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Appleton Area School District
Preparing Our Students for Their Future

Technology Powered Student Centered Learning

Information and Technology Plan
2012-2014

Appleton Area School District, Appleton, WI
Lee Allinger, Superintendent of Schools



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Executive Summary

Futurist David Thornburg believes that “Technology has a large role to play in the reinvention of schools...” But, “technology alone” will not drive educational reform. To be effective, technology must be “implemented into a broader plan.” The Appleton Area School District has espoused this viewpoint in its technology plans, dating back more than 16 years. With the knowledge that technology alone won’t achieve scholastic excellence, the focus of Appleton’s technology initiatives has consistently been technology curriculum integration, not technology for its own sake.

Among the highlights of Appleton’s 2012-2014 plan is a three-part initiative designed to ensure the steady progression of technology curriculum integration across district classrooms: namely, the leadership role of its Classroom of the Future Committee, the employment of a highly trained cadre of Technology Curriculum Integration Specialists and the deployment of a \$150,000 Wisconsin Technology Initiative Lighthouse District Grant with an emphasis on professional development.

Appleton’s teachers and administrators have been diligent in their promotion of technology curriculum integration. Their steadfast work has produced tangible results. On a recent technology assessment, Appleton’s eighth grade students scored extremely well compared to students in other Wisconsin school districts participating in the same Next Generation Assessment (NGA). Appleton’s overall technology “proficiency” score was 71.25% compared to Wisconsin’s overall percentage of 55.68.

Beyond initiatives and technology assessment lies the heart of Appleton’s 2012-2014 Technology Plan; strategic goals. Although many goal-oriented, technology projects are successfully implemented in Appleton each year, like new computers, whiteboards or tablets, the goals at the core of this plan tend to focus less on the “what” of technology integration, but more on the “how;” in other words, more emphasis on instruction and less on hardware.

GOAL 1: Students and staff will utilize current and emerging media and technology resources to support effective implementation of the Common Core State Standards.

GOAL 2: To meet the needs of new digital learners, the Appleton Area School District will encourage the use of personal technology in the classroom.

GOAL 3: Educators will create classroom environments which utilize social networks/media.

As with previous technology plans, Appleton is committed to maintain the forward momentum of its technology and media initiatives by endorsing W. Edwards Deming’s **Plan, Do, Check, Act** (PDCA) model for monitoring, evaluating and revising its technology goals. The Appleton School District agrees that implementation is best when tasks and duties are shared and delegated, and when individuals across the organization buy into the use of technology and the planning process.

Introduction

Technology Planning for the Communication Age, by award winning futurist David Thornburg, <http://www.tcpd.org> provides a useful framework that schools can use to shape their own technology plan. According to Thornburg, “Technology has a large role to play in the reinvention of schools, but the implementation of computers, instructional video, and telecommunication links will be meaningless unless they are designed into a curriculum and are chosen to support pedagogical models designed to insure the maximum learning opportunities for all students. Technology, alone, cannot drive reform. If technology is brought into classrooms without revisiting the curricular and pedagogical issues, it risks being used to implement the educational strategies of the past. We will, in effect, have placed a gas engine in a horse, rather than designed an automobile.” Thornburg stresses that, “Technology implemented in the absence of a broader plan almost always leads to disaster.” In addition to offering his own framework, Thornburg encourages schools to look at others. With that in mind, frameworks have recently been published by the Federal Government and the State of Wisconsin to assist schools with technology plan development.

“Technology implemented in the absence of a broader plan almost always leads to disaster.”

In 2010, the U.S. Department of Education, Office of Educational Technology, published **Transforming American Education: Learning Powered by Technology**. According to the publication, which embodies a National Education Technology Plan, “Many students’ lives today are filled with technology that gives them mobile access to information and resources 24/7,

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enables them to create multimedia content and share it with the world, and allows them to participate in online social networks where people from all over the world share ideas, collaborate, and learn new things. Outside school, students are free to pursue their passions in their own way and at their own pace. The opportunities are limitless, borderless, and instantaneous.”

“The challenge for our education system is to leverage the learning sciences and modern technology to create engaging, relevant, and personalized learning experiences for all learners that mirror students’ daily lives and the reality of their futures. In contrast to traditional classroom instruction, this requires that we put students at the center and empower them to take control of their own learning by providing flexibility on several dimensions. A core set of standards-based concepts and competencies should form the basis of what all students should learn, but beyond that students and educators should have options for engaging in learning: large groups, small groups, and work tailored to individual goals, needs, interests, and prior experience of each learner. By supporting student learning in areas that are of real concern or particular interest to them, personalized learning adds to its relevance, inspiring higher levels of motivation and achievement.”

“A core set of standards-based concepts and competencies should form the basis of what all students should learn.”

“In addition, technology provides access to more learning resources than are available in classrooms and connections to a wider set of “educators,” including teachers, parents, experts, and mentors outside the classroom. On-demand learning is now within reach, supporting learning that is life-long and life-wide (Bransford et al., 2006).”

“Whether the domain is English language arts, mathematics, sciences, social studies, history, art, or music, 21st century competencies and expertise such as critical thinking, complex problem solving, collaboration, and multimedia communication should be woven into all content areas. These competencies are necessary to become expert learners, which we all must be if we are to adapt to our rapidly changing world over the course of our lives, and that involves developing deep understanding within specific content areas and making the connections between them.”

“How we need to learn includes using the technology that professionals in various disciplines use.”

“How we need to learn includes using the technology that professionals in various disciplines use. Professionals routinely use the web and tools such as wikis, blogs, and digital content for the research, collaboration, and

communication demanded in their jobs. They gather data and analyze it using inquiry and visualization tools. They use graphical and 3D modeling tools for design. For students, using these real-world tools creates learning opportunities that allow them to grapple with real-world problems – opportunities that prepare them to be more productive members of a globally competitive workforce.”

In 2012, Wisconsin’s Digital Learning Advisory Council, appointed by Tony Evers, Wisconsin’s Superintendent of Schools, published *A Vision for Digital Learning in Wisconsin* https://sites.google.com/a/dpi.wi.gov/wi_digital_learning_plan/. The online publication stipulates that “Pedagogy and instruction must support the teaching and learning of key 21st century skills: critical thinking, collaboration, creativity, innovation, and real-world problem-solving,” and offers six key Guiding Principles for Teaching and Learning. For each of the Guiding Principles, DPI created a research brief that highlights relevant research and resources that support the underlying premises of that principle.

