



**Monday, July 25, 2022
Board of Education Meeting**

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

The Board of Education will be meeting in the Scullen Leadership Center, 131 E. Washington Street, Suite 1A. Some individuals may be joining via remote technology and the meeting will be livestreamed on YouTube. Members of the media or general public may continue to access meetings in person or via a live stream broadcast on the Appleton Area School District YouTube Channel: <https://www.youtube.com/channel/UChO-I09YGgt4uKnCWYvt8Pw>

This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. There is a time for public participation during the meeting as indicated in the agenda. Members of the public wishing to address the Board may speak during public input in accordance with the procedures posted on the District's website (http://www.aasd.k12.wi.us/district/board_of_education/public_input) and state law. The Wisconsin Open Meetings Law allows only brief discussion of topics that are not listed on the agenda. Therefore, the Board may not be able to fully address comments made during public input. When appropriate the Board may request the administration to reach out to a citizen regarding a concern they may have.

Any special needs or any requests for accommodations related to accessing the meeting should be sent to Clara Kopplinger, at kopplingerclar@asd.k12.wi.us or (920) 832-6126, at least 24-hours in advance of the meeting.

1. Meeting Opening

Subject	A. Roll Call
Meeting	Jul 25, 2022 - Board of Education Meeting
Category	1. Meeting Opening
Type	Procedural

Subject	B. Pledge of Allegiance
Meeting	Jul 25, 2022 - 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 Jul 25, 2022 - Board of Education Meeting
Category 2. Approval of Agenda (GC-2: Governing Commitments)
Type Procedural

Subject B. Approval of Agenda

Meeting Jul 25, 2022 - Board of Education Meeting
Category 2. Approval of Agenda (GC-2: Governing Commitments)
Type Action, Procedural

3. Special Presentation

Subject A. None

Meeting Jul 25, 2022 - Board of Education Meeting
Category 3. Special Presentation
Type Information, Recognition

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

Subject A. Public Input

Meeting Jul 25, 2022 - Board of Education Meeting
Category 4. Public Input (GC-3.3: Initiate and maintain effective communication with the citizens.)
Type Procedural

Public Input:

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

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

Subject A. None

Meeting Jul 25, 2022 - Board of Education Meeting

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

Type Discussion, Information, Presentation

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

Subject A. Business Services Update(s): Grants 2022-2023, AP Check Register June 2022, 2022-2023 Authorized Depository Resolution

Meeting Jul 25, 2022 - Board of Education Meeting

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

Type Discussion, Information, Report

Executive Director of Finance Holly Burr will update the Board on Business Services items for consideration.

File Attachments
[IFC 2022-2023 Authorized Depository Resolution.pdf \(7 KB\)](#)

Subject B. School/Student Services Update(s): 2022-2023 Annual Notice of Academic Standards; Library Media Standards; ELA Materials Update; AP Biology Materials Update

Meeting Jul 25, 2022 - Board of Education Meeting

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

Type Discussion, Information, Report

Assistant Superintendent Steve Hartjes will update the Board on School Services items for consideration.

File Attachments
[IFC - Academic Standards July, 2022.pdf \(256 KB\)](#)
[Item for Consideration - Library Media Curriculum.pdf \(39 KB\)](#)
[Item for Consideration - ELA Senior Communication \(1250\) Materials Purchase.pdf \(41 KB\)](#)
[AP Biology IFC 07.25.2022.pdf \(88 KB\)](#)

Subject C. School Services Policy Updates: Policy 411.1 Student Harassment and Policy 411.2 Student Nondiscrimination

Meeting Jul 25, 2022 - Board of Education Meeting

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

Type Discussion, Information

Superintendent Greg Hartjes will update the Board on School Services Policy Updates for consideration.

File Attachments

[IFC Student Harassment Update.pdf \(626 KB\)](#)

[Student Harassment Policy - REVISED 7-25-22.pdf \(109 KB\)](#)

[IFC Student Nondiscrim Update.pdf \(626 KB\)](#)

[Student NonDiscrimination 411.2 and Complaint Procedure 411.2-Rule July 2022.pdf \(74 KB\)](#)

Subject **D. Personnel Services Update(s): Professional Educator Hire(s) and Resignation(s); Administrative Hire(s) and Transfer(s)**

Meeting Jul 25, 2022 - Board of Education Meeting

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

Type Discussion, Information, Report

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

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 June 27, 2022**

Meeting Jul 25, 2022 - Board of Education Meeting

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

Type Action, Minutes

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. Grants 2022-2023**

Meeting Jul 25, 2022 - 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

Fiscal Impact Yes

Recommend approval for 2022-2023 grants for July.

File Attachments

[Grants July 2022-2023.pdf \(106 KB\)](#)

Subject **B. AP Check Register June 2022**

Meeting Jul 25, 2022 - 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

Fiscal Impact Yes

Budgeted Yes

Recommend June 2022 AP Check Register for approval.

Subject C. 2022-2023 Annual Notice of Academic Standards

Meeting Jul 25, 2022 - 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 - Academic Standards July, 2022.pdf \(256 KB\)](#)

Subject D. Library Media Standards

Meeting Jul 25, 2022 - 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
[Item for Consideration - Library Media Curriculum.pdf \(39 KB\)](#)
[AASD Library Standards Document 3_8.rtf.pdf \(168 KB\)](#)

Subject E. ELA Materials Update - Senior Communication (#1250) Cengage Learning: Essentials of Business Communication

Meeting Jul 25, 2022 - 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
[Item for Consideration - ELA Senior Communication \(1250\) Materials Purchase.pdf \(41 KB\)](#)

Subject **F. AP Biology Materials Update (4180): Standards, Curriculum, and Materials Adoption**

Meeting Jul 25, 2022 - 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
[AP Biology IFC 07.25.2022.pdf \(88 KB\)](#)

Subject **G. Policy Update 411.1 Student Harassment**

Meeting Jul 25, 2022 - 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 Student Harassment Update.pdf \(626 KB\)](#)
[Student Harassment Policy - REVISED 7-25-22.pdf \(109 KB\)](#)

Subject **H. Policy Update Policy 411.2 Student Nondiscrimination**

Meeting Jul 25, 2022 - 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 Student Nondiscrim Update.pdf \(626 KB\)](#)
[Student NonDiscrimination 411.2 and Complaint Procedure 411.2-Rule July 2022.pdf \(74 KB\)](#)

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

Meeting Jul 25, 2022 - 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 7-25-22.pdf \(139 KB\)](#)

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

Meeting Jul 25, 2022 - 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 7-25-22.pdf \(258 KB\)](#)

Subject **K. Administrative Hire**

Meeting Jul 25, 2022 - 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 Hire.pdf \(370 KB\)](#)

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

Subject **A. Business Services Report: Final Review of Potential Referendum**

Meeting Jul 25, 2022 - Board of Education Meeting

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

Type Discussion, Information, Presentation, Report

Superintendent Greg Hartjes will provide a final review of the potential referendum information before asking the Board to vote on the resolution items at the August 8, 2022 meeting.

File Attachments
[IOI - Potential referendum draft questions.pdf \(431 KB\)](#)

Subject **B. Business Services Report: 2021-2022 Budget Update**

Meeting Jul 25, 2022 - Board of Education Meeting

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

Type Discussion, Information, Presentation, Report

Holly Burr, Executive Director of Finance, will report on the 2021-2022 Budget Update.

Subject C. Business Services Report: 2022-2023 District Health Insurance Update

Meeting Jul 25, 2022 - Board of Education Meeting

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

Type Discussion, Information, Presentation, Report

Holly Burr, Executive Director of Finance, will report on the District Health Insurance Update.

Subject D. School Services Report: Proposed Materials Update - ELA 11: American Literature and Composition (1110), AP English Language & Composition (1120), AP American Studies (3060) Materials Purchase- Radium Girls by DW. Gregory, She Kills Monsters by Samuel French

Meeting Jul 25, 2022 - Board of Education Meeting

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

Type Discussion, Information, Presentation, Report

Assistant Superintendent Steve Harrison will report on the proposed materials update.

File Attachments

[IOI _ ELA 11_ American Literature and Composition \(1110\), AP English Language & Composition \(1120\), AP American Studies \(3060\) Materials Purchase.pdf \(50 KB\)](#)

[Public Input Received - ELA 11.pdf \(128 KB\)](#)

[KWKT- ELA 11 plays \(7_25_22\).pdf \(193 KB\)](#)

Subject E. School Services Report: Proposed Materials Update - ELA Grades 3-6: Core Text (2020 edition) and four Companion Manuals (2019 edition) to support Word Study Instruction

Meeting Jul 25, 2022 - Board of Education Meeting

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

Type Discussion, Information

Assistant Superintendent Steve Harrison will report on the proposed materials update.

File Attachments

[Item of Information ELA Words Their Way Materials Review.pdf \(97 KB\)](#)

[Public Input Received - Words Their Way 2022.pdf \(68 KB\)](#)

[Gr 3-6 ELA Words Their Way Materials \(7_25_22\).pdf \(103 KB\)](#)

10. Board Business

Subject A. 2022-2023 Authorized Depository Resolution - for Consideration

Meeting Jul 25, 2022 - Board of Education Meeting

Category 10. Board Business

Type Action, Discussion

Holly Burr will present 2022-2023 Authorized Depository Resolution as item for consideration and recommend approval.

File Attachments

[IFC 2022-2023 Authorized Depository Resolution.pdf \(7 KB\)](#)

[2022-2023 Authorized Depository Resolution.pdf \(288 KB\)](#)

Subject **B. OE-2 Superintendent Succession Monitoring Report - for Consideration**

Meeting Jul 25, 2022 - Board of Education Meeting

Category 10. Board Business

Type Action, Discussion, Information

File Attachments

[OE-2 Emergency Superintendent Succession \(Monitoring\).pdf \(421 KB\)](#)

[Internal monitoring of OE 2 & OE 3.pdf \(287 KB\)](#)

Subject **C. OE-3 Treatment of Community Stakeholders Monitoring Report - for Consideration**

Meeting Jul 25, 2022 - Board of Education Meeting

Category 10. Board Business

Type Action, Discussion, Information

File Attachments

[OE-3 Treatment of Community Stakeholders \(Monitoring\).pdf \(441 KB\)](#)

[Internal monitoring of OE 2 & OE 3.pdf \(287 KB\)](#)

Subject **D. Proposed New DRAFT Policy 188 - Board Member Participation in Meetings Via Technology - for Information**

Meeting Jul 25, 2022 - Board of Education Meeting

Category 10. Board Business

Type Discussion, Information

File Attachments

[IOI - Virtual Meetings and Board Member Participation in Meetings via Technology.pdf \(526 KB\)](#)

[Virtual Meetings and Board Member Participation in Meetings Via Technology - 188 DRAFT.pdf \(273 KB\)](#)

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

Meeting Jul 25, 2022 - Board of Education Meeting

Category 10. Board Business

Type Action, Discussion

11. Items of Information

Subject **A. Administrative Transfer**

Meeting Jul 25, 2022 - Board of Education Meeting

Category 11. Items of Information

Type

File Attachments
[IOI - Administrative Transfer.pdf \(256 KB\)](#)

Subject **B. AASD Complaint Procedure Update**

Meeting Jul 25, 2022 - Board of Education Meeting

Category 11. Items of Information

Type Discussion, Information

File Attachments
[IOI - AASD Complaint Procedure.pdf \(519 KB\)](#)
[AASD Complaint Procedure.pdf \(268 KB\)](#)

12. Future Meetings

Subject **A. Board Work Session: Monday, August 8, 2022, 4:00 PM**

Meeting Jul 25, 2022 - Board of Education Meeting

Category 12. Future Meetings

Type Information

Subject **B. Board Meeting: Monday, August 8, 2022, 6:00 PM**

Meeting Jul 25, 2022 - Board of Education Meeting

Category 12. Future Meetings

Type Information

13. Adjourn

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

Meeting Jul 25, 2022 - Board of Education Meeting

Category 13. Adjourn

Type Action, Procedural

ITEM FOR CONSIDERATION

Topic: 2022-2023 Authorized Depository Resolution

Background Information: Annually the Authorized Depository Resolution is reviewed and updated, if necessary, to include financial institutions that the Appleton Area School District may conduct business with during the school year. There have been no additions and/or deletions of financial institutions from the list during 2021-2022 fiscal year.

Fiscal Note: N/A

Administrative Recommendation: Approval of the Authorized Depository Resolution.

Instructional Impact: N/A

Contact Person: Holly Burr, 997-1399 ext. 2034

Board Action: July 25, 2022

ITEM FOR CONSIDERATION

Topic: Annual Notice of Academic Standards

**Background
Information:**

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

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

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

Fiscal Note: None.

**Administrative
Recommendation:** Approval of the notice of academic standards.

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

Impact:

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

Appleton Area School District

NOTICE OF THE ACADEMIC STANDARDS THAT ARE IN EFFECT FOR THE 2022-2023 SCHOOL YEAR

What are academic standards?

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

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

Why does the District have academic standards?

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

What is an example of an academic standard?

