



Wednesday, July 8, 2026
Board of Education Work Session Meeting

Scullen Leadership Center-Community Room
131 E. Washington Street, Suite 1A
Appleton, WI 54911
Time: 7:30 AM

Some participants may attend remotely. Work Sessions are not broadcast via live stream, but members of the media and public are welcome to attend in person. Accessibility requests should be directed to Kayla Malott at malottkayla@aasd.k12.wi.us or (920) 852-5300 ext. 60111 at least 24 hours before the meeting.

1. MEETING OPENING

A. Roll Call

2. MONITORING REPORTS (OE-8.1: Submit required monitoring data in a thorough, accurate and understandable fashion, according to the Board's annual work plan schedule.)

A. OE-10 Learning Environment/Student Behavior

Attachments: [DRAFT: OE-10 Learning Environment/Student Behavior.pdf](#)

B. OE-11 Instructional Program

Attachments: [DRAFT: OE-11 Instructional Program.pdf](#)

3. BOARD DEVELOPMENT (GC-2.2: The Board will ensure that its members are provided with training and professional support necessary to govern effectively.)

A. Discussion on 3K Program

Attachments: [3-Year-Old Preschool Presentation.pdf](#)

4. ADJOURN

A. Adjournment of Work Session

Success for
Every Student,
Every Day



**Appleton Area School District
Operational Expectations Monitoring Report
OE-10 Learning Environment/Student Behavior**

SUPERINTENDENT CERTIFICATION:

With respect to Operational Expectations Policy OE-10, Learning Environment/Student Behavior, Superintendent certifies that the following information is accurate and complete, and the district is:

☒ **Compliant**

☐ **Compliant with the exceptions noted:**

☐ **Non-Compliant**

Compliant Indicators	Noncompliant Indicators
19	0
Total Indicators: 19	

Executive Summary/Analysis:

Interpretation of the indicators within OE 10 and analysis of the related data, practices, and procedures provides evidence to the Board that the District is compliant with OE 10 and thereby meets the criteria of "shall establish and maintain a learning environment that is safe, respectful, and conducive to effective learning and high student achievement."

Notes or exceptions:

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Operational Expectations Policy OE-10, Learning Environment/Student Behavior, the Board finds that the district is:

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

Summary Statements of the Board, if any:

Signed: _____ Date: _____
Board President

Document submitted: _____ Re-submitted: _____

OE - 10: Learning Environment/Student Behavior
The Superintendent shall establish and maintain a learning environment that is safe, respectful, and conducive to effective learning and high student achievement.
SUPERINTENDENT Interpretation: The Board of Education values students having a learning environment that includes support for both the academic and social-emotional needs of all learners. ● Learning environment shall mean an environment that is nurturing, welcoming, and fosters academic achievement for all students - in school, before school, after school, and on the playground and/or bus. ● Safe shall mean to be physically, emotionally, socially, and academically secure. ● Respectful and conducive shall mean to demonstrate regard and value for all students, staff, and visitors. ● Effective learning shall mean students acquiring skills to their maximum potential in a nurturing and engaging environment that promotes student development. ● High student achievement shall mean performing at levels outlined in AASD Coherent Governance Policies R-1 (Mega Result), R-2 (Academic Achievement), and R-3 (Essential Life Skills).

OE – 10.1 The Superintendent will foster a supportive and encouraging district-wide culture that promotes student success and prioritizes the physical and social-emotional well-being of all students.

SUPERINTENDENT Interpretation:

The Board of Education values providing support for students within the learning environment to promote learning and increase academic success.

- **Physical health** shall mean the following components
 - o **Physical activity** - includes strength, flexibility, and endurance
 - o **Nutrition and diet** - includes appropriate nutrient and fluid intake
 - o **Alcohol and illegal drugs** - includes the abstinence from these substances
 - o **Medical self-care** - includes addressing minor ailments or injuries and seeking emergency care as necessary
 - o **Rest and sleep** - includes periodic rest and relaxation, along with high-quality sleep
- **Social-emotional well-being** shall mean how people understand, manage, and express emotions, build healthy relationships, and cope with challenges in life.
 - o self-awareness - recognizing emotions, strengths, and areas for growth
 - o self-management - regulating emotions, handling stress, setting goals, and staying motivated
 - o social awareness - showing empathy, understanding others' perspectives, appreciating diversity
 - o relationship skills- building positive relationships, resolving conflicts collaboratively
 - o responsible decision making- making choices that are ethical, safe, and respectful

SUPERINTENDENT Indicators of Compliance

We will know we are compliant when:

10.1.1- 100% of K-8 classrooms will be implementing universal social-emotional learning (SEL) throughout the school year.

10.1.2- 100% of schools have clear behavioral expectations posted for all environments, teach the expectations to students, and communicate these annually to students and families.

10.1.3- Data will be collected annually to evaluate the number of elementary and secondary students who indicate:

- I see myself as part of my classroom environment.
- My teacher knows and respects who I am as a person.

10.1.4- Each school ensures annual training of a cardiac response team, conducts and documents monthly defibrillator checks, and maintains a current log of health room visits.

**In
Compliance**

**Not in
Compliance**

X

X

X

X

SUPERINTENDENT Evidence of Compliance:

- **10.1.1-** 100% of K-8 classrooms will be implementing universal social-emotional learning (SEL) throughout the school year.

The district is compliant with this indicator. The elementary counselors have been following a new scope and sequence this year, ensuring that all elementary classrooms, with three exceptions, receive SEL instruction throughout the school year. The exceptions are three charter schools that do not implement the elementary counseling scope and sequence. These schools do have a social-emotional learning component aligned to their charter goals and objectives. As a result, the district is compliant with this indicator.

We acknowledge that the current universal SEL curriculum has had some gaps in implementation in elementary classrooms. It is hypothesized that, since staff have been providing instruction using new instructional strategies and, in many cases, new instructional resources, additional time is needed for both students and educators during their initial interactions with these resources and strategies. With the intensive focus on the academic growth of students, implementation of the Second Step and Character Strong resources for social-emotional learning instruction was inconsistent in the 2026-27 school year.

It is anticipated that, pending board approval for a universal curriculum for SEL at the elementary level, an implementation plan will include a process for fidelity checks. Additionally, a representative group examined the elementary schedule closely to ensure that there is time built in to provide the instruction following the scope and sequence.

Following a pilot, 3 of 4 middle schools were utilizing Character Strong as a Social-Emotional Learning resource. During their first year of implementation, the results are inconsistent. However, all four middle schools participated in Sources of Strength a peer-to-peer program that utilizes trained adult advisors to work with peer leaders on student-led campaigns to support the well-being of the individuals in their school community. Additionally, through the student services department, students participated in targeted small group and one-on-one support for developing SEL competencies.

-  Elementary Second Step 25-26
 - [Einstein Character Strong Implementation for 2026](#)
 - [KA Character Strong 2025-26](#)
 - [Wilson Character Strong Implementation 2025-26](#)
 - At James Madison Middle School, "We will have lessons each month that come from Sources of Strength campaigns, Mental Health Awareness, as well as LYNC Model/Academy."
- **10.1.2-** 100% of schools have clear behavioral expectations posted for all environments, teach the expectations to students, and communicate these annually to students and families.

As evidenced through walk-throughs and the implementation of the Tiered Fidelity Inventory, behavior expectations are posted for students. The district provides presentations which cover common behavior expectations and specific board policies. Schools will add additional information to personalize it for the site. These presentations are provided to students in classroom or "homeroom" settings. Students at the secondary level sign off that they have participated in this presentation. At the elementary level, classroom teachers document that this is completed. With some modification for the seasons, this presentation is repeated at the start of the second semester to ensure that students understand the expectations as well

as to refocus and discuss the expectations. This practice is implemented universally and supports consistent expectations.

In addition to the student presentations, In January of 2026, AASD implemented a [January Re-boot for staff](#). This reboot focused on three main points:

- The school handbooks for Tier 1 and Tier 2 behavioral supports
- Universal Proactive Strategies
- Regulation Practices

The purpose was defined as: "This professional learning deepens our collective focus on an Equitable Multi-Level System of Supports (EMLSS) and aligned instructional responses to behavior. Emphasizing proactive strategies supports consistency and clarity across all settings in our building." The Re-boot for staff was delivered at the site level during a staff meeting.

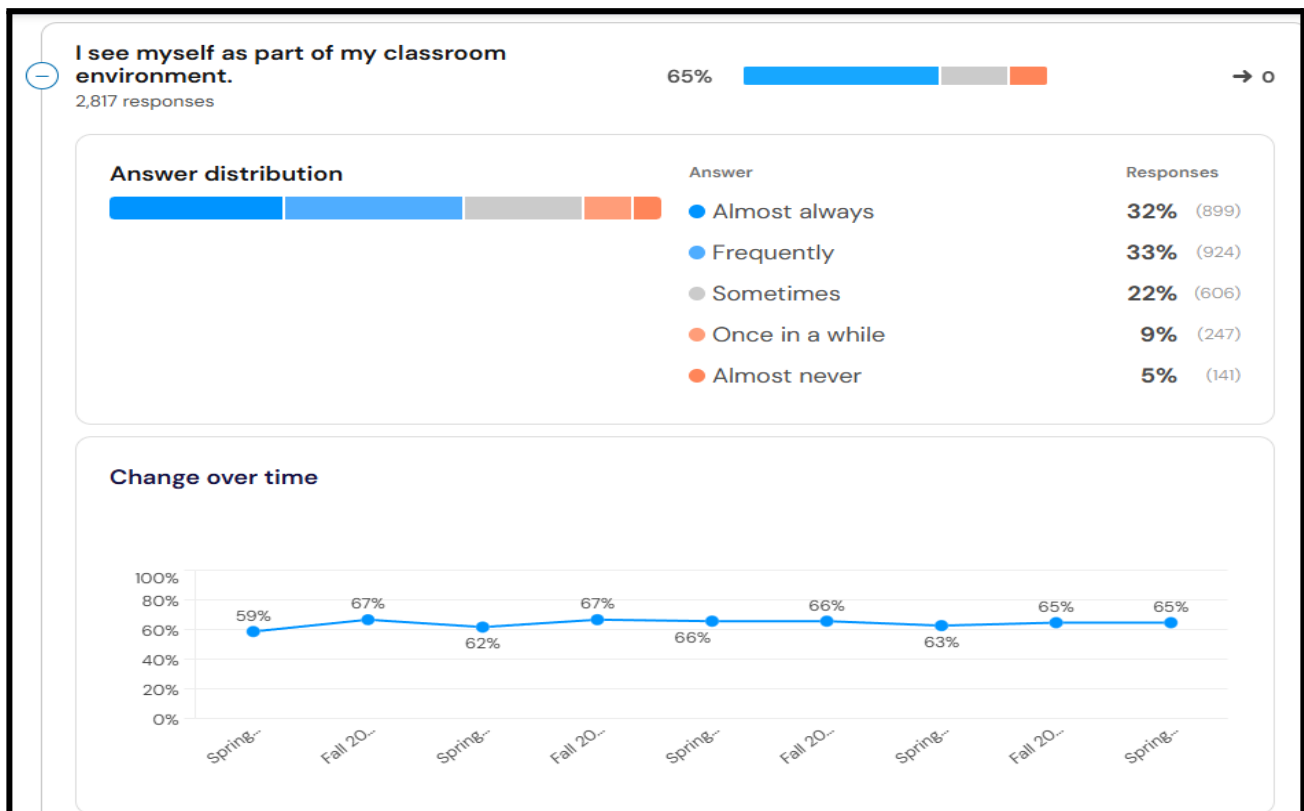
- **10.1.3-** Data will be collected annually to evaluate the number of elementary and secondary students who indicate:
 - I see myself as part of my classroom environment.
 - My teacher knows and respects who I am as a person.

