Monday, July 24, 2023
Board of Education Meeting

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

The Board of Education will be meeting in the Scullen Leadership Center, 131 E. Washington Street, Suite 1A. Some individuals may be joining via remote technology and the meeting will be livestreamed on YouTube. Members of the media or general public may continue to access meetings in person or via a live stream broadcast on the Appleton Area School District YouTube Channel: https://www.youtube.com/channel/UCHo-l09YGgt4uKnCWYvt8Pw
This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. There is a time for public participation during the meeting as indicated in the agenda. Members of the public wishing to address the Board may speak during public input in accordance with the procedures posted on the District s website (http://www.aasd.k12.wi.us/district/board_of_education/public_input) and state law. The Wisconsin Open Meetings Law allows only brief discussion of topics that are not listed on the agenda. Therefore, the Board may not be able to fully address comments made during public input. When appropriate the Board may request the administration to reach out to a citizen regarding a concern they may have.
Any special needs or any requests for accommodations related to accessing the meeting should be sent to Kayla Malott, at malottkayla@aasd.k12.wi.us or (920) 852-5300 ext. 60111, at least 24-hours in advance of the meeting.

1. Meeting Opening

Subject	**A. Roll Call**
Meeting	Jul 24, 2023 - Board of Education Meeting
Category	1. Meeting Opening
Type	Procedural

Subject	**B. Pledge of Allegiance**
Meeting	Jul 24, 2023 - Board of Education Meeting
Category	1. Meeting Opening
Type	Procedural

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

Subject	**A. Board Member Request to Remove Consent Agenda Item(s) for Separate Consideration**
Meeting	Jul 24, 2023 - Board of Education Meeting
Category	2. Approval of Agenda (GC-2: Governing Commitments)
Type	Procedural

Subject	**B. Approval of Agenda**
Meeting	Jul 24, 2023 - Board of Education Meeting
Category	2. Approval of Agenda (GC-2: Governing Commitments)
Type	Action, Procedural
Recommended Action	Motion to approve the Board Agenda

Motion & Voting

Motion to approve the Board Agenda

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

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

Subject	**A. Public Input**
Meeting	Jul 24, 2023 - Board of Education Meeting
Category	3. 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

4. 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	Jul 24, 2023 - Board of Education Meeting
Category	4. 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

5. 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-June 2023, Grants 2023-2024**
Meeting	Jul 24, 2023 - Board of Education Meeting
Category	5. 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 update the Board on Business Services items for consideration.

File Attachments
IFC-July Grants 2023.docx.pdf (37 KB)

Subject	**B. School/Student Services Update(s): 2023-2024 Annual Notice of Academic Standards; Tuition-Free Status for American Councils for International Education; Recognition of International Cultural Exchange Services (ICES); Policy Update: 422.1-Rule International Exchange**
Meeting	Jul 24, 2023 - Board of Education Meeting
Category	5. 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, Steve Harrison, will update the Board on School Services items for consideration.

Assistant Superintendent, Mike Hernandez, will update the Board on the Tuition-Free Status for American Councils for International Education, Recognition of International Cultural Exchange Services (ICES),and the Policy Update: 422.1-Rule International Exchange.

File Attachments
IFC - Academic Standards July, 2023.pdf (170 KB)
IFC - Tuition Free request - American Councils - Trial Year 2023-24.pdf (137 KB)
IFC - Recognition of International Cultural Exchange Services (ICES) to AASD's Rev 7-24-23.pdf (48 KB)
IFC- Policy Update - International Exchange 422.1-Rule 7-24-23.pdf (151 KB)
International Exchange 422.1 FINAL rev 7-24-23.pdf (80 KB)

Subject	**C. Personnel Services Update(s): Professional Educator New Hire(s), Contract Change, and Resignation(s); Administrative Hire(s)**
Meeting	Jul 24, 2023 - Board of Education Meeting
Category	5. 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 update the Board on Personnel Services items for consideration.

File Attachments
IFC Professional Educator New Hires 7-24-23.pdf (196 KB)
IFC Professional Educator Contract Change 7-24-23.pdf (104 KB)
IFC Professional Educator Resignations 7-24-23.pdf (117 KB)
IFC Administrative Hires 7-24-23.pdf (110 KB)

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

Subject	**A. Board Meeting Minutes from June 26, 2023**
Meeting	Jul 24, 2023 - Board of Education Meeting
Category	6. 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 June 26, 2023.
Minutes	View Minutes for Jun 26, 2023 - Board of Education Meeting

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

Motion & Voting

Motion to approve the Board Meeting Minutes of June 26, 2023.

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

7. 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. AP Check Register-June 2023**
Meeting	Jul 24, 2023 - Board of Education Meeting
Category	7. 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

Motion & Voting

(not specified)

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

Subject	**B. Grants 2023-2024**
Meeting	Jul 24, 2023 - Board of Education Meeting
Category	7. 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-July Grants 2023.docx.pdf (37 KB)

Subject	**C. 2023-2024 Annual Notice of Academic Standards**
Meeting	Jul 24, 2023 - Board of Education Meeting
Category	7. 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 - Academic Standards July, 2023.pdf (170 KB)

Subject	**D. Tuition-Free Status for American Councils for International Education**

Meeting	Jul 24, 2023 - Board of Education Meeting
Category	7. 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 - Tuition Free request - American Councils - Trial Year 2023-24.pdf (139 KB)

Subject	**E. Recognition of International Cultural Exchange Services (ICES)**
Meeting	Jul 24, 2023 - Board of Education Meeting
Category	7. 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 - Recognition of International Cultural Exchange Services (ICES) to AASD's Rev 7-24-23.pdf (48 KB)

Subject	**F. Policy Update: 422.1-Rule International Exchange**
Meeting	Jul 24, 2023 - Board of Education Meeting
Category	7. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action

File Attachments
IFC- Policy Update - International Exchange 422.1-Rule 7-24-23.pdf (151 KB)
International Exchange 422.1 FINAL rev 7-24-23.pdf (80 KB)

Subject	**G. Professional Educator New Hire(s)**
Meeting	Jul 24, 2023 - Board of Education Meeting
Category	7. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action

File Attachments
IFC Professional Educator New Hires 7-24-23.pdf (196 KB)

Subject	**H. Professional Educator Contract Change**
Meeting	Jul 24, 2023 - Board of Education Meeting
Category	7. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action

File Attachments
IFC Professional Educator Contract Change 7-24-23.pdf (104 KB)

Subject	**I. Professional Educator Resignation(s)**
Meeting	Jul 24, 2023 - Board of Education Meeting
Category	7. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action

File Attachments
IFC Professional Educator Resignations 7-24-23.pdf (117 KB)
IFC Professional Educator Resignations 7-24-23 REVISED.pdf (118 KB)

Subject	**J. Administrative Hire(s)**
Meeting	Jul 24, 2023 - Board of Education Meeting
Category	7. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action

File Attachments
IFC Administrative Hires 7-24-23.pdf (110 KB)

8. 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: Referendum Update**
Meeting	Jul 24, 2023 - Board of Education Meeting
Category	8. 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

Executive Director of Operations, Mark Hansel, will present the Referendum updates.

File Attachments
KA 3D view.png (9,916 KB)
Wilson Rendering.jpg (522 KB)
Building A Image 1 Rendering Edited.jpg (1,297 KB)
Building B Image 1 Rendering Updated Edited.jpg (3,264 KB)
Madison Building A Edited.jpg (1,605 KB)
Madison Building B Edited.jpg (1,293 KB)

Subject	**B. School/Student Services Report: Policy Update 430-Student Attendance**
Meeting	Jul 24, 2023 - Board of Education Meeting
Category	8. 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

Executive Director of Student Services, Laura Jackson, will present Policy Update 430-Student Attendance.

Wis. State Statue 118.15(3)(a)

File Attachments
IOI- Policy 430 Student Attendance.pdf (35 KB)
DRAFT Revised Student Attendance Policy 430 and 430-Rule (1).pdf (136 KB)
Medical Attendance Excuse Form – Fillable.4.17.18.docm.pdf (113 KB)

Subject	**C. Personnel Services Update(s): None**
Meeting	Jul 24, 2023 - Board of Education Meeting
Category	8. 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	

9. Board Business

Subject	**A. Naming of New Elementary School**
Meeting	Jul 24, 2023 - Board of Education Meeting
Category	9. Board Business
Type	Action
Recommended Action	Motion to approve the Naming of New Elementary School as presented.

Superintendent, Greg Hartjes, will present the Naming of New Elementary School item for consideration.

File Attachments
IFC - Naming of new elementary school.pdf (38 KB)

Motion & Voting

Motion to approve the Naming of New Elementary School as presented.

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

Subject	**B. 2023-2024 Authorized Depository Resolution**
Meeting	Jul 24, 2023 - Board of Education Meeting
Category	9. Board Business
Type	Action, Discussion
Recommended Action	Motion to approve the 2023-2024 Authorized Depository Resolution as presented.

Executive Director of Finance, Holly Burr, will present to the 2023-2024 Authorized Depository Resolution item for consideration.

File Attachments
IFC 2023-2024 Authorized Depository Resolution.docx.pdf (34 KB)
2023-2024 Authorized Depository Resolution.pdf (147 KB)

Motion & Voting

Motion to approve the 2023-2024 Authorized Depository Resolution as presented.

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

Subject	**C. 2023-2024 Annual Work Plan**
Meeting	Jul 24, 2023 - Board of Education Meeting
Category	9. Board Business
Type	Action, Discussion, Information
Recommended Action	Motion to approve the 2023-2024 Annual Work Plan as presented.

File Attachments
Annual Work Plan 23_24 (1).pdf (100 KB)

Motion & Voting

Motion to approve the 2023-2024 Annual Work Plan as presented.

Motion by Kristine Sauter, second by Jason Kolpack.

Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack

Subject	**D. GC-4 Officer's Roles**
Meeting	Jul 24, 2023 - Board of Education Meeting
Category	9. Board Business
Type	Action
Recommended Action	Motion to approve the GC-4 Officer's Role changes as presented.

File Attachments
DRAFT GC-4 Officers' Roles.pdf (246 KB)
FINAL GC-4 Officers' Roles.pdf (246 KB)

Motion & Voting

Motion to approve the GC-4 Officer's Role changes as presented.

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

Subject	**E. Results Monitoring Report-2.1.9 Financial Literacy**
Meeting	Jul 24, 2023 - Board of Education Meeting
Category	9. Board Business
Type	Action
Recommended Action	Motion to approve the Results Monitoring Report- 2.1.9 Financial Literacy as presented.

File Attachments
R-2.1.9 Financial Literacy - Monitor Report.pdf (486 KB)

Motion & Voting

Motion to approve the Results Monitoring Report- 2.1.9 Financial Literacy as presented.

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

Subject	**F. Results Monitoring Report-3 Essential Life Skills**
Meeting	Jul 24, 2023 - Board of Education Meeting
Category	9. Board Business
Type	Action

Recommended Action	Motion to approve the Results Monitoring Report-3 Essential Life Skills as presented.

File Attachments
R.3 Essential Life Skills - Monitor Report.pdf (490 KB)

Motion & Voting

Motion to approve the Results Monitoring Report-3 Essential Life Skills as presented.

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

Subject	**G. Community Linkages Committee Report**
Meeting	Jul 24, 2023 - Board of Education Meeting
Category	9. Board Business
Type	Discussion, Information

Board members will provide updates and information from the Community Linkages Committee Meetings.

File Attachments
Community linkages - 2022-2023 Results.pptx (625 KB)

Subject	**H. Consent Agenda Item(s) Removed for Separate Consideration**
Meeting	Jul 24, 2023 - Board of Education Meeting
Category	9. Board Business
Type	Action, Discussion

10. Items of Information

Subject	**A. None**
Meeting	Jul 24, 2023 - Board of Education Meeting
Category	10. Items of Information
Type	

11. Future Meetings

Subject	**A. Board Work Session: Monday, August 14, 2023, 4:00PM**
Meeting	Jul 24, 2023 - Board of Education Meeting
Category	11. Future Meetings
Type	Information

Subject	**B. Board Meeting: Monday, August 14, 2023, 6:00PM**
Meeting	Jul 24, 2023 - Board of Education Meeting
Category	11. Future Meetings
Type	Information

Subject	**C. Board Work Session: Wednesday, August 23, 2023, 9:00AM**
Meeting	Jul 24, 2023 - Board of Education Meeting
Category	11. Future Meetings
Type	

Subject	**D. Board Meeting: Monday, August 28, 2023, 6:00PM**
Meeting	Jul 24, 2023 - Board of Education Meeting
Category	11. Future Meetings
Type	

12. Closed Session

Subject	**A. Motion to go into Closed Session**
Meeting	Jul 24, 2023 - Board of Education Meeting
Category	12. Closed Session
Type	Action, Procedural

Motion & Voting

(not specified)

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

Subject	**B. Wisconsin State Statute 19.85 (1)(c) Considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility, for the purpose of discussing compensation for the following groups/individuals within said groups: Professional Educators, Administrators, Administrative Support, Maintenance, Secretaries and Paraprofessionals.**
Meeting	Jul 24, 2023 - Board of Education Meeting
Category	12. Closed Session
Type	Procedural

Subject	**C. Motion to Adjourn the Meeting**

Meeting	Jul 24, 2023 - Board of Education Meeting
Category	12. Closed Session
Type	Action, Procedural

PUBLIC INPUT AT SCHOOL BOARD AND BOARD SUBCOMMITTEE MEETINGS

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

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

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

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

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

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

Adoption Date: September 14, 1987

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

PUBLIC INPUT AT SCHOOL BOARD AND BOARD SUBCOMMITTEE MEETINGS

Procedures

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

Please note the following in the Procedures below:

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

I. School Board Meetings

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

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

II. Board Subcommittee Meetings

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

III. Public Hearings

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

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

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

Guidelines for Speaking at School Board and Board Subcommittee Meetings

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

Speaker Responsibilities at School Board and Board Subcommittee Meetings

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

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

Authority and Responsibility of the Board President or Chair

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

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

School Board Meetings

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

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

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

Adoption Date: September 14, 1987

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

Appendix 1

Public Input Disclaimer

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

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

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

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

ITEMS FOR CONSIDERATION

Topic: 2023-2024 Grants

Background Information: The Appleton Area School District has been awarded various grants for the 22-23 fiscal year. The name and amount of each grant is listed below:

Fund 11

ESSER III American Rescue Plan (ARP) Summer School Grant	$	980,000.00

Instructional Impact:

ESSER III American Rescue Plan (ARP) Summer School Grant

The Department of Public Instruction has awarded the Appleton Area School District a Summer School Grant in the amount of 980,000. The American Rescue Plan (ARP) authorizes states to use a percent of their total ARP allocation for evidence-based summer enrichment programs. Evidence-based summer enrichment programs will use Evidence-Based Improvement Strategies (EBIS) designed to address unfinished learning and social, emotional, and academic needs of students most impacted by COVID-19.