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

AASD Mathematics Standard for Students in Grade Seven

III. Expressions and Equations

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

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

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

Content Area / Subject	The District's 2022-2023 Student Academic Standards
<p>English Language Arts (includes reading and writing)</p> <p>e.g. the AASD elementary standards were Board adopted in June 2012 and middle and high school standards were Board adopted in 2013</p>	<p>The District uses the Wisconsin Standards for English Language Arts as a foundation for its standards in English Language Arts (includes reading and writing). These District standards include:</p> <ul style="list-style-type: none"> ● Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects in grades K–5; ● Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects in grades 6–12; ● Standards for Literacy in All Subjects for grades K-5; and ● Standards for Literacy in All Subjects for grades 6-12 <p>A complete copy of these standards can be located and reviewed at this Internet address: http://www.aasd.k12.wi.us/ela-curriculum</p>
<p>Mathematics</p> <p>e.g. the AASD elementary standards were Board adopted in September 2009 and modified in September 2013; middle level in 2013; and high school in 2016</p>	<p>The District has adopted Wisconsin Standards for Mathematics, as formerly adapted to Wisconsin by the Wisconsin Department of Public Instruction (through the 2014-15 school year). These District standards include:</p> <ul style="list-style-type: none"> ● Standards for mathematical content ● Standards for mathematical practice <p>A complete copy of these standards can be located and reviewed at this Internet address: http://www.aasd.k12.wi.us/math-curriculum</p>
<p>Science</p> <p>e.g. the AASD elementary standards were Board adopted in January 2006; middle level in 2004; and high school began a review and revision process in 2016</p>	<p>The District has adopted the Wisconsin Model Academic Standards for Science in grades K-6 and is transitioning to the Next Generation Science Standards for courses in grades 7-12 as courses undergo review and updating.</p> <p>A complete copy of these standards can be located and reviewed at this Internet address: http://www.aasd.k12.wi.us/science-curriculum</p>
<p>Social Studies (includes geography and history)</p> <p>e.g. the AASD elementary standards were Board adopted in May 2007; middle level in 2005 and revised in 2015; high school review and revision processes began in 2005-16</p>	<p>The District has adopted the Wisconsin Model Academic Standards for Social Studies for grades 7-12 and is transitioning to the Wisconsin Standards for Social Studies as courses undergo review and updating. The five strands of the social studies standards encompass history, geography, behavioral science, economics, and political science. The model standards include both content standards and performance standards.</p> <p>Through the development of inquiry modules, grades K-6 piloted the updated Wisconsin Standards for Social Studies in 1-2 classrooms per grade level for the 2019-2020 school year. Full implementation of the new standards for grades K-6 took place during the 2021-22 school year.</p> <p>A complete copy of these standards can be located and reviewed at this Internet address: http://www.aasd.k12.wi.us/social-studies-curriculum</p>

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

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

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

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

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

ITEM FOR CONSIDERATION

Topic: Library Media Curriculum

Background Information: The Library Media Curriculum was last approved by the School Board in 2001. As the district has made the shift to standards-based assessment, curriculum, and instruction, it is now more important than ever to be transparent to teachers, students, administrators, families, and the community of the library programming that supports and strengthens the curriculum. As an instructional partner, an information specialist, and school library media professional, our library media specialists directly affect student achievement by collaborating and planning with teachers, teaching information technology literacy, and providing supplemental curriculum and materials. The curriculum addresses Wisconsin Academic Standards and is aligned with AASL Standards for Learners, as well as ISTE Standards for Students. While being written, it was intentionally arranged by concepts by grade bands. The six Big Ideas include: inquire, include, collaborate, curate, explore, and engage.

Fiscal Note: There is no fiscal cost. The curriculum has been a work in progress that began prior to the pandemic and was finished during the 2021-2022 school year.

Instructional Impact: All students (EC-12) will be impacted by this intentional partnership in curriculum and instruction. This is an ideal method of demonstrating the relevancy in what they learn in the LMC, the transfer of skill to their other classes, as well as how we are preparing students with the Portrait of a Graduate in mind.

Administrative Recommendation: Approve as submitted.

Contact Person(s): Kelly Leopold, 920-832-6157 ext. 2179, leopoldkelly@aasd.k12.wi.us
Steve Harrison, 920-832-6157 x2177, harrisonstepha@aasd.k12.wi.us

BOE: 07/25/22

ITEM FOR CONSIDERATION

Topic: English Language Arts- Senior Communication (#1250) Cengage Learning: *Essentials of Business Communication*

Background Information: The Senior Communication course is an English Language Arts option for senior students in the Appleton Area School District. Depending on the credentials of the teacher, the course is either taken for dual credit or advanced standing. In order to maintain our status in offering this course, the Fox Valley Technical College requires the district to be no more than 2 editions behind the text they are using on their campus. This textbook continues to fit the needs of the course competencies through its 6 units: 1) Business Communication, 2) The Writing Process, 3) Workplace Communication, 4) Business Reports and Proposals, 5) Professionalism, Teamwork, Meetings, and Speaking Skills, and 6) Employment Communication.

Fiscal Note: The cost is \$93,475.00 for a classroom set of soft cover texts for all high school instructors. The cost is within the dollars allocated in the 2021-2022 AC&I budget. All instructional materials will be implemented during the 2022-23 school year.

Instructional Impact: Students in grade 12 selecting Senior Communication will learn English Language Arts standards that align with the FVTC competency standards. This concise, practical edition reflects best practices in communication with a focus on the latest technology and workplace skills, combined with unparalleled grammar coverage.

Administrative Recommendation: Approve as submitted.

Contact Person(s): Kelly Leopold, 920-832-6157 ext. 2179, leopoldkelly@aad.k12.wi.us
Steve Harrison, 920-832-6157 x2177, harrisonstepha@aad.k12.wi.us

BOE: 07/25/22

ITEM FOR CONSIDERATION

Topic: AP Biology (4180): Standards, Curriculum, and Materials Adoption

Background

Information: The Director of STEM (7-12) has been conducting secondary AASD science teacher input sessions to gather feedback that supports college-level science learning in alignment with the CollegeBoard Advanced Placement Program for AP Biology. Based on teacher input, materials were recommended for adoption for the 2022-23 school year in order to support the AP Biology resource requirement of providing a college-level biology textbook and inquiry-based lab activities for a balance of science investigations and conceptual understanding grounded in the disciplinary core ideas of life science. The request is for the adoption of the updated instructional materials.

Fiscal Note: Instructional material recommendations include individual student access to student edition textbook, e-book, and online resources to support student learning, and support teachers in evaluating individual learning.

Urry, L.A., Cain, M.L., Wasserman, S.A., Minorsky, P.V., & Orr, R. B. (2020). *Biology in Focus*. Hoboken, NJ: Pearson Education, Inc.

ISBN: 978-0-13-521476-3

The cost is \$26,000 for 6 years and is within the dollars allocated in the 2022-23 AC&I budget. The updated instructional material will be implemented during the 2022-23 school year.

Instructional

Impact: Through the updated AP edition textbook, AASD's AP Biology course will meet the AP Biology curriculum and resource requirement of the CollegeBoard. High school students will have the opportunity to take AP Biology as a science elective with an opportunity to earn college credit with qualifying AP scores. Students will engage in science practices and hands-on, inquiry-based laboratory investigations to develop and apply their knowledge of biological concepts to real world questions or scenarios to help them become scientifically literate citizens.

Administrative

Recommendation: Approve as submitted.

Contact

Persons: Thai Xiong, Director of STEM (7-12) and H/HP (K-12), 832-6157 x2176, xionghai@aad.k12.wi.us
Steve Harrison, Assistant Superintendent of AC&I, 832-6157 x2177, harrisonstepha@aad.k12.wi.us

BOE: 7/25/22

ITEM FOR CONSIDERATION

Topic: Update to Policy 411.1 Student Harassment

Background Information: Previously, Assistant Superintendent Polly Vanden Boogaard served as the Coordinator for Section 504, Title II, VI, and IX Complaints. As Polly is no longer with the AASD, the District must name a new Coordinator and update the policy accordingly. Assistant Superintendent Mike Hernandez will now serve in that role.

Fiscal Note: None

Instructional Impact: Student Harassment reporting information will be updated and consistent across all district policies and handbooks.

Administrative Recommendation: Approve as submitted.

Contact Person(s): Greg Hartjes, Superintendent, 832-6126

BOE: 07/25/22

STUDENT HARASSMENT

The Appleton Area School District (AASD) will not tolerate student harassment in any form and will take all necessary and appropriate action to prevent, remediate and eliminate it, up to and including discipline of the offenders. The District's policy is to maintain and ensure learning and working environment free of any form of harassment or intimidation, including verbal, non-verbal, physical, unwelcomed conduct or behavior, sexual, bullying, cyber-bullying or other forms of harassment toward and between students, employees, School Board Members, parents, volunteers, independent contracted service workers and applicants for employment. The District is committed to providing a safe, secure, and healthy environment that allows all students to maximize their learning potential.

Any student who believes he/she has been the subject of harassment based on, in whole or in part, sex, race, color, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression, or physical, cognitive, emotional or learning disability, which interferes with his/her school performance or creates an intimidating, hostile or offensive school environment shall report the matter in accordance with the District's Student Nondiscrimination Policy, 411.2 complaint procedures, 411.2 Rule.

Any student who believes he/she has been the subject of harassment of any kind, including sexual harassment, shall report the matter in accordance with the reporting procedures identified in this Policy. If the alleged harasser is the person to whom complaints would normally be reported, the harassment complaint should be reported to the next higher administrative authority. If a student is not comfortable making the report to that person, he/she may report the complaint to another adult employee of the District and that person will ensure the harassment complaint is properly filed. All harassment reports and complaints shall be taken seriously and investigated in a timely manner. There shall be no retaliation against students for filing complaints or reports under this policy or participating in the investigation of a complaint under this policy.

Student and Staff Responsibility

School staff members and school officials who observe or become aware of acts of harassment should report these acts to the building administrator/designee. Any other person, including a student who is either a victim of the harassment or is aware of the harassment is encouraged to report the conduct to the building administrator/designee.

Cross References: Bullying Policy, 443.71
Student Discipline, 447
Reporting Suspected Child Abuse and Neglect, 454
Employee Harassment, 512
Use of District Telecommunication Systems 363 (522.7)
Student Nondiscrimination, 411.2

411.1 (cont.)

Legal References: Title II (implementing the Americans with Disabilities Act), 28 CFR
part 35
Title VI, Civil Rights Act of 1964
Title VII of 1964 Civil Rights Act Section 703
Title IX of 1972 Education Amendments
Wisconsin State Statute 111.31, 111.32, 118.13, 118.46
Wisconsin Child Abuse and Neglect Act Section 48.981
Wisconsin Administrative Code PI 9

Adoption Date: October 25, 1993

Amended Date: June 23, 2014

STUDENT HARASSMENT

The Appleton Area School District (AASD) is committed to maintaining and ensuring a learning and working environment that is free of harassment. The District will not tolerate any form of harassment which includes but is not limited to verbal, non-verbal, physical, unwelcomed conduct or behavior, sexual, bullying and cyber-bullying or other forms of harassment.

Definitions

Verbal Harassment

Unsolicited or unwelcome verbal conduct, including but not limited to innuendoes, degrading or suggestive comments, jokes, unwelcome flirtations, degrading words used to describe an individual, obscene and/or graphic descriptions of an individual's body or threats that school performance in the learning environment could be affected if the individual does not agree to or submit to unwelcome conduct.

Non-Verbal Harassment

Unsolicited or unwelcome non-verbal conduct, including, but not limited to sexually suggestive or offensive objects or pictures, inappropriate usage of voicemail, electronic messaging, email, the internet or other such sources as a means to express or obtain sexual or discriminatory material, printed or written materials including offensive cartoons, suggestive or offensive sounds, whistling, catcalls or obscene gestures, or any material which inappropriately raises the issues of sex or discrimination.

Physical Harassment

Unsolicited or unwelcome physical contact, which may include touching, hugging, massaging, kissing, pinching, patting, or regularly brushing against the body of another person.

Unwelcomed Conduct or Behavior Which Constitutes Harassment

For the purpose of this policy, conduct is unwelcome when the person subjected to the conduct did not solicit or incite the conduct and regarded the conduct as undesirable or offensive. Conduct may be unwelcome despite participation by the offended student and despite the fact that the offended student does not tell the accused the conduct is unwelcome. Unwelcomed conduct or behavior can include conduct that fits within "harassment" definitions, toward students or staff based upon political views, sex, age, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression, or physical, cognitive, emotional or learning disabilities.

Sexual Harassment

Sexual harassment includes:

- Unwelcome or unwanted sexual advances. This means patting, pinching, brushing up against, hugging, cornering, kissing, fondling, or any other similar physical contact, which is considered unacceptable by another individual.
- Unwelcome requests or demands for sexual favors. This includes subtle or blatant expectations, pressures or requests for any type of sexual favor accompanied by an implied or stated promise of preferential treatment or negative consequence.

411.1–Rule (cont.)

- Verbal abuse or joking that is sexually orientated and considered unacceptable by another individual. This includes commenting about an individual’s body or appearance where such comments go beyond mere courtesy: telling “dirty jokes” that are clearly unwanted and considered offensive by others; or any tasteless, sexually-orientated comments, innuendos, or actions that offend others.
- Engaging in any type of sexually-orientated conduct that would unreasonably interfere with another’s school or work performance. This includes extending unwanted sexual attentions to someone such that personal productivity or time available to work at assigned tasks is reduced.
- Creating an environment that is intimidating, hostile or offensive because of unwelcome or unwanted sexually-orientated conversations, suggestions, requests, demands, physical contacts, or attentions.
- Creating an environment that is intimidating, hostile, or offensive because of the existence at the school-site of sexually-orientated materials including, but not limited to, photographs and posters.

Bullying

Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation or harm. Bullying includes aggressive and hostile behavior that is intentional and involves an imbalance of power between the bully and the bullied and is behavior that is repeated over time rather than an isolated incident. This behavior may include, but is not limited to physical and verbal assaults, nonverbal or emotional threats or intimidation, harassment, social exclusion and isolation, and extortion.

Cyber-Bullying

Cyber-bullying is harassment through various forms of electronic systems and technology including, but not limited to, web-based and internet-based social medial options. Cyber-bullying includes, but is not limited to the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful email messages, instant messages, text messages, digital pictures or images, website postings, and social media.

