin State Theatre Standards
WHAT does this new curriculum do for students and teachers?	**The new curriculum for High School Music and Theatre** • Is standards based which allows for guaranteed and viable curriculum for students at all high schools. • Aligns with the Teacher Clarity framework which helps teachers be explicit in their instruction in order to meet all students' needs. • Communicates to students what success looks like in these courses, helping them to take ownership of their learning.
HOW will this be done?	**The new curriculum can be found here:** • **Theatre:** Acting (1640), Intro to Theatre (1630), Theatre Production (1650), Theatre Seminar (1660) • **Band:** Patriot, Lightning, or Terror Band (8260), Symphonic Band (8280), Concert Band (8270), Wind Ensemble (8290), Honors Band (8295), Jazz Ensemble (8285) • **Orchestra:** First Year Orchestra (8370) , Symphonic Orchestra (8380), Honors Orchestra (8390) • **Choir:** First Year Treble (8413), First Year Bass (8400), Prima Voce (8410), Treble Choral Society (8430), Varsity Bass (8440), North Choir (8460), Kantorei (8480), Easterners (8490) Teachers of these courses will also meet weekly in content PLCs to write learning targets and success criteria for students based on the new curriculum as well as use common assessments to calibrate and make sure grade level expectations are being taught at all high schools.

ITEM FOR CONSIDERATION

Topic: EmpowerED (Life Skills) (6600): Curriculum and Name Change

Background Information: In July, 2003, we began Life SKills (6600), a course designed to support students exploring careers within the Education & Training and Human Services pathway. This allowed students to partner with students receiving Special Education services and build essential traits for all students in the course.

Instructional Impact: AASD High School students will have the opportunity to build upon their knowledge of careers within the Education & Training pathway while promoting inclusion through specifically planned activities affecting our High Schools. All students in this course will grow their essential traits that are applicable to everyday life.

Fiscal Note: N/A

Administration recommendation: Approve as submitted.

Contact Person(s): Kristin Comerford, 920-852-5320 ext. 60171, comerfordkrist@aasd.k12.wi.us
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BOE: November 11, 2024

EmpowerED: Key Word Key Time (KWKT)

WHY were changes made to Life SKills?	Life Skills Training (6600) was first board approved in July 2003 and modified in February 2021. This course was designed for students interested in exploring careers in Education, Health Care and Human Services. This course needed to work through standards review as the Family Consumer Science standards were updated in 2024.
WHAT changes were made?	The change that will be in effect for the 2024-25 School year: ● Course Name Change: Empower ED ○ This name change was to shift the focus to our goal of "promoting social inclusion through intentionally planned and implemented activities" based off of Special Olympics Unified Champion Schools ● Standards Updated to FCS 2024 State Standards
HOW will the changes support student success?	A strong Education & Training pathway will support student success and provide: ● Courses that provide learning to many different careers. ● Focuses on growing essential traits that are applicable in everyday life. ● Fosters leadership of their learning.

EmpowerED (6600) Course Overview Curriculum Document

Course Description

EmpowerED is a dynamic and inclusive course designed to equip students with essential skills for thriving in everyday life. This course fosters a collaborative learning environment where students of diverse abilities work together to develop practical skills, personal growth, and social responsibility. Students will engage in a variety of hands-on activities, interactive lessons, and real-world simulations. Students will collaborate on projects, share their unique perspectives, and support one another's growth, fostering a community of mutual respect and understanding. If your career path is to help people, making a difference, and you are looking for a career in education, health care, or human services, this class is for you! There will be a $10 fee for materials.

Credits	Prerequisites
1 Credit	None, Grades 11-12
Board Approved	**Revised**
Pending 10/28/24	

Required Assessments

District-Wide, Standards-Based Assessments Identified

Textbooks/Resources

Course Essential Understandings

As a result of successfully completing this course, students will understand that:

- Self-analysis of strengths, needs, and interests is important for personal development and relationships.
- Critical thinking and effective communication strategies are key components of relationships.
- Ethical decision-making and respect in interpersonal settings are needed by all group members.
- Empathy, cooperation, collaboration, and respect in group dynamics are required.
- Encouraging group participation, and respecting diverse ideas demonstrates a positive team member.
- Leadership, organization, and delegation in group work are skills needed to show positive contributions.
- Awareness of the needs and modifications required for children with disabilities or special needs, and creating inclusive environments are vital in successful programming.
- Exploring careers in Human Services, Education, Training, and Health Science can help narrow down personal interests.
- Matching skills and interests with career opportunities can distinguish future goals.
- Identifying job openings in careers that involve working with people with disabilities is accessible.
- Employability skills, professionalism, and work ethic are lifelong practices.
- Planning for life after high school and identifying key transferable skills is useful and advantageous.