1. Every student has the right to learn.

It is our collective responsibility as an education community to make certain each child receives a high-quality, challenging education designed to maximize potential; an education that reflects and stretches his or her abilities and interests. The belief that every child has a right to learn forms the basis of equitable and accessible teaching and learning. The five principles that follow cannot exist without this commitment guiding our work. [Corresponding research brief](#)

2. Instruction must be rigorous and relevant.

To understand the world in which we live, there are certain things we all must learn. Each school subject is made up of core content and essential knowledge that is deep, rich, and vital. Every student, regardless of age or ability, must be taught this essential knowledge. What students learn is fundamentally connected to how they learn. Successful instruction blends the content of a discipline with processes of an engaging learning environment that changes to meet the dynamic needs of all students. [Corresponding research brief](#)

3. Purposeful assessment drives instruction and affects learning.

Assessment is an integral part of teaching and learning. Purposeful assessment practices help teachers and students understand where they have been, where they are, and where they might go next. No one assessment can provide sufficient information to plan teaching and learning. Using multiple and varied types of assessments as part of instruction results in useful information about student understanding and progress. Educators should use this information to guide their own practice in partnership with students and their families, to reflect on learning, and set future goals. [Corresponding research brief](#)

4. Learning is a collaborative responsibility.

Teaching and learning are both collaborative processes. Collaboration benefits teaching and learning when it occurs on several levels: when students, teachers, family members, and the community collectively prioritize education and engage in activities that support local schools, educators, and students; when educators collaborate with their colleagues to support innovative classroom practices and set high expectations for themselves and their students, and when students are given opportunities to work together toward academic goals in ways that enhance learning. [Corresponding research brief](#)

5. Students bring strengths and experiences to learning.

Every student learns, although no two students come to school with the same culture, learning strengths, background knowledge, or experiences, and no two students learn in exactly the same way. Every student's unique personal history enriches classrooms, schools, and the community. This diversity is our greatest education asset. [Corresponding research brief](#)

6. Responsive environments engage learners.

Meaningful learning happens in environments where creativity, awareness, inquiry, and critical thinking are part of instruction. Responsive learning environments adapt to the individual needs of each student and encourage learning by promoting collaboration rather than isolating learners. Learning environments, whether classrooms, schools or other systems, should be structured to promote engaged teaching and learning. [Corresponding research brief](#)

In his book, *The Children's Machine: Rethinking School in the Age of the Computer*, artificial intelligence pioneer and constructivist advocate, Seymour Papert states that, "Nothing could be more absurd than an experiment in which computers are placed in a classroom where nothing else is changed." If we agree, and accept that today's classroom isn't effectively serving the needs of 21st century learners, then we're obligated to alter the model.

“Nothing could be more absurd than an experiment in which computers are placed in a classroom where nothing else is changed.”

The logical solution, reflected in the following chart, is a new, 21st century classroom environment where the emphasis is on standards-based, student focused, collaborative learning. For it is constructivist, project based learning strategies that promote problem solving, communication and collaboration – all 21st century learning skills. The danger of not migrating to this new classroom model is likely to render large expenditures on classroom technologies as inconsequential and devoid of impact on student achievement.

20th Century Classrooms**21st Century Classrooms**

Time-based	Outcome-based
Focus: memorization of discrete facts	Focus: what students Know, Can Do and Are Like after all the details are forgotten.
Lessons focus on the lower level of Bloom's Taxonomy – knowledge, comprehension and application.	Learning is designed on upper levels of Blooms' – synthesis, analysis and evaluation (and includes lower levels as curriculum is designed down from the top.)
Textbook-driven	Research-driven
Passive learning	Active Learning
Learners work in isolation – classroom within 4 walls	Learners work collaboratively with classmates and others around the world – the Global Classroom
Teacher-centered: teacher is center of attention and provider of information	Student-centered: teacher is facilitator/coach
Little to no student freedom	Great deal of student freedom
Discipline problems – educators do not trust students and vice versa. No student motivation.	No “discipline problems” – students and teachers have mutually respectful relationship as co-learners; students are highly motivated.
Fragmented curriculum	Integrated and Interdisciplinary curriculum
Grades averaged	Grades based on what was learned
Low expectations	High expectations – “If it isn't good it isn't done.” We expect, and ensure, that all students succeed in learning at high levels. Some may go higher – we get out of their way to let them do that.
Teacher is judge. No one else sees student work.	Self, Peer and Other assessments. Public audience, authentic assessments.
Curriculum/School is irrelevant and meaningless to the students.	Curriculum is connected to students' interests, experiences, talents and the real world.
Print is the primary vehicle of learning and assessment.	Performances, projects and multiple forms of media are used for learning and assessment
Diversity in students is ignored.	Curriculum and instruction address student diversity
Literacy is the 3 R's – reading, writing and math	Multiple literacies of the 21 st century – aligned to living and working in a globalized new millennium.
Factory model, based upon the needs of employers for the Industrial Age of the 19th century. Scientific management	21 st Century Model
Driven by the NCLB and standardized testing mania	Driven by exploration, creativity and 21st century skills

Source: http://www.21stcenturyschools.com/20th_vs_21st_Century_Classroom.htm

School Library Media Centers – Achievement Hubs

The word “hub” can be defined as “a place that is a center of activity or interest.” Perhaps no place in school is more of an activity center, or hub, than the modern school library media center. The school library has evolved from a basic book repository to a vibrant, print and non print resource center. The preface to ***School Libraries Work!***, a research foundation paper published in 2008 by Scholastic, states that “now more than ever,” children “must be equipped to access, use, and evaluate information competently in both print and electronic formats.” And “When staffed by qualified professionals trained to collaborate with teachers and engage students meaningfully with information that matters in the real world, school libraries become sophisticated 21st century learning environments that offer equal opportunities for achievement to all students, regardless of the socio-economic or education levels of the community.”

“...school libraries become sophisticated 21st century learning environments ...”

The paper includes excerpts from a Congressional presentation made by the National Committee on Libraries and Information Science (NCLIS) in June 2007 that support the contribution of school library media centers in successful schools. In ***Why Care about School Libraries?*** the NCLIS lists five components found in strong library media programs. To more accurately reflect local ideology, the original text of each component was wordsmithed by Appleton library media staff. The revised text includes the addition of an essential new component that addresses digital citizenship, internet safety and critical evaluation of sources.

School Libraries are Critical for Student Achievement

Across the United States, research has shown that students in schools with well-developed school libraries learn more, earn better grades, and score higher on standardized test scores than their peers in schools without libraries. From Alaska to North Carolina, more than 60 studies have shown clear evidence of this connection between student achievement and the presence of school libraries with qualified school library media specialists.

School Libraries Have an Important Role in Teaching

Today’s library media specialists are important instructional partners or consultants in supporting and expanding existing curriculum. These specialists are collaborating with teachers to change what is possible in the classroom, and support exciting learning opportunities with print, electronic, and digital resources within the classroom and virtually.

School Libraries are Leading the Way for Technology Use in Schools

No longer are school libraries just for print materials, they have become “school library media centers” with a wealth of electronic and digital resources that enable children to engage meaningfully with a wide variety of informational sources in-house and virtually. These centers with trained staff carefully select and support the use of electronic information resources not just in the center, but help to integrate these resources in classrooms and throughout the curriculum.

School Libraries Inspire Literacy

When learners of all ages have the opportunity to experience literature and explore information that matters to them, various forms of literacy and numeracy can emerge. Research has demonstrated that school library media specialists are critical in connecting students to appropriate and meaningful literature in a variety of formats and forging lifelong literacy.

School Libraries Are Most Effective with Highly Qualified Library Media Specialists

Research has shown that school libraries staffed by qualified library media specialists are needed to have a positive impact on student academic achievement.

School Libraries Are the Teaching Centers for Digital Citizenship, Internet Safety, and Critical Evaluation of Sources

In addition to knowing the mechanics of technology, students must learn how to use technology responsibly. School Libraries play an important role in teaching internet safety, fair use, and netiquette as well as teaching the critical thinking skills needed to evaluate the wealth of information available in print, electronic, and digital sources.