Other Forms of Harassment

Persistent and unwelcome conduct or actions on the basis of race, color, religion, national origin, disability, sex, arrest or conviction record, marital status, sexual orientation, gender identity, gender expression, membership in the military reserve, use or nonuse of lawful products away from work, political affiliations and other protected categories under federal or state law are prohibited under this policy.

A report of prohibited conduct as defined above per the policy procedures will begin the complaint and investigation process.

Procedures

The Appleton Area School District is committed to maintaining and ensuring a learning and working environment free of any form of harassment.

Dissemination

- Every student or student's parent/guardian will receive a copy of the Policy and Procedures.
- The principal or supervisor (or his/her designee) shall be responsible for the display of the policy in a prominent place. It is recommended that the policy and additional copies be posted in conspicuous locations where students have ready access. Students will be informed about harassment and positive, caring and constructive interpersonal relationships will be encouraged.
- Students shall be informed of the process they are encouraged to follow if they perceived that harassment has taken place. The complaint procedure will be made available to any student or parent/guardian wishing to file a complaint.
- Discussion of harassment will be age appropriate with all students. Building administrator and staff will be responsible for the appropriate delivery of information and instruction. Education of students regarding the policy will need to be planned, structured, and scheduled yearly.
- Rules, including the complaint procedure and associated form, will be given to any individual wishing to file a complaint.
- The policy and rules will also be reviewed each year with employees.

Confidentiality

Students shall know that the complainant will remain confidential unless there are compelling reasons to disclose such identity. If there are compelling reasons to disclose the identity of the complainant, then the complainant shall be asked if he/she wants his/her identity disclosed. If the complainant does not want his/her identity disclosed, then the identity of the complainant shall be kept confidential. If a formal complaint is submitted, it may be necessary to identify the name of the complainant. The District shall maintain confidentiality of the report and related student records to the extent required or permitted by law.

Retaliation

Individuals reporting incidents of any harassment or participating in an investigation or complaint process will be protected from retaliation. Any individual who engages in retaliatory conduct against a complainant will be subject to discipline under this policy.

No student shall threaten or insinuate, either explicitly or implicitly, that a student's refusal to submit to advances or the adoption of their political or religious views will adversely affect that person's school performance or the learning environment. Similarly, no student shall promise, imply, or grant any preferential treatment in connection with another student engaging in sexual conduct or conduct related to the adoption of political or religious views.

411.1–Rule (cont.)

Any student or any parents/guardians, who believes their student has been subjected to harassment, should report the incident(s) to the building principal/designee. If a student or parent is not comfortable with making a complaint to the building principal/designee, the complaint may be made to a teacher, school counselor, school social worker, school psychologist, or school nurse with the understanding that incidents must be reported to administration for review and action. The employee receiving the complaint shall report the complaint to the building principal/designee and the appropriate Assistant Superintendent/School Services. No retaliation or intimidation directed towards anyone who makes a complaint or participates in any way in an investigation will be tolerated. Any student or employee who is determined after an investigation to have engaged in harassment in violation of this policy will be subject to appropriate response, which may include suspension or expulsion.

Third party witnesses are strongly encouraged to report observed incidents of harassment to the administration. Every effort will be made, when requested, to maintain the confidentiality of witness identity unless the witness is requested to testify at a hearing.

Address for making reports is as follows:

Michael Hernandez, Assistant Superintendent of School Services
Appleton Area School District
131 E. Washington Street, Suite 1A
P.O. Box 2019
Appleton, WI 54911
(920-832-6142)

The Assistant Superintendent of School Services serves as Coordinator for Section 504, Title II, VI, and IX Complaints.

Reporting Procedures

Reporting Procedures

If harassment occurs, students are encouraged to take the following steps:

1. Clearly say “stop” to the person whose behavior is unwanted and report to a trusted adult.
2. Speak with a trusted adult at school, such as a teacher, school counselor, school social worker, school psychologist, school nurse, or administrator.
3. When reporting to an adult, include the following information:
 - a. Give the name of the person and specific unwanted behavior
 - b. Describe the nature of the harassment
 - c. Give the date(s) of the event
 - d. Tell briefly what happened and note all incidents of harassment that may have taken place
4. A building administrator/designee may make an appropriate person(s) aware of the situation to discuss the case and determine the follow-up. All efforts will be made to handle the situation in a discreet manner and maintain appropriate confidentiality. The building administrator/designee will also inform students of the prohibition against retaliating against another student for reporting an incident of harassment or participating in an investigation.
5. Any employee who witnesses harassment between students must intervene by giving a verbal warning. In some cases it may be necessary to provide a report of bullying incidents to a building administrator/designee.
6. There shall be no retaliation against individuals making such reports or participating in an investigation. Individuals engaging in retaliatory behavior will be subject to disciplinary action.

Procedure for Investigating Reports of Harassment

The building administrator/designee will begin the investigation of a report of harassment within one school day. This investigation will include an interview of the person(s) involved and a collection of the information that will determine the facts and seriousness of the report. Parents and/or guardians of all people involved in the harassment incident will be notified of the complaint, process for reviewing the complaint and the conclusion of the investigation. The District shall maintain confidentiality of the report and related student records to the extent required by law.

Any student who believes he/she has been the subject of prohibited harassment shall report the matter in accordance with the District’s student discrimination complaint procedures found in the Student Nondiscrimination Policy, 411.2 and 411.2-Rule.

Adoption Date: October 25, 1993

Amended Date: June 23, 2014; July 25, 2022

ITEM FOR CONSIDERATION

Topic: Update to Policy 411.2 Student Nondiscrimination

Background Information: Previously, Assistant Superintendent Polly Vanden Boogaard served as the Coordinator for Section 504, Title II, VI, and IX Complaints. As Polly is no longer with the AASD, the District must name a new Coordinator and update the policy accordingly. Assistant Superintendent Mike Hernandez will now serve in that role.

Fiscal Note: None

Instructional Impact: Student Nondiscrimination reporting information will be updated and consistent across all district policies and handbooks.

Administrative Recommendation: Approve as submitted.

Contact Person(s): Greg Hartjes, Superintendent, 832-6126

BOE: 07/25/22

STUDENT NONDISCRIMINATION

The Appleton Area School District does not discriminate against students on the basis of sex, race, color, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression or physical, cognitive, emotional or learning disability in its education programs or activities.

Cross References: Nondiscrimination on the Basis of Disability 112.1
Programs for Students 342.1 with Disabilities
Student Nondiscrimination Complaint Procedure, 411.2-Rule

Legal References: Wisconsin State Statute 118.13
Wisconsin State Statutes 115 Subchapter V
Wisconsin Administrative Code PI 9
Titles II, VI and VIII, Civil Rights Act of 1964
Title IX, Education Amendments of 1972
Section 504, Rehabilitation, Act of 1973
Americans with Disabilities, Act of 1990
Individuals with Disabilities Education Act
Civil Rights Act of 1991

Adoption Date: January 26, 1993

Amended Dates: June 23, 2014 and April 22, 2019

**STUDENT NONDISCRIMINATION
COMPLAINT PROCEDURE**

Procedures

If any person believes that the Appleton Area School District or any part of the school organization has failed to follow the law and rules of Wisconsin State Statute 118.13 and Wisconsin Administrative Code PI 9, or in some way discriminates against pupils on the basis listed above or under Section 504, Title II, VI, or IX, he/she may bring or send a complaint to the following address:

Michael Hernandez, Assistant Superintendent of School Services
Appleton Area School District
131 E. Washington Street, Suite 1A
P.O. Box 2019
Appleton, WI 54911
(920-832-6142)

The Assistant Superintendent of *School Services* serves as Coordinator for Section 504, Title II, VI, and IX Complaints.

INFORMAL RESOLUTION OF COMPLAINTS AND CONCERNS

The District encourages the voluntary, informal resolution of student discrimination complaints or related concerns. For example, if an issue or concern is brought to the attention of a building principal and the building principal offers a resolution that is satisfactory to both the District and to the person who presents the issue(s), it is not necessary to initiate or complete a more formal investigation or to issue a formal determination of the complaint under the steps outlined below. However, if a complainant is not satisfied with a proposed resolution or believes the issue is too significant to pursue and resolve informally, the complainant may initiate (or continue to pursue) the formal procedures according to the steps listed below.

FORMAL COMPLAINT PROCEDURES

Step 1: A written statement of the complaint shall be prepared by the complainant, signed, and submitted to the Compliance Officer or his/her administrative-level designee. The District shall send written acknowledgment of receipt of the complaint within 45 days. The Compliance Officer shall investigate or coordinate an appropriate investigation of the issue(s) and, in a manner consistent with applicable student records laws, issue a written determination to the complainant and any other appropriate parties indicating the extent to which the complaint was or was not substantiated and including such other information as may be appropriate under the circumstances. A good faith effort will be made to complete the initial, written administrative determination within 45 days of the filing of the statement of the complaint, dependent upon the complexity of the complaint. If a complaint presents particularly complex or serious allegations, or witnesses are not immediately available, the Compliance Officer may will confer with the Superintendent in deciding how to proceed to an initial administrative determination of the complaint.

The District will provide a determination within 90 days unless the parties mutually agree to extend the timeline by written consent, pursuant to PI 9.

411.2-Rule (cont.)

Step 2: If any actual party in interest to the complaint (including any alleged victim/target or any alleged responsible party) wishes to appeal an initial administrative determination of a formal complaint, he/she may submit a signed statement of appeal to the Superintendent. After conducting any further inquiry into the matter that he/she deems appropriate, the Superintendent shall formulate a conclusion and respond in writing to the appeal. The response will normally be issued within 10 school days. If the Superintendent was involved in making the initial determination, the request for appeal shall be treated as a request for reconsideration.

Step 3: If any actual party in interest to the complaint disagrees with the determination of the complaint made by the Superintendent, he/she may either (1) treat the Superintendent's decision at the previous step as the final District determination of the complaint and proceed to Step 4 (if applicable), or (2) submit at the Office of the Superintendent within 10 business days a further appeal through a signed, written statement to the School Board that describes in reasonable detail the factual and/or legal basis for the person's disagreement with the previous determination. Within 30 days, the Board shall address the appeal at a meeting. Upon its review of the appeal and the record of the complaint, the Board may affirm, reverse, or modify the previous determination or remand the matter for additional information. The Board may or may not meet with any of the parties in interest prior to reaching a decision. Notice of the Board's disposition of the appeal shall be sent by the Board Clerk or his/her designee, to appropriate parties within 10 business days of reaching a disposition. Such notice shall inform the complainant of his/her right to appeal the District's determination of the matter to the State Superintendent of Public Instruction to the extent permitted by law.

Step 4: If, at this point, the complaint has not been satisfactorily resolved, further appeal may be made within 30 days to the Department of Public Instruction (DPI), Equal Educational Opportunity Office, 125 S. Webster Street, P.O. Box 7841, Madison, WI 53707-7841. An appeal to the DPI should be in writing and signed. The following information should be included: the reason for the appeal, the facts that make the complainant believe discrimination occurred; and the relief or outcome the complainant is requesting. If the person appealing is a minor, a parent or guardian must sign the appeal. In addition, the complainant may appeal directly to the DPI if the District has not provided written acknowledgement within 45 days of receipt of the complaint or has not made a determination within 90 days of receipt of the written complaint.

Depending on the alleged basis of the discrimination (e.g., sex, disability, race, age, etc.), a complaint or appeal may also be made to the U.S. Department of Education's Office for Civil Rights (OCR), Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661-4544. Email: OCR.Chicago@ed.gov as authorized by various federal laws, or a complaint or suit may be filed with another external governmental agency or court. Such agencies and courts independently determine the extent to which any given complaint or appeal falls within their realm of authority. Such actions may be taken in lieu of or in addition to filing a complaint under the District's local procedures.

411.2-Rule (cont.)

COMPLAINT PROCEDURE - SPECIAL EDUCATION

Discrimination complaints relating to the identification, evaluation, educational placement, or free appropriate public education of a student with a disability in connection with state and federal special education laws shall be submitted and processed in accordance with the applicable laws and regulations and the District's established special education policies and procedures.

MAINTENANCE OF COMPLAINT RECORDS

Records shall be kept under District records retention procedures of all formal and informal written complaints submitted under these procedures. The records shall include information on all levels of the complaint and any appeals.

Except as otherwise required by law for any specific records, such complaint-related records shall be maintained for at least seven (7) years or the period of time, if any, that is otherwise specifically identified in any official District records retention schedule, applicable state or federal law.

Adoption Date: January 26, 1993

Amended Dates: June 23, 2014; April 22, 2019; July 25, 2022

ITEMS FOR CONSIDERATION

Topic: 2022-2023 Grants

Background Information:

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

Fund 11

School Based Mental Health Professionals Grant	\$33,000.00
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Administrative Recommendation: Recommend Approval

School Based Mental Health Professionals Grant – The Wisconsin Department of Public Instruction has awarded a grant to the Appleton Area School District in the amount of \$33,000. The purpose of this grant is to add a Talent Acquisition position to the Appleton Area School District who would spend a portion of their time focused on efforts around school counselors, school social workers and school psychologists to retain and attract individuals, as well as, diversify staff in the above-mentioned areas.

Contact: Holly Burr
Director of Finance
997-1399 ext. 2034

Board Action: May 23, 2022

ITEM FOR CONSIDERATION

Topic: Annual Notice of Academic Standards

**Background
Information:**

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

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

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

Fiscal Note: None.

**Administrative
Recommendation:** Approval of the notice of academic standards.

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

Impact:

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

Appleton Area School District

NOTICE OF THE ACADEMIC STANDARDS THAT ARE IN EFFECT FOR THE 2022-2023 SCHOOL YEAR

What are academic standards?

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

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

Why does the District have academic standards?

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

What is an example of an academic standard?