Administrative Recommendation: Approval of the 2023-2024 Grants.

Contact Person: Holly Burr, Executive Director of Finance (920) 852-5300 ext. 60061

BOE: 7/24/23

ITEM FOR CONSIDERATION

Topic: **Annual Notice of Academic Standards**

Background Information:

2015 Wisconsin Act 55 (the State 2015-2017 Biennial Budget) has a requirement for school boards to provide public notice of the academic standards adopted by the Board in specific subject areas for each school year. Under section 120.12(13) of the state statutes and prior to the beginning of the school term, each school district must annually notify parents and guardians of the academic standards that the school board has adopted under section 118.30(1g)(a)1 of the state statutes and that will be in effect for the current school year. The specific content areas (i.e., academic subjects) covered by the annual notice requirement are mathematics, science, reading and writing, geography, and history. The district may provide the annual notice of academic standards electronically, including by posting the notice or a link to the specific academic standards on the school district's website.

Along with issuing the annual notice, state law also requires each school board to annually include, as an item on the agenda of the first school board meeting of the school year, a notice that identifies the academic standards that have been adopted by the school board and that will be in effect for the current school year.

Attached is the annual notice that will be electronically shared with AASD parents/guardians.

Fiscal Note: None.

Administrative Recommendation: Approval of the notice of academic standards.

Instructional Impact: The AASD and Board of Education believe that identifying and implementing a set of District-wide academic standards in various content areas is highly beneficial to students, staff, and parents.

Contact Person(s): Steve Harrison, Ph.D. 832.6157 ext 2177, harrisonstepha@aasd.k12.wi.us

6/24/2023

Appleton Area School District

NOTICE OF THE ACADEMIC STANDARDS THAT ARE IN EFFECT FOR THE 2023-2024 SCHOOL YEAR

What are academic standards?

The District's academic standards identify what students should know and be able to do within a given content area or subject. Standards serve as goals and guideposts for both classroom instruction and student learning. The standards also help parents and students gain a better understanding of the District's expectations for student learning.

Academic standards provide a critical foundation and framework for the District's sequential curriculum plans and for the District's student assessments in each content area. The District reviews Wisconsin state standards, other states' standards, and professional organization standards as it develops local standards for the District; the District develops standards locally to support our students' learning. The standards are not an actual classroom curriculum. The curriculum that the District's schools implement in the various content areas remains flexible and adaptable, and there are many different instructional techniques and activities that could all be consistent with the District's academic standards. Stated another way, academic standards attempt to identify and focus on the most essential and fundamental aspects of student learning, but they do not attempt to describe all that can or should be taught. A great deal is left to the discretion of curriculum developers and teachers. In addition, the District's adoption and use of academic standards should not be confused with standardized testing of students. While the District implements various state and federal testing mandates and also implements various locally-selected student assessments, the District's academic standards do not mandate the use of any specific standardized test or assessment.

Why does the District have academic standards?

State law requires all school districts, charter schools, and certain private schools to adopt academic standards in mathematics, science, reading and writing, geography, and history.

What is an example of an academic standard?

Below is an example of an academic standard for middle school mathematics.

AASD Mathematics Standard for Students in Grade Seven

III. Expressions and Equations

- *a. Use properties of operations to generate equivalent expressions.*
- *b. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.*

What are the academic standards that will be in effect during this school year?

State law requires the District to provide the parents and guardians of all enrolled students with notice of the academic standards in mathematics, science, reading and writing, geography, and history that have been adopted by the School Board and that will be in effect during each school year. Accordingly, the District academic standards that will be in effect in these specific content areas for this school year are listed below. Electronic links to the detailed version of the applicable standards are provided as well. To the extent a parent or guardian would like to review a copy of any of the standards in an alternative format, please contact: *Anne Caylor at 920-832-6157 ext. 2186.*

Content Area / Subject	The District's 2023-2024 Student Academic Standards
English Language Arts (includes reading and writing) e.g. the AASD elementary standards were Board adopted in June 2012 and middle and high school standards were Board adopted in 2013	The District uses the Wisconsin Standards for English Language Arts as a foundation for its standards in English Language Arts (includes reading, writing, speaking, listening, and language). These District standards include: ● Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects in grades K–5; ● Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects in grades 6–12; ● Standards for Literacy in All Subjects for grades K-5; and ● Standards for Literacy in All Subjects for grades 6-12 A complete copy of these standards can be located and reviewed at this Internet address: http://www.aasd.k12.wi.us/ela-curriculum
Mathematics e.g. the AASD elementary standards were Board adopted in September 2009 and modified in September 2013; middle level in 2013; and high school in 2016	The District has adopted Wisconsin Standards for Mathematics, as formerly adapted to Wisconsin by the Wisconsin Department of Public Instruction (through the 2014-15 school year). These District standards include: ● Standards for mathematical content ● Standards for mathematical practice A complete copy of these standards can be located and reviewed at this Internet address: http://www.aasd.k12.wi.us/math-curriculum
Science e.g. the AASD elementary standards were Board adopted in January 2006; middle level in 2004; and high school began a review and revision process in 2016	The District has adopted the Next Generation Science Standards for courses in grades 5K-12 as courses continue to undergo review and updating. A complete copy of these standards can be located and reviewed at this Internet address: http://www.aasd.k12.wi.us/science-curriculum
Social Studies (includes geography and history) e.g. the AASD elementary standards were Board adopted in May 2007; middle level in 2005 and revised in 2015; high school review and revision processes began in 2005-16	The District has adopted the Wisconsin Model Academic Standards for Social Studies for grades 7-12 and is transitioning to the Wisconsin Standards for Social Studies as courses undergo review and updating. The five strands of the social studies standards encompass history, geography, behavioral science, economics, and political science. The model standards include both content standards and performance standards. Through the development of inquiry modules, grades K-6 piloted the updated Wisconsin Standards for Social Studies in 1-2 classrooms per grade level for the 2019-2020 school year. Full implementation of the new standards for grades K-6 took place during the 2021-22 school year. A complete copy of these standards can be located and reviewed at this Internet address: http://www.aasd.k12.wi.us/social-studies-curriculum

Has the District selected and implemented academic standards in other content areas?

The District reviews Wisconsin state standards, other state's standards, and professional organization standards as it develops local standards for the District; the District develops standards locally to support our students' learning. District standards are available electronically on the Assessment, Curriculum and Instruction (ACI) web-page within the District's web-site; http://www.aasd.k12.wi.us/district/district_departments___contacts/standards___curriculum/

Who can I contact for more information about the District's academic standards?

If you have any questions about this notice, please contact *Dr. Steve Harrison at* harrisonstepha@aasd.k12.wi.us

This notice is issued pursuant to section 120.12(13) of the state statutes.

ITEM FOR CONSIDERATION

Topic: Tuition-Free Status for **American Councils for International Education**

Background Information: **American Councils for International Education (American Councils)** has requested placement of a high school student in the AASD for the 2023-24 school year. **American Councils** is not currently on the District's approved list of International Exchange Sponsoring Organizations. It is, however, listed on the Advisory List of the Council on Standards for International Educational Travel (CSIET). As per AASD Board Policy 422.1 and 422.1-Rule, International Exchange, student exchange organizations not currently on the AASD's approved list, may be granted a school year trial period and tuition-free status.

Fiscal Note: When **American Councils** is given tuition-free status, the District receives state aid as the exchange student is counted as a resident.

Administrative Recommendation: Grant tuition-free status to **American Councils for International Education** on a trial basis from September 5, 2023 through June 7, 2024.

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

Contact Person: Mike Hernandez, 920-832-6301, hernandezmicha@aasd.k12.wi.us

BOE: ***July 24, 2023***

ITEM FOR CONSIDERATION

Topic: Recognition of **International Cultural Exchange Services (ICES)**

Background Information: In the spring of 2022, **International Cultural Exchange Services (ICES)** requested to place a foreign exchange student in the AASD for the 2022-2023 school year. At that time, **ICES** was not currently on the District's approved list of International Exchange Sponsoring Organizations. As per AASD Board Policy 422.1 and 422.1-Rule (International Exchange), student exchange organizations not currently on the AASD's approved list, may be granted a school year trial period and tuition-free status.

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

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

Administrative Recommendation: The 2022-23 school year trial period has ended and parties involved indicated a positive experience. Thus, we are recommending the addition of **International Cultural Exchange Services (ICES)** to the District's list of approved International Exchange Sponsoring Organizations included in Policy 422.1-Rule.

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

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

BOE: 07/24/23

ITEM FOR CONSIDERATION

Topic: Policy Update: International Exchange 422.1-Rule

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

- **Not limiting the number of students who can participate each year.**
- **Removal of the "Host Family Criteria" as host families are not selected by the AASD, but through the approved International Exchange Sponsoring Organization's Regional Directors and Local Coordinators.**
- **Per Wis. Stat. 121.84(1)(c), foreign exchange students cannot and do not need to apply for open enrollment. This allows AASD to review requests made from outside the District.**
- **Shifting the statement, "AASD has the right to accept/reject placement" from the Host Family section to the Student section.**
- **Update to the list of Sponsoring Organizations.**

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

Administrative Recommendation: Approve the suggested policy changes.

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

Contact Person: Mike Hernandez, 920-832-6301, hernandezmicha@aasd.k12.wi.us

Board Approval: ***July 24, 2023***

INTERNATIONAL EXCHANGE

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

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

Cross Reference: International Exchange, 422.1–Rule

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

Adoption Date: September 14, 1987

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

INTERNATIONAL EXCHANGE

Procedures

Sponsoring Organizations

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

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

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

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

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

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

Admission of International Exchange Students

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

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

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

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

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

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

Students

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

2. Students who have graduated will not be accepted.

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

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

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

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

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

Adoption Date: September 14, 1987
Amended Dates: June 27, 1994, May 22, 2006, November 26, 2012, May 23, 2016, June 13, 2022, and July 24, 2023

ITEM FOR CONSIDERATION

Topic: Professional Educator New Hire(s)

Background Information: The Professional Educators listed below are recommended for contractual positions for the 2023-2024 school year:

Name	***Position***	***Location***	***FTE***	***Salary***	***Effective Date:***
Teressa M. Aerts	Elementary	TBD	100%	$50,350	8/28/23
Maggie O. Chynoweth	Grade 1	Ferber	100%	$45,200	8/28/23
Grace E. Davis	Dean of Students	Classical	100%	$60,200	8/28/23
Mark T. Driessen	Technology Ed	East	100%	$48,300	8/28/23
Margret R. Feldt	School Psychologist	TBD	100%	$63,200	8/28/23
Sydney J. Gagne	Special Ed-AUT	Berry	100%	$45,200	8/28/23
Elizabeth M. Gburek	Media Specialist	Huntley/Kaleidoscope	100%	$50,350	8/28/23
Alexandria M. Hatlak	Grade 2	Highlands	100%	$53,350	8/28/23
Denise R. Koehnke	Special Ed-SLD	Kaleidoscope	100%	$45,200	8/28/23
Amenda Lor	Elementary	TBD	100%	$45,200	8/28/23
Nicole K. McCurdy	Art	Huntley	100%	$51,600	8/28/23
Molly J. McGregor	Social Worker	Welcome Center	100%	$58,550	8/28/23
Kelly J. O'Rourke	School Counselor	Franklin	100%	$60,200	8/28/23
Joseph W. Schultz	Special Ed-EBD	West	100%	$51,400	8/28/23
Anna M. Schwindenhammer	Physical Therapist	TBD	40%	$29,000	8/28/23
Kristopher R. Shufelt	Elementary	TBD	100%	$45,200	8/28/23
Haley K. Turzinski	Elementary	TBD	100%	$45,200	8/28/23
Neil M. Wallace	Dean of Students	East	100%	$58,550	8/28/23
Jerry D. Weissbuch	Literacy-Interventionist	Wilson	34%	$21,488	8/28/23
Annika J. Wickman	Elementary	TBD	100%	$51,400	8/28/23
Kimberly A. Zavoski	Elementary	TBD	100%	$45,200	8/28/23

Teressa M. Aerts received her Master of Arts in Teaching degree from Western Governors University with a major in Elementary Education. Most recently, she served the Freedom Area School District as a Substitute Teacher.

Maggie O. Chynoweth received her Bachelor of Science degree from UW-Superior with a major in Elementary Education. Most recently, she completed her student teaching with the Freedom Area School District.

Grave E. Davis received her Master of Science degree from UW-Madison with a major in Educational Leadership and Policy. Most recently, she served the Neenah Joint School District as an Alternative Education Teacher.

Mark T. Driessen received his Bachelor of Science in Education degree from UW-Green Bay with a major in Elementary Education. Mr. Driessen is being hired under a one-year license with stipulations. Most recently, he owned and operated Driessen Home Repair.

Margret R. Feldt received her Master of Arts degree from University of Alabama with a major in Educational Psychology. Most recently, she served Power For Change as a Mental Health Counselor and Community Service Coordinator.

Sydney J. Gagne received her Bachelor of Science degree from UW-Oshkosh with a major in Communications. Ms. Gagne is being hired under a one-year license with stipulations. Most recently, she served the District as a Special Education Paraprofessional at Horizons Elementary School.

Elizabeth M. Gburek received her Master of Arts degree from UW-Madison with a major in Library and Information Studies. Ms. Gburek is being hired under a one-year license with stipulations. Most recently, she served the Village of Amherst as a Library Director.