In conclusion, the Appleton Area School District recognizes the inherent value of an up-to-date, comprehensive, educational technology plan premised on federal and state frameworks. The District has a long tradition of reaching out to the staff, students and community to work cooperatively in the development of multi-year technology plans that reflect the best interests of all stakeholders. From the beginning, Appleton's technology initiatives have been forward-thinking and have promoted curriculum-based, technology curriculum integration and project based learning as opposed to the creation of technology infused classrooms where little else had changed. That same, consistent, guiding principal resides at the core of this, Appleton's newest technology plan.

What makes this plan notable over previous editions is its focus on fresh approaches to technology curriculum integration. Namely, the deployment of Technology Integration Specialists charged with the responsibility of working with Appleton's students and staff to ensure that hardware and software technologies are being used to effectively improve instruction across the curriculum. Other plan highlights include the developing role of Appleton's new Classroom of the Future Committee and the implementation of a Lighthouse District Grant, generously funded through the Wisconsin Technology Initiative.

Why Care About School Libraries? is available on the Internet at:

<http://www.fundourfuturewashington.org/resources/WHYCAREABOUTSCHOOLLIBRARIES-1.pdf>

School Libraries Work! is found at:

http://www2.scholastic.com/content/collateral_resources/pdf/s/slw3_2008.pdf

Vision and Mission Statements



Vision

Leveraging the power of technology to deliver equitable, anytime access to digital-age resources for literacy, achievement and lifelong learning.

Mission

Shared Vision – To provide proactive leadership in supporting a shared vision for educational technology among board members, school personnel, parents, and the community that includes recognition of AASD's **Core Organizational Values**.

Equitable Access – To provide equitable access to current technologies, software, and telecommunications resources for students, teachers, staff and administrators.

Skilled Personnel – To ensure that District leaders and support personnel are skilled in the use of technology appropriate for their job responsibilities.

Professional Development – To provide consistent access to technology-related professional development needed by District leaders and support personnel for their job assignments.

Technical Assistance – To provide personnel with technical assistance for maintaining and using technology.

Content Standards and Curriculum Resources – To make instructional personnel and school leaders knowledgeable regarding content and technology standards, related curriculum resources, teaching methodologies, and the use of technology to support learning.

Student-Centered Teaching – To support an environment where teaching in all settings includes the use of technology to facilitate student-centered approaches to learning.

Assessment and Accountability – To provide and support a system for the continual assessment of effective technology use for improving student learning.

Community Support – To maintain partnerships and communications with parents, businesses, and the community to support technology use within the District.

Support Policies – To provide policies, financial plans, and incentive structures to support the use of technology in learning and in operations of the District.

External Conditions – To maintain a technology and media program where policies, requirements, and initiatives at the national, regional, and state levels support the District in the effective implementation of technology for achieving national, state, and local curriculum and technology standards.

*See: <http://www.iste.org/docs/pdfs/netsessentialconditions.pdf?sfvrsn=2>



Background

Background

157 Years of Educational Excellence

“The Appleton Area School District (AASD),” says Superintendent Lee Allinger, “has a rich, 157-year history of educational excellence, coupled with a commitment to continue to improve our ability to meet the educational needs of our present and future students. The AASD strives to address the needs of all learners and provide graduating students with the skills and knowledge to successfully pursue higher education essential for their chosen career paths.”

Based on 2010-11 figures, the Appleton Area School District serves a population of over 15,090 students supported in 15 elementary schools, 4 middle schools, 3 high schools and 15 charter schools. 77% of the school population is Caucasian, 11% Asian, 6% Hispanic, 4% African American, just under 1% American Indian. 36% of AASD students meet the criteria for low-income status and qualify for free or reduced lunch. This number has more than doubled in the last 15 years.

“...the Appleton Area School District serves a population of over 15,000 students...”

“Small classes and a focused emphasis on learning to read in the primary grades...”

Small classes and a focused emphasis on learning to read in the primary grades give students a strong start and provide a sound base for further learning. AASD recognizes the individuality of each student and offers a broad range of programs and activities, from a solid academic foundation in core subjects to a variety of opportunities in the arts. Competence in technology and physical education/sports contribute to the development of the total person. Add a safe environment, respect for cultural diversity, financial literacy, healthy lifestyle, community service, and career development opportunities, and each student has the foundation to become a lifelong learner.

Appleton Area School District Attributes

The AASD will provide learning experiences that will develop students who are:

- Reflective, inquisitive learners
- Creative and innovative thinkers
- Problem-solvers
- Confident and resilient
- Excellent writers, listeners, readers, and speakers
- Wise consumers who are financially and mathematically literate
- Healthy in mind and body
- Cooperative and able to effectively function in a diverse environment
- Prepared for their post-secondary futures

Continuous Improvement

Continuous improvement in achievement for all students is the top priority of the Appleton Area School District. Each school has developed a Continuous School Improvement Plan (CSIP) focused on improving student achievement in reading, writing, and/or math. These improvement plans are dynamic and developed by the teaching staff of each school. School teams work to analyze current student achievement data, select research-based instructional practices targeting areas of improvement, and monitor and revise these efforts based on the needs of students over the course of a school year. School plans can be accessed by connecting to <http://www1.aasd.k12.wi.us/sp/programs/csip/Pages/default.aspx>

This school performance report provides a statistical snapshot of the school district. As you review the report you will learn that Appleton's graduation rate of 91.6% exceeds both state and national averages. You will see that two thirds of Appleton's high school junior class took the college entrance ACT exam last year. Not only Appleton's average composite score higher than the average for the state of Wisconsin, which is a perennial national leader, but the top 100 students at each Appleton high school are in the top 10% of all students taking the test nationwide. A high percentage of Appleton students continue to take Advance Placement (AP) coursework and successfully complete the AP exam. Appleton knows that student participation in a co-curricular activity is an extension of the learning that takes place in the classroom. Sixty-five percent of AASD students in grades 7-12 participate in either a music, academic, or athletic co-curricular activity.

More information regarding AASD's demographics, high school performance information, Wisconsin Knowledge and Concepts Exam (WKCE) scores, co-curricular activities, and financial data can be found in the **2012 Report to Parents and the Community** found at <http://www1.aasd.k12.wi.us/sp/district/AboutUs/Pages/Publications.aspx> The same page includes a link to another publication which addresses Appleton's Attributes, Key Measures and Data.

School/Business Partnerships – Partners In Excellence

School, business, and community partnerships provide Appleton Area School District students with the opportunity to interact and learn from area employees who are willing to share their motivation, knowledge, and skills. Business, organization, and community partners provide tutoring services, help plan and organize events, offer technology and classroom assistance, give career presentations, provide grants and in-kind donations, allow students the chance to experience possible job opportunities, and include the use of facilities for special events.

The Appleton Board of Education believes that young people are the primary beneficiaries when schools, businesses, and community organizations align their resources in mutually beneficial partnerships. The AASD is fortunate to have many business and community partners who support our common goal of Excellence in Education.