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

AASD Mathematics Standard for Students in Grade Seven

III. Expressions and Equations

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

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

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

Content Area / Subject	The District's 2022-2023 Student Academic Standards
<p>English Language Arts (includes reading and writing)</p> <p>e.g. the AASD elementary standards were Board adopted in June 2012 and middle and high school standards were Board adopted in 2013</p>	<p>The District uses the Wisconsin Standards for English Language Arts as a foundation for its standards in English Language Arts (includes reading and writing). These District standards include:</p> <ul style="list-style-type: none"> ● Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects in grades K–5; ● Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects in grades 6–12; ● Standards for Literacy in All Subjects for grades K-5; and ● Standards for Literacy in All Subjects for grades 6-12 <p>A complete copy of these standards can be located and reviewed at this Internet address: http://www.aasd.k12.wi.us/ela-curriculum</p>
<p>Mathematics</p> <p>e.g. the AASD elementary standards were Board adopted in September 2009 and modified in September 2013; middle level in 2013; and high school in 2016</p>	<p>The District has adopted Wisconsin Standards for Mathematics, as formerly adapted to Wisconsin by the Wisconsin Department of Public Instruction (through the 2014-15 school year). These District standards include:</p> <ul style="list-style-type: none"> ● Standards for mathematical content ● Standards for mathematical practice <p>A complete copy of these standards can be located and reviewed at this Internet address: http://www.aasd.k12.wi.us/math-curriculum</p>
<p>Science</p> <p>e.g. the AASD elementary standards were Board adopted in January 2006; middle level in 2004; and high school began a review and revision process in 2016</p>	<p>The District has adopted the Wisconsin Model Academic Standards for Science in grades K-6 and is transitioning to the Next Generation Science Standards for courses in grades 7-12 as courses undergo review and updating.</p> <p>A complete copy of these standards can be located and reviewed at this Internet address: http://www.aasd.k12.wi.us/science-curriculum</p>
<p>Social Studies (includes geography and history)</p> <p>e.g. the AASD elementary standards were Board adopted in May 2007; middle level in 2005 and revised in 2015; high school review and revision processes began in 2005-16</p>	<p>The District has adopted the Wisconsin Model Academic Standards for Social Studies for grades 7-12 and is transitioning to the Wisconsin Standards for Social Studies as courses undergo review and updating. The five strands of the social studies standards encompass history, geography, behavioral science, economics, and political science. The model standards include both content standards and performance standards.</p> <p>Through the development of inquiry modules, grades K-6 piloted the updated Wisconsin Standards for Social Studies in 1-2 classrooms per grade level for the 2019-2020 school year. Full implementation of the new standards for grades K-6 took place during the 2021-22 school year.</p> <p>A complete copy of these standards can be located and reviewed at this Internet address: http://www.aasd.k12.wi.us/social-studies-curriculum</p>

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

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

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

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

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

ITEM FOR CONSIDERATION

Topic: Library Media Curriculum

Background Information: The Library Media Curriculum was last approved by the School Board in 2001. As the district has made the shift to standards-based assessment, curriculum, and instruction, it is now more important than ever to be transparent to teachers, students, administrators, families, and the community of the library programming that supports and strengthens the curriculum. As an instructional partner, an information specialist, and school library media professional, our library media specialists directly affect student achievement by collaborating and planning with teachers, teaching information technology literacy, and providing supplemental curriculum and materials. The curriculum addresses Wisconsin Academic Standards and is aligned with AASL Standards for Learners, as well as ISTE Standards for Students. While being written, it was intentionally arranged by concepts by grade bands. The six Big Ideas include: inquire, include, collaborate, curate, explore, and engage.

Fiscal Note: There is no fiscal cost. The curriculum has been a work in progress that began prior to the pandemic and was finished during the 2021-2022 school year.

Instructional Impact: All students (EC-12) will be impacted by this intentional partnership in curriculum and instruction. This is an ideal method of demonstrating the relevancy in what they learn in the LMC, the transfer of skill to their other classes, as well as how we are preparing students with the Portrait of a Graduate in mind.

Administrative Recommendation: Approve as submitted.

Contact Person(s): Kelly Leopold, 920-832-6157 ext. 2179, leopoldkelly@aasd.k12.wi.us
Steve Harrison, 920-832-6157 x2177, harrisonstepha@aasd.k12.wi.us

BOE: 07/25/22

ITEM FOR CONSIDERATION

Topic: AP Biology (4180): Standards, Curriculum, and Materials Adoption

Background

Information: The Director of STEM (7-12) has been conducting secondary AASD science teacher input sessions to gather feedback that supports college-level science learning in alignment with the CollegeBoard Advanced Placement Program for AP Biology. Based on teacher input, materials were recommended for adoption for the 2022-23 school year in order to support the AP Biology resource requirement of providing a college-level biology textbook and inquiry-based lab activities for a balance of science investigations and conceptual understanding grounded in the disciplinary core ideas of life science. The request is for the adoption of the updated instructional materials.

Fiscal Note: Instructional material recommendations include individual student access to student edition textbook, e-book, and online resources to support student learning, and support teachers in evaluating individual learning.

Urry, L.A., Cain, M.L., Wasserman, S.A., Minorsky, P.V., & Orr, R. B. (2020). *Biology in Focus*. Hoboken, NJ: Pearson Education, Inc.

ISBN: 978-0-13-521476-3

The cost is \$26,000 for 6 years and is within the dollars allocated in the 2022-23 AC&I budget. The updated instructional material will be implemented during the 2022-23 school year.

Instructional

Impact: Through the updated AP edition textbook, AASD's AP Biology course will meet the AP Biology curriculum and resource requirement of the CollegeBoard. High school students will have the opportunity to take AP Biology as a science elective with an opportunity to earn college credit with qualifying AP scores. Students will engage in science practices and hands-on, inquiry-based laboratory investigations to develop and apply their knowledge of biological concepts to real world questions or scenarios to help them become scientifically literate citizens.

Administrative

Recommendation: Approve as submitted.

Contact

Persons: Thai Xiong, Director of STEM (7-12) and H/HP (K-12), 832-6157 x2176, xionghai@aad.k12.wi.us
Steve Harrison, Assistant Superintendent of AC&I, 832-6157 x2177, harrisonstepha@aad.k12.wi.us

BOE: 7/25/22

ITEM FOR CONSIDERATION

Topic: English Language Arts- Senior Communication (#1250) Cengage Learning: *Essentials of Business Communication*

Background Information: The Senior Communication course is an English Language Arts option for senior students in the Appleton Area School District. Depending on the credentials of the teacher, the course is either taken for dual credit or advanced standing. In order to maintain our status in offering this course, the Fox Valley Technical College requires the district to be no more than 2 editions behind the text they are using on their campus. This textbook continues to fit the needs of the course competencies through its 6 units: 1) Business Communication, 2) The Writing Process, 3) Workplace Communication, 4) Business Reports and Proposals, 5) Professionalism, Teamwork, Meetings, and Speaking Skills, and 6) Employment Communication.

Fiscal Note: The cost is \$93,475.00 for a classroom set of soft cover texts for all high school instructors. The cost is within the dollars allocated in the 2021-2022 AC&I budget. All instructional materials will be implemented during the 2022-23 school year.

Instructional Impact: Students in grade 12 selecting Senior Communication will learn English Language Arts standards that align with the FVTC competency standards. This concise, practical edition reflects best practices in communication with a focus on the latest technology and workplace skills, combined with unparalleled grammar coverage.

Administrative Recommendation: Approve as submitted.

Contact Person(s): Kelly Leopold, 920-832-6157 ext. 2179, leopoldkelly@aasd.k12.wi.us
Steve Harrison, 920-832-6157 x2177, harrisonstepha@aasd.k12.wi.us

BOE: 07/25/22

ITEM FOR CONSIDERATION

Topic: Update to Policy 411.1 Student Harassment

Background Information: Previously, Assistant Superintendent Polly Vanden Boogaard served as the Coordinator for Section 504, Title II, VI, and IX Complaints. As Polly is no longer with the AASD, the District must name a new Coordinator and update the policy accordingly. Assistant Superintendent Mike Hernandez will now serve in that role.

Fiscal Note: None

Instructional Impact: Student Harassment reporting information will be updated and consistent across all district policies and handbooks.

Administrative Recommendation: Approve as submitted.

Contact Person(s): Greg Hartjes, Superintendent, 832-6126

BOE: 07/25/22

STUDENT HARASSMENT

The Appleton Area School District (AASD) will not tolerate student harassment in any form and will take all necessary and appropriate action to prevent, remediate and eliminate it, up to and including discipline of the offenders. The District's policy is to maintain and ensure learning and working environment free of any form of harassment or intimidation, including verbal, non-verbal, physical, unwelcomed conduct or behavior, sexual, bullying, cyber-bullying or other forms of harassment toward and between students, employees, School Board Members, parents, volunteers, independent contracted service workers and applicants for employment. The District is committed to providing a safe, secure, and healthy environment that allows all students to maximize their learning potential.

Any student who believes he/she has been the subject of harassment based on, in whole or in part, sex, race, color, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression, or physical, cognitive, emotional or learning disability, which interferes with his/her school performance or creates an intimidating, hostile or offensive school environment shall report the matter in accordance with the District's Student Nondiscrimination Policy, 411.2 complaint procedures, 411.2 Rule.

Any student who believes he/she has been the subject of harassment of any kind, including sexual harassment, shall report the matter in accordance with the reporting procedures identified in this Policy. If the alleged harasser is the person to whom complaints would normally be reported, the harassment complaint should be reported to the next higher administrative authority. If a student is not comfortable making the report to that person, he/she may report the complaint to another adult employee of the District and that person will ensure the harassment complaint is properly filed. All harassment reports and complaints shall be taken seriously and investigated in a timely manner. There shall be no retaliation against students for filing complaints or reports under this policy or participating in the investigation of a complaint under this policy.

Student and Staff Responsibility

School staff members and school officials who observe or become aware of acts of harassment should report these acts to the building administrator/designee. Any other person, including a student who is either a victim of the harassment or is aware of the harassment is encouraged to report the conduct to the building administrator/designee.

Cross References: Bullying Policy, 443.71
Student Discipline, 447
Reporting Suspected Child Abuse and Neglect, 454
Employee Harassment, 512
Use of District Telecommunication Systems 363 (522.7)
Student Nondiscrimination, 411.2

411.1 (cont.)

Legal References: Title II (implementing the Americans with Disabilities Act), 28 CFR
part 35
Title VI, Civil Rights Act of 1964
Title VII of 1964 Civil Rights Act Section 703
Title IX of 1972 Education Amendments
Wisconsin State Statute 111.31, 111.32, 118.13, 118.46
Wisconsin Child Abuse and Neglect Act Section 48.981
Wisconsin Administrative Code PI 9

Adoption Date: October 25, 1993

Amended Date: June 23, 2014

STUDENT HARASSMENT

The Appleton Area School District (AASD) is committed to maintaining and ensuring a learning and working environment that is free of harassment. The District will not tolerate any form of harassment which includes but is not limited to verbal, non-verbal, physical, unwelcomed conduct or behavior, sexual, bullying and cyber-bullying or other forms of harassment.

Definitions

Verbal Harassment

Unsolicited or unwelcome verbal conduct, including but not limited to innuendoes, degrading or suggestive comments, jokes, unwelcome flirtations, degrading words used to describe an individual, obscene and/or graphic descriptions of an individual's body or threats that school performance in the learning environment could be affected if the individual does not agree to or submit to unwelcome conduct.

Non-Verbal Harassment

Unsolicited or unwelcome non-verbal conduct, including, but not limited to sexually suggestive or offensive objects or pictures, inappropriate usage of voicemail, electronic messaging, email, the internet or other such sources as a means to express or obtain sexual or discriminatory material, printed or written materials including offensive cartoons, suggestive or offensive sounds, whistling, catcalls or obscene gestures, or any material which inappropriately raises the issues of sex or discrimination.

Physical Harassment

Unsolicited or unwelcome physical contact, which may include touching, hugging, massaging, kissing, pinching, patting, or regularly brushing against the body of another person.

Unwelcomed Conduct or Behavior Which Constitutes Harassment

For the purpose of this policy, conduct is unwelcome when the person subjected to the conduct did not solicit or incite the conduct and regarded the conduct as undesirable or offensive. Conduct may be unwelcome despite participation by the offended student and despite the fact that the offended student does not tell the accused the conduct is unwelcome. Unwelcomed conduct or behavior can include conduct that fits within "harassment" definitions, toward students or staff based upon political views, sex, age, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression, or physical, cognitive, emotional or learning disabilities.

Sexual Harassment

Sexual harassment includes:

- Unwelcome or unwanted sexual advances. This means patting, pinching, brushing up against, hugging, cornering, kissing, fondling, or any other similar physical contact, which is considered unacceptable by another individual.
- Unwelcome requests or demands for sexual favors. This includes subtle or blatant expectations, pressures or requests for any type of sexual favor accompanied by an implied or stated promise of preferential treatment or negative consequence.

411.1–Rule (cont.)

- Verbal abuse or joking that is sexually orientated and considered unacceptable by another individual. This includes commenting about an individual’s body or appearance where such comments go beyond mere courtesy: telling “dirty jokes” that are clearly unwanted and considered offensive by others; or any tasteless, sexually-orientated comments, innuendos, or actions that offend others.
- Engaging in any type of sexually-orientated conduct that would unreasonably interfere with another’s school or work performance. This includes extending unwanted sexual attentions to someone such that personal productivity or time available to work at assigned tasks is reduced.
- Creating an environment that is intimidating, hostile or offensive because of unwelcome or unwanted sexually-orientated conversations, suggestions, requests, demands, physical contacts, or attentions.
- Creating an environment that is intimidating, hostile, or offensive because of the existence at the school-site of sexually-orientated materials including, but not limited to, photographs and posters.