Alexandria M. Hatlak received her Bachelor of Arts degree from Ripon College with a major in Educational Studies. Most recently, she served the Neenah Joint School District as an Elementary Teacher.

Denise R. Koehnke received her Bachelor of Science degree from Pennsylvania State University with a major in Digital Journalism and Media. Ms. Koehnke is being hired under a one-year license with stipulations. Most recently, she served the District as a Special Education Paraprofessional at West High School.

Amenda Lor received her Bachelor of Science in Education degree from UW-Oshkosh with a major in Elementary Education. Most recently, she served the District as a Substitute Teacher.

Nicole K. McCurdy received her Bachelor of Fine Arts degree from UW-Oshkosh with a major in Art Education. Most recently, she served St. Mary Catholic Schools as an Art Teacher.

Molly J. McGregor received her Master of Social Work degree from UW-Green Bay with a major in Social Work and continued her education to obtain her School Social Work certification through UW-Green Bay. She recently completed her School Social Work Internship with the Green Bay Area School District.

Kelly J. O'Rourke received her Master of Counseling degree from UW-Platteville with a major in School Counseling. Most recently, she served the Kimberly Area School District as a School Counselor.

Joseph W. Schultz received his Master of Science in Education degree from UW-Superior with a major in Educational Leadership. Most recently, he served the Neenah Joint School District as a Special Education Teacher.

Anna M. Schwindenhammer received her Doctorate degree from St. Ambrose University with a major in Physical Therapy. Most recently, she served the Green Bay Area School District as a Physical Therapist.

Kristofer R. Shufelt received his Bachelor of Science in Education degree from UW-Oshkosh with a major in Elementary Education. Recently he completed his student teaching with the District at Highlands Elementary School.

Haley K. Turzinski received her Bachelor of Science in Education degree from UW-Stevens Point with a major in Elementary Education. Recently she completed her student teaching with the Stevens Point Area School District.

Neil M. Wallace received his Master of Science degree from Concordia University with a major in School Counseling. Most recently, he served the Oshkosh Area School District as an Encompass Counselor.

Jerry D. Weissbuch received his Master of Science degree from University of Illinois with a major in Teaching. Mr. Weissbuch is being hired as a "Temporary Employee" for the 2023-2024 school year. Most recently, he served the Kimberly Area School District as a Grade 2 Literacy Teacher.

Annika J. Wickman received her Master of Science degree from Concordia University with a major in Literacy. Most recently, she served the Menasha Joint School District as a Grade 1 Teacher.

Kimberly A. Zavoski received her Bachelor of Science in Education degree from Iowa State University with a major in Elementary Education. Most recently, she served the Buchannan County R-IV School District in Missouri as a Grade 6 Teacher.

Fiscal Note:	As indicated above
Administrative Recommendation:	Approval
Instructional Impact:	The candidates listed above have been recommended by the administrator to whom they will report as the best candidates for the positions.
Contact Person:	Julie King, (920) 852-5300 (ext. 60085)

ITEM FOR CONSIDERATION

Topic: Professional Educator Contract Change(s)

Background Information: A contract change for the following individual is recommended for the 2023-2024 school year:

Name	Position	Location	FTE	Effective Date
Shannon M. Jelinski	School Counselor	Classical	80% to 100%	8/23/23

Fiscal Note: As indicated above

Administrative Recommendation: Approval

Instructional Impact: This assignment adjustment will assist in retaining staff and meeting student needs.

Contact Person: Julie King, (920) 852-5300 (ext. 60085)

7/24/23

ITEM FOR CONSIDERATION

Topic: Professional Educator Resignation(s)

Background Information: The following Professional Educators have submitted letters of resignation effective at the end of the 2022-2023 school year unless otherwise noted:

Brittany A. Boucher has been with the District for nine years, most recently as a Kindergarten Teacher at Huntley Elementary School.

Anna E. Hare has been with the District for one year, most recently as a Special Education Teacher with Appleton Community 4K (McKinley Elementary School location).

Miranda M. Hopp was recently hired by the District for the 2023-2024 school year as a Math Teacher at West High School.

Gretchyn M. Karch has been with the District for ten years, most recently as a Special Education Teacher at Franklin Elementary School. Ms. Karch's resignation is effective at the close of the Friday, June 30, 2023 workday.

Jennifer A. Kreps has been with the District for two years, most recently as a Special Education Teacher at Columbus Elementary School.

Shane F. Rueckl has been with the District for nine years, most recently as a Math Teacher at North High School. Mr. Rueckl's resignation is effective at the close of the Friday, June 23, 2023 workday.

Pamela C. Sheffield has been with the District for two years, most recently as a Special Education Teacher at East High School.

Mark E. Sparks has been with the District for four years, most recently as a Special Education Teacher at West High School.

Betsy A. Thoma has been with the District for nine and a half years, most recently as a Special Education Teacher at Wilson Middle School.

Sara J. Tomazevic has been with the District for six years, most recently as a Speech & Language Pathologist at Horizons Elementary School. Ms. Tomazevic's resignation is effective at the close of the Tuesday, August 15, 2023 workday.

Angela L. Yach has been with the District for fifteen years, most recently as a Library Media Specialist at McKinley Elementary School and Madison Middle School. Ms. Yach's resignation is effective at the close of the Wednesday, June 21, 2023 workday.

Fiscal Note: Dependent upon replacements

Administrative Recommendation: Approval

Instructional Impact: Qualified replacements will be procured

Contact Person: Julie King, (920) 852-5300 (ext. 60085)

ITEM FOR CONSIDERATION

TOPIC: Administrative Hire(s)

Background Information: The individuals listed below have been recommended for a contractual position for the 2023-2024 school year under a 260-day contract effective July 25, 2023 unless otherwise noted.

Clarence B. Crane is recommended for the Director of Diversity, Equity and Inclusion position. Mr. Crane most recently served as the Director of Special Education and Public Services at Clintonville Public School District.

Joshua A. Chudacoff is recommended for the Associate Principal of Curriculum and Instruction at North High School. Mr. Chudacoff most recently served as the Associate Principal at Kaukauna High School.

Jere E. Kubuske is recommended for the Associate Principal/Activities Director position at North High School effective July 31, 2023. Mr. Kubuske most recently served as the Principal at GRACE-Holy Family in Green Bay.

Fiscal Note: Salaries will be commensurate with education and experience.

Administrative Recommendation: It is recommended that these individuals are approved to receive an administrative contract for the 2023-2024 school year.

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

Contact Person: Julie King, (920) 852-5300 (ext. 60085)

ITEMS FOR CONSIDERATION

Topic: 2023-2024 Grants

Background Information: The Appleton Area School District has been awarded various grants for the 22-23 fiscal year. The name and amount of each grant is listed below:

Fund 11

ESSER III American Rescue Plan (ARP) Summer School Grant	$	980,000.00

Instructional Impact:

ESSER III American Rescue Plan (ARP) Summer School Grant

The Department of Public Instruction has awarded the Appleton Area School District a Summer School Grant in the amount of 980,000. The American Rescue Plan (ARP) authorizes states to use a percent of their total ARP allocation for evidence-based summer enrichment programs. Evidence-based summer enrichment programs will use Evidence-Based Improvement Strategies (EBIS) designed to address unfinished learning and social, emotional, and academic needs of students most impacted by COVID-19.

Administrative Recommendation: Approval of the 2023-2024 Grants.

Contact Person: Holly Burr, Executive Director of Finance (920) 852-5300 ext. 60061

BOE: 7/24/23

ITEM FOR CONSIDERATION

Topic: **Annual Notice of Academic Standards**

Background Information:

2015 Wisconsin Act 55 (the State 2015-2017 Biennial Budget) has a requirement for school boards to provide public notice of the academic standards adopted by the Board in specific subject areas for each school year. Under section 120.12(13) of the state statutes and prior to the beginning of the school term, each school district must annually notify parents and guardians of the academic standards that the school board has adopted under section 118.30(1g)(a)1 of the state statutes and that will be in effect for the current school year. The specific content areas (i.e., academic subjects) covered by the annual notice requirement are mathematics, science, reading and writing, geography, and history. The district may provide the annual notice of academic standards electronically, including by posting the notice or a link to the specific academic standards on the school district's website.

Along with issuing the annual notice, state law also requires each school board to annually include, as an item on the agenda of the first school board meeting of the school year, a notice that identifies the academic standards that have been adopted by the school board and that will be in effect for the current school year.

Attached is the annual notice that will be electronically shared with AASD parents/guardians.

Fiscal Note: None.

Administrative Recommendation: Approval of the notice of academic standards.

Instructional Impact: The AASD and Board of Education believe that identifying and implementing a set of District-wide academic standards in various content areas is highly beneficial to students, staff, and parents.

Contact Person(s): Steve Harrison, Ph.D. 832.6157 ext 2177, harrisonstepha@aasd.k12.wi.us

6/24/2023

Appleton Area School District

NOTICE OF THE ACADEMIC STANDARDS THAT ARE IN EFFECT FOR THE 2023-2024 SCHOOL YEAR

What are academic standards?

The District's academic standards identify what students should know and be able to do within a given content area or subject. Standards serve as goals and guideposts for both classroom instruction and student learning. The standards also help parents and students gain a better understanding of the District's expectations for student learning.

Academic standards provide a critical foundation and framework for the District's sequential curriculum plans and for the District's student assessments in each content area. The District reviews Wisconsin state standards, other states' standards, and professional organization standards as it develops local standards for the District; the District develops standards locally to support our students' learning. The standards are not an actual classroom curriculum. The curriculum that the District's schools implement in the various content areas remains flexible and adaptable, and there are many different instructional techniques and activities that could all be consistent with the District's academic standards. Stated another way, academic standards attempt to identify and focus on the most essential and fundamental aspects of student learning, but they do not attempt to describe all that can or should be taught. A great deal is left to the discretion of curriculum developers and teachers. In addition, the District's adoption and use of academic standards should not be confused with standardized testing of students. While the District implements various state and federal testing mandates and also implements various locally-selected student assessments, the District's academic standards do not mandate the use of any specific standardized test or assessment.

Why does the District have academic standards?

State law requires all school districts, charter schools, and certain private schools to adopt academic standards in mathematics, science, reading and writing, geography, and history.

What is an example of an academic standard?

Below is an example of an academic standard for middle school mathematics.

AASD Mathematics Standard for Students in Grade Seven

III. Expressions and Equations

- *a. Use properties of operations to generate equivalent expressions.*
- *b. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.*

What are the academic standards that will be in effect during this school year?

State law requires the District to provide the parents and guardians of all enrolled students with notice of the academic standards in mathematics, science, reading and writing, geography, and history that have been adopted by the School Board and that will be in effect during each school year. Accordingly, the District academic standards that will be in effect in these specific content areas for this school year are listed below. Electronic links to the detailed version of the applicable standards are provided as well. To the extent a parent or guardian would like to review a copy of any of the standards in an alternative format, please contact: *Anne Caylor at 920-832-6157 ext. 2186.*

Content Area / Subject	The District's 2023-2024 Student Academic Standards
English Language Arts (includes reading and writing) e.g. the AASD elementary standards were Board adopted in June 2012 and middle and high school standards were Board adopted in 2013	The District uses the Wisconsin Standards for English Language Arts as a foundation for its standards in English Language Arts (includes reading, writing, speaking, listening, and language). These District standards include: ● Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects in grades K–5; ● Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects in grades 6–12; ● Standards for Literacy in All Subjects for grades K-5; and ● Standards for Literacy in All Subjects for grades 6-12 A complete copy of these standards can be located and reviewed at this Internet address: http://www.aasd.k12.wi.us/ela-curriculum
Mathematics e.g. the AASD elementary standards were Board adopted in September 2009 and modified in September 2013; middle level in 2013; and high school in 2016	The District has adopted Wisconsin Standards for Mathematics, as formerly adapted to Wisconsin by the Wisconsin Department of Public Instruction (through the 2014-15 school year). These District standards include: ● Standards for mathematical content ● Standards for mathematical practice A complete copy of these standards can be located and reviewed at this Internet address: http://www.aasd.k12.wi.us/math-curriculum
Science e.g. the AASD elementary standards were Board adopted in January 2006; middle level in 2004; and high school began a review and revision process in 2016	The District has adopted the Next Generation Science Standards for courses in grades 5K-12 as courses continue to undergo review and updating. A complete copy of these standards can be located and reviewed at this Internet address: http://www.aasd.k12.wi.us/science-curriculum
Social Studies (includes geography and history) e.g. the AASD elementary standards were Board adopted in May 2007; middle level in 2005 and revised in 2015; high school review and revision processes began in 2005-16	The District has adopted the Wisconsin Model Academic Standards for Social Studies for grades 7-12 and is transitioning to the Wisconsin Standards for Social Studies as courses undergo review and updating. The five strands of the social studies standards encompass history, geography, behavioral science, economics, and political science. The model standards include both content standards and performance standards. Through the development of inquiry modules, grades K-6 piloted the updated Wisconsin Standards for Social Studies in 1-2 classrooms per grade level for the 2019-2020 school year. Full implementation of the new standards for grades K-6 took place during the 2021-22 school year. A complete copy of these standards can be located and reviewed at this Internet address: http://www.aasd.k12.wi.us/social-studies-curriculum

Has the District selected and implemented academic standards in other content areas?

The District reviews Wisconsin state standards, other state's standards, and professional organization standards as it develops local standards for the District; the District develops standards locally to support our students' learning. District standards are available electronically on the Assessment, Curriculum and Instruction (ACI) web-page within the District's web-site; http://www.aasd.k12.wi.us/district/district_departments___contacts/standards___curriculum/

Who can I contact for more information about the District's academic standards?

If you have any questions about this notice, please contact *Dr. Steve Harrison at* harrisonstepha@aasd.k12.wi.us

This notice is issued pursuant to section 120.12(13) of the state statutes.

ITEM FOR CONSIDERATION

Topic: Tuition-Free Status for **American Councils for International Education**

Background Information: **American Councils for International Education (American Councils)** has requested placement of a high school student in the AASD for the 2023-24 school year. **American Councils** is not currently on the District's approved list of International Exchange Sponsoring Organizations. It is, however, listed on the Advisory List of the Council on Standards for International Educational Travel (CSIET). As per AASD Board Policy 422.1 and 422.1-Rule, International Exchange, student exchange organizations not currently on the AASD's approved list, may be granted a school year trial period and tuition-free status.

