



**Monday, August 9, 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: 915 9805 3294

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	Aug 9, 2021 - Board of Education Meeting
Category	1. Meeting Opening
Type	Procedural

Subject	B. Pledge of Allegiance
Meeting	Aug 9, 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
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Meeting Aug 9, 2021 - Board of Education Meeting
Category 2. Approval of Agenda (GC-2: Governing Commitments)
Type Procedural

Subject B. Approval of Agenda

Meeting Aug 9, 2021 - Board of Education Meeting
Category 2. Approval of Agenda (GC-2: Governing Commitments)
Type Action, Procedural

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

Subject A. Public Input

Meeting Aug 9, 2021 - Board of Education Meeting
Category 3. Public Input (GC-3.3: Initiate and maintain effective communication with the citizens.)
Type Procedural

Public Input:

Members of the public wishing to address the Board may speak during public input or provide written comments in accordance with the procedures posted on the District's website and state law. The Wisconsin Open Meetings Law requires that Board of Education members do not discuss topics or respond to questions that are not listed on the agenda. The practice of the Board is to not respond to public comments during the meeting; however, when appropriate the Board may request the administration to reach out to a citizen regarding a concern they may have. Speakers will be bound by the guidelines and responsibilities outlined on the District's [website](#) and established in policy. The Board reserves the right to terminate remarks of any individual who does not adhere to established rules, whose comments are unduly repetitive of previous comments, who makes comments that are obscene, threatening, harassing, or defamatory, or whose conduct is otherwise disorderly. Comments that introduce complaints or concerns that are directed toward and that identify individual staff members or individual students are not permissible.

The Board reserves the right to amend and adjust processes and procedures relating to public input as necessary to accomplish the business of the Board, which includes the ability of the Board to limit (in a viewpoint-neutral manner) the total time allotted for public input or the amount of time allotted to individual topics.

Policy References:

[Board Policy and Rule 187 - Public Input at School Board and Board Subcommittee Meetings](#)
[Board Policy 189 - Virtual Board Meetings in Emergency Situations](#)

Subject B. On-site Speakers (Registration Required)

Meeting Aug 9, 2021 - Board of Education Meeting
Category 3. 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 Aug 9, 2021 - Board of Education Meeting
Category 3. 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 Aug 9, 2021 - Board of Education Meeting
Category 3. 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.

4. Special Presentation

Subject A. None

Meeting Aug 9, 2021 - Board of Education Meeting
Category 4. Special Presentation
Type

5. Reports (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. Superintendent's Report: The District Leadership Team will provide a brief report on current matters affecting education and related District initiatives.

Meeting Aug 9, 2021 - Board of Education Meeting
Category 5. Reports (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)
Type Information, Report

Subject B. School Services Report: Birth Through Age Three Curriculum Review/Revision

Meeting Aug 9, 2021 - Board of Education Meeting
Category 5. Reports (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, Presentation, Report

Pamela Franzke, AASD Title I, Birth-Five Outreach, Even Start Family Literacy Coordinator, will report on the Birth Through Age Three curriculum review that was conducted and the resulting administrative recommendation for the

revised Birth Through Age Three curriculum and Creative Curriculum implementation.

Subject C. Student Services Report: Attendance Information

Meeting Aug 9, 2021 - Board of Education Meeting

Category 5. Reports (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, Presentation, Report

Members of the District's School Climate Team will present on the following attendance information:

1. Themes/trends from Q3 data
2. Themes/trends from Q4 data
3. Community Attendance Board - Update
4. Rebranding and moving attendance forward in the 21-22 school year

Subject D. School Services Report: Appleton Area School District At-Risk Supports, Services, and Programs for 2021-22

Meeting Aug 9, 2021 - Board of Education Meeting

Category 5. Reports (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)

Type Discussion, Information, Report

Assistant Superintendent Mike Hernandez will report on the AASD At-Risk Supports, Services and Programs for the 2021-2022 school year.

File Attachments
[Annual At-Risk Report 2021-22.pdf \(473 KB\)](#)

Subject E. Policy Review Report: Proposed Revision to Policy Rule 374 - Procedures for the Maintenance and Confidentiality of Student Records

Meeting Aug 9, 2021 - Board of Education Meeting

Category 5. Reports (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

SCHOOL DISTRICTS ARE NOW REQUIRED TO RELEASE HIGH SCHOOL STUDENTS' EMAIL ADDRESSES TO MILITARY RECRUITERS UPON REQUEST

Two separate federal statutes require school districts that receive federal funds under the Elementary and Secondary Education Act to release secondary students' contact information, upon request, to military recruiters and institutions of higher education unless a parent or adult student has opted out of such disclosures. **Until recently, the contact information that was accessible under these laws consisted of a student's name, address, and telephone number—regardless of whether the request came from a college or from a military recruiter. However, effective January 1, 2021, pursuant to the National Defense Authorization Act for Fiscal Year 2021 (PL 116-283, section 521), military recruiters may also request high school students' electronic mail addresses. Under this new law, the electronic mail addresses that are subject to release "shall be the electronic mail addresses provided by the school, if available."**

Subject F. Personnel Services Report: Staffing Updates for the 2021-2022 School Year

Meeting Aug 9, 2021 - Board of Education Meeting

Category 5. Reports (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)

Type Discussion, Information, Report

Chief Human Resources Officer Julie King will report on staffing updates for the 2021-2022 school year.

Subject G. Business Services Report: Business Services Updates

Meeting Aug 9, 2021 - Board of Education Meeting

Category 5. Reports (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)

Type Report

Chief Financial Officer Greg Hartjes will report on relevant Business Services updates.

6. Board Business

Subject A. Birth Through Age Three Curriculum Revision for Consideration

Meeting Aug 9, 2021 - Board of Education Meeting

Category 6. Board Business

Type Action, Discussion

File Attachments
[ItemofConsiderationJune2021B-3CurriculumRevisionandMaterialsAdoption.pdf \(135 KB\)](#)

Subject B. Appleton Area School District At-Risk Supports, Services, and Programs for 2021-22 for Consideration

Meeting Aug 9, 2021 - Board of Education Meeting

Category 6. Board Business

Type Action, Discussion

File Attachments
[IFC- At Risk Plan 21-22.pdf \(79 KB\)](#)
[Annual At-Risk Report 2021-22.pdf \(473 KB\)](#)

Subject C. Policy 347-Rule, Student Records Revision for Consideration

Meeting Aug 9, 2021 - Board of Education Meeting

Category 6. Board Business

Type Action

File Attachments
[IFC-Student Records Policy Update August 2021.pdf \(106 KB\)](#)
[Student Records 347 347-Rule - revised 8-9-21.pdf \(371 KB\)](#)

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

Subject **A. Board Meeting Minutes from July 26, 2021**

Meeting Aug 9, 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 (Consent), Minutes

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

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

Subject **A. AP Check Register July 2021**

Meeting Aug 9, 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

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

Meeting Aug 9, 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 New Hires 8-9-21.pdf \(134 KB\)](#)

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

Meeting Aug 9, 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 Resignations 8-9-21.pdf \(7 KB\)](#)

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

Meeting Aug 9, 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 Change 8-9-21.pdf \(8 KB\)](#)

Subject **E. Administrative Resignation(s)**

Meeting Aug 9, 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-Administrative Resignation.pdf \(80 KB\)](#)

9. Items of Information

Subject **A. Administrative Transfer(s) - Item of Information**

Meeting Aug 9, 2021 - Board of Education Meeting

Category 9. Items of Information

Type Information

File Attachments
[IOI - Administrative Transfer.pdf \(9 KB\)](#)

10. Board Meeting Debrief (GC-2.2: The Board is responsible for its own performance and commits itself to continuous improvement.)

Subject **A. Discussion of the Board's Work at the Meeting**

Meeting Aug 9, 2021 - Board of Education Meeting

Category 10. Board Meeting Debrief (GC-2.2: The Board is responsible for its own performance and commits itself to continuous improvement.)

Type Discussion

11. Future Meetings

Subject **A. Next Board Meeting: Monday, August 23, 2021, 6:00 PM**

Meeting Aug 9, 2021 - Board of Education Meeting

Category 11. Future Meetings

Type Information

Subject B. Board Work Session: Thursday, August 26, 2021, 7:30 AM

Meeting Aug 9, 2021 - Board of Education Meeting

Category 11. Future Meetings

Type Information

12. Adjourn

Subject A. Motion to Adjourn the Meeting

Meeting Aug 9, 2021 - Board of Education Meeting

Category 12. Adjourn

Type Action, Procedural

Appleton Area School District

Alternative Education Supports, Services and Programs

2021-2022

BELIEF STATEMENT

As members of the Appleton Area School District (AASD), we believe that all students can learn at high levels when we:

- ❖ Maintain and communicate high expectations
- ❖ Provide the highest quality instruction
- ❖ Foster a sense of belonging and create supportive learning environments
- ❖ Develop and maintain strong community and home-school connections

VISION

As members of the Appleton Area School District community, it is our collective responsibility to work together to raise the achievement of all students while closing the gaps between our highest and lowest performing students.

AASD ALTERNATIVE EDUCATION REPRESENTATIVES

Michael Hernandez, Assistant Superintendent [DPI contact]
Dave Torrey, Principal, Madison Middle School
Karen Brice, Principal, Horizons Elementary
Justin Heitl, Principal, Appleton Central

Christi DeChamps, Homeless Coordinator & Foster Care Support
Laura Eackrose East Teacher
Polly Vanden Boogaard, Assistant Superintendent of Student Services
Dan Shimek, Central Alternative Education Teacher

STUDENTS AT-RISK OF NOT GRADUATING FROM HIGH SCHOOL

1. “Children At-Risk” are pupils in grades 5 to 12 who are at-risk of not graduating from high school because they are dropouts or are two or more of the following:
 - a) one or more years behind their age group in the number of credits attained,
 - b) two or more years behind their age group in basic skill levels,
 - c) habitual truants, as defined in s.118.16(1)(a),
 - d) parents,
 - e) adjudicated delinquents,
 - f) 8th grade pupils whose score in each subject area on the examination administered under s.118.30(1m)(am)1. was below the basic level and 8th grade pupils who failed to be promoted to the 9th grade.
2. “Dropout” means a child who ceased to attend school, does not attend a public or private school, technical college or home-based private educational program on a full-time basis, has not graduated from high school and does not have an acceptable excuse under s.118.15(1)(b) to (d) or (3).

Wisconsin Statute 118.153, in part, requires districts to formulate a plan for meeting the needs of students at-risk of not graduating from high school.

The Alternative Education Plan will be provided annually to the Board of Education for approval.

GOALS

1. Increase school success and graduation rate for students identified as at-risk.
2. Reduce student failure and potential dropouts.
3. Provide early intervention for students identified as being at-risk.
4. Involve families and community resources in meeting the needs of students identified as at-risk.
5. Provide access to resources to meet basic needs which impact student success.

EDUCATIONAL SUPPORTS, SERVICES, PROGRAMS

Interventions for students at-risk of not graduating are embedded into **all** aspects of the AASD curriculum, instruction, programming and staff development from early childhood age through high school. Educational supports and services for at-risk students may include school counseling, extra help from teachers, homebound instruction, community-based programs as well as alternative programs both in the school and off-campus. The district may also contract with community-based organizations for selected services.

- **District initiatives/Supports/Services/Programs** that assist in identifying and addressing the needs of students at-risk may include those listed below.

There is ongoing verbal and written communication with parents and/or adult students regarding student progress including parent/teacher conferences, quarterly (grades 7-12)/semester (grades K-6) progress reports and individual parent/student meetings. Students with disabilities receive written documentation of their progress at least quarterly (grades PreK-12). When it is determined that a student meets at-risk criteria, staff and parents and/or students collaborate to determine participation in alternative education programs/services to meet specific student needs. Designated school personnel notify parents **in writing** that their child is at-risk and identify the programs and services that are available to assist their child in making progress toward graduation. Additional questions are addressed by Mike Hernandez, Assistant Superintendent and district at-risk contact, at 920-832-6301.

- DEI Task Force
- Achievement Gap Reduction Program (AGR)
- Alternative School Programs (Appleton Central, Higher Ground, PRIDE, etc.)
- Appleton Community 4K
- Birth to 5 Screenings
- Bullying Prevention
- Co-curricular and Intramural Programs
- Community Collaborations (i.e., 21st Century Community Learning Centers, alternative high school educational programs, vocational partnerships, etc.)
- Comprehensive School Counseling Services
- Consortium Summer School
- Continuous School Improvement Process (CSIP)
- Cultural Advisors
- Diversity, Equity and Inclusion Department Services
- English Learners (EL) Services

District initiatives/Supports/Services/Programs (continued)

- Foster Care Support
- Homebound Instruction
- Homeless Support
- Indian Education Programming
- Individual Student Progress Monitoring
- Intervention Services
- Literacy and Reading Intervention
- Math Achievement Partnership
- Online Course Options
- Parent Engagement
- Parent Partnerships, Parent Portal
- Positive Behavioral Interventions and Supports (PBIS)
- Providing Access to Healing (PATH)
- Referrals to Community Resources
- Response to Instruction (RtI)
- Scholars on Track to Achieve Results (STAR)
- School Health Services
- School Meal Programs
- School Resource Officers (SROs)
- Section 504 Accommodations and Services
- Special Education and Related Services
- Student Assistance Programs (SAP)
- Student Services Team Collaboration
- Student Transition Planning
- Summer School Feeding Program
- Talented and Gifted (TAG)
- Teen Parents Services
- Title 1 Services
- Truancy Reduction and Assessment Center (TRAC)
- United for Reading Success (UFRS)
- Wellness Screen

Note: Not all students enrolled in these programs and/or services meet the legal definition of at-risk.