Course Essential Questions

- How do I encourage and respect the ideas, perspectives, and contributions of all group members in a variety of settings?
- How can students receiving special education services be best supported in educational opportunities?
- What components go into creating an appropriate and inclusive lesson plan for students receiving special education services?
- What do enriched lives look like for individuals with special needs?
- What careers work with individuals with disabilities?

Unit Overviews

Unit Name	Unit Description	Unit Essential Question	Instructional Standards	Assessed Standards
Unit 1: Teaching & Learning	Have you ever wondered what all goes into a lesson plan before a teacher teaches the lesson to the class? Now is your chance to create a lesson plan that you will teach to others. Students will learn what a lesson plan is, all the components in a successful lesson plan, different modifications that need to be implemented within the lesson plan, and what inclusive programming is and the importance of the programming. Students will also learn what an IEP is, what a 504 plan is, and the difference between the two are. This module is essential for all students that would like to go into the educational field.	• What is a lesson plan? • What are the key components of a successful lesson plan? • What is a modification? • What is the importance of appropriate modifications? • What is an IEP? • What is a 504 plan? • What is the difference between IEP and a 504 plan? • What is inclusive programming?	EC1.i: Implement modifications to accommodate special needs.	EC1: Students will integrate knowledge, skills, and practices required for careers in early childhood, education, and services
Unit 2: Interpersonal Relationships	When working with others there are many skills that one needs to make it run smoothly. Students in this course create an environment that encourages and	• How do I support different viewpoints?	IR1.e: Demonstrate teamwork and leadership skills in the family,	IR1: Students will demonstrate respectful and caring relationships

	respects the ideas, perspectives, and contributions of all group members. Students will demonstrate teamwork, effective communication, and leadership skills.	• How do I help find strengths in others and minimize limitations? • What strategies can I use to organize and delegate responsibilities? • How can I strengthen my cooperation and collaboration skills? • How do critical thinking and ethics have a part in interpersonal relationships? • What makes a good team member? • What makes a good leader?	workplace, and community IR1.f: Demonstrate standards that guide behavior in interpersonal relationships CCLC1.b: Demonstrate transferable and employability skills in school, community and workplace settings. FCS1.c: Demonstrate professional behaviors, skills and knowledge in providing family and community services.	in the family, workplace, and community CCLC1: Students will integrate multiple life roles and responsibilities in family, work and community settings. FCS1: Students will integrate knowledge, skills and practices required for careers in education, family and community services.
Unit 3: Careers	When people think of careers that work with people with special needs, not many careers come to mind, but there are a lot of different careers that are out there in the different careers pathways. Students will explore the different careers that work with people with special needs along with the different skills and education that students need for those particular careers. Students may even discover a career that is the perfect fit for them.	• What careers are available in the human service field that work with people with disabilities? • What careers are available in the healthcare field that work with people with disabilities? • What careers are available in the education field that work with people with disabilities? • What are my skills and interests for a future career? • What type of educational requirements are needed for different careers? • What skills will I need to find a job in his career? • What skills are employers looking for in this career? • What does professionalism look like in the workplace? • What does work ethic look like in the career?	CCLC1.b: Demonstrate transferable and employability skills in school, community and workplace settings. FCS1.a:Analyze career paths within family and community.	CCLC1: Students will integrate multiple life roles and responsibilities in family, work, and community settings FCS1: Students will integrate knowledge, skills, and practices required for careers in education, family, and community
Unit 4: Advocacy	There are many different supports and ways to advocate for people with special needs. Students will look at the different organizations and services that help support those with special needs. Students will also look at how those with special needs get in contact with those organizations and services. It is after that then we can see what it takes to help those with special needs.	• How do these organizations contribute positively to the lives of individuals with special needs? • What is the importance of the different services and organizations for those with special needs? • How do individuals get in connected with the services that they need? • How do the needs for individuals with special needs differ from those without special needs? • How does one demonstrate professional behavior when working with others? • How does one create an event to bring awareness to those with special needs?	IR1.e: Demonstrate teamwork and leadership skills in the family, workplace and community. IR1.f: Demonstrate standards that guide behavior in interpersonal relationships. CCLC1.b: Demonstrate transferable and employability skills in school, community and workplace settings. FCS1.c: Demonstrate professional behaviors, skills and knowledge in providing family and community services.	IR1: Students will demonstrate respectful and caring relationships in the family, workplace and community. CCLC1: Students will integrate multiple life roles and responsibilities in family, work, and community settings FCS1: Students will integrate knowledge, skills, and practices required for careers in education, family, and community services

ITEM FOR CONSIDERATION

Topic: Revisions to EL Courses (EL)

Background Information: The Appleton Area School District provides EL courses at the high school level to support students with proficiency levels ranging from level 1 (entering) to level 5 (bridging). 1860/1865 Project Success 2 was revised in 2020 to update the course title from 1865 to 1860/1865. Our revisions align with Teacher Clarity, supporting district, site, and department collaboration and implementation of standards-based curriculum and instruction to meet the needs of all students while providing access to a guaranteed and viable curriculum.
Current 1810 and Project Success for Newcomers curriculum reflect multiple instructional units across 2 years. Students may remain in these courses for up to 2 years. This revision will update the current course from one course number to two course numbers.