Fiscal Note: When **American Councils** is given tuition-free status, the District receives state aid as the exchange student is counted as a resident.

Administrative Recommendation: Grant tuition-free status to **American Councils for International Education** on a trial basis from September 5, 2023 through June 7, 2024.

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

Contact Person: Mike Hernandez, 920-832-6301, hernandezmicha@aasd.k12.wi.us

BOE: ***July 24, 2023***

ITEM FOR CONSIDERATION

Topic: Recognition of **International Cultural Exchange Services (ICES)**

Background Information: In the spring of 2022, **International Cultural Exchange Services (ICES)** requested to place a foreign exchange student in the AASD for the 2022-2023 school year. At that time, **ICES** was not currently on the District's approved list of International Exchange Sponsoring Organizations. As per AASD Board Policy 422.1 and 422.1-Rule (International Exchange), student exchange organizations not currently on the AASD's approved list, may be granted a school year trial period and tuition-free status.

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

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

Administrative Recommendation: The 2022-23 school year trial period has ended and parties involved indicated a positive experience. Thus, we are recommending the addition of **International Cultural Exchange Services (ICES)** to the District's list of approved International Exchange Sponsoring Organizations included in Policy 422.1-Rule.

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

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

BOE: 07/24/23

ITEM FOR CONSIDERATION

Topic: Policy Update: International Exchange 422.1-Rule

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

- **Not limiting the number of students who can participate each year.**
- **Removal of the "Host Family Criteria" as host families are not selected by the AASD, but through the approved International Exchange Sponsoring Organization's Regional Directors and Local Coordinators.**
- **Per Wis. Stat. 121.84(1)(c), foreign exchange students cannot and do not need to apply for open enrollment. This allows AASD to review requests made from outside the District.**
- **Shifting the statement, "AASD has the right to accept/reject placement" from the Host Family section to the Student section.**
- **Update to the list of Sponsoring Organizations.**

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

Administrative Recommendation: Approve the suggested policy changes.

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

Contact Person: Mike Hernandez, 920-832-6301, hernandezmicha@aasd.k12.wi.us

Board Approval: ***July 24, 2023***

INTERNATIONAL EXCHANGE

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

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

Cross Reference: International Exchange, 422.1–Rule

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

Adoption Date: September 14, 1987

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

INTERNATIONAL EXCHANGE

Procedures

Sponsoring Organizations

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

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

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

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

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

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

Admission of International Exchange Students

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

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

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

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

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

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

Students

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

2. Students who have graduated will not be accepted.

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

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

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

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

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

Adoption Date: September 14, 1987
Amended Dates: June 27, 1994, May 22, 2006, November 26, 2012, May 23, 2016, June 13, 2022, and July 24, 2023

ITEM FOR CONSIDERATION

Topic: Professional Educator New Hire(s)

Background Information: The Professional Educators listed below are recommended for contractual positions for the 2023-2024 school year:

Name	***Position***	***Location***	***FTE***	***Salary***	***Effective Date:***
Teressa M. Aerts	Elementary	TBD	100%	$50,350	8/28/23
Maggie O. Chynoweth	Grade 1	Ferber	100%	$45,200	8/28/23
Grace E. Davis	Dean of Students	Classical	100%	$60,200	8/28/23
Mark T. Driessen	Technology Ed	East	100%	$48,300	8/28/23
Margret R. Feldt	School Psychologist	TBD	100%	$63,200	8/28/23
Sydney J. Gagne	Special Ed-AUT	Berry	100%	$45,200	8/28/23
Elizabeth M. Gburek	Media Specialist	Huntley/Kaleidoscope	100%	$50,350	8/28/23
Alexandria M. Hatlak	Grade 2	Highlands	100%	$53,350	8/28/23
Denise R. Koehnke	Special Ed-SLD	Kaleidoscope	100%	$45,200	8/28/23
Amenda Lor	Elementary	TBD	100%	$45,200	8/28/23
Nicole K. McCurdy	Art	Huntley	100%	$51,600	8/28/23
Molly J. McGregor	Social Worker	Welcome Center	100%	$58,550	8/28/23
Kelly J. O'Rourke	School Counselor	Franklin	100%	$60,200	8/28/23
Joseph W. Schultz	Special Ed-EBD	West	100%	$51,400	8/28/23
Anna M. Schwindenhammer	Physical Therapist	TBD	40%	$29,000	8/28/23
Kristopher R. Shufelt	Elementary	TBD	100%	$45,200	8/28/23
Haley K. Turzinski	Elementary	TBD	100%	$45,200	8/28/23
Neil M. Wallace	Dean of Students	East	100%	$58,550	8/28/23
Jerry D. Weissbuch	Literacy-Interventionist	Wilson	34%	$21,488	8/28/23
Annika J. Wickman	Elementary	TBD	100%	$51,400	8/28/23
Kimberly A. Zavoski	Elementary	TBD	100%	$45,200	8/28/23

Teressa M. Aerts received her Master of Arts in Teaching degree from Western Governors University with a major in Elementary Education. Most recently, she served the Freedom Area School District as a Substitute Teacher.

Maggie O. Chynoweth received her Bachelor of Science degree from UW-Superior with a major in Elementary Education. Most recently, she completed her student teaching with the Freedom Area School District.

Grave E. Davis received her Master of Science degree from UW-Madison with a major in Educational Leadership and Policy. Most recently, she served the Neenah Joint School District as an Alternative Education Teacher.

Mark T. Driessen received his Bachelor of Science in Education degree from UW-Green Bay with a major in Elementary Education. Mr. Driessen is being hired under a one-year license with stipulations. Most recently, he owned and operated Driessen Home Repair.

Margret R. Feldt received her Master of Arts degree from University of Alabama with a major in Educational Psychology. Most recently, she served Power For Change as a Mental Health Counselor and Community Service Coordinator.

Sydney J. Gagne received her Bachelor of Science degree from UW-Oshkosh with a major in Communications. Ms. Gagne is being hired under a one-year license with stipulations. Most recently, she served the District as a Special Education Paraprofessional at Horizons Elementary School.

Elizabeth M. Gburek received her Master of Arts degree from UW-Madison with a major in Library and Information Studies. Ms. Gburek is being hired under a one-year license with stipulations. Most recently, she served the Village of Amherst as a Library Director.

Alexandria M. Hatlak received her Bachelor of Arts degree from Ripon College with a major in Educational Studies. Most recently, she served the Neenah Joint School District as an Elementary Teacher.

Denise R. Koehnke received her Bachelor of Science degree from Pennsylvania State University with a major in Digital Journalism and Media. Ms. Koehnke is being hired under a one-year license with stipulations. Most recently, she served the District as a Special Education Paraprofessional at West High School.

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Haley K. Turzinski received her Bachelor of Science in Education degree from UW-Stevens Point with a major in Elementary Education. Recently she completed her student teaching with the Stevens Point Area School District.

Neil M. Wallace received his Master of Science degree from Concordia University with a major in School Counseling. Most recently, he served the Oshkosh Area School District as an Encompass Counselor.

Jerry D. Weissbuch received his Master of Science degree from University of Illinois with a major in Teaching. Mr. Weissbuch is being hired as a "Temporary Employee" for the 2023-2024 school year. Most recently, he served the Kimberly Area School District as a Grade 2 Literacy Teacher.

Annika J. Wickman received her Master of Science degree from Concordia University with a major in Literacy. Most recently, she served the Menasha Joint School District as a Grade 1 Teacher.

Kimberly A. Zavoski received her Bachelor of Science in Education degree from Iowa State University with a major in Elementary Education. Most recently, she served the Buchannan County R-IV School District in Missouri as a Grade 6 Teacher.

Fiscal Note:	As indicated above
Administrative Recommendation:	Approval
Instructional Impact:	The candidates listed above have been recommended by the administrator to whom they will report as the best candidates for the positions.
Contact Person:	Julie King, (920) 852-5300 (ext. 60085)

ITEM FOR CONSIDERATION

Topic: Professional Educator Contract Change(s)

Background Information: A contract change for the following individual is recommended for the 2023-2024 school year:

Name	Position	Location	FTE	Effective Date
Shannon M. Jelinski	School Counselor	Classical	80% to 100%	8/23/23

Fiscal Note: As indicated above

Administrative Recommendation: Approval

Instructional Impact: This assignment adjustment will assist in retaining staff and meeting student needs.

Contact Person: Julie King, (920) 852-5300 (ext. 60085)

7/24/23

ITEM FOR CONSIDERATION

Topic: Professional Educator Resignation(s)

Background Information: The following Professional Educators have submitted letters of resignation effective at the end of the 2022-2023 school year unless otherwise noted:

Brittany A. Boucher has been with the District for nine years, most recently as a Kindergarten Teacher at Huntley Elementary School.

Anna E. Hare has been with the District for one year, most recently as a Special Education Teacher with Appleton Community 4K (McKinley Elementary School location).

Miranda M. Hopp was recently hired by the District for the 2023-2024 school year as a Math Teacher at West High School.

Gretchyn M. Karch has been with the District for ten years, most recently as a Special Education Teacher at Franklin Elementary School. Ms. Karch's resignation is effective at the close of the Friday, June 30, 2023 workday.

Jennifer A. Kreps has been with the District for two years, most recently as a Special Education Teacher at Columbus Elementary School.

Shane F. Rueckl has been with the District for nine years, most recently as a Math Teacher at North High School. Mr. Rueckl's resignation is effective at the close of the Friday, June 23, 2023 workday.

Pamela C. Sheffield has been with the District for two years, most recently as a Special Education Teacher at East High School.

Mark E. Sparks has been with the District for four years, most recently as a Special Education Teacher at West High School.

Betsy A. Thoma has been with the District for nine and a half years, most recently as a Special Education Teacher at Wilson Middle School.

Sara J. Tomazevic has been with the District for six years, most recently as a Speech & Language Pathologist at Horizons Elementary School. Ms. Tomazevic's resignation is effective at the close of the Tuesday, August 15, 2023 workday.

Angela L. Yach has been with the District for fifteen years, most recently as a Library Media Specialist at McKinley Elementary School and Madison Middle School. Ms. Yach's resignation is effective at the close of the Wednesday, June 21, 2023 workday.

Fiscal Note: Dependent upon replacements

Administrative Recommendation: Approval

Instructional Impact: Qualified replacements will be procured

Contact Person: Julie King, (920) 852-5300 (ext. 60085)

ITEM FOR CONSIDERATION

REVISED

Topic: Professional Educator Resignation(s)

Background Information: The following Professional Educators have submitted letters of resignation effective at the end of the 2022-2023 school year unless otherwise noted:

Brittany A. Boucher has been with the District for nine years, most recently as a Kindergarten Teacher at Huntley Elementary School.

Anna E. Hare has been with the District for one year, most recently as a Special Education Teacher with Appleton Community 4K (McKinley Elementary School location).

Kami J. Harvey has been with the District for six years, most recently as a Instructional Coach for the District. Ms. Harvey's resignation is effective at the close of the Tuesday, June 27, 2023 workday.

Miranda M. Hopp was recently hired by the District for the 2023-2024 school year as a Math Teacher at West High School.

Gretchyn M. Karch has been with the District for ten years, most recently as a Special Education Teacher at Franklin Elementary School. Ms. Karch's resignation is effective at the close of the Friday, June 30, 2023 workday.

Jennifer A. Kreps has been with the District for two years, most recently as a Special Education Teacher at Columbus Elementary School.

Shane F. Rueckl has been with the District for nine years, most recently as a Math Teacher at North High School. Mr. Rueckl's resignation is effective at the close of the Friday, June 23, 2023 workday.

Pamela C. Sheffield has been with the District for two years, most recently as a Special Education Teacher at East High School.

Mark E. Sparks has been with the District for four years, most recently as a Special Education Teacher at West High School.

Betsy A. Thoma has been with the District for nine and a half years, most recently as a Special Education Teacher at Wilson Middle School.

Sara J. Tomazevic has been with the District for six years, most recently as a Speech & Language Pathologist at Horizons Elementary School. Ms. Tomazevic's resignation is effective at the close of the Tuesday, August 15, 2023 workday.

Angela L. Yach has been with the District for fifteen years, most recently as a Library Media Specialist at McKinley Elementary School and Madison Middle School. Ms. Yach's resignation is effective at the close of the Wednesday, June 21, 2023 workday.

Fiscal Note: Dependent upon replacements

Administrative Recommendation: Approval

Instructional Impact: Qualified replacements will be procured

Contact Person: Julie King, (920) 852-5300 (ext. 60085)

ITEM FOR CONSIDERATION

TOPIC: Administrative Hire(s)

Background Information: The individuals listed below have been recommended for a contractual position for the 2023-2024 school year under a 260-day contract effective July 25, 2023 unless otherwise noted.

Clarence B. Crane is recommended for the Director of Diversity, Equity and Inclusion position. Mr. Crane most recently served as the Director of Special Education and Public Services at Clintonville Public School District.

Joshua A. Chudacoff is recommended for the Associate Principal of Curriculum and Instruction at North High School. Mr. Chudacoff most recently served as the Associate Principal at Kaukauna High School.

Jere E. Kubuske is recommended for the Associate Principal/Activities Director position at North High School effective July 31, 2023. Mr. Kubuske most recently served as the Principal at GRACE-Holy Family in Green Bay.

Fiscal Note: Salaries will be commensurate with education and experience.

Administrative Recommendation: It is recommended that these individuals are approved to receive an administrative contract for the 2023-2024 school year.

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

Contact Person: Julie King, (920) 852-5300 (ext. 60085)








MAIN
ENTRANCE





ITEM OF INFORMATION

Topic: Policy 430 Student Attendance

Background Information: The AASD utilizes a Medical Attendance Excuse Form for families to use with their provider when a student's health condition prevents them from attending school. The form had been revised in 2015 and was made into a fillable form in 2017. The form has worked well for the school and family to serve students.

The Medical Attendance Excuse Form identifies that the medical excuse cannot exceed 30 days and this is aligned with the Wisconsin State Statute 118.15(3)(a) which states:
"An excuse under this paragraph shall be in writing and shall state the time period for which it is valid, not to exceed 30 days."