DISTRICT/COMMUNITY COLLABORATIONS

PROGRAM/SERVICES	DESCRIPTION	PROGRAM/SERVICES GOAL
<p>21st Century Community Learning Centers in partnership with Boys & Girls Clubs of the Fox Valley or the YMCA of the Fox Cities (Select Elem and MS) Contact: Lauren Jones at Boys & Girls Club, 920-731-0555</p>	<p>Provide quality extended school day programming for students.</p>	<ul style="list-style-type: none"> ✓ Inspire all youth to realize their full potential as respectful, caring and productive citizens. ✓ Provide enrichment activities that support academic achievement through a variety of activities. ✓ Offer literacy and other educational services to families.
<p>Charter Schools Contact: Michael Hernandez/Matt Zimmerman/Dr. Nan Bunnow, 920-832-6301</p>	<p>Appleton has 13 Charter Schools offering a wide variety of learning environments to meet specific student learning styles and goals.</p>	<ul style="list-style-type: none"> ✓ Provide a learning environment that is learner specific. ✓ Design and deliver innovative curriculum in nontraditional ways in order to meet the needs of participating students.
<p>Comprehensive School Counseling Contact: Polly Vanden Boogaard, 920-832-6114</p>	<p>School counseling services enhance student achievement through the Wisconsin Model Academic Standards. These 9 standards are student focused and address students' needs in the areas of academic, personal/social and career.</p>	<ul style="list-style-type: none"> ✓ School counseling services are to support, facilitate, and encourage student achievement. These services are proactive and preventive and assist students in acquiring and using life-long learning skills. These strategies enhance academic growth, encourage self-awareness, foster interpersonal communication skills, provide career awareness, develop employment readiness, and impart life skills for all students.
<p>Diversity, Equity and Inclusion Department Services Contact: Dr. Pa Lee Moua, 920-997-1399 ext. 2055</p>	<p>Diversity, Equity and Inclusion Officer and Cultural Advisors will provide targeted support to students and staff.</p>	<ul style="list-style-type: none"> ✓ Provide targeted support to students and staff.
<p>English Learners (EL) Programming Contact: Amy Swick, 920-832-1729</p>	<p>EL Programming provides a content-based approach to language learning through pull-out, integrated, and co-teaching services. The district provides an array of sheltered contact content-focused classes. Appleton Bilingual School (charter) offers alternative education services to EL in the district. Specifically, the model of instruction is dual language or dual language/bilingual.</p>	<ul style="list-style-type: none"> ✓ Develop higher levels of literacy with transition to mainstream schedule.

<p>Healthy Kids Initiatives Contact: Mikki Duran, 920-997-1399 ext. 2846</p>	<p>Students who are well nourished, physically fit, and provided a character education curriculum are better able to focus in the classroom and achieve behaviorally and academically. An annual Healthy Kids and PBIS summer institute is an effort to enhance and promote PBIS and healthy lifestyles. Participating schools develop a wellness plan for their individual site.</p>	<p>✓ Improve student learning through the promotion of healthy lifestyles within our school community.</p>
<p>PROGRAMS/SERVICES (cont.)</p>	<p>DESCRIPTION</p>	<p>PROGRAM/SERVICES GOAL</p>
<p>Homeless Support Out-of-Home Care (Foster Care) Support Contact: Christi DeChamps, 920-832-6233</p>	<p>The McKinney-Vento Homeless Assistance Act provides specific rights and protections for families experiencing homelessness.</p> <p>The Every Student Succeeds Act (ESSA) emphasizes educational stability for students in out-of-home care (foster care).</p>	<p>✓ Maintain school enrollment and attendance for students experiencing homelessness.</p> <p>✓ Collaboration between school and local child welfare agencies for students living in out-of-home care placements (foster care).</p>
<p>Intervention Time (All levels) Contact: Building Principal</p>	<p>Provide specific daily interventions/activities appropriate for students.</p>	<p>✓ Provide enrichment opportunities for students performing at or above grade level.</p> <p>✓ Provide specific interventions for students performing below grade level to close the achievement gap.</p>
<p>Literacy Interventionist Contact: Dr. Carrie Willer 920-832-6157</p>	<p>Provide literacy support and interventions for students.</p>	<p>✓ Raise the achievement of at-risk readers and struggling students.</p> <p>✓ Practice effective on-going formal and informal assessment of student progress and participate in on-going formative and summative assessment analysis to inform instruction and assure instructional differentiation to meet student needs.</p> <p>✓ Assist students in successful transitions to the classroom environment so they are able to maintain progress made during intervention.</p>
<p>Mentors/Tutors Contact: Julie Bargholtz, 920-832-6319</p>	<p>Provide mentors/tutors to work with specific students one-on-one.</p>	<p>✓ Assist students in making progress in academic and/or personal growth.</p>
<p>Native American Education Programming (partnership with Goodwill) Contact: Dr. Pa Lee Moua, 920-997-1399 ext. 2055</p>	<p>Provide individual and targeted support in reading through Native American culture and other topics of interest to students. Native students participate in monthly cultural programs that help connect them to their heritage culture.</p>	<p>✓ Raise awareness and encourage students to get involved in academic and co-curricular activities.</p>

<p>Positive Behavioral Intervention and Supports (PBIS) Contact: Sheree Garvey, 920-997-1399 ext. 2080</p>	<p>PBIS is a systematic approach to proactive, school-wide behavior based on a Response to Intervention (RtI) model. PBIS applies evidence-based programs, practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture.</p>	<p>✓ Reduce disciplinary interventions, increase academic achievement, build social competencies with students and establish safe learning environmental for all. Schools monitor student behavior by utilizing the school-wide informational system (SWIS) a web-based behavior management system.</p>
<p>Providing Access to Healing (PATH) Counseling program sponsored by United Way Contact: Polly Vanden Boogaard, 920-832-6114</p>	<p>School-based program funded through United Way designed to improve access to mental health services provided by qualified licensed clinical staff for children and youth who are unable to obtain care elsewhere in the community.</p>	<p>✓ Remove barriers (i.e., waiting lists, financial resources, parent work schedules, etc.) in accessing mental health services. Timely access to services may improve student success in the learning environment.</p>
<p>PROGRAMS/SERVICES (cont.)</p>	<p>DESCRIPTION</p>	<p>PROGRAM/SERVICES GOAL</p>
<p>Scholars on Target to Achieve Results (STAR) Program sponsored by the Boys and Girls Club Contact: Kayla McNamara (Boys & Girls Club) at 920-750-5828 or Michael Hernandez (AASD) at 920-832-6301</p>	<p>A community collaboration to support students who identify as Black or African American by providing additional support through our Opportunity Coordinators at the middle and high school levels.</p>	<p>✓ Increase high school graduation rates and close opportunity gaps that currently exist for many of our Black/African American students. ✓ Provide additional support to Black/African American students that will lead to high school graduation and a successful post-high school graduation plan.</p>
<p>School Health Services Contact: Polly Vanden Boogaard, 920-832-6114</p>	<p>Provide for student’s physical, emotional, and mental health by actively collaborating with student services providers and administration to promote healthy lifestyle choices in students. Interact effectively with community partners. Develop individual student health plans and provide consultation addressing student health needs.</p>	<p>✓ Assist students to be able to participate fully in their educational experience by preventing, removing and/or reducing health-related barriers that interfere with their development and learning. ✓ Maximize student learning opportunities by supporting, maintaining and improving student’s physical, emotional and mental health through collaboration with staff, students, parents and community resources.</p>
<p>School Resource Officers (SRO’s) Contact: Matt Zimmerman, 920-832-6142</p>	<p>SRO’s work in partnership with the schools and are a resource for staff, students, and parents. They become part of the school community. Students get to know and trust SRO’s in the school setting, therefore allowing for a more trusting relationship outside of the school setting. This in turn allows for students to share concerns that are occurring outside of school as well as provide an opportunity for the SRO’s to assist. Officers in the unit work as a cohesive group and work closely with school administrators and county agencies to ensure the safety of students, their families and school district employees.</p>	<p>✓ Work collaboratively with the schools in a proactive manner to address youth concerns. When necessary, SRO’s meet with small groups of students to mediate disputes and put plans in place to prevent further negative behaviors.</p>
<p>Section 504 Contact: Polly Vanden Boogaard, 920-832-6114</p>	<p>Accommodations and services provided to students identified as disabled under Section 504.</p>	<p>✓ Provide classroom and/or environmental accommodations/services for students to be successful.</p>

Special Education and Related Services Contact: Polly Vanden Boogaard, 920-832-6114	Special education services available to students ages 3-21 who qualify through the special education evaluation process. Educational goals and services for each student are developed annually by an individual education plan team.	✓ Services address the educational needs of students with disabilities, help support their meaningful access to the general curriculum and the regular education environment, and help prepare students for post-secondary opportunities.
Student Services Support (Psychologists, Social Workers) Contact: Polly Vanden Boogaard, 920-832-6114	Student Services staff assist with early identification/prevention efforts through consultation with teachers and teams, support and assistance to families, and direct service to students (data supported). Services are provided within district response frameworks (PBIS, SST, PLCs, etc.) and when student specific needs are identified through other means.	✓ Early identification/response to the educationally related needs of students and families through screening, assessment and direct service.
PROGRAMS/SERVICES (cont.)	DESCRIPTION	PROGRAM/SERVICES GOAL
Teen Parents Services Contact: Polly Vanden Boogaard, 920-832-6114	Teen Parents services are designed to meet the needs of students who are facing the challenges of pregnancy and parenting while enrolled in school.	✓ Assist teen parents in meeting high school graduation requirements and cope effectively with the responsibilities of pregnancy and teen parenting. ✓ Inform and advise teen parents of post-secondary options for job training, education, and career planning to help prepare for economic self-sufficiency. ✓ Facilitate with the needed and appropriate community services.
TRAC Program (of The Boys & Girls Club of the Fox Valley) Contact: Kayla McNamara at Boys & Girls Club, 920-750-5828	Students/families (K-12) with attendance concerns are referred to the TRAC Program to address underlying reasons for truancy and explore necessary steps for improvement. TRAC case managers provide an initial assessment and ongoing support through either school or Boys & Girls Club-based meetings.	✓ Proactively address the issues of truancy and promote school attendance. ✓ Educate students/ families on truancy laws and process. ✓ Connect students and families with additional resources to further assist in sustaining change. ✓ Empower students/ families to acquire and utilize good decision-making skills for future life choices.

PRESCHOOL and ELEMENTARY

PROGRAM/SERVICES	DESCRIPTION	PROGRAM/SERVICES GOAL
Achievement Gap Reduction Program (AGR) Contact: Building Principal	Provide lower class size to improve student achievement.	✓ Improve student achievement with lower class size, increased collaboration, use of specific curriculum, and improved professional development and staff-evaluation practices.
Birth to 5 Screening and Programs Contact: Pam Franzke, 920-832-6470	Free developmental screenings to determine if a child needs further educational testing or services prior to kindergarten.	✓ Engage community resources to provide active and engaged language opportunities for all children, birth to 5, as they strive to develop their full potential. ✓ Encourage families to participate in free screenings for all children ages 3 to 5 that are not enrolled in kindergarten. ✓ Engage in early learning to prevent future dropouts.

Math Achievement Partnership Contact: Dr. Carrie Willer, 920-832-6157 or Julie Bargholtz, 920-832-6319	Volunteer tutors provide math support to selected students in grades 2-4 as determined by the school site plan.	✓ Improve math achievement in students participating in the math achievement partnership.
Talented and Gifted (TAG) Contact: Cassie Guilbeault, 920-832-6325	TAG teachers facilitate the process of matching identified student needs with appropriate learning options such as differentiated instruction, cluster grouping, TAG pull together, talent searches, subject and/or grade acceleration, and academic co-curricular activities.	✓ Provide continuing assistance to staff planning differentiated activities for WIN/PIE/DEYO time.
PROGRAM/SERVICES (cont.)	DESCRIPTION	PROGRAM/SERVICES GOAL
Title I School-Wide & Targeted Assistance Contact: Pam Franzke, 920-832-6321	School-Wide programs serve all children in a school through a school-wide plan and evaluate the impact of services on student achievement. All staff in a school-wide school, including teachers and paraprofessionals, must be highly qualified. Targeted Assistance Title I programs follow same as school-wide but services are focused on a targeted group of students based on a needs assessment.	✓ Generate high levels of academic achievement in core subject areas for all students, especially those students most in need through high quality instruction; strategies and methods based on scientifically based research, strategies and methods to improved teacher quality and professional development; consolidated use of funds.
United for Reading Success (UFRS) Program Contact: Julie Bargholtz, 920-832-6319	Volunteers provide tutoring to selected 1 st grade students who struggle with reading.	✓ Improve reading level of the students involved in the program.

MIDDLE SCHOOL and HIGH SCHOOL

PROGRAM/SERVICES	DESCRIPTION	PROGRAM/SERVICES GOAL
Community Learning Center (Grades 6-8) at Appleton Central Contact: Justin Heitl, 920-832-6136	Meet the academic, social and behavioral needs of middle school students who have been expelled or voluntarily withdrawn.	<ul style="list-style-type: none"> ✓ Provide educational services to middle school students who are at-risk. Curriculum is primarily focused on mathematics, reading and writing. Science and social studies content is integrated into the communication arts coursework. Students participate in fitness activities, volunteering, individual and group work with the school social worker and professional counselor. ✓ Administrative Placement after specific conditions have been met.

PROGRAM/SERVICES	DESCRIPTION	PROGRAM/SERVICES GOAL	ALTERNATIVE EDUCATION CRITERIA	ACCESS to PROGRAM/SERVICES
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<p>Appleton Central (Day Program) Contact: Justin Heitl, 920-832-6136</p>	<p>Meet the academic, social and behavioral needs of students who are significantly credit deficient. Includes program offerings during the school year and summer school.</p>	<p>Provide educational services to students in grades 9-12 who are at-risk.</p>	<ul style="list-style-type: none"> • One or more years behind age group in number of credits attained, or two or more years behind age group in basic skills levels and • One or more of the following: Dropout, Habitual Truant, Parent, or Adjudicated Delinquent. • Primarily second semester sophomores or older. • Require more intensive intervention than can be provided by the regular high school's alternative education programs. 	<ul style="list-style-type: none"> • Referral from East, West or North High School. • Intake meeting is scheduled with Central staff and parent/student.
<p>PROGRAM/SERVICES (cont.)</p>	<p>DESCRIPTION</p>	<p>PROGRAM/SERVICES GOAL</p>	<p>ALTERNATIVE EDUCATION CRITERIA</p>	<p>ACCESS to PROGRAM/SERVICES</p>
<p>At-Risk Credit Attainment Summer School Contact: Steve Harrison, 920-832-2186</p>	<p>Consortium Summer School includes the use of credit recovery on-line curriculum to assist credit deficient juniors or seniors in credit recovery, often times assisting seniors that did not graduate with his/her class, to recover the necessary credits to graduate over summer.</p>	<p>Assist students in obtaining credits in order to graduate.</p>	<ul style="list-style-type: none"> • Juniors or seniors who are identified at-risk and are credit deficient. 	<ul style="list-style-type: none"> • Two 3-week sessions.
<p>Alternative Education Programs at East, North and West Contact: East 920-832-6212; North 920-832-6525; West 920-832-6219</p> <p>Alternative Education Programs at Einstein, Kaleidoscope (KA), Madison and Wilson Contact: Einstein 920-832-6240 KA 920-832-6294 Madison 920-832-6276 Wilson 920-832-6226</p>	<p>Alternative Education Programs are designed to provide alternative learning experiences for students who are in need of options in order to be successful in reaching district graduation requirements. Nontraditional methods are used to assist in areas of credit deficiency, attendance difficulties and development of positive attitudes regarding lifelong learning.</p>	<p>Connect students to programs and services that offer flexible learning options for successful outcomes.</p>	<ul style="list-style-type: none"> • One or more years behind age group in number of credits attained, or two or more years behind age group in basic skills levels and • One or more of the following: Dropout, Habitual Truant, Parent, or Adjudicated Delinquent. 	<ul style="list-style-type: none"> • Designated school personnel make recommendations, determine if student meets criteria and coordinates the necessary contacts, materials and other resources.

