



**Monday, November 22, 2021
Board of Education Meeting**

**APPLETON AREA SCHOOL DISTRICT
BOARD OF EDUCATION MEETING
Time: 6:00 PM**

The Board of Education will be meeting in the Scullen Leadership Center, 131 E. Washington Street, Suite 1A. Some individuals will be joining via zoom and the meeting will be livestreamed on YouTube. In-person public attendance (other than registered on-site public input) is suspended until further notice. ****Limited registration is available for on-site public input (additional information can be found on the District's website).**** Members of the media or general public may access the meeting via the live stream broadcast on the Appleton Area School District YouTube Channel: <https://www.youtube.com/channel/UChO-l09YGgt4uKnCWYvt8Pw>. For remote attendance via telephone, please dial: 1-312-626-6799 Meeting ID: 953 0389 3866

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 or provide written comments 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 Clara Kopplinger, at kopplingerclar@asd.k12.wi.us or (920) 832-6126, at least 24-hours in advance of the meeting. This would include any person for whom it would be burdensome or infeasible to use the primary method(s) of remote access established by the District.

1. Meeting Opening

Subject

A. Roll Call

Meeting

Nov 22, 2021 - Board of Education Meeting

Category

1. Meeting Opening

Type

Procedural

Subject

B. Pledge of Allegiance

Meeting

Nov 22, 2021 - Board of Education Meeting

Category 1. Meeting Opening

Type Procedural

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

Subject A. Board Member Request to Remove Consent Agenda Items(s) for Separate Consideration

Meeting Nov 22, 2021 - Board of Education Meeting

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

Type Procedural

Subject B. Approval of Agenda

Meeting Nov 22, 2021 - Board of Education Meeting

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

Type Action, Procedural

Recommended Action Motion to approve the Board Agenda

Motion & Voting

Motion to approve the Board Agenda as written.

Motion by Kristine Sauter, second by Deborah Truymen.

Final Resolution: Motion Carried

Aye: James Bowman, Kay Eggert, Deborah Truymen, Kristine Sauter, Edward Ruffolo, Amanda Stuck, James Bacon

3. Special Presentation

Subject A. Student School Board Representative Report

Meeting Nov 22, 2021 - Board of Education Meeting

Category 3. Special Presentation

Type Information, Recognition

Student School Board Representative Ryan Hanson will provide updates from East High School.

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

Subject A. Public Input

Meeting Nov 22, 2021 - 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 189 - Virtual Board Meetings in Emergency Situations](#)

File Attachments

[Public Input Registered Speaker List - November 22, 2021.pdf \(425 KB\)](#)

[Public Input - Written - November 22, 2021 - Google Forms \(1\).pdf \(941 KB\)](#)

Subject	B. On-site Speakers (Registration Required)
Meeting	Nov 22, 2021 - Board of Education Meeting
Category	4. Public Input (GC-3.3: Initiate and maintain effective communication with the citizens.)
Type	Procedural

Individuals wishing to provide on-site public input are required to register in advance during the registration window. Registrations will be accepted beginning at 9:00 AM on the Friday before the meeting and closing at 12:00 PM on the Monday of. For additional information or to register, please visit our website at http://www.aasd.k12.wi.us/district/board_of_education/public_input.

Subject	C. Virtual Speakers (Registration Required)
Meeting	Nov 22, 2021 - Board of Education Meeting
Category	4. Public Input (GC-3.3: Initiate and maintain effective communication with the citizens.)
Type	Procedural

Individuals wishing to provide virtual public input are required to register in advance during the registration window. Registrations will be accepted beginning at 9:00 AM on the Friday before the meeting and closing at 12:00 PM on the Monday of. For additional information or to register, please visit our website at http://www.aasd.k12.wi.us/district/board_of_education/public_input.

Subject	D. Written Comments (Posted as Attachment)
Meeting	Nov 22, 2021 - Board of Education Meeting

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

Written comments submitted as public input will not be read aloud during the meeting; rather, they will be shared publicly as a BoardDocs attachment prior to the meeting start time. Individuals wishing to provide written public input should submit their comments via the form available on the website. The comment form is available beginning at 9:00 AM on the Friday before the meeting and closing at 12:00 PM on the Monday of. Written comments received via email or outside of the comment window will still be shared with the Board; however, they may not be included in the published comments. For additional information or to submit your comments, please visit our website at http://www.aasd.k12.wi.us/district/board_of_education/public_input.

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

Subject	A. None
Meeting	Nov 22, 2021 - 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): None
Meeting	Nov 22, 2021 - 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 Financial Officer Greg Hartjes will update the Board on Business Services items for consideration.

Subject	B. School Services Update(s): 2022 Cooperative Summer School Agreement
Meeting	Nov 22, 2021 - 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

File Attachments
[IFC - 2021-2022 Fox Valley Summer School Consortium Agreement.pdf \(226 KB\)](#)

Subject

C. Personnel Services Update(s): Professional Educator Contract Change(s); Internship(s)

Meeting Nov 22, 2021 - 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.

Subject D. AASD Mitigation Protocols Update(s): Public health and medical advisors, along with the District Leadership Team, will provide an update regarding pandemic conditions/activity within our schools and community, in relation to the current mitigation protocols, including masking.

Meeting Nov 22, 2021 - 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

File Attachments
[BOE COVID 19 Update - 11-22-21.pdf \(890 KB\)](#)

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 November 8, 2021

Meeting Nov 22, 2021 - 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 November 8, 2021.

Minutes View Minutes for Nov 8, 2021 - 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 November 8, 2021.

Motion by James Bacon, second by Kristine Sauter.

Final Resolution: Motion Carried

Aye: James Bowman, Kay Eggert, Deborah Truymen, Kristine Sauter, Edward Ruffolo, Amanda Stuck, James Bacon

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. 2022 Cooperative Summer School Agreement
Meeting	Nov 22, 2021 - 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 - 2021-2022 Fox Valley Summer School Consortium Agreement.pdf \(226 KB\)](#)

Motion & Voting

Motion to approve the Superintendent's Consent Agenda as submitted.

Motion by Deborah Truymen, second by Edward Ruffolo.

Final Resolution: Motion Carried

Aye: James Bowman, Kay Eggert, Deborah Truymen, Kristine Sauter, Edward Ruffolo, Amanda Stuck, James Bacon

Subject	B. Professional Educator Contract Change(s)
Meeting	Nov 22, 2021 - 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 11-22-21.pdf \(11 KB\)](#)

Subject	C. Internship(s)
Meeting	Nov 22, 2021 - 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 \(10 KB\)](#)

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. None
Meeting	Nov 22, 2021 - Board of Education Meeting
Category	9. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)
Type	Discussion, Information, Report

10. Board Business

Subject	A. Appoint WASB Delegate and Alternate - Procedural
Meeting	Nov 22, 2021 - Board of Education Meeting
Category	10. Board Business
Type	Action, Discussion, Procedural

The Board will appoint a member to serve as the delegate to the WASB Delegate Assembly, and another to serve as the alternate delegate.

Subject	B. Potential Referendum Timeline/Planning - for Discussion
Meeting	Nov 22, 2021 - Board of Education Meeting
Category	10. Board Business
Type	Discussion, Information

Greg Hartjes will discuss the potential referendum timeline.

File Attachments
[Planning for Potential Referendum Timeline.pdf \(113 KB\)](#)

Subject	C. OE-12 Facilities - Interpretation and Indicators - for Consideration
Meeting	Nov 22, 2021 - Board of Education Meeting
Category	10. Board Business
Type	Action, Discussion
Recommended Action	Motion to approve the OE-12 Facilities - Interpretation and Indicators as presented.

File Attachments
[AASD OE-12 Facilities - FINAL.pdf \(130 KB\)](#)

Motion & Voting

Motion to approve the OE-12 Facilities - Interpretation and Indicators, with one minor edit as discussed.

Motion by Deborah Truyman, second by Kristine Sauter.

Final Resolution: Motion Carried

Aye: James Bowman, Kay Eggert, Deborah Truyman, Kristine Sauter, Edward Ruffolo, Amanda Stuck, James Bacon

Subject	D. R-2.1.1 English Language Arts - Interpretation and Indicators - for Consideration
Meeting	Nov 22, 2021 - Board of Education Meeting
Category	10. Board Business
Type	Action, Discussion
Recommended Action	Motion to approve the R-2.1.1 English Language Arts - Interpretation and Indicators as presented.

File Attachments

[AASD R-2.1.1 ELA - FINAL.pdf \(166 KB\)](#)

Motion & Voting

Motion to approve the R-2.1.1 English Language Arts - Interpretation and Indicators as presented.

Motion by Edward Ruffolo, second by Deborah Truyman.

Final Resolution: Motion Carried

Aye: James Bowman, Kay Eggert, Deborah Truyman, Kristine Sauter, Edward Ruffolo, Amanda Stuck, James Bacon

Subject	E. R-2.1.2 Math - Interpretation and Indicators - for Consideration
Meeting	Nov 22, 2021 - Board of Education Meeting
Category	10. Board Business
Type	Action, Discussion
Recommended Action	Motion to approve the R-2.1.2 Math - Interpretation and Indicators as presented.

File Attachments

[AASD R-2.1.2 Mathematics - FINAL.pdf \(163 KB\)](#)

Motion & Voting

Motion to approve the R-2.1.2 Math - Interpretation and Indicators as presented.

Motion by James Bacon, second by Kristine Sauter.

Final Resolution: Motion Carried

Aye: James Bowman, Kay Eggert, Deborah Truyman, Kristine Sauter, Edward Ruffolo, Amanda Stuck, James Bacon

Subject	F. R-2.1.3 Science - Interpretation and Indicators - for Consideration
Meeting	Nov 22, 2021 - Board of Education Meeting
Category	10. Board Business
Type	Action, Discussion
Recommended Action	Motion to approve the R-2.1.3 Science - Interpretation and Indicators as presented.

File Attachments
[AASD R-2.1.3 Science- FINAL.pdf \(114 KB\)](#)

Motion & Voting

Motion to approve the R-2.1.3 Science - Interpretation and Indicators as presented.

Motion by Deborah Truyma, second by James Bowman.

Final Resolution: Motion Carried

Aye: James Bowman, Kay Eggert, Deborah Truyma, Kristine Sauter, Edward Ruffolo, Amanda Stuck, James Bacon

Subject	G. Board Ad Hoc Committee for Community Linkages - for Consideration
Meeting	Nov 22, 2021 - Board of Education Meeting
Category	10. Board Business
Type	Action, Discussion
Recommended Action	Motion to approve the creation of a Board Ad Hoc Committee for Community Linkages, for a period beginning Monday, November 22, 2021, and expiring on Sunday, April 24, 2022.

File Attachments
[Item for Consideration Linkages Committee 11-22-21.pdf \(43 KB\)](#)
[GC-5 Board Committees.pdf \(168 KB\)](#)

Motion & Voting

Motion to approve the creation of a Board Ad Hoc Committee for Community Linkages, for a period beginning Monday, November 22, 2021, and expiring on Sunday, April 24, 2022.

Motion by James Bowman, second by Kristine Sauter.

Final Resolution: Motion Carried

Aye: James Bowman, Kay Eggert, Deborah Truyma, Kristine Sauter, Edward Ruffolo, Amanda Stuck, James Bacon

Subject	H. AASD Mitigation (Masking) Protocols - for Consideration
Meeting	Nov 22, 2021 - Board of Education Meeting
Category	10. Board Business
Type	Action, Discussion

File Attachments

[Item for Consideration 11-22-21.pdf \(195 KB\)](#)

Motion & Voting

Motion to approve the recommended AASD Mitigation (Masking) Protocols as presented.

Motion by Deborah Truyma, second by James Bowman.

Final Resolution: Motion Carried

Aye: James Bowman, Kay Eggert, Deborah Truyma, Edward Ruffolo, Amanda Stuck

No: Kristine Sauter, James Bacon

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

Meeting Nov 22, 2021 - Board of Education Meeting

Category 10. Board Business

Type Action, Discussion

11. Items of Information

Subject A. None

Meeting Nov 22, 2021 - Board of Education Meeting

Category 11. Items of Information

Type Information

12. Future Meetings

Subject A. Next Board Meeting: Monday, December 13, 2021, 6:00 PM

Meeting Nov 22, 2021 - Board of Education Meeting

Category 12. Future Meetings

Type Information

Subject B. Board Work Session: Thursday, December 16, 2021, 7:30 AM

Meeting Nov 22, 2021 - Board of Education Meeting

Category 12. Future Meetings

Type Information

13. Closed Session

Subject A. Motion to go into Closed Session

Meeting Nov 22, 2021 - Board of Education Meeting

Category 13. Closed Session

Type Action, Discussion

Recommended Action Motion to go into Closed Session.

Motion & Voting

Motion to go into Closed Session at 9:25 PM.

Motion by Deborah Truyma, second by James Bowman.

Final Resolution: Motion Carried

Aye: James Bowman, Kay Eggert, Deborah Truyma, Kristine Sauter, Edward Ruffolo, Amanda Stuck, James Bacon

Subject **B. Wisconsin State Statute 19.85 (1)(e) Deliberating or negotiating the purchasing of public properties, the investing of public funds, or conducting other specified public business, whenever competitive or bargaining reasons require a closed session, for the purpose of discussing a potential purchase of real estate.**

Meeting Nov 22, 2021 - Board of Education Meeting

Category 13. Closed Session

Type Discussion, Information

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

Meeting Nov 22, 2021 - Board of Education Meeting

Category 13. Closed Session

Type Action, Procedural

Motion & Voting

Motion to adjourn the meeting at 9:49 PM.

Motion by Kay Eggert, second by James Bacon.

Final Resolution: Motion Carried

Aye: James Bowman, Kay Eggert, Deborah Truyma, Kristine Sauter, Edward Ruffolo, Amanda Stuck, James Bacon

Public Input – Board of Education Meeting – November 22, 2021

On-site Public Speakers:

1. Aimee McClure (Menasha, WI) – Muzzling

Virtual Public Speakers:

1. Sheri Hartzheim (Appleton, WI) – Policies
2. Tara Winkler (Appleton, WI) – Masks
3. Lori Augustine (Appleton, WI) – Masking
4. Samuel DeBruin (Appleton WI) – Masking
5. Andrea Klitzke (Appleton, WI) – The Future of AASD
6. Hannah VanZeeland (Freedom, WI) – Mask Optional
7. Stephanie Marshall (Appleton, WI) – Masking
8. Tanya Heinritz (Appleton, WI) – Optional Masking
9. Jennie Barclay (Appleton, WI) – Covid-19
10. Storm Walsvik (Appleton, WI) – AASD Masking Mandate and School Lack of Transparency
11. Melinda Marcks (Hortonville, WI) – Law
12. Suzanne Klingemann (Appleton, WI) – Masks
13. Joseph McCleer (Appleton, WI) – Mask Mandate
14. Jaydence Lankford (Freedom, WI) – Masks Optional
15. Tanya Graupner (Menasha, WI) – Masking and Covid Opinions
16. Kate Lenz (Appleton, WI) – Mandatory Masks
17. Amanda Schmidt (Appleton, WI) – Mask Optional Effective Immediately
18. Cynthia Werner (Milwaukee, WI) – CRT Violates Civil Rights Act
19. Casey Early-Krueger (Hortonville, WI) – The Golden Rule

Public Input - Written Comments - November 22, 2021

The Board of Education values the opportunity to receive input from our stakeholders. Comments submitted through this form will be considered public and will be published to the District's BoardDocs site as an attachment to the agenda. It is your responsibility to review the guidelines and responsibilities established by Board Policy and Rule 187 - Public Input at School Board Meetings, to ensure your comments are in compliance.

Comments that introduce complaints or concerns that are directed toward and that identify individual staff members or individual students are not permissible (such complaints or concerns should be channeled through the AASD Complaint Procedure as outlined in Policy 870 and 870-Rule). The Board reserves the right to exclude from publication any comment that does not adhere to established rules, is unduly repetitive of previous comments, is obscene, threatening, harassing, or defamatory, or otherwise disorderly.

Please visit our website at http://www.aasd.k12.wi.us/district/board_of_education/public_input for complete information regarding public input guidelines and procedures.

The meeting agenda can be found at:
<https://go.boarddocs.com/wi/aasd/Board.nsf/Public>

Email *

First Name: *

Owen

Last Name: *

KRUEGER

Address: *

City, State, Zip: *

Appleton WI. 54913

Subject: *

Wearing a mask.

Public Comment for Publication *

As a student at ANH I believe that the students and teachers at Appleton north shouldn't have to wear a mask. The reason I say this is that there is only 4 students who have gotten covid and 1 teacher. I believe if you don't have to wear a mask at a store, you shouldn't have to wear one at school.

This form was created inside of AASD.

Google Forms

Public Input - Written Comments - November 22, 2021

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Email *

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First Name: *

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Last Name: *

Witthuhn

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Address: *

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City, State, Zip: *

appleton

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Subject: *

AASD Masking Policy

Public Comment for Publication *

Masking should be optional. Now that vaccines are widely available, masking of children should be optional for both children and staff. The current AASD masking policies are harming children and restricting academic progress, especially for those with learning challenges. Please take this opportunity to update the AASD masking policy to be mask optional for all students.

This form was created inside of AASD.

Google Forms

Public Input - Written Comments - November 22, 2021

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<https://go.boarddocs.com/wi/aasd/Board.nsf/Public>

Email *

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First Name: *

Christina

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Last Name: *

Leone Tracy

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Address: *

.....

City, State, Zip: *

Appleton WI 54911

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Subject: *

Please keep masks

Public Comment for Publication *

The current surge of Covid-19 in our community is being driven by children, and caseloads in Outagamie County are worse than they have been in months. Please keep schools open by keeping the universal mask policy in place to keep the spread low. If masks are not required I can't imagine keeping my child in school, and he adores Edison Elementary. I love knowing he has a safe, good place to learn and play while his parents are both at work. Please continue to follow the science.

This form was created inside of AASD.

Google Forms

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Email *

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First Name: *

Mary

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Last Name: *

DeBaal

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Address: *

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City, State, Zip: *

Appleton WI 54914

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Subject: *

Masking in schools

Public Comment for Publication *

I have 6 grandchildren in the AASD. With the recent Covid surge, I am imploring you to continue to require masking in our schools. Please follow the science and health experts and keep the mask mandate for the time being until cases are lowered to a safe level. Thank you so much for making the tough decisions and keep our children safe! Our 5 year old granddaughter has bad asthma and this virus could be extremely serious for her. You are appreciated!

This form was created inside of AASD.

Google Forms

Public Input - Written Comments - November 22, 2021

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The meeting agenda can be found at:
<https://go.boarddocs.com/wi/aasd/Board.nsf/Public>

Email *

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First Name: *

Amy

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Last Name: *

OConnell

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Address: *

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City, State, Zip: *

Appleton, WI

.....

Subject: *

Please continue masking

Public Comment for Publication *

Please continue having children masked. 5-11 just recently became eligible for vaccines so they are not able to be fully vaccinated at this time. We have a 4 year old in our house who is not eligible for a vaccine and her brother wearing a mask at school has helped to protect her from catching the virus. Depending on the 4K site, if there is a positive covid case they have to move the whole class to virtual school because of the regulations, if spread of covid was allowed to happen in the 4K room then they would hardly ever be learning in person which is the goal. Badger school has had very few covid cases within the school, meaning with masks they are not spreading it to others. Please wait to unmask until all kids have the chance to get a vaccine to protect themselves and their classmates. Thank you.

This form was created inside of AASD.

Google Forms

Public Input - Written Comments - November 22, 2021

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Email *

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First Name: *

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Last Name: *

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Address: *

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City, State, Zip: *

Appleton

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Subject: *

NO More MASKS

Public Comment for Publication *

Please No More Masks

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Public Input - Written Comments - November 22, 2021

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Appleton, WI. 54911

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Subject: *

Mask Policy

Public Comment for Publication *

Dear AASD Board members:

Please keep the current mask policy in place and keep the administration and teachers of all schools compliant and vigilant on this issue. The kids can handle it, they are handling it. Public health requires it at a time when cases are nowhere near in the decline we need to see.

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Subject: *

Face mask mandate is still important

Public Comment for Publication *

Please continue to mandate face masks for students, teachers, and staff at the AASD. Your past mandates have kept our school district safer and now that Covid is again spiking in our area — we need to continue these measures. As grandparent of a 2-year old who has contracted Covid in another state, I know the fear and hardship it brings to families. Our community will get back to normal faster with a mask mandate.

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Subject: *

Please continue mask requirement

Public Comment for Publication *

Please continue to require mask wearing in schools for the safety of students and staff. Thank you for requiring it so far.

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Subject: *

Masking

Public Comment for Publication *

Thank you for requiring masks in schools. Please keep the masking policy in place as numbers are on the rise and community spread of Covid continues. I appreciate this effort to help our children safe.