Fiscal Note: N/A

Instructional Impact: These course updates will provide greater access to post-secondary opportunities for multilingual learners. Student transcripts will reflect completion of separate courses, as opposed to completing two years of the same course.

Course Overview Documents:

1810 EL Beginning Reading
1810 EL Beginning Writing
1855 Project Success for Newcomers

Administration Recommendation: Approve as submitted.

Contact Person(s): Amy Swick, Ed.D., 920-852-5300 ext. 60234, swickamy@aasd.k12.wi.us
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BOE: November 11, 2024

EL Updates to 1810 Basic EL Reading and Writing and Project Success for Newcomers: Key Word Key Time (KWKT)

WHY were changes made to 1810 Reading and Writing and 1855 Project Success for Newcomers?	The AASD provides EL courses at the high school level to support students with proficiency levels ranging from level 1 (entering) to level 5 (bridging). 1810 and Project Success for Newcomers course revisions were approved in 2023. Current revision is to create two separate courses for the curriculum that is spread across 2 years. ● 1810 Basic EL Reading ● 1810 Basic EL Writing ● 1855 Project Success for Newcomers ● 1820 Intermediate EL ● 1830 Intermediate to Advanced EL ● 1840 Advanced EL ● 1860/1865 Project Success 2
WHAT changes were made?	Current 1810 and Project Success for Newcomers curriculum reflect multiple instructional units across 2 years. Students may remain in these courses for up to 2 years. This revision will update the current course from one course number to two course numbers.
HOW will the changes support student success?	Changes were made to reduce barriers for multilingual learners who are pursuing post-secondary education opportunities. Current transcripts appear as though students are repeating courses.

ITEM FOR CONSIDERATION

Topic: Business and Marketing Pathways Curriculum

Background Information: AASD has had strong courses within our Business and Marketing pathways that provide many different opportunities and explore many different careers. We continually evaluate those offerings and adapt to industry needs.

Instructional Impact: AASD High School students will have different opportunities within these pathways with increased opportunities for dual enrollment and industry recognized credentials.

Business Pathway: Exploring Business (5080), Microsoft Academy (5000), Accounting 1 (5320), Accounting 2/CAPP Accounting (5320/5322), Entrepreneurship(5710)

Marketing Pathway: Sports Entertainment & Marketing (5500), Retail Merchandising (5650), Social Media Marketing(5550), Marketing (5530)

Course removal: Principles of Business Management (5410) and AASD Student Marketing Team (5540)

Fiscal Note: No fiscal responsibility.

Administration Recommendation: Approve as submitted.

Contact Person(s): Kristin Comerford, 920-852-5320 ext. 60171, comerfordkrist@aasd.k12.wi.us
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BOE: November 11, 2024

Business and Marketing Pathways

WHY did we write a new curriculum for high school Business and Marketing Courses?	**The new and revised curriculum for High School Business and Marketing courses:** • Review course offerings and adapt to enrollment trends and industry • Refers to the newly updated Wisconsin State Business and Informational Technology and Marketing, Management and Entrepreneurship Standards
WHAT does this new curriculum do for students and teachers?	**The new curriculum for High School Business and Marketing:** • Is standards based which allows for guaranteed and viable curriculum for students at all high schools • Aligns with the Teacher Clarity framework which helps teachers be explicit in their instruction in order to meet all students' needs. • Increases opportunity for earning industry recognized credentials and dual credit
HOW will this be done?	**The revised and new curriculum can be found here:** • **Business: Exploring Business (5080), Microsoft Academy (5000), Accounting 1 (5320), Accounting 2/CAPP Accounting (5320/5322), Entrepreneurship(5710)** • **Marketing: Sports Entertainment & Marketing (5500), Retail Merchandising (5650), Social Media Marketing(5550), Marketing (5530)** • **Course removal: Principles of Business Management (5410) and AASD Student Marketing Team (5540)** Teachers of these courses will also meet weekly in content PLCs to write learning targets and success criteria for students based on the new curriculum as well as use common assessments to calibrate and make sure grade level expectations are being taught at all high schools.