Community Based Instruction (CBI) Contact: Bob Woodford, 920-749-5859	Work, leisure and recreation opportunities and experiences in the community setting for students with disabilities.	Develop skills for independent living and transition to adult life.	<ul style="list-style-type: none"> • Student with a disability and current IEP • May require long term support 	<ul style="list-style-type: none"> • IEP team determination
Dan Spalding Academy at Appleton Central Contact: Justin Heitl, 920-832-6136	Meet the academic, social and behavioral needs of high school students who have been expelled or voluntarily withdrawn while also providing services to address the behaviors and decision making that resulted in the expulsion or withdrawal. Includes program offerings during the school year and summer school.	Provide educational services to high school students who are at-risk.	<ul style="list-style-type: none"> • Student has been expelled or voluntarily withdrawn. 	<ul style="list-style-type: none"> • Administrative placement after specific conditions are met.
PROGRAM/SERVICES (cont.)	DESCRIPTION	PROGRAM/SERVICES GOAL	ALTERNATIVE EDUCATION CRITERIA	ACCESS to PROGRAM/SERVICES
GED Option 2 Program at Appleton Central Contact: Justin Heitl, 920-832-6136	Allows authorized school districts to use the GED test battery to measure proficiency in lieu of high school credit for students enrolled in an alternative education program. Students who are successful in completing GED tests and all other graduation requirements earn a traditional high school diploma.	Obtain a high school diploma.	<ul style="list-style-type: none"> • At least 17 years of age. • First year senior or older. • Reading above 9th grade reading level. • One year behind their 9th grade class in credits. • Demonstrated 90% attendance. • Successfully completed: Health, PFM, .50 Civics • 30 hours of verified service learning at a not-for-profit agency. 	<ul style="list-style-type: none"> • Designated school personnel make recommendations, determine if student meets criteria and coordinates the necessary contacts, materials and other resources.
Goodwill Industries Contact: Bob Woodford, 920-749-5859	Structured work experience in an integrated community setting. A flexible program that can be part or full day.	Students are offered an opportunity to experience work in an integrated community setting and gain work skills.	<ul style="list-style-type: none"> • Vocational evaluation to determine student capacity for employment • Students ages 16 years and older • Individual students with disabilities who require a work experience, transition plan • Need for structured, supervised work experience 	<ul style="list-style-type: none"> • IEP team determines that work experience is necessary • Attend orientation, follow work rules, complete various job responsibilities
GPS Education Partners Contact: East 920-832-6212; North 920-832-6525; West 920-832-6219	An alternative work-based learning program that meets state education standards while providing relevant work experience for students within a manufacturing setting. Students are paid an hourly wage for up to	Provide academically disengaged juniors and seniors an opportunity to earn their high school diploma by attending school and working in a	<ul style="list-style-type: none"> • 21 month program • Students must be at least 16 years of age and credit deficient. 	<ul style="list-style-type: none"> • Referral process involving school staff, parents and/or student.

	40 hours per week while they are in the program.	manufacturing job experience.		
Higher Ground Contact: Amy Steiner, 920-997-1399 ext. 2253	Higher Ground Program is an alternative program located at Valley Packaging Industries, Inc., and provides 11 th and 12 th grade students that are credit-deficient with an alternative path to earn a high school diploma through flexible/accelerated instruction and employment. Vocational readiness is emphasized.	Provide students the opportunity to earn their high school diploma through flexible instruction tailored to meet individual student needs. Also provides students with academic, vocational and social/behavioral skills to graduate from high school and gain competitive employment or volunteer.	<ul style="list-style-type: none"> • Primarily 11th and 12th graders • Students considered at-risk of not completing high school due to credit deficiency, truancy, lack of motivation, inability to relate to authority, health concerns, and/or academic problems • Geared towards meeting the needs of students who require more intensive intervention than can be provided by the home high school's alternative education program 	<ul style="list-style-type: none"> • Complete application process. • IEP team determination that includes the student and/or parent. • Designated school personnel make recommendations, determine if student meets criteria and coordinates the necessary contacts, materials and other resources.
PROGRAM/SERVICES (cont.)	DESCRIPTION	PROGRAM/SERVICES GOAL	ALTERNATIVE EDUCATION CRITERIA	ACCESS to PROGRAM/SERVICES
Internships Contact: East 920-832-6212; North 920-832-6525; West 920-832-6219	Internships integrate school-based and work-based learning. Interning at a workplace provides a firsthand look at what skills are needed, how knowledge learned in school is put into action in the workplace, and informs the student about career choice.	Provide work-based learning opportunities, which are the key to successful 21st century learning.	<ul style="list-style-type: none"> • Students ages 16 years and older 	<ul style="list-style-type: none"> • Complete a job shadow • Submit a cover letter, resume and application to the YA Coordinator • Teacher interview • Business Interview
PRIDE Amy Steiner, 920-997-1399 ext. 2253	Meet the academic, social and behavioral needs of students with disabilities who have been expelled or voluntarily withdrawn. PRIDE may also serve as an alternative placement. Students are also provided with a work experience opportunity.	Provide educational services to students with disabilities while they are removed from their school placement for disciplinary reasons.	<ul style="list-style-type: none"> • AASD student with a current IEP. • Student with a disability expelled from the district by the school board and placed by the district. • Student with a disability placed on a 45-day interim for drugs or weapons. • Student with a disability who voluntarily withdraws and agrees to a placement at PRIDE as an alternative to expulsion. 	<ul style="list-style-type: none"> • IEP team determines placement.
Project SEARCH (in partnership with Division of Vocational Rehabilitation, St. Elizabeth Hospital,	Project SEARCH provides pre-employment training for students with disabilities through internship experiences at St. Elizabeth Hospital. Students work with an	Prepare students in their last year of high school attendance for competitive	<ul style="list-style-type: none"> • Age 18 or older. • Developmentally disabled students who will likely qualify for long-term disability support. 	<ul style="list-style-type: none"> • Student application to Project SEARCH. • IEP team determination and successful screening.

<p>Long Term Care, Valley Packaging Industries) Amy Steiner, 920-997-1399 ext. 2253</p>	<p>AASD teacher, a job coach from Valley Packaging, and mentors from St. Elizabeth Hospital on site during their internships. Post-secondary placement services in competitive employment are provided by DVR.</p>	<p>employment following graduation.</p>	<ul style="list-style-type: none"> • School year prior to last expected year of high school attendance. • IEP goals emphasizing community, functional life and vocational activities within the student’s next natural environment. 	
<p>PROGRAM/SERVICES (cont.)</p>	<p>DESCRIPTION</p>	<p>PROGRAM/SERVICES GOAL</p>	<p>ALTERNATIVE EDUCATION CRITERIA</p>	<p>ACCESS to PROGRAM/SERVICES</p>
<p>QUEST (in partnership with Fox Valley Technical College) Polly Vanden Boogaard, 920-832-6114</p>	<p>An alternative educational program that provides at-risk students with an opportunity to earn a high school equivalency diploma (HSED) or regular high school diploma. Students participate in a competency based program through Fox Valley Technical College, and the program is available to both special education and regular education students.</p>	<p>Provide students with an alternative educational setting to work toward HSED or regular high school diploma</p>	<ul style="list-style-type: none"> • One or more years behind age group in number of credits attained, or two or more years behind age group in basic skills levels and • One or more of the following: Dropout, Habitual Truant, Parent, or Adjudicated Delinquent. • Mandated students are 17 yrs. Old and started HSED in correctional facility • Permissive students are 17 yrs. Old and working toward HSED • Must have earned a minimum of .5 credits through at an AASD high school to be awarded an Appleton Diploma. 	<ul style="list-style-type: none"> • Designated school personnel make recommendations, determine if student meets criteria and coordinates the necessary contacts, materials and other resources. • Upon enrollment, students will determine if they wish to work toward an HSED or complete the additional requirements to be awarded a regular high school diploma.

Valley Packaging, Inc. Contact: Bob Woodford, 920-749-5859	Structured work experience in an integrated community setting. A flexible program that can be part or full day.	Students are offered an opportunity to experience work in an integrated community setting and gain work skills.	<ul style="list-style-type: none"> • Vocational evaluation to determine student capacity for employment • Students ages 16 years and older • Individual students with disabilities who require a work experience, transition plan • Need for structured, supervised work experience 	<ul style="list-style-type: none"> • IEP team determines that work experience is necessary • Attend orientation, follow work rules, complete various job responsibilities
Youth Apprenticeship (YA) Program Contact: Kristin Comerford, 920-997-1399 ext. 2187	Youth Apprenticeship integrates school-based and work-based learning to instruct students in employability and occupational skills defined by Wisconsin industries.	Students are instructed by qualified teachers and skilled worksite mentors. Students are simultaneously enrolled in academic classes to meet high school graduation requirements, in a youth apprenticeship related instruction class, and are employed by a participating employer under the supervision of a skilled mentor.	<ul style="list-style-type: none"> • Students ages 16 years and older 	<ul style="list-style-type: none"> • Complete a job shadow • Submit a cover letter, resume and application to the YA Coordinator • Teacher interview • Business Interview
PROGRAM/SERVICES (cont.)	DESCRIPTION	PROGRAM/SERVICES GOAL	ALTERNATIVE EDUCATION CRITERIA	ACCESS to PROGRAM/SERVICES
Wisconsin National Guard Challenge Academy (in partnership with Fort McCoy) Contact: East 920-832-6212; North 920-832-6525; West 920-832-6219	Designed for at-risk youth who have dropped out of high school or are credit deficient. The program consists of 22 weeks at Fort McCoy in a highly structured environment, followed by one year in the cadet's home community working with a local mentor.	Complete the academy's eight core components: academic instruction leading to Wisconsin's High School Equivalency Degree (HSED); job skills training; physical fitness; health, sex education and nutrition; leading and following; life-coping skills; responsible citizenship; and community service. Students who have previously attended an AASD high school are eligible to apply to receive an AASD diploma.	<ul style="list-style-type: none"> • 16 years 9 months through 18 years old (not yet 19 on enrollment date) • High school drop-out, habitual truant, expelled • Credit deficient; behind in basic skills • Legal resident of US and WI • Mentally and physically capable; demonstrating a strong desire to change • Not currently on parole or probation for other than juvenile status offenses, not awaiting sentencing, and not under indictment, charged or convicted of a felony • Voluntary choice • Drug and Tobacco free • Identified non-family member mentor in their community 	<ul style="list-style-type: none"> • Self-referral by the student and parents/guardians.

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|--|--|--|---|--|
| | | | <ul style="list-style-type: none">• Students must have earned a minimum of .5 credits through at an AASD high school to be awarded an Appleton Diploma. Graduation date is based on when they successfully complete all aspects of the program. | |
|--|--|--|---|--|

EVALUATION OF SERVICES PROVIDED UNDER THE ALTERNATIVE EDUCATION PLAN

Interventions, supports and services for students at-risk of not graduating are embedded into **all** aspects of the AASD curriculum, instruction, and programming from preschool age to high school. Evaluation of alternative education programs, services and supports is ongoing through student progress monitoring, site and District CSIP plan review, and data analysis that include the following areas:

- Attendance
- Discipline Referrals
- Dropouts
- Enrollments
- Graduation
- Post-graduation plans
- Transfer students

Updated: August 2021

ITEM FOR CONSIDERATION

Topic: AASD Birth Through Age Three Curriculum Review/Revision

Background

Information: The Birth Through Age Three curriculum was written and approved by the Board of Education in April of 2017 in order to focus on the birth through age three that bridges into the 4K curriculum. Historically, Appleton Area School District has attempted to review a new curriculum within 5 years of its development to determine whether revisions needed to be made. As such, a review/revision process was completed this school year cognizant of the fact that we needed to align and allow for a natural progression to the implementation of the revised 4K curriculum that was approved June 2020. In addition, instructional materials to support the curriculum were reviewed and considered by the Birth-Five Administrator with feedback from a work group consisting of multiple perspectives within Early Childhood.

Fiscal Note: In addition to the Birth Through Age Three curriculum revision, it is the Birth-Five Administrator's recommendation that Creative Curriculum be purchased to serve as the birth through age three instructional materials beginning with the 2021-2022 school year. Creative Curriculum includes teacher daily and weekly guides for creating environments and activities for inquiry and responding to student learning in several units of study across a school year, as well as student transition and assessment activities. Digital Resources will also be available to create student portfolio development and support teachers in evaluating individual learning.

The cost is \$50,000 and is within the dollars allocated in the 2021-2022 AC&I budget. All instructional materials will be implemented during the 2021-22 school year.

Instructional

Impact: Implementation of the revised Birth Through Age Three curriculum and Creative Curriculum, will support consistent learning experiences across all infant through age three classrooms, enabling students to learn through child-directed units of inquiry in high-quality play environments. By doing so, students will experience instruction that addresses the whole child, the wide developmental range that is typical of these age groups, and individualized interests and supports.

Administrative

Recommendation: Approve as submitted.