These questions are asked of students two times a year through the Panorama Student Survey. Results are indicated below.

I see myself as part of my classroom environment.

In both grades 3-5 and 6-12, spring-to-spring results indicate a 2% increase in favorable responses.

3rd - 5th Grade



6th - 12th Grade



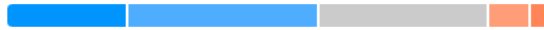
I see myself as part of my classroom environment.

5,908 responses

58%



Answer distribution

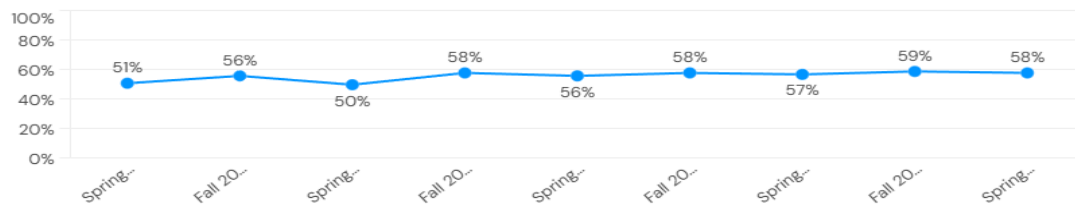


Answer

Responses

● Almost always	22%	(1,321)
● Frequently	36%	(2,100)
● Sometimes	31%	(1,856)
● Once in a while	7%	(437)
● Almost never	3%	(194)

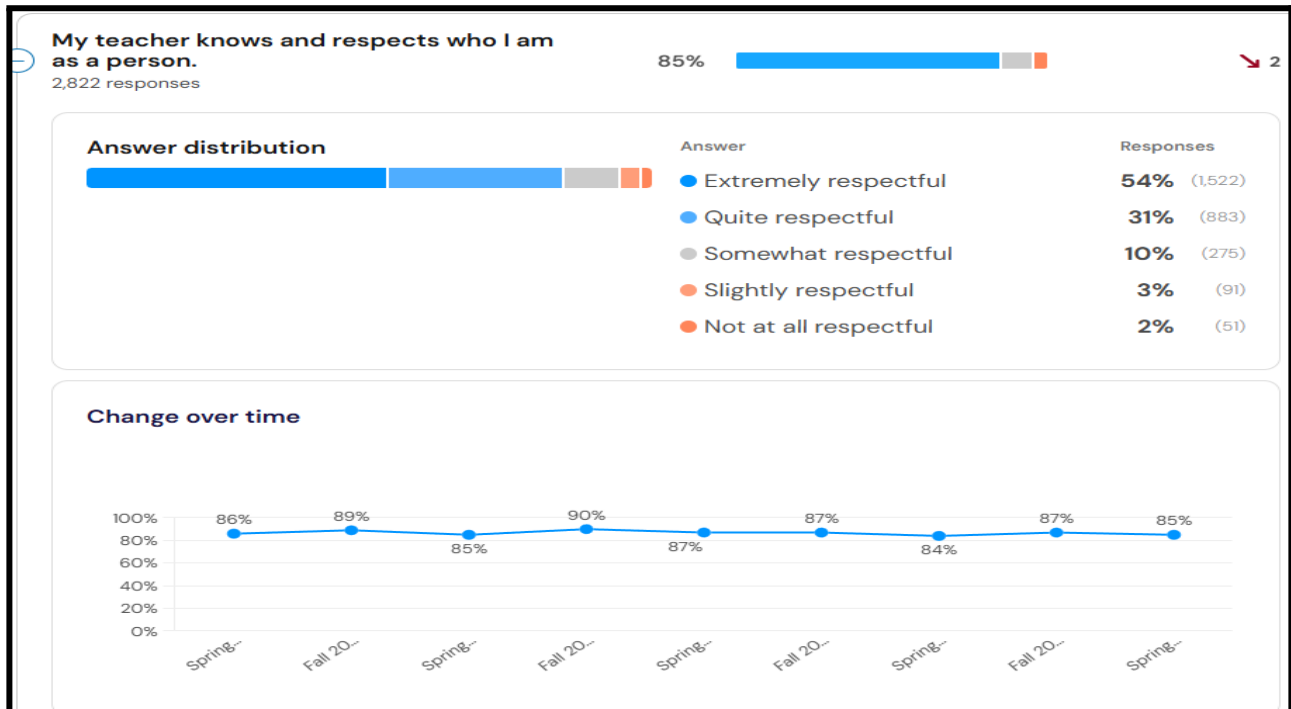
Change over time



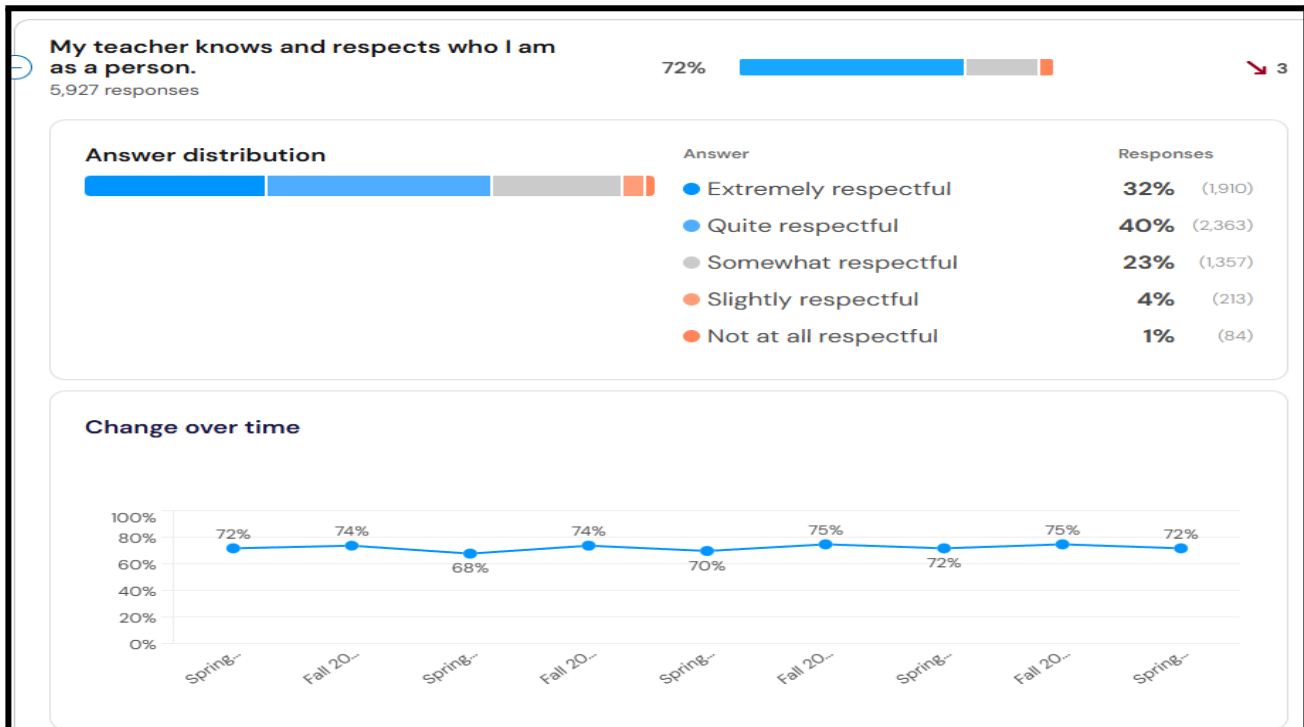
My Teacher knows and respects who I am as a person

In grades 3-5, the spring-to-spring results indicate a 1% increase in favorable responses, and in grades 6-12, spring-to-spring results remain consistent.

3rd - 5th Grade



6th - 12th Grade



- **10.1.4-** In August of 2025, all building-level emergency responders and additional required staff were invited to participate in emergency responder training, including CPR and AED training.

Project Adam teams from each site participated in at least one drill to ensure rapid and accurate response in a cardiac emergency.

Throughout the school year, additional CPR training was offered to maintain staff certification. Two nurses attended the National Project Adam training held in Milwaukee in the fall of 2025. Evidence-based best practices in cardiac emergencies in schools were the focus of this conference. Following this, the entire nursing team discussed best practices and reviewed our local protocols.

Monthly, our facilities department completes a work order to check the AED device(s) on site. Through this system, we ensure batteries are functioning and pads are not expired.

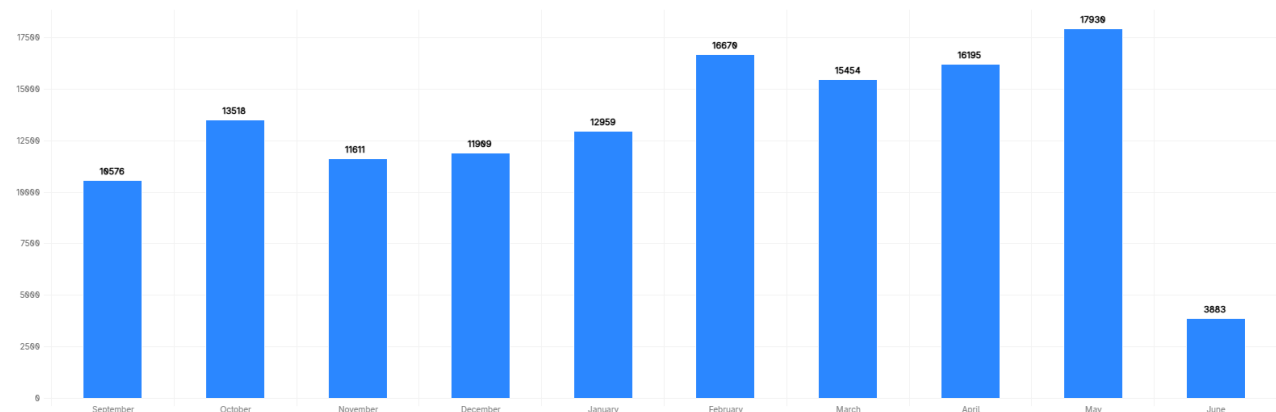
Health room visits are logged in Infinite Campus. During the 2025-26 school year, we logged 130,705 health room visits. The image below shows the monthly count of health room visits. February, with 16,670, and May, with 17,930, had the most frequent health room visits.