To be in alignment with the Statute and with the AASD Medical Attendance Excuse Form it is recommended that a revision be made in 430-Rule p.2 to indicate the period of time for such an excuse shall not exceed 30 days.

Fiscal Note: N/A

Contact Person: Laura Jackson, Executive Director of Student Services, (920) 852-5300 ext. 60241

BOE: 7/24/23

STUDENT ATTENDANCE

The Appleton Area School District believes there is a positive relationship between school attendance and student success. It further believes that school attendance is a responsibility shared by students, parents, schools and community.

The District, in accordance with State law, requires that all students between six and eighteen years of age (and those students enrolled in 5-year-old kindergarten) attend school regularly during the full period and hours, religious holidays excepted, that the school in which the student is enrolled is in session until the end of the school term, quarter or semester of the school year in which the student becomes 18 years of age, unless they have an acceptable excuse, meet attendance exceptions outlined in state law, or have graduated from high school. Although not required by state law, students in 4-year-old kindergarten are expected to attend 4K programming on a regular basis and excused and unexcused absences will be determined based on the procedures described in this policy. It is the responsibility of each school's attendance officer to determine if an absence is excused, unexcused, or truant.

A student will be considered excused for school attendance if the student is considered temporarily not in proper physical or mental condition to attend school, but can be expected to return upon termination or abatement of the illness or condition. The school attendance officer may request that the parent/guardian obtain a written statement documenting the existing condition.

A student may be excused in writing by the parent/guardian prior to an absence occurring. Under this provision, absences through prior parent request cannot exceed 10 days in a school year.

A student who has reached the age of 16 years and meets criteria established in Wisconsin statutes may also be excused from school attendance to participate in programs leading to high school graduation or high school equivalency.

No student shall be denied credit in a course or subject solely because of an excused or unexcused absence.

Cross References: **At-Risk Plan 342.2**
Graduation Requirements 345.6
Student Records 347
Student Nondiscrimination 411.2
Communicable Diseases 453.3

Legal References: **Wisconsin Statutes 115.76, 118.125, 118.13, 118.14, 118.15, 118.153, 118.155, 118.16, 118.162, and 118.33**

Adoption Date: **June 26, 1993**
Amended Dates: **November 28, 2005, January 25, 2010, June 10, 2013, September 23, 2013, February 9, 2015, January 25, 2016, and September 9, 2019**

STUDENT ATTENDANCE

Procedures

SCHOOL ATTENDANCE OFFICER

The building principal or designee shall serve as the school attendance officer for each school in the District. The school attendance officer shall be responsible for all matters relating to school attendance and truancy. The school attendance officer of each school shall determine daily which students enrolled in the school are absent from school and whether their absences are excused.

The school attendance officer or designee in each school shall inform the parent/guardian of a student's truancy and direct the parent/guardian to return the student to school no later than the next day on which school is in session or to provide an excuse for the student's absence. A parent/guardian may contact the student attendance officer to review the student's attendance record.

The school attendance officer or designee shall furnish student attendance information to designated agencies for purposes authorized by State law and in accordance with the Board of Education's (BOE) Student Records Policy. Building principals shall annually determine how many students enrolled in their schools were absent in the previous year and whether the absences were excused. This information will be submitted to the District administrator and subsequently submitted to the Department of Public Instruction (DPI).

STUDENT ABSENCES

The primary responsibility for regular school attendance of a student rests with the student's parent/guardian.

Excused Absences

All excused absences require that parent/guardian verification be provided to the school attendance officer or designee in advance of the absence or prior to re-admittance to school.

A parent/guardian may request that a student be excused from school attendance prior to an absence occurring. The request shall be made in writing or via phone contact with the school followed by a written request to the school. The student may be excused by the parent/guardian under this provision for not more than 10 days in the school year (the 10 days includes excused absences due to intermittent illness). A student will be considered absent for a full day if they are gone more than two-thirds of a school day or combination of excused absences cumulating to more than two-thirds of a day. Absences include but are not limited to the following:

- Appointments that cannot be scheduled outside of the school day.
- A court appearance or other legal procedure that requires the student's presence.
- A death in the immediate family or funerals for relatives or close friends.
- Attendance at special events of educational value such as college visits, job fairs, etc.

The Board of Education delegates discretion to administration to grant excusals for an emergency in the family or unique circumstances that require the absence of the student because of family responsibilities not to exceed 20 school days.

The school attendance officer or designee is authorized to approve an excused absence for any student for the following reasons:

- Evidence that the student is not in proper physical or mental condition to attend school. The District may request the parent/guardian to obtain a written statement from a physician, dentist, chiropractor, optometrist, or psychologist, or Christian Science practitioner residing in the State and listed in the Christian Science Journal as proof of the physical or mental condition of the student. Such excuse shall be in writing and shall state the period of time, which shall not exceed 30 ~~school~~ days. Absences beyond 30 ~~school~~ days require another written statement. It is suggested that a parent/guardian use the District document titled Medical Excuse Form.
- An emergency in the family, unique circumstance or other crisis that requires the absence of the student because of family responsibilities not to exceed 20 school days.
- Religious holidays.
- A quarantine imposed by a public health officer or the Board of Education's Communicable Disease Policy.
- A suspension from school (in-school or out-of-school suspensions).
- Approved school activities during class time.
- A student who serves as an election official if the student has a grade point average of 3.0 or higher.
- Special circumstances that show good cause and which are approved by the school attendance officer or designee.

A student's truancy, discipline or school achievement problems, or disabilities as described in Wisconsin statute 115.76, may not be reason for the school attendance officer or designee to excuse a student from attending school.

Truancy

Truancy means any absence of part or all of one or more days from school during which the school attendance officer, principal, or teacher has not been notified of the legal cause of such absence by the parent or guardian of the absent student, and also means intermittent attendance carried on for the purpose of defeating the intent of Wisconsin State Statute 118.15.

Habitual Truancy

A student is considered a habitual truant if absent from school without an acceptable excuse for part or all of five or more days on which school is held during a semester.

Truancy Plan

Following are the procedures to be followed for notifying the parents or guardians of the unexcused absences of habitual truants under Wisconsin State Statute 118.16(2)(cr) and for meeting and conferring with such parents of guardians.

A. The school attendance officer:

Shall notify the parent or guardian of a student who is a habitual truant, by first class, registered or certified mail, when the student initially becomes a habitual truant. The notice shall include all of the following:

1. A statement of the parent's or guardian's responsibility, under Wisconsin State Statute 118.15(1)(a), to cause the student to attend regularly.

2. A statement that the parent, guardian, or student may request program or curriculum modifications for the student under Wisconsin State Statute 118(1)(d) and that the student may be eligible for enrollment in a program for student at risk under Wisconsin State Statute 118.153(3).

3. A request that the parent or guardian meet with appropriate school personnel to discuss the student's truancy. The notice shall include the name of the school personnel with whom the parent or guardian should meet, a date, time, and place for the meeting and the name, address, and telephone number of a person to contact to arrange a different date, time, or place.

   A notice statement regarding any other rights and/or potential obligations as required by Wis. Stats. Sec. 118.15.

   The letter of notice, with explanation of rights, which is to be used is **430–Exhibit (1)** (attached).

   After the notice required above has been given, the parent or guardian of the habitual truant shall be notified of the habitual truant's unexcused absences {as provided in the plan under Wisconsin State Statute 118.162(4)(a)}.

B. Plans and procedures for identifying truant students of all ages and returning them to school, including the identity of school personnel to whom a truant student shall be returned.

1. A parent, a guardian, or an adult student may request an excused absence from the principal or his/her designee.

2. Truant students shall be returned to the school principal or his/her designee.

3. The school principal or his/her designee shall be responsible for the administration of this Truancy Plan.

C. Methods to increase and maintain public awareness of and involvement in responding to truancy within the District.
- Publishing policies, procedures, articles, etc. on truancy in the school handbook and in the District newsletter.
- Promoting active public relations campaigns stressing the importance of school attendance.
- Encouraging positive reinforcers for good attendance.

- Meeting with representatives of the business community to promote hiring policies, which require graduation from high school.
- Collaborating with families, community partners, and agencies.

D. The immediate response to be made by school personnel when a truant student is returned to school.

1. A meeting be held with the parent or guardian or adult student to comply with 118.16 (5) (a).

   Consider options that may support the student's needs such as:
   - Attendance in another District school
   - Children At-Risk Program (i.e., alternative programs)
   - Modification of academic program (i.e., mentoring, check-in/out, social/ academic intervention groups)
   - Work-study or work-training
   - Student Assistance Program (SAP)
   - Homebound instruction when student qualifies
   - Contracting with education services providers

2. Ensure compliance with 118.16 (5) (d) has occurred or make appropriate referral for such evaluation.

3. Document the above in the student's record.

E. Methods to involve the truant student's parents or guardian in dealing with and solving the student's truancy problem.

   The District will comply fully with 118.16(2)(c)(cg), (4)(d), (5)(a). The District and Human Services agencies will consider offering the following services to solve the student's truancy problem:
   - Parent education programs for parents and truants
   - Family support groups
   - Family-based services
   - Consider other community resources

<u>Open Enrolled Student – Habitual Truancy</u>

Before the District may prohibit a student open enrolled from another school district from attending the District in a succeeding semester or school year under 118.51(11), Stats., the District shall do all of the following:

1. Provide the following notifications to the parent and the student when the student enrolls in the District:
   a. The Board of Education's Student Attendance policy.
   b. The open enrollment consequences of habitual truancy.
   c. A clear explanation of what constitutes truancy, including what constitutes "part of a school day."

d. A description of the notifications, including the manner of delivery, a parent will receive when a student is absent, is truant, or is habitually truant. Each notification shall inform the parent/guardian that the student's open enrollment may be terminated if the student is habitually truant.
e. How and where the parent/guardian can view the student's attendance record.

2. Each notification provided under 118.16(2), Stats. shall notify the parent/ guardian or student of the consequences of habitual truancy on open enrollment.

3. Provide the parent/guardian and student with a list of all unexcused absences and truancies that resulted in the Board's proposed action to prohibit the student's attendance in a succeeding semester or school year.

4. Allow the parent/guardian or student to explain why they believe there was any error in marking an absence as truancy, using the process described in the Board's policy.

Virtual School Attendance

Wisconsin Compulsory School Attendance statutes and the Student Attendance Policy apply to students enrolled part-or full-time in the District's virtual schools and/or classes. Attendance is monitored and recorded by the attendance officer or designee. The student handbook for each respective virtual school further delineates attendance and participation requirements.

Appeals to Open Enrollment Decisions Made Based on Habitual Truancy or Virtual Charter Student's Failure to Participate

A nonresident student's parent/guardian may appeal to the DPI a rejection of the student's full-time open enrollment in the District based on the student's habitual truancy or a transfer back to the resident school district based upon the failure to participate.

Tardiness

Guidelines and criteria previously described for determining if an absence is excused or unexcused apply to students who are tardy. A determination as to the classification of a tardy is the responsibility of the school attendance officer or designee. A pattern of tardiness on the part of any student shall be brought to the attention of the student's parent/guardian. If it appears that the student is negligent with being at school/class on time, appropriate disciplinary action shall be taken.

Depending upon the frequency and amount of school missed, tardiness may be classified as an unexcused absence and therefore reportable as truancy or habitual truancy. Guidelines regarding tardiness are established for each level in the District and communicated with students and parents/guardians through publications such as the Student Handbook.

Suspensions from School

Suspensions from school are excused absences. During a period of suspension, a student shall not be on the school campus or at any school activity. When a parent/guardian/legal custodian has a meeting with an administrator, the student may be present.

Students will be afforded opportunities to complete missed assignments and examinations. Guidelines for these opportunities are provided in the section titled "Make-up Assignments, Examinations, Grading and Credit."

MAKE-UP ASSIGNMENTS, EXAMINATIONS, GRADING, AND CREDIT

All students with excused and unexcused absences shall be given the opportunity to make up examinations and work missed in accordance with the guidelines outlined below. Credit in a course or subject shall not be denied solely because of a student's excused or unexcused absence from school. Districts are required to specify the conditions under which a student may be permitted to take examinations missed during absences. They are also required to specify conditions under which a suspended student will be permitted to complete course work, and take any quarter, semester or grading period examinations. These District guidelines follow:

Excused Absences

- Students who are absent from school for reasons that are determined to be excused by the school attendance officer or designee shall be given the opportunity to make up work missed when they return to school. It is the student's or parent's/guardian's responsibility to contact the teacher to make arrangements for making up work missed during an absence from school. The respective teacher shall identify make-up work.

  If any question arises as to the appropriateness, feasibility of making up a particular assignment or timelines, the teacher shall discuss with the building principal the extent to which make-up work or substitute assignments are possible.

- Students who are absent from school with the prior written permission of their parent/guardian are also required to make up work missed during the absence. The arrangements for making up course work and examinations shall be the same as for other excused absences.

- Examinations missed during an excused absence shall be taken within a reasonable time from the date of the absence. Students can be expected to complete an examination upon the day of their return, especially if it was a one or two day absence.

Unexcused Absences and Suspensions

All students with unexcused absences and suspensions shall be given the opportunity to make up work and examinations missed in accordance with the following guidelines:

- Credit in a course or subject shall not be denied solely because of a student's unexcused absence or suspension from school.

- Students with unexcused absences or suspensions occurring during the time of major examinations (quarter, semester, or grading period) shall be permitted to take such examinations if course credit is at risk. The examination make-up date shall be

determined by the teacher with approval of the principal. Students in this circumstance may be expected to make up the exam on the day of return.

- Students with unexcused absences or suspensions will be given one day to complete class work missed, examinations excepted, for each day or period of absence. If the work is not turned into the teacher within this established timeline, then the student may not receive credit for the work. Extensions to this timeline may be granted by the principal.
- Students with unexcused absences or suspensions may be assigned a supervised, directed study program to make up assignments and take examinations.

CONTAGIOUS DISEASE AND IMMUNIZATIONS

Students who have communicable diseases as defined by the Department of Public Health, and students who do not have their required immunizations or waivers for same may be excluded from school in accordance with state law and Board of Education policies. Students will not be permitted to return to school until medical clearance is provided.