Contact

Persons: Pamela Franzke, AASD Title I, Birth-Five Outreach, Even Start Family Literacy Coordinator, (920) 832-6321; franzkepamela@asds.k12.wi.us
Steve Harrison, Assistant Superintendent of Assessment, Curriculum and Instruction, (920) 832-6157 x2177, harrisonstepha@asds.k12.wi.us

P&S: -----

BOE: August 9, 2021

ITEM FOR CONSIDERATION

Topic: Appleton Area School District At-Risk Supports, Services, and Programs for 2021-22

Background Information:

Wisconsin Statute 118.153, in part, requires districts to formulate a plan for meeting the needs of students at-risk of not graduating from high school. Please refer to the attached At-Risk Supports, Services and Programs document.

The District strives to enhance the development of each school's environment where all young people feel safe and are successful, valued, and engaged. Individualized instruction, special programs, related services, and effective partnerships between the community and local service providers are among the essential vehicles used to reach students who may have difficulty achieving success in a regular school environment.

Students requiring short-or long-term services in alternative school settings are identified through specific referral, identification and placement processes. The main goal of such alternative school settings is to provide students with educational and supportive services that encourage and prepare them for a successful return to the traditional educational setting.

The District also recognizes that individual schools have an important role to play in the early identification, referral and provision of appropriate support to students who are at-risk. This requires a continuous commitment to the planning and evaluation of both District and site-specific services. The attached document represents the current state of the District's programming.

Fiscal

Note: A current list of programs, supports and services available through the District is presented each year for approval by the Board.

Instructional Impact:

Students identified as at-risk are offered opportunities and receive services that enhance the likelihood for a successful school experience.

Administrative

Recommendation: Approve the plan as presented.

Contact

Persons: Mike Hernandez, 832-6142, hernandezmicha@ascd.k12.wi.us
Justin Heitl, 832-6136, heitljustin@ascd.k12.wi.us
Polly Vanden Boogaard, 832-6114, vandenboogaard@ascd.k12.wi.us

Appleton Area School District

Alternative Education Supports, Services and Programs

2021-2022

BELIEF STATEMENT

As members of the Appleton Area School District (AASD), we believe that all students can learn at high levels when we:

- ❖ Maintain and communicate high expectations
- ❖ Provide the highest quality instruction
- ❖ Foster a sense of belonging and create supportive learning environments
- ❖ Develop and maintain strong community and home-school connections

VISION

As members of the Appleton Area School District community, it is our collective responsibility to work together to raise the achievement of all students while closing the gaps between our highest and lowest performing students.

AASD ALTERNATIVE EDUCATION REPRESENTATIVES

Michael Hernandez, Assistant Superintendent [DPI contact]
Dave Torrey, Principal, Madison Middle School
Karen Brice, Principal, Horizons Elementary
Justin Heitl, Principal, Appleton Central

Christi DeChamps, Homeless Coordinator & Foster Care Support
Laura Eackrose East Teacher
Polly Vanden Boogaard, Assistant Superintendent of Student Services
Dan Shimek, Central Alternative Education Teacher

STUDENTS AT-RISK OF NOT GRADUATING FROM HIGH SCHOOL

1. “Children At-Risk” are pupils in grades 5 to 12 who are at-risk of not graduating from high school because they are dropouts or are two or more of the following:
 - a) one or more years behind their age group in the number of credits attained,
 - b) two or more years behind their age group in basic skill levels,
 - c) habitual truants, as defined in s.118.16(1)(a),
 - d) parents,
 - e) adjudicated delinquents,
 - f) 8th grade pupils whose score in each subject area on the examination administered under s.118.30(1m)(am)1. was below the basic level and 8th grade pupils who failed to be promoted to the 9th grade.
2. “Dropout” means a child who ceased to attend school, does not attend a public or private school, technical college or home-based private educational program on a full-time basis, has not graduated from high school and does not have an acceptable excuse under s.118.15(1)(b) to (d) or (3).

Wisconsin Statute 118.153, in part, requires districts to formulate a plan for meeting the needs of students at-risk of not graduating from high school.

The Alternative Education Plan will be provided annually to the Board of Education for approval.

GOALS

1. Increase school success and graduation rate for students identified as at-risk.
2. Reduce student failure and potential dropouts.
3. Provide early intervention for students identified as being at-risk.
4. Involve families and community resources in meeting the needs of students identified as at-risk.
5. Provide access to resources to meet basic needs which impact student success.

EDUCATIONAL SUPPORTS, SERVICES, PROGRAMS

Interventions for students at-risk of not graduating are embedded into **all** aspects of the AASD curriculum, instruction, programming and staff development from early childhood age through high school. Educational supports and services for at-risk students may include school counseling, extra help from teachers, homebound instruction, community-based programs as well as alternative programs both in the school and off-campus. The district may also contract with community-based organizations for selected services.

- **District initiatives/Supports/Services/Programs** that assist in identifying and addressing the needs of students at-risk may include those listed below.

There is ongoing verbal and written communication with parents and/or adult students regarding student progress including parent/teacher conferences, quarterly (grades 7-12)/semester (grades K-6) progress reports and individual parent/student meetings. Students with disabilities receive written documentation of their progress at least quarterly (grades PreK-12). When it is determined that a student meets at-risk criteria, staff and parents and/or students collaborate to determine participation in alternative education programs/services to meet specific student needs. Designated school personnel notify parents **in writing** that their child is at-risk and identify the programs and services that are available to assist their child in making progress toward graduation. Additional questions are addressed by Mike Hernandez, Assistant Superintendent and district at-risk contact, at 920-832-6301.

- DEI Task Force
- Achievement Gap Reduction Program (AGR)
- Alternative School Programs (Appleton Central, Higher Ground, PRIDE, etc.)
- Appleton Community 4K
- Birth to 5 Screenings
- Bullying Prevention
- Co-curricular and Intramural Programs
- Community Collaborations (i.e., 21st Century Community Learning Centers, alternative high school educational programs, vocational partnerships, etc.)
- Comprehensive School Counseling Services
- Consortium Summer School
- Continuous School Improvement Process (CSIP)
- Cultural Advisors
- Diversity, Equity and Inclusion Department Services
- English Learners (EL) Services

District initiatives/Supports/Services/Programs (continued)

- Foster Care Support
- Homebound Instruction
- Homeless Support
- Indian Education Programming
- Individual Student Progress Monitoring
- Intervention Services
- Literacy and Reading Intervention
- Math Achievement Partnership
- Online Course Options
- Parent Engagement
- Parent Partnerships, Parent Portal
- Positive Behavioral Interventions and Supports (PBIS)
- Providing Access to Healing (PATH)
- Referrals to Community Resources
- Response to Instruction (RtI)
- Scholars on Track to Achieve Results (STAR)
- School Health Services
- School Meal Programs
- School Resource Officers (SROs)
- Section 504 Accommodations and Services
- Special Education and Related Services
- Student Assistance Programs (SAP)
- Student Services Team Collaboration
- Student Transition Planning
- Summer School Feeding Program
- Talented and Gifted (TAG)
- Teen Parents Services
- Title 1 Services
- Truancy Reduction and Assessment Center (TRAC)
- United for Reading Success (UFRS)
- Wellness Screen

Note: Not all students enrolled in these programs and/or services meet the legal definition of at-risk.

DISTRICT/COMMUNITY COLLABORATIONS

PROGRAM/SERVICES	DESCRIPTION	PROGRAM/SERVICES GOAL
<p>21st Century Community Learning Centers in partnership with Boys & Girls Clubs of the Fox Valley or the YMCA of the Fox Cities (Select Elem and MS) Contact: Lauren Jones at Boys & Girls Club, 920-731-0555</p>	<p>Provide quality extended school day programming for students.</p>	<ul style="list-style-type: none"> ✓ Inspire all youth to realize their full potential as respectful, caring and productive citizens. ✓ Provide enrichment activities that support academic achievement through a variety of activities. ✓ Offer literacy and other educational services to families.
<p>Charter Schools Contact: Michael Hernandez/Matt Zimmerman/Dr. Nan Bunnow, 920-832-6301</p>	<p>Appleton has 13 Charter Schools offering a wide variety of learning environments to meet specific student learning styles and goals.</p>	<ul style="list-style-type: none"> ✓ Provide a learning environment that is learner specific. ✓ Design and deliver innovative curriculum in nontraditional ways in order to meet the needs of participating students.
<p>Comprehensive School Counseling Contact: Polly Vanden Boogaard, 920-832-6114</p>	<p>School counseling services enhance student achievement through the Wisconsin Model Academic Standards. These 9 standards are student focused and address students' needs in the areas of academic, personal/social and career.</p>	<ul style="list-style-type: none"> ✓ School counseling services are to support, facilitate, and encourage student achievement. These services are proactive and preventive and assist students in acquiring and using life-long learning skills. These strategies enhance academic growth, encourage self-awareness, foster interpersonal communication skills, provide career awareness, develop employment readiness, and impart life skills for all students.
<p>Diversity, Equity and Inclusion Department Services Contact: Dr. Pa Lee Moua, 920-997-1399 ext. 2055</p>	<p>Diversity, Equity and Inclusion Officer and Cultural Advisors will provide targeted support to students and staff.</p>	<ul style="list-style-type: none"> ✓ Provide targeted support to students and staff.
<p>English Learners (EL) Programming Contact: Amy Swick, 920-832-1729</p>	<p>EL Programming provides a content-based approach to language learning through pull-out, integrated, and co-teaching services. The district provides an array of sheltered contact content-focused classes. Appleton Bilingual School (charter) offers alternative education services to EL in the district. Specifically, the model of instruction is dual language or dual language/bilingual.</p>	<ul style="list-style-type: none"> ✓ Develop higher levels of literacy with transition to mainstream schedule.

<p>Healthy Kids Initiatives Contact: Mikki Duran, 920-997-1399 ext. 2846</p>	<p>Students who are well nourished, physically fit, and provided a character education curriculum are better able to focus in the classroom and achieve behaviorally and academically. An annual Healthy Kids and PBIS summer institute is an effort to enhance and promote PBIS and healthy lifestyles. Participating schools develop a wellness plan for their individual site.</p>	<p>✓ Improve student learning through the promotion of healthy lifestyles within our school community.</p>
<p>PROGRAMS/SERVICES (cont.)</p>	<p>DESCRIPTION</p>	<p>PROGRAM/SERVICES GOAL</p>
<p>Homeless Support Out-of-Home Care (Foster Care) Support Contact: Christi DeChamps, 920-832-6233</p>	<p>The McKinney-Vento Homeless Assistance Act provides specific rights and protections for families experiencing homelessness.</p> <p>The Every Student Succeeds Act (ESSA) emphasizes educational stability for students in out-of-home care (foster care).</p>	<p>✓ Maintain school enrollment and attendance for students experiencing homelessness.</p> <p>✓ Collaboration between school and local child welfare agencies for students living in out-of-home care placements (foster care).</p>
<p>Intervention Time (All levels) Contact: Building Principal</p>	<p>Provide specific daily interventions/activities appropriate for students.</p>	<p>✓ Provide enrichment opportunities for students performing at or above grade level.</p> <p>✓ Provide specific interventions for students performing below grade level to close the achievement gap.</p>
<p>Literacy Interventionist Contact: Dr. Carrie Willer 920-832-6157</p>	<p>Provide literacy support and interventions for students.</p>	<p>✓ Raise the achievement of at-risk readers and struggling students.</p> <p>✓ Practice effective on-going formal and informal assessment of student progress and participate in on-going formative and summative assessment analysis to inform instruction and assure instructional differentiation to meet student needs.</p> <p>✓ Assist students in successful transitions to the classroom environment so they are able to maintain progress made during intervention.</p>
<p>Mentors/Tutors Contact: Julie Bargholtz, 920-832-6319</p>	<p>Provide mentors/tutors to work with specific students one-on-one.</p>	<p>✓ Assist students in making progress in academic and/or personal growth.</p>
<p>Native American Education Programming (partnership with Goodwill) Contact: Dr. Pa Lee Moua, 920-997-1399 ext. 2055</p>	<p>Provide individual and targeted support in reading through Native American culture and other topics of interest to students. Native students participate in monthly cultural programs that help connect them to their heritage culture.</p>	<p>✓ Raise awareness and encourage students to get involved in academic and co-curricular activities.</p>

<p>Positive Behavioral Intervention and Supports (PBIS) Contact: Sheree Garvey, 920-997-1399 ext. 2080</p>	<p>PBIS is a systematic approach to proactive, school-wide behavior based on a Response to Intervention (RtI) model. PBIS applies evidence-based programs, practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture.</p>	<p>✓ Reduce disciplinary interventions, increase academic achievement, build social competencies with students and establish safe learning environmental for all. Schools monitor student behavior by utilizing the school-wide informational system (SWIS) a web-based behavior management system.</p>
<p>Providing Access to Healing (PATH) Counseling program sponsored by United Way Contact: Polly Vanden Boogaard, 920-832-6114</p>	<p>School-based program funded through United Way designed to improve access to mental health services provided by qualified licensed clinical staff for children and youth who are unable to obtain care elsewhere in the community.</p>	<p>✓ Remove barriers (i.e., waiting lists, financial resources, parent work schedules, etc.) in accessing mental health services. Timely access to services may improve student success in the learning environment.</p>
<p>PROGRAMS/SERVICES (cont.)</p>	<p>DESCRIPTION</p>	<p>PROGRAM/SERVICES GOAL</p>
<p>Scholars on Target to Achieve Results (STAR) Program sponsored by the Boys and Girls Club Contact: Kayla McNamara (Boys & Girls Club) at 920-750-5828 or Michael Hernandez (AASD) at 920-832-6301</p>	<p>A community collaboration to support students who identify as Black or African American by providing additional support through our Opportunity Coordinators at the middle and high school levels.</p>	<p>✓ Increase high school graduation rates and close opportunity gaps that currently exist for many of our Black/African American students. ✓ Provide additional support to Black/African American students that will lead to high school graduation and a successful post-high school graduation plan.</p>
<p>School Health Services Contact: Polly Vanden Boogaard, 920-832-6114</p>	<p>Provide for student’s physical, emotional, and mental health by actively collaborating with student services providers and administration to promote healthy lifestyle choices in students. Interact effectively with community partners. Develop individual student health plans and provide consultation addressing student health needs.</p>	<p>✓ Assist students to be able to participate fully in their educational experience by preventing, removing and/or reducing health-related barriers that interfere with their development and learning. ✓ Maximize student learning opportunities by supporting, maintaining and improving student’s physical, emotional and mental health through collaboration with staff, students, parents and community resources.</p>
<p>School Resource Officers (SRO’s) Contact: Matt Zimmerman, 920-832-6142</p>	<p>SRO’s work in partnership with the schools and are a resource for staff, students, and parents. They become part of the school community. Students get to know and trust SRO’s in the school setting, therefore allowing for a more trusting relationship outside of the school setting. This in turn allows for students to share concerns that are occurring outside of school as well as provide an opportunity for the SRO’s to assist. Officers in the unit work as a cohesive group and work closely with school administrators and county agencies to ensure the safety of students, their families and school district employees.</p>	<p>✓ Work collaboratively with the schools in a proactive manner to address youth concerns. When necessary, SRO’s meet with small groups of students to mediate disputes and put plans in place to prevent further negative behaviors.</p>
<p>Section 504 Contact: Polly Vanden Boogaard, 920-832-6114</p>	<p>Accommodations and services provided to students identified as disabled under Section 504.</p>	<p>✓ Provide classroom and/or environmental accommodations/services for students to be successful.</p>