ITEM FOR CONSIDERATION

Topic: Start College Now/Early College Credit Program – 2nd Semester/Lawrence Term II/ 2024-25 Classes

Background Information: The Start College Now/Early College Credit Program (SCN/ECCP) allows high school students to take courses at institutions of higher learning at district expense to a maximum of 18 post-secondary credits. SCN/ECCP students typically apply for access to multiple courses (and multiple institutions) to improve their chances of a successful class match. Student options are limited based on post-secondary criteria (e.g. space in class, pre-testing qualification, schedule). While students may apply to multiple institutions, they may, by statute, attend only one institution per term. Students approved for courses at district expense must be accepted and registered at the institution of higher education.

Curriculum administrators have reviewed and either approved or denied the requested courses as eligible for enrollment under the revised Youth Options program; input was solicited from staff.

Instructional Impact: The district will be in compliance with Wisconsin Act 39. Students will be able to expand their postsecondary program options while still in high school.

Fiscal Note: As determined by Wis. Stat. § 118.55(5), the funding for successfully completed Early College Credit courses consists of the District ultimately paying 75% of the course tuition, fees, and course materials after a 25% tuition reimbursement coming from the Department of Workforce.

As determined by Wis. Stat. § 38.12(14), the district shall pay only such tuition, fees, and course materials costs as are required by law for Start College Now.

Administrative Recommendation: Approve payment for student requests for post-secondary courses. This approval is for the 2nd semester/term II of 2024-25.

Instruct the Assistant Superintendent of ACI to notify involved parents and students of this action by November 15, 2024 as per state statute.

Contact Person(s): Mark McQuade, Assistant Superintendent for Assessment, Curriculum & Instruction, mcquademark@aasd.k12.wi.us , 852-5300 ex 60121

BOE: November 11, 2024

Start College Now / Early College Credit Program - Requested Courses for Spring 2025

AASD SCHOOL WHERE STUDENT ATTENDS	COURSE	COLLEGE/ UNIVERSITY	CREDIT	HS Credit to Earn	APPROVED	DENIED	COMPARABLE COURSE
Appleton Technical Academy	Auto CAD Mechanical	FVTC	1		x		
	College Algebra and Trigonometry	FVTC	5			x	9300 Algebra 2 for Pre-Calc
	GMAW Techniques 2	FVTC	2		x		
	Manufacturing Processes	FVTC	3		x		
	Robotic Arc Welding	FVTC	2		x		
EHS	Administrative Procedures	FVTC	3		x		
	Business Analyst Essentials	FVTC	2		x		
	Business Law 1	FVTC	3		x		
	Differential Equations	UW Oshkosh Fox Cities	3		x		
	Early Childhood Education (ECE): Family & Community Relations	FVTC	3		x		
	Early Childhood Education (ECE): Field Experience	FVTC	3		x		
	Early Childhood Education (ECE): STEM	FVTC	3		x		
	Effective Business Practices	FVTC	3		x		
	Emergency Medical Technician - Basic	FVTC	5		x		
	Introduction to Business	FVTC	3			x	5080 Exploring Business
	Introduction to Professional Communicaitons	FVTC	3			x	1290 Written Communication
	Japanese III: Introduction to Japanese II	UW Oshkosh	4		x		
	Japanese 210: Introduction to Japanese III	UW Oshkosh	4		x		
	Legal Aspects / Business Organizations	FVTC	3		x		
	Nursing Assistant	FVTC	3		x		
	Principles of Marketing 1	FVTC	3		x		
	Social Studies, Art & Music	FVTC	3		x		
NHS	Emglish Comp I	FVTC	3			x	1260 World Literature & Composition, 1270 AP English Literature & Composition, 1300 Creative Writing 1, 1320 Genre Study: Literature & Composition, 1330 Journalism 1: Foundations & Applications
	General Anatomy and Physiology	FVTC	4			x	4612 Anatomy & Physiology 1
	General Biology	FVTC	4			x	4110 Biology
	General Physics	FVTC	4			x	4550 Physics, 4560 AP Physics
	Intro to Diverse Studies	FVTC	3		x		
	Medical Terminology	FVTC	3		x		
	Nursing Assistant	FVTC	3		x		
	Physics 2	FVTC	4			x	4550 Physics, 4560 AP Physics
Tesla	An Introduction to Smart Cities	UW Green Bay	3		x		
	Introduction to Cryptography	UW Green Bay	3		x		
	Logic and Reasoning	UW Green Bay	3		x		
	Topics in Medieval History	UW Green Bay	3		x		
VNS	Agricultural Commodity Marketing	FVTC	2		x		
	Agronomy Equipment	FVTC	3		x		
	Animal Science Fundamentals	FVTC	3		x		
	Crop Science	FVTC	3		x		
	Cultural Diversity in Criminal Justice	FVTC	3		x		
	Hydroponic Growing & Systems	FVTC	2		x		