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RE: masking

Public Comment for Publication *

Please continue to keep all AASD children safe by requiring masks indoors. My niece and nephew who attend public school here in Appleton are not yet fully vaccinated. Even children who *are* fully vaccinated can still spread COVID-19 to other vulnerable family and friends. It is safest for our children and our community to continue requiring masks indoors.

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Appleton, Wi

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Subject: *

Masks

Public Comment for Publication *

This week the Post Cresent reported because of the "aggressive" up tick in covid cases there were no intensive care beds available in the Fox Valley region. Here is the quote from the paper.

"APPLETON — Health officials thought the delta variant was going to peak in October, with enough time for COVID-19 cases and hospitalizations to lower by Christmas. Instead, those numbers are seeing an "aggressive" rise, a ThedaCare official said at a virtual meeting Friday morning.

"Today, we're experiencing some pretty startling increases," said Frank Mellon, ThedaCare's senior innovation executive.

As of Thursday, no intensive care unit beds were available in the region, said Dr. Imran Andrabi, president and CEO of ThedaCare."

With that information, I urge the board to continue to require face masks for everyone who enters our buildings. By doing so we will help to slow the increase of covid in our district, and also in our community. It is obvious that our community needs our cooperation to ensure health care professionals will be able to take care of community members if they need care in the intensive care unit at a hospital, and that community members will be able to get the care they need without be transported far away for a bed, if any are open at other hospitals.

Let us continue to be good neighbors and stewards in our community and continue wearing face masks until covid is under control.

Thank you for your consideration.

Sincerely,

Jane Rufe

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Subject: *

Continue masking

Public Comment for Publication *

Please continue to require masks during this stage of the pandemic. Vaccination rates, both due to recent availability and opting out, are too low to prevent students from spreading SARS-Cov2. More and more of my students are out to isolate, officially quarantined and be tested positive for it, and as a result miss more and more school and opportunities to learn, socialize, and grow. The community percent-positive rate across tests has grown steadily. Last week we were at 10% (I remember when 7% seemed so high!) Additionally, I fear catching this infection from my students who work in the community, and then passing it to my kids who will then miss school; missing in-person work for ten days and attempting to support students from home; or infecting my 69-year-old father, who while vaccinated, is still at risk due to health conditions and age. Even vaccinated older adults are finding themselves in the hospital, like my vaccinated neighbor, whose Covid-induced cytokine storm has now rendered him ineligible for surgery on his cancerous lung lesions. Simply put: further spread is STILL A RISK of many things— dire health consequences for some; decreased learning and development for others; frustrating working conditions for others still. I often think in my classroom, “thank goodness they can at least sit near each other with some protection.” Even with masks, we know we are still catching colds which send us home to wait for PCR tests and miss work and use sick time. I firmly, respectfully request that we continue to protect ourselves until conditions improve.

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Please continue requiring masks for all

Public Comment for Publication *

Dear members of the school board,

Please extend universal masking. Now is a horrible time to stop masking. 5-11 year olds have just become eligible to get the vaccine. Many families who want to vaccinate their 5-11 year old children are just now able to get appointments for the first of the two required shots, and for many families the first appointment available isn't until sometime in December. Removing masks at this point would be like wearing a seatbelt throughout a road trip, only to take it off 20 miles from your exit. You wouldn't take your seatbelt off before you're safely home, and you shouldn't take masks off our children until everyone who wants to be vaccinated has had the opportunity to be fully vaccinated.

Removing masks now is a mistake not just because 5-11 year olds have not yet had the opportunity to be fully vaccinated, it is also a mistake because of the currently increasing cases and the upcoming holidays. You will get an update on the current numbers in your meeting, so I won't cite the values, but from the WI DHS and CDC websites, it's clear that cases have been going up and the levels are not good. The CDC still recommends universal masking indoors in areas with our level of spread. Recent articles also indicate that hospitals are overrun with cases. Cases are also high in AASD. With universal masking we have over 100 student cases. Without masks, that number will explode.

And while conditions right now are not great and getting worse, with the holidays coming up, conditions will likely deteriorate further. Many people will spend significant time indoors without masks for Thanksgiving, and throughout the holiday season in December. Removing masks now would not only be like taking your seatbelt off before you're home, it would be like doing so at 2am when the bars close and you're more likely to encounter drunk drivers. And make no mistake, we know that at least a subset of AASD families is not taking precautions. We hear about it from the anti-maskers themselves. Every meeting we hear several anti-maskers say how they never wear masks anywhere else but school, so why should they wear them in school? The irony of how people's lack of care outside of school is a big part of why we need to require everyone to wear masks in school seems to be completely lost on that room of speakers, but it should not be lost on you. We know people are taking risk, and nothing can stop them from taking those risks outside of school. But that does not give them the right to come to school and increase the risk for everyone who is trying to be careful and make it through this pandemic safely.

Masks are by far the most effective measure we have to keep students safe. Early in the pandemic the evidence on masking was lacking, but that is no longer the case. A JAMA article from February reviewed numerous studies about masking, stating: "Prior to the coronavirus disease 2019 (COVID-19) pandemic, the efficacy of community mask wearing to reduce the spread of respiratory infections was controversial because there were no solid relevant data to support their use. During the pandemic, the scientific evidence has increased. Compelling data now demonstrate that community mask wearing is an effective nonpharmacologic intervention to reduce the spread of this infection, especially as source control to prevent spread from infected persons, but also as protection to reduce wearers' exposure to infection." (<https://jamanetwork.com/journals/jama/fullarticle/2776536>). Around the same time, A PNAS evidence review of masking also found masks to be effective. That study stressed the importance of widespread masking: "Public mask wearing is most effective at reducing spread of the virus when compliance is high" (<https://www.pnas.org/content/118/4/e2014564118#abstract-1>). In other words, to protect children in AASD, we can't have a situation where masks are optional and many students do not wear masks.

Throughout the year, new studies have continued to find that masks are effective at reducing the spread of covid. In September, a huge (342,183 people!) cluster-randomized trial in Bangladesh found that masking "reduced symptomatic SARS-CoV-2 infections" (<https://www.poverty-action.org/publication/impact-community-masking-covid-19-cluster-randomized-trial-bangladesh>). And just this week, a new study published in the BMJ found that the effect of mask wearing was "a 53% reduction in covid-19 incidence" (<https://www.bmj.com/content/375/bmj-2021-068302>).

In addition to finding the effectiveness of masks in general settings, studies have also found masks to be effective in schools. The Duke Clinical Research Institute study of North Carolina schools last spring found, "Proper masking is the most effective mitigation strategy to prevent secondary transmission in schools when COVID-19 is circulating and when vaccination is unavailable, or there is insufficient uptake." Masks make safe, in-person learning possible for all students. According to one of the study's co-chairs, "With masking in place, the secondary attack rate is really, really low. We can be successful. We don't need to go back to remote education" (<https://today.duke.edu/2021/06/research-finds-masks-can-prevent-covid-19-transmission-schools>).

This September, pediatricians from the Cincinnati Children's Hospital Medical Center studied the effects of masks in seven Ohio school districts with 64,500 students. They find: "The rate of students getting diagnosed with COVID-19 was 78% higher in the partially masked schools than those that had universal masking. The rate of students being quarantined was 60% higher in the partially masked schools. The ratio of quarantines per COVID-19 case was 30% higher in the partially masked schools. Bottom line: The districts with universal masking had a significantly lower rate of COVID-19 cases, and quarantines were lower, too." (<https://www.cincinnati.com/story/news/2021/09/21/cincinnati-childrens-study-masks-lower-covid-19-cases-quarantines-school/5800121001>). The authors also point out in an op-ed how it's problematic to make students decide if they will wear a mask, particularly for adolescents. "Asking an adolescent to choose to wear or not wear a mask has the potential to increase anxiety, as the adolescent is forced to weigh pressures to fit in with their own levels of concern around becoming ill." (<https://www.dispatch.com/story/opinion/columns/guest/2021/09/22/opinion-there-almost-zero-downsides-kids-wearing-masks/5787181001>). It's important, both for mental health and physical health, for masking to be required for all.

This October, the CDC published a study that "assessed differences between county-level pediatric COVID-19 case rates in schools with and without school mask requirements." In their examination of 520 counties, they found that, "The average change from week -1 (1-7 days before the start of school) to week 1 (7-13 days after the start of school) for counties with school mask requirements (16.32 cases per 100,000 children and adolescents aged <18 years per day) was 18.53 cases per 100,000 per day lower than the average change for counties without school mask requirements (34.85 per 100,000 per day) ($p < 0.001$)." In other words, when schools opened this fall, schools without mask requirements had more than double the increase in cases than did schools that required masks. Their bottom line: "School mask requirements, in combination with other prevention strategies, including COVID-19 vaccination, are critical to reduce the spread of COVID-19 in schools" (<https://www.cdc.gov/mmwr/volumes/70/wr/mm7039e3.htm>).

We have also seen the risks for students of going unmasked, even for short periods of time. The CDC published a case study about an unvaccinated teacher in California who removed their mask a few times long enough to read a story out loud to the class (all too young to be vaccinated). All 5 students in the front row got covid, as did 3 of 5 in row 2 and 4 students from rows 3-5 (12 of 24 students total in the classroom got covid). This was despite the classroom having other mitigation measures, including "portable high-efficiency particulate air filters and doors and windows were left open." 6 of 14 students in a nearby class also got covid. So did 4 siblings of these students, and so did 4 parents (3 who were vaccinated). That's 26 people infected by one unvaccinated teacher who took their mask off just long enough to read a few stories (<https://www.cdc.gov/mmwr/volumes/70/wr/mm7035e2.htm>). All it takes is one infected person to infect many if masks are not required.

It's imperative that all are required to wear a mask (including students, teachers, staff, and visitors) to keep all children safe. Please extend the AASD mask requirement. Please continue to keep our children safe and in schools.

Sincerely,

Jonathan Lhost (parent of an AASD first grader)

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Appleton, WI 54913

Subject: *

Masks

Public Comment for Publication *

First of all, I want to thank Deb and Amanda for their informal listening session. I appreciated being able to meet them in person.

Secondly, I recently attended a leadership retreat for teachers. I was the only one teaching in a district with required masks.

Thirdly, I am thankful the winter sport athletes, and participants in other activities, do not have to mask after school. I do not understand why students “exerting themselves” in these same activities between 8 am and 3:40 pm have to wear a mask.

I have enjoyed teaching Spanish 6 for several years. Often, students from Kimberly attend this first hour class. This year, I have the pleasure of having four Kimberly students in class. Recently, Kimberly changed to optional masks. One of my students, Danny, shared these thoughts:

“I am a student from Kimberly High School in which I come to Appleton North for one class, Spanish CAPP 312. As you may know, the higher grades in the Kimberly Area School District, seventh through twelfth, have the option to wear masks. Many students at Kimberly do not wear their masks however, there are a select few who still do, and that is totally fine, it is their choice. Those who still wear a mask do not receive any form of bullying, and they are still able to protect themselves by wearing a mask. I do not believe it is okay at all to make students wear masks as we are all old enough to know what is best for ourselves and make our own decisions. I love being in school, being able to see the expressions on my teachers' faces as well as the students around me. Taking CAPP Spanish is hard enough, but masks just make it so much harder. While learning a new language, it is necessary to be able to see expressions on one's face to really understand what it is they are trying to say. “

My niece is a sophomore at a school in Georgia that recently removed the mask requirement. She commented that she didn't realize how much she missed seeing classmates' faces and smiles until she got to see them again.

I look forward to the day that I can smile at my students and they can smile in return.

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Subject: *

Board discussion re: Masking

Public Comment for Publication *

Hello and thank you for your time! I have seen the proposal to make masking optional starting January 18th, along with including masking in buildings if the school is over the 2% threshold. There are currently 4 schools in the district over the 2% threshold, which is evidence we are not ready to discontinue masking, especially following the holidays. I am interested to learn why January 18th and what data you have that will support numbers being low enough to do so. At this point, it seems irresponsible to discontinue masking. Districts, such as HASD, made masking optional and now they are going back to masking due to high numbers. I hope Appleton will continue to be a leader in health and safety in the Fox Valley and not be pressured, just because "other districts" have moved towards optional masking. Thank you and I look forward to learning more about your thoughts.

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Appleton, WI 54915

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critical questions

Public Comment for Publication *

I wish to thank the board members for their continued work during the course of this on-going pandemic crisis.

I think we must acknowledge that we are still in the midst of this crisis, not only because we still see our medical staff overwhelmed and our local ICU's running at critical capacity levels but because we continue to spend considerable energy as a community trying to live, work, learn, in difficult times. Regardless of one's individual position on such things as virtual schooling, masking, vaccination, we have all been and continue to be affected by the pandemic.

My hope is that we might all do better in acknowledging how difficult a time this has been and continues to be for all persons. My hope is that we can move beyond the conversations about masking and look both at what possibly led to so many things not working well, as we lived through crisis and what we might do differently as we build a district prepared to meet the continuing complexities our community and our young children will have to be prepared to deal with in the future.

As a parent and community member I continue to support universal masking in all 4K-12 classrooms and school buildings at the very least until the Jan. 18, 2022 proposed date. I do have the following questions about the proposed optional masking plan that would take place on Jan. 18, 2021.

- 1) Why provide a date and not a specific community and school caseload threshold?
- 2) Where does the 2% threshold requiring masking in schools come from?
- 3) Will the district consider moving individual classrooms or grades to virtual or required masking if there is classroom spread but not spread that meets the threshold of 2% for a school... for instance, a classroom of 25 students with 4 cases would seem to indicate a level of classroom spread but in one of the larger elementary schools, it would take more than 12 cases to reach the 2% threshold?
- 4) Will contact tracing and isolation processes change?

I also write to ask some critical questions about content and pedagogy as well, given that some of your agenda is built around approving the district goal setting on major educational content areas.

- 1) Is there a strategic district level plan to discuss how the pandemic affected learners and the community? And not only at the administration level but at the educator and the student levels? How might we discuss with students at different grade levels ways that help them process the social, emotional, and cognitive aspects of the pandemic on their own learning and development? And this is also true at the community level, parents saw a lot of how their students learn, how classrooms work and are structured. How might we learn from and do better about connections between learning and family connections?
- 2) How are we recognizing that the conversation about literacy instruction is quickly shifting and that our educators will need significant resources to meet the needs of all individual students?
- 3) Are we moving fast enough and with enough support and training to build pedagogical expertise in teaching math, science, and social studies through inquiry and critical thinking?
- 4) Are we capitalizing on educator knowledge held in the charter schools? Students shouldn't have to luck in through lottery or testing to get access to evidence based practices that are no longer viewed as innovative but are simply accepted best practices such as: access to outdoor and experiential education, differentiated instruction, and project-based learning.
- 5) Where is there space for innovation? How are we supporting teachers and administrators who showed such flexibility and capacity to learn new technology and engagement techniques throughout the pandemic to take risks and challenge themselves to try out approaches to teaching that motivate and nurture student learning?

Again, my hope is that not only we recognize the crisis we are living through but that we also recognize that as human beings we have the capacity to learn from and build on our past experiences.

My views are my own as an individual and do not reflect the position of my employer.

Sincerely,

Stephanie Burdick-Shepherd

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Google Forms

Public Input - Written Comments - November 22, 2021

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The meeting agenda can be found at:
<https://go.boarddocs.com/wi/aasd/Board.nsf/Public>

Email *

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First Name: *

Linda

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Last Name: *

Sheffler

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Address: *

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City, State, Zip: *

Appleton

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Subject: *

Masking should continue

Public Comment for Publication *

Because covid cases are increasing, and ICUs are at or beyond capacity in the valley, and the cold weather is forcing everyone to be indoors, and the holidays/social mingling are here - I feel very strongly that we all need to continue masking in settings where we are in contact with others. This is especially important in the schools.

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Email *

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Last Name: *

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Address: *

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City, State, Zip: *

Appleton, WI 54911

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Subject: *

Masks

Public Comment for Publication *

Please continue to keep all children and staff of the AASD safe by requiring masks. I also ask that you review everything in January and not automatically switch to masks optional. Thank you.

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Email *

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First Name: *

John

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Last Name: *

Thompson RN, BSN

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Address: *

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City, State, Zip: *

Appleton WI 54915

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Subject: *

School mask policy

Public Comment for Publication *

I have read with concern a proposal to make masking optional in our public schools, starting in January. I have not read any evidence to suggest that this change is being made as a result of the COVID-19 pandemic receding; indeed, just the opposite is happening. Cases are rising in general, Lawrence University has moved to "Orange Light/Substantial Risk signals elevated precautions: Masking required indoors regardless of vaccination, double masking encouraged; in-person dining spaces enhanced to accommodate physical distancing; high-traffic and affected areas deep-cleaned; guest activity limited, guests must always remain masked; buildings keycard access only." (<https://blogs.lawrence.edu/covid-19/>) and the AASD COVID-19 dashboard shows significant spread among students, faculty, and staff, with a clear increasing trend in the student population. The recent Emergency Use Authorization for vaccination of children ages 5 to 11 years should help with this, but it is premature to think that this will be enough to control the spread of COVID-19 in our community. The Centers for Disease Control and Prevention continues to recommend a layered approach, including vaccination of those eligible to receive them, distancing, adequate ventilation, hygiene, and students and staff remaining at home if they show any signs of infection (<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html>). Please continue to require mask use in our schools, along with the other mitigation practices mentioned above, to keep our students, and the community in general, as safe from this dangerous pandemic as possible.

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Email *

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First Name: *

Margaret

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Last Name: *

Lafleur

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Address: *

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City, State, Zip: *

Appleton wu 54914

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Subject: *

Masks

Public Comment for Publication *

Thank you for the opportunity to comment, I am a teacher in this amazing district. I thought I should share a recent experience with you all.

As the band director, I have the most amazing job- inspiring students through music, creating art alongside them and watching them grow for four consecutive years. The connections made as we work, play and perform together is beautiful beyond words. Recently, I had a few small groups perform at the Light Up Appleton festival. The kids did great, the atmosphere was fantastic. Some teachers I work with were in the audience, and asked me who the performers were. Even though these students were IN their class, they did not recognize them. They had never seen their smile, their face, their joy. Can you imagine? Can you imagine the disconnection? To have been with a person every day for 3 months and not recognize them? Can you imagine being that child? How invalid they must feel.... to not be known; to not be recognized.... Seriously, take minute and think about teachers you loved and respected not knowing who you are. Daily have that reinforced.

Daily.

Not one of us adults can imagine how this feels as a child. Not One.

Imagine being unidentifiable.

Imagine never sharing your smile. Imagine being in suspense that this will end... over and over again.

Imagine this as your childhood- we adults cannot relate to these feelings- we can only imagine.

I plead with you to take the time to imagine that through the eyes and soul of a child.

There is a palpable disconnect in our schools- do not be afraid to ask a child, a teacher, a parent.

So many things of this world are potential dangers to our children; innumerable things exist that can damage our self esteem- and so much of it is outside of our control.

This is not.

Imagine being that unknown child. The damage done because you are living life anonymously through your school- how irrelevant they must feel. How terrible it must be for them. How dehumanizing.

Please, please- don't wait until January to make this life altering change. January is arbitrary- we can all acknowledge that- Shouldn't we also acknowledge the situations we are fomenting by holding to that arbitrary date? Please reconsider the mask mandate.

I am blessed to see their smile and hear their laughter- you have the power to share that blessing across our district.

Thank you

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City, State, Zip: *

APPLETON

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Subject: *

AASD Mitigation Masking Protocols

Public Comment for Publication *

Thank you AASD School Board for your initial and continued support of universal masking in our school buildings.

I see that masking protocols is again on the agenda for Monday Nov 22. My understanding of the item for consideration is that masking would continue until January 18, 2022 then based on school positivity rate would switch to optional. I do not understand the reasoning behind making this decision almost two months in advance. During these next two months we have two long holiday breaks during which people will likely be gathering in large groups indoors and travelling. Currently there are four AASD schools over the 2% threshold and cases throughout the district schools at an all time high and trending up. Additionally, the AASD School Board has two more scheduled meetings before the January 18, 2022 meeting.

The AASD School Board needs to focus it's efforts on helping students grow, learn, and succeed. Please look to the Appleton Health Department, CDC, and AAP for guidelines (when they release them) when it comes to when to make the masking mitigation optional. Currently all these public health organizations are supporting universal masking in the school setting.

Thank you in advance for your time and service to our community and my family.

