



**Monday, August 14, 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@asd.k12.wi.us or (920) 852-5300 ext. 60111, at least 24-hours in advance of the meeting.

1. Meeting Opening

Subject	A. Roll Call
Meeting	Aug 14, 2023 - Board of Education Meeting
Category	1. Meeting Opening
Type	Procedural

Subject	B. Pledge of Allegiance
Meeting	Aug 14, 2023 - Board of Education Meeting
Category	1. Meeting Opening
Type	Procedural

2. Closed Session

Subject	A. Motion to go into Closed Session
Meeting	Aug 14, 2023 - Board of Education Meeting
Category	2. Closed Session
Type	Action, Procedural
Motion & Voting	
Nick Ross	
Motion by Edward Ruffolo, second by Pheng Thao. Final Resolution: Motion Carried Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack Abstain: Nick Ross	
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	Aug 14, 2023 - Board of Education Meeting
Category	2. Closed Session
Type	Procedural
Subject	C. Motion to Return to Open Session (Approximately 6:30PM)
Meeting	Aug 14, 2023 - Board of Education Meeting
Category	2. Closed Session
Type	Action, Procedural
Motion & Voting	
(not specified)	
Motion by Edward Ruffolo, second by Pheng Thao. Final Resolution: Motion Carried Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross	

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

Subject	A. Board Member Request to Remove Consent Agenda Item(s) for Separate Consideration
Meeting	Aug 14, 2023 - Board of Education Meeting
Category	3. Approval of Agenda (GC-2: Governing Commitments)
Type	Procedural

Subject	B. Approval of Agenda
Meeting	Aug 14, 2023 - Board of Education Meeting
Category	3. 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 James Bacon, second by Edward Ruffolo.

Final Resolution: Motion Carried

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

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

Subject	A. Public Input
Meeting	Aug 14, 2023 - Board of Education Meeting
Category	4. Public Input (GC-3.3: Initiate and maintain effective communication with the citizens.)
Type	Procedural

Public Input:

Members of the public wishing to address the Board may speak during public input 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](#)

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

Subject	A. None
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Meeting	Aug 14, 2023 - Board of Education Meeting
Category	5. Board Development (GC-2.2: The Board will assure that its members are provided with training and professional support necessary to govern effectively.)
Type	Discussion, Information, Presentation

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

Subject	A. Business Services Update(s): AP Check Register- July 2023
Meeting	Aug 14, 2023 - Board of Education Meeting
Category	6. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)
Type	Discussion, Information, Report

Executive Director of Finance, Holly Burr, will update the Board on the AP Check Register-July 2023.

Subject	B. School/Student Services Update(s):Policy Update: 430-Student Attendance
Meeting	Aug 14, 2023 - Board of Education Meeting
Category	6. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)
Type	Discussion, Information, Report

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

File Attachments
[IFC Policy 430 .pdf \(37 KB\)](#)
[FINAL Student Attendance Policy 430 and 430-Rule.pdf \(121 KB\)](#)

Subject	C. Personnel Services Update(s): Professional Educator New Hire(s), Contract Change(s), Resignation(s), and Rescinding Resignation(s); Internships(s)
Meeting	Aug 14, 2023 - Board of Education Meeting
Category	6. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)
Type	Discussion, Information, Report

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

File Attachments

[IFC Professional Educator New Hires 8-14-23.pdf \(186 KB\)](#)

[IFC Professional Educator New Hires 8-14-23 REVISED.pdf \(192 KB\)](#)

[IFC Professional Educator Contract Changes 8-14-23.pdf \(104 KB\)](#)

[IFC Professional Educator Rescinding Resignation 8-14-23.pdf \(107 KB\)](#)

[IFC Professional Educator Resignations 8-14-23.pdf \(109 KB\)](#)

[IFC-Internship.pdf \(160 KB\)](#)

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

Subject	A. Board Meeting Minutes from July 24, 2023
Meeting	Aug 14, 2023 - Board of Education Meeting
Category	7. Board's Consent Agenda (GC-2.4: The Board will use a consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss.)
Type	Action, Minutes
Recommended Action	Motion to approve the Board Meeting Minutes of July 24, 2023 as presented.
Minutes	View Minutes for Jul 24, 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 July 24, 2023 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

Abstain: Nick Ross

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

Subject	A. AP Check Register- July 2023
Meeting	Aug 14, 2023 - Board of Education Meeting
Category	8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action (Consent)
Fiscal Impact	Yes
Budgeted	Yes
Motion & Voting (not specified)	

Motion by Kay Eggert, second by Edward Ruffolo.

Final Resolution: Motion Carried

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

Subject **B. Policy Update: 430-Student Attendance**

Meeting Aug 14, 2023 - Board of Education Meeting

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

Type Action

File Attachments

[IFC Policy 430 .pdf \(37 KB\)](#)

[FINAL Student Attendance Policy 430 and 430-Rule.pdf \(121 KB\)](#)

Subject **C. Professional Educator New Hire(s)**

Meeting Aug 14, 2023 - Board of Education Meeting

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

Type Action

File Attachments

[IFC Professional Educator New Hires 8-14-23.pdf \(188 KB\)](#)

[IFC Professional Educator New Hires 8-14-23 REVISED.pdf \(192 KB\)](#)

Subject **D. Professional Educator Contract Change(s)**

Meeting Aug 14, 2023 - Board of Education Meeting

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

Type Action

File Attachments

[IFC Professional Educator Contract Changes 8-14-23.pdf \(104 KB\)](#)

Subject **E. Professional Educator Resignation(s)**

Meeting Aug 14, 2023 - Board of Education Meeting

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

Type Action

File Attachments

[IFC Professional Educator Resignations 8-14-23.pdf \(109 KB\)](#)

Subject F. Professional Educator Rescinding Resignation(s)

Meeting Aug 14, 2023 - Board of Education Meeting

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

Type Action

File Attachments

[IFC Professional Educator Rescinding Resignation 8-14-23.pdf \(107 KB\)](#)

Subject G. Internship(s)

Meeting Aug 14, 2023 - Board of Education Meeting

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

Type Action

File Attachments

[IFC-Internship.pdf \(160 KB\)](#)

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

Subject A. Business Services Report: Referendum Update

Meeting Aug 14, 2023 - Board of Education Meeting

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

Type Discussion, Information, Presentation, Report

Assistant Superintendent, Nan Bunnaw, will present the Referendum Updates.

File Attachments

[BOE Sandy Slope Elementary Update, 8-14-23.pdf \(2,389 KB\)](#)

Subject	B. School/Student Services Report: None
Meeting	Aug 14, 2023 - Board of Education Meeting
Category	9. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)
Type	Discussion, Information, Presentation, Report

Subject	C. Personnel Services Update(s): None
Meeting	Aug 14, 2023 - Board of Education Meeting
Category	9. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)
Type	

10. Board Business

Subject	A. Monitoring Report: OE 2- Emergency Superintendent Succession
Meeting	Aug 14, 2023 - Board of Education Meeting
Category	10. Board Business
Type	Action
Recommended Action	Motion to approve OE 2- Emergency Superintendent Succession.