Start College Now / Early College Credit Program - Requested Courses for Spring 2025							
AASD SCHOOL WHERE STUDENT ATTENDS	*COURSE*	*COLLEGE/ UNIVERSITY*	*CREDIT*	*HS Credit to Earn*	*APPROVED*	*DENIED*	*COMPARABLE COURSE*
	Intro to Agribusiness	FVTC	3		x		
	Introduction to Forensic Science	FVTC	3		x		
	Intro to Service Maintenance & Principles	FVTC	3		x		
	Tractor Preventive Maintenance	FVTC	2		x		
WHS	DC Circuits 2	FVTC	1		x		
	Information Assurance	FVTC	2		x		
	Linux Essentials - Just Enough Linux	FVTC	1		x		
	Nursing Assistant	FVTC	3		x		
	Operator Interfaces	FVTC	1		x		
	Psychology of Abnormal Behavior	UW Oshkosh	3		x		
	Psychology of Childhood and Adolescence	UW Oshkosh	3			x	6880 Child Development
	Psychological Statistics	UW Oshkosh	3		x		
	Race, Ethnicity, Sociology	UW Oshkosh	3		x		
WCA	Abnormal Psychology	Waukesha County Technical College	3		x		
	Auto CAD Fundamentals	FVTC	1		x		
	Basic Welding for Machine Tool Operation	FVTC	1			x	7540 Welding & Metal Fabrication
	Civil Litigation I	Lakeshore Technical College	3		x		
	Criminology	Waukesha County Technical College	3		x		
	Family Law	Lakeshore Technical College	3		x		
	First Year College Writing	UW Oshkosh	3			x	1260 World Literature & Composition, 1270 AP English Literature & Composition, 1300 Creative Writing 1, 1320 Genre Study: Literature & Composition, 1330 Journalism 1: Foundations & Applications
	Interpersonal Speech Communication	UW Oshkosh	3			x	1600 Interpersonal Communication
	Introduction to Health Education and Health Promotion	UW Oshkosh	3			x	4990 Health Education
	Introduction to Paralegalism	Lakeshore Technical College	3		x		
	Introduction to Public Speaking	UW Oshkosh	3			x	1600 Interpersonal Communication
	Introduction to Sociology	UW Oshkosh	x			x	3350 Sociology
	Introduction to Sociology	Waukesha County Technical College	3			x	3350 Sociology
	Introductory Sociology	UW Oshkosh	3			x	3350 Sociology
	Legal Research	Lakeshore Technical College	3		x		
	Physics 2	FVTC	4			x	4550 Physics, 4560 AP Physics
	Welding/Metal Fab Intro and Safety	FVTC	1			x	7540 Welding & Metal Fabrication
	Welding Metallurgy	FVTC	3		x		

ITEM FOR CONSIDERATION

Topic: Professional Educator New Hire(s)

Background Information: The Professional Educator listed below is recommended for a contractual position for the 2024-2025 school year:

Name	***Position***	***Location***	***FTE***	***Effective Date:***
Aspen L. Van Linn	Grade 3	McKinley	100%	11/7/24

Instructional Impact: The candidate listed above is recommended by the administrator to whom they will report as the best candidate for the position.

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

Administrative Recommendation: Approval

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

BOE: November 11, 2024

ITEM FOR CONSIDERATION

Topic: Professional Educator Resignation(s)

Background Information: The following Professional Educator has submitted a letter of resignation.

Burke A. Wallace has been with the District for two and one-half years, most recently as an Advisor at Valley New School. Burke's resignation is effective at the close of the Friday, November 15, 2024, workday.

Instructional Impact: A qualified replacement will be procured.

Fiscal Impact: Dependent upon replacement.

Administrative Recommendation: Approval

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

BOE: November 11, 2024

ITEM FOR CONSIDERATION

Topic: Professional Educator Contract Change(s) (Based on Professional Growth)

Background Information: The District recognizes the importance of continued professional development of staff to positively impact instruction and student success. Through Master's degree coursework, educators learn new strategies and best practices to incorporate in their classrooms. They also have the opportunity to collaborate with other professionals to connect theory, practice, and student outcomes. As a result, educators gain knowledge and experience to enhance their teaching skills and provide high quality educational experiences for students.

The Employee Handbook outlines additional compensation for educators who have completed a pre-approved Master's degree program.

Instructional Impact: A master's degree enhances educators' instructional impact by providing them with advanced strategies, specialized skills, and data-driven methods that improve student engagement, understanding, and overall outcomes.