Special Education and Related Services Contact: Polly Vanden Boogaard, 920-832-6114	Special education services available to students ages 3-21 who qualify through the special education evaluation process. Educational goals and services for each student are developed annually by an individual education plan team.	✓ Services address the educational needs of students with disabilities, help support their meaningful access to the general curriculum and the regular education environment, and help prepare students for post-secondary opportunities.
Student Services Support (Psychologists, Social Workers) Contact: Polly Vanden Boogaard, 920-832-6114	Student Services staff assist with early identification/prevention efforts through consultation with teachers and teams, support and assistance to families, and direct service to students (data supported). Services are provided within district response frameworks (PBIS, SST, PLCs, etc.) and when student specific needs are identified through other means.	✓ Early identification/response to the educationally related needs of students and families through screening, assessment and direct service.
PROGRAMS/SERVICES (cont.)	DESCRIPTION	PROGRAM/SERVICES GOAL
Teen Parents Services Contact: Polly Vanden Boogaard, 920-832-6114	Teen Parents services are designed to meet the needs of students who are facing the challenges of pregnancy and parenting while enrolled in school.	✓ Assist teen parents in meeting high school graduation requirements and cope effectively with the responsibilities of pregnancy and teen parenting. ✓ Inform and advise teen parents of post-secondary options for job training, education, and career planning to help prepare for economic self-sufficiency. ✓ Facilitate with the needed and appropriate community services.
TRAC Program (of The Boys & Girls Club of the Fox Valley) Contact: Kayla McNamara at Boys & Girls Club, 920-750-5828	Students/families (K-12) with attendance concerns are referred to the TRAC Program to address underlying reasons for truancy and explore necessary steps for improvement. TRAC case managers provide an initial assessment and ongoing support through either school or Boys & Girls Club-based meetings.	✓ Proactively address the issues of truancy and promote school attendance. ✓ Educate students/ families on truancy laws and process. ✓ Connect students and families with additional resources to further assist in sustaining change. ✓ Empower students/ families to acquire and utilize good decision-making skills for future life choices.

PRESCHOOL and ELEMENTARY

PROGRAM/SERVICES	DESCRIPTION	PROGRAM/SERVICES GOAL
Achievement Gap Reduction Program (AGR) Contact: Building Principal	Provide lower class size to improve student achievement.	✓ Improve student achievement with lower class size, increased collaboration, use of specific curriculum, and improved professional development and staff-evaluation practices.
Birth to 5 Screening and Programs Contact: Pam Franzke, 920-832-6470	Free developmental screenings to determine if a child needs further educational testing or services prior to kindergarten.	✓ Engage community resources to provide active and engaged language opportunities for all children, birth to 5, as they strive to develop their full potential. ✓ Encourage families to participate in free screenings for all children ages 3 to 5 that are not enrolled in kindergarten. ✓ Engage in early learning to prevent future dropouts.

Math Achievement Partnership Contact: Dr. Carrie Willer, 920-832-6157 or Julie Bargholtz, 920-832-6319	Volunteer tutors provide math support to selected students in grades 2-4 as determined by the school site plan.	✓ Improve math achievement in students participating in the math achievement partnership.
Talented and Gifted (TAG) Contact: Cassie Guilbeault, 920-832-6325	TAG teachers facilitate the process of matching identified student needs with appropriate learning options such as differentiated instruction, cluster grouping, TAG pull together, talent searches, subject and/or grade acceleration, and academic co-curricular activities.	✓ Provide continuing assistance to staff planning differentiated activities for WIN/PIE/DEYO time.
PROGRAM/SERVICES (cont.)	DESCRIPTION	PROGRAM/SERVICES GOAL
Title I School-Wide & Targeted Assistance Contact: Pam Franzke, 920-832-6321	School-Wide programs serve all children in a school through a school-wide plan and evaluate the impact of services on student achievement. All staff in a school-wide school, including teachers and paraprofessionals, must be highly qualified. Targeted Assistance Title I programs follow same as school-wide but services are focused on a targeted group of students based on a needs assessment.	✓ Generate high levels of academic achievement in core subject areas for all students, especially those students most in need through high quality instruction; strategies and methods based on scientifically based research, strategies and methods to improved teacher quality and professional development; consolidated use of funds.
United for Reading Success (UFRS) Program Contact: Julie Bargholtz, 920-832-6319	Volunteers provide tutoring to selected 1 st grade students who struggle with reading.	✓ Improve reading level of the students involved in the program.

MIDDLE SCHOOL and HIGH SCHOOL

PROGRAM/SERVICES	DESCRIPTION	PROGRAM/SERVICES GOAL
Community Learning Center (Grades 6-8) at Appleton Central Contact: Justin Heitl, 920-832-6136	Meet the academic, social and behavioral needs of middle school students who have been expelled or voluntarily withdrawn.	<ul style="list-style-type: none"> ✓ Provide educational services to middle school students who are at-risk. Curriculum is primarily focused on mathematics, reading and writing. Science and social studies content is integrated into the communication arts coursework. Students participate in fitness activities, volunteering, individual and group work with the school social worker and professional counselor. ✓ Administrative Placement after specific conditions have been met.

PROGRAM/SERVICES	DESCRIPTION	PROGRAM/SERVICES GOAL	ALTERNATIVE EDUCATION CRITERIA	ACCESS to PROGRAM/SERVICES
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<p>Appleton Central (Day Program) Contact: Justin Heitl, 920-832-6136</p>	<p>Meet the academic, social and behavioral needs of students who are significantly credit deficient. Includes program offerings during the school year and summer school.</p>	<p>Provide educational services to students in grades 9-12 who are at-risk.</p>	<ul style="list-style-type: none"> • One or more years behind age group in number of credits attained, or two or more years behind age group in basic skills levels and • One or more of the following: Dropout, Habitual Truant, Parent, or Adjudicated Delinquent. • Primarily second semester sophomores or older. • Require more intensive intervention than can be provided by the regular high school's alternative education programs. 	<ul style="list-style-type: none"> • Referral from East, West or North High School. • Intake meeting is scheduled with Central staff and parent/student.
<p>PROGRAM/SERVICES (cont.)</p>	<p>DESCRIPTION</p>	<p>PROGRAM/SERVICES GOAL</p>	<p>ALTERNATIVE EDUCATION CRITERIA</p>	<p>ACCESS to PROGRAM/SERVICES</p>
<p>At-Risk Credit Attainment Summer School Contact: Steve Harrison, 920-832-2186</p>	<p>Consortium Summer School includes the use of credit recovery on-line curriculum to assist credit deficient juniors or seniors in credit recovery, often times assisting seniors that did not graduate with his/her class, to recover the necessary credits to graduate over summer.</p>	<p>Assist students in obtaining credits in order to graduate.</p>	<ul style="list-style-type: none"> • Juniors or seniors who are identified at-risk and are credit deficient. 	<ul style="list-style-type: none"> • Two 3-week sessions.
<p>Alternative Education Programs at East, North and West Contact: East 920-832-6212; North 920-832-6525; West 920-832-6219</p> <p>Alternative Education Programs at Einstein, Kaleidoscope (KA), Madison and Wilson Contact: Einstein 920-832-6240 KA 920-832-6294 Madison 920-832-6276 Wilson 920-832-6226</p>	<p>Alternative Education Programs are designed to provide alternative learning experiences for students who are in need of options in order to be successful in reaching district graduation requirements. Nontraditional methods are used to assist in areas of credit deficiency, attendance difficulties and development of positive attitudes regarding lifelong learning.</p>	<p>Connect students to programs and services that offer flexible learning options for successful outcomes.</p>	<ul style="list-style-type: none"> • One or more years behind age group in number of credits attained, or two or more years behind age group in basic skills levels and • One or more of the following: Dropout, Habitual Truant, Parent, or Adjudicated Delinquent. 	<ul style="list-style-type: none"> • Designated school personnel make recommendations, determine if student meets criteria and coordinates the necessary contacts, materials and other resources.

Community Based Instruction (CBI) Contact: Bob Woodford, 920-749-5859	Work, leisure and recreation opportunities and experiences in the community setting for students with disabilities.	Develop skills for independent living and transition to adult life.	<ul style="list-style-type: none"> • Student with a disability and current IEP • May require long term support 	<ul style="list-style-type: none"> • IEP team determination
Dan Spalding Academy at Appleton Central Contact: Justin Heitl, 920-832-6136	Meet the academic, social and behavioral needs of high school students who have been expelled or voluntarily withdrawn while also providing services to address the behaviors and decision making that resulted in the expulsion or withdrawal. Includes program offerings during the school year and summer school.	Provide educational services to high school students who are at-risk.	<ul style="list-style-type: none"> • Student has been expelled or voluntarily withdrawn. 	<ul style="list-style-type: none"> • Administrative placement after specific conditions are met.
PROGRAM/SERVICES (cont.)	DESCRIPTION	PROGRAM/SERVICES GOAL	ALTERNATIVE EDUCATION CRITERIA	ACCESS to PROGRAM/SERVICES
GED Option 2 Program at Appleton Central Contact: Justin Heitl, 920-832-6136	Allows authorized school districts to use the GED test battery to measure proficiency in lieu of high school credit for students enrolled in an alternative education program. Students who are successful in completing GED tests and all other graduation requirements earn a traditional high school diploma.	Obtain a high school diploma.	<ul style="list-style-type: none"> • At least 17 years of age. • First year senior or older. • Reading above 9th grade reading level. • One year behind their 9th grade class in credits. • Demonstrated 90% attendance. • Successfully completed: Health, PFM, .50 Civics • 30 hours of verified service learning at a not-for-profit agency. 	<ul style="list-style-type: none"> • Designated school personnel make recommendations, determine if student meets criteria and coordinates the necessary contacts, materials and other resources.
Goodwill Industries Contact: Bob Woodford, 920-749-5859	Structured work experience in an integrated community setting. A flexible program that can be part or full day.	Students are offered an opportunity to experience work in an integrated community setting and gain work skills.	<ul style="list-style-type: none"> • Vocational evaluation to determine student capacity for employment • Students ages 16 years and older • Individual students with disabilities who require a work experience, transition plan • Need for structured, supervised work experience 	<ul style="list-style-type: none"> • IEP team determines that work experience is necessary • Attend orientation, follow work rules, complete various job responsibilities
GPS Education Partners Contact: East 920-832-6212; North 920-832-6525; West 920-832-6219	An alternative work-based learning program that meets state education standards while providing relevant work experience for students within a manufacturing setting. Students are paid an hourly wage for up to	Provide academically disengaged juniors and seniors an opportunity to earn their high school diploma by attending school and working in a	<ul style="list-style-type: none"> • 21 month program • Students must be at least 16 years of age and credit deficient. 	<ul style="list-style-type: none"> • Referral process involving school staff, parents and/or student.

	40 hours per week while they are in the program.	manufacturing job experience.		
Higher Ground Contact: Amy Steiner, 920-997-1399 ext. 2253	Higher Ground Program is an alternative program located at Valley Packaging Industries, Inc., and provides 11 th and 12 th grade students that are credit-deficient with an alternative path to earn a high school diploma through flexible/accelerated instruction and employment. Vocational readiness is emphasized.	Provide students the opportunity to earn their high school diploma through flexible instruction tailored to meet individual student needs. Also provides students with academic, vocational and social/behavioral skills to graduate from high school and gain competitive employment or volunteer.	<ul style="list-style-type: none"> • Primarily 11th and 12th graders • Students considered at-risk of not completing high school due to credit deficiency, truancy, lack of motivation, inability to relate to authority, health concerns, and/or academic problems • Geared towards meeting the needs of students who require more intensive intervention than can be provided by the home high school's alternative education program 	<ul style="list-style-type: none"> • Complete application process. • IEP team determination that includes the student and/or parent. • Designated school personnel make recommendations, determine if student meets criteria and coordinates the necessary contacts, materials and other resources.
PROGRAM/SERVICES (cont.)	DESCRIPTION	PROGRAM/SERVICES GOAL	ALTERNATIVE EDUCATION CRITERIA	ACCESS to PROGRAM/SERVICES
Internships Contact: East 920-832-6212; North 920-832-6525; West 920-832-6219	Internships integrate school-based and work-based learning. Interning at a workplace provides a firsthand look at what skills are needed, how knowledge learned in school is put into action in the workplace, and informs the student about career choice.	Provide work-based learning opportunities, which are the key to successful 21st century learning.	<ul style="list-style-type: none"> • Students ages 16 years and older 	<ul style="list-style-type: none"> • Complete a job shadow • Submit a cover letter, resume and application to the YA Coordinator • Teacher interview • Business Interview
PRIDE Amy Steiner, 920-997-1399 ext. 2253	Meet the academic, social and behavioral needs of students with disabilities who have been expelled or voluntarily withdrawn. PRIDE may also serve as an alternative placement. Students are also provided with a work experience opportunity.	Provide educational services to students with disabilities while they are removed from their school placement for disciplinary reasons.	<ul style="list-style-type: none"> • AASD student with a current IEP. • Student with a disability expelled from the district by the school board and placed by the district. • Student with a disability placed on a 45-day interim for drugs or weapons. • Student with a disability who voluntarily withdraws and agrees to a placement at PRIDE as an alternative to expulsion. 	<ul style="list-style-type: none"> • IEP team determines placement.
Project SEARCH (in partnership with Division of Vocational Rehabilitation, St. Elizabeth Hospital,	Project SEARCH provides pre-employment training for students with disabilities through internship experiences at St. Elizabeth Hospital. Students work with an	Prepare students in their last year of high school attendance for competitive	<ul style="list-style-type: none"> • Age 18 or older. • Developmentally disabled students who will likely qualify for long-term disability support. 	<ul style="list-style-type: none"> • Student application to Project SEARCH. • IEP team determination and successful screening.