Superintendent, Greg Hartjes, will present the OE 2-Emergency Superintendent Succession item for consideration.

File Attachments
[Monitoring-OE-2 Emergency Superintendent Succession .pdf \(424 KB\)](#)

Motion & Voting

Motion to approve OE 2- Emergency Superintendent Succession.

Motion by Pheng Thao, second by Kristine Sauter.

Final Resolution: Motion Carried

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

Subject	B. 2023-2024 Professional Educator Compensation increase
Meeting	Aug 14, 2023 - Board of Education Meeting
Category	10. Board Business
Type	Action

Chief Human Resources Officer, Julie King, will present the Professional Educator Compensation increase.

Subject	C. 2023-2024 Administrator Compensation increase
Meeting	Aug 14, 2023 - Board of Education Meeting
Category	10. Board Business
Type	Action
Recommended Action	Motion to approve the 2023-2024 Administrator Compensation increase as presented.

Chief Human Resources Officer, Julie King, will present the 2023-2024 Administrator Compensation increase.

File Attachments
[IFC-COMPENSATION INCREASE 2023-2024-ADMINISTRATORS.pdf \(110 KB\)](#)

Motion & Voting

Motion to approve the 2023-2024 Administrator Compensation increase 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, Nick Ross

Subject	D. 2023-2024 Paraprofessional Wage Settlement and Compensation increase
Meeting	Aug 14, 2023 - Board of Education Meeting
Category	10. Board Business
Type	Action
Recommended Action	Motion to approve the 2023-2024 Paraprofessional Wage Settlement and Compensation increase as presented.

Chief Human Resources Officer, Julie King, will present the 2023-2024 Paraprofessional Wage Settlement and Compensation increase.

File Attachments
[IFC-COMPENSATION INCREASE & WAGE SETTLEMENT 2023-2024-PARAPROFESSIONALS.pdf \(109 KB\)](#)

Motion & Voting

Motion to approve the 2023-2024 Paraprofessional Wage Settlement and Compensation increase 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, Nick Ross

Subject	E. 2023-2024 Administrative Support Unit (ASU) Staff increase
Meeting	Aug 14, 2023 - Board of Education Meeting

Category	10. Board Business
Type	Action
Recommended Action	Motion to approve the 2023-2024 Administrative Support Unit (ASU) Staff increase as presented.

Chief Human Resources Officer, Julie King, will present the 2023-2024 Administrative Support Unit (ASU) staff increase.

File Attachments
[IFC-COMPENSATION INCREASE 2023-2024-ASU.pdf \(108 KB\)](#)

Motion & Voting

Motion to approve the 2023-2024 Administrative Support Unit (ASU) Staff increase as presented.

Motion by James Bacon, second by Kristine Sauter.

Final Resolution: Motion Carried

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

Subject F. 2023-2024 Maintenance Compensation increase

Meeting Aug 14, 2023 - Board of Education Meeting

Category 10. Board Business

Type Action

Recommended Action Motion to approve the 2023-2024 Maintenance Compensation increase as presented.

Chief Human Resources Officer, Julie King, will present the 2023-2024 Maintenance Compensation increase.

File Attachments
[IFC-COMPENSATION INCREASE 2023-2024-MAINTENANCE.pdf \(108 KB\)](#)

Motion & Voting

Motion to approve the 2023-2024 Maintenance Compensation increase as presented.

Motion by Edward Ruffolo, second by Pheng Thao.

Final Resolution: Motion Carried

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

Subject G. 2023-2024 Secretaries Compensation increase

Meeting Aug 14, 2023 - Board of Education Meeting

Category 10. Board Business

Type Action

Recommended
Action

Motion to approve the 2023-2024 Secretaries Compensation increase as presented.

Chief Human Resources Officer, Julie King, will present the 2023-2024 Secretaries Compensation increase.

File Attachments

[IFC-COMPENSATION INCREASE 2023-2024-SECRETARIES.pdf \(109 KB\)](#)

Motion & Voting

Motion to approve the 2023-2024 Secretaries Compensation increase as presented.

Motion by James Bacon, second by Edward Ruffolo.

Final Resolution: Motion Carried

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

Subject **H. Consent Agenda Item(s) Removed for Separate Consideration**

Meeting Aug 14, 2023 - Board of Education Meeting

Category 10. Board Business

Type Action, Discussion

11. Items of Information

Subject **A. Employee Clinic Partnership**

Meeting Aug 14, 2023 - Board of Education Meeting

Category 11. Items of Information

Type Discussion, Information, Report

Chief Human Resources Officer, Julie King, will discuss the Employee Clinic Partnership item for information.

File Attachments

[IOI - Employee Clinic Partnership.pdf \(61 KB\)](#)

12. Future Meetings

Subject **A. Board Work Session: Wednesday, August 23, 2023, 9:00AM**

Meeting Aug 14, 2023 - Board of Education Meeting

Category 12. Future Meetings

Type

Subject **B. Board Meeting: Monday, August 28, 2023, 6:00PM**

Meeting	Aug 14, 2023 - Board of Education Meeting
Category	12. Future Meetings
Type	

13. Adjourn

Subject	A. Motion to Adjourn the Meeting
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Meeting	Aug 14, 2023 - Board of Education Meeting
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Category	13. Adjourn
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Type	Action, Procedural
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Motion & Voting

(not specified)

Motion by Nick Ross, second by Kristine Sauter.

Final Resolution: Motion Carried

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

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).

187-Rule (cont.)

- 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.

PUBLIC INPUT AT SCHOOL BOARD AND BOARD SUBCOMMITTEE MEETINGS

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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
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- ✓ 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).

187-Rule (cont.)

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

Authority and Responsibility of the Board President or Chair

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

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

School Board Meetings

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

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

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

Adoption Date: September 14, 1987

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

Appendix 1

Public Input Disclaimer

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

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

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

ITEM FOR CONSIDERATION

Topic: Revision to Board 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 line 115 and line 116 to indicate the period of time for such an excuse shall not exceed 30 days.

Instructional

Impact: If necessary, it is important to link whatever is being addressed to what makes it valuable to students. Be as specific as possible, but avoid lengthy descriptions. A statement or two is all that is necessary.

Fiscal

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

Administrative

Recommendation: 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 line 115 and line 116 to indicate the period of time for such an excuse shall not exceed 30 days.

Contact

Person(s): Laura Jackson 920-852-5317 x60241

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.

430-Rule (cont.)

- 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 days. Absences beyond 30 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.

430-Rule (cont.)

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 truant students
- Family support groups
- Family-based services
- Consider other community resources

Open Enrolled Student – Habitual Truancy

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 trancies 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

430-Rule (cont.)

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 coursework and examinations shall be the same as for other excused absences.

430-Rule (cont.)

- 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.

430-Rule (cont.)