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Google Forms

Public Input - Written Comments - November 22, 2021

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Email *

First Name: *

Kari

Last Name: *

Lhost

Address: *

City, State, Zip: *

Appleton WI 54911

Subject: *

Continue mask requirement

Public Comment for Publication *

Dear AASD Board Members,

I am writing to request that you continue to require universal masking in AASD schools. The CDC's current mask guidance states: "Everyone 2 years of age or older who is not fully vaccinated should wear a mask in indoor public places." This currently includes all AASD students age 5-11 who have just recently become eligible, 4 year old students who are not eligible at all, as well as students 12 and older who have chosen not to be fully vaccinated. They go on to state: "If you are fully vaccinated, to maximize protection from the Delta variant and prevent possibly spreading it to others, wear a mask indoors in public if you are in an area of substantial or high transmission." Our community transmission is classified as "High" in all three counties in which AASD is located. According to the WI DHS, as of Sunday, November 21, Outagamie and Winnebago Counties both have a "Very High" case burden (with 925.5 and 898.8 cases per 100k over the last two weeks, respectively), Calumet County has a "Critically High" case burden (1060.7 cases per 100k over the last two weeks); all three counties have a "trajectory showing growing in cases" (<https://www.dhs.wisconsin.gov/covid-19/local.htm>). Thus, masks should be required indoors for all in AASD schools.

According to the Ohio Department of Health, "There are now dozens of studies, that show that mask wearing can help with the spread of viruses, including the one that causes COVID-19" (<https://coronavirus.ohio.gov/wps/portal/gov/covid-19/resources/general-resources/why-masks-work>). I encourage you to read through that page. It includes a great review of studies demonstrating the effectiveness of masks. They conclude: "In short, it is now very clear that when it comes to slowing the spread of COVID-19, masks work."

Some opponents of masks have mentioned the concern that children cannot read other's emotions when they are wearing masks. Thankfully, a study published Monday (Nov. 15) found that preschool-aged children were just as successful at identifying emotions on masked adult faces as on unmasked adult faces. (https://jamanetwork.com/journals/jamapediatrics/fullarticle/2786226?guestAccessKey=d2e8ce60-7a52-44e6-8554-15b033fca4f5&utm_source=For_The_Media&utm_medium=referral&utm_campaign=ftm_links&utm_content=tfl&utm_term=111521). Thus, children's ability to read emotions on masked faces is not a concern.

We are about to enter a season during which there will be many indoor gatherings. Sadly, the majority will not be wearing masks or taking any precautions. Between Thanksgiving, December holiday parties, Christmas and other holidays, and New Year's Eve, there are many opportunities for exposure. If students or others in AASD schools are not wearing masks, all AASD children are at higher risk of getting covid. About 1% of those children will end up in the hospital and about 3% of those will end up in the ICU (WI DHS). You might think that this is an insignificant number, but it's certainly not insignificant if it's your child in the hospital. In addition to the risks of hospitalization, the number who will suffer from the long-term consequences of long-covid is much higher. With masks we already have over 100 AASD students with COVID. We should not risk this number growing exponentially, which is what will happen if we don't require masks.

The goal of AASD is to keep children in school. If you take away masks, children will be out more frequently and those at higher risk, or with higher risk family members, won't be able to go to school at all. The burden should not be placed on those that don't have options. Those who need the services offered by the district should not have to go elsewhere because some are too selfish to wear masks. The evidence overwhelmingly supports the fact that masks are safe and effective. We cannot prioritize those who wish to avoid a minor inconvenience over the health and safety of all. We must continue to protect all in AASD, include those who are most at risk and rely on everyone masking to obtain an AASD education.

Sincerely,

Kari L

(parent)

Public Input - Written Comments - November 22, 2021

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Email *

First Name: *

Alexandra

Last Name: *

Madjun

Address: *

City, State, Zip: *

Appleton

Subject: *

Mask Mandate at School

Public Comment for Publication *

Masks in the Appleton Area school district should be optional because as a human, you should have the option of wanting to wear it or not. If a person feels that they are safe without a mask in school, then they should not have to be obliged to wear one, but if a person feels that they are more safe with a mask on, then they can have the option to wear one if they choose to. All other school districts have gotten rid of the mask mandate, except for Appleton, and if the rest of the school districts in the area have gotten rid of it, Appleton should as well because it has not affected schools.

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Email *

First Name: *

Erica

Last Name: *

Scheinberg

Address: *

City, State, Zip: *

Appleton 54914

Subject: *

Continue to require masks in AASD schools

Public Comment for Publication *

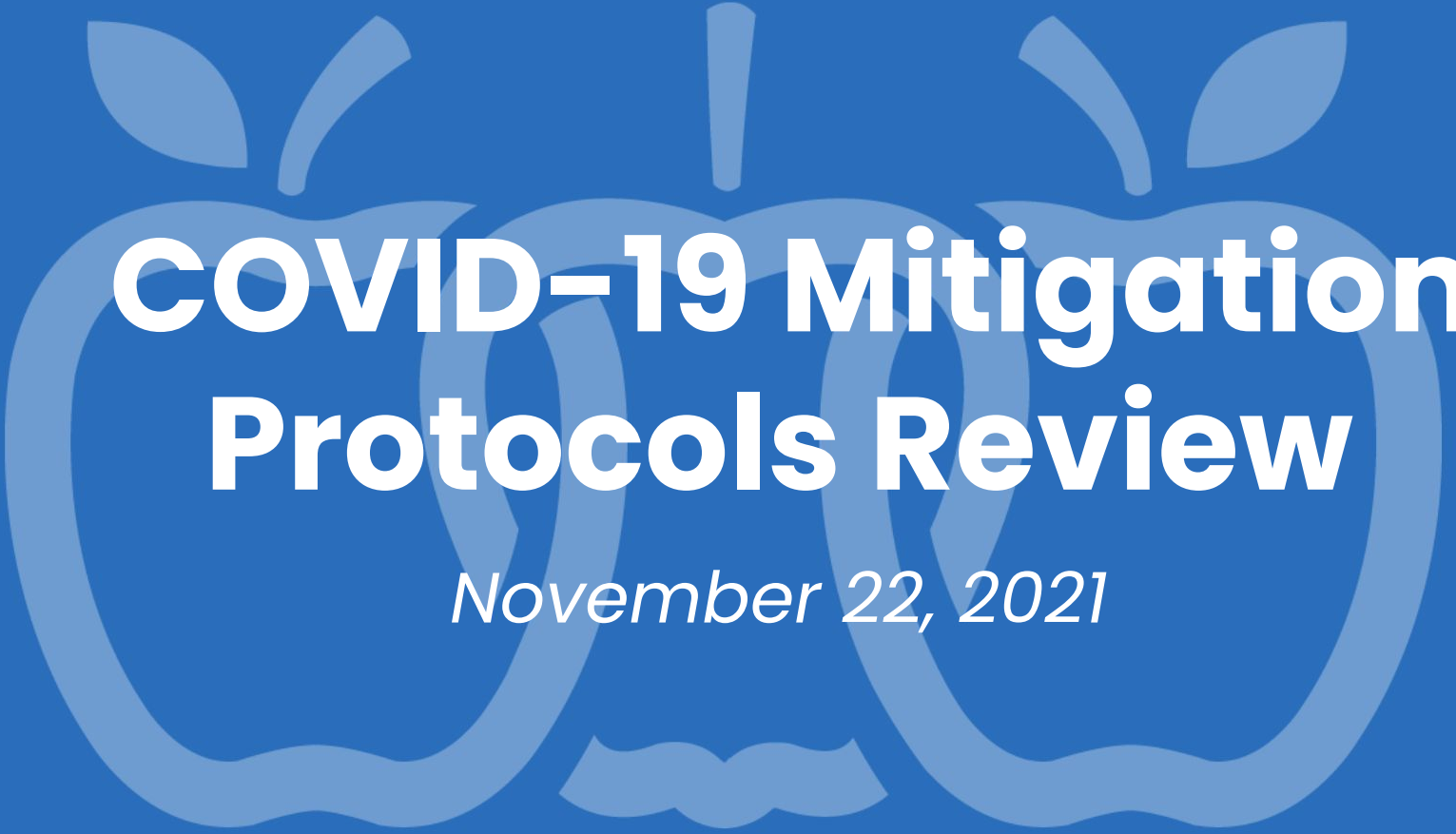
Please continue to require masks for all AASD children and staff until there is minimal community spread of covid-19. There is no reason to assume that the virus will be under control locally by mid January. At the moment, the number of cases in our community is still increasing rapidly. While children in the schools are now eligible for vaccination, local vaccination rates are not yet high enough to protect vulnerable members of our community from infection. While there is still substantial community spread, we should continue mitigation efforts in the schools, including mandatory masking.

This form was created inside of AASD.

Google Forms

ITEM FOR CONSIDERATION

Topic:	2021--2022 Fox Valley Cooperative Summer School Agreement
Background Information:	The Fox Valley Cooperative Summer School Agreement was put into place over 20 years ago and includes the following school districts: Appleton Area School District, Brillion School District, Freedom Area School District, Hilbert School District, Hortonville School District, Kaukauna Area School District, Little Chute Area School District, Kimberly Area School District, Menasha Joint School District, Neenah School District, and Shiocton School District. The agreement allows students from any of the participating districts to attend summer school at their participating district of choice without incurring additional fees to do so. The agreement also provides equalized wages for teachers and paraprofessional as to serve as a non-compete for positions.
Fiscal Note:	See attached documentation.
Administrative Recommendation:	Approve as submitted.
Instructional Impact:	Students will be able to participate in summer school opportunities without incurring additional costs.
Contact Person(s):	Steve Harrison, Assistant Superintendent for Assessment, Curriculum & Instruction, 832-6157 ext. 2177
Board Action:	November 22, 2021

A large, light blue, stylized apple logo is centered in the background. It features a simple outline of an apple with a short stem and two leaves at the top. The apple is divided into two halves by a vertical line.

COVID-19 Mitigation Protocols Review

November 22, 2021



Mitigation Protocols

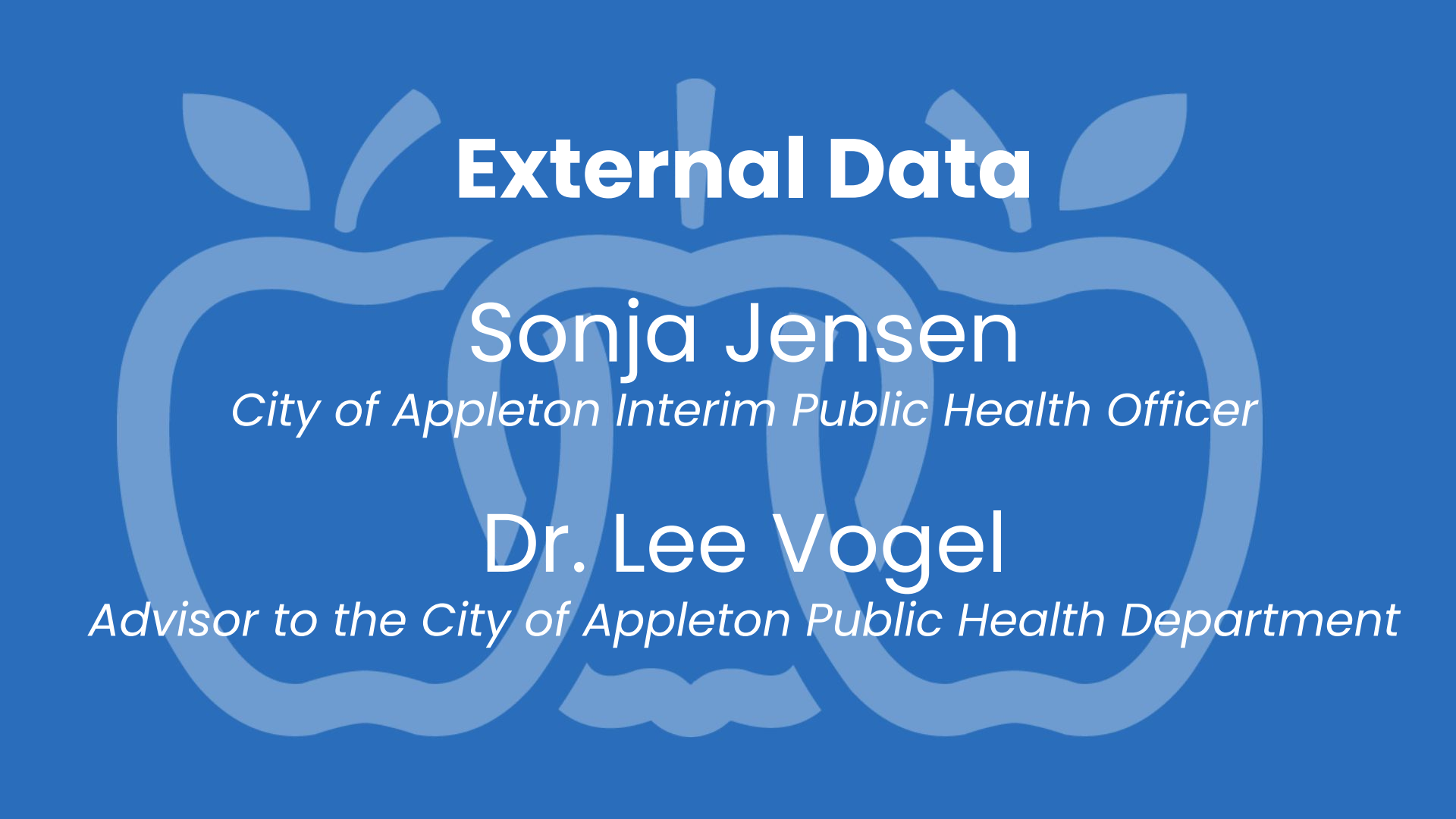
Key Goals

- Mitigate the spread of COVID-19 utilizing layered strategies
- Prioritize the continuity of in-person, academic, and social-emotional learning for all students five days a week
- Minimize social disruption for students, families, and staff

Three stylized, light blue apples are arranged horizontally in the background. The central apple is slightly behind the two flanking apples. Each apple has a simple outline, a small stem, and a single leaf. The text is centered over the middle apple.

Data Review

November 22, 2021



External Data

Sonja Jensen

City of Appleton Interim Public Health Officer

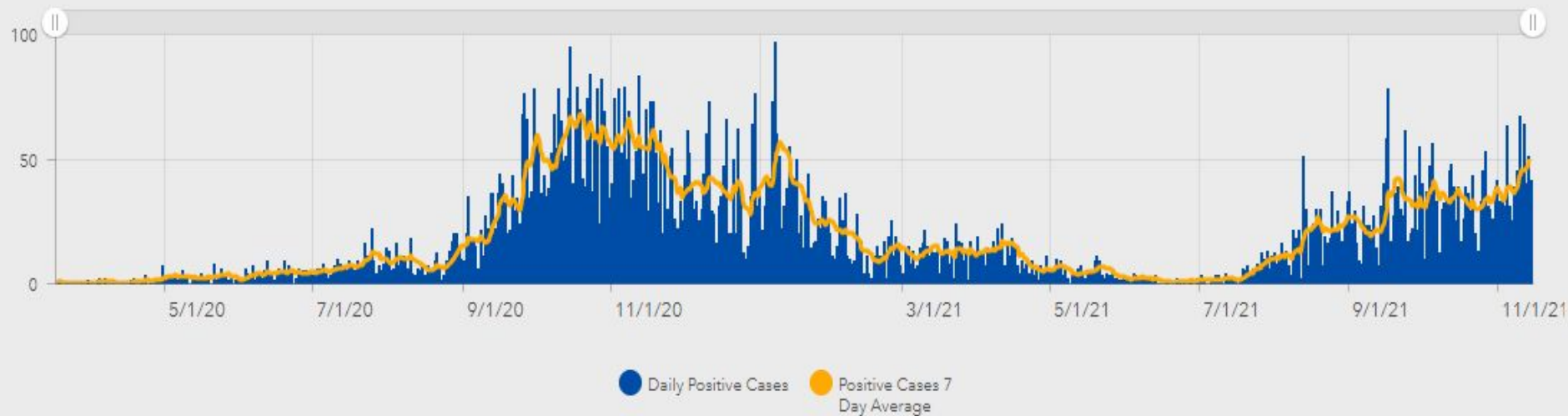
Dr. Lee Vogel

Advisor to the City of Appleton Public Health Department

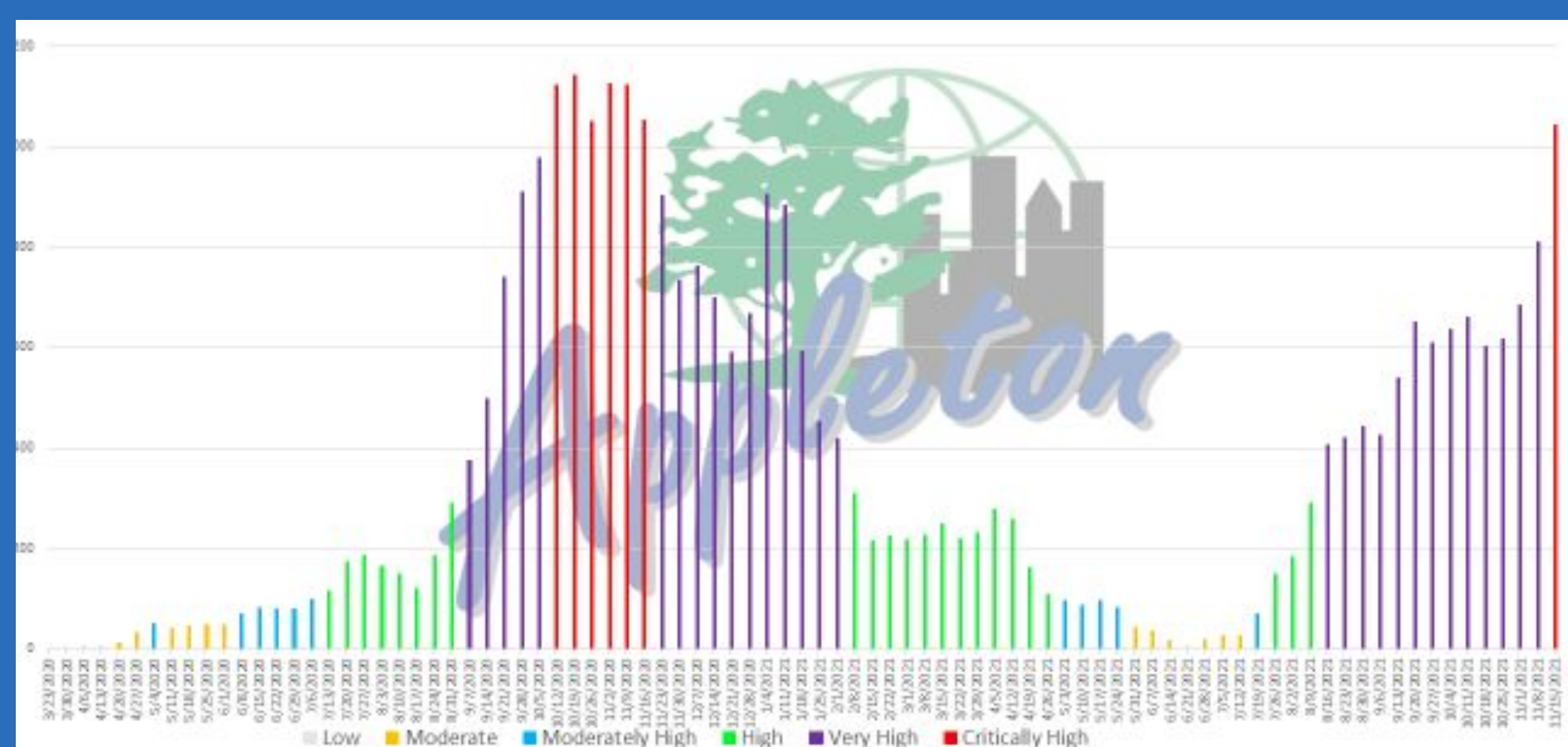


City of Appleton Data

Newly confirmed COVID-19 cases by date confirmed in the City of Appleton, and 7-day average



<https://covid-19-appleton.hub.arcgis.com/>



Two Week Total New COVID-19 Cases in Appleton,
Rate per 100,000 Population, Risk Level Assessments per WDHS

Positive Case Counts

Age <18 Data – City of Appleton

Week	# of cases (Age <18)	Rate (per 100,000)
6/2/21 - 6/15/21	3	17.7
6/9/21 - 6/22/21	0	0.0
6/16/21 - 6/29/21	1	5.9
6/23/21 - 7/6/21	3	17.7
6/30/21 - 7/13/21	7	41.2
7/7/21 - 7/20/21	8	47.1
7/14/21 - 7/27/21	19	111.8
7/21/21 - 8/3/21	29	170.6
7/28/21 - 8/10/21	27	158.9
8/4/21 - 8/17/21	45	264.8
8/11/21 - 8/24/21	59	347.1
8/18/21 - 8/31/21	72	423.6
8/25/21 - 9/7/21	87	511.9
9/1/21 - 9/14/21	90	529.5
9/8/21 - 9/21/21	138	812.0
9/15/21 - 9/28/21	158	929.6
9/22/21-10/5/21	128	753.1
9/29/21- 10/12/21	117	688.4
10/6/21- 10/19/21	118	694.3
10/13/21- 10/26/21	123	723.7
10/20/21- 11/2/21	148	870.8
10/27/21- 11/9/21	159	935.5
11/3/21- 11/16/21	182	1070.8

Burden Status		Case rate per 100,000 residents in the past two weeks
	Low	Case rate is less than or equal to 10.
	Moderate	Case rate is greater than 10, but less than or equal to 50.
	Moderately High	Case rate is greater than 50, but less than or equal to 100.
	High	Case rate is greater than 100, but less than or equal to 350.
	Very High	Case rate is greater than 350, but less than or equal to 1000.
	Critically High	Case rate is greater than 1000.