Communicable Diseases that commonly are associated with school exclusion include rubeola (red measles), parotitis (mumps), varicella (chicken pox), pertussis (whooping cough), rubella (German measles) or Hepatitis. The presence of head lice, although not a communicable disease, may also result in exclusion from school.

RELIGIOUS INSTRUCTION

With the written permission of the parent/guardian, students may be absent from school for at least 60 minutes but not more than 180 minutes per week to obtain religious instruction outside the school during required school attendance. Permission to be absent may be withdrawn if the student does not attend the religious instruction.

EIGHTEEN YEAR OLD STUDENTS

When a student attains the age of eighteen years, the rights accorded to the parent/guardian transfer from the parent/guardian to the student. Students are no longer required by law to attend school. However, all students who choose to continue in school must follow all attendance policies. All written and verbal communication regarding attendance policy violations will continue to include the parent/guardian unless the adult student specifically requests their exclusion in writing to the principal.

STUDENT PARTICIPATION IN PROGRAM LEADING TO HIGH SCHOOL DIPLOMA (118.153)

Upon the student's request of the school board and with the written approval of the student's parent/guardian, any student who is 16 years of age or over and a student at-risk as defined by s. 118.153 may attend, in lieu of high school or on a part-time basis, a technical college that provides a program leading to the student's high school graduation.

Upon the student's request of the BOE and with the written approval of the student's parent/guardian, any student who is 17 years of age or over shall be excused from regular school attendance to attend a program leading to a high school equivalency diploma if the

student began the program while placed in a secured correctional facility, a secured student caring institution, a secured detention facility, or a juvenile portion of a county jail.

MEDICAL EXCUSE FROM ATTENDING CLASSES

Students who have a medical reason to be excused from specific classes shall obtain a written statement from their physician. The statement shall include the reason for the request and the period of time the student is to be excused. It is suggested that the parent/guardian use the District document titled Medical Excuse Form. The statement shall include restricted activities, as well as any appropriate accommodations or alternative activities.

Attendance by the student through partial participation will be expected and encouraged. However, if the teacher, in consultation with the principal, believes that another educational setting in the school would be more appropriate during the class period, then the student may be reassigned.

The medical statement will be maintained in the student's behavioral file with a copy provided to the teacher.

Students in Grades 6 through 12 - Students who are excused by a physician for more than 10 school days in a quarter grading period may receive a Withdrawal, Incomplete, or grade that will be computed as part of the student's grade point average. Students who receive a Withdrawal will be required to retake the class if required for graduation. Students who receive an Incomplete will be required to complete the coursework within the designated timeline and subsequently receive a grade. The principal and teacher will determine which option will apply.

Principals have the authority to waive courses for seniors who have a medical condition and excuse that may prevent them from graduating. Other means to obtain the necessary credit(s) will be pursued prior to a waiver being granted.

HOMEBOUND INSTRUCTION FOR ABSENT STUDENTS

Students who are unable to attend school due to a persistent health condition that will result in 30 consecutive school days of absence, or frequent absences of a shorter duration that cumulatively will extend beyond 30 school days in a school semester may qualify for homebound instruction. Written verification by a physician using the District document titled Medical Excuse Form will be required but does not guarantee homebound instruction. The homebound decision for a student with a disability shall be made by the IEP team and, for students without a disability, by the building principal in consultation with the school nurse and assistant superintendent of Student Services.

PHYSICAL EDUCATION AND STUDENTS WITH DISABILITIES

Students with a disability, as defined by IDEA or Section 504, that precludes them from participating in a regular physical education program may qualify for and receive a specially designed program. This decision will be made by the Individual Education Plan (IEP) or Building 504 Team.

PARENT/GUARDIAN RESPONSIBILITIES

It is the responsibility of the parent/guardian to ensure the student's regular school attendance. The parent/guardian is expected to provide a written explanation of a student's absence in advance of the absence or upon the student's return to school.

STUDENT RESPONSIBILITIES

Students are required to attend all classes unless they have obtained approval by the building principal or designee, or have parental permission as approved by the school attendance officer/designee.

It is the student's or parent's/guardian's responsibility to make appropriate arrangements with the teacher to make up all assignments, including examinations, in accordance with the previously noted guidelines.

TEACHER RESPONSIBILITIES

Teachers are responsible to submit attendance reports as required by each school attendance officer or designee.

Teachers are required to emphasize the importance of good attendance. They are to develop classroom procedures and grading requirements that reflect this policy. They also are not permitted to deny credit in a course or subject solely because of a student's absence from school.

APPEALS TO THIS POLICY

Appeals to administrative decisions pertaining to this policy shall initially be reviewed at the school by the principal. If the parent/guardian or student disagrees, the appropriate assistant superintendent of School Services should be contacted.

Cross References: **At-Risk Plan 342.2**
Graduation Requirements 345.6
Student Records 347
Student Nondiscrimination 411.2
Communicable Diseases 453.3

Legal References: **Wisconsin Statutes 115. 76, 118.125, 118.13, 118.14, 118.15, 118.153, 118.155, 118.16, 118.162, and 118.33**

Adoption Date: **June 26, 1993**
Amended Dates: **November 28, 2005, January 25, 2010, June 10, 2013, September 23, 2013, February 9, 2015, and January 25, 2016, and September 9, 2019**

430-Exhibit (1)

HABITUAL TRUANCY

Sample Procedure and Notice Statement

When a student becomes a "habitual truant" (absent without an acceptable excuse for part or all of 5 or more days on which school is held during a semester), the attendance officer or designee shall send, by first class, registered or certified mail, the following notice to the student's parent or guardian.

Notice of Habitual Truancy

Date:
Student's Name: *Date of Birth:*

Wisconsin State Law, Section 118.15 (1) (a), requires you have to have your student attend school regularly until graduation from high school, or until the end of the semester in which he/she turns 18 years of age, or until he/she is excused from attendance by the School Board. Your student, (student name), has been determined by the school to be habitually truant according to Wisconsin State Law. Habitual truancy is absence without an acceptable excuse for part or all of 5 or more days on which school is held during a semester.

Wisconsin State Law, Section 118.15 (1) (d), allows you to request certain changes in your student's school program or curriculum. In addition, your student may be eligible for inclusion in the District's Children At-Risk Program under Section 118.153 (3).

To address the habitual truancy, you will need to meet with an administrator. **A meeting is set for (insert meeting date) at (insert meeting time) with (insert truancy meeting participants). If you can't make this meeting, you must contact (insert contact information).**

Enclosed are the following documents:

- Truancy meeting agenda
- Attendance summary for your student

Please bring these documents to the meeting on **(insert meeting date) at (insert meeting time)**.

Please contact me if you have any questions.

Respectfully,

Signature
Title

cc: Behavior File (Green)
School Counselor

Enclosures: Truancy Meeting Agenda
Attendance Summary

APPLETON AREA SCHOOL DISTRICT

MEDICAL ATTENDANCE EXCUSE FORM

Student Name _____ DOB _____ Grade _____

Parent Name _____ Phone _____

Address _____ Date _____

This medical excuse form must be completed by a health care provider to determine whether the student's health condition restricts him/her from attending school. The student must submit this completed form to the school office.

TO BE COMPLETED BY HEALTH CARE PROVIDER due to attendance concerns

Attention Health Care Provider: Please be aware that the school district must follow state law regarding student attendance. Wisconsin Statute 118.15 *requires public school students to attend school full-time. Students may be excused from school or class participation if medical documentation is received from the health care provider and the reason complies with Board of Education policy. The District makes accommodations and provides alternative activities if students are medically unable to attend school or participate in specific classes.*

Medical Examination Date: _____

Description of Illness: _____

☐ The student **is able to return to school** because the health condition does not require that he/she be out of school.

☐ The student has an acute **health condition** which restricts him/her from **attending school from** (excused absence)

_____ to _____

(date and time) (date and time)

Note: Medical reevaluation is required if excused absences exceed 10 more days.

☐ The student has a **chronic health condition** which may result in the student attending either intermittently or requires accommodations.

_____ to _____

(date and time) (date and time-**not to exceed 30 days**)

Comments/Accommodations (Parent/Guardian must sign release of information):

_____

Name of Health Care Provider: _____ Phone: _____

Health Care Provider Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Student Signature (if over18): _____ Date: _____

ITEM FOR CONSIDERATION

Topic: Naming of New Elementary School – Sandy Slope Elementary School

Background Information:

District Policy 940 states that the naming of School District facilities is the responsibility of the Board of Education and shall be by majority vote of the Board.

In 1999, the Appleton Area School District (AASD) purchased the property where our new elementary school will be constructed. At that time, an agreement to purchase the property was signed by AASD Superintendent of Business Services, Mike Clark, and the sellers of the property, Richard and Alice Van Handel. Item #8 of the agreement states that the "Buyer agrees to name any elementary school constructed on the property, Sandy Slope Elementary".

District legal counsel provided the following guidance on the purchase agreement, "the contract is valid, so there is a requirement to name the school Sandy Slope Elementary as long the school being built on the site is strictly an elementary school."

In addition to the legal requirement to name the school Sandy Slope Elementary School, District administration has received informal feedback from community members, the majority of which support the Sandy Slope name.

Fiscal Note: N/A

Administrative Recommendation: Approval of naming the new elementary school, Sandy Slope Elementary School

Contact Person(s): Greg Hartjes, Superintendent, (920) 852-5300 ext. 60111

BOE: 7/24/23

ITEM FOR CONSIDERATION

Topic: 2023-2024 Authorized Depository Resolution

Background Information: Annually the Authorized Depository Resolution is reviewed and updated, if necessary, to include financial institutions that the Appleton Area School District may conduct business with during the school year. The updated list of current financial institutions and requests to be added as authorized is included in the attached resolution.

Fiscal Note: N/A

Administrative Recommendation: Approval of the 2023-2024 Authorized Depository Resolution.

Instructional Impact: N/A

Contact Person: Holly Burr, Executive Director of Fianance (920) 852-5300 ext. 60061

BOE: July 24, 2023

Office of Business Services
131 E. Washington St., Suite 1A
Appleton, WI 54911
Phone: (920) 832-6128

AUTHORIZED DEPOSITORY RESOLUTION
July 24, 2023

WHEREAS, Section 120.12(7) provides for the designation by the school board of public depositories in which money belonging to the school district shall be deposited.

WHEREAS, it is impracticable for the President, Treasurer, and the Clerk of the Appleton Area School District to personally sign all checks issued by the school district on the various depositories of the school district,

NOW, THEREFORE, BE IT RESOLVED by the School Board of the Appleton Area School District that the following financial institutions be and hereby designated as public depositories on which funds of the Appleton Area School District for purposes of time deposits, demand deposits, and/or savings deposits, may be deposited from time to time:

Associated Bank
Bancorp Bank
BMO Harris
Citizens Banking Corporation
Community First Credit Union
First Business Bank
Fox Communities Credit Union
Johnson Bank
JP Morgan – Chase Bank NA
Associated Trust Corporation
PMA Securities, Inc.
Robert W. Baird & Co., Inc.
UBS Financial Services
US Bank
Wells Fargo Bank Wisconsin, NA
Wells Fargo Brokerage Services, LLC
Wisconsin Investment Series Cooperative
The American Deposit Management Company

BE IT FURTHER RESOLVED by the Board of Education that the President, Treasurer, and the Clerk are hereby authorized and permitted to adopt a mechanical device for affixing a facsimile signature of their respective hands in all cases where they are required to sign district checks or district check orders, as provided in Section 66.042 of the Wisconsin Statutes.

BE IT FURTHER RESOLVED that the following facsimile signatures adopted by the President, Treasurer and the Clerk are hereby recognized to be the proper signatures for use in signing school district checks or orders to wit:

	SIGNATURES	FACSIMILE
PRESIDENT:	_____ Kay S. Eggert	Kay S. Eggert
CLERK:	_____ James Bacon	Edward A. Ruffolo
TREASURER:	_____ Edward Ruffolo	James Bacon

BE IT RESOLVED that a certified copy of this resolution shall be delivered to each of the above named depositories, and said depositories may rely on this resolution until changed by lawful resolution and a certified copy of such resolution has been given to the cashier of the respective above named depositories.

Introduced by: _____

Seconded by: _____

Date: July 24, 2023

This is to certify that the foregoing is a true and correct copy of a resolution duly and legally adopted by the Appleton Area School District Board of Education at a legal meeting held on the 24th day of July 2023.

Date: July 24, 2023

_____
James Bacon
District Clerk

Appleton Area School District Annual Work Plan 2023-2024

	Policy Review						Community Connections		
Month	Student Results	Operational Expectations	Board-Superintendent Relations	Governance Culture	Board Action	Board Development	Linkages	Advocacy (local and legislative)	Board AdHoc Committees (should include timeline for when committee sunsets)
June 2023	2023-24 District Scorecard Review and 2023-24 Scorecard Presentation								Linkages Committee
July 2023		2: Emergency Succession			Annual Notice and Approval of Academic Standards Approve Annual Work Plan		Community Cafe		Linkages Committee
August 2023	R.1 Mega Result						Welcome Back Event New Teacher Orientation Welcome		
September 2023		3: Treatment of Stakeholders 4: Personnel Administration				WASB Regional Meetings			
October 2023	R.2.1.1 ELA R.2.1.2 Math R.2.1.3 Science R.2.1.4 Civics and SS						Annual Budget Hearing / Presentation		
November 2023	R.2.1.5 HHP R.2.1.6 Fine Arts R.2.1.7 World Languages			Notice of Spring Election					
December 2023		6: Financial Administration 12: Facilities						WASB Resolutions	
January 2024		5: Financial Planning			Open Enrollment Space Determinations	Wisconsin State Education Conference			
February 2024									
March 2024		7: Asset Protection					Ron Dunlap Student Success Awards Night		
April 2024	R.2.1.8 CTE R.2.1.9 Financial Literacy R.3				Board Reorganization Board Committees	WASB Regional Board Development Spring Election New Board Member Orientation	Retirement Party		
May 2024		8: Communicating with and Support for the Board 9: Communicating with the Public 11: Instructional Program					HS Graduations		
June 2024		10: Learning Environment / Student Behavior	Supt Evaluation (B/SR 5) (include baseline Results data, data training for Board)	Board Self-Reflection & monitoring of Board self-governance policies					

Policy Type: Governance Culture

Officers' Roles

The officers of the Board are those listed in this policy. Their duties are those assigned by this policy, and others required by law.