Bullying

Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation or harm. Bullying includes aggressive and hostile behavior that is intentional and involves an imbalance of power between the bully and the bullied and is behavior that is repeated over time rather than an isolated incident. This behavior may include, but is not limited to physical and verbal assaults, nonverbal or emotional threats or intimidation, harassment, social exclusion and isolation, and extortion.

Cyber-Bullying

Cyber-bullying is harassment through various forms of electronic systems and technology including, but not limited to, web-based and internet-based social medial options. Cyber-bullying includes, but is not limited to the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful email messages, instant messages, text messages, digital pictures or images, website postings, and social media.

Other Forms of Harassment

Persistent and unwelcome conduct or actions on the basis of race, color, religion, national origin, disability, sex, arrest or conviction record, marital status, sexual orientation, gender identity, gender expression, membership in the military reserve, use or nonuse of lawful products away from work, political affiliations and other protected categories under federal or state law are prohibited under this policy.

A report of prohibited conduct as defined above per the policy procedures will begin the complaint and investigation process.

Procedures

The Appleton Area School District is committed to maintaining and ensuring a learning and working environment free of any form of harassment.

Dissemination

- Every student or student’s parent/guardian will receive a copy of the Policy and Procedures.
- The principal or supervisor (or his/her designee) shall be responsible for the display of the policy in a prominent place. It is recommended that the policy and additional copies be posted in conspicuous locations where students have ready access. Students will be informed about harassment and positive, caring and constructive interpersonal relationships will be encouraged.
- Students shall be informed of the process they are encouraged to follow if they perceived that harassment has taken place. The complaint procedure will be made available to any student or parent/guardian wishing to file a complaint.
- Discussion of harassment will be age appropriate with all students. Building administrator and staff will be responsible for the appropriate delivery of information and instruction. Education of students regarding the policy will need to be planned, structured, and scheduled yearly.
- Rules, including the complaint procedure and associated form, will be given to any individual wishing to file a complaint.
- The policy and rules will also be reviewed each year with employees.

Confidentiality

Students shall know that the complainant will remain confidential unless there are compelling reasons to disclose such identity. If there are compelling reasons to disclose the identity of the complainant, then the complainant shall be asked if he/she wants his/her identity disclosed. If the complainant does not want his/her identity disclosed, then the identity of the complainant shall be kept confidential. If a formal complaint is submitted, it may be necessary to identify the name of the complainant. The District shall maintain confidentiality of the report and related student records to the extent required or permitted by law.

Retaliation

Individuals reporting incidents of any harassment or participating in an investigation or complaint process will be protected from retaliation. Any individual who engages in retaliatory conduct against a complainant will be subject to discipline under this policy.

No student shall threaten or insinuate, either explicitly or implicitly, that a student’s refusal to submit to advances or the adoption of their political or religious views will adversely affect that person’s school performance or the learning environment. Similarly, no student shall promise, imply, or grant any preferential treatment in connection with another student engaging in sexual conduct or conduct related to the adoption of political or religious views.

411.1–Rule (cont.)

Any student or any parents/guardians, who believes their student has been subjected to harassment, should report the incident(s) to the building principal/designee. If a student or parent is not comfortable with making a complaint to the building principal/designee, the complaint may be made to a teacher, school counselor, school social worker, school psychologist, or school nurse with the understanding that incidents must be reported to administration for review and action. The employee receiving the complaint shall report the complaint to the building principal/designee and the appropriate Assistant Superintendent/School Services. No retaliation or intimidation directed towards anyone who makes a complaint or participates in any way in an investigation will be tolerated. Any student or employee who is determined after an investigation to have engaged in harassment in violation of this policy will be subject to appropriate response, which may include suspension or expulsion.

Third party witnesses are strongly encouraged to report observed incidents of harassment to the administration. Every effort will be made, when requested, to maintain the confidentiality of witness identity unless the witness is requested to testify at a hearing.

Address for making reports is as follows:

Michael Hernandez, Assistant Superintendent of School Services
Appleton Area School District
131 E. Washington Street, Suite 1A
P.O. Box 2019
Appleton, WI 54911
(920-832-6142)

The Assistant Superintendent of School Services serves as Coordinator for Section 504, Title II, VI, and IX Complaints.

Reporting Procedures

Reporting Procedures

If harassment occurs, students are encouraged to take the following steps:

1. Clearly say “stop” to the person whose behavior is unwanted and report to a trusted adult.
2. Speak with a trusted adult at school, such as a teacher, school counselor, school social worker, school psychologist, school nurse, or administrator.
3. When reporting to an adult, include the following information:
 - a. Give the name of the person and specific unwanted behavior
 - b. Describe the nature of the harassment
 - c. Give the date(s) of the event
 - d. Tell briefly what happened and note all incidents of harassment that may have taken place
4. A building administrator/designee may make an appropriate person(s) aware of the situation to discuss the case and determine the follow-up. All efforts will be made to handle the situation in a discreet manner and maintain appropriate confidentiality. The building administrator/designee will also inform students of the prohibition against retaliating against another student for reporting an incident of harassment or participating in an investigation.
5. Any employee who witnesses harassment between students must intervene by giving a verbal warning. In some cases it may be necessary to provide a report of bullying incidents to a building administrator/designee.
6. There shall be no retaliation against individuals making such reports or participating in an investigation. Individuals engaging in retaliatory behavior will be subject to disciplinary action.

Procedure for Investigating Reports of Harassment

The building administrator/designee will begin the investigation of a report of harassment within one school day. This investigation will include an interview of the person(s) involved and a collection of the information that will determine the facts and seriousness of the report. Parents and/or guardians of all people involved in the harassment incident will be notified of the complaint, process for reviewing the complaint and the conclusion of the investigation. The District shall maintain confidentiality of the report and related student records to the extent required by law.

Any student who believes he/she has been the subject of prohibited harassment shall report the matter in accordance with the District’s student discrimination complaint procedures found in the Student Nondiscrimination Policy, 411.2 and 411.2-Rule.

Adoption Date: October 25, 1993

Amended Date: June 23, 2014; July 25, 2022

ITEM FOR CONSIDERATION

Topic: Update to Policy 411.2 Student Nondiscrimination

Background Information: Previously, Assistant Superintendent Polly Vanden Boogaard served as the Coordinator for Section 504, Title II, VI, and IX Complaints. As Polly is no longer with the AASD, the District must name a new Coordinator and update the policy accordingly. Assistant Superintendent Mike Hernandez will now serve in that role.

Fiscal Note: None

Instructional Impact: Student Nondiscrimination reporting information will be updated and consistent across all district policies and handbooks.

Administrative Recommendation: Approve as submitted.

Contact Person(s): Greg Hartjes, Superintendent, 832-6126

BOE: 07/25/22

STUDENT NONDISCRIMINATION

The Appleton Area School District does not discriminate against students on the basis of sex, race, color, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression or physical, cognitive, emotional or learning disability in its education programs or activities.

Cross References: Nondiscrimination on the Basis of Disability 112.1
Programs for Students 342.1 with Disabilities
Student Nondiscrimination Complaint Procedure, 411.2-Rule

Legal References: Wisconsin State Statute 118.13
Wisconsin State Statutes 115 Subchapter V
Wisconsin Administrative Code PI 9
Titles II, VI and VIII, Civil Rights Act of 1964
Title IX, Education Amendments of 1972
Section 504, Rehabilitation, Act of 1973
Americans with Disabilities, Act of 1990
Individuals with Disabilities Education Act
Civil Rights Act of 1991

Adoption Date: January 26, 1993

Amended Dates: June 23, 2014 and April 22, 2019

**STUDENT NONDISCRIMINATION
COMPLAINT PROCEDURE**

Procedures

If any person believes that the Appleton Area School District or any part of the school organization has failed to follow the law and rules of Wisconsin State Statute 118.13 and Wisconsin Administrative Code PI 9, or in some way discriminates against pupils on the basis listed above or under Section 504, Title II, VI, or IX, he/she may bring or send a complaint to the following address:

Michael Hernandez, Assistant Superintendent of School Services
Appleton Area School District
131 E. Washington Street, Suite 1A
P.O. Box 2019
Appleton, WI 54911
(920-832-6142)

The Assistant Superintendent of *School Services* serves as Coordinator for Section 504, Title II, VI, and IX Complaints.

INFORMAL RESOLUTION OF COMPLAINTS AND CONCERNS

The District encourages the voluntary, informal resolution of student discrimination complaints or related concerns. For example, if an issue or concern is brought to the attention of a building principal and the building principal offers a resolution that is satisfactory to both the District and to the person who presents the issue(s), it is not necessary to initiate or complete a more formal investigation or to issue a formal determination of the complaint under the steps outlined below. However, if a complainant is not satisfied with a proposed resolution or believes the issue is too significant to pursue and resolve informally, the complainant may initiate (or continue to pursue) the formal procedures according to the steps listed below.

FORMAL COMPLAINT PROCEDURES

Step 1: A written statement of the complaint shall be prepared by the complainant, signed, and submitted to the Compliance Officer or his/her administrative-level designee. The District shall send written acknowledgment of receipt of the complaint within 45 days. The Compliance Officer shall investigate or coordinate an appropriate investigation of the issue(s) and, in a manner consistent with applicable student records laws, issue a written determination to the complainant and any other appropriate parties indicating the extent to which the complaint was or was not substantiated and including such other information as may be appropriate under the circumstances. A good faith effort will be made to complete the initial, written administrative determination within 45 days of the filing of the statement of the complaint, dependent upon the complexity of the complaint. If a complaint presents particularly complex or serious allegations, or witnesses are not immediately available, the Compliance Officer may will confer with the Superintendent in deciding how to proceed to an initial administrative determination of the complaint.

The District will provide a determination within 90 days unless the parties mutually agree to extend the timeline by written consent, pursuant to PI 9.

411.2-Rule (cont.)

Step 2: If any actual party in interest to the complaint (including any alleged victim/target or any alleged responsible party) wishes to appeal an initial administrative determination of a formal complaint, he/she may submit a signed statement of appeal to the Superintendent. After conducting any further inquiry into the matter that he/she deems appropriate, the Superintendent shall formulate a conclusion and respond in writing to the appeal. The response will normally be issued within 10 school days. If the Superintendent was involved in making the initial determination, the request for appeal shall be treated as a request for reconsideration.

Step 3: If any actual party in interest to the complaint disagrees with the determination of the complaint made by the Superintendent, he/she may either (1) treat the Superintendent's decision at the previous step as the final District determination of the complaint and proceed to Step 4 (if applicable), or (2) submit at the Office of the Superintendent within 10 business days a further appeal through a signed, written statement to the School Board that describes in reasonable detail the factual and/or legal basis for the person's disagreement with the previous determination. Within 30 days, the Board shall address the appeal at a meeting. Upon its review of the appeal and the record of the complaint, the Board may affirm, reverse, or modify the previous determination or remand the matter for additional information. The Board may or may not meet with any of the parties in interest prior to reaching a decision. Notice of the Board's disposition of the appeal shall be sent by the Board Clerk or his/her designee, to appropriate parties within 10 business days of reaching a disposition. Such notice shall inform the complainant of his/her right to appeal the District's determination of the matter to the State Superintendent of Public Instruction to the extent permitted by law.

Step 4: If, at this point, the complaint has not been satisfactorily resolved, further appeal may be made within 30 days to the Department of Public Instruction (DPI), Equal Educational Opportunity Office, 125 S. Webster Street, P.O. Box 7841, Madison, WI 53707-7841. An appeal to the DPI should be in writing and signed. The following information should be included: the reason for the appeal, the facts that make the complainant believe discrimination occurred; and the relief or outcome the complainant is requesting. If the person appealing is a minor, a parent or guardian must sign the appeal. In addition, the complainant may appeal directly to the DPI if the District has not provided written acknowledgement within 45 days of receipt of the complaint or has not made a determination within 90 days of receipt of the written complaint.

Depending on the alleged basis of the discrimination (e.g., sex, disability, race, age, etc.), a complaint or appeal may also be made to the U.S. Department of Education's Office for Civil Rights (OCR), Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661-4544. Email: OCR.Chicago@ed.gov as authorized by various federal laws, or a complaint or suit may be filed with another external governmental agency or court. Such agencies and courts independently determine the extent to which any given complaint or appeal falls within their realm of authority. Such actions may be taken in lieu of or in addition to filing a complaint under the District's local procedures.

411.2-Rule (cont.)

COMPLAINT PROCEDURE - SPECIAL EDUCATION

Discrimination complaints relating to the identification, evaluation, educational placement, or free appropriate public education of a student with a disability in connection with state and federal special education laws shall be submitted and processed in accordance with the applicable laws and regulations and the District's established special education policies and procedures.

MAINTENANCE OF COMPLAINT RECORDS

Records shall be kept under District records retention procedures of all formal and informal written complaints submitted under these procedures. The records shall include information on all levels of the complaint and any appeals.

Except as otherwise required by law for any specific records, such complaint-related records shall be maintained for at least seven (7) years or the period of time, if any, that is otherwise specifically identified in any official District records retention schedule, applicable state or federal law.