Positive Case Counts

Ages 4-17 Data – City of Appleton

Week	# of cases (Age 4-17)	Rate (per 100,000)
6/2/21 - 6/15/21	2	15.2
6/9/21 - 6/22/21	0	0.0
6/16/21 - 6/29/21	1	7.6
6/23/21 - 7/6/21	2	15.2
6/30/21 - 7/13/21	5	37.9
7/7/21 - 7/20/21	6	45.5
7/14/21 - 7/27/21	14	106.2
7/21/21 - 8/3/21	24	182.0
7/28/21 - 8/10/21	24	182.0
8/4/21 - 8/17/21	34	257.8
8/11/21 - 8/24/21	42	318.5
8/18/21 - 8/31/21	59	447.4
8/25/21 - 9/7/21	75	568.8
9/1/21 - 9/14/21	75	568.8
9/8/21 - 9/21/21	114	864.6
9/15/21 - 9/28/21	131	993.5
9/22/21-10/5/21	108	819.1
9/29/21- 10/12/21	101	766.0
10/6/21- 10/19/21	105	796.3
10/13/21- 10/26/21	103	781.1
10/20/21- 11/2/21	122	925.2
10/27/21- 11/9/21	142	1076.9
11/3/21- 11/16/21	165	1251.3

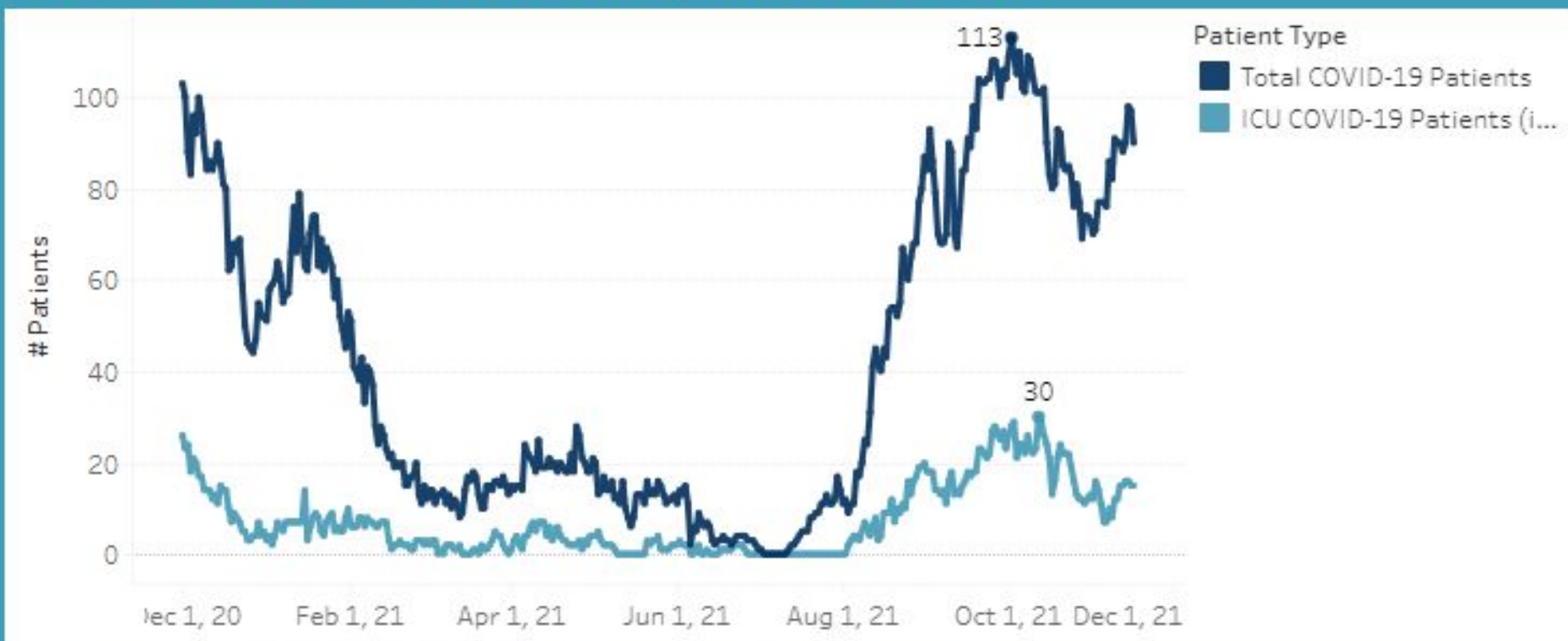
Burden Status		Case rate per 100,000 residents in the past two weeks
	Low	Case rate is less than or equal to 10.
	Moderate	Case rate is greater than 10, but less than or equal to 50.
	Moderately High	Case rate is greater than 50, but less than or equal to 100.
	High	Case rate is greater than 100, but less than or equal to 350.
	Very High	Case rate is greater than 350, but less than or equal to 1000.
	Critically High	Case rate is greater than 1000.



Vaccination Rates to Date (11/1)

	FULLY VACCINATED	AT LEAST ONE SINGLE DOSE
UNITED STATES	58.0%	66.8%
WISCONSIN	55.0%	57.8%
CALUMET COUNTY	49.7%	51.9%
WINNEBAGO COUNTY	53.6%	56.1%
OUTAGAMIE COUNTY	55.6%	58.2%
CITY OF APPLETON	60.8%	63.9%
APPLETON 12 AND OLDER	72.2%	75.9%
APPLETON 12-17 YEARS	57.2%	62.2%

Total COVID-19 Patients Hospitalized Per Day



Data last updated: 11/16/2021 3:30:51 PM. Implementation of federally-mandated changes to data reporting caused a temporary gap in some data displays for late July 2020.

COVID-19 Hospitalizations and Hospital Capacity

Wisconsin Fox Valley

Updated: 11/10/2021

Hover over visuals and text to find more information.

Select a Region

Fox Valley

Two Week Range

10/27/2021 - 11/9/2021



COVID-19 Patients Hospitalized

No significant change

No significant change

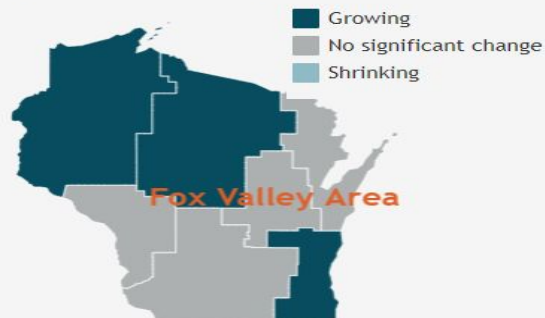
COVID-19 Patients in ICU

No significant change

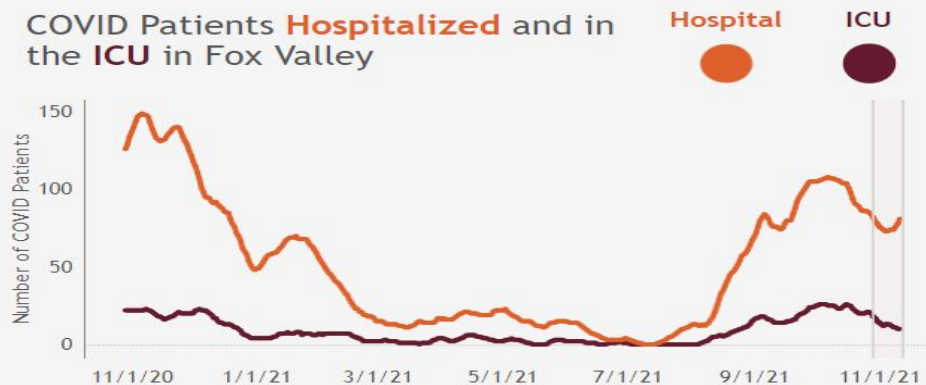
No significant change



Trajectory of COVID Patient Hospitalizations by Region



COVID Patients Hospitalized and in the ICU in Fox Valley



Overall Hospital Capacity in Fox Valley Area region

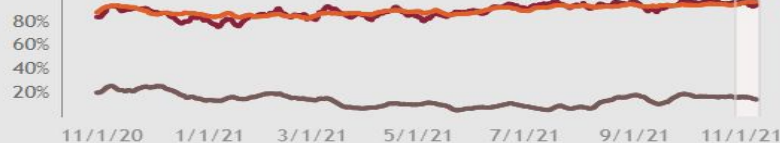
Hospital Beds

95.9% in use

Ventilators

14.0% in use

Hospital Bed, ICU, and Ventilator Usage



Hospital Peak Capacity

Hospitals at overall peak capacity

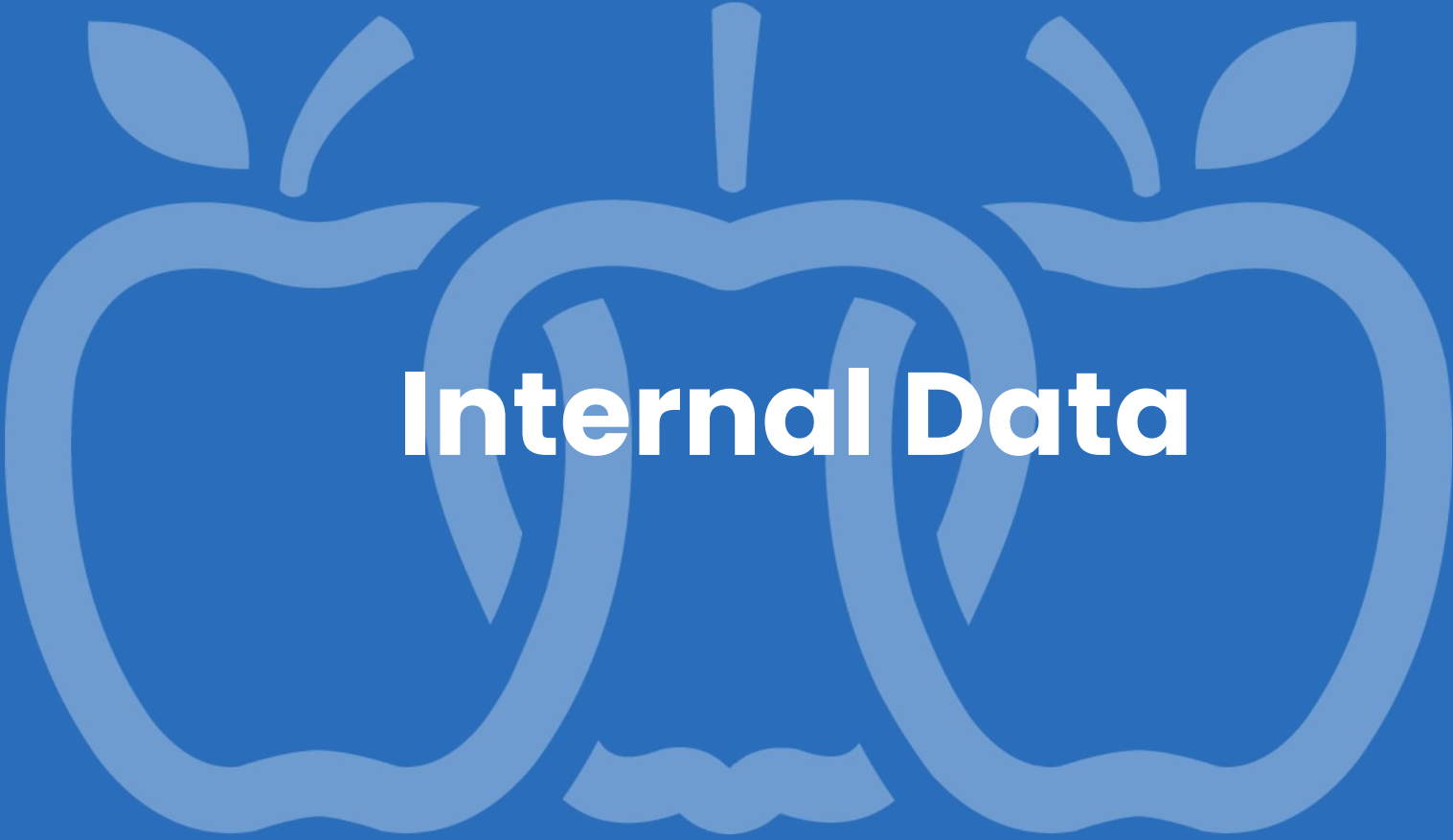
69.2%

Hospitals with their ICUs at peak capacity

66.7%

Hospitals with their Med/Surg units at peak capacity

69.2%

Three stylized, light blue apples are arranged horizontally in the background. Each apple has a simple outline, a small stem, and a single leaf. The apples are slightly overlapping.

Internal Data

Regional Data Since September 1

Masks Required Districts

Weekly Average Active
Student Positivity Rate:

.40%

(4/1,000)

(58/14,400)

Masks Optional Districts

Weekly Average Active
Student Positivity Rate:

.75%

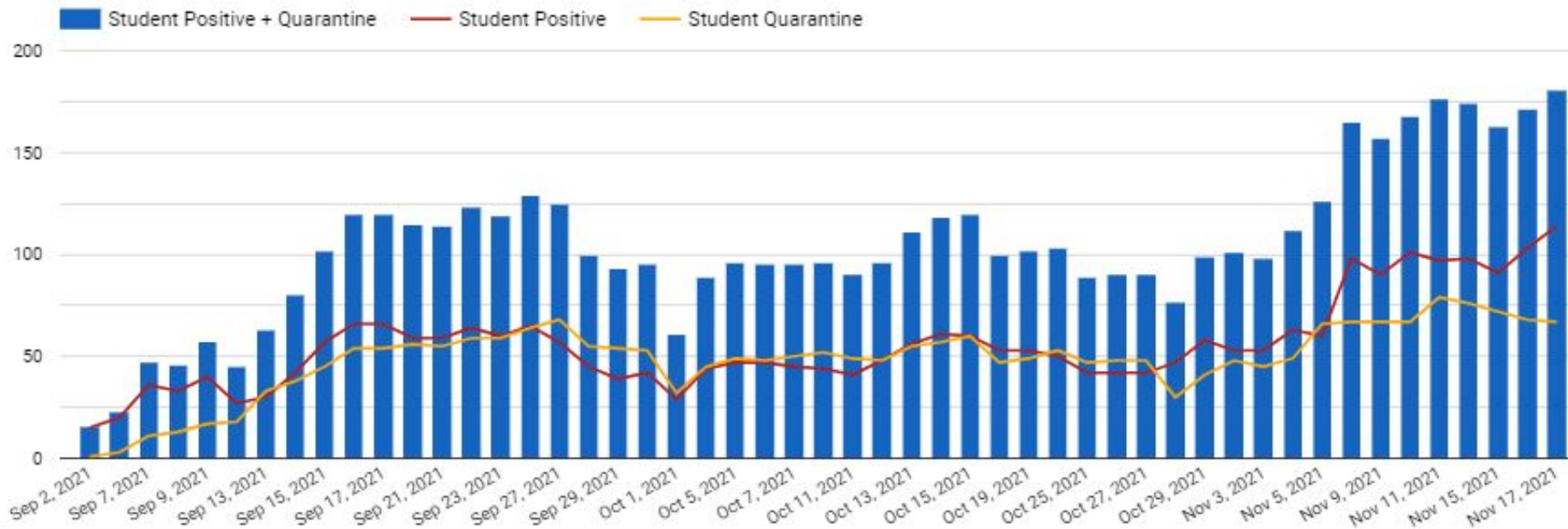
(7.5/1,000)

(108/14,400)



AASD COVID Dashboard

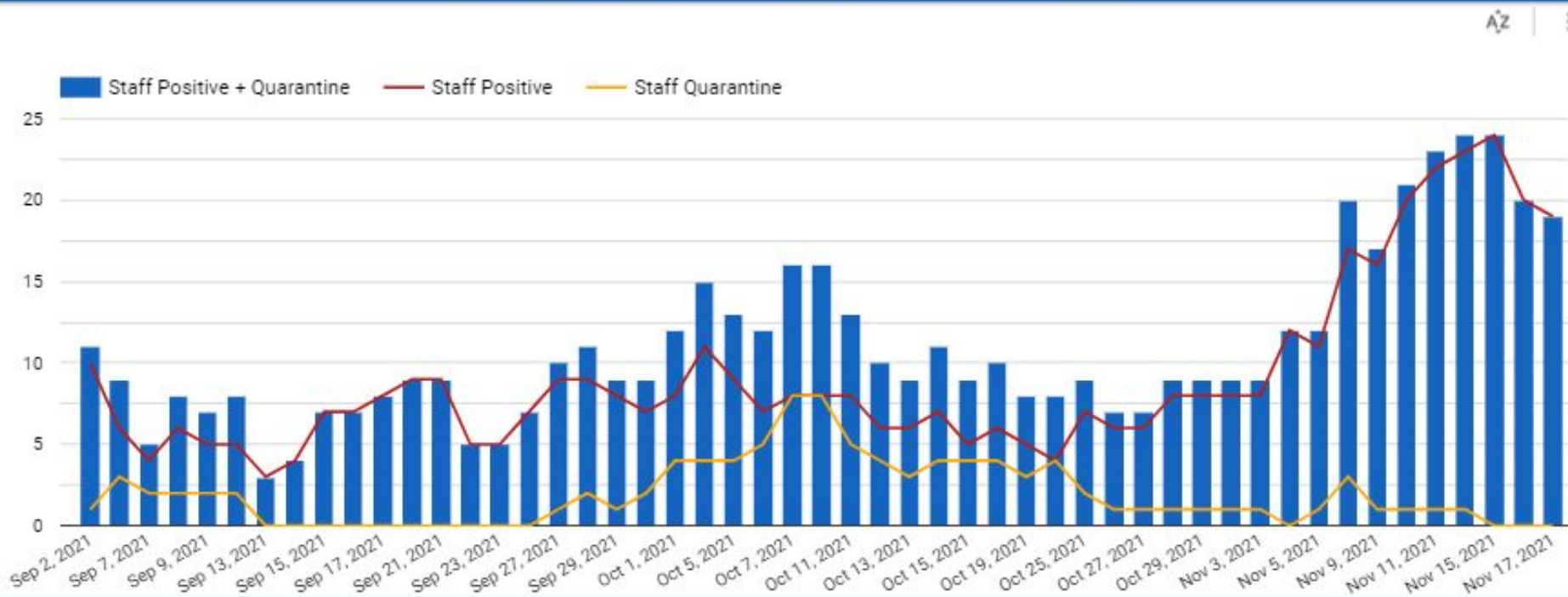
Historical Summary of Student Data





AASD COVID Dashboard

Historical Summary of Staff Data





AASD Anecdotal Notes

Student COVID cases in our schools (as of 11/17/21)

- **2 hospitalizations (1 high school / 1 elementary)**
 - Included other medical conditions
- **Mild to moderate flu-like symptoms**
 - Sore throat, runny nose, cough
- **Symptoms tend to last for a few days in most student cases**
- **Asymptomatic students testing positive**
- **Minimal cases attributed to confirmed spread within classrooms**
 - Exception of 1 classroom in September



Current Challenges

The number of unfilled absences has greatly increased over previous years.