President

The President provides leadership to the Board, ensures the faithful execution of the Board's processes, exercises interpretive responsibilities with integrity, reflecting the spirit and intent of the Board's policies, and normally serves as the Board's official spokesperson.

The President has the following specific authority and duties:

1. Monitor Board actions to assure that they are consistent with the Board's own rules and policies and with other obligations imposed by agencies whose authority supersedes the Board's own authority.
    a. Conduct and monitor Board meeting deliberations to assure that Board discussion and action are focused on Board issues, as defined in Board policy (see GC-3).
    b. Assure that Board meeting discussions are productive, efficient and orderly.
    c. Chair Board meetings using the authority normally vested in the chair as described in *Robert's Rules of Order, Newly Revised*.
    d. Lead timely Board meeting debriefings and periodic self-assessments to ensure continuous process improvement.
2. Make all interpretive decisions of Board policies in the Governance Culture and Board/Superintendent Relationship sections, using reasonable judgment. The President is not authorized to:
    a. Make any interpretive decisions about policies created by the Board in the ***Results*** and ***Operational Expectations*** policy areas. Interpretation of these policies is the responsibility of the Superintendent.
    b. Exercise any authority as an individual to supervise or direct the Superintendent.
    c. Serve as a barrier between the Superintendent and the Board.
3. Assure the compilation of the Board's summative evaluation of the Superintendent.
4. Represent the Board as its official spokesperson about issues decided by the Board and other matters related to official Board business.
5. Execute all documents authorized by the Board, except as otherwise provided by law.
6. Appoint members of all Board committees and Board liaisons to other organizations.
7. On behalf of the Board, and in concert with the Superintendent, develop proposed Board meeting agendas consistent with the Board's annual work plan.

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Vice-President

The Vice-President shall serve as President in the event of the President's absence or inability to perform assigned duties.

Clerk

The following actions are the responsibility of the Clerk and may be delegated to the Superintendent:

1. Be responsible for recording of all proceedings of all Board meetings and entering them, together with copies of all reports to municipal clerks in the District's official records.
2. Carry out school board election duties as required by law.
3. Administer the oath of office to newly elected and appointed School Board members.
4. Report the name and address of all board members to the Clerk and Treasurer of each municipality having territory within the School District within 10 days of their election or appointment.
5. Draw orders upon the Treasurer and see that they are properly recorded.
6. Sign checks in payment of lawfully incurred and properly approved expenditures as required by law.
7. Furnish each teacher with a copy of the contract between him/her and the School Board.
8. Deliver annually on or before November 10 to the Clerk of each municipality having territory within the School District, a certified statement showing that proportion of the amount of taxes levied.
9. Notify the proper postmaster of the name and location of any new school(s) and the proper disposition of mail addressed to it.
10. File a timely and verified annual school district report with the Department of Public Instruction.
11. Perform other duties as required by law or assigned by the Board.

Treasurer

The following actions are the responsibility of the Treasurer and may be delegated to the Superintendent:

1. Receive and deposit promptly in the officially designated District depository(ies) all monies paid to the District and keep a record of the receipt of such monies.
2. Provide for the disbursement of District funds in accordance with State law.
3. ~~See that a monthly report is submitted to the Board reflecting the current balance in District funds and receipts for the preceding month.~~ Ensure that the Board receives a quarterly report that accurately reflects the financial position of the District.
4. Present to the annual meeting a written statement of all money received and disbursed by the treasurer during the preceding year.

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5. Sign checks in payment of lawfully incurred and properly approved expenditures as required by law.
6. Make arrangements to apply for, receive and sue for all money appropriated to or collected for the school district and disburse the same in accordance with State statute.
7. Perform such other duties as required by law or assigned by the Board.

Adopted: June 14, 2021

Revised: July 24, 2023

Monitoring Method: Internal report
Monitoring Frequency: Annually

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Policy Type: Governance Culture

Officers' Roles

The officers of the Board are those listed in this policy. Their duties are those assigned by this policy, and others required by law.

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1. Monitor Board actions to assure that they are consistent with the Board's own rules and policies and with other obligations imposed by agencies whose authority supersedes the Board's own authority.
    a. Conduct and monitor Board meeting deliberations to assure that Board discussion and action are focused on Board issues, as defined in Board policy (see GC-3).
    b. Assure that Board meeting discussions are productive, efficient and orderly.
    c. Chair Board meetings using the authority normally vested in the chair as described in *Robert's Rules of Order, Newly Revised*.
    d. Lead timely Board meeting debriefings and periodic self-assessments to ensure continuous process improvement.
2. Make all interpretive decisions of Board policies in the Governance Culture and Board/Superintendent Relationship sections, using reasonable judgment. The President is not authorized to:
    a. Make any interpretive decisions about policies created by the Board in the ***Results*** and ***Operational Expectations*** policy areas. Interpretation of these policies is the responsibility of the Superintendent.
    b. Exercise any authority as an individual to supervise or direct the Superintendent.
    c. Serve as a barrier between the Superintendent and the Board.
3. Assure the compilation of the Board's summative evaluation of the Superintendent.
4. Represent the Board as its official spokesperson about issues decided by the Board and other matters related to official Board business.
5. Execute all documents authorized by the Board, except as otherwise provided by law.
6. Appoint members of all Board committees and Board liaisons to other organizations.
7. On behalf of the Board, and in concert with the Superintendent, develop proposed Board meeting agendas consistent with the Board's annual work plan.

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Vice-President

The Vice-President shall serve as President in the event of the President's absence or inability to perform assigned duties.

Clerk

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1. Be responsible for recording of all proceedings of all Board meetings and entering them, together with copies of all reports to municipal clerks in the District's official records.
2. Carry out school board election duties as required by law.
3. Administer the oath of office to newly elected and appointed School Board members.
4. Report the name and address of all board members to the Clerk and Treasurer of each municipality having territory within the School District within 10 days of their election or appointment.
5. Draw orders upon the Treasurer and see that they are properly recorded.
6. Sign checks in payment of lawfully incurred and properly approved expenditures as required by law.
7. Furnish each teacher with a copy of the contract between him/her and the School Board.
8. Deliver annually on or before November 10 to the Clerk of each municipality having territory within the School District, a certified statement showing that proportion of the amount of taxes levied.
9. Notify the proper postmaster of the name and location of any new school(s) and the proper disposition of mail addressed to it.
10. File a timely and verified annual school district report with the Department of Public Instruction.
11. Perform other duties as required by law or assigned by the Board.

Treasurer

The following actions are the responsibility of the Treasurer and may be delegated to the Superintendent:

1. Receive and deposit promptly in the officially designated District depository(ies) all monies paid to the District and keep a record of the receipt of such monies.
2. Provide for the disbursement of District funds in accordance with State law.
3. Ensure that the Board receives a quarterly report that accurately reflects the financial position of the District.
4. Present to the annual meeting a written statement of all money received and disbursed by the treasurer during the preceding year.

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5. Sign checks in payment of lawfully incurred and properly approved expenditures as required by law.
6. Make arrangements to apply for, receive and sue for all money appropriated to or collected for the school district and disburse the same in accordance with State statute.
7. Perform such other duties as required by law or assigned by the Board.

Adopted: June 14, 2021

Revised: July 24, 2023

Monitoring Method: Internal report
Monitoring Frequency: Annually

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Success for Every Student, Every Day

APPLETON AREA SCHOOL DISTRICT

Appleton Area School District
Results Monitoring Report
R-2.1.9 Financial Literacy

SUPERINTENDENT CERTIFICATION:

With respect to Results Policy 2.1.9 Financial Literacy, the Superintendent certifies that the information is accurate and complete and that the District is:

_____ **Making Reasonable Progress**

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

_____ **Failing to make Reasonable Progress**

__X__ **In the Baseline Year** (the report will not be used in the superintendent's evaluation)

Executive Summary/Analysis:

The evidence, as submitted below, provides assurance to the Board that the District provides instructional programming that supports students in their personal growth and achievement in increasingly challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity in Financial Literacy. In addition, the measures directly support the District's Continuous School Improvement Process as illustrated through the annual AASD Scorecard

Financial Literacy is a graduation requirement that is fulfilled by successful completion of Intro to Economics or Personal Financial Management. A majority of the students complete this requirement through Personal Financial Management. Efforts continue to be made for increasing the number of community-based Financial Literacy Opportunities.

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Results Policy 2.1.9 Financial Literacy, the Board finds that the District is:

_____ **Making Reasonable Progress**

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

_____ **Failing to make Reasonable Progress**

__X_ **In the Baseline Year** (the report will not to be used in the superintendent's evaluation)

Commendations and/or Recommendations, if any:

_____

_____

_____

Signed: _____ Date: _____
Board President

Document submitted: _____

Re-submitted: _____

R-2.3 Results Policy: Academic Performance	Superintendent			
Each student will be literate, numerate, and able to integrate and apply the knowledge, skills, and competencies acquired across all academic disciplines. 2.1 Each student will demonstrate personal growth and achievement in increasingly challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity when enrolled in disciplines, including: 2.1.9 Financial Literacy	Making Reasonable Progress	Making Reasonable Progress with noted exceptions	Failing to Make Reasonable Progress	In the Baseline Year (the report will not be used in the superintendent's evaluation)
				X

SUPERINTENDENT Interpretation:

- **Each student** shall mean all Full Academic Year (FAY) students enrolled 5K-12 in the Appleton Area School District. Every Student, Every Day.
- **Literate** shall mean the ability to read, write, speak, and listen in ways that will allow us to communicate effectively to a variety of different audiences and to make sense of the world.
- **Numerate** shall mean the ability to access, use and interpret and communicate mathematical information and ideas, to engage in and manage the mathematical demands of various situations in adult years. To be numerate is to confidently and effectively use mathematics to meet the everyday demands of life.

- **Able to integrate and apply** shall mean to combine what is learned in the classroom, whether it's theory or technique, with a solution to real-world problems.
- **Skills** and **competencies** shall mean combinations of knowledge, skills and attitudes that students develop and apply for successful learning, living and working. They emphasize aspects of learning that apply within and across all subject areas.
- **Academic disciplines** shall mean core academic subject areas. The content to be mastered by students in each of these areas is defined by the state and district learning standards.
- **Personal growth** shall mean how much academic progress a student has made between two points in time.
- **Personal achievement** shall mean individual performance based on the mastery of district adopted grade-level academic standards or from grade-level expectations on identified measures/assessments**.**
- **Increasingly challenging levels of complexity** shall mean moving along the continuum of learning from acquisition to application.
- **Higher order thinking skills of:**
    - **Knowledge** shall mean recognizing and recalling facts.
    - **Comprehension** shall mean understanding what facts mean.
    - **Application** shall mean using the facts, rules, concepts, and ideas.
    - **Analysis** shall mean breaking down information into component parts.
    - **Synthesis** shall mean the ability to put parts together to form a new whole.
    - **Evaluation** shall mean justifying the value of information and ideas.
    - **Creativity** shall mean the ability to produce new and original ideas, connections, and solutions to problems.
- **Increasingly challenging levels of complexity** shall mean moving along the continuum of learning from acquisition to application.
- **Financial Literacy** shall mean the ability to understand, evaluate, and communicate information about money and financial services.
- **Community Based** shall mean learning experiences organized by the district and an outside organization(s) that may occur in a school setting or out within the local community.
- **Money Management** shall mean the ability to plan, develop, use, and maintain a personal budget in order to make quality financial choices and decisions.

Indicators to be Used:

- In order to measure Community Based Experiences we will list the number of community partners and the number of students served. The Community Based Experiences may be either comprehensive or select.
    - **o** Comprehensive Programs and Strategic Alignment with Community Partners
        - District-wide comprehensive programs are strategically placed at a grade level and/or content strand to take advantage of the age appropriateness of the material and alignment to Financial Literacy and academic content standards.
    - **o** Select Programs.
        - These programs are offered cooperatively by the District and community partners. These programs are site specific depending on the particular criteria and parameters determined by either the partner, or teacher/school request.
- Grade Reports will be used at the end of the semester to report the grades students earned.