By Month

< > _ x

By Month

2025-09-01 to 2026-06-05



● 2025-2026

OE – 10.2 The Superintendent will ensure that all policies and procedures regarding student behavior are:

- culturally responsive
- trauma sensitive
- restorative
- developed with input from diverse perspectives
- communicated to students, parents, and staff
- enforced consistently
- implemented appropriately with reasonable judgment

SUPERINTENDENT Interpretation:

The Board of Education values active participation from all district stakeholders to ensure access to information and a voice in the discussion, development, and publishing of any policy that focuses on student discipline.

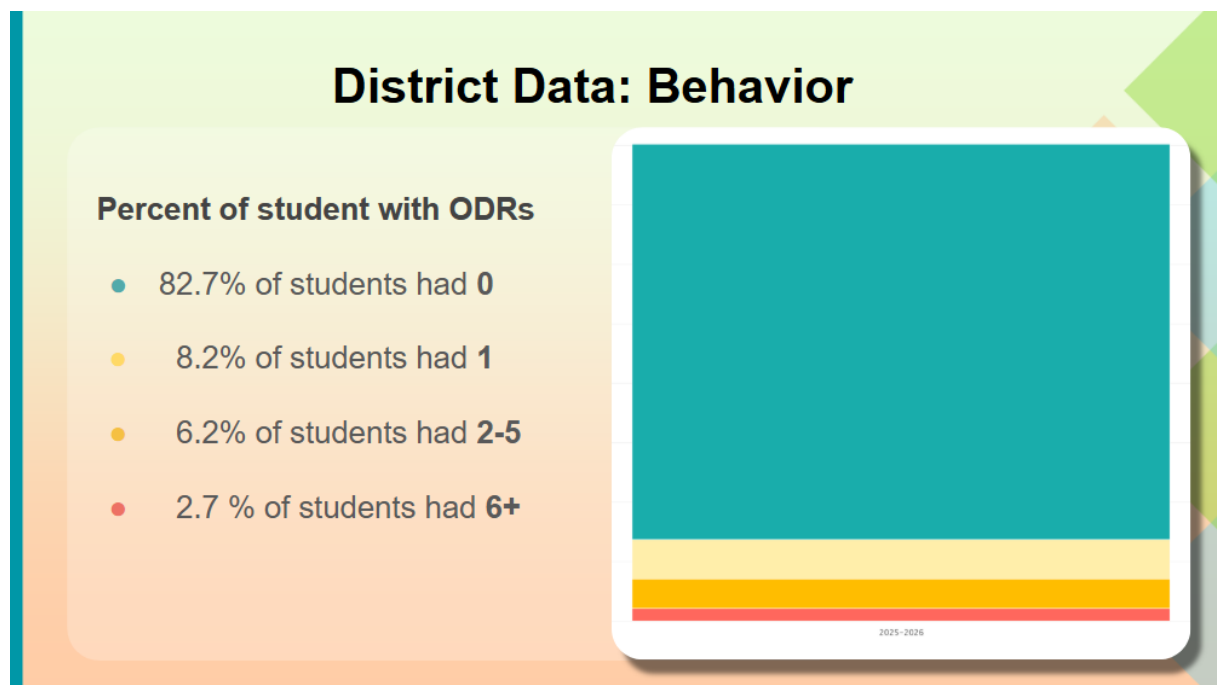
- **Policies and procedures regarding student behavior** shall mean the adopted Appleton Area School District Code of Conduct and Wisconsin State Law.
- **Culturally responsive** shall mean to validate and affirm the home (indigenous) culture and language of students for the purposes of building and bridging students to success in the culture of academia and mainstream society.
- **Trauma sensitive** shall mean being sensitive to the impact of trauma on others and yourself, understanding and utilizing tools to support self and others in regulating during times of stress; as well as identifying and supporting the system change needed to reduce re-traumatization.
- **Restorative** shall mean to repair harm by providing an opportunity for those harmed and those who take responsibility for the harm to communicate about and address their needs in the aftermath.
- **Developed with input from diverse perspectives** shall mean that administrators, teachers, building staff, and other stakeholders are included in developing and/or providing input on discipline procedures.
- **Communicated to students, parents, and staff** shall mean the information is communicated through a variety of means (hard copies available, accessible on website, electronic communication, translations available).
- **Enforced consistently** shall mean all students across all sites shall receive similar consequences for similar unacceptable behaviors with no disparities by race, gender, ELL, socioeconomic status, and students with disabilities according to their IEP.
- **Implemented appropriately using reasonable judgment** shall mean that policies and practices are applied in a fair, developmentally appropriate, and context-sensitive manner, taking into account individual student needs and circumstances while maintaining fidelity to established guidelines.

SUPERINTENDENT Indicators of Compliance	In Compliance	Not in Compliance
We will know we are compliant when:		
10.2.1- At least 80% of students (K-12) will not receive an Office Discipline Referral (ODR) as evidenced by a yearly disaggregated Infinite Campus Office Discipline Referral Report.	X	
10.2.2- 100% of AASD building administrators will be trained in Restorative Practices within 12 months of their start date, as evidenced by attendance and completion of the training.	X	
10.2.3- 100% of student re-entry conferences (conferences occurring after an out-of-school suspension) will use restorative questions and be facilitated by a trained AASD administrator.	X	
10.2.4- Significant changes are developed with input from stakeholders representing the diverse populations of the district.	X	

SUPERINTENDENT Evidence of Compliance:

- **10.2.1-** At least 80% of students (K-12) will not receive an Office Discipline Referral (ODR) as evidenced by a yearly disaggregated Infinite Campus Office Discipline Referral Report.

During the 2026 school year 82% of AASD students received zero office discipline referrals.



- **10.2.2-** 100% of AASD building administrators will be trained in Restorative Practices within 12 months of their start date, as evidenced by attendance and completion of the training.

The district hired two new building administrators for the 2025-26 school year. The new administrators participated in Restorative Practice training on Friday, August 22nd, 2025 at the Student Success Conference Center from 7:30 - 4:30.

- **10.2.3-** 100% of student re-entry conferences (conferences occurring after an out-of-school suspension) will use restorative questions and be facilitated by a trained AASD administrator.

The AASD utilizes a standard template for re-entry conferences. The template can be personalized for the school; however, the process remains the same. This template is used for re-entry meetings with students and parents/guardians following an out-of-school suspension.

[AASD Restorative Practice OSS Readmit Sample](#)

- **10.2.4-** Significant changes are developed with input from stakeholders representing the diverse populations of the district. There were no significant changes to board policies regarding discipline during the 2025-26 school year.

OE – 10.3 The Superintendent will identify and address inequities in discipline practices.

SUPERINTENDENT Interpretation:

The Board of Education values all discipline practices being administered without bias or prejudice.

- **Inequities** shall mean significant and persistent disparities between different groups of students.
- **Discipline practices** shall mean the adopted Appleton Area School District Code of Conduct and Wisconsin State Law.

SUPERINTENDENT Indicators of Compliance

We will know we are compliant when:

- | | In Compliance | Not in Compliance |
|---|---------------|-------------------|
| 10.3.1- 100% of building and school services administrators will review site and district discipline practices and data to identify areas of growth, opportunities for improvement, and equitable practices. | X | |
| 10.3.2- Site and district administrators will monitor the gap in district out-of-school suspensions (OSS) between demographic groups of students as evidenced by WISE dash OSS data. | X | |
| 10.3.3- Site and district administrators will monitor the gap in AASD seclusion and/or restraints between students with disabilities and students without disabilities. | X | |

SUPERINTENDENT Evidence of Compliance:

- **10.3.1-** 100% of building and school services administrators will review site and district discipline practices and data to identify areas of growth, opportunities for improvement, and equitable practices.
 - The 2026 Calibration presentations outlined an initiative to align administrator responses to student behavior. The primary goal is to ensure consistent, equitable, and effective practices by building interrater reliability among school teams, including principals, deans, counselors, and teachers.
 - To achieve consistency, the training employed a case-study approach where teams analyze anonymized student scenarios. Administrators and deans discussed appropriate responses ranging from restorative conversations and parent contact to specific disciplinary actions like ISS or OSS while weighing contextual factors such as student history, IEP status, and a pattern of repeated behavior.
 - High school student service associate principals met in their PLC during the 2025-26 school year and participated in ongoing collaboration to support equitable practices across all high schools.
 - [1st Quarter SS Agenda North High Sample](#)
 -  Elementary Calibration 2026
 -  Middle School Calibration 1.2.26

- [HS Calibration 1.2.25](#)
- [Staff Winter Reboot January 2026](#)

- **10.3.2-** Site and district administrators will monitor the gap in district out-of-school suspensions (OSS) between demographic groups of students as evidenced by WISE dash OSS data.

In the AASD site, district administrators continue to monitor the out-of-school suspension data for a variety of purposes, which include monitoring for various demographic groups. Administrators utilize a variety of tools to monitor this, including local data sources and WISE data.

Site administrators use eduCLIMBER as a source to quickly examine gaps across demographic groups.

The following chart represents a comparison of the likelihood of students receiving an out-of-school suspension when compared to white students.

By Ethnicity

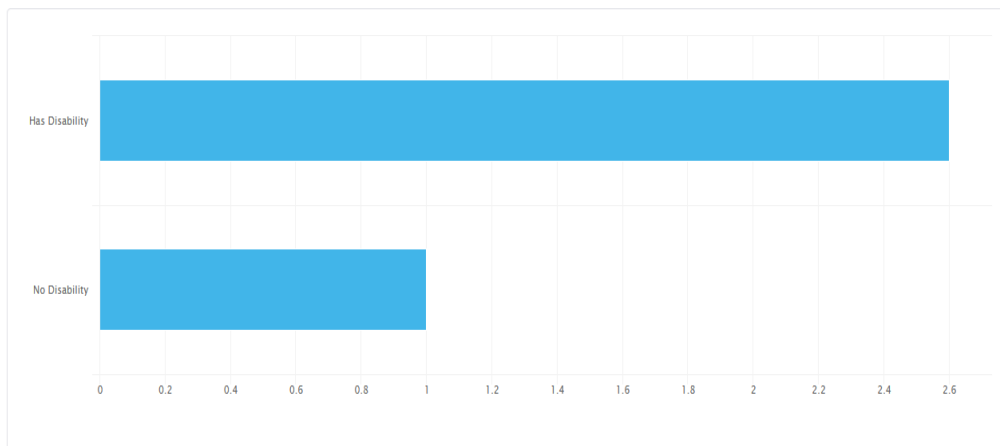


The following chart represents how likely a disabled student is to receive an out-of-school suspension when compared to non disabled peers.

By Disability

[Edit Calculation](#)

Has Disability	No Disability
2.6 to 1 237 / 3291 Students	1 to 1 347 / 12745 Students



Risk Ratio Value Level of Disproportionality

Risk of one group compared to the risk of another group to help identify the degree of disproportionality in incidents reported.