Information regarding the **Partners in Excellence** program can be found on the District's Web site at <http://www1.aasd.k12.wi.us/sp/district/AboutUs/Pages/Publications.aspx>

The Appleton Education Foundation

The first recorded notes about the Appleton Education Foundation date back to 1996. Early leaders began with the belief that the tax dollar alone could provide an adequate education for students. Reaching educational excellence in our community would take a public-private partnership.

Members decided to establish an education foundation. It would accept private contributions and make grants to provide district students and staff members with creative teaching and learning opportunities that could not be funded by public resources. It would operate independently of the school district while maintaining a collaborative relationship. It would be a supporting organization of the Community Foundation for the Fox Valley Region. The Appleton Education Foundation was formed.

In the early years, board member contributions financed AEF's grants while the members and other volunteers worked to raise an endowment that could sustain grant making in perpetuity.

At the end of our 2010 fiscal year, the Appleton Education Foundation had more than 50 endowed and other charitable funds under management to benefit innovative programs and teaching strategies that fall outside of the core school budget. More than 1,700 donors have contributed to the AEF. Since 1997, more than \$2 million in grants has been awarded. Grants in the past fiscal year alone totaled more than \$500,000.

For more information regarding the Appleton Education Foundation go to <http://www.appletoneducationfoundation.org>

Open Enrollment and Nondiscrimination

The Appleton Area School District supports an open enrollment policy for students who wish to attend a school outside their home attendance area. Requests will be honored on a space available basis. Specific policy and application timelines are published annually.

The Appleton Area School District does not discriminate against pupils on the basis of sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap in its education programs or activities. Federal law prohibits discrimination in employment on the basis of age, race, color, national origin, sex, religion or handicap.

For an extensive, in depth look at the Appleton Area School District, its programs, departments and co-curriculars go to <http://www.aasd.k12.wi.us>

Community Overview

Appleton, with a population over 78,000, is located about 100 miles north of Milwaukee and 30 miles southwest of Green Bay. It is the county seat of Outagamie County and is the largest of 18 municipalities that comprise the "Fox Cities" region in northeastern Wisconsin's Fox River Valley.



Appleton shares its history with Lawrence University, for the two grew simultaneously. The close relationship established in the early years continues to exist. With the financial backing of Amos Lawrence, the Lawrence Institute was chartered in 1847. Samuel Appleton donated \$10,000 to the newly founded college library, and in appreciation, his name was given to the community.

Lawrence University's 84 acre campus, with 32 instructional, recreational and administrative buildings, 1200 students drawn from 45 states and 38 foreign countries, and a faculty of 114 men and women, lies east of the city's attractive, lively downtown. Students and faculty members supply the community with an endless array of music, drama and sports activities.

Appleton was incorporated first as a village in 1853 (John F. Johnston, the first resident, village president) and later as a city in 1857 (Amos Storey, Mayor). Among the 36 individuals who have served as the city's chief elected official, John Goodland, Jr. had the longest tenure, with 18 years in office. Dorothy Johnson, Appleton's first female mayor, was elected in 1980 and served for 12 years. Timothy M. Hanna is the current mayor.

Education was, and continues to be, a priority in Appleton. In 1850, Daniel Huntley taught in the first free public school. The St. Mary Catholic Church opened the first parochial school in the community in 1864. The first 4 year high school began operating in 1876 in the Hercules School and Kindergarten was initiated in 1898 in Lincoln School. With population growth came the need for additional facilities. Today there are 24 public and 13 parochial schools.

Appleton traditionally has had a commitment to vocational education. The Vocational School was established in 1912, and the first facility in the United States to be built exclusively for this purpose was erected here in 1917. When the State of Wisconsin was divided into vocational, technical and adult education districts in 1965, the local program was expanded and the Fox Valley Technical College was established.

Area business has been responsible for Appleton's economic prosperity and progressive attitude. The paper industry, beginning with the building of the first paper mill in the city in 1853, has been at the forefront of the development of Appleton. In order to provide electricity to this industry, the nation's first hydro-electric central station began operation in Appleton on September 30, 1882. Not too long afterward, in August of 1886, Appleton was the site for another national first, the operation of a commercially successful electric streetcar company. Electric lights replaced gas lamps on College Avenue in 1912.

Our community also made history when Alfred Galpin put together his own telephone in 1877, connecting his bank and his residence. Later, a druggist installed several phones in his store, linking them with those in other offices. This Wisconsin Telephone Company purchased this exchange in 1881.

Retail trade has also contributed to the area's progress. Because stores have always been concentrated on College Avenue, businessmen actively cooperate with city government in downtown redevelopment. A major convention center, the Paper Valley Hotel, was opened in 1982 and a shopping complex, The Avenue, commenced operations in March of 1987.

From its beginnings in 1853 as the Appleton Crescent, now the Appleton Post Crescent, the newspaper has provided coverage of the political, educational and industrial arenas of the community.

Cultural growth was encouraged early in Appleton. Central to that development has been public library service. Beginning in a reading room above a grocery store on College Avenue, the Appleton Public Library has developed over the years into a gathering place that offers opportunities for the entire community to "Learn, Know, Gather and Grow". Today it is located at 225 North Oneida Street and has a 360,000 volume collection including a wide range of popular and educational resources. In addition to materials, the library offers free computer access, notary service, meeting rooms for non-profits, study rooms and serves as a WIFI hotspot. The Library's webpage (www.apl.org) offers remote access to a "digital branch" that provides research databases, digital downloads and links to many unique local resources. The Library collaborates with many local organizations and has an extensive event calendar with programming for all ages.

The preservation of Appleton's history has been the work of the Outagamie County Historical Society. Its museum contains artifacts of Appleton's famous native son, escape artist Harry Houdini and author Edna Ferber, who grew up in Appleton. The museum showcases Appleton's heritage as a progressive, industrious community in Wisconsin's Fox River Valley.

The residents of our community are proud of Appleton's past and present, and they manifest a great confidence in its future and a dedication to its ongoing betterment.

Additional information about the Appleton community can be found at <http://www.appleton.org>.



Initiatives and Resources

Initiatives and Resources

Supporting the Common Core State Standards

On June 10, 2010, the state of Wisconsin Department of Public Instruction formally adopted the newly released Common Core State Standards (CCSS) for English Language Arts and Mathematics for Wisconsin. The standards for English Language Arts and mathematics define the knowledge and skills students should have during their elementary and secondary school education so they are prepared to compete and succeed in the global economy. The AASD has fully embraced the CCSS and for the past two years has been preparing for their implementation.

CCSS outlines rigorous content expectations with the intent to make all students ready for life in a technological society. To this end, they do not treat technology as a separate strand of content, but rather incorporate expectations of technological proficiency throughout the content standards. The need to use technological tools effectively is imbedded into every aspect of today's curriculum. Proficiency with technology allows students to succeed in college and careers. CCSS includes basic technology skills to help students succeed; but in the bigger picture, they call for students to use technology to help them learn in all areas. Whether it be using tools to solve math problems, to access information, or to promote literacy and communication skills, technology is part of the **learning solution**. It needs to be viewed that way rather than a separate competency.