<p>Long Term Care, Valley Packaging Industries) Amy Steiner, 920-997-1399 ext. 2253</p>	<p>AASD teacher, a job coach from Valley Packaging, and mentors from St. Elizabeth Hospital on site during their internships. Post-secondary placement services in competitive employment are provided by DVR.</p>	<p>employment following graduation.</p>	<ul style="list-style-type: none"> • School year prior to last expected year of high school attendance. • IEP goals emphasizing community, functional life and vocational activities within the student’s next natural environment. 	
<p>PROGRAM/SERVICES (cont.)</p>	<p>DESCRIPTION</p>	<p>PROGRAM/SERVICES GOAL</p>	<p>ALTERNATIVE EDUCATION CRITERIA</p>	<p>ACCESS to PROGRAM/SERVICES</p>
<p>QUEST (in partnership with Fox Valley Technical College) Polly Vanden Boogaard, 920-832-6114</p>	<p>An alternative educational program that provides at-risk students with an opportunity to earn a high school equivalency diploma (HSED) or regular high school diploma. Students participate in a competency based program through Fox Valley Technical College, and the program is available to both special education and regular education students.</p>	<p>Provide students with an alternative educational setting to work toward HSED or regular high school diploma</p>	<ul style="list-style-type: none"> • One or more years behind age group in number of credits attained, or two or more years behind age group in basic skills levels and • One or more of the following: Dropout, Habitual Truant, Parent, or Adjudicated Delinquent. • Mandated students are 17 yrs. Old and started HSED in correctional facility • Permissive students are 17 yrs. Old and working toward HSED • Must have earned a minimum of .5 credits through at an AASD high school to be awarded an Appleton Diploma. 	<ul style="list-style-type: none"> • Designated school personnel make recommendations, determine if student meets criteria and coordinates the necessary contacts, materials and other resources. • Upon enrollment, students will determine if they wish to work toward an HSED or complete the additional requirements to be awarded a regular high school diploma.

<p>Valley Packaging, Inc. Contact: Bob Woodford, 920-749-5859</p>	<p>Structured work experience in an integrated community setting. A flexible program that can be part or full day.</p>	<p>Students are offered an opportunity to experience work in an integrated community setting and gain work skills.</p>	<ul style="list-style-type: none"> • Vocational evaluation to determine student capacity for employment • Students ages 16 years and older • Individual students with disabilities who require a work experience, transition plan • Need for structured, supervised work experience 	<ul style="list-style-type: none"> • IEP team determines that work experience is necessary • Attend orientation, follow work rules, complete various job responsibilities
<p>Youth Apprenticeship (YA) Program Contact: Kristin Comerford, 920-997-1399 ext. 2187</p>	<p>Youth Apprenticeship integrates school-based and work-based learning to instruct students in employability and occupational skills defined by Wisconsin industries.</p>	<p>Students are instructed by qualified teachers and skilled worksite mentors. Students are simultaneously enrolled in academic classes to meet high school graduation requirements, in a youth apprenticeship related instruction class, and are employed by a participating employer under the supervision of a skilled mentor.</p>	<ul style="list-style-type: none"> • Students ages 16 years and older 	<ul style="list-style-type: none"> • Complete a job shadow • Submit a cover letter, resume and application to the YA Coordinator • Teacher interview • Business Interview
<p>PROGRAM/SERVICES (cont.)</p>	<p>DESCRIPTION</p>	<p>PROGRAM/SERVICES GOAL</p>	<p>ALTERNATIVE EDUCATION CRITERIA</p>	<p>ACCESS to PROGRAM/SERVICES</p>
<p>Wisconsin National Guard Challenge Academy (in partnership with Fort McCoy) Contact: East 920-832-6212; North 920-832-6525; West 920-832-6219</p>	<p>Designed for at-risk youth who have dropped out of high school or are credit deficient. The program consists of 22 weeks at Fort McCoy in a highly structured environment, followed by one year in the cadet's home community working with a local mentor.</p>	<p>Complete the academy's eight core components: academic instruction leading to Wisconsin's High School Equivalency Degree (HSED); job skills training; physical fitness; health, sex education and nutrition; leading and following; life-coping skills; responsible citizenship; and community service. Students who have previously attended an AASD high school are eligible to apply to receive an AASD diploma.</p>	<ul style="list-style-type: none"> • 16 years 9 months through 18 years old (not yet 19 on enrollment date) • High school drop-out, habitual truant, expelled • Credit deficient; behind in basic skills • Legal resident of US and WI • Mentally and physically capable; demonstrating a strong desire to change • Not currently on parole or probation for other than juvenile status offenses, not awaiting sentencing, and not under indictment, charged or convicted of a felony • Voluntary choice • Drug and Tobacco free • Identified non-family member mentor in their community 	<ul style="list-style-type: none"> • Self-referral by the student and parents/guardians.

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|--|--|--|---|--|
| | | | <ul style="list-style-type: none">• Students must have earned a minimum of .5 credits through at an AASD high school to be awarded an Appleton Diploma. Graduation date is based on when they successfully complete all aspects of the program. | |
|--|--|--|---|--|

EVALUATION OF SERVICES PROVIDED UNDER THE ALTERNATIVE EDUCATION PLAN

Interventions, supports and services for students at-risk of not graduating are embedded into **all** aspects of the AASD curriculum, instruction, and programming from preschool age to high school. Evaluation of alternative education programs, services and supports is ongoing through student progress monitoring, site and District CSIP plan review, and data analysis that include the following areas:

- Attendance
- Discipline Referrals
- Dropouts
- Enrollments
- Graduation
- Post-graduation plans
- Transfer students

Updated: August 2021

ITEM FOR CONSIDERATION

Topic: Revision to Policy 347-Rule, Student Records

**Background
Information:**

The District recognizes the need for the confidentiality of student records. Therefore, student records shall be available for inspection or release only in accordance with State and federal laws and established District policies and procedures. Building principals shall have primary responsibility for the maintenance and confidentiality of student records. The original policy was adopted January 1989 with several amendments up to November 2019.

School districts that receive federal funds under the Elementary and Secondary Act are required to release secondary student's contact information, upon request, to military recruiters and institutions of higher education unless a parent or adult student has opted out of such disclosures. Until recently, the contact information that was accessible under these laws consisted of a student's name, address, and telephone number – regardless of whether the request came from a college or from a military recruiter. However, effective January 1, 2021, pursuant to the National Defense Authorization Act for Fiscal Year 2021 (PL 116-283, section 521), military recruiters may also request high school students' electronic mail addresses (email address). Under this new law, the electronic mail addresses that are subject to release "shall be the electronic mail addresses provided by the school, if available." The relevant statutes continue to require school districts to provide parents with notice of their right to submit a request that the student's information not be released to institutions of higher education and/or to military recruiters unless the school district first obtains prior written consent (i.e., notice that parents may "opt out" of the otherwise automatic disclosures).

Fiscal Note: None.

**Administrative
Recommendation:** Approval of the revised policy.

**Instructional
Impact:** The result is a policy aligning with current state and federal law and District policies and practices.

Contact Person: Polly Vanden Boogaard, 920-832-6114

BOE: 8/9/21

STUDENT RECORDS

Student records are maintained to assist school personnel in determining educational experiences for each student.

The District recognizes the need for the confidentiality of student records. Therefore, student records shall be available for inspection or release only in accordance with State and federal laws and established District policies and procedures. Building principals shall have primary responsibility for the maintenance and confidentiality of student records maintained in student files.

Cross Reference: Procedures for the Maintenance and Confidentiality of Student Records, 347-Rule
Communicable Diseases, 453.3
Reporting Suspected Child Abuse & Neglect, 454

Legal References: Wisconsin State Statutes 19.21(6), 46.215, 46.22, 46.23, 48.396(2m), 51.42, 51.437, 115.85(4), 118.125(4), 118.126, 118.127, 118.51(8), 118.52(10), 146.81-146.84, 252.15, 767.24(7), 938.02, 938.342(lr) and 938.396
Family Educational Rights and Privacy Act (20 USC Section 1232g, 34 CFR Part 99)

Adoption Date: January 23, 1989

Amended Dates: June 23, 1997, August 23, 2010, December 22, 2014, August 24, 2015, June 11, 2018, May 20, 2019, December 9, 2019, and August 9, 2021

PROCEDURES FOR THE MAINTENANCE AND CONFIDENTIALITY OF STUDENT RECORDS

I. DEFINITIONS

Adult student is a student who has attained the age of 18.

Law enforcement unit (e.g., School Resource Officer/SRO) is an individual, office, department, division, or other component of the District that is authorized or designated by the School Board to do any of the following:

- enforce any law or ordinance, or refer to the appropriate authorities a matter for enforcement of any law or ordinance, against any person other than the school district, and/or
- maintain the physical security and safety of a public school.

Legitimate educational interest is a school official's need to review an educational record in order to fulfill his/her professional responsibilities, subject to limits on re-disclosure authorized by law.

Legal custodian is a person other than a parent or guardian, or an agency to whom legal custody of a student has been transferred by a court, but does not include a person who has only physical custody of the student.

Parent/guardian is a biological or adoptive parent or legal guardian who has rights of guardianship, except as may be limited by court order. A stepparent may be accorded the same rights as a parent if designated in writing by a parent or legal guardian or as required by court order (chapter 54 and 48). Parents/guardians are presumed to have full rights as such under this policy, unless a court order specifies otherwise and such court order is provided to the building principal.

Record is any information recorded in any way, including, but not limited to: handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.

School officials are District employees licensed by the State, School Board members, contracted or appointed personnel, including the District's medical advisor, and may include School Resource Officers (SROs) to the extent they have a legitimate educational or safety interest.

Student records are all education records, paper and/or electronic, which are directly related to an individual student and maintained by the District or by a party acting for the District in the specific student's file.

Student records do not include:

- notes or records that are maintained for personal use by a teacher or other person required to hold a license, certificate, or permit and are not shared with other persons;
- law enforcement unit records created for law enforcement purposes and maintained by the law enforcement unit;

347-Rule (cont.)

- records that are made, maintained, or used only in connection with the psychological treatment of a student;
- records created or received by the District after a student is no longer in attendance and not directly related to the student's previous attendance;
- grades on peer-graded papers before they are collected and recorded by a teacher.

Student records include:

A. Progress Records are student records, paper and/or electronic, which include the student's grades, a statement of the courses the student has taken, the student's attendance, the student's immunization/lead screening (which is also a Physical Health Care record in the Behavioral records), Directory Data, and co-curricular activities.

1. Directory Data, under State Statute 118.125 (1)(b), includes the following information: student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, photographs, degrees and awards received, and the name of the school most recently attended by the student.

2. Please note: It is a local policy decision as to which information from the above list is designated as student Directory Data. The Appleton Area School District designates the following as Directory Data:

- ✓ Student's name
- ✓ Address
- ✓ Major field of study (grade level)
- ✓ Participation in officially recognized activities and sports
- ✓ Height of members of athletic teams
- ✓ Dates of attendance
- ✓ Photographs
- ✓ Awards received
- ✓ Name of the school most recently attended by the student

B. Behavioral Records are those student records, paper and/or electronic, which include: psychological tests, personality evaluations, records of conversations, any written statements relating specifically to a student's behavior, tests relating specifically to a student's achievement or measurement of ability, physical health records other than immunization/lead screening (**see next page under Physical Health Care Records*), student assistance records, law enforcement officers' records, court records, and any other student records which are not progress records.

Additional examples of student behavioral records include disability-related information (including notices and forms), signed parental consent or refusal for evaluation, individual and team evaluation reports, individualized education plans (IEPs), Section 504 plans, placement decisions and signed parental consent or refusal, medical evaluations and prescriptions required to substantiate health treatment services, medical evaluations used to substantiate a handicapping condition, and physician's statements required for the provision of special education homebound instructional services.

347-Rule (cont.)

1. Physical Health Care Records are student records, paper and/or electronic, that include basic health information about a student including: the student's immunization/lead screening*, an emergency medical card, a log of first aid and medicine administered to the student, an athletic permit card, a record concerning the student's ability to participate in an education program, the results of any routine screening test such as for hearing, vision, or scoliosis, and any follow-up to such test, and any other basic health information.

**Physical health care records are behavioral records, except for immunization/lead screening records required under Wis. Stat. sec. 254.162.*

2. Treatment Records are defined as "registration and all other records concerning individuals who are receiving or who at any time have received services for mental illness, developmental disabilities, alcoholism, or drug dependence which are maintained by the State department, by county departments under s. 51.42 or 51.437 and their staffs, and by treatment facilities," Wis. Stat. sec. 51.30(1)(b). "Treatment facilities" are defined as "any publicly or privately operated facility or unit thereof providing treatment of alcoholic, drug dependent, mentally ill or developmentally disabled persons, including but not limited to inpatient and outpatient treatment programs, community support programs and rehabilitation programs," Wis. Stat. sec. 51.01(19). The State law definition of "treatment" means those psychological, educational, social, chemical, medical or somatic techniques designed to bring about rehabilitation of a mentally ill, alcoholic, drug dependent or developmentally disabled person.
3. Court Records are those records received from a court clerk concerning a juvenile enrolled in the District who has:
 - had a petition filed with a court alleging that he/she has committed a delinquent act that would be a crime if committed by an adult;
 - been adjudged delinquent;
 - school attendance as a condition of his/her court dispositional order; or
 - been found to have committed a delinquent act at the request of, or for the benefit of, a criminal gang that would be a felony if committed by an adult, and has been adjudged delinquent on that basis.
4. Law Enforcement Unit Records are records maintained and created by a law enforcement unit for the purpose of law enforcement. Law enforcement unit records may be obtained by the District from a law enforcement unit relating to:
 - the use, possession or distribution of alcohol or a controlled substance by a student enrolled in the District;
 - the illegal possession of a dangerous weapon by a student;
 - an act for which a District student was taken into custody based on the law enforcement officer's belief that he/she violated or was violating any State or federal criminal laws; and
 - the act for which a student enrolled in the District was adjudged delinquent.