1.0	Equal Risk
1.25	25% Higher Risk
1.5	50% Higher Risk
2.0	2X Higher Risk
2.5	2.5X Higher Risk
3.0	3X Higher Risk

2025-26 WISE data charts: Whole district example

- **10.3.3-** Site and district administrators will monitor the gap in AASD seclusion and/or restraints between students with disabilities and students without disabilities.

As reported to the board annually, the yearly comparison of seclusion/restraint [data is linked](#). The initial information from the 25-26 school year reports the number of incidents where seclusion only was utilized and where only physical restraint was utilized.

AASD has continued to make progress in reducing the incidents of seclusion only and restraint only within the district, reducing the combined number of incidents of seclusion only and incidents of physical restraint-only to 111 in SY 26 from 186 in SY2025. This is the fewest incidents of seclusion and restraint since the 2021-2022 school year. Further evidence of the reduction is the fact that the district is not identified by the Department of Public Instruction for the use of seclusion and restraint.

OE – 10.4 The Superintendent will prohibit unruly behavior on school property and at school-sponsored events by students or by adults that disrupts learning or that are disrespectful or dangerous, including any form of bullying.

SUPERINTENDENT Interpretation:

The Board of Education values the prevention, discouragement, or banning of any activity that negatively impacts student learning or is unsafe.

- **Unruly behavior** shall mean actions that result in office discipline referrals or adult actions that are reported to an administrator or the local police.
- **School property** shall mean any school buildings and other buildings owned, occupied or controlled by the school district, on school premises, or on school-provided transportation.
- **School-sponsored events** shall mean activities, fundraising events, clubs, camps, clinics, programs, sports, etc., or events or activities that are authorized by the school, school board, and/or administration.
- **Adult actions** shall mean behaviors or actions by all individuals 18 years of age or older that may disrupt learning or are disrespectful or dangerous, including any form of bullying.
- **Disruptive learning** shall mean behaviors or actions that interfere with or get in the way of learning.
- **Dangerous** shall mean physically able or likely to cause harm or injury.
- **Bullying** shall mean 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.

SUPERINTENDENT Indicators of Compliance:	In Compliance	Not in Compliance
We will know we are compliant when:		
10.4.1- In a timely manner, 100% of Office Discipline Referrals (ODRs) are closed out in Infinite Campus, and all behavior incidents are assigned a resolution.	X	
10.4.2- Anonymous reports regarding behaviors are reviewed by an administrator.	X	
10.4.3- 100% of expulsion recommendations follow due process procedures. If expulsions are denied, none were denied for failure to provide the student and/or family with due process.	X	
10.4.4- 100% of the school sites will either formally or informally investigate and address reports of discrimination.	X	
10.4.5- Data will be collected annually to evaluate the responses of elementary and secondary students in the area of School Safety within the annual Panorama Student Survey.	X	

SUPERINTENDENT Evidence of Compliance:

- **10.4.1-** In a timely manner, 100% of Office Discipline Referrals (ODRs) are closed out in Infinite Campus, and all behavior incidents are assigned a resolution.

The report below indicates that 100% of behavior incidents recorded as an office referral in Infinite Campus have a resolution and have been marked as completed.

Summary of Data

- **Total Completed Incidents:** 10,528
- **Completion Status:** 100% of the listed incidents are marked as "Complete"
+ Infinite Campus Closed Referrals

- **10.4.2-** Anonymous reports regarding behaviors are reviewed by an administrator. The AASD utilized the Speak Up Speak Out platform for anonymous reporting of concerns.

The 2025-26 Speak Up Speak Out (SUSO) data includes 534 total reported events, all of which are documented as closed. The reporter provides as much information as they are able and identifies the nature of their concern. The reports cover a wide range of concerns, with bullying being the most frequent category.

Total Reports: 534

- **Most Frequent Issues:**
 - Bullying: 241
 - Cyber Bullying: 29
 - School complaint: 28
 - Inappropriate Conduct: 27
 - Vaping: 27
 - Concerns of Suicide: 24

Outcomes and Dispositions

The administrative response to these reports typically involves direct communication with students and ongoing oversight.

- **Primary Actions:**
 - Discussion with student(s): 358
 - School will monitor: 357
 - Parents Notified: 116
- **Other Outcomes:**
 - Unfounded reports: 65
 - School Disciplinary Action: 55
 - Not Enough Information: 43
 - False Reports: 12

+ 2025-26 SUSO Reports and Dispositions

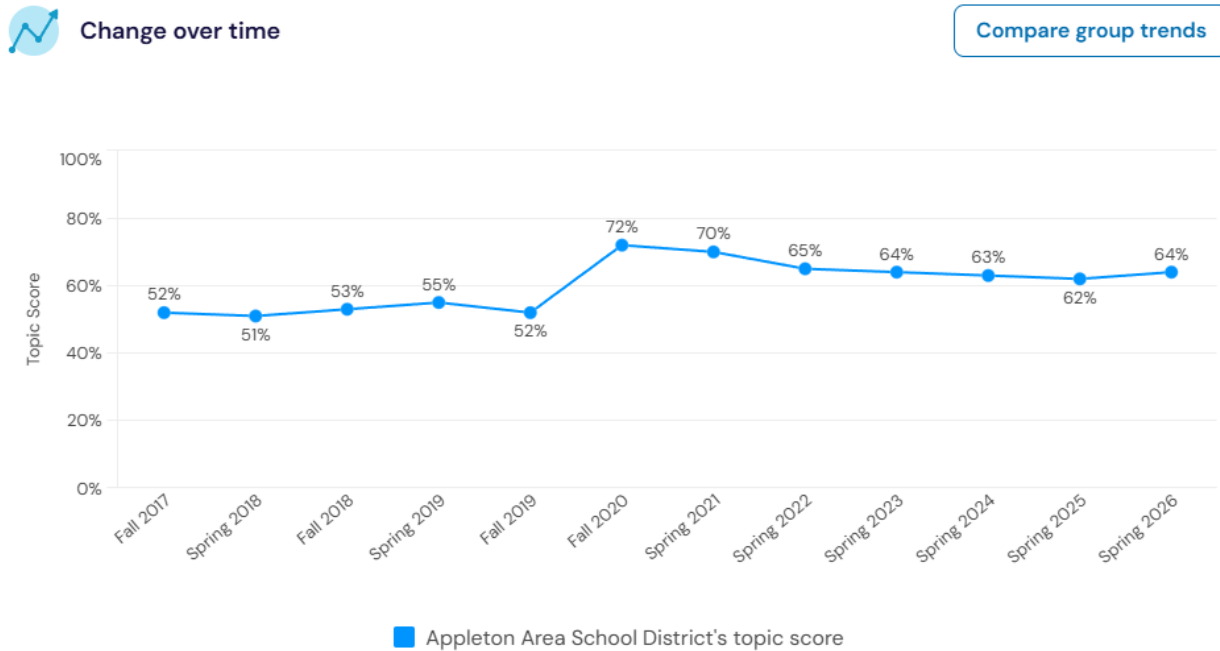
- **10.4.3-** 100% of expulsion recommendations follow due process procedures. If expulsions are denied, none were denied for failure to provide the student and/or family with due process.

District procedures for investigations into student behavior include providing for due process. Each of the students who had a behavior offense that was considered for or recommended for expulsion was given due process. Evidence of this exists in the individual student file.

- **10.4.4-** 100% of the school sites will either formally or informally investigate and address reports of discrimination. All reports of discrimination were investigated.
- **10.4.5-** Data will be collected annually to evaluate the responses of elementary and secondary students in the area of School Safety within the annual Panorama Student Survey.

In both the spring and fall student surveys, questions on school safety were answered by AASD students. At both levels, there is a 2% increase in favorable (4,5) results from Spring 2025 to Spring 2026.

Elementary Results: School Safety Spring 2026





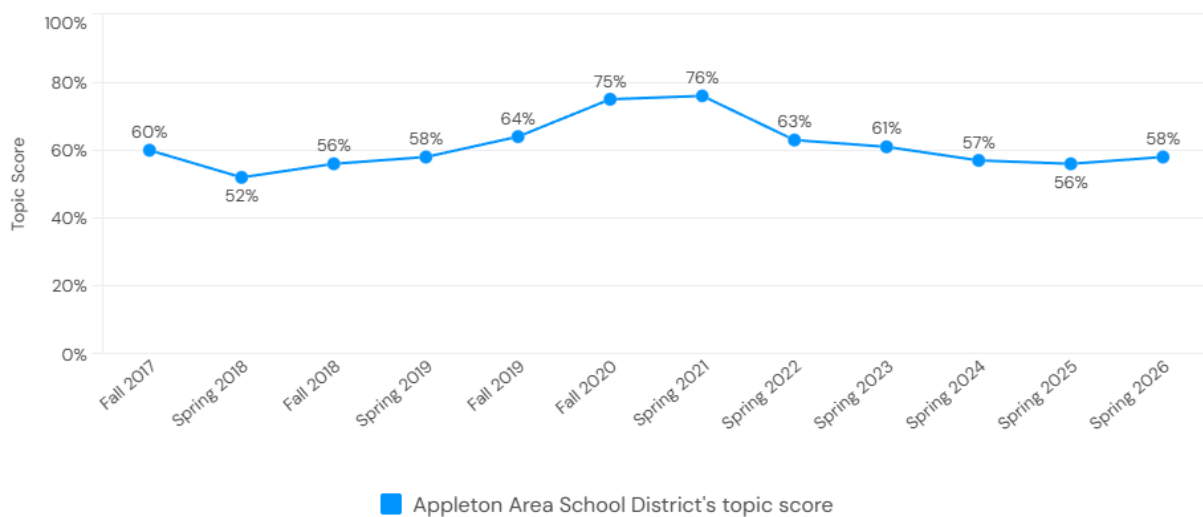
Questions

Question	Question score	Change since time last surveyed
+ How likely is it that someone from your school will bully you online? 2,819 responses	83%	↗ 3
+ How often do students get into physical fights at your school? 2,814 responses	76%	↗ 2
+ If a student is bullied in school, how difficult is it for him/her to get help from an adult? 2,820 responses	63%	↗ 1
+ How often do you worry about violence at your school? 2,822 responses	62%	↗ 2
+ How often are people disrespectful to others at your school? 2,823 responses	37%	↗ 2

Secondary results: School Safety 2026



Change over time

[Compare group trends](#)



Questions

Question	Question score	Change since time last surveyed
+ How often do you worry about violence at your school? 5,931 responses	67%	↗ 2
+ How often do students get into physical fights at your school? 5,930 responses	66%	↗ 3
+ At your school, how unfairly do the adults treat the students? 5,921 responses	63%	→ 0
+ How likely is it that someone from your school will bully you online? 5,935 responses	61%	↘ 1
+ If a student is bullied in school, how difficult is it for him/her to get help from an adult? 5,934 responses	59%	→ 0
+ How often are people disrespectful to others at your school? 5,937 responses	29%	↗ 3

OE – 10.5 The Superintendent will monitor and maintain programs and strategies intended to address personal and systemic barriers to attendance.