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, September 9, 2019, and August 14, 2023

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

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:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>	<u>Salary</u>	<u>Effective Date:</u>
Carina M. Brooks	English Learner	Kaleidoscope	100%	\$45,200	8/28/23
Hannah M. Driessen	Special Ed-I4K	4K-Bridges	100%	\$45,200	8/28/23
Joel D. Hallstrom	Special Ed-EBD	East	100%	\$45,200	8/28/23
Austin S. Herman	Math	West	100%	\$48,300	8/28/23
Stephanie M. Jacobs	Special Ed-ID	Huntley	100%	\$47,200	8/28/23
Diane L. Laes	World Language-Spanish	Classical	100%	\$51,600	8/28/23
Jessica J. Marsh Worde	Special Ed-SLD	Columbus	100%	\$55,100	8/28/23
Caroline A. Perullo	Special Ed-Cross Cat.	Franklin	100%	\$51,400	8/28/23
Sarah B. Pobiecke	Special Ed-SLD	Madison	100%	\$46,200	8/28/23
Bethany J. Riley	School Counselor	Huntley	20%	\$10,070	8/28/23
Sonja M. Rosencrans	Special Ed-Program Support	District	100%	\$58,550	8/28/23
Katherine M. Scherer	Elementary	TBD	100%	\$55,000	8/28/23
Rachel E. Stutzman	4K/5K	APM	50%	\$25,175	8/28/23
Margie G. Westmoreland	Computer Science	East/North/West	100%	\$63,200	8/28/23
Scott A. Winkler	English Language Arts	East	100%	\$63,200	8/28/23

Carina M. Brooks received her Bachelor of Science in Education degree from UW-Oshkosh with a major in Elementary Education. Most recently, she was a Ski Instructor at Nordic Mountain Ski Hill.

Hannah M. Driessen received her Bachelor of Science in Education degree from UW-Oshkosh with a dual major in Early Childhood and Early Childhood Special Education. Most recently, she served the District as a Dedicated Substitute at Franklin Elementary School.

Joel D. Hallstrom received his Bachelor of Arts degree from Ripon College with a major in History and a minor in Education. Mr. Hallstrom is being hired under a one-year license with stipulations as a "Temporary Employee" for the 2023-2024 school year. Most recently, he served the District as a Grade 4 Teacher at Johnston Elementary School.

Austin S. Herman received his Bachelor of Science in Education degree from UW-Oshkosh with a major in Mathematics. Most recently, he served the School District of Niagara as a Math Teacher.

Stephane M. Jacobs received her Bachelor of Arts degree from Concordia College with a major in Elementary Education. Most recently, she served the District as a Substitute Teacher.

Diane L. Laes received her Bachelor of Arts degree from UW-Green Bay with a major in Literature and Language-Spanish. Most recently, she served the Chilton Public Schools as a Spanish and English Learner Teacher.

Jessica J. Marsh Worde received her Master of Education degree from Lesley University with a major in Curriculum and Instruction. Most recently, she served the District as the Title I/Even Start Family Literacy Secretary at the Community Early Learning Center.

Caroline A. Perullo received her Master of Science in Education degree from Brooklyn College with a major in Special Education. Most recently, she served the Winnetka School District 36 in Illinois as a Substitute Special Education Teacher.

Sarah B. Pobiecke received her Bachelor degree from Humboldt State University with a major in Geography. Ms. Pobiecke is being hired under a one-year license with stipulations. Most recently, she served Milwaukee Public Schools as a Substitute Teacher.

Bethany J. Riley received her Master of Science in Education degree from UW-Oshkosh with a major in Professional/School Counseling. Most recently, she served the School District of Lomira as a Mental Health Navigator.

Sonja M. Rosencrans received her Master of Science in Education degree from UW-Oshkosh with a major in Special Education. Most recently, she served the Fond du Lac School District as Teacher on Special Assignment.

Katherine M. Scherer received her Bachelor of Science in Education degree from UW-Stout with a major in Early Childhood Education. Most recently, she served Xavier Catholic Schools as a Grade 2 Teacher.

Rachel E. Stutzman received her Master of Science in Education degree from UW-River Falls with a major in Montessori Education. Most recently, she served the District as a guest Art Teacher at Appleton Public Montessori.

Margie G. Westmoreland received her Doctorate degree from Mississippi State University with a major in Educational Leadership. Most recently, she served the Lee County School District in Mississippi as a Spanish Teacher.

Scott A. Winkler received his Doctorate degree from UW-Milwaukee with a major in Creative Writing. Most recently, he served the Gillett School District as an English 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)

8/14/23

ITEM FOR CONSIDERATION

Topic: Professional Educator New Hire(s) - REVISED

Background

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

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>	<u>Salary</u>	<u>Effective Date:</u>
Carina M. Brooks	English Learner	Kaleidoscope	100%	\$45,200	8/28/23
Hannah M. Driessen	Special Ed-I4K	4K-Bridges	100%	\$45,200	8/28/23
Elizabeth W. Elrod	Special Ed-Cross Cat.	Franklin	100%	\$45,200	8/28/23
Joel D. Hallstrom	Special Ed-EBD	East	100%	\$45,200	8/28/23
Austin S. Herman	Math	West	100%	\$48,300	8/28/23
Stephanie M. Jacobs	Special Ed-ID	Huntley	100%	\$47,200	8/28/23
Diane L. Laes	World Language-Spanish	Classical	100%	\$51,600	8/28/23
Melanie M. Lofgren	Library Media Specialist	Edison/McKinley	100%	\$60,200	8/28/23
Jessica J. Marsh Worde	Special Ed-SLD	Columbus	100%	\$55,100	8/28/23
Caroline A. Perullo	Special Ed-Cross Cat.	Franklin	100%	\$51,400	8/28/23
Sarah B. Pobiecke	Special Ed-SLD	Madison	100%	\$46,200	8/28/23
Bethany J. Riley	School Counselor	Huntley	20%	\$10,070	8/28/23
Sonja M. Rosencrans	Special Ed-Program Support	District	100%	\$58,550	8/28/23
Katherine M. Scherer	Elementary	TBD	100%	\$55,000	8/28/23
Rachel E. Stutzman	4K/5K	APM	50%	\$25,175	8/28/23
Margie G. Westmoreland	Computer Science	East/North/West	100%	\$63,200	8/28/23
Scott A. Winkler	English Language Arts	East	100%	\$63,200	8/28/23

Carina M. Brooks received her Bachelor of Science in Education degree from UW-Oshkosh with a major in Elementary Education. Most recently, she was a Ski Instructor at Nordic Mountain Ski Hill.

Hannah M. Driessen received her Bachelor of Science in Education degree from UW-Oshkosh with a dual major in Early Childhood and Early Childhood Special Education. Most recently, she served the District as a Dedicated Substitute at Franklin Elementary School.