AASD teaching staff and curriculum leaders have and continue to examine technology's role and potential in delivering the CCSS. The English Language Arts standards are addressed through the Curriculum Companion instructional framework, and is organized by learning modules. Elementary staff members are collaborating with technology curriculum support specialists to examine each module for opportunities and needs relating to integration in technology to instruction and learning. The following chart, developed locally, illustrates examples of direct matches between Communication Arts modules and technology.

Technology Overview K-6 for Curriculum Companion and Common Core State Standards

OEU	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Module 1a	Produce & publish writing with peer collaboration using digital tools creating classroom books & shared text	Produce & publish writing with peer collaboration using digital tools	Classroom blog	Publish & collaborate with others Classroom blog		
Module 1b		Demonstrate how to use audio recordings and visual displays of a poem or story to clarify & communicate ideas, thoughts and feelings			Produce & publish a narrative, collaborate with others (Internet, post narrative for others to view & comment) Keyboarding skills to produce narrative	
Module 1c			Informational internet search tools, menus and icons on digital sources (Bing, Google, Yahoo, blogs, YouTube, Flickr, micro blogs)			Model how to use technology to publish writing
Module 2a			Author search, post point of view on blogs			
Module 2b			Text features of digital sources: Keywords, side bars, hyperlinks, maps, diagrams, illustrations		Demonstrate how to add appropriate purposeful multimedia components (sound, graphics) to enhance a performance and help convey opinion	Gather relevant information from multiple print and digital sources
Module 2c				Demonstrate how to use photos, visual displays, text and audio recordings to create a presentation Gather information from multiple sources		Model how to use technology to publish writing (classroom website, blog or Wiki)

Classroom of the Future

In November of 2010, the Appleton Area School District (AASD) administration embarked on a board directive to provide a recommendation to the AASD Board of Education specifying future desired technology for the AASD including detail as to how and why it will improve the learning experience and engage today's learners. This group was named, "The Classroom of the Future" (COF) committee. Approximately 65 invited participants researched and processed this question over a series of five - two hour meetings beginning in February 2011 and ending phase one in October 2011. The COF committee included representation from the community at large, students, parents, teachers, site administrators, central administrators, and higher education. This group focused on and identified four major strands relating to the use of technology in learning. The first was that "change is rapid". The committee learned that technology evolves at a rapid pace and therefore, the committee should consider the purpose of technology before considering the form of the technology. Second, students of today arrive at school more technologically advanced than previous generations of students. Their brains are becoming permanently altered based on constant exposure to technology throughout their young lives. This exposure is becoming the norm for children of today and thus creates a need for schools to provide learning in their context, not necessarily ours. Third, research illustrates that classrooms and instructional methodology using technology do exist to support student learning with technology. Finally, as the committee considered the sum of the three previous ideas, a vision of the classroom (including recommendations) of the future emerged. Technology as well as rationale for implementation was listed and categorized. The vision was also predicated on the district Continuous School Improvement Process (CSIP) model. The committee examined data, knowledge and trends and set out on a detailed plan to effectively bring technology into classrooms and measure its effectiveness. The Assessment, Curriculum, and Instruction (ACI) Department provides timely updates to the Board of Education. In January 2012, an update highlighted progress to date and laid out plans for progression in 2012. The ACI department planned and executed the following:

As the committee considered the sum of the ideas, a vision of the classroom of the future emerged.

- 1.) Integrated the COF concept of purposeful technology use into all school site CSIP plans. Before purchasing, school sites carefully examine not only purpose of the technology, but also how the technology's impact on learning will be measured. The increased level of accountability is now in place and buildings are much more mindful of technology purchases.
- 2.) Illustrated the need for updating the districts desktop computer fleet. With Board of Education approval and funding, 4200 desktop computers were replaced with current models reflective of current technology needs. This upgrade occurred during summer 2012.
- 3.) Created a case for growing the Technology Curriculum Integrator positions. Currently, six staff cover 4.2 positions (an increase of 1.0 full time staff in 2012). A recommendation has been made to the board to expand the department incrementally to 12 full time staff.
- 4.) Finally, Board approval in the fall of 2012 of updated district technology policies that now include rules and guidance for bring your own device and social media in schools.

In October 2012, an update was provided to the Board of education that included future hardware and sustainability (financial) recommendations to continue the work of the COF. These recommendations are currently under consideration.

More about COF can be found at <http://sharepoint.aasd.k12.wi.us/Docs/COF/default.aspx>.

Technology Curriculum Integration Specialists

Integrating technology into Appleton's curriculum has been a persistent initiative, requiring concentrated support. Historically, support emanated primarily from library and media specialists and the Information Technology department. Much of the support needed in instruction was computer based and centrally controlled. Over the past several years, a significant shift in the focus and format of technology has occurred. Specifically, technology has become more personalized and decentralized. It has become a challenge to support centrally (from the library media specialist or IT role) the rapidly changing needs in technology use. Wireless networks and smaller, more personal devices are facilitating a change in instruction.

Typically, under the old structure, roles were defined by positional status. Under the new structure, personal strengths and cross training are being leveraged to grow district support capability. Support is also evolving into a needs based system. With the arrival and implementation of the Common Core State Standards (CCSS), new demands relating to technology integration in instruction are becoming apparent. One example is the Common Core expectation at third grade for all students to blog as a part of their learning experience. Technology support specialists are collaborating with Information Technology staff to determine appropriate blogging instruments. Continuing examination of the CCSS illustrates significant technology learning needs that will be accommodated collaboratively.

Prior to the 2011-12 school year the Appleton Area School District administrative team made a commitment to create a new type of position; Technology Curriculum Integration Specialists (TCIS), also known as Technology Integrators (TI's). Currently (2012-2013 academic year), a total of 6 TI's provide coaching, training and curriculum integration strategies with the goal of having teachers and other instructional staff integrate technology competently and consistently district-wide. Technology Integrators bridge and expand the support provided by the library media specialists and information technology staff. These positions are staffed by technology proficient classroom teachers who possess a strong understanding of curriculum, technology, and instruction. In the short time that these roles have existed, a new synergy has evolved between the three roles.

Through a concerted effort, the Appleton Area School District is providing 4.2 FTE Technology Integrator positions in direct professional development; 1.2 FTE positions supporting high schools and 3.0 FTE positions supporting pre-k – 8 regional clusters of schools. Staff members selected for these positions share a strong passion and intense desire to effectively instruct students utilizing technology. They represent some of Appleton's strongest, certified teachers. This "new" department's cultural and pedagogical growth has been rapid and positive. Their roles range from providing individual coaching and small group support, to developing and delivering larger scale district support initiatives. The group also develops and produces online content to meet technical "just in time" learning or troubleshooting needs.

"They represent some of Appleton's strongest, certified teachers."

"Technology Integrators are being granted access to IT processes... that have historically been closed to teaching staff."

Technology integrators are being granted access to IT processes (e.g. software loading) that have historically been closed to teaching staff. Instructional Technology Integrator roles ensure classroom technology is functional and downtime is minimized. Instructional technology integrator

positions were added at the expense of other staffing areas of the district. This may be reflective of the shifting values and the increasing request for technology support and training. The district is currently strategizing as to how meet increasing demand through growth of

instructional technology personnel. Historically, hiring professional developers has been a financial challenge for the district.