Adoption Date: January 26, 1993

Amended Dates: June 23, 2014; April 22, 2019; July 25, 2022

ITEM FOR CONSIDERATION

TOPIC: Professional Educator New Hire(s)

BACKGROUND INFORMATION: The professional educators listed below are recommended for contractual positions for the 2022-2023 school year effective August 24, 2022:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>	<u>Salary</u>	<u>Effective Date</u>
Kerri A. Ahlborg	Grade KG/1	Columbus	100%	\$51,600	8/24/22
Jennifer A. Earl	Speech & Language	TBD	100%	\$64,900	8/24/22
Jennifer L. Flannery-Bosin	Family & Consumer Science	East	100%	\$55,100	8/24/22
Darrell J. Fralin	Special Ed-EBD	Kaleidoscope	100%	\$51,600	8/24/22
Kathryn A. Gardner	School Nurse	North	100%	\$47,000	8/24/22
Anna E. Hare	Special Ed-ECSE/I4K	McKinley	100%	\$45,200	8/24/22
Dustin J. Harry	English Language Arts	Einstein	100%	\$60,200	8/24/22
Hayden J. Hoffmann	Counselor/ACP Coordinator	East	100%	\$55,100	8/24/22
Tiffany S. Huck	Math	Classical	40%	\$24,080	8/24/22
Andrew J. Kratz	Family & Consumer Science	Kaleidoscope	100%	\$45,200	8/24/22
Reese M. Marroquin	Special Ed-AUT	Houdini	100%	\$55,100	8/24/22
Olivia R. McKee	Kindergarten	Highlands	100%	\$45,200	8/24/22
Haley A. Peterson	Special Ed-AUT/ID	East	100%	\$21,638	1/23/23
Susanna L. Metko	Special Ed-EBD	Jefferson	100%	\$45,200	8/24/22
Jill C. Spindler	Grade 6	Ferber	100%	\$63,200	8/24/22
Carly L. Verstegen	Elementary	TBD	100%	\$61,800	8/24/22

Kerri A. Ahlborg received her Bachelor of Science in Education degree from UW-Oshkosh with a major in Elementary Education. Most recently, she served Saint Francis Xavier Catholic Schools as a Kindergarten Teacher.

Jennifer A. Earl received her Master of Science degree from Southern Illinois University with a major in Communication Disorders & Sciences. Most recently, she served the Findlay City School District as a Speech & Language Pathologist.

Jennifer L. Flannery-Bosin received her Bachelor of Science in Education degree from UW-Oshkosh with a major in Secondary English. Ms. Flannery-Bosin is being hired as a “Temporary Employee” under a one-year license with stipulations for the 2022-2023 school year. Most recently, she served the District as Substitute Teacher.

Darrell J. Fralin received his Bachelor of Arts degree from UW-Parkside with a major in Communication. He continued his education to receive his teaching certification from Saint Mary’s University of Minnesota. Most recently, he served Rawhide Youth Services as an Academic Instructor.

Kathryn A. Gardner received her Bachelor of Science degree from Carroll-Columbia School of Nursing with a major in Nursing. Most recently, she served the District as a Substitute School Nurse.

Anna E. Hare will receive her Bachelor of Science in Education degree from UW-Eau Claire with a dual major in Unified Early Childhood and Special Education. Most recently, she served The Learning Tree Childcare Center as an Early Childhood Teacher.

Dustin J. Harry received his Master of Arts in Education degree from Northern Michigan University with a major in Educational Administration & Supervision. Most recently, he served the Wrightstown Community School District as an English Language Arts Teacher.

Hayden J. Hoffmann received his Master of Science degree from Creighton University with a major in School Counseling & Preventative Mental Health. Most recently, he served the School District of Greenfield as a School Counselor.

Tiffany S. Huck received her Master of Arts in Education degree from Viterbo University with a major in Education. Ms. Huck is being hired as a “Temporary Employee” for the 2022-2023 school year. Most recently, she served the District as a temporary employee in a similar role at Classical School.

Andrew J. Kratz received his Bachelor of Business Administration degree from UW-Whitewater with a major in General Business. Mr. Kratz is being hired under a one-year license with stipulations. Most recently, he served the District as a Substitute Teacher.

Reese M. Marroquin received her Master of Science in Education degree from UW-Superior with a major in Special Education. Most recently, she served the School District of Beloit as a Special Education Teacher.

Olivia R. McKee received her Bachelor of Science degree from UW-Eau Claire with a major in Early Childhood Education. She recently completed her student teaching with the Chippewa Falls Area School District.

Susanna L. Metko received her Bachelor of Science degree from University of Indianapolis with a major in Earth/Space Science and continued her education to receive her teaching certification. Most recently, she served the District as a Substitute Teacher.

Haley A. Peterson will receive her Bachelor of Science in Education degree from UW-Oshkosh with a major in Special Education. Ms. Peterson is being hired under a one-year license with stipulations. Most recently, she served the District as a Substitute Teacher.

Jill C. Spindler received her Master of Arts in Education degree from Marian University with a major in Educational Technology. Most recently, she served the Shawano School District as an Elementary Teacher.

Carly L. Verstegen received her Master of Science degree from UW-Milwaukee with a major in Exceptional Education. Most recently, she served the Beverly Hills Unified School District as an Elementary Teacher.

FISCAL NOTE: As indicated above

ADMINISTRATIVE RECOMMENDATION: Approval

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

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

7/25/22

ITEM FOR CONSIDERATION

TOPIC: Professional Educator Resignation(s)

BACKGROUND INFORMATION: The following Professional Educators have submitted a letter of resignation effective the end of the 2021-2022 school year.

Allison K. Golden has been with the District for six years, most recently as a Special Education Teacher at Johnston Elementary School.

Ann E. Kaczmarek has been with the District for three years, most recently as a Grade 1 Teacher at Jefferson Elementary School.

Michelle M. Kaczorowski has been with the District for two years, most recently as a School Nurse.

Sandra K. Keil has been with the District for ten years, most recently as a Special Education Teacher at West High School.

Cynthia E. Paveleski has been with the District for twenty-six years, most recently as a Marketing Teacher and Academic Career Planning Coordinator at North High School.

Josmary E. Sandoval has been with the District for one year, most recently as an English Language Learner Coach and Diagnostician at Huntley and Richmond Elementary Schools.

Kelly S. Schultz has been with the District for ten years, most recently as a Special Education Teacher at East High 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)

7/25/22

ITEM FOR CONSIDERATION

TOPIC: Administrative Hire

BACKGROUND INFORMATION: The individual listed below has been recommended for a contractual position for the 2022-2023 school year effective July 1, 2022:

Jeanne A. Wall has been awarded the Principal position at Janet Berry Elementary School effective, August 1, 2022, under a 261-day contract. Ms. Wall most recently served as the Associate Principal at Washington Middle School in Green Bay, WI.

FISCAL NOTE: Salary will be commensurate with education and experience.

ADMINISTRATIVE RECOMMENDATION: It is recommended that this individual receives a contract for the 2022-2023 school year.

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

7/25/22

ITEM OF INFORMATION

Topic: Potential Referendum Draft Questions

Background Information: During the August 8th Board of Education meeting, you will be asked to act on resolutions to include two questions on the ballot for the November 8th, 2022 election. Below is draft language for the two questions:

Question #1 - Facilities, STEM, 6th grade

Shall the Appleton Area School District, Outagamie, Calumet and Winnebago Counties, Wisconsin be authorized to issue pursuant to Chapter 67 of the Wisconsin Statutes, general obligation bonds in an amount not to exceed \$129,800,000 for the public purpose of paying the cost of adding STEM classrooms at elementary and middle schools; constructing additions at middle schools to create capacity for 6th grade students; constructing a new elementary school; updating science and general education classrooms, renovating spaces to improve safety and security, and constructing additional space to meet high school operational needs.

Question #2 - Improving Student Outcomes

Shall the Appleton Area School District, Outagamie, Calumet and Winnebago Counties, Wisconsin be authorized to exceed the revenue limit specified in section 121.91, Wisconsin Statutes, for the 2023-2024 school year and thereafter by \$5,000,000 for recurring purposes: staffing to reduce class sizes in kindergarten, first grade and second grade; staffing of STEM classes at the elementary and middle level; and ongoing school building maintenance, cleaning, and utility costs.

The law firm of Quarles & Brady is providing legal/bond counsel as part of our referendum planning.

Contact Person(s): Greg Hartjes, Superintendent, 832-6126

ITEM OF INFORMATION

Topic: ELA 11: American Literature and Composition (1110), AP English Language & Composition (1120), AP American Studies (3060) Materials Purchase- *Radium Girls* by DW. Gregory, *She Kills Monsters* by Samuel French

Background Information: The English Language Arts- grade 11 courses are standards-based courses (SBC). As part of course instruction, students read a variety of texts to identify the key ideas and details, main idea, theme(s), event sequence(s), point of view, character development, and author's use of rhetorical devices to impact the message of the text. Additionally students will articulate their ideas in collaborative discussions and independent written reflections and/or reviews.

Fiscal Note: The cost is \$2,732.93 for 120 copies of each novel to be distributed at Appleton East, North, and West and is within the dollars allocated in the 2022-2023 AC&I budget. All instructional materials will be implemented during the 2022-23 school year.

Instructional Impact: Plays will further engage students that are otherwise reluctant in reading longer novels. Plays have a lower risk for public speaking practice than novels. Plays incorporate more dialogue to ease comprehension. Plays are less overwhelming for work both in and outside of the classroom. Plays require a lot of inference and reading between the lines.

Administrative Recommendation: Approve as submitted.

Contact Person(s): Kelly Leopold, 920-832-6157 ext. 2179, leopoldkelly@asds.k12.wi.us
Steve Harrison, 920-832-6157 x2177, harrisonstepha@asds.k12.wi.us

BOE: 07/25/22

English Language Arts: Materials Purchase- ELA 11: American Literature and Composition (1110), AP English Language & Composition (1120), AP American Studies (3060) - *Radium Girls* by DW. Gregory, *She Kills Monsters* by Samuel French

Time Period of Public Input
05/19/22 - 06/30/22
Number and Breakdown of Responses Received (Supportive/Unsupportive)
1 Total Responses: 1 Supportive Response/ 0 Responders Unsupportive
Overall Themes Identified From Responses
Responses: As a high school ELA teacher in another district with a master's in reading, I want to give my support AASD's selection of materials. <i>Radium Girls</i> seems to promote awareness of an historical issue, and the content seems like it would prompt quality discussion. I think the slightly lower Lexile is not a concern as long as there are other texts with an 11th- and 12th-grade Lexile. The play looks like a good choice!



English Language Arts: Materials Purchase- ELA 11: American Literature and Composition (1110), AP English Language & Composition (1120), AP American Studies (3060) - *Radium Girls* by DW. Gregory, *She Kills Monsters* by Samuel French

<p>WHY did the ELA department begin to research the idea of incorporating new plays into the curriculum for grade 11?</p>	<p>The ELA department felt:</p> <ul style="list-style-type: none"> ● There would be several units across the grade level ELA course options that directly relate to elements of drama. ● There are some fantastic more modern plays that students would be engaged with and could get to the deeper level we are hoping to get them to. ● Students are much more willing to participate and read when using a play vs novel. ● Plays have a lower risk for public speaking practice than novels, as there are clear starts and ends to dialogue etc. ● Plays tend to be shorter than novels and "easier" to get through with classes without overwhelming/intimidating or assigning work outside of class. ● Plays require a lot of inferencing and reading between the lines, a lot of students struggle with not having the answer just given to them.
<p>WHAT are the skills that students will develop that pertain to the reading of these plays?</p>	<p>The skills include:</p> <ul style="list-style-type: none"> ● Becoming analytical readers of text written in a variety of periods, disciplines, and contexts. ● Comprehending text through a variety of reading strategies. ● Identifying the key details, main idea, and theme in a reading. ● Analyzing the development of real or imagined experiences/events, descriptive details, and well-structured event sequences that organize an event sequence logically. ● Analyzing the point of view, character development, dialogue, and pacing. ● Analyzing the writer's use of rhetorical devices to impact the message of the text. ● Articulating insightful ideas in discussions using evidence from the text. ● Writing reflections and reviews for course Book Clubs.
<p>HOW was public input solicited prior to making the administrative recommendation to the Board?</p>	<p>Copies of proposed instructional materials were made available to the public for over 30 days in order to submit written public input. Notification of requested feedback also publicized through the AASD website as well as through the superintendent's family communication letter.</p>
<p>HOW will teachers assess students when incorporating these plays ?</p>	<p>The assessed standards will be:</p> <ul style="list-style-type: none"> ● Reading (Key Ideas and Details) <ul style="list-style-type: none"> ○ Citing relevant textual evidence ○ Making logical inferences ○ Developing questions for deeper understanding/further exploration ○ Summarizing a text to determine two or more themes

- Analyzing the development of those themes
- Reading (Craft and Structure)
 - Determining the meaning of words/phrases
 - Analyzing the impact of specific word choice(s) on maining, tone, and mood
- Speaking
 - Posing and engaging with questions that probe reasoning and evidence
 - Clarifying, verifying, and/or challenging ideas and conclusions
 - Promoting and seeking to understand multiple perspectives
- Writing (Knowledge of Language and Style)
- Language (Conventions of Standard English)

ITEM OF INFORMATION

Topic: English Language Arts- Grades 3-6 material purchase of a core text (2020 edition) and four companion manuals (2019 edition) to support Word Study Instruction

Bear, D.R., Invernizzi, M., Templeton, S., Johnston, F. (2020). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (7th ed.). Pearson.

Bear, D.R., Invernizzi, M., Templeton, S., Johnston, F. (2019). *Words their way: Word sorts for derivational relations spellers* (3rd ed.). Pearson.

Bear, D.R., Invernizzi, M., Templeton, S., Johnston, F. (2018). *Words their way: Word sorts for letter name-alphabetic spellers* (3rd ed.). Pearson.

Bear, D.R., Invernizzi, M., Templeton, S., Johnston, F. (2018). *Words their way: Word sorts for syllables and affixes spellers* (3rd ed.). Pearson.

Bear, D.R., Invernizzi, M., Templeton, S., Johnston, F. (2018). *Words their way: Word sorts for within word pattern spellers* (3rd ed.). Pearson.