- C. Patient Health Care Records are all records relating to the health of a student, which are not included in the Physical Health Care Records definition above. This includes patient health care records prepared by or under the supervision of a health care provider. A health care provider may be a registered nurse, chiropractor, dentist, physician, podiatrist, physical therapist, optometrist, psychologist, or institution providing health services, but not individuals contracted to provide school-based services. In general, these records contain information such as diagnoses, opinions and judgments made by a health care provider (not as a school-based service).

II. PARENT NOTICE AND ACCESS TO RECORDS

A parent/guardian shall have access to a student's medical and education records unless the parent/guardian has been denied access to such records as outlined by State law or has been denied periods of physical placement with the child by a court under Wis. Stat. sec. 767.41(4).

An adult student or the parent/guardian of a minor student shall, upon request, be shown and provided with a copy of the student's progress records.

An adult student or the parent/guardian of a minor student, shall upon request, be shown, in the presence of a person qualified to explain and interpret the records, the student's behavioral records. Such adult student or parent/guardian shall, upon request, be provided with a copy of the behavioral records.

Parents/guardians, legal custodians, or students age 14 or older who request access to law enforcement records held by the school district will be referred to the law enforcement agency whose records are being sought and may obtain access to such records subject to law enforcement agency policy.

Parents/guardians who are not authorized representatives under the law, must have informed written consent of a student who is 14 years of age or older for any part of a student patient health care record that concerns the results of a test for the presence of HIV or antibody to HIV. These records must be kept confidential and only be disclosed with the informed written consent of the individual 14 years of age or older, or by the student's authorized representative. If the student is under the age of 14 and the HIV test occurred with consent of a parent/guardian, the parent/guardian can consent to disclosure [Wis. Stat. sec. 118.125(2m), 252.15(3m)(c)].

III. CONFIDENTIALITY AND ACCESS TO RECORDS

A. Designation of Directory Data

School boards have the authority under both State law section 118.125(j) of the State Statutes and the Family Educational Rights and Privacy Act (FERPA) to designate certain personally-identifiable student information as Directory Data that can be disclosed without obtaining the specific written consent of a student's parent/guardian or adult student.

347-Rule (cont.)

Under State law, school boards may designate any or all of the following personally-identifiable student information as Directory Data: student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, photographs, degrees and awards received, and name of the school most recently attended by the student.

It is a local policy decision as to which information from this list is designated as student Directory Data in the District.

The District designates the following student information as Directory Data:

- ✓ Student's name
- ✓ Address
- ✓ Major field of study (grade level)
- ✓ Participation in officially recognized activities and sports
- ✓ Height of members of athletic teams
- ✓ Dates of attendance
- ✓ Photographs
- ✓ Awards received
- ✓ Name of the school most recently attended by the student

B. Notification of Directory Data and Opt Out Information

The District must notify parents/guardians or adult students of:

1. The types of personally-identifiable student information that the District has designated as Directory Data
 2. Their right to opt out of disclosing Directory Data to any person/organization who requests;
 3. The period of time/deadline to opt out so that their student's information is not disclosed (14 days from date of notice).
- ✓ The Opt-Out Form is available on AASD and school websites as well as at school sites.
 - ✓ The Opt-Out Form must be completed each school year.

IF A PARENT/GUARDIAN OR ADULT STUDENT DOES NOT WISH TO HAVE ANY OR ALL OF THE CATEGORIES OF DIRECTORY DATA RELEASED, HE/SHE MUST NOTIFY THE DISTRICT WITHIN 14 DAYS OF THE ANNUAL NOTICE BEING PROVIDED (VIA THE OPT-OUT FORM).

C. Disclosure of Directory Data

Upon request, the District may disclose its designated Directory Data to any person without obtaining the specific written consent of the parent/guardian/adult student unless the parent/guardian/adult student has opted out of disclosure of the information. Examples of requests for data directory information may come from higher education agencies (technical colleges, colleges, and universities); alumni reunion committees; community organizations (YMCA, Scouts, etc.); photographers for senior pictures; driver's education facilities; and publications sponsored by the District.

For requests from United States Military Services, a student's telephone number and email address will also be disclosed along with the other information.

347-Rule (cont.)

The District will adhere to any restrictions on the disclosure of Directory Data described in any properly issued State or federal protective order.

D. Disclosure of Progress and Behavioral Records

All student progress and behavioral records are confidential and will not be released except as follows:

1. Student records may be disclosed for any purpose concerning the juvenile justice system. The law gives the juvenile justice system the ability to effectively serve a student prior to adjudication provided the records are not disclosed, unless otherwise authorized by law. Only the Superintendent or his/her designees are authorized to supervise, determine and/or engage in the lawful exchange of law enforcement records or student records. Upon receipt of law enforcement records, the Superintendent or designee may inform the student named in the records and the parent/guardian of a minor student named in the records of the information.
2. The judge or officer of any court of Wisconsin or the United States shall, upon request, be provided with a copy of all progress records of a student who is the subject of any proceeding in such court.
3. If school attendance is a condition of a student's dispositional order, the District shall notify the county department that is responsible for supervising the student within five days after any violation of the condition by the student.
4. The District shall disclose pertinent student records to an investigating law enforcement unit or district attorney if the person to whom the records are disclosed certifies in writing that the records concern the juvenile justice system and the system's ability to effectively serve the student, relate to an ongoing investigation or pending delinquency petition, and will not be disclosed to any other person except as otherwise authorized by law.
5. Under the Health and Safety Exception, the District may disclose student records to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of any individual. In making this determination, the District will take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals.

If the District determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from student records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals.

The District shall record the following information when it discloses student record information under this Health and Safety Exception:

- a. the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure;
- b. the parties to whom the District disclosed the information;
- c. what was disclosed;
- d. date of the disclosure.

347-Rule (cont.)

6. Student records shall only be made available to school officials if they have a legitimate educational or safety interest in the records.
7. An adult student or a parent/guardian of a minor student has the right to consent to the disclosure of personally identifiable information contained in the student records, except as allowed by State and federal law. Upon the informed written consent of an adult student, or the parent/guardian of a minor student, the school shall make available to the person named in the consent form, the student's progress records or such portions of his/her behavioral records as determined by the person authorizing the release. Law enforcement officer records may not be made available under this exception unless specifically identified by the adult student or by a parent/guardian of a minor student in the written permission.

Informed written consent must include all of the following:

- a. the name of the student whose record is being disclosed;
 - b. the specific records to be disclosed;
 - c. the name of the person(s) making the disclosure;
 - d. the purpose of the disclosure;
 - e. the individual, agency, or organization to which disclosure may be made;
 - f. the signature of the student, if an adult, or the parent/guardian of a minor student;
 - g. the date on which the consent is signed;
 - h. the time period during which the consent is effective, and that it may be revoked at any time upon written notice from the person consenting.
8. Student records shall be provided to a court in response to a subpoena by parties to an action for *in camera* inspection, to be used only for purposes of impeachment of any witness who has testified in the action. The court may turn said records, or parts thereof, over to parties in the action or their attorneys if said records would be relevant and material to a witness's credibility or competency.
 9. The Wisconsin Department of Public Instruction (DPI) or any public officer may be provided with any information required by law. Upon request, the Board shall provide the DPI with any student record information that relates to an audit or evaluation of a federal or State-supported program or that is required to determine compliance with State law provisions.
 10. Notwithstanding their confidentiality, student records may be used in suspension and expulsion proceedings and by the Individual Education Plan (IEP) team.
 11. Information from a student's immunization records shall be made available to State and local health officers to carry out immunization requirements.

347-Rule (cont.)

12. The district board of the technical college in which the District is located or, for verification of eligibility for public assistance, the Department of Health and Family Services, the Department of Industry, Labor and Job Development, or a county department shall, upon request, be provided with the names of students who have withdrawn from the public school prior to graduation.
13. Personally identifiable information from an adult student's records may be disclosed to the student's parent/guardian, without the adult student's informed written consent, if the adult student is a dependent of his/her parent/guardian under the Internal Revenue Code. An exception shall be made when an adult student has informed the school, in writing, that the information may not be disclosed.
14. A student's records shall be disclosed in compliance with a court-ordered educational plan after making a reasonable effort to notify the student's parent/guardian or the adult student.
15. The names of students who reside in the District, who are at least 16 years of age, who are not expected to be enrolled in an educational program two years from the date of the report and who may require services under sections 51.42 or 51.437 (community mental, health, developmental disabilities, alcoholism and drug abuse) shall be reported, upon request, to the appropriate county departments.
16. The District shall, upon request, provide student disciplinary records necessary for purposes of open enrollment in another public school district as permitted by law. These records may include:
 - a. A copy of any expulsion findings and orders or records of any pending disciplinary proceedings involving the student;
 - b. A written explanation of the reasons for the expulsion or pending disciplinary proceedings; and
 - c. The length of the term of the expulsion or the possible outcomes of the pending disciplinary proceedings.
17. The District may disclose personally identifiable information from the education records of students in foster care placement, without parental consent, to an agency caseworker or other representative of a State or local welfare agency or tribal organization authorized to access a student's case plan when such agency or organization is legally responsible for the care and protection of the student, in accordance with State or tribal law.

E. Disclosure of Student Patient Health Care Records and Treatment Records

347-Rule (cont.)

1. Confidentiality and Release

All patient health care records shall remain confidential. Except as otherwise provided, patient health care records may only be released to persons specifically designated in the State patient health care records laws, or to other persons with the informed consent of the patient, or an authorized representative of the patient. Any part of a student patient health care record that concerns the results of a test for the presence of HIV (students 14 years of age or older) or antibody to HIV, shall be confidential and may be disclosed only with the informed written consent of the test subject or of his/her authorized representative under state law (Section 252.15(1)(ac) and (3m). If the student is under the age of 14 and the HIV test occurred with consent of a parent/guardian, the parent/guardian can consent to disclosure [Wis. Stat. sec. 118.125(2m), 252.15(3m)(c)].

2. Release Without Informed Consent

Patient health care records shall be released upon request without informed consent in some circumstances.

a. Health Care Providers

Health care providers or those working under the supervision of health care providers, may have access to student patient health care records if necessary for the performance of their duties if:

- 1) the person is rendering assistance to the patient;
- 2) the person is being consulted regarding the health of the patient;
- 3) the life or health of the patient appears to be in danger and the information contained in the patient health care records may aid the person in rendering assistance;
- 4) the person prepares or stores records, for the purpose of the preparation or storage of those records.

b. Others

A District employee or agent may have access to student patient health care records maintained by the District, if:

- 1) access to the records is necessary to comply with a requirement in federal or State law which may include county protective staff investigation claims of abuse and neglect, subject to the Health and Safety Exception rule identified in Article III, Subsection B.5, above;
- 2) the employee or agent has responsibility for preparation or storage of records to the extent that the records are needed for billing, collection, or payment of claims.

- c. A report prepared by a school physical therapist, occupational therapist, speech pathologist or nurse that goes beyond basic health information described in the District's policy on student physical health records must be treated as a patient health care record. These records should be sealed and sent to the new school with instructions that they are to be accessed only by a health care provider or person acting under the supervision of a health care provider.

347-Rule (cont.)

- d. State law specifically allows treatment records to be forwarded from one school district to another when a student transfers, with the consent of the record subject to restrictions enumerated in State law [Wis. Stat. sec. 51.30; Wis. Stat. sec. 51.30(4)].

F. Disclosure When Imminent Threat to Health or Safety

Records related to a law enforcement officer's or health care provider's report regarding a student must be maintained as a confidential student record unless the student poses a substantial probability of serious bodily harm to any other person. In such case, a disclosure of student records may be made in a good faith effort to prevent or lessen a serious and imminent threat to the health or safety of a person or the public [Wis. Stat. sec. 51.17].

A parent/guardian must be provided with a notice of rights related to the access to student patient health care records when consent is given to disclose patient health care records to the District.

The receiving party of student records must maintain confidentiality of information disclosed in the law enforcement officer's report that is not otherwise exempt from Wis. Stat. 48.396 as provided by law as follows:

1. A public school official who obtains information under this subsection shall keep the information confidential as required under Wis. Stat. 118.125.
2. A private school official who obtains information under this subsection shall keep the information confidential in the same manner as is required of a public school official under Wis. Stat. 118.125.
3. A law enforcement unit that obtains information under this subsection shall keep the information confidential as required under this subsection and Wis. Stat. 938.396 (1)(a).
4. A social welfare agency that obtains information under this subsection shall keep the information confidential as required under Wis. Stats. 48.78 and 938.78.

G. Disclosure of Other Records

1. Law enforcement Alcohol and other Drug Abuse (AODA) record information obtained by the District must be made available to District employees designated to provide AODA programs and must be used to provide such programs for students. The information may not be used as the sole basis for suspending or expelling a student from school.
2. Law enforcement weapons possession record information obtained by the District, which relate to a District student, may be made available to District employees licensed by the State and determined to have a legitimate educational or safety interest in the information. The information may not be used as the sole basis for suspending or expelling a student from school.

347-Rule (cont.)

3. Law enforcement delinquency-related record information obtained by the District must be made available to District employees licensed by the State, District officials determined to have legitimate educational or safety interests in the information, and District employees who have been designated by the Board to provide treatment programs. The information must be used for legitimate educational or safety purposes and to provide treatment programs for students, and cannot be used as the sole basis for suspending or expelling a student from school.
4. Court records obtained by the District must be disclosed to District employees who work directly with the student named in the records or who have been determined by the Board to have legitimate educational or safety interests in the information.

An employee cannot further disclose the information, and the information cannot be used as the sole basis for suspending or expelling a student from school, or as the sole basis for taking any other disciplinary action against a student, including actions under the District's athletic/activity code.

A Board member or District employee may not be held personally liable for any damages caused by failure to make student record disclosures to District employees as outlined above, unless the person acted with actual malice in failing to disclose the information. The District also may not be held liable for any damages caused by nondisclosure, unless the District or its agent acted with gross negligence or reckless, wanton or intentional misconduct in failing to disclose the records.

Student Records and Staff Roles

School District employees' primary function is to promote the educational environment and programming and to foster student educational access and achievement. The performance of these functions necessarily requires school staff to receive information and documents regarding students and results in the observation and formulation of information regarding students.