Technology related professional development for teachers and other instructional staff is coordinated through the dual leadership of the Director of Instructional Technology; a key member of the Assessment, Curriculum and Instruction team, working closely with a Director of (Information) Technology; responsible for technology systems and infrastructure. This unique arrangement allows the Director of Instructional Technology to supervise the technology staff development activities of the site-based Technology Curriculum Integration Specialists. The TCI specialists are linked back to the IT Department through a Technology Trainer, who reports to the Technology Director and serves as a staff development bridge between the IT Department and the Assessment, Curriculum and Instruction Department. The end result is a well-coordinated, dual-faceted technology staff development initiative.

“The end result is a well-coordinated, dual-faceted technology staff development initiative.”

Wisconsin Technology Initiative - Lighthouse District Grant

In late 2011, the [Wisconsin Technology Initiative](#) (WTI) with the support of the TOSA Foundation, invited the Appleton Area School District to apply for a Lighthouse District Grant. WTI provides competitive, 90%/10% matching grants to K-12 schools and other educational facilities that are “committed to effectively integrating instructional technology into their learning environments.” Eligible applicants are required to have a DPI approved library media and technology plan that includes professional development in the use of interactive classroom technologies. According to WTI, “through the increased availability of interactive whiteboards

The grant requires recipients to commit to integrating interactive whiteboards and the professional development necessary to successfully implement their use.

and technologically savvy teachers, classrooms will have the tools necessary to become engines of innovation that improve student engagement and academic achievement.” The grant requires recipients to commit to both integrating interactive whiteboards into their classrooms and the professional development necessary to successfully implement their use.

AASD district leadership believed, based on conditions explained below, that Madison Middle School was an appropriate and promising selection to seek support through a WTI grant. The physical and professional changes afforded through this grant would be attributable to the grant, and the Madison staff indicated a high degree of readiness to embrace this change. Additionally, Madison Middle School (and all district schools) had instituted a continuous school improvement process (CSIP) to guide systematic improvements in instruction. Madison staff connected their CSIP to promising innovative practices in the summer of 2011, namely project based learning and student driven learning.

Madison Middle School’s leadership team created a culture that valued technology in the classroom. Over the past two years, leadership encouraged and supported financially, nineteen mounted LCD projectors and technology professional development out of site funds. As a result, the staff was eager to embrace technology to support structural and pedagogical changes, but found itself behind other schools in the amount of technology available in the building.

About this time, the school district was in the first year of a restructured middle school day that included flexible blocks of time supportive of collaboration between staff across student teams. At the core of this restructuring was an interdisciplinary team structure which allowed students to be assigned to one, common group of core teachers. In this scenario, curriculum and standards are connected and woven through various content areas allowing students to apply their accumulated knowledge in different areas.

The aforementioned “Classroom of the Future” committee involved a number of student representatives, including students from Madison Middle School. Student’s perceptual input was gathered and summarized related to how instructional technology can enhance student engagement. A key point summarized from student input was that any learning activity that increases the amount visual/digital delivery and/or increases student interaction through technology would significantly enhance the learning environment. In addition, students felt that all content areas could benefit with additional instructional technology as a means of enhancing relevancy of instruction. Also noteworthy and stressed by students, was the inclusion of a classroom student response system which would give all students an opportunity to contribute. For example, the quiet student who is often shy’s away from speaking up would have an avenue to be a key player in classroom discussion and feedback.

“The focus of instruction at Madison Middle School was shifting from a teacher centered learning environment to a student centered learning environment...”

The focus of instruction at Madison Middle School was shifting from a teacher centered learning environment to a student centered learning environment through infusion of project based learning and application of higher order thinking skills. As such, students would have a need to be able to utilize technology to share their learning with

the class and teacher. The grant application stressed that students would utilize interactive whiteboards, slates, student response systems, and document cameras on a consistent basis with teacher collaboration. Interactive whiteboards and slates would be used as presentation, demonstration, and student engagement tools allowing students to represent their ideas and demonstrate knowledge. Student response systems would be used for data collection and analysis as well as an activity checkpoint to measure understanding. Simply put, the level of questioning (formative and summative assessments) would reflect higher order thinking skills demonstrating application of knowledge (e.g. new Bloom’s taxonomy).

Document cameras would be used to capture physical observations and provide demonstrations as well as display student learning as evidenced by display of personal technology (e.g. sharing an iPad screen of a student solution to the entire class). In addition, these technologies would be integrated with school/student technologies whenever possible (e.g. students would present from their personal laptops using the technology). Through the use of these technologies, students would become engaged/independent problem solvers, competent collaborators, and creative/artistic thinkers. Enhanced instruction is also inclusive of classroom sound systems. Research (and AASD data) suggests that student hearing issues impact engagement in the classroom. Classroom sound systems address these issues and support student clarity in instruction.

Madison Middle School agreed to partner with the selected vendor to provide level three levels of training on acquired technology. Many staff were new to interactive technologies and this base level of training would provide a launching point to move the staff toward long-term effective integration practices. Post-vendor training would be continuous and provided through internal means.

As a function of district wide staff development, the Technology Integrators and the IT department agreed to offer professional development in several formats to support and move teaching staff forward from their current positions. At Madison Middle School, in addition to the training provided by the vendor, there would be ongoing, systemic opportunities for staff to collaborate on effective use of these technologies. Site staff development days (4-5 over the calendar year) would focus on the effective use and integration of these technology tools. Daily core academic team and department meetings would provide collaborative time for informal training and sharing. Integration of the Common Core Standards would also be addressed in team/department meetings. Monthly staff meetings would provide the opportunity for sharing implementation strategies and encouraging all to move forward in technology use. The sum of the opportunities listed above address Madison’s movement towards self-directed and inclusive professional learning communities (PLC’s). PLC development is growing throughout the district and technology integration provides another lens to create a self-supporting group of learners.

The sum of the opportunities address Madison’s movement towards self-directed and inclusive professional learning communities (PLC’s).

Facilities and Infrastructure

The Appleton Area School District's Department of Technology is responsible for the coordination and delivery of data and voice services to 17 elementary school sites, 4 middle school sites and 4 high school sites. Also served are 14 charter schools (some school-within-a-school), 2 administrative centers, 1 Buildings and Grounds facility, and 3 special education programs located off-campus.

Students and staff are served by approximately 4200 Windows 7 workstations located on the District's Metropolitan Area Network. Most District classrooms have up to 8 (1 Gigabit) data ports and a minimum of one computer connected to the network via Category 5e (enhanced) copper wire.

Internet service to the Appleton Area School District is provided via a Gigabit per second (Mbps) connection to an Internet Service Provider. Service is filtered in compliance with the Children's Information and Protection Act. A School Board approved, Internet Safety Policy has been implemented and is enforced. Access to the World Wide Web via Microsoft Internet Explorer is available to all end users. Over 1600 staff has email accounts on the District's Exchange mail servers. Students in the middle and high school level have Exchange e-mail accounts as well.

Connectivity to all sites is provided via Gigabit fiber. All sites are Layer 2 technology internally with Layer 4 connectivity to the Morgan Building where the District's Information Technology Department is located.

In 2003, the Appleton Area School District launched an ambitious wiring project, supported through a \$2.4 million TEACH Wisconsin wire loan. As a result, data outlets were upgraded across the District, providing improved user access and connectivity. The project was completed in the fall of 2005.