Elizabeth W. Elrod received her Bachelor of Science in Education degree from UW-Eau Claire with a dual major in Elementary and Special Education-Learning Disabilities. Ms. Elrod is being hired under a one-year license with stipulations as a “Temporary Employee” for the 2023-2024 school year. Most recently, she served the Kaukauna Area School District as a Substitute Teacher.

Joel D. Hallstrom received his Bachelor of Arts degree from Ripon College with a major in History and a minor in Education. Mr. Hallstrom is being hired under a one-year license with stipulations as a “Temporary Employee” for the 2023-2024 school year. Most recently, he served the District as a Grade 4 Teacher at Johnston Elementary School.

Austin S. Herman received his Bachelor of Science in Education degree from UW-Oshkosh with a major in Mathematics. Most recently, he served the School District of Niagara as a Math Teacher.

Stephane M. Jacobs received her Bachelor of Arts degree from Concordia College with a major in Elementary Education. Ms. Jacobs' is being hired under a one-year license with stipulations as a "Temporary Employee" for the 2023-2024 school year. Most recently, she served the District as a Substitute Teacher.

Diane L. Laes received her Bachelor of Arts degree from UW-Green Bay with a major in Literature and Language-Spanish. Most recently, she served the Chilton Public Schools as a Spanish and English Learner Teacher.

Melanie M. Lofgren received her Master of Science degree from UW-Oshkosh with a major in Educational Leadership/Library Science. Most recently, she served the Green Bay Area Public Schools as a Library Media Specialist.

Jessica J. Marsh Worde received her Master of Education degree from Lesley University with a major in Curriculum and Instruction. Most recently, she served the District as the Title I/Even Start Family Literacy Secretary at the Community Early Learning Center.

Caroline A. Perullo received her Master of Science in Education degree from Brooklyn College with a major in Special Education. Most recently, she served the Winnetka School District 36 in Illinois as a Substitute Special Education Teacher.

Sarah B. Pobiecke received her Bachelor degree from Humboldt State University with a major in Geography. Ms. Pobiecke is being hired under a one-year license with stipulations. Most recently, she served Milwaukee Public Schools as a Substitute Teacher.

Bethany J. Riley received her Master of Science in Education degree from UW-Oshkosh with a major in Professional/School Counseling. Most recently, she served the School District of Lomira as a Mental Health Navigator.

Sonja M. Rosencrans received her Master of Science in Education degree from UW-Oshkosh with a major in Special Education. Most recently, she served the Fond du Lac School District as Teacher on Special Assignment.

Katherine M. Scherer received her Bachelor of Science in Education degree from UW-Stout with a major in Early Childhood Education. Most recently, she served Xavier Catholic Schools as a Grade 2 Teacher.

Rachel E. Stutzman received her Master of Science in Education degree from UW-River Falls with a major in Montessori Education. Most recently, she served the District as a guest Art Teacher at Appleton Public Montessori.

Margie G. Westmoreland received her Doctorate degree from Mississippi State University with a major in Educational Leadership. Most recently, she served the Lee County School District in Mississippi as a Spanish Teacher.

Scott A. Winkler received his Doctorate degree from UW-Milwaukee with a major in Creative Writing. Most recently, he served the Gillett School District as an English 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: Contract changes for the following individuals are recommended for the 2023-2024 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>	<u>Effective Date</u>
Sonja R. Ferguson	Counselor	Johnston	60% to 100%	8/28/23
Kathryn E. Stanley	STEM	Fox River Academy	50% to 100%	8/28/23

Fiscal Note: As indicated above

Administrative Recommendation: Approval

Instructional Impact: These assignment adjustments will assist in retaining staff and meeting student needs.

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

8/14/23

ITEM FOR CONSIDERATION

Topic: Professional Educator Rescinding of Resignation(s)

Background Information: The Board of Education approved the following professional educator's resignation on Monday, July 24, 2023, however, this professional educator has submitted a letter requesting to rescind her resignation:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>	<u>Effective Date</u>
Sarah J. Tomazevic	Speech & Language Pathologist	Columbus/Horizons	100%	8/28/23

Fiscal Note: As indicated above

Administrative Recommendation: Approval

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

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:

Kevin R. Bleck has been with the District for ten years, most recently as a Health Teacher at North High School.

Martha H. Frega has been with the District for eleven years, most recently as a Dean of Students at Highlands Elementary School.

Andera R. Schoerner has been with the District for two and one-half years, most recently as a Counselor at Johnston Elementary School.

Caitlin P. Sics has been with the District for twelve years, most recently as a Grade 6 Teacher at Houdini Elementary School.

Jodi L. Strube has been with the District for ten years, most recently as an Integrated Kindergarten Teacher with Appleton Community 4K, located at Bridges Enrichment Center.

Annabel R. Theder has been with the District for one year, most recently as a Grade 3 Teacher at Wisconsin Connections Academy.

Kimberly A. Zavoski was recently hired by the District for the 2023-2024 school year as an Elementary Teacher at a site and grade to be determined.

Taylor R. Zuelsdorf has been with the District for two years, most recently as a Library Media Specialist at Berry Elementary School and Einstein Middle School.

Fiscal Note: Dependent upon replacements

Administrative

Recommendation: Approval

Instructional

Impact: Qualified replacements will be procured

Contact

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

8/14/23

ITEM FOR CONSIDERATION

TOPIC: Internship(s)

Background

Information: The Appleton Area School District has applied annually for multiple internship positions to the Department of Public Instruction (DPI). The Wisconsin Internship Program (WIP) governed by DPI is an effective strategy to develop talent for future positions. Interns are provided on-the-job training with cooperating teacher supervision and are compensated in the form of a stipend in accordance with DPI guidelines. The following internships are recommended for the first semester of the 2023-2024 school year:

<u><i>Name</i></u>	<u><i>Position</i></u>	<u><i>Location</i></u>	<u><i>Stipend</i></u>	<u><i>Effective Date</i></u>
Madison J. Brzezinski	ELA	Kaleidoscope	\$4,500	8/28/23
Lily K. Gerbensky	Math	Kaleidoscope	\$4,500	8/28/23

Instructional

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

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

Administrative

Recommendation: It is recommended that these individuals are approved for Internship positions for the first semester of the 2023-2024 school year.

Contact

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

BOE: 8/14/23

ITEM FOR CONSIDERATION

Topic: Revision to Board 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 line 115 and line 116 to indicate the period of time for such an excuse shall not exceed 30 days.

Instructional

Impact: If necessary, it is important to link whatever is being addressed to what makes it valuable to students. Be as specific as possible, but avoid lengthy descriptions. A statement or two is all that is necessary.

Fiscal

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

Administrative

Recommendation: 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 line 115 and line 116 to indicate the period of time for such an excuse shall not exceed 30 days.

Contact

Person(s): Laura Jackson 920-852-5317 x60241

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.

430-Rule (cont.)

- 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 days. Absences beyond 30 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.

430-Rule (cont.)

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

Open Enrolled Student – Habitual Truancy

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 trancies 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

430-Rule (cont.)