SUPERINTENDENT Interpretation:

- **Monitor and Maintain** shall mean to oversee and ensure the effectiveness of initiatives designed to improve attendance, such as intervention, communication, engagement with partners, and staffing through the review of data.
- **Programs and Strategies** shall mean the organized efforts and specific methods implemented to enhance student attendance and engagement, evidence-based interventions, collaboration with families, and collaboration with community supports, including county and city.
- **Personal and Systemic Barriers** shall refer to challenges faced by individual students and their families, as well as broader institutional obstacles that hinder consistent attendance.

SUPERINTENDENT Indicators of Compliance	In Compliance	Not in Compliance
We will know we are compliant when: 10.5.1- The district will follow established procedures for monitoring and communicating about student attendance. 10.5.2- The district will establish and maintain an inventory of attendance interventions. The attendance of students receiving interventions will be monitored to determine the success of the interventions. 10.5.3- The district will solicit and collect feedback from the students who are struggling with consistent attendance and their families in the review of the effectiveness of interventions.	X X X	
SUPERINTENDENT Evidence of Compliance: 10.5.1- AASD has established procedures for monitoring and communicating about attendance. Every school has an established attendance team that meets regularly on student attendance. While 3 and 7 day nudge letters go out automatically to inform parents/guardians that a student is approaching an attendance threshold, the 5 and 10 day letters are sent after the recommendation from the attendance team. The following visual illustrates the procedures followed. ☐ Attendance Letter Visual 10.5.2- AASD has maintained an inventory of attendance interventions for several years. The document titled EMLSS AASD Attendance Framework was created to illustrate the interventions used consistently in AASD and the intensity of those interventions. The Process Flow Chart demonstrates how supports shift in intensity for a student in AASD. Finally the district has a process for activating a request for assistance in the form of a citation from the APD or GCPD. The required steps and procedural checklists are provided below. These are evidence the tools and procedures used to monitor attendance. AASD Attendance Process Flow Chart ☐ EMLSS AASD Attendance Framework ☐ AASD Attendance Intervention Data Contributing to Truancy- Required Steps Prior to Referral Contributing to Truancy- Procedural Checklist ☐ Required Steps Prior to Referral for Truancy Citation ☐ PROCEDURAL CHECKLIST FOR CONSIDERATION OF TRUANCY CITATION 10.5.3- Feedback from students and parents is collected in a variety of ways. Through participation in meetings and interventions the district and family collaborate to improve a student's attendance. As plans are created the parent/guardian/student are active participants in developing plans. When meetings are not attended, feedback is provided in a different way. Additionally students who attended the Attendance Education Lesson were provided a survey to allow them to give feedback regarding improved attendance. Habitual Truancy Process Check list		

- [Elementary Attendance Plan](#)
- [Secondary Attendance Plan](#)
- [Attendance Education Lesson Survey](#)

Success for
Every Student,
Every Day



**Appleton Area School District
Operational Expectations Monitor Report
OE-11 Instructional Program**

SUPERINTENDENT CERTIFICATION:

With respect to Operational Expectations Policy OE- 11, Instructional Program, the Superintendent certifies that the following information is accurate and complete, and the district is:

☒ **Compliant**

☐ **Compliant with the exceptions noted**

☐ **Non-Compliant**

Compliant Indicators	Noncompliant Indicators
27	0
Total Indicators: 27	

Executive Summary/Analysis:

The District met compliance across all 27 indicators. Some highlights follow:

- **Individualized & Responsive Support:** 100% of students with disabilities maintain up-to-date Individualized Educational Plans (IEPs). Additionally, all Tier 2 and Tier 3 academic interventions are actively progress-monitored and tracked within eduCLIMBER. Students are scheduled into art, Physical Education (PE), and music classes.
- **Curriculum Alignment:** 100% of AASD curriculum documents and academic resources are directly aligned to district-adopted learning standards and made publicly accessible upon request.
- **Assessment & Calibration:** All academic progress monitoring tools (including Forward, iReady, ACT, and Social Studies DBQs) are verified as valid and reliable. Staff professional development throughout the 2025–26 school year successfully calibrated district common assessments.
- **Expanded Student Opportunities:** Secondary students are provided comprehensive access to educational planning and diverse electives via the High School Course Guidebook and through Early College Credit (ECC) and Start College Now (SCN) opportunities. Elementary schools successfully maintain full access to art, PE, and music programs.

- **Technology & Infrastructure:** 100% of district-provided devices feature 24/7 CIPA-compliant filtering. Every student has been provided access to an instructional device for the 2025–26 school year, with zero reports of inappropriate access.
- **Instructional Time & Governance:** School schedules successfully preserve dedicated core instructional blocks (including 120/130-minute ELA and 75-minute math blocks at the elementary level). No changes were made to graduation requirements or attendance boundaries without Board of Education (BOE) approval.

Notes or exceptions, if any:

Signed: _____ Date: _____
 Superintendent

BOARD ACTION:

With respect to Operational Expectations Policy OE-11, Instructional Program, the Board finds that the district is:

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

Summary Statements of the Board, if any:

Signed: _____ Date: _____
 Board President

Document submitted: _____ Re-submitted: _____

OE - 11: Instructional Program

The Superintendent shall provide a guaranteed and viable curricular program that offers challenging and relevant opportunities for all students to achieve the outcomes defined in the Board's **Results** policies.

SUPERINTENDENT Interpretation:

The Board of Education values all students having access to programs that are rigorous and designed to ensure high levels of achievement as measured by the Board's Academic Achievement Results policies.

- **Guaranteed** shall mean that every student is provided the opportunity to learn a core curriculum which provides them with the probability of success in school.
- **Viable curricular program** shall mean that the necessary time is available and protected so students will be able to learn the guaranteed curriculum.
- **Challenging** shall mean that students are provided with rigorous coursework that pushes individuals to meet and/or exceed course standards.
- **Relevant opportunities** shall mean the courses offered to students are meaningful to their lives and desired in the current and future economies.
- The Board's **Results** policies shall mean AASD Coherent Governance Policies R-1 (Mega Result), R-2 (Academic Achievement), and R-3 (Essential Life Skills).

OE – 11.1 The Superintendent will ensure that instructional programs are culturally responsive and accommodate the different needs, abilities, interests, and personal goals of individual students.

SUPERINTENDENT Interpretation:

The Board of Education values instructional programs that are designed to be responsive to the individual needs, abilities, interests, and personal goals of all learners. The Board of Education values a culturally responsive school experience that supports success for each student in achieving their goals.

- **Instructional programs** shall mean new and existing courses, instructional resources, and digital as well as non-digital programs used to differentiate and enhance student learning.
- **Culturally responsive** shall mean to validate and affirm the home (indigenous) culture and language of students for the purposes of building and bridging students to success in the culture of academia and mainstream society.
- **Accommodate** shall mean to proactively adjust either curriculum, teaching methods, resources, learning activities, or student products to address the needs, abilities, interests and personal goals of individual students and/or small groups of students in order to maximize the learning opportunities for each student in the classroom.

SUPERINTENDENT Indicators of Compliance:

We will know we are compliant when:

- 11.1.1-** 100% of students identified as having disabilities will have an Individualized Educational Plan (IEP) that is updated at least annually based upon current present levels of performance.

**In
Compliance**

**Not in
Compliance**

11.1.2- Interventions will be documented within eduCLIMBER for all students receiving either tier 2 or tier 3 academic interventions.	X	
11.1.3- The district will annually assess all English Language (EL) students via the ACCESS test and report on the percentage of EL students exiting the EL program each year.	X	
11.1.4- Data will be collected annually to evaluate the number of elementary and secondary students who indicate:	X	
• "I see people who are different from me in the books/materials used in my classroom." • "I see myself in the materials/books used in the classroom."	X	

SUPERINTENDENT Evidence of Compliance:

- 11.1.1 - An internal analysis of IEPs in the Appleton Area School District indicated that all IEPs have been updated at least annually based on current present levels of performance.
- 11.1.2- Analysis within eduCLIMBER indicates that all tier 2 and tier 3 interventions in ELA and Math are being documented as part of the student progress monitoring.
- 11.1.3- All EL students were administered the ACCESS test in December 2025 and January 2026. 2025-26 ACCESS test results indicate that 130 of 1,590 students identified as EL (8%) exited the EL program.
- 11.1.4- Panorama was administered during a one month window (3/31-4/28) results for these questions are [here](#).

OE – 11.2 The Superintendent will ensure that all curricular programs are aligned to district-adopted learning standards and are effective in assisting all students to meet or exceed performance expectations as defined by **Results** policies.

SUPERINTENDENT Interpretation:

The Board of Education values course curriculum for each grade and/or class being based upon district-adopted standards.

- **Effective in assisting** shall mean to demonstrate a positive impact on student outcomes relating to student performance on AASD's Academic Standards.
- **All students** shall mean every student who is enrolled in the Appleton Area School District and participates in the Wisconsin State Accountability System (WSAS) assessments.
- **Curricular programs** shall mean the Appleton Area School District's (AASD) entire instructional program, including resources, programs, assessments, and assessment practices.

- **District-adopted learning standards** shall mean the common understanding of what students are expected to know, understand, and be able to do based upon the AASD's Academic Standards and any other modifications approved by the AASD's Board of Education.
- **Meet or exceed performance expectations** shall mean proficient/advanced, on/above grade level, ready/exceeding, or competent/mastery as outlined within the various AASD R-2 policies.

SUPERINTENDENT Indicators of Compliance	In Compliance	Not in Compliance
We will know we are compliant when: 11.2.1- All (100%) curriculum documents are directly aligned to district-adopted standards and are posted for teacher and public accessibility, as determined by a review of the scope and sequence through the Assessment, Curriculum & Instruction (ACI) Department. 11.2.2- All (100%) academic subject area curriculum documents have resources that are aligned to district-adopted standards embedded into the curriculum, as determined by a review of the scope and sequence through the Assessment, Curriculum & Instruction (ACI) Department.	X X	

SUPERINTENDENT Evidence of Compliance:

- **11.2.1-** All AASD Curriculum Overview Documents are directly aligned to district-adopted standards and are publicly accessible via request due to accessibility compliance.
- **11.2.2-** All academic subject area curriculum documents have resources aligned to district-adopted standards as evidenced by the AASD Curriculum Documents.

OE – 11.3 The Superintendent will accurately assess each student's academic performance and identify significant inequities and gaps in achievement outcomes.

SUPERINTENDENT Interpretation:

The School Board values assessing student achievement with reliability and validity to measure progress toward meeting or surpassing identified standards.

- **Accurately assess each student's academic performance** shall mean to use common, reliable, and valid assessment tools across the District to determine students' progress in achieving the Board's Results policies.
- **Significant inequities and gaps** shall mean significant and persistent disparity in academic performance or educational attainment between different groups of students as evident within the Board's Academic Achievement Results Policies.