Main Data Software Systems

Owner	System Type	Name
Follett	MS SQL	Destiny
Chancery	SQL .NET	Chancery SMS
Partner4results	MS SQL	Data warehouse
Wiedenheimer	Oracle	ALIO Financial
AASD	MS SQL	Parent Portal
AASD	MS SQL	Special Education
TrackIT	MS SQL	Helpdesk
NutraKids	MS SQL	Food System Point of Sales
Maximo	MS SQL	Maintenance/Inventory
AESOP	CLOUD	Substitute services
School Messenger	CLOUD	Alert Notifications

Appleton Area Metropolitan Fiber Optic Network

In the fall of 2002, the City of Appleton, Appleton Area School District, Town of Grand Chute, Outagamie County and Fox Valley Technical College became partners in a technology project that provided a new fiber optic network for the community.

Together they created AAMFON (Appleton Area Metropolitan Fiber Optic Network). AAMFON is a \$2.5 million, 40 mile network. Nearly a third of the fiber or 14 miles of it is buried underground. The fiber optic cable holds more than 10,000 times the bandwidth of high capacity, leased phone lines and provides enhanced telephone and computer communications capabilities for the five entities involved. AAMFON collectively hosts a total of 57 sites:

- 28 Appleton Area School District
- 19 City of Appleton
- 5 Outagamie County
- 3 Fox Valley Technical College
- 2 Grand Chute

The School District has a centralized PBX system employing voice over IP (Internet Protocol) technology, popularly referred to as VoIP. The system provides phones to every classroom and is compliant with E911. The system also provides voicemail for all teaching and support staff, as well as call centers for every site.

Technology Department Staffing

The Appleton Area School District employs a cadre of experienced Information Technology specialists qualified to manage short and long term technology issues associated with desktop computers and peripherals, software installation and support, email and Web services, file servers, local and wide area network management, data and voice wiring, voice systems, software development, web authoring, software system management, data analysis, and helpdesk support.

Technology team members include:

- Director of Technology
- Network Administrator
- System Administrator
- 3 System Programmers
- Web Designer
- Technology Trainer
- Helpdesk Specialist
- Break/Fix Technician

Library Media Department

American Association of School Librarians' *Information Power: Building Partnerships for Learning* (1998) identifies three roles for school library media specialists (LMS). In a learning and teaching role, the LMS advances the instructional goals of the school. As a provider of information access and delivery, the LMS develops collections and services and facilitates their use. And, as a program administrator, the LMS serves as the library media center (LMC) manager as well as a school-wide advocate for information literacy. In support of its library media program, the Appleton Area School District provides the following staff for the 2012-2013 academic year:

- 12 Library Media Specialists (Full-Time)
- 2 Library Media Specialists (Half-Time)
- 1 Library Media Program Leader (Part-Time)
- 26 Paraprofessional Assistants (Part-Time)
- 2.5 Secretaries

Information and Technology Steering Committee

The Appleton Area School District's technology initiatives are coordinated through an Information and Technology Steering Committee committed to the development, support and implementation of long-range information and technology goals primarily focused on the integration of technology into the curriculum.

The Technology Steering Committee gives its co-chairs the authority to recruit committee members representing a broad cross-section of the local community including teachers, principals, parents, and students, as well as members of the local business community. Through an evolutionary process, the planning committees create and recreate the District's technology roadmap in a continuous improvement cycle.

School Technology Teams

An on-going District technology initiative is the support of school based technology teams. The Administration encourages school principals to generate grass-roots involvement in technology integration and planning at school sites. Individual schools are encouraged to form their own technology committees. Over 70% of Appleton schools have developed technology committees that meet regularly to address site-based instructional technology concerns.

Adult Literacy

“Lifelong learning is becoming an increasingly important basic skill. Rapidly changing life and work demands make it imperative for adults to actively acquire new skills and knowledge. As learning extends beyond the school years, adults must adopt new learning styles and strategies.” **Source:** [Assessing Lifelong Learning Technology \(ALL-Tech\): A Guide for Choosing and Using Technology for Adult Learning.](#)

The aforementioned report goes on to say that “Technology is a powerful learning tool, but it can only be used by those who have access to technology as well as the basic skills needed to take advantage of its potential.”

A key component to successful technology experiences by non-traditional adult learners is access to technology. School districts can play a vital role in fostering adult technology literacy by providing access to computers and computer labs after regular school hours or during summer vacation.

The Appleton School District recognizes that its investment in computer technology is not only for the benefit and advantage of its school age children but community adult learners as well.

Appleton School District’s Commitment

The Appleton Area School District, through District policy, supports after-school, community access to its facilities, including computer labs. Although the availability of supervisory personnel and technology assistants sometimes creates a challenge to the success of after-school, adult technology literacy training opportunities, the Appleton Area School District will continue to pursue a path that fosters adult technology literacy, including but not limited to:

- After-school, open labs at school sites.
- Adequate supervision and technical assistance.
- Access to distance learning facilities for adult education opportunities.
- Technology workshops for parents and community members.
- Partnerships with technical colleges and universities that will provide opportunities for adults to become technology literate.
- Technology grants that will fund innovative adult technology literacy projects.
- Community access to District technology staff development offerings.

Fixed Assets

Hardware Assets – Technology is employed throughout the Appleton Area School District in a manner that strives to provide equity of access across all grade levels. Currently, the student computer ratio is approximately one desktop computer for every five students (after administrative machines are subtracted).

Total number of District computers, type of processor and processor speed is reflected in the following table:

Processor	Speed	Number
Desktops	2.5 GHz (4 core)	4200
Laptops	1.7 - 2.5 GHz	700
Total		*4900

*total represents both student and administrator computers

Typical Building Configuration

Type/Number of Sites	Number of Computer Labs Per Site	Number of Computers Per Lab or Site	Totals
13 Elementary School Sites	1	30	390
4 Elementary School Sites	2	30	240
4 Middle School Sites	2	30	240
3 High School Sites	8	30	720
1 Charter High School Site	2	30	60
1 Charter Middle School Site	7	15	105
3 Administration Sites		240	240
Training Lab	1	30	30
			2025

Printers

HP LaserJet Series 4000/4100+	Number Per Location	Totals
17 Elementary Schools	6	102
Charter Sites		44
4 Middle Schools	14	56
3 High Schools	28	84
		276

Other Peripherals

Type	Quantity
Video Projectors	800
Flat Bed Scanners	16
Electronic Whiteboards	360
Electronic Slates	100

Software Assets - The following list of computer software is approved for use in the Appleton Area School District and has been selectively installed on District servers and/or computers.