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 coursework and examinations shall be the same as for other excused absences.

430-Rule (cont.)

- 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.

430-Rule (cont.)

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, September 9, 2019, and August 14, 2023

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

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:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>	<u>Salary</u>	<u>Effective Date:</u>
Carina M. Brooks	English Learner	Kaleidoscope	100%	\$45,200	8/28/23
Hannah M. Driessen	Special Ed-I4K	4K-Bridges	100%	\$45,200	8/28/23
Joel D. Hallstrom	Special Ed-EBD	East	100%	\$45,200	8/28/23
Austin S. Herman	Math	West	100%	\$48,300	8/28/23
Stephanie M. Jacobs	Special Ed-ID	Huntley	100%	\$47,200	8/28/23
Diane L. Laes	World Language-Spanish	Classical	100%	\$51,600	8/28/23
Jessica J. Marsh Worde	Special Ed-SLD	Columbus	100%	\$55,100	8/28/23
Caroline A. Perullo	Special Ed-Cross Cat.	Franklin	100%	\$51,400	8/28/23
Sarah B. Pobiecke	Special Ed-SLD	Madison	100%	\$46,200	8/28/23
Bethany J. Riley	School Counselor	Huntley	20%	\$10,070	8/28/23
Sonja M. Rosencrans	Special Ed-Program Support	District	100%	\$58,550	8/28/23
Katherine M. Scherer	Elementary	TBD	100%	\$55,000	8/28/23
Rachel E. Stutzman	4K/5K	APM	50%	\$25,175	8/28/23
Margie G. Westmoreland	Computer Science	East/North/West	100%	\$63,200	8/28/23
Scott A. Winkler	English Language Arts	East	100%	\$63,200	8/28/23

Carina M. Brooks received her Bachelor of Science in Education degree from UW-Oshkosh with a major in Elementary Education. Most recently, she was a Ski Instructor at Nordic Mountain Ski Hill.

Hannah M. Driessen received her Bachelor of Science in Education degree from UW-Oshkosh with a dual major in Early Childhood and Early Childhood Special Education. Most recently, she served the District as a Dedicated Substitute at Franklin Elementary School.

Joel D. Hallstrom received his Bachelor of Arts degree from Ripon College with a major in History and a minor in Education. Mr. Hallstrom is being hired under a one-year license with stipulations as a "Temporary Employee" for the 2023-2024 school year. Most recently, he served the District as a Grade 4 Teacher at Johnston Elementary School.

Austin S. Herman received his Bachelor of Science in Education degree from UW-Oshkosh with a major in Mathematics. Most recently, he served the School District of Niagara as a Math Teacher.

Stephane M. Jacobs received her Bachelor of Arts degree from Concordia College with a major in Elementary Education. Ms. Jacobs' is being hired under a one-year license with stipulations as a "Temporary Employee" for the 2023-2024 school year. Most recently, she served the District as a Substitute Teacher.

Diane L. Laes received her Bachelor of Arts degree from UW-Green Bay with a major in Literature and Language-Spanish. Most recently, she served the Chilton Public Schools as a Spanish and English Learner Teacher.

Jessica J. Marsh Worde received her Master of Education degree from Lesley University with a major in Curriculum and Instruction. Most recently, she served the District as the Title I/Even Start Family Literacy Secretary at the Community Early Learning Center.

Caroline A. Perullo received her Master of Science in Education degree from Brooklyn College with a major in Special Education. Most recently, she served the Winnetka School District 36 in Illinois as a Substitute Special Education Teacher.

Sarah B. Pobiecke received her Bachelor degree from Humboldt State University with a major in Geography. Ms. Pobiecke is being hired under a one-year license with stipulations. Most recently, she served Milwaukee Public Schools as a Substitute Teacher.

Bethany J. Riley received her Master of Science in Education degree from UW-Oshkosh with a major in Professional/School Counseling. Most recently, she served the School District of Lomira as a Mental Health Navigator.

Sonja M. Rosencrans received her Master of Science in Education degree from UW-Oshkosh with a major in Special Education. Most recently, she served the Fond du Lac School District as Teacher on Special Assignment.

Katherine M. Scherer received her Bachelor of Science in Education degree from UW-Stout with a major in Early Childhood Education. Most recently, she served Xavier Catholic Schools as a Grade 2 Teacher.

Rachel E. Stutzman received her Master of Science in Education degree from UW-River Falls with a major in Montessori Education. Most recently, she served the District as a guest Art Teacher at Appleton Public Montessori.

Margie G. Westmoreland received her Doctorate degree from Mississippi State University with a major in Educational Leadership. Most recently, she served the Lee County School District in Mississippi as a Spanish Teacher.

Scott A. Winkler received his Doctorate degree from UW-Milwaukee with a major in Creative Writing. Most recently, he served the Gillett School District as an English 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)

8/14/23

ITEM FOR CONSIDERATION

Topic: Professional Educator New Hire(s) - REVISED

Background

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

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>	<u>Salary</u>	<u>Effective Date:</u>
Carina M. Brooks	English Learner	Kaleidoscope	100%	\$45,200	8/28/23
Hannah M. Driessen	Special Ed-I4K	4K-Bridges	100%	\$45,200	8/28/23
Elizabeth W. Elrod	Special Ed-Cross Cat.	Franklin	100%	\$45,200	8/28/23
Joel D. Hallstrom	Special Ed-EBD	East	100%	\$45,200	8/28/23
Austin S. Herman	Math	West	100%	\$48,300	8/28/23
Stephanie M. Jacobs	Special Ed-ID	Huntley	100%	\$47,200	8/28/23
Diane L. Laes	World Language-Spanish	Classical	100%	\$51,600	8/28/23
Melanie M. Lofgren	Library Media Specialist	Edison/McKinley	100%	\$60,200	8/28/23
Jessica J. Marsh Worde	Special Ed-SLD	Columbus	100%	\$55,100	8/28/23
Caroline A. Perullo	Special Ed-Cross Cat.	Franklin	100%	\$51,400	8/28/23
Sarah B. Pobiecke	Special Ed-SLD	Madison	100%	\$46,200	8/28/23
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Hannah M. Driessen received her Bachelor of Science in Education degree from UW-Oshkosh with a dual major in Early Childhood and Early Childhood Special Education. Most recently, she served the District as a Dedicated Substitute at Franklin Elementary School.

Elizabeth W. Elrod received her Bachelor of Science in Education degree from UW-Eau Claire with a dual major in Elementary and Special Education-Learning Disabilities. Ms. Elrod is being hired under a one-year license with stipulations as a “Temporary Employee” for the 2023-2024 school year. Most recently, she served the Kaukauna Area School District as a Substitute Teacher.

Joel D. Hallstrom received his Bachelor of Arts degree from Ripon College with a major in History and a minor in Education. Mr. Hallstrom is being hired under a one-year license with stipulations as a “Temporary Employee” for the 2023-2024 school year. Most recently, he served the District as a Grade 4 Teacher at Johnston Elementary School.