Educators

- 2019-2020: 2-6% unfilled and
- 2020-2021 (in-person) Sem II: 1.4%-5.6% unfilled
- 2021-2022: Below

Dates	Total Unfilled	% Unfilled	Unfilled ELEM	Unfilled MS	Unfilled HS
9/1/21-9/3/21	13	5.3%	7	4	2
9/7 - 9/10 (4 days)	22	5.8%	22	0	0
9/13 - 9/17	49	9.1%	40	7	1
9/20 - 9/24	63	10.0%	55	5	3
9/27 - 10/1	78	11.6%	72	4	2
10/4 - 10/8	138	17.9%	111	20	7
10/11 - 10/15	81	12.1%	58	11	12
10/18 - 10/20 (3 days)	40	10.5%	31	4	5
10/25 - 10/29	91	12.9%	62	17	12
11/1 - 11/5	105	14.2%	77	212	6
11/8 - 11/12	202	20.9%	156	39	7
11/15-11-19	165	16.8%	120	36	6

Paraprofessionals:

- 2020-2021 (in-person) Sem II 30-40% unfilled
- 2021-2022: Below

Dates	Total	Total Unfilled	% Unfilled
9/1/21-9/3/21	100	44	44.0%
9/7 - 9/10 (4 days)	181	99	54.7%
9/13 - 9/17	235	125	53.2%
9/20 - 9/24	269	135	50.2%
9/27 - 10/1	279	142	50.9%
10/4 - 10/8	255	130	51.0%
10/11 - 10/15	221	116	52.5%
10/18 - 10/20 (3 days)	150	78	52.0%
10/25 - 10/29	249	138	55.4%
11/1 - 11/5	242	117	48.3%
11/8 - 11/12	311	174	55.9%
11/15-11-19	336	203	60.4%



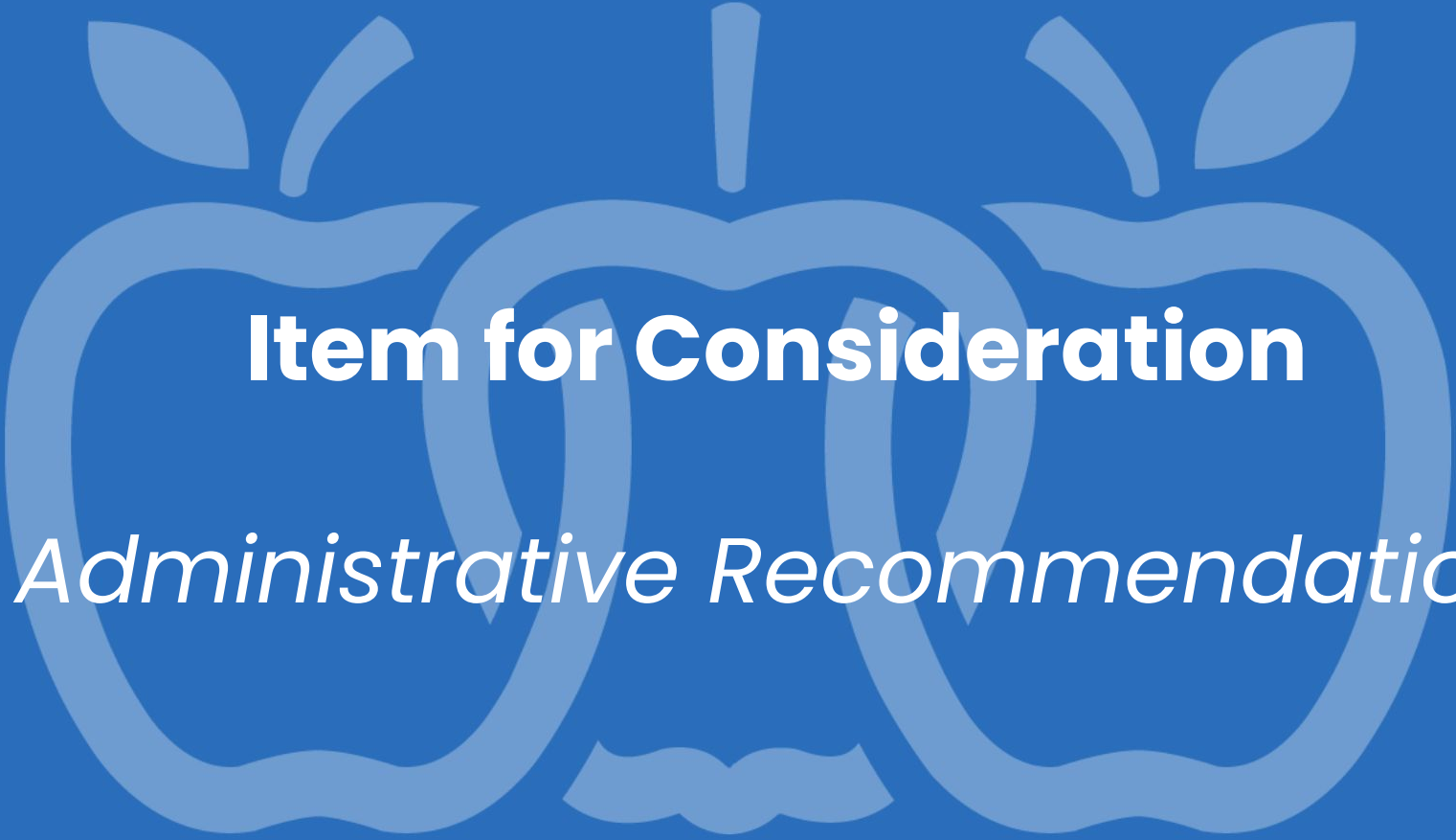
Current Challenges

The unfilled absences are due to fewer substitutes in the pool, substitutes taking fewer jobs, increased leaves of absence, and unpredictable absences.

Although 102 substitutes have been added, 35% have not yet worked. HR has surveyed and outreached to those who have not worked.

Dedicated substitutes have been allocated to sites.

Rising student and staff cases create challenges for continuity of in-person learning opportunities

Three stylized, light blue apples are arranged horizontally in the background. Each apple has a simple outline, a small stem, and a single leaf. The apples are slightly overlapping.

Item for Consideration

Administrative Recommendation



Recommendation

Optional masks/face coverings for students/staff

- Elementary/Middle/High Schools beginning **January 18, 2022**



Recommendation

Continue required masks/face coverings for students/staff

- Grades EC/4K per Licensing Requirements



Transportation

Continue required masks/face coverings for all students on public or school transportation per CDC Order



Metric to Require Masking

A 2% threshold for positive student cases in schools will be used for requiring masks/face coverings for 14 days.

The background features three stylized, light blue apples arranged horizontally. Each apple has a simple outline, a small stem, and a single leaf. The central apple is slightly behind the other two, creating a sense of depth.

Questions and Answers

ITEM FOR CONSIDERATION

Topic:	2021--2022 Fox Valley Cooperative Summer School Agreement
Background Information:	The Fox Valley Cooperative Summer School Agreement was put into place over 20 years ago and includes the following school districts: Appleton Area School District, Brillion School District, Freedom Area School District, Hilbert School District, Hortonville School District, Kaukauna Area School District, Little Chute Area School District, Kimberly Area School District, Menasha Joint School District, Neenah School District, and Shiocton School District. The agreement allows students from any of the participating districts to attend summer school at their participating district of choice without incurring additional fees to do so. The agreement also provides equalized wages for teachers and paraprofessional as to serve as a non-compete for positions.
Fiscal Note:	See attached documentation.
Administrative Recommendation:	Approve as submitted.
Instructional Impact:	Students will be able to participate in summer school opportunities without incurring additional costs.
Contact Person(s):	Steve Harrison, Assistant Superintendent for Assessment, Curriculum & Instruction, 832-6157 ext. 2177
Board Action:	November 22, 2021

ITEM FOR CONSIDERATION

TOPIC: Professional Educator Contract Changes

BACKGROUND INFORMATION: Contract changes for the following individuals are recommended for the 2021-2022 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>	<u>Effective Date</u>
Nancy Aguilar De Enriquez	Literacy Interventionist	Columbus	100% to 50%	1/18/22
Corrina A. Albright	Music-Instrumental	Dunlap	30% to 40%	11/08/21
Susan L. Bratsch	Special Ed-SEBD	West	100% to 120%	11/15/21
Sandra K. Keil	Special Ed-SEBD	West	100% to 120%	11/15/21

FISCAL NOTE: As indicated above.

ADMINISTRATIVE RECOMMENDATION: Approval.

INSTRUCTIONAL IMPACT: These assignments will meet the needs of students.

CONTACT PERSON: Julie King, (920) 997-1399 (x2042)

11/22/21

ITEM FOR CONSIDERATION

TOPIC: Internships

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 second semester of the 2021-2022 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Stipend</u>	<u>Effective Date</u>
Morgan K. Vanden Langenberg	Family Consumer Science	WHS	\$4,500	1/18/22
Megan L. Cotter	Family Consumer Science	EHS	\$4,500	1/18/22
Liam C. Osborne	Special Education	JOH	\$4,500	1/18/22

FISCAL NOTE: The total cost of the three internships is \$15,000, which includes a \$4,500 compensation stipend to the intern and a \$500 professional development fee to the DPI for each position.

ADMINISTRATIVE RECOMMENDATION: Approval is recommended.

CONTACT PERSON: Julie King, 920-997-1399 (x2042)

FISCAL NOTE: None.

11/22/21

Appleton Area School District
Draft - Potential Referendum Timeline

Date	Task
November 18, 2021	Principals/Schools submit revised facility needs input
November 22, 2021	Present timeline to BOE
November 2021	Core team refines project strategy (define needs, challenges, and gathering community input)
December 13, 2021	Review project scope with BOE (STEM, 6 th Grade, K-2 staffing, “right sizing” of District)
January 3 & 4, 2022	Hold first Focus Group meetings
January 10, 2022	STEM Work Group completes vision development
January 10, 2022	Update BOE on Focus Group meetings
January 17 & 18, 2022	Hold second Focus Group meetings
January 24, 2022	Update BOE on second Focus Group meetings
January 2022	Core team drafts community survey
February 14, 2022	BOE reviews initial draft of community survey
March 7, 2022	BOE approves community survey
April 2022	Email survey to staff and parents, and mail to residents
April/early May	Survey Deadline – School Perceptions creates reports
May/early June 2022	Survey results presentation for BOE
June/July 2022	Core team finalizes referendum questions
August 8, 2022	BOE approves resolution (if needed)
September/October	Core team communicates referendum questions to community
November 8, 2022	Referendum

Appleton Area School District
Operational Expectations Interpretation & Indicators Document
OE-12 Facilities

SUPERINTENDENT CERTIFICATION:

With respect to Operational Expectations Policy 12, Facilities, I certify the proceeding interpretations and indicators to be accurate and complete and reasonable.

Executive Summary/Analysis:

The interpretations and indicators, as submitted below, will provide evidence to the Board that the District's assets are maintained and protected. Indicators reflect legal and state department requirements, when appropriate. In other instances, indicators are informed by best practice. While monitoring will largely be accomplished through internal reporting, it will also incorporate external audits and board inspection.

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Operational Expectations Policy 12, Facilities, the Board:

_____ **Accepts the Superintendent's interpretation and indicators as reasonable**

_____ **Accepts the Superintendent's interpretation and indicators as reasonable, with noted exceptions**

_____ **Finds the Superintendent's interpretation and indicators to be not reasonable**

Commendations and/or Recommendations, if any:

Signed: _____ Date: _____
Board President

Document submitted: _____

Re-submitted: _____

OE - 12: Facilities		Superintendent	
The Superintendent shall assure that physical facilities support the accomplishment of the Board's Results policy.		In Compliance	Not In Compliance
Superintendent Interpretation: The Board values physical facilities that ensure a safe, healthy and welcoming environment to support teaching, learning, efficiency and excellence. ● Physical facilities shall mean all buildings, grounds and infrastructure (excluding technology) throughout the district. ● Support the accomplishment shall mean to provide the opportunity to succeed by minimizing lost academic time and to provide a physically safe and clean learning environment. ● The Board's Results policy is defined in R-1, R-2, and R-3			
OE - 12.1	The Superintendent will develop and execute a plan that establishes priorities for construction, renovation and maintenance projects that : a. Assigns the highest priority to the correction of unsafe conditions; b. Includes maintenance costs as necessary to enable facilities to reach their intended life cycles; c. Plans for and schedules preventive maintenance; d. Plans for and schedules system replacement when new schools open, schools are renovated or systems replaced; e. Discloses assumptions on which the plan is based, including growth patterns and the financial and human impact individual projects will have on other parts of the district.		
SUPERINTENDENT Interpretation: ● Plan shall mean a 5-year Capital Improvement Plan, coordinated with an annual Capital Project Plan. ● Projects shall mean major work identified in the Capital Improvement Plan and/or Capital Projects Plan.			

• Correction shall mean bringing a condition into compliance with the applicable code or generally accepted industry standard for safety. • Unsafe condition shall mean a condition that does not meet an applicable code or generally accepted industry standard or a condition that can reasonably be expected to cause physical harm. • Growth Patterns shall mean trends in student population size. • The financial and human impact individual projects will have on other parts of the District shall mean taking into consideration the budget implications, effect on the educational environment for students and staff, and costs to other departments of the District due to the scheduling and completion of projects.		
SUPERINTENDENT Indicators of Compliance: We will know we are compliant when:	In Compliance	Not In Compliance
• The Districts' schools lose no instructional day as a result of any system failure that could have reasonably been avoided through a preventive maintenance plan. Any lost time will be documented in a log and made available to the Board upon request.		
• Any identified unsafe condition related to our facilities is addressed immediately, corrected as soon as possible, and remains a priority until fixed. No person is injured and no instructional time is lost as a result of an unaddressed unsafe condition of our facilities. Any injury will be recorded by the District's Safety Coordinator, and any lost time will be documented in a log, and both are made available to the Board upon request.		
• Superintendent prioritizes projects and identifies unsafe conditions of our facilities during the Capital Projects planning process. The District's Capital Projects list will be presented to the Board in the spring of each year.		
• Superintendent identifies, prioritizes, and adequately funds necessary repair and maintenance projects during the Facilities and Operations Budgeting process. The Facilities and Operations budget is available to the Board upon request.		

The district identifies, schedules and conducts required preventive maintenance using the Akitabox Facility Management Software system. Reports from the system are made available to the Board upon request.			
The district develops, and updates at least every five years, a Facility Capital Improvement Plan. The Plan will be presented to the Board for review in the spring of each year.			
Annually, the district develops a Facility Capital Projects plan. The plan includes projects to be completed within the year and is presented to the Board for review in the spring. An updated plan that includes projects completed is presented to the Board for review in the fall of each year.			
OE - 12.2	The Superintendent projects life-cycle costs as capital decisions are made.		
SUPERINTENDENT Interpretation: Project shall mean calculate using cost analysis methodology. Life cycle costs shall mean the total acquisition and operational costs of a system, piece of equipment, or facility based on the manufacturer's design life expectancy. Capital decisions shall mean decisions involving the expenditure of \$100,000 or more.			
SUPERINTENDENT Indicators of Compliance: We will know we are compliant when:		In Compliance	Not In Compliance
For non-bond projects, the Board receives system design alternatives for all system replacements that include life cycle cost analyses for all capital decisions that show schedule alternatives and design criteria.			
For bond projects, the board will be briefed on the designs chosen in developing the final scope specified in the construction documents design. The Engineering Services Coordinator will use life cycle costs in the design of each project, choosing the design that is the best value given existing systems and cost and will explain the decisions when			

briefing the Board prior to starting the project, if requested by the Board.			
OE - 12.3	The Superintendent will assure that facilities are safe, clean and properly maintained.		
SUPERINTENDENT Interpretation:			
● Safe shall mean free from physical hazards or dangers to students, staff, and stakeholders. ● Clean shall mean relatively free of trash (except in approved receptacles) and dirt, and conforming to applicable health department standards. ● Properly maintained shall mean ensuring that the facilities are code compliant, are able to pass required inspections, and are reasonably preserved from failure or decline.			
SUPERINTENDENT Indicators of Compliance:			
We will know we are compliant when:		In Compliance	Not In Compliance
● The district passes all required annual inspections and construction inspections in accordance with applicable federal, state and local codes as documented in a log of completed inspections. The log will be made available to the Board upon request.			
● The district completes 100% of reactive maintenance requests within an average of 20 days. Examples of reactive maintenance requests are; roof leaks, temperature / comfort complaints. Reports from the system are made available to the Board upon request.			
● The district completes all preventative maintenance within an average of 35 days. Examples of preventative maintenance requests are; HVAC filter changes, and equipment belt, grease, or oil maintenance. Reports from the system are made available to the Board upon request.			
OE - 12.4	The Superintendent may not build or renovate buildings.		
SUPERINTENDENT Interpretation:			
● Build shall mean the initial construction of a facility or the addition to an existing facility.			

● Renovate shall mean the restoration of a facility or system to “as new” condition. ● Buildings shall mean physical facilities over 400 square feet.			
SUPERINTENDENT Indicators of Compliance: We will know we are compliant when:		In Compliance	Not In Compliance
● All initial construction and renovation projects greater than \$100,000 receive prior approval from the BOE through approval of the annual Capital Projects Plan.			
OE- 12.5	The Superintendent may not recommend land acquisition without first determining growth patterns, comparative costs, construction and transportation factors and any extraordinary contingency costs due to potential natural and man-made risks.		
SUPERINTENDENT Interpretation: ● Land acquisition shall mean obtaining a potential building site through purchase or developer dedication. ● Growth patterns shall mean trends in student population size. ● Comparative costs shall mean a total development cost analysis of potential sites. ● Construction and transportation factors shall mean potential issues regarding site selection pertaining to ability to build and to safely transport students. ● Extraordinary contingency costs shall mean unplanned and non-budgeted changes. ● Potential natural and man-made risks shall mean unforeseen issues that are naturally present on the site or that were previously introduced to the site by a previous owner.			
SUPERINTENDENT Indicators of Compliance: We will know we are compliant when:		In Compliance	Not In Compliance
● The Board is briefed on and approves all recommended land acquisition projects, to include growth patterns, comparative costs,			

construction and transportation factors and any extraordinary contingency costs due to potential natural and man-made risks prior to the district entering into any agreement for the purchase or dedication of land.			
OE - 12.6	The Superintendent may not authorize construction schedules and change orders that significantly increase the cost or reduce quality of any capital project.		
SUPERINTENDENT Interpretation:			
● Change orders shall mean a change in the scope of a project that produces a corresponding change in the cost, schedule, or quality of the project. ● Significantly increase the cost shall mean a change greater than 10% or more than \$100,000 of the original contract amount. ● Reduce quality shall mean changing approved design specifications to a lower standard or accepting work that does not meet the approved design specifications.			
SUPERINTENDENT Indicators of Compliance:			
We will know we are compliant when:		In Compliance	Not In Compliance
● The previous school year capital project budget closes out at or under budget. The Capital Projects budget will be presented annually to the Board.			
● The Board is briefed on any schedule changes or change orders that significantly increase the cost or reduce quality prior to approval of the schedule change or change order.			
● The Board is briefed on completed projects. The briefing will include final cost versus estimate, and adherence to quality and schedule.			
OE - 12.7	The Superintendent may not unreasonably deny the public’s use of facilities as long as student safety, student functions, and the instructional program are not compromised.		

SUPERINTENDENT Interpretation:		
● Use of facilities shall mean non-District individuals or groups accessing both indoor and outdoor facilities. ● Student safety, student functions, and the instructional program are not compromised shall mean that student safety, student functions, and the instructional program shall at all times take priority over the use of facilities by non-District individuals or groups.		
SUPERINTENDENT Indicators of Compliance: We will know we are compliant when:	In Compliance	Not In Compliance
● The District maintains “Community Use of School Facilities” policy 830.		
● Community groups that used District facilities paid the appropriate fee for usage on every occasion. A report of all District rentals is available to the Board upon request.		
● Facility use was monitored and all events were conducted safely and appropriately in accordance with the policy. A log of any incidents of events that were not conducted safely and appropriately, along with details of how the incident was resolved, is kept by the District’s Use of Building secretaries and is available to the Board upon request.		
OE - 12.8	The Superintendent may not name or rename any school or other major District facility.	
SUPERINTENDENT Interpretation:		
● Other major District facility shall include, but is not limited to, buildings or property owned by the District.		

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when:	In Compliance	Not In Compliance
No school or other major District facility is named or renamed except those that have been approved by the Board following procedures outlined in District Policy 940.		

**Appleton Area School District
Results Interpretation & Indicators Document
R-2.1.1 English Language Arts**

SUPERINTENDENT CERTIFICATION:

With respect to Results Policy 2.1.1 English Language Arts (ELA), I certify the proceeding interpretations and indicators to be accurate and complete and reasonable.

Executive Summary/Analysis:

The interpretations and indicators, as submitted below, will provide evidence to the Board that the District provides instructional programming that supports students in their personal growth and achievement in increasingly challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity in English Language Arts. The proposed measures have been selected due to the demonstration of their:

- **validity** (assessments are designed for the purpose for which we use them),
- **reliability** (assessments are shown to return consistent results at statistically acceptable levels),
- and **normative data** (results are routinely calibrated against a national sample size in order to verify accuracy of scale scores).