Fiscal Impact: The total cost to the budget for this fiscal year is $123,200.

Administrative Recommendation: To approve twenty-four (24) educator compensation adjustments for the 2024-2025 school year to reflect Master's degree compensation in accordance with the Employee Handbook.

Contact Person: Julie King, 920-852-5302

BOE: November 11, 2024

AASD School Attendance Boundaries Board of Education Meeting - 11/11/24

APPLETON AREA SCHOOL DISTRICT

District Policy Guidance: OE 11.9 Instructional Program

STEP ONE: School Attendance Boundaries Process *(October 28, 2024)*

- Share decision-making criteria for school attendance boundaries
- Collect Board of Education input on additional criteria to consider
- Discuss next steps and determine timeline for the approval process

STEP TWO: School Attendance Boundaries Process *(November 11, 2024)*

- Update - Input collection process
- Review the school attendance boundary options

  (based on established criteria)

- Finalize approval timeline and recommended approval process

Update: Input Collection Process

- AASD Board of Education input
- District-wide impact assessment with the Executive Cabinet team
- Huntley, Ferber, and Sandy Slope Elementary School Administration
- Community listening sessions
- Past practice on school attendance boundaries in the AASD

Established Criteria

This criteria will be utilized to analyze the positives and concerns of each of the boundary options:

- Geographic proximity
- Enrollment capacity and current enrollment
- Feeder patterns to align with middle and high school boundaries
- Transportation and accessibility
- Neighborhood Integrity
- Growth and future development
- Demographics

Additional Information for Consideration

- **Listening Sessions:**
  - November 13, 2024 - Huntley Elementary School
  - November 21, 2024 - Ferber Elementary School

- **Balanced Enrollment and Socio-Economic Population:**
  - AASD School of Choice enrollment
  - Open Enrollment

- **Student Enrollment Projections:**
  - “Intent to attend” Sandy Slope family survey
  - Sandy Slope attendance boundary determination

Additional Information for Consideration

- **Deadlines**: Open Enrollment, School of Choice, and Charter School
  - AASD School of Choice: (February 3 - 28, 2025)
  - Out of District/Open Enrollment through DPI: (February 3 - April 30, 2025)
  - Charter School Lottery Process (December 2, 2024 - February 21, 2025)

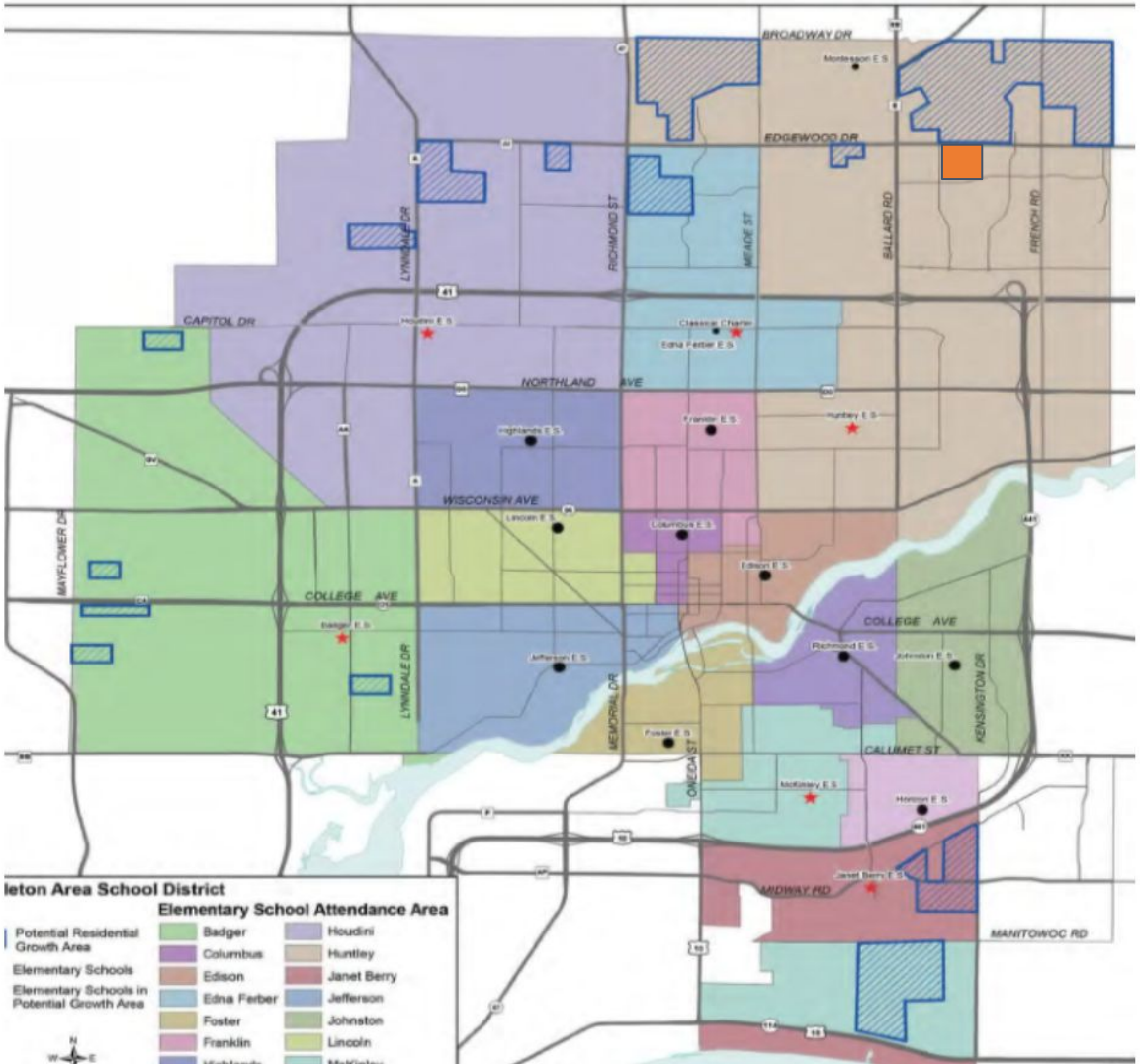
- **District Staffing Timeline**
  - Student enrollment projections
    - Sandy Slope survey results
    - AASD student enrollment projections
  - Educator staffing timeline - January - February
  - Support staffing timeline - March - April