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Melanie M. Lofgren received her Master of Science degree from UW-Oshkosh with a major in Educational Leadership/Library Science. Most recently, she served the Green Bay Area Public Schools as a Library Media Specialist.

Jessica J. Marsh Worde received her Master of Education degree from Lesley University with a major in Curriculum and Instruction. Most recently, she served the District as the Title I/Even Start Family Literacy Secretary at the Community Early Learning Center.

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Scott A. Winkler received his Doctorate degree from UW-Milwaukee with a major in Creative Writing. Most recently, he served the Gillett School District as an English 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: Contract changes for the following individuals are recommended for the 2023-2024 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>	<u>Effective Date</u>
Sonja R. Ferguson	Counselor	Johnston	60% to 100%	8/28/23
Kathryn E. Stanley	STEM	Fox River Academy	50% to 100%	8/28/23

Fiscal Note: As indicated above

Administrative Recommendation: Approval

Instructional Impact: These assignment adjustments will assist in retaining staff and meeting student needs.

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

8/14/23

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:

Kevin R. Bleck has been with the District for ten years, most recently as a Health Teacher at North High School.

Martha H. Frega has been with the District for eleven years, most recently as a Dean of Students at Highlands Elementary School.

Andera R. Schoerner has been with the District for two and one-half years, most recently as a Counselor at Johnston Elementary School.

Caitlin P. Sics has been with the District for twelve years, most recently as a Grade 6 Teacher at Houdini Elementary School.

Jodi L. Strube has been with the District for ten years, most recently as an Integrated Kindergarten Teacher with Appleton Community 4K, located at Bridges Enrichment Center.

Annabel R. Theder has been with the District for one year, most recently as a Grade 3 Teacher at Wisconsin Connections Academy.

Kimberly A. Zavoski was recently hired by the District for the 2023-2024 school year as an Elementary Teacher at a site and grade to be determined.

Taylor R. Zuelsdorf has been with the District for two years, most recently as a Library Media Specialist at Berry Elementary School and Einstein Middle School.

Fiscal Note: Dependent upon replacements

Administrative

Recommendation: Approval

Instructional

Impact: Qualified replacements will be procured

Contact

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

8/14/23

ITEM FOR CONSIDERATION

Topic: Professional Educator Rescinding of Resignation(s)

Background Information: The Board of Education approved the following professional educator's resignation on Monday, July 24, 2023, however, this professional educator has submitted a letter requesting to rescind her resignation:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>	<u>Effective Date</u>
Sarah J. Tomazevic	Speech & Language Pathologist	Columbus/Horizons	100%	8/28/23

Fiscal Note: As indicated above

Administrative Recommendation: Approval

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

ITEM FOR CONSIDERATION

TOPIC: Internship(s)

Background

Information: The Appleton Area School District has applied annually for multiple internship positions to the Department of Public Instruction (DPI). The Wisconsin Internship Program (WIP) governed by DPI is an effective strategy to develop talent for future positions. Interns are provided on-the-job training with cooperating teacher supervision and are compensated in the form of a stipend in accordance with DPI guidelines. The following internships are recommended for the first semester of the 2023-2024 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Stipend</u>	<u>Effective Date</u>
Madison J. Brzezinski	ELA	Kaleidoscope	\$4,500	8/28/23
Lily K. Gerbensky	Math	Kaleidoscope	\$4,500	8/28/23

Instructional

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

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

Administrative

Recommendation: It is recommended that these individuals are approved for Internship positions for the first semester of the 2023-2024 school year.

Contact

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

BOE: 8/14/23

Sandy Slope Elementary Update

AASD Board of Education Meeting, 8-14-23





Staff Input: 12 Staff Input Sessions

- Building Exterior & School Grounds
- Main Office
- Common Areas (LMC, Commons, Gym, Sensory Room)
- Restroom Facilities
- Classroom Spaces (K-5, Special Education, EL, Interventionists, Specialist)
- Staff Spaces
- Storage Areas
- Food Service





Staff Input: 80+ Staff Members

- District Administrators
- Building Principals
- Program Leaders
- Regular Education Teachers
- Special Education Teachers
- EL Teachers
- Specialist Teachers
- School Secretary
- Paraprofessionals
- Contracted Service Agencies- YMCA, Chartwells





Sandy Slope Elementary Site Plan





Sandy Slope Elementary Exterior





Sandy Slope Elementary Exterior





Example: Design Adjustment to Main Office

NEW SANDY SLOPE ELEMENTARY SCHOOL
PROJECT NO: 22-440 - DESIGN DEVELOPMENT SUBMITTAL - 23 AUGUST 2023

BASIC FEATURE SUMMARY

FINISH NOTES:

RECEPTION:	FLR	WALLS	CLG	CABS
TOILETS:	CPT/LVT	PT	ACT-1	SOLID SURF
HEALTH:	CT	PT	ACT-3	
OFFICES:	LVT	PT	ACT-2	PLAM
CONF ROOMS:	CPT	PT	ACT-2	
WORKROOM:	LVT	PT	ACT-2	PLAM
GUIDANCE:	CPT	PT	ACT	

HVAC NOTES:

VAV CONTROL
THERMOSTATS TBD

PL

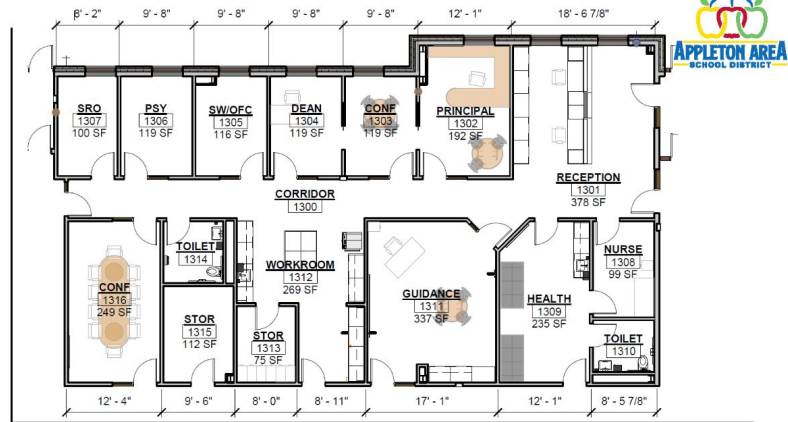
STAFF ADJUSTMENTS:
- SWAPPED NURSE AND GUIDANCE
- OPENED MAILROOM TO WORKROOM
- SPLIT STORAGE FOR DIFFERENT PURPOSES
- MOVED STAFF RESTROOM
- ADJUSTED RECEPTION DESK

ELECTRICAL NOTES:

TYPICAL TROFFER FIXTURES
ALL WALL BOXES FED TO ABOVE CEILING
WAP DISTRIBUTION AS REQ'D
SMART MONITOR IN CONFERENCE ROOMS

SPECIAL FEATURES / COMMENTS:

CUSTOM RECEPTION DESK; CONFIGURATION TBD
LOCKABLE MED STORAGE IN NURSE OFC
MAIN ENTRY MONITORING FROM RECEPT
NORTH-FACING WINDOWS
CUSTOM STAFF MAILBOXES
UNDERCOUNTER REFRIG SPACE IN WORKROOM AND HEALTH



2 RECEPTION LOOKING NW
SCALE



1 WORKROOM LOOKING SE
SCALE

Hoffman
Planning, Design & Construction, Inc.