SUPERINTENDENT Indicators of Compliance	In Compliance	Not in Compliance
We will know we are compliant when: 11.3.1- 100% of the progress monitoring assessments used within the Board's Academic Achievement Policies are reliable and valid assessments of academic competency as determined by the technical assistance manuals for each assessment used. 11.3.2- 100% of the district common assessments required within the Results policies are annually calibrated within district professional learning communities under the direction of its respective Coordinator or Director.	X X	
SUPERINTENDENT Evidence of Compliance: • 11.3.1- Progress monitoring assessments include: Forward, iReady, ACT, and DBQs in Social Studies. Each of these measures are determined to be valid and reliable. • 11.3.2- Calibration on all assessments used in monitoring occurred at District PD throughout the 2025-26 school year.		
OE – 11.4 The Superintendent will regularly evaluate and modify instructional programs for continuing effectiveness and encourage programs as appropriate to address identified data/student needs, including gaps in achievement outcomes, as necessary to achieve Results.		
SUPERINTENDENT Interpretation: The Board of Education values the encouragement of new and innovative programs that align with the Board's Academic Achievement policies and to evaluate the effectiveness of all programs. • Regularly evaluate and modify shall mean a comprehensive review scheduled no less than every six years to: - o compare student performance data results from district, state, and national assessments. - o determine the effectiveness of the academic resources and services implemented. - o aid the delivery of content or to improve instruction. - o make recommendations based on student data results • Instructional programs shall mean new and existing courses, instructional resources, and digital as well as non-digital programs used to differentiate and enhance student learning. • Encourage shall mean that the district values and expects teachers to look for new and effective ways to meet the values for student achievement in the Results policies. • New and Innovative approaches shall mean programs in existing schools that are district-approved and aligned to the Board's Academic Achievement Results policies and provide alternatives to traditional school structures and models. • Gaps in Achievement Outcomes shall mean meeting targets in reducing inequities and gaps as outlined in the Board's Academic Achievement Results Policies.		

- **Results** shall mean AASD Coherent Governance Policies R-1 (Mega Result), R-2 (Academic Achievement), and R-3 (Essential Life Skills).

SUPERINTENDENT Indicators of Compliance	In Compliance	Not in Compliance
We will know we are compliant when 11.4.1- The Assessment, Curriculum & Instruction Department conducts a program evaluation of all programs, minimally every six years, as evidenced by the department's published report and identified action steps. 11.4.2- The District adopts programs as appropriate to address identified data/student needs as evidenced by: ○ the department's published report. ○ solicited input from professional educators and administrators. ○ Plan Do Study Act (PDSA) inquiry cycles in partnership with professional educators and administrators 11.4.3- Each academic Results Monitoring Report summarizes the plan to reduce identified learning gaps.	X X X	

SUPERINTENDENT Evidence of Compliance:

- **11.4.1-** Program evaluation update needed? [Evaluation Schedule in Progress](#)
- **11.4.2-** During the 2025-26 school year, the district approved instructional materials and professional development to support first-year implementation for MS ELA and 6th-grade Science. This shift was based on the collaborative recommendations of AASD educators and administrators as part of the AASD Middle School ELA and Science Work Groups.
- **11.4.3 -** All program reports were presented to the BOE along with plans for improving areas where we were not fully meeting expectations.

OE – 11.5 The Superintendent will ensure that the instructional program includes opportunities for all students to develop talents, skills, and interests.

SUPERINTENDENT Interpretation:

The Board of Education values students being offered, as part of the school day, an opportunity to pursue and excel in specialized areas of interest or talent.

- **Instructional programs** shall mean new and existing courses, instructional resources, and digital as well as non-digital programs used to differentiate and enhance student learning.

- **Opportunities for all students** shall mean course offerings in the elective areas at both elementary and secondary levels.
- **Develop talents, skills, and interests** shall mean that students have the opportunity to enroll and participate in specials at the elementary level or in elective areas at the secondary level (middle school and high school) in each of the career clusters.

SUPERINTENDENT Indicators of Compliance	In Compliance	Not in Compliance
We will know we are compliant when: 11.5.1- A course guide outlining academic opportunities will be distributed or made available online to all students and families at the secondary level. 11.5.2 - An academic and career planning process is utilized for all students in grades 6-12. 11.5.3- 100% of students are provided access to and participate in Art, PE, and music programs at 100% of elementary schools or in accordance with their Individualized Education Plan (IEP). 11.5.4- The District provides students with opportunities for Post-secondary credit options. 11.5.5- The District offers electives in a variety of areas at the secondary level that provide opportunities for students to fulfill their graduation requirements in the non-core academic areas. 11.5.6- The District will annually monitor the demographic breakdown of students enrolled in World Languages, Career & Technical Education, and Fine Arts courses in grades 9-12 in order to evaluate representation and participation. 11.5.7- The District will monitor use of FTE and enrollment in Start College Now (SCN)/ Early College Credit (ECC) to assure equitable access to courses within each of the Career Clusters.	X X X X X X X	

SUPERINTENDENT Evidence of Compliance:

- **11.5.1-** Evidence of this is available in our [High School Course Guidebook](#).
- **11.5.2-** Evidence of this is available in our [AASD ACP/Education for Employment Plan](#).
- **11.5.3 -**As part of our IEP process, students are scheduled in art, PE, and music classes.
- **11.5.4-** Evidence of this is available in our High School Course Guidebook.
- **11.5.5-** Evidence of this is available in our High School Course Guidebook.

- **11.5.6 - [Evidence](#)** of the breakdown of students enrolled in World Language, Career & Technical Education, and Fine Arts courses in grades 9-12 to evaluate participation was completed by AC & I Directors and Coordinators.
- **11.5.7-** Monitoring of FTE led to additional virtual classes for 26-27. We track all ECC/ SCN in this [Document](#).

OE – 11.6 The Superintendent will monitor and control student use of technology and provide appropriate student access to technology.

SUPERINTENDENT Interpretation:

The Board of Education values utilization of the Technology Use Agreement for all students to use electronic information and curriculum, and to install and monitor appropriate filters and mechanisms to assure no students gain access to dangerous or confidential information.

- **Monitor** shall mean staff will supervise students while using electronic devices during instruction.
- **Control** shall mean students will have age-appropriate restrictions on their district email and internet access while on the school district network.
- **Student use of technology** shall mean use of the internet, electronic devices, or software/applications issued by the district for instruction.
- **Appropriate student access** shall mean ensuring all students who are required to use a device or software/application to engage in learning are able to do so.

SUPERINTENDENT Indicators of Compliance

We will know we are compliant when:

- 11.6.1-** 100% of district-owned and student-brought devices and used within the district network are protected using reliable safety measures, and the firewall security and content filter are Children's Internet Protection Act (CIPA) compliant.
- 11.6.2-** 100% of identified internet sites and information attempted to be accessed by students, on district-owned devices, were flagged and blocked by the district's filters.
- 11.6.3-** 100% of students receive access to district-provided devices per the current established ratio for their grade level.

**In
Compliance**

**Not in
Compliance**

X

X

X

SUPERINTENDENT Evidence of Compliance:

- **11.6.1-** All district devices are filtered 24/7, regardless of location.
- **11.6.2-** There were no reports of any inappropriate access when using the district filters.
- **11.6.3-** For the 2025-26 school year, all students have access to a district-provided device.

OE – 11.7 The Superintendent will protect the instructional time provided for all students during the academic day.

SUPERINTENDENT Interpretation:

The Board of Education values maximum time being used for student instruction by setting expectations for practices that minimize interruptions of classroom teaching. The School Board also expects all reasonable efforts to be made to minimize teachers being pulled away from their teaching responsibilities.

- **Instructional time** shall mean the time devoted to instruction in classrooms from the beginning to the end of the school day.
- **Academic day** shall mean days in which school is scheduled to be in session.

SUPERINTENDENT Indicators of Compliance

We will know we are compliant when:

- 11.7.1-** 90% of staff development activities or building activities are limited to non-student contact time and 90% of instructional time is reserved entirely for instruction as evidenced by review of building calendars and schedules.
- 11.7.2-** 100% of elementary schools implement a daily reading block as part of the overall 120-minute (5K) and 130-minute (grades 1-5) ELA instructional block as evidenced by review of building calendars and schedules.
- 11.7.3-** 100% of elementary schools implement a daily 75-minute math block as evidenced by review of building calendars and schedules.
- 11.7.4-** 100% of secondary schools implement at minimum a daily 47-minute uninterrupted core academic instructional block for (Reading/Language Arts/English, Math, Science, and Social Studies) as evidenced by reviewing building calendars and schedules.

**In
Compliance**

**Not in
Compliance**

X

X

X

X

SUPERINTENDENT Evidence of Compliance:

- **11.7.1-** [2025-26 Staff Development Schedule](#); AASD Bell Schedules for all levels indicate that 90% of instructional time is reserved for instruction.
- **11.7.2-** [Schedules](#) are developed under the supervision of the site Assistant Superintendents and with the Director of Elementary Education. Copies of schedules are monitored.
- **11.7.3-** See 11.7.2, above.
- **11.7.4-** All secondary schools have at least a 47-minute uninterrupted core academic block for Reading/ Language Arts/English, Math, Science, and Social Studies as published on school websites.

OE – 11.8 The Superintendent will bring all recommended changes to the District's graduation requirements for Board approval.

SUPERINTENDENT Interpretation:

The Board of Education values the obtaining of Board approval for any alteration or reconfiguration of graduation requirements.

- **District's graduation requirements** shall mean the requirements established within Policy 345.6 (AASD Graduation Requirements).

SUPERINTENDENT Indicators of Compliance

We will know we are compliant when:

- **11.8.1-** Every change in graduation requirements will be based on a Board vote for approval as documented in the Board minutes.

**In
Compliance**

**Not in
Compliance**

X

SUPERINTENDENT Evidence of Compliance:

- **11.8.1-** No changes have taken place in AASD graduation requirements. Any potential future changes will be Items for Consideration at a publicly noticed board meeting.

OE – 11.9 The Superintendent will bring all recommended changes to the District's attendance boundaries for Board approval.

SUPERINTENDENT Interpretation:

The Board of Education values the obtaining of Board approval for any alteration or reconfiguration of lines drawn for school attendance boundaries.

- **Attendance boundaries** shall mean geographical map lines that delineate a section of the district and that define a student's home school assignment.

SUPERINTENDENT Indicators of Compliance

We will know we are compliant when:

- **11.9.1-** Every school attendance boundary change will be based on a Board vote for approval as documented in board minutes.