Background Information: Currently, elementary sites across our district are using a variety of Words Their Way editions, dating as far back as 2004 to 2019, thus providing inconsistency and at times, variations within the scope and sequence in language study for our students in grades 3-6. Teachers using the outdated resources do not have access to the newly updated digital platforms which include teacher training videos, student assessments, and activity templates. With this purchase, every elementary site will have one new set of Words Their Way resources.

Fiscal Note: The cost is \$2,393.09 for a site set (total of 5 books) of soft cover texts for all grade 3-6 educators. The cost is within the dollars allocated in the 2021-2022 AC&I budget. All instructional materials will be implemented during the 2022-23 school year.

Instructional Impact: Students in grades 3-6 will learn English Language Arts standards that align with the Wisconsin State Standards for English Language Arts competency standards. This edition presents a developmental approach that integrates phonics, vocabulary, and spelling instruction to help students transfer spelling strategies to reading using an active approach, in contrast to other phonics and spelling programs that ask students to memorize relationships, rules and words. This new edition also includes a new online resource featuring a student input assessment that automatically scores and suggests word study groups, in addition to providing teachers with over 130 interactive digital sorts and printable games across the five stages of word study.

Administrative Recommendation: Approve as submitted.

Contact Person(s): Carrie Willer, PhD 920-832-6157 ext. 2180, willercarrie@aad.k12.wi.us
Steve Harrison, PhD 920-832-6157 ext. 2177, harrisonstepha@aad.k12.wi.us

BOE: 07/25/22

Time Period of Public Input
05/13/22 - 06/28/22
Number and Breakdown of Responses Received (Supportive/Unsupportive)
6 Total Responses: 4 Supportive Responses/ 2 Responders Unsupportive
Comment: Words Their Way is a great program and supports both readers and writers within the ELA classroom. The program allows teachers to differentiate for their students and provides a clear scope and sequence to follow. It allows students to be hands on with their learning and incorporates progress monitoring. There was concern about the word sorts getting lost. Like all instructional resources used in the classroom, students can and will lose items. Instructional coaches, along with effective practice suggestions from the core text, can assist teachers with strategies when this happens.
Overall Themes Identified From Responses
Responses: <ul style="list-style-type: none">• There is trust in educators to select materials that meet the needs of our students.• There is a desire that we should provide more funding and more material resources for teachers.• There is a desire to provide more support for children with dyslexia.• There is a desire for more reading classes for struggling readers.• There is a desire to support teachers in helping intermediate students that haven't mastered phonics.• There was additional feedback provided not related to the Words Their Way program.



English Language Arts: Materials Purchase- Grades 3-6 Words Their Way Core Text and Four Companion Volumes

<p>WHY would we like to purchase these five instructional resources for each elementary site within the AASD?</p>	<p>The purchase of these materials will offer:</p> <ul style="list-style-type: none"> ● Material resource consistency in word study for intermediate students across all the elementary sites ● Ease of differentiating word study aligned to the specific needs of students ● Additional practice opportunities for families and tools to assist teacher-home communication ● New digital sorting activities for students and teacher training videos ● Systematic, developmentally based scope and sequence
<p>WHAT are some of the new features for these editions?</p>	<p>The features of this edition include:</p> <ul style="list-style-type: none"> ● WTW Digital, a new online tool that includes automatically scored qualitative spelling inventories that suggest each student’s approximate stage of spelling development ● Variety of quick and easy to administer and score spelling inventories ● Teacher training videos to support assessment and instruction of word study ● Hundreds of ready to use reproducible word sorts
<p>HOW was public input solicited prior to making the administrative recommendation to the Board?</p>	<p>Copies of proposed instructional materials were made available to the public for over 30 days in order to submit written public input. Notification of requested feedback also publicized through the AASD website as well as through the superintendent’s family communication letter.</p>
<p>HOW will these books be resourceful for the grades 3-6 classroom teachers ?</p>	<p>The Words Their Way material resource books offer:</p> <ul style="list-style-type: none"> ● Step- by-Step directions and reproducible activities for teachers ● Engaging, differentiated materials to support learning ● Current theory and research around language study ● Word patterns, syllables, affixes, alphabetic strategies, derivational relations spellers and complete spelling instruction ● Individual, small group, and whole group activities ● Variety of ongoing assessments and progress monitoring tools

ITEM FOR CONSIDERATION

Topic: 2022-2023 Authorized Depository Resolution

Background Information: Annually the Authorized Depository Resolution is reviewed and updated, if necessary, to include financial institutions that the Appleton Area School District may conduct business with during the school year. There have been no additions and/or deletions of financial institutions from the list during 2021-2022 fiscal year.

Fiscal Note: N/A

Administrative Recommendation: Approval of the Authorized Depository Resolution.

Instructional Impact: N/A

Contact Person: Holly Burr, 997-1399 ext. 2034

Board Action: July 25, 2022



Office of Business Services

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

AUTHORIZED DEPOSITORY RESOLUTION
July 25, 2022

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

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

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

Associated Bank
Associated Trust Corporation
Bancorp Bank
BMO Harris
Citizens Banking Corporation
Community First Credit Union
First Business Bank
Fox Communities Credit Union
Johnson Bank
JP Morgan – Chase Bank NA

Old National Bank
Piper Jaffray
PMA Securities, Inc.
Robert W. Baird & Co., Inc.
UBS Financial Services
US Bank
Wells Fargo Bank Wisconsin, NA
Wells Fargo Brokerage Services, LLC
Wisconsin Investment Series Cooperative

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

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

SIGNATURES

FACSIMILE

PRESIDENT:

Kay S. Eggert

CLERK:

Deborah Truymen

TREASURER:

James R. Bowman

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

Introduced by: _____

Seconded by: _____

Date: July 25, 2022

This is to certify that the foregoing is a true and correct copy of a resolution duly and legally adopted by the Appleton Area School District Board of Education at a legal meeting held on the 25th day of July 2022.

Date: July 25, 2022

Deborah Truymen
District Clerk

Success for
Every Student,
Every Day



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

SUPERINTENDENT CERTIFICATION:

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

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

Executive Summary/Analysis:

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

Notes or exceptions, if any:

Signed: _____ Date: _____

BOARD ACTION:

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

_____ **Compliant**

_____ **Compliant with the exceptions noted:**

_____ **Non-Compliant**

Commendations and/or Recommendations, if any:

Signed: _____ Date: _____
Board President

Document submitted: _____

Re-submitted: _____

OE –2 Emergency Superintendent Succession	Superintendent	
<p>The Superintendent shall designate at least one other executive staff member who is familiar with the Board’s governance process and issues of current concern and is capable of assuming Superintendent responsibilities on an emergency basis.</p>	In Compliance	Not In Compliance
<p>SUPERINTENDENT Interpretation:</p> <p>The board values having an administrator who can assume the Superintendent’s role on a temporary basis that is knowledgeable about the challenges to the district and knows and understands how the board governs.</p> <ul style="list-style-type: none"> ● An executive staff member shall mean a member of the District’s Leadership Team. ● Familiar with the Board’s governance process shall mean understanding of how the board governs and the expectations related to the monitoring and reporting process as outlined in the Board’s Annual Work Plan. ● Emergency basis shall mean a period of time when the Superintendent is not available by any means and a decision that normally falls under the Superintendent’s purview must be made to ensure the safety and welfare of students and District personnel, or should such a decision not be made during this period; the District’s interests will be substantially damaged. The emergency would end upon the reestablishment of communication with the Superintendent, or, if the Superintendent is deemed by the School Board as incapable of resuming responsibilities, until the School Board appoints an interim Superintendent. <p>SUPERINTENDENT Indicators of Compliance:</p> <p>We will know we are compliant when:</p> <ul style="list-style-type: none"> ● The Superintendent prepares an emergency succession list with two positions with superintendent certification that will step in for the Superintendent on a temporary emergency basis and presents such a list to members of the Board and members of the District Leadership Team. <p>SUPERINTENDENT Evidence of Compliance:</p> <ul style="list-style-type: none"> ● Emergency Succession List 		
<p>Board Comments:</p>		

Internal Monitoring of OE 2 & OE 3

BOE meeting - July 25, 2022

OE - 2 Emergency Superintendent Succession - The Superintendent shall designate at least one other executive staff member who is familiar with the Board's governance process and issues of current concern and is capable of assuming Superintendent responsibilities on an emergency basis.

SUPERINTENDENT Indicators of Compliance:

We will know we are compliant when:

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

SUPERINTENDENT Evidence of Compliance:

- Emergency Succession List
1. **Assistant Superintendent for School Services - Nan Bunnow**
 2. **Assistant Superintendent for School Services - Mike Hernandez**

OE - 3 Treatment of Community Stakeholders - The Superintendent shall maintain an organizational culture that treats parents/guardians and citizens with respect and courtesy.

OE - 3.1 The Superintendent will protect confidential information.

SUPERINTENDENT Indicators of Compliance:

We will know we are compliant when:

- Internal reports generated by the Technology Services Department document that there are no breaches of our data systems that result in an outside entity gaining unauthorized access to confidential student information under the custody and control of the District.

Since the adoption of OE-3, The Technology Services Department has not witnessed any breach of our data systems. We have multiple layers of defense, including CrowdStrike, Taegis VDR, Palo Alto firewall, Fortimail, and traditional anti-virus on PC's. Even though we are being actively attacked daily, none of our defenses indicate that any outside entity gained unauthorized access to confidential student information.

Additionally, our Student Information System (Infinite Campus), including our database of student information, is stored and managed off-premise. "In the event Infinite Campus becomes aware of a data breach or inadvertent disclosure of PII, Infinite Campus shall take immediate steps to limit and mitigate such security breach to the extent possible. A senior executive of Infinite Campus will notify a senior

member of the affected EA's leadership team, ideally the Superintendent or similar chief executive. This typically will occur within 24 hours of confirmation of the event and would include the known relevant details. The EA and Infinite Campus will work cooperatively in determining an action plan, including any required notification of affected persons. In the event that Infinite Campus is at fault for the breach or disclosure, Infinite Campus carries at least a \$1,000,000 cyber-liability insurance policy that provides for a number of potential remedies, such as credit monitoring for affected parties, fraud coverage, crisis management communications coverage, business interruption coverage, and data restoration coverage, among others." - [FERPA Compliance and Student Data Privacy Policy](#).

- There is no unauthorized release of confidential student information in the District as evidenced by the lack of formal written complaints resulting from such release as documented through records kept by the Office of the Superintendent or designee.

No formal written complaints resulting from a release of student information were received during the 2021-2022 school year.

- There is no favorable (Claimant prevails over District) grievance or legal action for unauthorized release of confidential student information as documented through records kept by the Office of the Superintendent or designee.

No grievance or legal action for unauthorized release of confidential student information were filed against the Appleton Area School District during the 2021-2022 school year.

OE - 3.2 Effectively handle formal complaints

SUPERINTENDENT Indicators of Compliance:

We will know we are compliant when:

- Formal complaints received from parents or guardians involving students are resolved appropriately as documented in records kept by the Student Services Office, per the requirements of the Wisconsin Department of Public Instruction's Pupil Nondiscrimination and Education Equity Report, which takes into account the nature of the complaint.

The District received no formal complaints based on pupil discrimination and/or harassment during the 2020-2021 school year. This information was provided to the Department of Public Instruction in December of 2021.

- Formal complaints involving students received by the Wisconsin Department of Public Instruction or the Office of Civil Rights are resolved with no corrective action required by the District as documented by the Student Services Office.

We received one formal complaint from the Wisconsin Department of Public Instruction (DPI) that required corrective action. The formal complaint was received by our District on June 3, 2022.

- If the District is directed to take corrective action by the Department of Public Instruction or the Office of Civil Rights, completion of the requirement(s) will be documented by the Student Services Office.

We are currently in the process of taking the corrective action outlined by the DPI.

OE – 3.3 Create and maintain organizational commitment to:

- a. Individual differences of opinion**
- b. Including people in decisions that affect them**
- c. Open and honest communication at all levels**
- d. Open, responsive and welcoming conditions throughout the district.**

SUPERINTENDENT Indicators of Compliance:

We will know we are compliant when:

- Family Engagement Survey results show that 70% of family respondents agree that their family is treated with respect.

Our Family Engagement Survey was administered to all parents/caregivers with a child in the district in March/April of 2022. 1,708 responses were received, with 1,501 (88%) respondents agreeing or strongly agreeing with the statement, "My family is treated with respect at this school".

- Results from a random annual survey sample of District residents will show that a majority of respondents who interacted with District staff indicated that they felt welcomed and were treated with respect.

No survey of District residents asking this question was administered.

Success for
Every Student,
Every Day



**Appleton Area School District
Operational Expectations Monitoring Report
OE-3 Treatment of Community Stakeholders**

SUPERINTENDENT CERTIFICATION:

With respect to Operational Expectations Policy OE-3, Treatment of Community Stakeholders, the Superintendent certifies that the following information is accurate and complete, and that the Organization is:

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

Executive Summary/Analysis:

The evidence, as submitted below, will demonstrate to the Board that the District’s culture supports consistent treatment of parents/guardians and citizens that is professional, respectful, and courteous. Indicators are informed by best practice, follow all legal requirements, and align with other applicable OE and Results policies.