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

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Results Policy 2.1.1 English Language Arts (ELA), the Board:

- _____ **Accepts the Superintendent's interpretation and indicators as reasonable**
- _____ **Accepts the Superintendent's interpretation and indicators as reasonable, with noted exceptions**
- _____ **Finds the Superintendent's interpretation and indicators to be not reasonable**

Commendations and/or Recommendations, if any:

Signed: _____ Date: _____
Board President

Document submitted: _____

Re-submitted: _____

R-2.1 Results Policy: Academic Performance	Superintendent	
Each student will be literate, numerate, and able to integrate and apply the knowledge, skills, and competencies acquired across all academic disciplines. 2.1 Each student will demonstrate personal growth and achievement in increasingly challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity when enrolled in disciplines, including: 2.1.1 English Language Arts	In Compliance	Not In Compliance
SUPERINTENDENT Interpretation: • Each student shall mean all Full Academic Year (FAY) students enrolled 5K-12 in the Appleton Area School District. Every Student, Every Day. • Literate shall mean the ability to read, write, speak, and listen in ways that will allow us to communicate effectively to a variety of different audiences and to make sense of the world. • Numerate shall mean the ability to access, use and interpret and communicate mathematical information and ideas, to engage in and manage the mathematical demands of various situations in adult years. To be able to numerate is to confidently and effectively use mathematics to meet the everyday demands of life. • Able to integrate and apply shall mean to combine what is learned in the classroom, whether it's theory or technique, with a solution to real-world problems. • Skills and competencies shall mean combinations of knowledge, skills and attitudes that students develop and apply for successful learning, living and working. They emphasize aspects of learning that apply within and across all subject areas. • Academic disciplines shall mean core academic subject areas. The content to be mastered by students in each of these areas is defined by the state and district learning standards. • Personal growth shall mean how much academic progress a student has made between two points in time.		

- **Personal achievement** shall mean individual performance based on the mastery of district adopted grade-level academic standards or from grade-level expectations on identified measures/assessments.
- **Increasingly challenging levels of complexity** shall mean moving along the continuum of learning from acquisition to application.
- **Higher order thinking skills of:**
 - **Knowledge** shall mean recognizing and recalling facts.
 - **Comprehension** shall mean understanding what facts mean.
 - **Application** shall mean using the facts, rules, concepts, and ideas.
 - **Analysis** shall mean breaking down information into component parts.
 - **Synthesis** shall mean the ability to put parts together to form a new whole.
 - **Evaluation** shall mean justifying the value of information and ideas.
 - **Creativity** shall mean the ability to produce new and original ideas, connections, and solutions to problems.
- **English Language Arts (ELA)** shall mean English, Reading, Writing, and Listening.

Indicators to be Used:

- **TS Gold** - An observation-based assessment system for children from birth through kindergarten. The assessment blends ongoing observational assessment for all areas of development and learning with performance tasks for selected predictors of school success in the areas of literacy and numeracy. TS Gold is administered in the fall and spring to students in 4K.
- **i-Ready Diagnostic** - An adaptive, online, criterion-referenced assessment that measures students' grade-level foundational skills and progress in Reading:
 - Foundational Skills: Phonological Awareness, Phonics, High Frequency Words
 - Vocabulary
 - Comprehension: Informational Text
 - Comprehension: Literary Text

The assessment is administered to students in grades 5K-8 in the fall, winter, and spring of each school year.

- **Forward Exam** – The Wisconsin state assessment for students in grades 3-8 in ELA and Mathematics; 4, 8, and 10 in Social Studies; and 4 and 8 in Science. The ELA portion of the WI Forward Exam measures proficiency within the following domains:
 - Key Ideas and Details

- o Craft and Structure/Integration of Knowledge and Ideas
- o Vocabulary Use
- o Writing/Language
- o Text Types and Purposes
- o Research
- o Language Conventions
- o Listening

- **ACT Aspire** - nationally normed summative assessment that is used to highlight progress toward ACT College Readiness Standards and Benchmarks. ACT Aspire assesses student readiness in English, math, reading, science and writing. ACT is taken once a year each spring. Data from the ACT Aspire arrives several months after the assessment is taken, and is used to clarify school-based measures related to the AASD Scorecard. This assessment is administered to students in grades 9-10 and measures student ACT College Readiness within the following areas:

- o **English**

- Production of Writing
- Knowledge of Language
- Conventions of Standard English

- o **Reading**

- Key Ideas & Details
- Craft & Structure
- Integration of Knowledge & Ideas
- Understanding Complex Texts

- o **Writing**

- Ideas & Analysis
- Development & Support
- Organization
- Language Use & Conventions

- **ACT with Writing** - nationally normed summative assessment that consists of four multiple-choice tests: English, math, reading, and science; and a 30-minute essay test that measures writing skills. ACT results arrive several months after the assessment is taken, and are used to clarify school-based measures related to the AASD Scorecard. This assessment is administered to students in grade 11 and measures student ACT College Readiness within the following areas:

- o **English**

- Production of Writing
- Knowledge of Language
- Conventions of Standard English

- o **Reading**

- Key Ideas & Details
- Craft & Structure
- Integration of Knowledge & Ideas
- Understanding Complex Texts

o **Writing**

- Ideas & Analysis
- Development & Support
- Organization
- Language Use & Conventions

Definition of Terms:

- **Norm-referenced** - Assessments that are used to compare students' progress to others in their peer group. This group may contain students in the same grade across the state or nation, or other categories such as special education, disability status, English learners, gifted students, and more. Most commonly, norm-referenced tests use a national peer group.
- **Criterion-referenced** - A criterion-referenced test is designed to measure a student's academic performance against some standard or criteria. This standard or criteria is predetermined before students begin the test. Schools or districts choose a standard, such as a percent of items answered correctly or a state test benchmark, as the criteria for the test. The student's score then shows the progress they have made toward the agreed-upon standard--if they fall short, they must continue to work toward the standard.
- **Targeted Growth** - Typical Growth is the average annual growth of students at each grade and placement level on the i-Ready Assessment. Typical Growth allows you to see how a student is growing compared to average student growth at the same grade and placement level.
- **On or above grade level** - Reflects understanding of skills and knowledge expected at each grade level based on the criteria established with the state academic standards for a particular content area.
- **Identified Demographic Groups**
 - o EL (English Learners)
 - o Not EL (All other students who are not English Learners)
 - o SWD (Students with Disabilities)
 - o SWOD (Students without Disabilities)
 - o Black
 - o White

- **WI Forward Exam Ranges:**
 - **Advanced** – Student demonstrates thorough understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
 - **Proficient** – Student demonstrates adequate understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
 - **Basic** – Student demonstrates partial understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
 - **Below Basic** – Student demonstrates minimal understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
- **ACT Aspire ELA Score** - The averages of the scores from the English, Reading, and Writing test Scores within the ACT Aspire test
- **ACT with Writing ELA Score** - The averages of the scores from the English, Reading, and Writing test Scores within the ACT with Writing test
- **ACT with Writing Performance Level Scale Scores for ELA**
 - **Below Basic** – 1-14
 - **Basic** – 15-19
 - **Proficient** – 20-27
 - **Advanced** – 28-36
- **Gaps** - The disparity in academic performance between groups of students
- **FAY** - Full academic year of enrollment. This is specific to students with "continuous *enrollment* beginning within the first ten days of the school year without an enrollment lapse of ten or more consecutive days.
- **Observation-based Assessment** - An assessment that involves obtaining evaluative information through direct observation of the learner's specific actions
- **Cohort Analysis** - Examines longitudinal data for the same group of students over a period of time.
- **Program Analysis** - Examines longitudinal data for the same grade level over a period of time.

SUPERINTENDENT Targets for Reasonable Progress:

We will know we have made reasonable progress when:

Teaching Strategies GOLD - ELA- Grade 4K (Program Analysis)

We will increase by 3% the percentage of 4K students **Meeting** or **Exceeding** the widely held expectations of a 4K student in:

- Demonstrates phonological awareness, phonics skills, and word recognition (Objective #15)

TS GOLD Objective	Spring 2021 (% Meeting or Above)	Spring 2022 (% Meeting or Above)
15a Notices and discriminates rhyme	82%	
15b Notices and discriminates alliteration	90%	
15c Notices and discriminates discrete units of sound	90%	

WI Forward - ELA- Grades 3-8 (Cohort & Program Analysis)

1. We will **increase the percentage** of students **scoring Proficient/Advanced** in **grades 3-8** on the **WI Forward Exam in ELA** by 1%.
2. We will **score at or above the statewide level** for **Proficient/Advanced** in **grades 3-8** on the **WI Forward Exam in ELA**.

	2020-21 %Prof/Adv AASD	2020-21 %Prof/Adv Statewide	2021-22 %Prof/Adv AASD	2021-22 %Prof/Adv Statewide
Grade 3	27.9%	31.7%		
Grade 4	35.0%	36.2%		
Grade 5	28.6%	33.9%		
Grade 6	36.2%	34.3%		
Grade 7	33.1%	37.8%		
Grade 8	28.9%	31.1%		

We will **reduce the percentage** of students **scoring Below Basic** in **grades 3-8** on the **WI Forward Exam in ELA** by **3%**.

	2020-21 %Below Basic AASD	2020-21 %Below Basic Statewide	2021-22 %Below Basic AASD	2021-21 %Below Basic Statewide
Grade 3	27.2%	23.3%		
Grade 4	25.7%	22.7%		
Grade 5	31.9%	23.2%		
Grade 6	21.4%	21.0%		
Grade 7	23.9%	19.2%		
Grade 8	28.0%	21.5%		

We will **reduce gaps** in students **scoring Proficient and Advanced** within **identified demographic groups** in **grades 3-8** on the **WI Forward Exam in ELA** by **3%**.

	2020-21 %Prof/Adv	2021-22 %Prof/Adv
Grade 3	SWOD 32.1% SWD 8.0% (24.1% gap)	
	Not EL 31.7% EL 3.2% (28.5% gap)	
	White 34.6% Black 7.1% (27.5% gap)	
	SWOD 39.9% SWD 13.0% (26.9% gap)	

Grade 4	Not EL 32.3% EL 0.9% (31.4% gap)	
	White 44.6% Black 14.7% (29.9% gap)	
Grade 5	SWOD 33.2% SWD 7.8% (25.4% gap)	
	Not EL 39.3% EL 2.6% (36.7% gap)	
	White 35.0% Black 10.5% (24.5% gap)	
Grade 6	SWOD 41.7% SWD 10.1% (31.6% gap)	
	Not EL 39.9% EL 6.3% (33.6% gap)	
	White 43.4% Black 8.8% (34.6% gap)	
Grade 7	SWOD 33.7% SWD 8.2% (25.5% gap)	
	Not EL 37.6% EL 1.7% (35.9% gap)	
	White 41.6% Black 10.4% (31.2% gap)	

Grade 8	SWOD 33.7% SWD 5.1% (28.6% gap)	
	Not EL 32.2% EL 1.0% (31.2% gap)	
	White 34.7% Black 5.5% (29.2% gap)	

Additional Context for WI Forward Exam: The WI Forward exam is administered annually to all students in grades 3-8 throughout the state of Wisconsin during the months of March and April. Due to the state-mandated school closures and rapid transition to virtual instruction during March of 2020, the WI Forward Exam was not administered during the 2019-20 school year. As a result, values of NA (not administered) are used. In addition, although the district has historically demonstrated a test participation rate of >99%, only ~90% of students participated in the assessment during the 2020-21 school year.

i-Ready Assessment - Reading - Grades 5K-8 (Cohort & Program Analysis)

We will increase the percentage of students in grades 5K-8 on the i-Ready Diagnostic who **reach their targeted growth** in **Reading** (growth expected within one or more year) by the end of the academic year **by 1%**.

	2020-21 % students meeting Targeted Growth	2021-22 % students meeting Targeted Growth
5K	18%	
Grade 1	26%	
Grade 2	41%	
Grade 3	50%	
Grade 4	51%	

Grade 5	50%	
Grade 6	48%	
Grade 7	48%	
Grade 8	41%	

We will reduce gaps in students reaching targeted Growth in Reading within identified demographic groups in grades 5K-8 on the i-Ready Assessment by 3%.

	2020-21 % students meeting Targeted Growth	2021-22 % students meeting Targeted Growth
SWOD	43%	
SWD	35%	
gap	8%	
Not EL	43%	
EL	33%	
gap	10%	
White	45%	
Black	33%	
gap	8%	

We will increase the percentage of students scoring On or Above Grade Level in Reading in grades 5K-8 on the i-Ready Assessment by 1%.

	2020-21 % students scoring On or Above	2021-22 % students scoring On or Above
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	Grade Level	Grade Level
5K	84%	
Grade 1	57%	
Grade 2	57%	
Grade 3	67%	
Grade 4	49%	
Grade 5	45%	
Grade 6	47%	
Grade 7	46%	
Grade 8	47%	

We will reduce gaps in students scoring On or Above Grade Level in Reading within identified demographic groups in grades 5K-8 on the i-Ready Assessment 3%.

	2020-21 % students scoring On or Above Grade Level	2021-22 % students scoring On or Above Grade Level
SWOD	60%	
SWD	26%	
gap	34%	
Not EL	59%	
EL	22%	
gap	37%	

White	63%	
Black	33%	
gap	30%	

Additional Context for i-Ready Assessment: The i-Ready Assessment is administered to AASD students in grades 5K-8 three times throughout the school year (fall/winter/spring) and is used as a progress monitoring measure to support the district's continuous school improvement process. The assessment was first piloted by a small number of elementary and middle schools during the 2018-19 school year, and the pilot was expanded to additional schools during the 2019-20 school year. Full implementation of the i-Ready Assessment among all district schools began during the 2020-21 school year. During the 2020-21 school year, the district needed to utilize a variety of instructional models due to the COVID-19 pandemic (fully virtual or hybrid). As a result, the i-Ready assessment was not administered universally in the same manner, with some students taking some or all of the three assessments remotely while other students took the fall and winter assessment remotely and the spring assessment in person.

ACT Aspire - Reading - Grades 9-10 (Cohort & Program Analysis)

1. We will **increase the percentage** of students **scoring Proficient/Advanced** in **grades 9-10** on the **ACT Aspire Assessment in ELA** by **1%**.
2. We score **at or above the statewide level** for **Proficient/Advanced** in **grades 9-10** on the **ACT Aspire in ELA**.

	2020-21 %Prof/Adv AASD	2020-21 %Prof/Adv Statewide	2021-22 %Prof/Adv AASD	2021-22 %Prof/Adv Statewide
Grade 9	36.7%	34.0%		
Grade 10	34.2%	32.3%		

We will **reduce the percentage** of students **scoring Below Basic** in **grades 9-10** on the **ACT Aspire Assessment in ELA** by **3%**.

	2020-21 %Below Basic AASD	2020-21 %Below Basic Statewide	2021-22 %Below Basic AASD	2021-22 %Below Basic Statewide
Grade 9	47.8%	44.7%		

Grade 10	46.6%	45.7%		
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We will **increase the percentage** of students **scoring Proficient/Advanced** in **grades 10** on the **ACT Aspire Assessment in ELA** compared to the grade 9 cohort results from **the year before by 1%**.

	2020-21 %Prof/Adv	2021-22 %Prof/Adv
Grade 9	36.7%	
Grade 10	34.2%	

Additional Context for ACT Aspire: The ACT Aspire is administered annually to all students in grades 9-10 throughout the state of Wisconsin during the months of April and May. Due to the state-mandated school closures and rapid transition to virtual instruction during March of 2020, the ACT Aspire was not administered during the 2019-20 school year. As a result, values of NA (not administered) are used. In addition, although the district has historically demonstrated a test participation rate of >95%, only ~83% of students participated in the assessment during the 2020-21 school year.

We will **reduce gaps in students scoring Proficient and Advanced** within **identified demographic groups** in **grades 9-10** on the **ACT Aspire Assessment in ELA** by 3%.

	2020-21 %Prof/Adv	2021-22 %Prof/Adv
Grade 9	SWOD 42.7% SWD 4.9% (37.8% gap)	
	Not EL 39.3% EL 2.7% (36.6% gap)	
	White 44.1% Black 10.0% (34.1% gap)	

Grade 10	SWOD 39.8% SWD 3.6% (36.2% gap)	
	Not EL 37.0% EL 0.0% (37.0% gap)	
	White 42.5% Black 6.8% (35.7% gap)	

ACT with Writing - ELA - Grade 11 (Program Analysis)

1. We will **increase the percentage** of students scoring **Proficient/Advanced** in **grade 11** on the **ACT Assessment in ELA** by **1%**.
2. We score **at or above the statewide level** for **Proficient/Advanced** in **grade 11** on the **ACT with Writing in ELA**.

	2020-21 %Prof/Adv AASD	2020-21 %Prof/Adv Statewide	2021-22 %Prof/Adv AASD	2021-22 %Prof/Adv Statewide
Grade 11 ELA	31.5%	33.9%		

We will **reduce the percentage** of students scoring **Below Basic** in **grade 11** on the **ACT Assessment in ELA** by **3%**.

	2020-21 %Below Basic AASD	2020-21 %Below Basic Statewide	2021-22 %Below Basic AASD	2021-22 %Below Basic Statewide
Grade 11 ELA	30.5%	25.1%		

We will **reduce gaps in students scoring Proficient and Advanced** within **various demographic groups** in **grade 11** on the **ACT Assessment in ELA** by **3%**.

	2020-21 %Prof/Adv	2021-22 %Prof/Adv
Grade 11 ELA	SWOD 35.8% SWD 5.0% (30.8% gap)	
	Not EL 33.3% EL 0.0%	

	(33.3% gap)	
	White 37.4% Black 13.0% (24.4% gap)	

Additional Context for ACT with Writing: The ACT with Writing is administered annually to all students in grade 11 throughout the state of Wisconsin in March. Although the district has historically demonstrated a test participation rate of >97%, only ~91% of students participated in the assessment during the 2020-21 school year. During the 2020-21 school year, the district needed to utilize a variety of instructional models due to the COVID-19 pandemic (fully virtual or hybrid). This may have contributed to the significant decrease in test participation compared to the previous year.

Information Only - Average ELA Composite Score on ACT with Writing

	2020-21 AASD	2020-21 Statewide	2021-22 AASD	2021-22 Statewide
Grade 11 ELA Composite Score	17.4	18.0		

SUPERINTENDENT Evidence of Reasonable Progress:

Board Comments:

**Appleton Area School District
Results Interpretation & Indicators Document
R-2.1.2 Mathematics**

SUPERINTENDENT CERTIFICATION:

With respect to Results Policy 2.1.2 Mathematics, I certify the proceeding interpretations and indicators to be accurate and complete and reasonable.

Executive Summary/Analysis:

The interpretations and indicators, as submitted below, will provide evidence to the Board that the District provides instructional programming that supports students in their personal growth and achievement in increasingly challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity in Mathematics. The proposed measures have been selected due to the demonstration of their:

- **validity** (assessments are designed for the purpose for which we use them),
- **reliability** (assessments are shown to return consistent results at statistically acceptable levels),
- and **normative data** (results are routinely calibrated against a national sample size in order to verify accuracy of scale scores).

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

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Results Policy 2.1.2 Mathematics, the Board:

- _____ **Accepts the Superintendent's interpretation and indicators as reasonable**
- _____ **Accepts the Superintendent's interpretation and indicators as reasonable, with noted exceptions**
- _____ **Finds the Superintendent's interpretation and indicators to be not reasonable**

Commendations and/or Recommendations, if any:

Signed: _____ Date: _____
Board President

Document submitted: _____

Re-submitted: _____

R-2.2 Results Policy: Academic Performance	Superintendent	
Each student will be literate, numerate, and able to integrate and apply the knowledge, skills, and competencies acquired across all academic disciplines. 2.1 Each student will demonstrate personal growth and achievement in increasingly challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity when enrolled in disciplines, including: 2.1.2 Mathematics	In Compliance	Not In Compliance
SUPERINTENDENT Interpretation: ● Each student shall mean all Full Academic Year (FAY) students enrolled 5K-12 in the Appleton Area School District. Every Student, Every Day. ● Literate shall mean the ability to read, write, speak, and listen in ways that will allow us to communicate effectively to a variety of different audiences and to make sense of the world. ● Numerate shall mean the ability to access, use and interpret and communicate mathematical information and ideas, to engage in and manage the mathematical demands of various situations in adult years. To be numerate is to confidently and effectively use mathematics to meet the everyday demands of life. ● Able to integrate and apply shall mean to combine what is learned in the classroom, whether it's theory or technique, with a solution to real-world problems. ● Skills and competencies shall mean combinations of knowledge, skills and attitudes that students develop and apply for successful learning, living and working. They emphasize aspects of learning that apply within and across all subject areas. ● Academic disciplines shall mean core academic subject areas. The content to be mastered by students in each of these areas is defined by the state and district learning standards. ● Personal growth shall mean how much academic progress a student has made between two points in time.		