School Attendance Boundaries Timeline

The timeline provides appropropriate time for the following stakeholders:

- **Families** to make decisions regarding where their child will attend (Sandy Slope or other)
- **District** to develop staffing plans and communicate with staff
- **Staff** to consider assignment options for 2025-2026

November 11	November 13/21	November 25	November 26	December 9	January 16
School Attendance Boundaries **Board of Education Input session #2**	**Family and Community Listening Sessions:** **Huntley and Ferber**	**Superintendent Recommendation to Board of Education for Approval**	**Survey Opens:** ***Intent to Attend Sandy Slope Survey for Current Huntley Families***	**Survey Closes:** ***Intent to Attend Sandy Slope Survey***	**Conclusion of Initial Staffing Projection Analysis** *(analysis process takes 2-3 weeks beginning in December)*

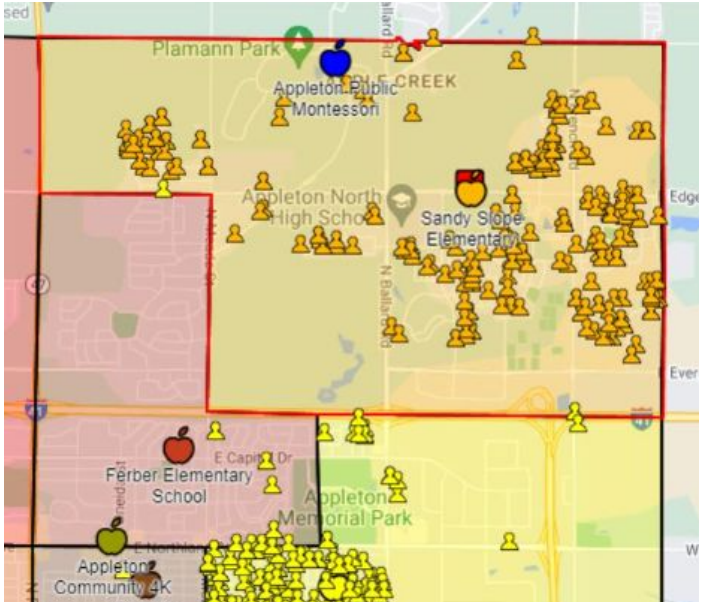


School Attendance Boundaries Options

- Attendance areas for our 16 neighborhood elementary schools
- Blue shaded areas are currently being developed or will be in the future
- The Thrivent property is not shown for future growth
- Sandy Slope location shown with orange rectangle