LEGEND

Doors:
AL = Aluminum
FQ = Fiberglass
HM = Insulated Metal
WD = Wood
Door Hardware:
CR = Card Reader
AO = Auto Operator
Flooring / Base:
CPT = Carpet tile flooring CT = Ceramic Tile
EPK = Epoxy LVT, Luxury Vinyl Tile / Nora
SC = Sealed Concrete PC = Polished Concrete
RB = Rubber Base WOT = Walk-Off (carpet) Tile

Walls:
CT = Ceramic Tile
PT = Painted Wall
FRP = Fiber Reinf. Plastic
Ceilings:
ACT-1 = Acoustical Ceiling Tile
ACT-3 = Vinyl Faced Gyp Tile
GYP = Painted Gypsum Wall Board
Casework / Countertops:
PLAM = Plastic laminate
SS = Solid Surface

Equipment:
AP = Acoustic Panel CO = Cornerguard
MS = Markerboard TB = Tackboard
SB = Smartboard-Monitor

MAIN OFFICE : AD-01

8/10/2023 5:04:51 PM Autodesk Docs//AASD - Sandy Slope ES/AASD - New ES Arch-23.rvt

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Example: Design Adjustment to LMC

NEW SANDY SLOPE ELEMENTARY SCHOOL
PROJECT NO: 22-440 - DESIGN DEVELOPMENT SUBMITTAL - 23 AUGUST 2023

BASIC FEATURE SUMMARY

FINISH NOTES:

LMC:	FLR	WALLS	CLG	CABS
FLEX:	CPT	PT	ACT-1*	PLAM / FFE
BOOKRM / STOR:	LVT	PT*	ACT-3	FFE
WORKROOM:	LVT	PT	ACT-3	PLAM
IC OFFICE:	CPT	PT	ACT-3	
MXC:	SC	PT	OPEN	
		1(1) GRN	*CL	

HVAC NOTES:

VAV CONTROL
THERMOSTATS TBD

ELECTRICAL

TYPICALS: LINEAR CLOUD LIGHTING
ALL W. - FED TO ABOVE CEILING
POWER - DATA TO CIRC. DESK AS REQ'D
FLOOR BOXES TBD
WAP DISTRIBUTION AS REQ'D
SMART MONITOR ON NORTH WALL OF LMC, AND IN FLEX ROOMS
MXC: PRIMARY TELECOM-IT SERVICE ENTRANCE W/ RACKS

SPECIAL FEATURES / COMMENTS:

LMC FURNISHINGS - POTENTIALLY ON WHEELS
LAYOUT AND CONFIGURATION TBD
BOOK STACKS FOR 18,000 COLLECTION
CIRCULATION DESK w/ FFE
EAST-FACING CLERESTORY WINDOWS FOR NATURAL LIGHT
BORROWED LITES AT LMC FLEX ROOMS
SMALL MARKERBOARD IN FLEX ROOMS
ONE FLEX ROOM WITH GREEN SCREEN WALL



LEGEND

Doors:	Door Hardware:	Flooring / Base:
AL = Aluminum	CR = Card Reader	CPT = Carpet tile flooring
FG = Fiberglass	AD = Auto Operator	CT = Ceramic Tile
MB = Medium Board	WD = Wood	EPK = Epoxy LVT
		SC = Sealed Concrete
		RB = Rubber Base
		WOT = Walk-Off
		CT = Carpet tile

Walls:	Ceilings:	Casework / Countertops:
CT = Ceramic Tile	ACT-1.2 = Acoustical Ceiling Tile	PLAM = Plastic laminate
PT = Painted Wall	ACT-3 = Vinyl Faced Gyp Tile	SS = Solid Surface
FPF = Free Panel Plastic	CPT = Painted Oppium Wall Board	

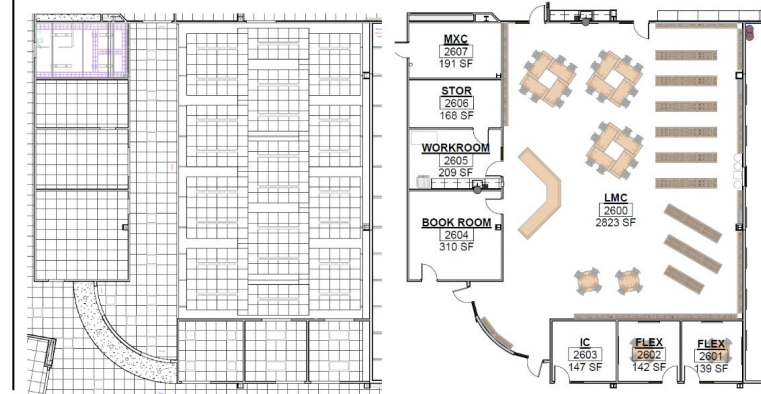
Equipment:
AP = Acoustic Panel
CB = Corner Guard
MB = Markerboard
TB = Taskboard
SB = Smartboard Monitor



3 LMC LOOKING SE
SCALE



4 LMC LOOKING NW
SCALE



LMC : LMC-01

Next Steps

- ❑ Continued Design Development
- ❑ Groundbreaking Ceremony, Project Gallery Walk, & Stakeholder Feedback Opportunity (Fall 2023)



Success for
Every Student,
Every Day



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

SUPERINTENDENT CERTIFICATION:

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

 X **Compliant**

 Compliant with the exceptions noted:

 Non-Compliant

Compliant Indicators	Noncompliant Indicators
1	0
Total Indicators: 1	

Executive Summary/Analysis:

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

Notes or exceptions, if any:

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Operational Expectations Policy OE-2, Emergency Superintendent Succession, the Board finds that the organization is:

- ☐ **Compliant**
- ☐ **Compliant with the exceptions noted:**
- ☐ **Non-Compliant**

Summary Statements of the Board, if any:

Signed: _____ Date: _____
Board President

Document submitted: _____Re-submitted: _____

OE –2 Emergency Superintendent Succession

The Superintendent shall designate at least one other executive staff member who is familiar with the Board’s governance process and issues of current concern and is capable of assuming Superintendent responsibilities on an emergency basis.

SUPERINTENDENT Interpretation:

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

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

SUPERINTENDENT Indicators of Compliance:

We will know we are compliant when:

- 2.1.1-** The Superintendent prepares an emergency succession list with two positions with superintendent certification that will step in for the Superintendent on a temporary emergency basis and presents such a list to members of the Board and members of the District Leadership Team.