**In
Compliance****Not in
Compliance****X****SUPERINTENDENT Evidence of Compliance:**

- **11.9.1-** There were no changes to attendance boundaries during the 2025-26 school year. *Changes were in place prior to the start of the school year and were approved by the BOE.*

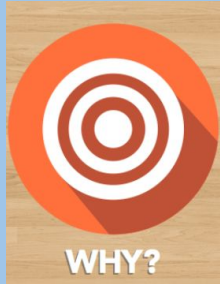
Title 1

Preschool

Wednesday, July 8, 2026



I. What is Title 1 Preschool?



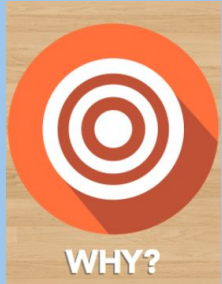
An LEA may reserve a portion of funds from its Title I allocation to operate a preschool program for eligible children. (ESEA section 1113(c)(5); 34 C.F.R. § 200.77(f)). The LEA may serve all eligible children districtwide or those in just a portion of the district. See B-1 for a more detailed discussion of children eligible to participate in a districtwide Title I preschool program.



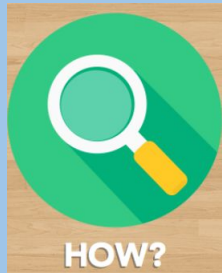


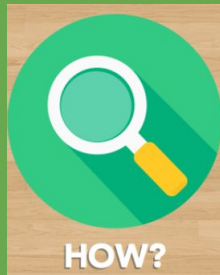
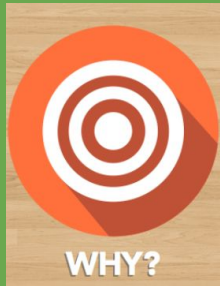
I. What is Title 1 Preschool?

Title I Preschool is federally funded program for three-year-olds who would benefit from an early start in school. Children are considered for the program based on developmental needs that families disclose. Preschoolers must be three by September 1.



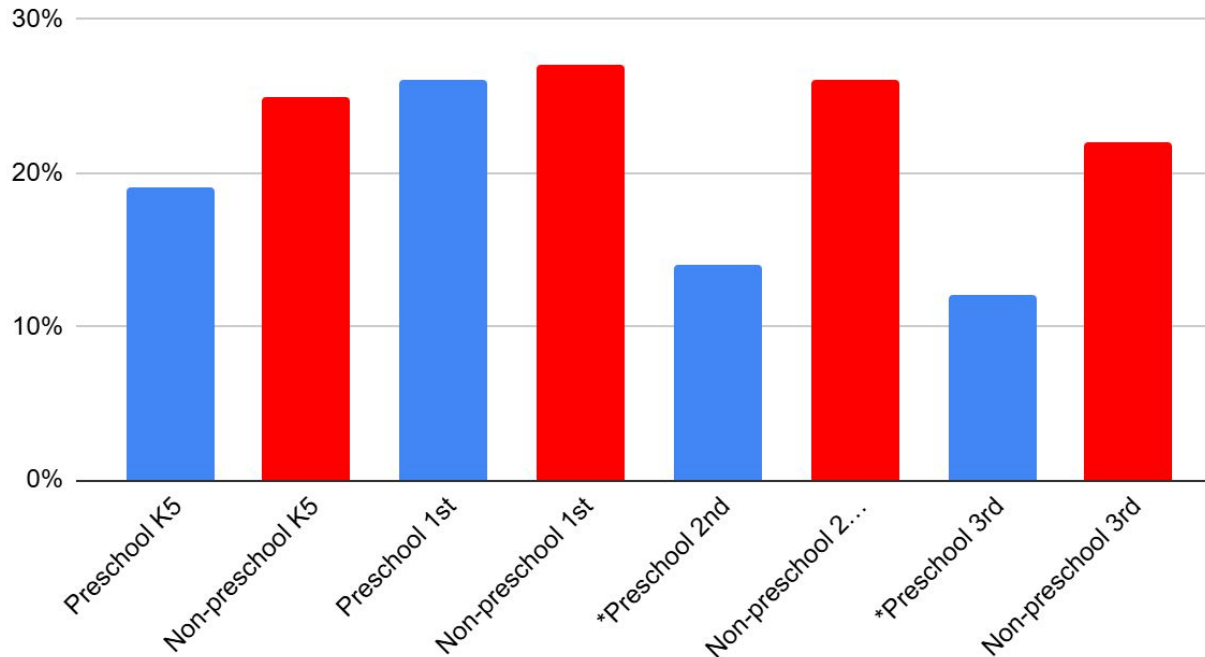
An LEA may also reserve funds to operate a preschool program for eligible children in a portion of the district — i.e., attendance areas served by some or all of its Title I schools. Accordingly, all preschool children residing in the attendance area of a school operating a schoolwide program are eligible.

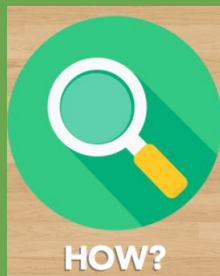
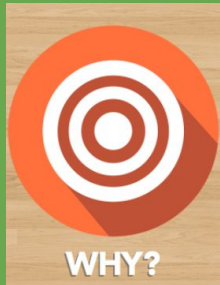




What are long-term outcomes for Title 1 Preschool Students?

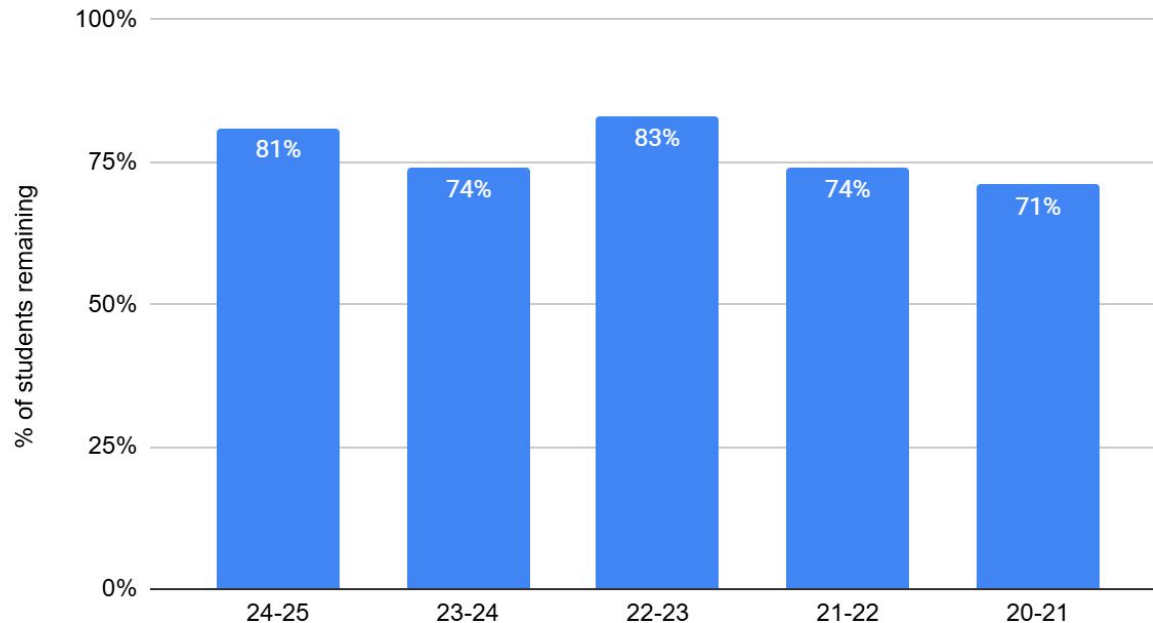
Percentage of Students with PRP





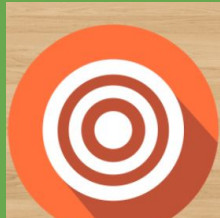
What is the longevity for Title 1 Preschool Students in the AASD?

Percentage of Preschool Graduates who Stay in the AASD





WHAT?



WHY?



HOW?

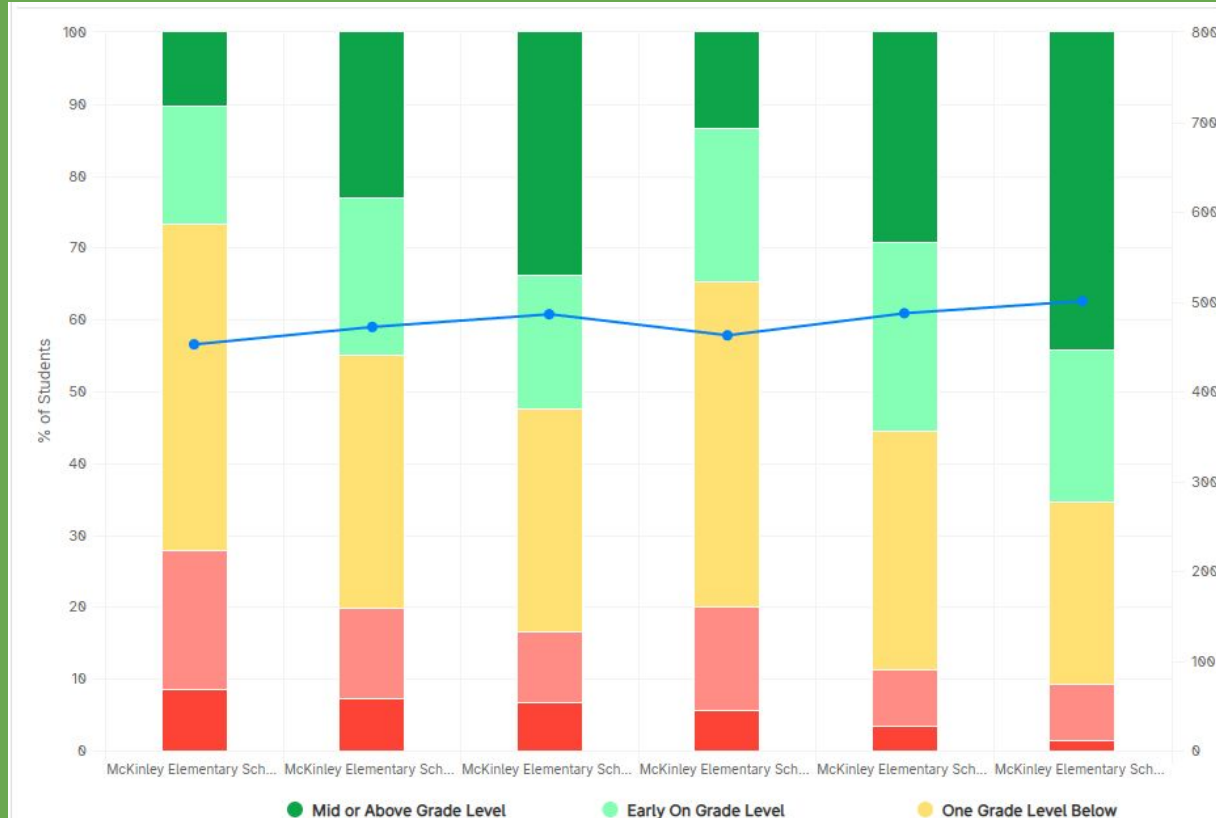
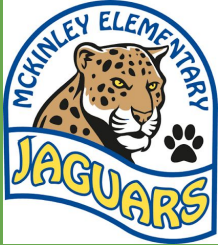
What are the results of current investment in Title 1 schools?



What are the results of increased investment in Title 1 schools?