To protect the interests of school staff, the Board notes that oral disclosure of behavioral, progress, health, or other confidential types of records may constitute the disclosure of confidential student records.

Nothing in this policy shall be construed as directing or authorizing school employees to create any student record, to assist a parent in creating such records, or to voluntarily disclose student record information in the course of legal proceedings. All school employees shall:

- a. Direct student records requests to the building principal
- b. Immediately inform the building principal upon receipt of email, telephone or written communication regarding a request to participate in a legal proceeding or to comply with a subpoena

Disclosure of Records Due to Mandatory Reporting

Nothing in this policy shall be viewed to limit or to prevent individual school staff members from fulfilling individual reporting requirements notwithstanding the disclosure of student record information in the context of such reporting. School employees are required to disclose otherwise confidential information in the following circumstances:

- A. Abuse or Neglect. In the event that any school employee has reason to believe that a student has been subject to abuse or neglect or is being threatened with abuse or neglect that the staff members believes is likely to occur. Abuse or neglect includes, physical, sexual, or emotional abuse, or exposing the child to the manufacture of methamphetamine. “Physical abuse or neglect” includes habitual and severe usage of alcohol or controlled substances while pregnant. “sexual abuse or neglect” includes sex trafficking, forced prostitution, exposing one’s genitalia to a child, exposing a child to visual depictions of sexual activity, or other forms of sexual exploitation. Wis. Stat. Chapter 48.
- B. School Violence: In the event that any school employee believes in good faith based on a threat made by a student regarding violence in or targeted at a school that there is an imminent threat to the health or safety of a student or school employee or the public. Wis. Stat. §175.32.
- C. Communicable Diseases: In the event that a teacher, school nurse, or principal knows or believes that a communicable disease is present in school shall immediately notify the local public health officials. Wis. Stat. §252.21.

IV. TRANSFER OF RECORDS

In accordance with the law, the District shall forward, upon request, student records, including paper and/or electronic, to another school without consent for purposes related to the student’s enrollment or transfer. No later than the next working day, the District shall transfer to another school or school district student records relating to a specific student for purposes of student enrollment or transfer if it has received written notice from:

- An adult student, or the parent/guardian, that the student intends to enroll in the other school;
- The other school district that the student has enrolled; or
- Court that the student has been placed in a juvenile correctional facility or secured childcare institution.

The following records do not get transferred with a written notice: law enforcement records, court records, student patient health care records, and AODA records. Third party records need to be requested directly from the source. Patient health care records require a separate written informed consent and specific release from an adult student or the parent/guardian of a minor student.

Physical health records, including immunization/lead screening may be transferred outside the District subject to request and written consent to provide the records. Reports from school staff should be limited to basic health information described in the District’s policy concerning student physical health records.

Unless there is a written consent for the records to be transferred to another educational institution or court ordered placement, the student's patient health care records will be transferred to the District repository and maintained as long as other behavioral records. Patient health care records transferred outside the District are duplicated with the original/copy maintained in the District. Duplicated patient health care records are transferred to the receiving health care professional.

Student records received by the District when students transfer from other school districts will be treated in the same manner as originally generated, even if transmitted via electronic mail. For example, if records were originally in a paper format and scanned for email transmission, upon receipt by the District, the records will be returned to a paper format for the student's record. Electronic student records, such as those generated in Skyward or Infinite Campus, will be maintained in electronic format.

V. RECORDS MAINTENANCE/RETENTION

The building principal is the primary custodian of all student records in his/her building. The District has adopted the Wisconsin Records Retention Schedule for School Districts, which includes student record retention as adopted by the Wisconsin Public Records Board and endorsed by the Wisconsin Department of Public Instruction, which is available for public inspection.

- A. The AASD does not maintain all daily student class assignments or tests as student records, and may not maintain all daily incidental correspondence between parents and staff, whether by paper or electronic means.
- B. Law enforcement officer record information and student patient health care records shall be maintained separate from the student's other records.
- C. Each principal or designee shall maintain a log of each instance of disclosure of student records pursuant to this policy, other than those disclosures, which occur among staff members with an educational interest in the information in the course of fulfilling their professional duties.

VI. AMENDMENT OF RECORDS

An adult student or the parent/guardian of a minor student who believes that information contained in educational records of the student is inaccurate or misleading or violates the privacy or other rights of the student, may request in writing that this information be amended. The principal will review the request to determine if the request for amendment relates to information that is inaccurate or misleading or violates privacy rights or if there is simply a disagreement regarding the substance of a determination such as the outcome of an evaluation, assessment or grade. The principal will inform the adult student, or the parent/guardian of a minor student, of the decision to allow or disallow the request. The principal will advise of the right to a hearing if the requested change is denied. Additional information regarding the hearing procedures will be provided to the eligible student when notified of the right to a hearing. An adult student, or parent/guardian of a minor student, may attach a statement of disagreement to a record at any time and may do so instead of requesting a hearing.

VII. COMPLAINT PROCEDURE

An adult student, or parent/guardian of a minor student, who feels there has been a violation of the rights accorded them under federal law may submit a written complaint to the Family Policy and Regulations Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-5920.

VIII. ANNUAL NOTICE

The District shall notify an adult student, or the parent/guardian of a minor student, of their rights to inspect, review and obtain copies, at their expense, of the student's records; the existence of the student records policy and procedures, and where copies can be obtained; and, their right to file a complaint with the Family Policy and Regulations Office of the Department of Education.

Cross Reference: Procedures for the Maintenance and Confidentiality of Student Records, 347-Rule
Communicable Diseases, 453.3
Reporting Suspected Child Abuse & Neglect, 454

Legal References: Wisconsin State Statutes 19.21(6), 46.215, 46.22, 46.23, 48.396(2m), 51.42, 51.437, 115.85(4), 118.125(4), 118.126, 118.127, 118.51(8), 118.52(10), 146.81-146.84, 252.15, 767.24(7), 938.02, 938.342(lr) and 938.396
Family Educational Rights and Privacy Act (20 USC Section 1232g, 34 CFR Part 99)

Adoption Date: January 23, 1989

Amended Dates: June 23, 1997, August 23, 2010, December 22, 2014, August 24, 2015, June 11, 2018, May 20, 2019, December 9, 2019, and August 9, 2021

ITEM FOR CONSIDERATION

TOPIC: Professional Educator New Hires

BACKGROUND INFORMATION: The professional educators listed below are recommended for contractual positions for the 2021-2022 school year effective August 25, 2021:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>	<u>Salary</u>
Michelle M. Baye	Special Ed-AUT	Madison	100%	\$42,450
Jacqueline M. Bolwerk	Media Specialist	Jefferson/Johnston	100%	\$48,700
Jennifer K. Boyd	Science	North	100%	\$54,600
Stephanie M. Desens	Math/Science Grade 8	Kaleidoscope	100%	\$46,600
Zachary E. Eckrose	Science	West	100%	\$42,450
Kristie L. George	Title I Preschool	Johnston	100%	\$49,800
Shalene L. Huth	Special Ed-EBD	West	100%	\$59,600
Macy J. Kohlmetz	Special Ed-EC	Highlands	100%	\$42,450
Kevin T. McElrath	Instructional Coach-Secondary	Morgan	100%	\$58,100
Katie L. Stadler	Special Ed-SEBD	McKinley	100%	\$42,450
Shannon N. Stieber	Science	West	100%	\$42,450
Brett E. Thyssen	Special Ed-SLD	Kaleidoscope	100%	\$49,800
Whitney N. Van Hoof	World Language-Spanish	West/Kaleidoscope	100%	\$54,800

Michelle M. Baye received her Bachelor of Arts degree from UW-Green Bay with a major in Communication Processes. She continued her education to obtain her Special Education teaching certification from UW-Oshkosh. Ms. Baye is being hired under a one-year license with stipulations as a “Temporary Employee” for the 2021-2022 school year. Most recently, she served the District as a Special Education Paraprofessional at Einstein Middle School. Other activities or sports that she might supervise, sponsor, or assist: Concessions for sporting events.

Jacqueline M. Bolwerk received her Master of Arts degree from UW-Madison with a major in Library and Information Science. Most recently, she served the Genoa City Joint 2 School District as a Library Media Specialist. Other activities or sports that she might supervise, sponsor, or assist: Volleyball, various elementary level clubs, or book club.

Jennifer K. Boyd received her Bachelor of Arts degree from Meredith University with a major in Biology. Most recently, she served Xavier Middle School as a Science Teacher. Other activities or sports that she might supervise, sponsor, or assist: Tennis, sponsoring student council, science clubs, or environmental clubs.

Stephanie M. Desens received her Bachelor of Science in Education degree from UW-Whitewater with a major in Mathematics and Science. Most recently, she served the Oshkosh Area School District as a Math Teacher. Other activities or sports that she might supervise, sponsor or assist: Cross-county, track, debate, forensics, math club, or science club.

Zachary E. Eckrose received his Bachelor of Science degree from Milwaukee School of Engineering with a major in BioMolecular Engineering. Mr. Eckrose is being hired under a one-year license with stipulations. Most recently, he served the Kimberly Area School District as an Assistant Coach. Other activities or sports that he might supervise, sponsor or assist: Boys volleyball, photography or fishing.

Kristie L. George received her Bachelor of Science in Education degree from UW-Eau Claire with a major in Elementary Education. Ms. George is being hired under a one-year license with stipulations. Most recently, she served the Birth to Five Coordinator for the District. Other activities or sports that she might supervise, sponsor or assist: Various clubs that revolve around creativity, walking, hiking, reading, or photography.

Shalene L. Huth received her Master of Education degree from UW-Eau Claire with a major in Emotional Behavioral Disorders. Most recently, she served The Anglo-American School of Moscow-US Embassy as a Special Education Teacher. Other activities or sports that she might supervise, sponsor, or assist: Track, swimming, cross-county, rugby, student council, or community outreach programs.

Macy J. Kohlmetz received her Bachelor of Science in Education degree from UW-Whitewater with a dual major in Early Childhood and Early Childhood Special Education. Most recently, she served Our Shepard Childcare as a Lead Teacher. Other activities or sports that she might supervise, sponsor or assist: Cheerleading/performance, or volleyball.

Kevin T. McElrath received his Master of Education degree from Cardinal Stritch University with a major in Educational Leadership. Most recently, he served the Hortonville Area School District as a Math Teacher. Other activities or sports that he might supervise, sponsor or assist: Sources of Strength, link crew, track, cross-county, or ski club.

Katie L. Stadler received her Bachelor of Science in Education degree from UW-Oshkosh with a dual major in Elementary and Special Education. Most recently, she served the School District of North Fond du Lac as a Substitute Teacher. Other activities or sports that she might supervise, sponsor, or assist: Any.

Shannon N. Stieber received her Bachelor of Science in Education degree from UW-Oshkosh with a major in Broad Field Natural Science. Most recently, she served the Kimberly Area School District as a Science Teacher. Other activities or sports that she might supervise, sponsor, or assist: Any activities related to outdoors, reading, or science.

Brett E. Thyssen received his Bachelor of Science in Education degree UW-Oshkosh with a dual major in Elementary and Special Education. Most recently, he served the Unified School District of De Pere as a Special Education Teacher. Other activities or sports that he might supervise, sponsor or assist: Baseball, basketball, dances, or school clubs.

Whitney N. Van Hoof received her Master of Education degree from UW-La Crosse with a major in Professional Development. Most recently, she served the Oregon School District as a World Language-Spanish Teacher. Other activities or sports that she might supervise, sponsor, or assist: Various activities, Spanish club, or yearbook club.

FISCAL NOTE: As indicated above.

ADMINISTRATIVE RECOMMENDATION: Approval.

INSTRUCTIONAL IMPACT: The candidates listed above have been recommended by the administrators to whom they will report as the best candidates for the positions.

CONTACT PERSON: Julie King, (920) 997-1399 (ext. 2042)

8/9/21

ITEM FOR CONSIDERATION

TOPIC: Professional Educator Resignations

BACKGROUND INFORMATION: The following Professional Educators have submitted a letter of resignation effective the end of the 2020-2021 school year.

Katie L. Kimme has been with the District for one year, most recently as a Special Education Teacher at McKinley Elementary School.

Kristen A. Mader has been with the District for four years, most recently as an English Learners Teacher at Kaleidoscope Academy.

BACKGROUND INFORMATION: The following Professional Educator has submitted a letter of resignation prior to the 2021-2022 school year.

Brittany M. Schmidt was recently hired by the Appleton Area School District as an English Learners Coach at Houdini Elementary School and Einstein Middle School.

FISCAL NOTE: Dependent upon replacements.

ADMINISTRATIVE RECOMMENDATION: Approval.

INSTRUCTIONAL IMPACT: Qualified replacements will be procured.

CONTACT PERSON: Julie King, (920) 997-1399 (ext. 2042)

8/9/21

ITEM FOR CONSIDERATION

TOPIC: Professional Educator Contract Change

BACKGROUND INFORMATION: A contract change for the following individual is recommended for the 2021-2022 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>	<u>Effective Date</u>
Nicole M. Severing	World Language-French	East	50% to 90%	8/25/2021

FISCAL NOTE: As indicated above.

ADMINISTRATIVE RECOMMENDATION: Approval.

INSTRUCTIONAL IMPACT: This assignment will meet the needs of students.

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

8/9/21

ITEM FOR CONSIDERATION

TOPIC: Administrative Resignation

BACKGROUND INFORMATION: The following administrator has submitted a letter of resignation effective July 30, 2021.

Nathan M. Werner has been with the District for twenty-four years, most recently as the Associate Principal/ Athletic Director at North High School.

FISCAL NOTE: Dependent upon replacement.

INSTRUCTIONAL IMPACT: A qualified replacement will be procured.

ADMINISTRATIVE RECOMMENDATION: Approval.

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

8/9/21

ITEM OF INFORMATION

TOPIC: Administrative Transfer

BACKGROUND INFORMATION:

Carrie L. Willer has been awarded the AC&I Director of Elementary Education (5K-6) effective August 4, 2021, under a 260-day contract. Ms. Willer has been with the District for twenty-two years, most recently as the Principal of Franklin Elementary School.

FISCAL NOTE: Dependent upon replacement.

INSTRUCTIONAL IMPACT: A qualified replacements will be procured.

ADMINISTRATIVE RECOMMENDATION: Approval.

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

8/9/21