In
Compliance

Not in
Compliance

X

SUPERINTENDENT Evidence of Compliance:

- Emergency Succession List
 - Assistant Superintendent - School Services - Nan Bunnow
 - Assistant Superintendent - Assessment, Curriculum, & Instruction - Steve Harrison

ITEM FOR CONSIDERATION

Topic: 2023-2024 Administrator Compensation Increase

**Background
Information:**

Given the current competitive labor market and budget considerations, compensation increases for Administrators are recommended.

**Instructional
Impact:**

Maintaining competitive compensation is essential to retaining and attracting high-quality administrators to support student learning.

Fiscal Impact:

The total cost for the Administrative group compensation increase will be approximately \$389,007.

**Administrative
Recommendation:**

To approve a compensation increase for the 2023-2024 school year for eligible Administrators, who are active employees at the time of approval, effective July 1, 2023 to be distributed in the following manner:

- All eligible staff would advance a step/level or within their salary range. The total cost of step/level increases would be approximately \$69,859. Each staff member not moving a step/level would receive 1% one-time payment.
- A market adjustment for select positions would be approximately \$16,000.
- Each eligible staff member would receive a 3% compensation increase that would be approximately \$232,148.

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

BOE: 8/14/23

ITEM FOR CONSIDERATION

Topic: Tentative Agreement - 2023-2024 Paraprofessional Wage Settlement and Compensation Increase

**Background
Information:**

A tentative Base Wage Agreement has been reached with the Appleton Education Association (AEA). The Agreement has been reached voluntarily in a spirit of cooperation between the AEA and the District negotiators. By state law, negotiations with the AEA have been limited to base wage increases. The total increase to the base wage is limited (by state law) to the increase in the Consumer Price Index (CPI). Given the current competitive labor market and budget, the base wage compensation increases of 6% for Paraprofessionals is recommended for the 2023-2024 school year.

**Instructional
Impact:**

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

Fiscal Impact:

The total cost to the District will be approximately \$518,398.

**Administrative
Recommendation:**

To approve the 6% base wage, increase and level movement for all Paraprofessionals, actively employed at the time of approval, for the 2023-2024 school year to be distributed as follows:

- All eligible staff would advance a step/level or within their salary range in accordance to the Employee Handbook. The total cost of step/level increases would be approximately \$56,915.
- Each eligible staff member would receive a \$1.10 wage increase (6% base wage increase). The total cost of the base wage increase would be \$461,483.

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

BOE: 8/14/23

ITEM FOR CONSIDERATION

Topic: 2023-2024 Administrative Support Unit (ASU) Staff Increase

**Background
Information:**

Given the current competitive labor market and budget considerations, compensation increases for Administrative Support Unit (ASU) staff are recommended.

**Instructional
Impact:**

Maintaining competitive compensation is essential to retaining and attracting high-quality employees to support student learning.

Fiscal Impact:

The total cost for the Administrative Support Unit (ASU) staff compensation increase will be approximately \$190,858.

**Administrative
Recommendation:**

To approve a compensation increase for the 2023-2024 school year for eligible Administrative Support Unit (ASU) staff, who are active employees at the time of approval, effective July 1, 2023 to be distributed in the following manner:

- All eligible staff would advance a step/level or within their salary range. The cost of step/level increases would be approximately \$55,282.
- A 4% compensation increase will be applied to the current wage/salary schedule. The cost of hourly wage increases would be approximately \$135,576.

Contact Person: Julie King (920-852-5302) or Holly Burr (920-852-5305)

BOE: 8/14/23

ITEM FOR CONSIDERATION

Topic: 2023-2024 Maintenance Compensation Increase

Background Information: Given the current competitive labor market and budget considerations, compensation increases for Maintenance staff are recommended.

Instructional Impact: Maintaining competitive compensation is essential to retaining and attracting high-quality employees to support our students, facilities, and staff.

Fiscal Impact: The total cost for the Maintenance staff compensation increase will be approximately \$234,361.

Administrative Recommendation: To approve a compensation increase for the 2023-2024 school year for eligible Maintenance staff, who are active employees at the time of approval, effective July 1, 2023 to be distributed in the following manner:

- All eligible staff would advance a step/level or within their salary range. The total cost of step/level increases would be approximately \$87,087.
- A 4% compensation increase will be applied to the current wage/salary schedule. The cost of hourly wage increases would be approximately \$147,274.

Contact Person: Julie King (920-852-5302) or Holly Burr (920-852-5305)

BOE: 8/14/23

ITEM FOR CONSIDERATION

Topic: 2023-2024 Secretaries Compensation Increase

**Background
Information:**

Given the current competitive labor market and budget considerations, compensation increases for Secretarial staff are recommended.

**Instructional
Impact:**

Maintaining competitive compensation is essential to retaining and attracting high-quality employees to support student learning.

Fiscal Impact:

The total cost for the Secretarial staff compensation increase will be approximately \$267,925.

**Administrative
Recommendation:**

To approve a compensation increase for the 2023-2024 school year for eligible Secretaries, who are active employees at the time of approval, effective July 1, 2023 to be distributed in the following manner:

- All eligible staff would advance a step/level or within their salary range. The total cost of step/level increases would be approximately \$52,828.
- A level would be a level added to the top of each category that would be approximately \$72,681.
- A 4% compensation increase will be applied to the current wage/salary schedule. The cost of hourly wage increases would be approximately \$142,416.

Contact Person: Julie King (920-852-5302) or Holly Burr (920-852-5305)

BOE: 8/14/23

ITEM OF INFORMATION

Topic: Employee Clinic Partnership

**Background
Information:**

The District has had a long-standing employee clinic partnership with the City of Appleton and Thedacare. The Connecting Care Clinic has demonstrated excellent, accessible care for our employees at a lower cost.

The District transitioned from a fully insured health insurance plan to self funding healthcare costs January 1, 2023. At the same time, the Connecting Care Clinic began offering primary care services as part of the District's healthcare strategy. As the District now self-funds employee healthcare, primary care services provided through the employee clinic model have direct savings.

The District has been in the process of exploring a second site for a clinic to provide high-quality care to our employees at a cost savings. At this time, the District has an opportunity to utilize the Menasha Joint School District's established, independent clinic near Appleton's Eastside. This partnership would provide a more convenient location for employees living or working further away from the Connecting Care Clinic. In addition, the District would gain access to an established clinic with an M.D., discount prescription dispensing, and streamlined processes with the District's Healthcare plan navigator. In addition, the estimated annual cost of \$168,000, actually provides savings to the current plan as the services would be a higher cost through a provider other than the employee clinic.

Administration is awaiting final details as to whether the partnership will require a lease. If a lease is required, the lease would be an item for consideration at a future meeting. The anticipated date AASD employees could begin utilizing the second location would be October of 2023.

Instructional

Impact: N/A

Contact Person:

Julie King (920-852-5302) or Holly Burr (920-852-5305)

BOE: 8/14/23