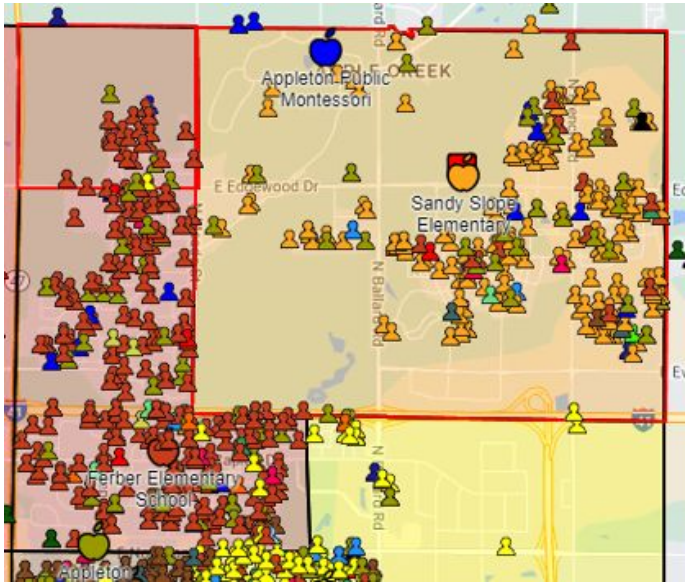
Option 1:

Sandy Slope boundaries to include all areas north of Highway 41 currently in the Huntley attendance area.



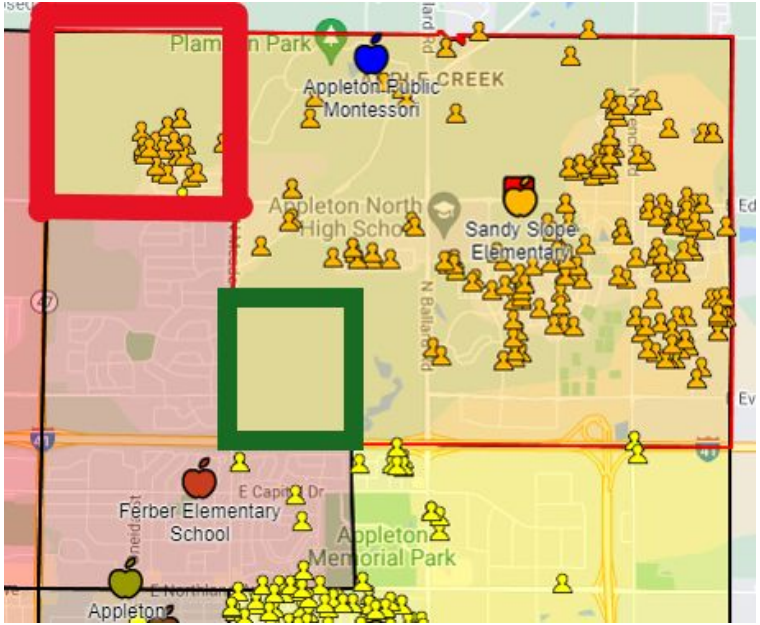
Option 2:

Sandy Slope boundaries to include all areas north of Highway 41 currently in the Huntley attendance area except for north of Edgewood and west of Meade. This area would be assigned to Ferber.



Option 3:

Sandy Slope boundaries to include all areas north of Highway 41 currently in the Huntley attendance area except for north of Edgewood and west of Meade shown below in red, and a portion of the Thrivent development shown below in green. Both of these areas would be assigned to Ferber.



Questions?

ITEM FOR CONSIDERATION

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. The language from this policy mirrors the current B/SR 1 Coherent Governance policy.

This policy was presented and reviewed as an Item of Information at the October 28, 2024, Board of Education meeting. The district does not currently have a 225 Superintendent Evaluation Policy; therefore, it is recommended to be approved as a new policy.

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.

Fiscal Impact: None

Administrative Recommendation: Approval

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

BOE: November 11, 2024

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: November 11, 2024

ITEM FOR CONSIDERATION

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.

This policy was presented and reviewed as an Item of Information at the October 28, 2024, Board of Education meeting. The District does not have a Policy 342.8 Section 504 Plans and Services for Students Policy currently; therefore, it is recommended to be approved as a new policy.

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.

Fiscal Impact: N/A

Administrative Recommendation: Approve as submitted.

Contact Person(s): Executive Director of Student Services**,** Laura Jackson, (920) 832-5322

BOE: November 11, 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: November 11, 2024

ITEM FOR CONSIDERATION

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.

This policy was presented and reviewed as an Item of Information at the October 28, 2024, Board of Education meeting. This policy 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 Admission of Nonresident Students.

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.

Fiscal Impact: N/A

Administrative Recommendation: Approve as submitted.

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

BOE: November 11, 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

422-Rule

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

ITEM FOR CONSIDERATION

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.

This policy was presented and reviewed as an Item of Information at the October 28, 2024, Board of Education meeting. The district does not currently have a 526.1 Employment Reference and Verification policy; therefore, it is recommended to be approved as a new policy.

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.

Fiscal Impact: None

Administrative Recommendation: Approval

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

BOE: November 11, 2024

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: November 11, 2024