- **Personal achievement** shall mean individual performance based on the mastery of district adopted grade-level academic standards or from grade-level expectations on identified measures/assessments.
- **Increasingly challenging levels of complexity** shall mean moving along the continuum of learning from acquisition to application.
- **Higher order thinking skills of:**
 - **Knowledge** shall mean recognizing and recalling facts.
 - **Comprehension** shall mean understanding what facts mean.
 - **Application** shall mean using the facts, rules, concepts, and ideas.
 - **Analysis** shall mean breaking down information into component parts.
 - **Synthesis** shall mean the ability to put parts together to form a new whole.
 - **Evaluation** shall mean justifying the value of information and ideas.
 - **Creativity** shall mean the ability to produce new and original ideas, connections, and solutions to problems.
- **Increasingly challenging levels of complexity** shall mean moving along the continuum of learning from acquisition to application.
- **Mathematics** shall mean the development of conceptual understanding and procedural fluency through the study of quantity (number operations), structure (algebra and algebraic thinking), space (geometry), and change (measurement and data).

Indicators to be Used:

- **TS Gold** - An observation-based assessment system for children from birth through kindergarten. The assessment blends ongoing observational assessment for all areas of development and learning with performance tasks for selected predictors of school success in the areas of literacy and numeracy. TS Gold is administered in the fall and spring to students in 4K.
- **i-Ready Diagnostic** - An adaptive, online, criterion-referenced assessment that measures students' grade-level foundational skills and progress in Mathematics:
 - Numbers & Operations,
 - Algebra & Algebraic Thinking
 - Measurement & Data
 - Geometry

The assessment is administered to students in grades 5K-8 in the fall, winter, and spring of each school year.

- **Forward Exam** – The Wisconsin state assessment for students in grades 3-8 in ELA and Mathematics; 4, 8, and 10 in Social Studies; and 4 and 8 in Science. The Mathematics portion of the WI Forward Exam measures proficiency within the following domains:

- o Geometry
 - o Measurement & Data
 - o Number & Operations in Base Ten
 - o Number & Operations - Fractions
 - o Operations & Algebraic Thinking
- **ACT Aspire** - nationally normed summative assessment that is used to highlight progress toward ACT College Readiness Standards and Benchmarks. ACT Aspire assesses student readiness in English, math, reading, science and writing. ACT is taken once a year each spring. Data from the ACT Aspire arrives several months after the assessment is taken, and is used to clarify school-based measures related to the AASD Scorecard. This assessment is administered to students in grades 9-10 and measures student ACT College Readiness within the following areas:
 - o **Preparing for Higher Math**
 - Number & Quantity
 - Algebra
 - Functions
 - Geometry
 - Statistics & Probability
 - o **Integrating Essential Skills**
 - o **Modeling**
 - **ACT with Writing** - nationally normed summative assessment that consists of four multiple-choice tests: English, math, reading, and science; and a 30-minute essay test that measures writing skills. ACT results arrive several months after the assessment is taken, and are used to clarify school-based measures related to the AASD Scorecard. This assessment is administered to students in grade 11 and measures student ACT College Readiness within the following areas:
 - o **Preparing for Higher Math**
 - Number & Quantity
 - Algebra
 - Functions
 - Geometry
 - Statistics & Probability
 - o **Integrating Essential Skills**
 - o **Modeling**

Definition of Terms:

- **Norm-referenced** - Assessments that are used to compare students' progress to others in their peer group. This group may contain students in the same grade across the state or nation, or other categories such as special education, disability status, English learners, gifted students, and more. Most commonly, norm-referenced tests use a national peer group.
- **Criterion-referenced** - A criterion-referenced test is designed to measure a student's academic performance against some standard or criteria. This standard or criteria is predetermined before students begin the test. Schools or districts choose a standard, such as a percent of items answered correctly or a state test benchmark, as the criteria for the test. The student's score then shows the progress they have made toward the agreed-upon standard--if they fall short, they must continue to work toward the standard.
- **Targeted Growth** - Typical Growth is the average annual growth of students at each grade and placement level on the i-Ready Assessment. Typical Growth allows you to see how a student is growing compared to average student growth at the same grade and placement level.
- **On or above grade level** - Reflects understanding of skills and knowledge expected at each grade level based on the criteria established with the state academic standards for a particular content area.
- **Identified Demographic Groups**
 - EL (English Learners)
 - Not EL (All other students who are not English Learners)
 - SWD (Students with Disabilities)
 - SWOD (Students without Disabilities)
 - Black
 - White
- **WI Forward Exam Ranges:**
 - **Advanced** – Student demonstrates thorough understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
 - **Proficient** – Student demonstrates adequate understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
 - **Basic** – Student demonstrates partial understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
 - **Below Basic** – Student demonstrates minimal understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
- **ACT Aspire Mathematics Score** - The averages of the scores from the Number and Quantity, Algebra, Functions, Geometry, Statistics

and Probability, Integrating Essential Skills, Justification and Explanation, and Modeling portions of the ACT Aspire test

- **ACT with Writing Mathematics Score** - The averages of the scores from the Number and Quantity, Algebra, Functions, Geometry, Statistics and Probability, Integrating Essential Skills, Justification and Explanation, and Modeling portions of the ACT Aspire test
- **ACT with Writing Performance Level Scale Scores for Math**
 - **Below Basic** – 1-16
 - **Basic** – 17-21
 - **Proficient** – 22-27
 - **Advanced** – 28-36
- **Gaps** - The disparity in academic performance between groups of students
- **FAY** - Full academic year of enrollment. This is specific to students with "continuous enrollment beginning within the first ten days of the school year without an enrollment lapse of ten or more consecutive days.
- **Observation-based Assessment** - An assessment that involves obtaining evaluative information through direct observation of the learner's specific actions
- **Cohort Analysis** - Examines longitudinal data for the same group of students over a period of time.
- **Program Analysis** - Examines longitudinal data for the same grade level over a period of time.

SUPERINTENDENT Targets for Reasonable Progress:

We will know we have made reasonable progress when:

Teaching Strategies GOLD - Mathematics - Grade 4K (Program Analysis)

We will increase by 3% the percentage of 4K students **Meeting** or **Exceeding** the widely held expectations of a 4K student in:

- Uses number concepts and operations (Objective #20)
- Explores and describes spatial relationships and shapes (Objective #21)
- Compares and measures (Objective #22)

TS GOLD Objective	Spring 2021 (% Meeting or Above)	Spring 2022 (% Meeting or Above)
20a Counts	83%	
20b Quantifies	78%	
20c Connects numerals with their quantities	88%	
21a Understands spatial relationships	89%	
21b (Understands shapes	86%	
22a Measures objects	92%	
22b Measures time and money	96%	

WI Forward - Mathematics - Grades 3-8 (Cohort & Program Analysis)

1. We will increase the percentage of students scoring **Proficient/Advanced** in **grades 3-8** on the **WI Forward Exam in Mathematics** by **1%**.

2. We will score **at or above the statewide level** for **Proficient/Advanced** in **grades 3-8** on the **WI Forward Exam in Mathematics**.

	2020-21 %Prof/Adv AASD	2020-21 %Prof/Adv Statewide	2021-22 %Prof/Adv AASD	2021-22 %Prof/Adv Statewide
Grade 3	39.5%	41.5%		
Grade 4	34.8%	37.5%		
Grade 5	32.5%	38.0%		

Grade 6	34.8%	32.0%		
Grade 7	25.2%	31.2%		
Grade 8	22.4%	26.5%		

We will reduce the percentage of students scoring Below Basic in grades 3-8 on the WI Forward Exam in Mathematics by 3%.				
	2020-21 %Below Basic AASD	2020-21 %Below Basic Statewide	2021-22 %Below Basic AASD	2021-22 %Below Basic Statewide
Grade 3	22.8%	19.5%		
Grade 4	20.1%	18.2%		
Grade 5	28.8%	24.4%		
Grade 6	27.4%	27.1%		
Grade 7	37.2%	28.8%		
Grade 8	31.1%	26.5%		

We will reduce gaps in students scoring Proficient and Advanced within identified demographic groups in grades 3-8 on the WI Forward Exam in Mathematics by 3%.		
	2020-21 %Prof/Adv	2021-22 %Prof/Adv
Grade 3	SWOD 44.0% SWD 18.4% (25.6% gap)	
	Not EL 44.0% EL 8.0% (36% gap)	
	White 50.9% Black 2.4%	

	(48.5% gap)		
Grade 4	SWOD 38.8% SWD 16.9% (21.9% gap)		
	Not EL 39.8% EL 5.6% (34.2% gap)		
	White 43.8% Black 17.6% (26.2% gap)		
Grade 5	SWOD 37.5% SWD 9.6% (27.9% gap)		
	Not EL 36.3% EL 3.7% (32.6% gap)		
	White 39.6% Black 10.5% (29.1% gap)		
Grade 6	SWOD 39.9% SWD 10.7% (29.2% gap)		
	Not EL 38.0% EL 1.3% (36.7% gap)		
	White 42.5% Black 0.0% (42.5% gap)		
	SWOD 28.7% SWD 6.8% (21.9% gap)		

Grade 7	Not EL 28.7% EL 0.9% (27.8% gap)	
	White 32.4% Black 10.4% (22.0% gap)	
Grade 8	SWOD 26.1% SWD 3.8% (22.3% gap)	
	Not EL 24.8% EL 2.0% (22.8% gap)	
	White 28.5% Black 1.8% (26.7% gap)	

Additional Context for WI Forward Exam: The WI Forward exam is administered annually to all students in grades 3-8 throughout the state of Wisconsin during the months of March and April. Due to the state-mandated school closures and rapid transition to virtual instruction during March of 2020, the WI Forward Exam was not administered during the 2019-20 school year. As a result, values of NA (not administered) are used. In addition, although the district has historically demonstrated a test participation rate of >99%, only ~90% of students participated in the assessment during the 2020-21 school year.

i-Ready Assessment - Mathematics - Grades 5K-8 (Cohort & Program Analysis)

We will increase the percentage of students in grades 5K-8 on the i-Ready Diagnostic who **reach their targeted growth** in **Mathematics** (growth expected within one or more year) by the end of the academic year **by 1%**.

	2020-21 % meeting Targeted Growth	2021-22 % meeting Targeted Growth
5K	30%	
Grade 1	32%	
Grade 2	36%	

Grade 3	40%	
Grade 4	42%	
Grade 6	45%	
Grade 6	48%	
Grade 7	38%	
Grade 8	33%	

We will reduce gaps in students reaching targeted Growth in Mathematics within identified demographic groups in grades 5K-8 on the i-Ready Assessment by 3%.

	2020-21 % students meeting Targeted Growth	2021-22 % students meeting Targeted Growth
SWOD	40%	
SWD	33%	
gap	7%	
Not EL	40%	
EL	29%	
gap	11%	
White	42%	
Black	31%	
gap	11%	

We will increase the percentage of students scoring On or Above Grade Level in Mathematics in grades 5K-8 on the i-Ready Assessment by 1%.

	2020-21 % students scoring On or Above Grade Level	2021-22 % students scoring On or Above Grade Level
5K	77%	
Grade 1	58%	
Grade 2	56%	
Grade 3	57%	
Grade 4	53%	
Grade 6	53%	
Grade 6	52%	
Grade 7	41%	
Grade 8	41%	

We will reduce gaps in students scoring On or Above Grade Level in Mathematics within identified demographic groups in grades 5K-8 on the i-Ready Assessment 3%.

	2020-21 % students scoring On or Above Grade Level	2021-22 % students scoring On or Above Grade Level
SWOD	59%	
SWD	26%	
gap	33%	
Not EL	58%	

EL	20%	
gap	38%	
White	63%	
Black	24%	
gap	39%	

Additional Context for i-Ready Assessment: The i-Ready Assessment is administered to AASD students in grades 5K-8 three times throughout the school year (fall/winter/spring) and is used as a progress monitoring measure to support the district's continuous school improvement process. The assessment was first piloted by a small number of elementary and middle schools during the 2018-19 school year, and the pilot was expanded to additional schools during the 2019-20 school year. Full implementation of the i-Ready Assessment among all district schools began during the 2020-21 school year. During the 2020-21 school year, the district needed to utilize a variety of instructional models due to the COVID-19 pandemic (fully virtual or hybrid). As a result, the i-Ready assessment was not administered universally in the same manner, with some students taking some or all of the three assessments remotely while other students took the fall and winter assessment remotely and the spring assessment in person.

ACT Aspire - Mathematics- Grades 9-10 (Cohort & Program Analysis)

1. We will **increase the percentage** of students **scoring Proficient/Advanced** in **grades 9-10** on the **ACT Aspire Assessment in Mathematics by 1%.**
2. We score **at or above the statewide level** for **Proficient/Advanced** in **grades 9-10** on the **ACT Aspire in Mathematics.**

	2020-21 %Prof/Adv AASD	2020-21 %Prof/Adv Statewide	2021-22 %Prof/Adv AASD	2021-22 %Prof/Adv Statewide
Grade 9	34.6%	33.1%		
Grade 10	27.2%	28.2%		

We will **reduce the percentage** of students **scoring Below Basic** in **grades 9-10** on the **ACT Aspire Assessment in Mathematics** by **3%**.

	2020-21 %Below Basic AASD	2020-21 %Below Basic Statewide	2021-22 %Below Basic AASD	2021-22 %Below Basic Statewide
Grade 9	27.5%	23.7%		
Grade 10	27.8%	27.9%		

We will **increase the percentage** of students **scoring Proficient/Advanced** in **grades 10** on the **ACT Aspire Assessment in Mathematics** **compared** to the grade 9 cohort results from **the year before** by **1%**.

	2020-21 %Prof/Adv	2021-22 %Prof/Adv
Grade 9	34.6%	
Grade 10	27.2%	

We will **reduce gaps** in students **scoring Proficient and Advanced** within **identified demographic groups** in **grades 9-10** on the **ACT Aspire Assessment in Mathematics** by **3%**.

	2020-21 %Prof/Adv	2021-22 %Prof/Adv
Grade 9	SWOD 39.8% SWD 6.7% (33.1% gap)	
	Not EL 37.1% EL 1.4% (35.7% gap)	
	White 42.6%	

	Black 10.0% (32.6% gap)	
Grade 10	SWOD 31.7% SWD 2.4% (29.3% gap)	
	Not EL 29.5% EL 0.0% (29.5% gap)	
	White 34.3% Black 5.1% (29.2% gap)	

Additional Context for ACT Aspire: The ACT Aspire is administered annually to all students in grades 9-10 throughout the state of Wisconsin during the months of April and May. Due to the state-mandated school closures and rapid transition to virtual instruction during March of 2020, the ACT Aspire was not administered during the 2019-20 school year. As a result, values of NA (not administered) are used. In addition, although the district has historically demonstrated a test participation rate of >95%, only ~83% of students participated in the assessment during the 2020-21 school year.

ACT with Writing - Mathematics - Grade 11(Program Analysis)

1. We will **increase the percentage** of students **scoring proficient/advanced** in **grade 11** on the **ACT Assessment in Mathematics by 1%.**
2. We score **at or above the statewide level** for **Proficient/Advanced** in **grade 11** on the **ACT with Writing in Mathematics.**

	2020-21 %Prof/Adv AASD	2020-21 %Prof/Adv Statewide	2021-22 %Prof/Adv AASD	2021-22 %Prof/Adv Statewide
Grade 11 Math	23.9%	26.3%		

We will **reduce the percentage** of students **scoring Below Basic** in **grade 11** on the **ACT Assessment in Mathematics by 3%.**

	2020-21 %Below Basic AASD	2020-21 %Below Basic Statewide	2021-22 %Below Basic AASD	2021-22 %Below Basic Statewide
Grade 11 Math	42.2%	35.9%		

We will reduce gaps in students scoring proficient and advanced within various demographic groups in grade 11 on the ACT Assessment in Mathematics by 3%.

	2020-21 %Prof/Adv	2021-22 %Prof/Adv
Grade 11 Math	SWOD 27.7% SWD 1.3% (26.4% gap)	
	Not EL 25.4% EL 0.0% (25.4% gap)	
	White 29.1% Black 7.4% (21.7% gap)	

Additional Context for ACT with Writing: The ACT with Writing is administered annually to all students in grade 11 throughout the state of Wisconsin in March. Although the district has historically demonstrated a test participation rate of >97%, only ~91% of students participated in the assessment during the 2020-21 school year. During the 2020-21 school year, the district needed to utilize a variety of instructional models due to the COVID-19 pandemic (fully virtual or hybrid). This may have contributed to the significant decrease in test participation compared to the previous year.

Information Only - Average Mathematics Composite Score on ACT with Writing

	2020-21 AASD	2020-21 Statewide	2021-22 AASD	2021-22 Statewide
Grade 11 Mathematics Composite Score	18.6	19.1		

SUPERINTENDENT Evidence of Reasonable Progress:

Board Comments:

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**Appleton Area School District
Results Interpretation & Indicators Document
R-2.1.3 Science**

SUPERINTENDENT CERTIFICATION:

With respect to Results Policy 2.1.3 Science, I certify the proceeding interpretations and indicators to be accurate and complete and reasonable.

Executive Summary/Analysis:

The interpretations and indicators, as submitted below, will provide evidence to the Board that the District provides instructional programming that supports students in their personal growth and achievement in increasingly challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity in Mathematics. The proposed measures have been selected due to the demonstration of their:

- **validity** (assessments are designed for the purpose for which we use them),
- **reliability** (assessments are shown to return consistent results at statistically acceptable levels),
- and **normative data** (results are routinely calibrated against a national sample size in order to verify accuracy of scale scores).

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

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Results Policy 2.1.3 Science, the Board:

- _____ **Accepts the Superintendent's interpretation and indicators as reasonable**
- _____ **Accepts the Superintendent's interpretation and indicators as reasonable, with noted exceptions**
- _____ **Finds the Superintendent's interpretation and indicators to be not reasonable**

Commendations and/or Recommendations, if any:

Signed: _____ Date: _____
Board President

Document submitted: _____

Re-submitted: _____

R-2.3 Results Policy: Academic Performance	Superintendent	
Each student will be literate, numerate, and able to integrate and apply the knowledge, skills, and competencies acquired across all academic disciplines. 2.1 Each student will demonstrate personal growth and achievement in increasingly challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity when enrolled in disciplines, including: 2.1.3 Science	In Compliance	Not In Compliance
SUPERINTENDENT Interpretation: ● Each student shall mean all Full Academic Year (FAY) students enrolled 5K-12 in the Appleton Area School District. Every Student, Every Day. ● Literate shall mean the ability to read, write, speak, and listen in ways that will allow us to communicate effectively to a variety of different audiences and to make sense of the world. ● Numerate shall mean the ability to access, use and interpret and communicate mathematical information and ideas, to engage in and manage the mathematical demands of various situations in adult years. To be numerate is to confidently and effectively use mathematics to meet the everyday demands of life. ● Able to integrate and apply shall mean to combine what is learned in the classroom, whether it's theory or technique, with a solution to real-world problems. ● Skills and competencies shall mean combinations of knowledge, skills and attitudes that students develop and apply for successful learning, living and working. They emphasize aspects of learning that apply within and across all subject areas. ● Academic disciplines shall mean core academic subject areas. The content to be mastered by students in each of these areas is defined by the state and district learning standards. ● Personal growth shall mean how much academic progress a student has made between two points in time.		

- **Personal achievement** shall mean individual performance based on the mastery of district adopted grade-level academic standards or from grade-level expectations on identified measures/assessments.
- **Increasingly challenging levels of complexity** shall mean moving along the continuum of learning from acquisition to application.
- **Higher order thinking skills of:**
 - **Knowledge** shall mean recognizing and recalling facts.
 - **Comprehension** shall mean understanding what facts mean.
 - **Application** shall mean using the facts, rules, concepts, and ideas.
 - **Analysis** shall mean breaking down information into component parts.
 - **Synthesis** shall mean the ability to put parts together to form a new whole.
 - **Evaluation** shall mean justifying the value of information and ideas.
 - **Creativity** shall mean the ability to produce new and original ideas, connections, and solutions to problems.
- **Increasingly challenging levels of complexity** shall mean moving along the continuum of learning from acquisition to application.
- **Science** shall mean the active process of inquiry to better understand subject matter and knowledge specifically associated with the physical, life, and earth sciences. Science also includes the understanding of the nature of science and the role of science in society and personal life.