Notes or exceptions, if any:

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Operational Expectations Policy OE-3, Treatment of Community Stakeholders, the Board finds that the organization is:

_____ **Compliant**

_____ **Compliant with the exceptions noted:**

_____ **Non-Compliant**

Commendations and/or Recommendations, if any:

Signed: _____ Date: _____
Board President

Document submitted: _____

Re-submitted: _____

OE – 3 Treatment of Community Stakeholders	Superintendent	
<p>The Superintendent shall maintain an organizational culture that treats parents/guardians and citizens with respect and courtesy.</p>	In Compliance	Not In Compliance
<p>SUPERINTENDENT Interpretation: The Board values having an organization where parents/guardians and citizens are treated in a professional manner whenever they interact with district staff, and their concerns are addressed with empathy and sincere consideration.</p> <ul style="list-style-type: none"> ● Organizational culture shall mean the professional expectations and practices as outlined in the employee handbook and district/school policies that guide staff interactions and decisions. ● Parents/guardians and citizens shall mean persons who have an interest in the success of their children and/or the overall success of the District. ● Respect shall mean acting in ways that show individuals that they and their opinions are valued. ● Courtesy shall mean speaking and behaving toward others in a polite and professional manner. 		
<p>OE – 3.1 The Superintendent will protect confidential information.</p>	In Compliance	Not In Compliance
<p>SUPERINTENDENT Interpretation:</p> <ul style="list-style-type: none"> ● Protect shall mean to prevent unapproved access to confidential student information under the custody and control of the District. ● Confidential information shall mean protected District or personal information related to students not typically expected to be shared for any reason. 		

<p>SUPERINTENDENT Indicators of Compliance:</p> <p>We will know we are compliant when:</p> <ul style="list-style-type: none"> • Internal reports generated by the Technology Services Department document that there are no breaches of our data systems that result in an outside entity gaining unauthorized access to confidential student information under the custody and control of the District. • There is no unauthorized release of confidential student information in the District as evidenced by the lack of formal written complaints resulting from such release as documented through records kept by the Office of the Superintendent or designee. • There is no favorable (Claimant prevails over District) grievance or legal action for unauthorized release of confidential student information as documented through records kept by the Office of the Superintendent or designee. <p>SUPERINTENDENT Evidence of Compliance:</p> <ul style="list-style-type: none"> • 		
<p>Board Comments:</p>		
<p>OE – 3.2 Effectively handle formal complaints.</p>	In Compliance	Not In Compliance
<p>SUPERINTENDENT Interpretation:</p> <ul style="list-style-type: none"> • Effectively handle shall mean to abide by established procedures as outlined in applicable district/school policies to address concerns as necessary and resolve such concerns with a defined course of action. • Formal complaint shall mean a formal written statement of a concern for discrimination and/or harassment received by administration or concerns handled through the Department of Public Instruction and/or the Office of Civil Rights. 		
<p>SUPERINTENDENT Indicators of Compliance:</p> <p>We will know we are compliant when:</p> <ul style="list-style-type: none"> • Formal complaints received from parents or guardians involving students are resolved appropriately as documented in records kept 		

<p>by the Student Services Office, per the requirements of the Wisconsin Department of Public Instruction's Pupil Nondiscrimination and Education Equity Report, which takes into account the nature of the complaint.</p> <ul style="list-style-type: none"> • Formal complaints involving students received by the Wisconsin Department of Public Instruction or the Office of Civil Rights are resolved with no corrective action required by the District as documented by the Student Services Office. • If the District is directed to take corrective action by the Department of Public Instruction or the Office of Civil Rights, completion of the requirement(s) will be documented by the Student Services Office. <p>SUPERINTENDENT Evidence of Compliance:</p> <ul style="list-style-type: none"> • 		
<p>Board Comments:</p>		
<p>OE – 3.3 Create and maintain organizational commitment to:</p> <ol style="list-style-type: none"> Individual differences of opinion Including people in decisions that affect them Open and honest communication at all levels Open, responsive and welcoming conditions throughout the district. 	In Compliance	Not In Compliance
<p>SUPERINTENDENT Interpretation:</p> <ul style="list-style-type: none"> • Create and maintain shall mean faithfully encourage and foster. • Organizational commitment shall mean staff consistently follow the professional expectations and practices as outlined in the employee handbook and district/school policies that guide staff interactions and decisions. • Individual differences of opinion shall mean input from stakeholders with differing perspectives. • Including people shall mean staff use reasonable means to seek input from others. • Decisions that affect them shall mean decisions that could impact people directly or indirectly. • Open and honest shall mean that staff will not knowingly hide information from or provide misinformation to stakeholders. 		

<ul style="list-style-type: none"> ● Open, responsive and welcoming conditions shall mean parents/guardians and citizens will experience a sense of belonging within a safe and inclusive environment. ● Throughout the District shall mean all classrooms, programs, facilities, and events held within or sponsored by the District. 		
<p>SUPERINTENDENT Indicators of Compliance:</p> <p>We will know we are compliant when:</p> <ul style="list-style-type: none"> ● Family Engagement Survey results show that 70% of family respondents agree that their family is treated with respect. ● Results from a random annual survey sample of District residents will show that a majority of respondents who interacted with District staff indicated that they felt welcomed and were treated with respect. <p>SUPERINTENDENT Evidence of Compliance:</p> <ul style="list-style-type: none"> ● 		
<p>Board Comments:</p>		

Internal Monitoring of OE 2 & OE 3

BOE meeting - July 25, 2022

OE - 2 Emergency Superintendent Succession - The Superintendent shall designate at least one other executive staff member who is familiar with the Board's governance process and issues of current concern and is capable of assuming Superintendent responsibilities on an emergency basis.

SUPERINTENDENT Indicators of Compliance:

We will know we are compliant when:

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

SUPERINTENDENT Evidence of Compliance:

- Emergency Succession List
1. **Assistant Superintendent for School Services - Nan Bunnow**
 2. **Assistant Superintendent for School Services - Mike Hernandez**

OE - 3 Treatment of Community Stakeholders - The Superintendent shall maintain an organizational culture that treats parents/guardians and citizens with respect and courtesy.

OE - 3.1 The Superintendent will protect confidential information.

SUPERINTENDENT Indicators of Compliance:

We will know we are compliant when:

- Internal reports generated by the Technology Services Department document that there are no breaches of our data systems that result in an outside entity gaining unauthorized access to confidential student information under the custody and control of the District.

Since the adoption of OE-3, The Technology Services Department has not witnessed any breach of our data systems. We have multiple layers of defense, including CrowdStrike, Taegis VDR, Palo Alto firewall, Fortimail, and traditional anti-virus on PC's. Even though we are being actively attacked daily, none of our defenses indicate that any outside entity gained unauthorized access to confidential student information.

Additionally, our Student Information System (Infinite Campus), including our database of student information, is stored and managed off-premise. "In the event Infinite Campus becomes aware of a data breach or inadvertent disclosure of PII, Infinite Campus shall take immediate steps to limit and mitigate such security breach to the extent possible. A senior executive of Infinite Campus will notify a senior

member of the affected EA's leadership team, ideally the Superintendent or similar chief executive. This typically will occur within 24 hours of confirmation of the event and would include the known relevant details. The EA and Infinite Campus will work cooperatively in determining an action plan, including any required notification of affected persons. In the event that Infinite Campus is at fault for the breach or disclosure, Infinite Campus carries at least a \$1,000,000 cyber-liability insurance policy that provides for a number of potential remedies, such as credit monitoring for affected parties, fraud coverage, crisis management communications coverage, business interruption coverage, and data restoration coverage, among others." - [FERPA Compliance and Student Data Privacy Policy](#).

- There is no unauthorized release of confidential student information in the District as evidenced by the lack of formal written complaints resulting from such release as documented through records kept by the Office of the Superintendent or designee.

No formal written complaints resulting from a release of student information were received during the 2021-2022 school year.

- There is no favorable (Claimant prevails over District) grievance or legal action for unauthorized release of confidential student information as documented through records kept by the Office of the Superintendent or designee.

No grievance or legal action for unauthorized release of confidential student information were filed against the Appleton Area School District during the 2021-2022 school year.

OE - 3.2 Effectively handle formal complaints

SUPERINTENDENT Indicators of Compliance:

We will know we are compliant when:

- Formal complaints received from parents or guardians involving students are resolved appropriately as documented in records kept by the Student Services Office, per the requirements of the Wisconsin Department of Public Instruction's Pupil Nondiscrimination and Education Equity Report, which takes into account the nature of the complaint.

The District received no formal complaints based on pupil discrimination and/or harrasment during the 2020-2021 school year. This information was provided to the Department of Public Instruction in December of 2021.

- Formal complaints involving students received by the Wisconsin Department of Public Instruction or the Office of Civil Rights are resolved with no corrective action required by the District as documented by the Student Services Office.

We received one formal complaint from the Wisconsin Department of Public Instructin (DPI) that required corrective action. The formal complaint was received by our District on June 3, 2022.

- If the District is directed to take corrective action by the Department of Public Instruction or the Office of Civil Rights, completion of the requirement(s) will be documented by the Student Services Office.

We are currently in the process of taking the corrective action outlined by the DPI.

OE – 3.3 Create and maintain organizational commitment to:

- a. Individual differences of opinion**
- b. Including people in decisions that affect them**
- c. Open and honest communication at all levels**
- d. Open, responsive and welcoming conditions throughout the district.**

SUPERINTENDENT Indicators of Compliance:

We will know we are compliant when:

- Family Engagement Survey results show that 70% of family respondents agree that their family is treated with respect.

Our Family Engagement Survey was administered to all parents/caregivers with a child in the district in March/April of 2022. 1,708 responses were received, with 1,501 (88%) respondents agreeing or strongly agreeing with the statement, "My family is treated with respect at this school".

- Results from a random annual survey sample of District residents will show that a majority of respondents who interacted with District staff indicated that they felt welcomed and were treated with respect.

No survey of District residents asking this question was administered.

ITEM OF INFORMATION

TOPIC: New Board Policy: Virtual Board Meetings and Board Member Participation in Meetings Via Technology – 188, and Retirement of Policy: Virtual Board Meetings in Emergency Situations – 189

**BACKGROUND
INFORMATION:**

Following the state-wide closure of schools and the various mandates and guidelines that were issued by state and federal authorities in response to the COVID-19 pandemic, there was an immediate need to be able to carry out meetings of the Board in a virtual setting. In response, Policy 189 – Virtual Board Meetings in Emergency Situations was created and implemented.

Although the emergency situation which brought about the need for virtual meetings and attendance has stabilized, there is value in maintaining some of the expanded access to Board members with regard to virtual attendance through the use of technology. And while the School Board strongly encourages all individual Board members to be physically present at all Board meetings in which they intend to participate in any capacity, there are instances where participation via technology may be beneficial.

As this proposed new policy covers both emergency and non-emergency situations, we would also recommend that the current policy Virtual Board Meetings in Emergency Situations – 189, be retired.

Information in this policy came from the Wisconsin Association of School Boards (WASB).

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

RECOMMENDATION: Item for Discussion (first reading) at the August 8, 2022 Board Meeting.

INSTRUCTIONAL

IMPACT: Clarity of procedures relating to virtual meetings of the Board and Board member participation in meetings via technology.

CONTACT PERSONS: Kay Eggert, kayseggert@asd.k12.wi.us

VIRTUAL MEETINGS AND BOARD MEMBER PARTICIPATION IN MEETINGS VIA TECHNOLOGY

REMOTE PARTICIPATION IN BOARD MEETINGS BY SCHOOL BOARD MEMBERS

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

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

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

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

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

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

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

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

AUTHORIZING ADDITIONAL REMOTE PARTICIPATION BY BOARD MEMBERS

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

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

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

VIRTUAL MEETINGS AND REMOTE PARTICIPATION IN EMERGENCIES

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

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

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

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

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

REMOTE PUBLIC ACCESS TO BOARD MEETINGS

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

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

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

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

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

APPLICATION TO COMMITTEES AND OTHER GOVERNMENTAL BODIES

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

Legal References:

Wisconsin Statutes

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

Adoption Date: _____

ITEM OF INFORMATION

TOPIC: Administrative Transfer

BACKGROUND INFORMATION:

Jacqueline R. Smedberg has been awarded the Appleton East Principal position effective July 1, 2022, under a 261-day contract. Ms. Smedberg has been with the District for sixteen years, most recently as the Associate Principal at Appleton East High 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)

7/25/22

ITEM OF INFORMATION

TOPIC: AASD Complaint Procedure (Policy 870, Appendix 1)

**BACKGROUND
INFORMATION:**

Given the restructuring of the Leadership Team, some positions currently listed no longer exist in the AASD. Since that information on the Complaint Procedure is out of date and unnecessary, we are removing that box.

We are adding an email address for the Board of Education as an alternative means for community members to submit appeal requests in writing. Currently, requests are required to be mailed or delivered to the Scullen Leadership Center.

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

**INSTRUCTIONAL
IMPACT:**

Clarity of information and expanded access for the community.

CONTACT PERSONS: Kay Eggert, kayseggert@asds.k12.wi.us

Board of Education: July 25, 2022

Appendix 1

AASD Complaint Procedure

Appleton Area School District staff are committed to working closely with parents and guardians to resolve issues and concerns in a way that is mutually agreeable.

What are the steps to follow when you have a concern, question, or problem that needs attention?

LEADERSHIP TEAM

Superintendent

**Asst. Superintendents
School Services**

**Asst. Superintendent
Pupil/Student Services**

**Asst. Superintendent
Assessment, Curriculum
& Instruction**

Chief Financial Officer

**Chief Human Resources
Officer**

1 First, contact the **classroom teacher or staff member**. If there is a serious issue, you may wish to schedule a face-to-face meeting rather than phone.

2 If no resolution has been reached, or if your concern is school wide, please contact the school's **Principal/Administrative Supervisor**.

3 If resolution is still not reached, please contact the **Assistant Superintendent** assigned to your school at 832-6301.

4 Unresolved issues may be appealed to the **Superintendent** at 832-6126.

5 The final step in the District appeal process is the Board of Education. Appeal requests should be submitted in writing to the **President of the Board of Education**, AASD Scullen Leadership Center, P.O. Box 2019, Appleton, Wisconsin 54912-2019, or email AASDBoard@asds.k12.wi.us.