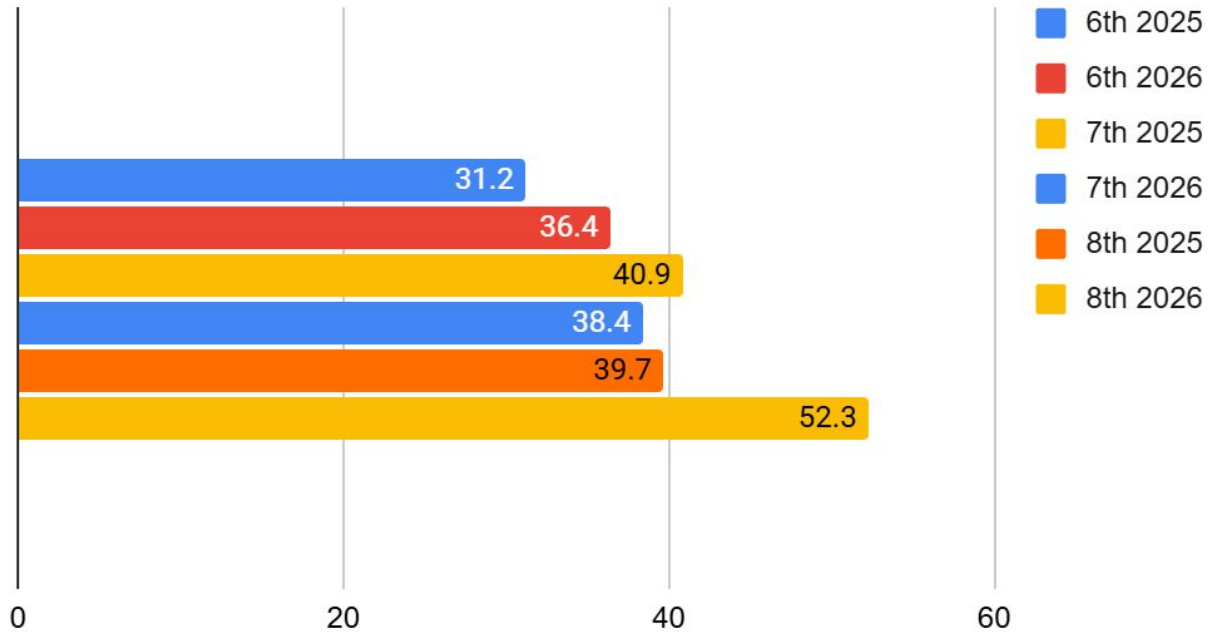


What are the results of increased investment in Title 1 schools?



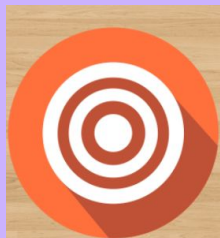
What are the results of increased investment in Title 1 schools?

Percentage of Students Proficient on Forward Exam

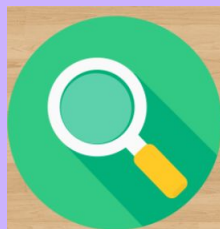




WHAT?

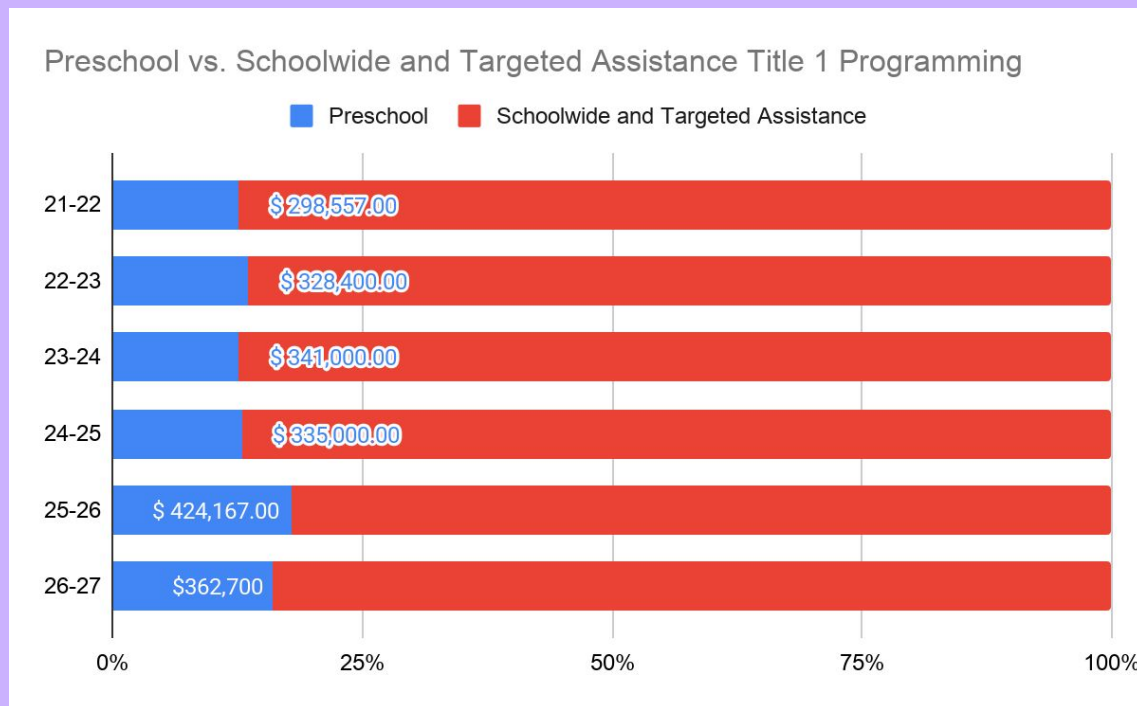


WHY?



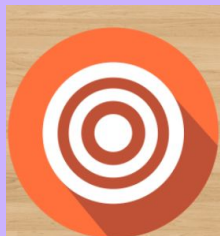
HOW?

What impact does preschool have on the overall Title 1 budget?

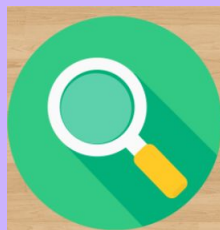




WHAT?



WHY?



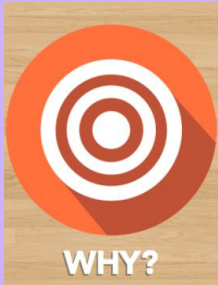
HOW?

What does it cost to educate 3-year-olds (vs. compulsory attendance-aged students)?

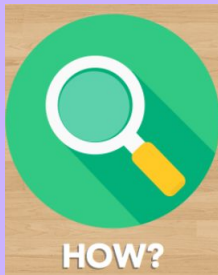
Year	Percent of total Title 1 budget	\$ per 3K student	\$ per 5K-8 student
26-27	19%	\$5,667	\$393
25-26	21%	\$7,400	\$450
24-25	15%	\$4,926	\$589
23-24	15%	\$5,412	\$593
22-23	16%	\$5,662	\$528



WHAT?



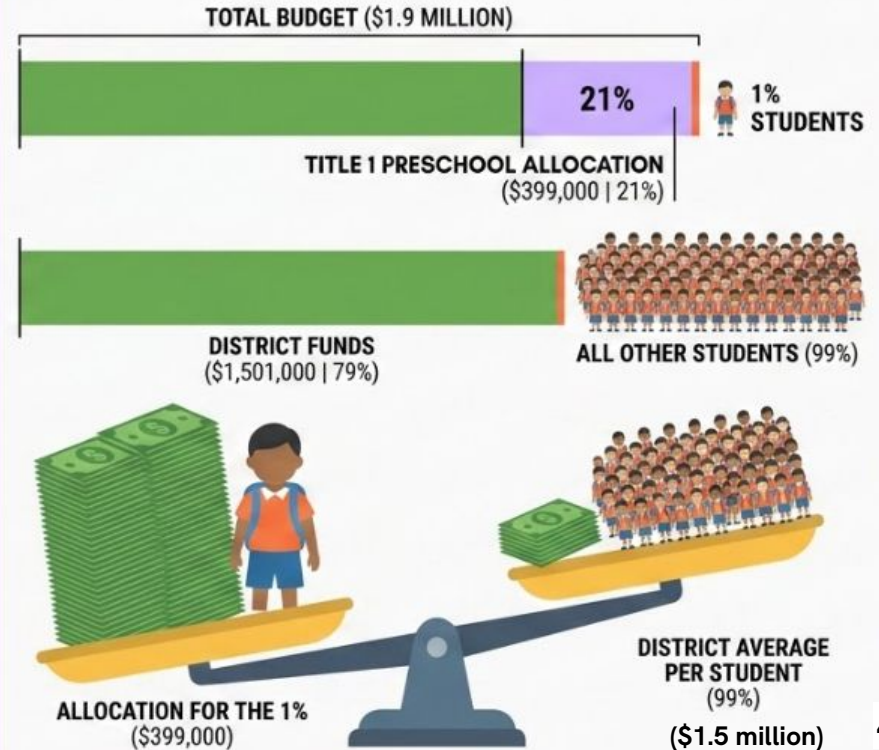
WHY?

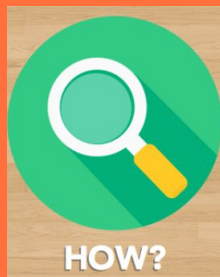
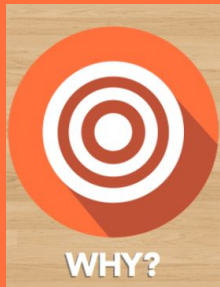


HOW?

What impact does
Preschool have
on the overall
Title 1 budget?

BUDGET VS. POPULATION: THE 1% ALLOCATION.





What future costs are projected to be paid from Title 1?

- Continued costs for established school-wide programs
 - 93% of 26-27 Title 1 budget
- Future FTE for school-wide programs:
 - HAIS
 - Huntley
 - The Omolade Academy
- School-wide programming at the middle school level, as needed:
 - Kaleidoscope Academy
 - James Madison

Maintaining 3-year-old preschool programming in the AASD:

- Option 1: Continue to fund through Title 1, and reduce staff in Title 1 schools.
- Option 2: Fund Preschool through community funds.
- Option 3: Discontinue 3-year-old preschool, non-special education programming

Maintaining 3-year-old preschool programming in the AASD:

Option 2: Fund Preschool through community funds.

	26-27	27-28	28-29
Students served	64	64	64
Cost	\$360,000	\$370,800	\$381,924

Expanding 3-year-old Preschool in the AASD:

	26-27	27-28	28-29
Enrollment	64	96	160
Facilities	Horizons, Franklin	Foster, Franklin, Jefferson	Edison, Jefferson, Dunlap, Foster, AASD Early Learning Center
Budget	\$360,000	\$500,000	\$838,000
Additional services	Parent-Child Oriented Classroom	Wrap-around care offered at Jefferson	Wrap-around care and Adult Continuing Education credits offered at Early Learning Center