Indicators to be Used:

- **Forward Exam** – The Wisconsin state assessment for students in grades 3-8 in ELA and Mathematics; 4, 8, and 10 in Social Studies; and 4 and 8 in Science. The Science portion of the WI Forward Exam measures proficiency within the following domains:
 - Earth and Space Science
 - Engineering
 - Life Science
 - Physical Science
- **ACT Aspire** - nationally normed summative assessment that is used to highlight progress toward ACT College Readiness Standards and Benchmarks. ACT Aspire assesses student readiness in English, math, reading, science and writing. ACT is taken once a year each spring. Data from the ACT Aspire arrives several months after the assessment is taken, and is used to clarify school-based measures related to the AASD Scorecard. This assessment is administered to students in grades 9-10 and assesses student

understanding in:

- o Interpretation of Data
 - o Scientific Investigation
 - o Evaluation of Models, Inferences, and Experimental Results
- **ACT with Writing** - nationally normed summative assessment that consists of four multiple-choice tests: English, math, reading, and science; and a 30-minute essay test that measures writing skills. ACT results arrive several months after the assessment is taken, and are used to clarify school-based measures related to the AASD Scorecard. This assessment is administered to students in grade 11 and assesses student understanding in:
 - o Interpretation of Data
 - o Scientific Investigation
 - o Evaluation of Models, Inferences, and Experimental Results

Definition of Terms:

- **Norm-referenced** - Assessments that are used to compare students' progress to others in their peer group. This group may contain students in the same grade across the state or nation, or other categories such as special education, disability status, English learners, gifted students, and more. Most commonly, norm-referenced tests use a national peer group.
- **Criterion-referenced** - A criterion-referenced test is designed to measure a student's academic performance against some standard or criteria. This standard or criteria is predetermined before students begin the test. Schools or districts choose a standard, such as a percent of items answered correctly or a state test benchmark, as the criteria for the test. The student's score then shows the progress they have made toward the agreed-upon standard--if they fall short, they must continue to work toward the standard.
- **Identified Demographic Groups**
 - o EL (English Learners)
 - o Not EL (All other students who are not English Learners)
 - o SWD (Students with Disabilities)
 - o SWOD (Students without Disabilities)
 - o Black
 - o White
- **WI Forward Exam Ranges:**
 - o **Advanced** – Student demonstrates thorough understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
 - o **Proficient** – Student demonstrates adequate understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.

- **Basic** – Student demonstrates partial understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
 - **Below Basic** – Student demonstrates minimal understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
- **ACT Aspire Science Score** - The averages of the scores from the Interpretation of Data, Scientific Investigations, and Evaluation of Models, Inferences, and Experimental Results portions of the ACT Aspire test
- **ACT with Writing Science Score** - The averages of the scores from the Interpretation of Data, Scientific Investigations, and Evaluation of Models, Inferences, and Experimental Results portions of the ACT Aspire test
- **ACT with Writing Performance Level Scale Scores for Science**
 - **Below Basic** – 1-17
 - **Basic** – 18-22
 - **Proficient** – 23-27
 - **Advanced** – 28-36
- **ACT Aspire College Readiness Benchmarks Reporting Categories for Science**
 - **In Need of Support** – 1-17
 - **Close** – 18-22
 - **Ready** – 23-27
 - **Exceeding** – 28-36
- **ACT Aspire College Readiness Benchmark for Science** - Students who achieve this score on the ACT Science Test have a 50% likelihood of achieving a B or better in a first-year Biology course at a typical college
- **Gaps** - The disparity in academic performance between groups of students
- **FAY** - Full academic year of enrollment. This is specific to students with "continuous enrollment beginning within the first ten days of the school year without an enrollment lapse of ten or more consecutive days.
- **Cohort Analysis** - Examines longitudinal data for the same group of students over a period of time
- **Program Analysis** - Examines longitudinal data for the same grade level over a period of time

SUPERINTENDENT Targets for Reasonable Progress:

We will know we have made reasonable progress when:

WI Forward - Science - Grades 4 & 8 (Program Analysis)

1. We will **increase the percentage** of students scoring **Proficient/Advanced** in **grades 4 & 8** on the **WI Forward Exam in Science** by **1%**.
2. We will score **at or above the statewide level** for **Proficient/Advanced** in **grades 3-8** on the **WI Forward Exam in Science**.

	2020-21 %Prof/Adv AASD	2020-21 %Prof/Adv Statewide	2021-22 %Prof/Adv AASD	2021-22 %Prof/Adv Statewide
Grade 4	44.5%	45.9%		
Grade 8	44.4%	44.8%		

We will **reduce the percentage** of students scoring **Below Basic** in **grades 4 & 8** on the **WI Forward Exam in Science** by **3%**.

	2020-21 %Below Basic AASD	2020-21 %Below Basic Statewide	2021-22 %Below Basic AASD	2021-22 %Below Basic Statewide
Grade 4	16.8%	13.0%		
Grade 8	19.4%	15.0%		

We will **reduce gaps** in students scoring **Proficient and Advanced** within **identified demographic groups** in **grades 4 & 8** on the **WI Forward Exam in Science** by **3%**.

	2020-21 %Prof/Adv	2021-22 %Prof/Adv
Grade 4	SWOD 49.3% SWD 23.2% (26.1% gap)	
	Not EL 50.5% EL 9.9% (40.6% gap)	
	White 55.2% Black 29.4% (25.8% gap)	

Grade 8	SWOD 51.1% SWD 10.8% (40.3% gap)	
	Not EL 48.7% EL 8.0% (40.7% gap)	
	White 52.9% Black 12.7% (40.2% gap)	

Additional Context for WI Forward Exam: The WI Forward exam is administered annually to all students in grades 3-8 throughout the state of Wisconsin during the months of March and April. Due to the state-mandated school closures and rapid transition to virtual instruction during March of 2020, the WI Forward Exam was not administered during the 2019-20 school year. As a result, values of NA (not administered) are used. In addition, although the district has historically demonstrated a test participation rate of >99%, only ~90% of students participated in the assessment during the 2020-21 school year.

ACT Aspire - Science - Grades 9-10 (Cohort & Program Analysis)

1. We will **increase the percentage** of students **scoring Ready/Exceeding** in **grades 9-10** on the **ACT Aspire Assessment in Science** by **1%**.
2. We score **at or above the statewide level** for **Proficient/Advanced** in **grades 9-10** on the **ACT Aspire in Science**.

	2020-21 %Ready/Exc. AASD	2020-21 %Ready/Exc. Statewide	2021-22 %Ready/Exc. AASD	2021-22 %Ready/Exc. Statewide
Grade 9	31.5%	29.2%		
Grade 10	30.8%	28.0%		

We will **reduce the percentage** of students **scoring In Need of Support** in **grades 9-10** on the **ACT Aspire Assessment in Science** by **3%**.

	2020-21 % In Need of Support AASD	2020-21 % In Need of Support Statewide	2021-22 % In Need of Support AASD	2021-22 %Below Basic% In Need of Support Statewide
Grade 9	37.9%	33.8%		

Grade 10	32.4%	33.7%		
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We will **increase the percentage** of students **scoring Ready/Exceeding** in **grades 10** on the **ACT Aspire Assessment in Science** compared to the grade 9 cohort results from **the year before by 1%** (cohort analysis).

	2020-21 %Ready/Exceeding	2021-22 %Ready/Exceeding
Grade 9	31.5%	
Grade 10	30.8%	

We will **reduce gaps** in students **scoring Ready/Exceeding** within **identified demographic groups** in **grades 9-10** on the **ACT Aspire Assessment in Science** by 3%.

	2020-21 %Ready/Exceeding	2021-22 %Ready/Exceeding
Grade 9	SWOD 36.5% SWD 4.9% (31.6% gap)	
	Not EL 33.7% EL 2.7% (31.0% gap)	
	White 38.5% Black 10.0% (28.5% gap)	
Grade 10	SWOD 35.5% SWD 4.8% (30.7% gap)	
	Not EL 33.1% EL 2.5% (30.6% gap)	
	White 38.6% Black 5.1% (33.5% gap)	

Additional Context for ACT Aspire: The ACT Aspire is administered annually to all students in grades 9-10 throughout the state of Wisconsin during the months of April and May. Due to the state-mandated school closures and rapid transition to virtual instruction during March of 2020, the ACT Aspire was not administered during the 2019-20 school year. As a result, values of NA (not administered) are used. In addition, although the district has historically demonstrated a test participation rate of >95%, only ~83% of students participated in the assessment during the 2020-21 school year.

ACT with Writing - Science - Grade 11 (Program Analysis)

1. We will **increase the percentage** of students **Meeting ACT Benchmarks of College Ready** in **grade 11** on the **ACT Assessment in Science** by **1%**.
2. We score **at or above the statewide level** for **% Meeting Benchmark** in **grade 11** on the **ACT with Writing in Science**.

	2020-21 % Meeting Benchmark AASD	2020-21 % Meeting Benchmark Statewide	2021-22 % Meeting Benchmark AASD	2021-22 % Meeting Benchmark Statewide
Grade 11 Science	28.4%	30.8%		

We will **reduce gaps in students Meeting ACT Benchmarks of College Ready** within **various demographic groups** in **grade 11** on the **ACT Assessment in Science** by **3%**.

	2020-21 % Meeting Benchmark	2021-22 % Meeting Benchmark
Grade 11 Science	SWOD 31.9% SWD 3.2% (28.7% gap)	
	Not EL 29.9% EL 0.0% (29.9% gap)	
	White 33.7% Black 18.9% (14.8% gap)	

Additional Context for ACT with Writing: The ACT with Writing is administered annually to all students in grade 11 throughout the state of Wisconsin in March. Although the district has historically demonstrated a test participation rate of >97%, only ~91% of students participated in the assessment during the 2020-21 school year. During the 2020-21 school year, the district needed to utilize a variety of

instructional models due to the COVID-19 pandemic (fully virtual or hybrid). This may have contributed to the significant decrease in test participation compared to the previous year.

Information Only - Average Science Composite Score on ACT with Writing

	2020-21 AASD	2020-21 Statewide	2021-22 AASD	2021-22 Statewide
Grade 11 Science Composite Score	19.3	19.7		

SUPERINTENDENT Evidence of Reasonable Progress:

Board Comments:

Item for Consideration

Topic: Board Ad Hoc Committee – Community Linkages

**Background
Information:**

As part of our continued work in implementing a Coherent Governance model for the District, and out of a desire to continue to build strong relationships with our community, the Board of Education proposes the creation of an ad hoc committee of the Board to develop a plan for Community Linkages.

The committee will be comprised of three (3) board members. All meetings shall be open to the public and noticed at least 24-hours in advance, in accordance with Wisconsin Open Meetings Laws.

The following Board of Education members have volunteered their services for the Community Linkages Committee:

Edward Ruffolo (Chair)
Deborah Truymen (Member)
James Bacon (Member)

This term for this committee would begin on Monday, November 22, 2021, and expire on Sunday, April 24, 2022. At the Reorganizational Meeting of the Board of Education, scheduled to be held on Monday, April 25, 2022, board members could elect to renew or reauthorize the committee.

Fiscal Note: There would be no cost in the establishment of the committee.

Recommendation: Board approval of the creation of a Board Ad Hoc Committee for Community Linkages, for a period beginning Monday, November 22, 2021, and expiring on Sunday, April 24, 2022.

Instructional

Impact: No instructional impact.

Contact

Person: Kay Eggert, 920-832-6126

Board Date: November 22, 2021

Policy Type: Governance Culture**Board Committees**

The Board may create committees if they are deemed helpful to the Board in the performance of its responsibilities. If committees are established, they will be used exclusively to support the work of the Board as described in Policy GC-3 and will never be created or used to assist the Superintendent in any operational area.

1. Board committees and other such entities, by whatever name created by the Board, will not direct, advise, assist or oversee the Superintendent or staff. Committees customarily will prepare recommendations for Board consideration. Board committees will have no authority over staff and may exercise demands on staff time and organizational resources only to the extent authorized in this policy.
2. Board committees may not speak or act for the Board. The responsibilities and authority of all Board committees are carefully stated in this policy to assure that committees fully understand their duties and extent of authority, and to assure that committee work will not usurp or conflict with the Board's own authority or conflict with authority delegated to the Superintendent.
3. All Board committees are considered to be ad hoc, or temporary, and shall include in their creation a date of expiration. Committees may be renewed or reauthorized upon their expiration, but unless the Board acts to renew the committee's existence, it shall cease to exist upon the date specified.
4. Board committees may or may not include members of the Board, but may not constitute a quorum of the Board.
5. Board committees shall follow Open Meetings laws.

Adopted: June 14, 2021

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually

Item for Consideration

Topic: Review of Current Mitigation Protocols – Masking Requirement Recommendation

Background

Information: Information regarding the following factors was considered in our current recommendation:

1. External data regarding the conditions of the pandemic in our region.
2. Internal data
 - a. COVID-19 Tracker Data
 - b. Comparative Regional Data
 - c. Staffing Challenges
3. Current guidance from the Centers for Disease Control and Prevention (CDC), American Academy of Pediatrics (AAP), Wisconsin Department of Health Services (DHS), and Wisconsin Department of Public Instruction (DPI).

We will continuously monitor and consider relevant data, conditions of the pandemic, and guidance from health officials to keep our students and staff as safe as possible in our classrooms, schools, programs, and facilities.

Fiscal Note: No cost. Sufficient Personal Protective Equipment (PPE) is on hand in all of our buildings for staff or students who need a face covering/mask to meet this requirement.

Administrative

Recommendation: Board approval for continued required masks/face coverings for all students, EC-12, all district staff, and all visitors while indoors within district facilities until January 18, 2022. At that time, masks/face coverings will be optional in grades 5K – 12. Masks will continue to be required for students in EC/4K and all EC-12 students while on public/district transportation. A 2% threshold for positive cases in schools will be used for requiring masks/face coverings for 14 days.

Instructional

Impact: No instructional impact.

Contact

Person: Judy Baseman, 920-832-6126
Polly Vanden Boogaard, 920-832-6114

Board Date: November 22, 2021

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.

VIRTUAL MEETINGS AND BOARD MEMBER PARTICIPATION IN MEETINGS VIA TECHNOLOGY

REMOTE PARTICIPATION IN BOARD MEETINGS BY SCHOOL BOARD MEMBERS

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

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

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

1. Unless otherwise required by law or unless otherwise expressly provided under Board policy in specific circumstances, a Board member who chooses to participate (or to attempt to participate) in a meeting remotely via communications technology acknowledges all of the following:
 - a. Such choice is the voluntary exercise of a privilege, and the Board reserves discretion to limit, suspend, or terminate such privilege for any lawful reason.
 - b. The Board member assumes all risks of any unavailability, inadequacy, or failure of any communications technology that is intended to enable remote participation. Such risks include, but are not limited to, the possibility that the Board member's remote access and participation may become unavailable, limited, or disabled and that the meeting may continue without the Board member's participation.
 - c. The inability to participate in a meeting remotely using communications technology does **not** constitute an unlawful exclusion from the meeting.

2. A Board member does not have a right to individually choose or dictate the method(s) of remote access that may be offered for or used at any meeting.
3. The privilege of remote participation by Board members in a Board meeting that is directly and affirmatively authorized by this policy extends only to **open sessions** of regular and special Board meetings. The privilege **includes** being counted in the quorum requirement for such meetings, participating in discussion on items of business, and making and voting upon motions. However, to the extent a Board member is not permitted to vote on a matter before the Board due to the Board member's status as a remote attendee of the meeting, then such Board member shall not be included in the quorum count for such meeting or for the applicable portion of the meeting.
4. Unless the Board takes additional formal action (i.e., via a vote, as further detailed in the Authorizing Additional Remote Participation by Board Members section of this policy) to grant further affirmative authorization for remote participation via communications technology, the privilege of remote participation in Board meetings shall **not** extend to remote participation in any of the following:
 - a. A closed session portion of any meeting.
 - b. Even if occurring in open session, due process hearings or similar evidentiary hearings, including those relating to employment matters, as well as any deliberations or decision-making based upon such hearings.
 - c. The election of Board Officers by secret ballot. However, this limitation may be rendered moot by the Board either (1) choosing, at its discretion, not to use secret ballots for such an election; or (2) authorizing a Board member who is participating remotely to voluntarily cast a non-secret vote for the applicable Board Officer position(s) even though Board members who are physically present at the meeting are using secret ballots.
5. Any remote participation that is authorized at the discretion of the Board, whether by this policy or by additional formal action, is subject to express decisions of the Board that may deny, limit, or revoke the privilege as applied to specific meetings. In addition, upon an order of the presiding officer of the meeting, a Board member's remote participation may be limited (e.g., video feed turned off, microphone muted except when the Board member has obtained the floor, etc.) or terminated during a meeting if any of the following apply:
 - a. The Board member's attempted remote participation in the meeting is unreasonably interfering with conducting an orderly and efficient meeting.
 - b. The communications technology being used is not enabling appropriate participation, including, at a minimum, the sufficient opportunity for reliable, simultaneous aural communication among all participating Board members.

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

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

- 6. Unless otherwise required by law or unless otherwise expressly provided under Board policy in specific circumstances, no Board meeting needs to be delayed, cancelled, or rescheduled solely to accommodate a Board member's request or attempt to exercise the privilege of remote participation via communications technology.
- 7. The authorization for a Board member's voluntary remote participation in Board meetings does not obligate the Board to arrange for the communications technology that is necessary to enable such remote participation for each and every Board meeting.

AUTHORIZING ADDITIONAL REMOTE PARTICIPATION BY BOARD MEMBERS

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

- 1. Any motion and vote to consider granting additional affirmative authorization for a Board member's remote participation shall be taken up only if consideration of the question is sufficiently included in the public notice of the meeting. Accordingly, a Board member may need to provide the chief presiding officer and Superintendent with reasonable advance notice of their desire to request consideration of such exceptional authorization.
- 2. If the chief presiding officer and Superintendent receive a Board member's request to include consideration of such additional authorization for remote participation on a meeting agenda prior to the posting or publication of the public notice of the meeting, then the item shall be included in the meeting notice in the absence of exceptional circumstances that the presiding officer determines constitute lawful and sufficient reason for denying the request.
- 3. The Board member(s) seeking such additional, exceptional authorization to participate in a meeting remotely shall be entitled to make or second the relevant motion and may participate in the discussion and the vote on the motion.

4. As to any motion and vote relating to authorizing remote participation in a **closed session**, the motion and vote shall be taken up **prior to** the Board's consideration of the motion to convene in the applicable closed session. Therefore, any decision to authorize a Board member's remote participation in a closed session shall be contingent on a subsequent decision to actually convene in the closed session.
5. Confidentiality concerns and potential legal barriers and legal risks to a Board member's remote participation in such additional situations are relevant to the consideration of granting such authorization.

VIRTUAL MEETINGS AND REMOTE PARTICIPATION IN EMERGENCIES

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

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

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

1. Unless the Board itself directed the holding of an emergency virtual Board meeting, the Board President or other chief presiding officer, or their designee, shall notify all Board members that the meeting will be held as an emergency virtual Board meeting.
2. Even if a physical meeting location is designated and offered as an option to some Board members and/or to any members of the public, the Board members' participation in an emergency virtual meeting from a remote location via communications technology **shall not** be considered to be voluntary.
3. The public notice of the emergency virtual meeting shall include applicable information about public access to the meeting.
4. The Board President or other acting chief presiding officer is responsible for determining whether it is necessary or appropriate to include information in the public notice of the meeting that addresses the virtual structure of the meeting and/or the nature of the emergency situation.

5. Notwithstanding any other Board policy that may address the Board's normal approach to public comment periods during Board meetings, and unless otherwise expressly directed by the Board in connection with the specific emergency, the Board President or other acting chief presiding officer is authorized to determine whether an emergency virtual meeting will include a public comment period and, if so, the scope of such public comment period and the method(s) by which the public may address the Board.
6. For an emergency virtual meeting, this policy authorizes the remote participation by Board members while the Board is convened in any **open session or closed session** portion of such a meeting, subject to the limitation that, upon a request by the Board President or any Board member, each Board member who is participating in such a meeting from a remote location must affirm that he/she is taking adequate steps to safeguard the confidentiality of any closed session. A Board member's failure or unwillingness to so affirm is grounds for the Board, by a majority vote, to revoke authorization to participate in the closed session.
7. If a Board member is attempting to participate in an emergency virtual meeting from a remote location and is having difficulty establishing or maintaining a sufficient connection to the communications platform, the Board may need to make a decision whether the meeting will continue without such Board member's participation. Before making a decision that would limit or terminate any Board member's remote access to an emergency virtual meeting or allow the meeting to continue without a Board member's participation:
 - a. The presiding officer of the meeting may call, or any Board member may request, a temporary recess in the meeting to allow the Board member a reasonable opportunity to establish or restore his/her access and participation.
 - b. The presiding officer or a designee may attempt to contact the Board member to determine whether the Board member is willing to consent to voluntary non-participation in the remainder of the meeting.
 - c. The Board must evaluate whether, under the specific circumstances, a decision to continue the meeting without the Board member's participation would constitute an unlawful exclusion of the Board member.

REMOTE PUBLIC ACCESS TO BOARD MEETINGS

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

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

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

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

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

APPLICATION TO COMMITTEES AND OTHER GOVERNMENTAL BODIES

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

Legal References:

Wisconsin Statutes

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

Adoption Date: August 22, 2022