Definition of Terms:

- **Identified Demographic Groups**
    - o EL (English Learners)
    - o Not EL (All other students who are not English Learners)
    - o SWD (Students with Disabilities)
    - o SWOD (Students without Disabilities)
    - o Black
    - o White
- **Gaps** - The disparity in academic performance between groups of students
- **FAY -** Full academic year of enrollment. This is specific to students with "continuous enrollment beginning within the first ten days of the school year without an enrollment lapse of ten or more consecutive days.
- **Cohort Analysis** - Examines longitudinal data for the same group of students over a period of time
- **Program Analysis** - Examines longitudinal data for the same grade level over a period of time

SUPERINTENDENT Evidence of Reasonable Progress:

Course Grades - Financial Literacy Courses - Grades 11-12 (Program Analysis)

We will **decrease the percentage** of students **earning a D or F in Introduction to Economics for identified demographic groups in grades in 11-12 by 3%**

Target Group	2021-22 %D	2021-22 %F	2022-23 %D *Subject to Change	2022-23 %F *Subject to Change
EL (English Learners)	16.67%	33.33%	28.57%	7.14%
SwD	12.50%	37.50%	22.22%	22.22%
Free & Reduced	7.41%	14.81%	39.85%	17.42%
White	2.96%	0.74%	6.88%	1.88%
Black	0	0	41.67%	16.67%
Native American	0	100.00%	100.00%	0
Asian	0	0	8.00%	12.00%
Hispanic or Latino	8.33%	25.00%	22.22%	5.56%
Native Hawaiian or Pacific Islander	0	0	0	0
Two or More Races	0	14.29%	25.00%	0
Female	1.32%	2.63%	12.26%	8.49%
Male	3.85%	3.85%	9.32%	0.85%

We will **decrease the percentage** of students **earning a D or F in Personal Financial Management for identified demographic groups in grades in 11-12 by 3%.**				
Target Group	**2021-22 %D**	**2021-22 %F**	**2022-23 %D *Subject to Change**	**2022-23 %F *Subject to Change**
EL (English Learners)	15.63%	7.81%	5.95%	19.05%
SWD (Students with Disabilities)	11.56%	19.73%	8.76%	16.06%
Free & Reduced	15.76%	11.27%	8.87%	21.2%
White	3.29%	3.91%	3.04%	2.89%
Black	11.36%	11.36%	1.92%	19.23%
Native American	25.00%	12.50%	0	30.00%
Asian	7.34%	5.50%	3.28%	5.74%
Hispanic or Latino	11.34%	4.12%	5.13%	12.82%
Native Hawaiian or Pacific Islander	100.00%	0	0	0
Two or More Races	7.69%	19.23%	5.00%	0.54%
Female	3.94%	3.01%	2.38%	6.05%
Male	6.71%	6.71%	4.34%	8.22%
White	3.29%	3.91%	3.04%	2.89%

AASD/Community-based Financial Literacy Opportunities - Grades 4-12 (Program Analysis)

We will **increase the number of AASD/Community-based Financial Literacy Opportunities for 4-12 students by 1%** (Baseline will be determined during the 2021-22 school year in order to finalize intended outcomes)

Grade Band	2021-22 Financial Literacy Opportunities (Baseline)	2022-23 Financial Literacy Opportunities
Grade 4-6	0	1
Grades 7-8	2	2
Grades 9-12	2	2

We will **increase the number of AASD/Community-based Money Management Opportunities for 9-12 students by 1%** (Baseline will be determined during the 2021-22 school year in order to finalize intended outcomes)

Grade Band	2021-22 Money Management Opportunities (Baseline)	2022-23 Money Management Opportunities
Grades 9-12	2	2

Board Comments:

Success for Every Student, Every Day

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

SUPERINTENDENT CERTIFICATION:

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

_____ **Making Reasonable Progress**

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

_____ **Failing to make Reasonable Progress**

__X__ **In the Baseline Year** (the report will not be used in the superintendent's evaluation)

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

Signed: _____ Date: _____
Superintendent

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

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

Signed: _____ Date: _____

Superintendent

BOARD ACTION:

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

_____ **Making Reasonable Progress**

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

_____ **Failing to make Reasonable Progress**

__X__ **In the Baseline Year** (the report will not to be used in the superintendent's evaluation)

Commendations and/or Recommendations, if any:

_____

_____

_____

Signed: _____ Date: _____
Board President

Document submitted: _____

Re-submitted: _____

R-3 Results Policy: Essential Life Skills	Superintendent			
Students will acquire the developmental skills necessary to lead healthy, satisfying, self-directed, and productive lives in the following domains: 3.1. Cognitive development, including critical, analytical, and creative thinking. 3.2. Physical wellness development including the ability to make healthy lifestyle choices. 3.3. Communications development, including the ability to listen and express themselves effectively. 3.4. Social development, including the ability to establish and maintain positive relationships with others, to function as members of teams and to contribute to the common good. 3.5. Moral and ethical character development, including respect, empathy, and compassion for others and accountability for their own actions. 3.6. Psychological development, including resilience, adaptability, the ability to manage their own emotions and to maintain positive self-worth. 3.7. Career development, including exploring and identifying aptitudes, interests, passions, and understanding of career expectations.	Making Reasonable Progress	Making Reasonable Progress with noted exceptions	Failing to Make Reasonable Progress	In the Baseline Year (the report will not be used in the superintendent's evaluation)
				X

SUPERINTENDENT Interpretation:

- **Cognitive development** shall mean the development of knowledge, skills, problem solving and dispositions, which help students to think about and understand the world around them.
- **Physical wellness development** shall mean ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person
- **Communications development** shall mean learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics using authentic resources (such as informational texts, fictional texts, conversations and discussions).

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

Indicators to be Used:

- **Panorama** captures student perceptions using the featured topics. All students in Grades 3-12 take the survey in the fall and spring. **Topics** include student competencies and school climate areas.
- **WI Youth Risk Behavior Survey (YRBS)** - monitors categories of health-related behaviors that contribute to social problems and the leading causes of death and disability among youth, including: (1) mental health, (2) bullying, (3) suicide and help seeking, (4) screen use and online behavior, (5) school safety, (6) sexual and dating violence, (7) tobacco and electronic smoking devices, (8) housing and neighborhood, (9) sexual behaviors, alcohol and other drugs, (10) traffic safety, (11) nutrition, and (12) physical health. The data is used to address content-learning outcomes in health. The survey is given every two years in the spring semester to middle school and high school students.
- **Action for Healthy Kids - School Health Index** – The School Health Index is an evaluation tool based on the CDC's research-based guidelines to identify and reduce health risk behaviors in youth. Health and Human Performance (HHP) would utilize the health and physical education components of the index to help determine program effectiveness. The survey is completed every spring by all schools in the district as a part of our Wellness Policy.
- (Starting in Spring 2023) **AASD CBL/ACP Summative Survey** - 6th-12th grade students are given this survey in the Spring to capture their progress specific to their individual Academic and Career Planning. This survey specifically measures grade-level Academic and Career Planning outcomes relating to career exploration, career interests, action steps taken towards completing their Academic Career Plan and participation in career planning experiences.

Definition of Terms:

- **Learning Strategies** - A measurement of how well students deliberately use strategies to manage their own learning processes generally.
- **Self-Management** - A measurement of how well students manage their emotions, thoughts, and behaviors in different situations.
- **Social Awareness** - A measurement of how well students consider the perspectives of others and empathize with them.
- **Social Perspective** - A measurement of the extent to which students consider the perspectives of others
- **ACP** - **Academic Career Plan** - is a student-driven, adult-supported process. Students create their own unique vision for post-secondary success. This is achieved through self-exploration, career exploration, and the development of career planning skills.
- **CBL** - **Career Based Learning** - the Academic and Career Planning business-connected experiences and opportunities that allow K-12 students to participate in career awareness, career exploration, or career development.

SUPERINTENDENT Evidence of Reasonable Progress:

We will know we have made reasonable progress when:

(Cognitive Development)

Panorama: Learning Strategies

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

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

Panorama: Self-Management

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

Self-Management		
Grade Band	**Percentage Scoring Favorably (Score of 3, 4, or 5)**	
	Spring 2022	**Spring 2023**
Grades 3-6	76%	73%
Grades 7-12* ***KA 6th-grade data included**	65%	69%

(Physical Wellness Development)

Action for Healthy Kids - School Health Index (SHI): Program Analysis by School Level

We will **increase** the **average SHI** for each school level (elementary/middle/high) by **1%**.

SHI Score in Percentages				
School Level	**Average SHI Score 2020-21 (Baseline)**		**Average SHI Score 2021-22**	
	Health Education	**PE & Physical Activity**	**Health Education**	**PE & Physical Activity**
Elementary Schools	94.3%	87.82%	97.45%	93.36%
Middle Schools	84.62%	76.11%	79.49%	69.44%
High Schools	89.23%	77.33%	89.74%	78.22%

We will **increase** the **average SHI Accountability Ratings** for each school level from Good to Excellent by **1%** to level off at 100% Excellent Accountability Rating.

SHI Accountability Ratings in Percentages		
School Level	**Average Excellent Rating 2020-21**	**Average Excellent Rating 2021-22**
Elementary Schools	84%	94%
Middle Schools	100%	50%
High Schools	100%	100%

AASD Youth Risk Behavior Survey (YRBS): Program Analysis by School Level

We will **decrease the percentage of students** by **X%** who **demonstrate Higher Risks Y** as identified through the **AASD YRBS**.

School Level	% of Students Demonstrating Higher Risks for "Behavior Y" 2021-22	% of Students Demonstrating Higher Risks for "Behavior Y" 2022-23
Middle Schools	2021-22 YRBS Baseline	NA
High Schools	2021-22 YRBS Baseline	NA

We will **increase the percentage of students** by **X%** who **demonstrate the ability to Access Valid Health Information (mental health/bullying)** as indicated by the **AASD YRBS**.

School Level	% of Students Demonstrating Ability to Access Valid Health Information (2021-22 YRBS Baseline)	% of Students Demonstrating Ability to Access Valid Health Information (2022-23 YRBS)
Middle Schools	Spring 2022 Baseline	NA
High Schools	Spring 2022 Baseline	NA

(Communications & Social Development)

Panorama: Social Awareness (Overall)

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

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

(Moral & Ethical Character Development)

Panorama: Social Awareness (Targeted Question)

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

Social Awareness		
Grade Band	**Percentage Scoring Favorably (Score of 3, 4, or 5)**	
	Spring 2022	**Spring 2023**
Grades 3-6	72%	74%
Grades 7-12* *KA 6th-grade data included	65%	67%

(Psychological Development)

Panorama: Social Perspective

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

Social Perspective		
Grade Band	**Percentage Scoring Favorably (Score of 3, 4, or 5)**	
	Spring 2022	**Spring 2023**
Grades 7-12* *KA 6th-grade data included	51%	50%

(Career Development)

Panorama: Self-Management

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

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

AASD CBL/ACP Summative Survey

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

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

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

Grade Band	**Spring 2022**	**Spring 2023**
12th-grade	30.1%	28.8%

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

Preparation for College, Career, and Life		
Grade Band	**NEW for Spring 2023**	**Spring 2024**
6th-grade	93%	%
7th-grade	77.9%	%
8th-grade	78.6%	%
9th-grade	81.8%	%
10th-grade	77.4%	%
11th-grade	80.2%	%
12th-grade	71.8%	%

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

Preparation to independently Lead, Care, and Contribute		
Grade Band	**NEW for Spring 2023**	**Spring 2024**
% of JUNIORS indicating they are prepared to LEAD by example through critical thinking, problem-solving, and effective communication.	54.8%	%
% of JUNIORS indicating they are prepared to CARE for themselves, others, and their community through empathy, compassion, and respect.	73.4%	%
% of JUNIORS indicating they are prepared to	66.8%	%

CONTRIBUTE to their classrooms, schools, and communities through self-direction, productivity, and accountability.		
% of SENIORS indicating they are prepared to LEAD by example through critical thinking, problem-solving, and effective communication.	56.6%	%
% of SENIORS indicating they are prepared to CARE for themselves, others, and their community through empathy, compassion, and respect.	71.8%	%
% of SENIORS indicating they are prepared to CONTRIBUTE to their classrooms, schools, and communities through self-direction, productivity, and accountability.	65.3%	%

Board Comments:

COMMUNITY LINKAGES RECAP

EDWARD RUFFOLO, KRIS SAUTER, NICK ROSS

JULY 24, 2023

RESULTS FROM 2022 – 2023 LINKAGES

Community – eight community cafés (virtual & in-person)

Staff – four virtual meetings

Students – met with all three high schools

Board member attendance at events was strong, with a minimum of five boards members attending, and often the entire board was present.

Feedback from all stakeholder groups has been strongly positive

Three major themes arose based on our connections to stakeholders.

MAJOR THEMES

Attendance – Nick Ross

Behavior – Kris Sauter

Grading-for-Learning (GFL) – Edward Ruffolo

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

ATTENDANCE

- Chronic absenteeism and truancy is too high
- Educators spoke of the negative impact that absenteeism is having on student achievement and progress
- Students expressed concerns for peers that are rarely attending some classes
- Parents & community members are concerned that the district is not being proactive enough to encourage attendance and enforce attendance policies
- Stakeholders concerned that policies cannot be inconsistently applied, with minorities or minority students, marginalized groups, and students with disabilities experiencing more negative enforcements

ATTENDANCE – IDEAS FOR IMPROVEMENT

- Tiered approach to attendance policies
  - Promote the importance of attendance and benefits of fully participating in all classes and activities, while respecting the need for students that are not feeling well to refrain from attending or to remain at home
  - Work collaboratively with families that are facing barriers to student attendance and participation, and avoid creating an adversarial relationship
  - Engage community partners to assist with removing barriers that are beyond the scope of services the district can provide
  - Attendance issues need to be addressed with a strong sense of urgency, as it can be difficult to recapture lost time
  - Recognize the as a last resort there may be a need for consequences

ATTENDANCE – LEADERSHIP RESPONSE

BEHAVIOR

Behavior is a major concern among stakeholders

Staff shared incidents of significant student misconduct

Students are frustrated when a small number of individuals disrupt and negatively impact their learning environment

Parents and community members echoed the concerns for behavior and were adamant that student behavior be appropriately addressed

BEHAVIOR – IDEAS FOR IMPROVEMENT

Attendance issues may be contributing to behavior issues. Students physically present but not attending classes using the time unproductively and inappropriately

Many concerns that the restrooms are being used for vaping and other inappropriate behavior. Restroom privacy being used to mask inappropriate behavior

Concept of restorative practices may not be fully understood, defined or implemented

District may need to establish “non-negotiable” behaviors that result in immediate consequences

BEHAVIOR – LEADERSHIP RESPONSE

GRADING FOR LEARNING - GLF

Significant dissatisfaction by all stakeholder groups related to GFL was expressed. Staff were particularly concerned about the negative impacts arising from GFL

Very strong concern that not assessing formative work is decreasing student motivation

Flexible schedules make it difficult for educators, students and parents to adequately monitor student progress. A large amount of formative work is submitted at the end of term, making it difficult to provide intervention for students that need assistance in mastering materials

GRADING FOR LEARNING

The 1-4 ranking system, with “1” equating to 20% may not be rigorous enough to ensure student learning & achievement

The ability to frequently re-take summative course work may result in inadequate student preparation

Educators are spending significant time preparing and assessing multiple summative work, which is limiting opportunities for innovative special projects and course work

GFL may not be adequately preparing students for the increased rigor of post-secondary education

Students and parents do appreciate the flexibility of GFL for formative and summative work

GRADING FOR LEARNING – LEADERSHIP RESPONSE

FUTURE



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



COMMITTEE IS DISCUSSING OTHER POTENTIALS LINKAGES ACTIVITIES IN ADDITION TO COMMUNITY CAFÉ



SHARING ADDITIONAL INFORMATION SOON FOR BOARD MEMBER REVIEW AND COMMENTARY, AS WELL AS TO FACILITATE SCHEDULING