3D Home Architect	Finale Allegro	Music Ace
5 A Day Adventures	Finale Notepad	Photo Filter
Adobe Illustrator	GameMaker	Photo Story
Adobe Photo Shop	Google Earth	Prentice Hall Test Generator
Adobe Dreamweaver	Graphical Analysis	Print Shop Deluxe II
African Trail	Inspiration	Read and Write Gold
Alice Programming	Interwrite Workspace	Reader Rabbit
Audacity	KidPix	Rosetta Stone
AutoDesk Suite	Kidspiration	Skill Track
Boardmaker	LessonView	Smart Notebook
Breakthrough to Literacy	Leveled Literacy	Snipping Tool
Bridge Builder	Logo Lab	Soundzabound
Crocodile Clips	Math Blaster	Storylords
E2020	Mathosaurus	TI Graph Link
Earobics	Mathtype	Type to Learn
ETCAI - Circuits	McDougal Test Generator	Volcanoes
ExamView	MECA	Volunteer Works
Experiencing India	MS Office Suite	Wild West Math
Finale		

For software that is not on the Approved Curriculum, Instruction & Assessment Software List district staff is encouraged to investigate and preview software that supports curriculum and instruction. Software preview should be of a short duration, and with the approval of the site administrator and curriculum coordinator. District technology dollars are used for district-wide software purchases and are generally not allocated for individual building purchases. Site specific software purchases are most often funded through site means. It is the policy of the AASD that software will be installed 2 times each year during the months of September and January. Software submitted at other times will be held until the next installation period.

School Library Media Assets – District Wide

Category		Copy Count
000-099	Generalities	2409
100-199	Philosophy and Psychology	3219
200-299	Religion	2186
300-399	Social Sciences	31962
400-499	Language	2295
500-599	Natural Sciences/Mathematics	42284
600-699	Technology	24228
700-799	The Arts	27925
800-899	Literature and Rhetoric	14472
900-999	Geography and History	41956
Accelerated Reader		1786
Audio		2186
Braille		271
Fiction		138453
Kits		1630
Magazines		17229
Paperbacks		67329
Professional Library		13651
Reference		15662
Videos		17933
Other		106668
Totals		575734



Assessment

Assessment

In spring 2012, the Appleton Area School District conducted a Next Generation Assessment (NGA) of 865 eighth grade students at five school sites: Einstein Middle School, Kaleidoscope Academy, Madison Middle School, Roosevelt Middle School and Wilson Middle School.

“Next Generation Assessments (NGA) empowers...school districts to efficiently assess, track, report-on, and improve students’ technology proficiency and 21st Century Skills. NGA’s assessments are third-party verified to conform to the leading technology assessment standards, including: ISTE NETS, AASL, and the Partnership for 21st Century Skills. NGA’s platform evaluates student...proficiency as well as the library media program and access to technology.”

NGA’s student assessments measure a variety of skills. Individual student technology proficiency is assessed giving an overall score as well as a score in the following areas:

- Creativity & Innovation
- Communication & Collaboration
- Research & Information Fluency
- Digital Citizenship
- Critical Thinking, Problem Solving, Decision Making
- Technology Operations & Concepts

More information regarding NGA assessments is available at <http://nextgenassessments.com/>

Appleton’s NGA technology assessment commenced with a 14-question “Student Demographics” analysis that showed an equal distribution of respondents, male to female; 80 percent Caucasian. Questions quickly shifted to technology access at home. The number of positive responses to the availability of computer technology at home was encouraging. When asked if they had a home computer, over 95 percent responded “Yes,” with a similar percentage having Internet access at home.

“When asked if they had a home computer, over 95 percent responded “Yes,” with a similar percentage having Internet access at home.”

Continuing its focus on demographics, the NGA assessment moved on to questions concerning computer use for homework both at school and at home, as well as availability of computers at school. Here again, results showed a positive trend with 81 percent of students saying they used a computer for homework outside of school up to one hour a day. Specifically, 57 percent used a computer for homework outside of school “less than one hour a day,” with another 24 percent saying they did this activity “one hour a day.” Only 19 percent indicated they used a computer for homework outside of school “more than one hour a day.” Results were similar for responses related to the use of a computer for “homework at school.” Combining both in-school and out-of-school activity, over 80 percent of students surveyed could be using computers for homework up to two hours a day.

“92 percent of student respondents said they were generally able to use a computer for schoolwork at school when needed.”

Indicating that computer access at school was not a problem, 92 percent of student respondents said they were “generally able to use a computer for schoolwork at school when needed” and 95 percent indicated that they knew “how to use most of the software on the school computers...” to complete their assignments.

The closing demographics question was directed at teacher use of technology in the classroom. Student response was impressive with over 98 percent of respondents indicating that “most” of their teachers use some sort of technology such as LCD projectors, a document camera, or interactive whiteboard to present information such as PowerPoint presentations or web sites in their classes.

Moving on to the main body of the NGA assessment, the Proficiency Questions, Appleton students performed well against the NGA Standard as evidenced in the chart below. Over 62 percent of Appleton’s eighth graders scored “Proficient,” overall. More than 40 percent scored Advanced in the Communication and Collaboration, and Research and Information Fluency categories.



Appleton Area School District NGA Student Assessment – Spring 2012 NGA Student Proficiency

NGA Standard	Average points	Minimal	Basic	Proficient	Advanced
Creativity & Innovation	3.73 of 5	11.45%	23.93%	42.08%	22.54%
Communication & Collaboration	4.05 of 5	8.09%	16.88%	33.99%	41.04%
Research & Information Fluency	5.92 of 7	6.14%	8.00%	41.83%	44.03%
Critical Thinking, Problem Solving & Decision Making	3.79 of 5	15.08%	19.61%	32.60%	32.72%
Digital Citizenship	3.26 of 5	21.02%	34.50%	34.50%	9.99%
Technology Operations & Concepts	4.64 of 7	17.63%	24.59%	53.36%	4.41%
Overall	25.31 of 34	4.85%	23.90%	62.47%	8.78%
Index score (combined percentage of last 2 columns): 71.25%					

Creativity and Innovation

A closer look at student responses to questions posed in each of the six areas of NGA Student Proficiency is revealing and sheds a positive light on the technology skill development of Appleton students and their levels of proficiency. Beginning with first question in Creativity and Innovation, it would appear that Appleton eighth graders are very proficient in the use of brainstorming software, for example, Inspiration. When asked “which of the following would make the most sense to add to “a brainstorming map,” nearly 83 percent of Appleton eighth graders taking the assessment correctly identified the best of four options.

Another indication of proficiency in this category occurred when Appleton students were asked “which of the following is an example of good online behavior when reviewing another student’s work that had been posted online.” Over 90 percent of student respondents astutely selected, “Post suggestion to make it better.”

Post suggestion to make it better	90.86	
Delete parts that you don't agree with	2.54	
Post a comment telling them that their ideas are bad	2.54	
Rewrite the parts that are wrong	4.04	

In a subsequent Creativity and Innovation question, students were asked to give their perception of the role of simulations in learning. When asked how “a simulation” (example provided) “can help you learn,” 93 percent of Appleton’s eighth grade respondents indicated that they understood the value of simulations; choosing to answer, “Simulations allow you to try out things that would be difficult or impossible to do in real life.”

Communication and Collaboration

Appleton students also performed well within NGA’s Communication and Collaboration category. In fact, as noted in the NGA Student Proficiency chart, over 41 percent of Appleton’s eighth grade respondents scored Advanced in this section. When asked how they would “organize” data if they wanted to present it “visually” in a presentation, over 63 percent of respondents chose “Create a graph with a spreadsheet program.”

Create typewritten paragraph	12.71	
Create a graph with a spreadsheet program	68.32	
Create a database	13.75	
Create a blog	5.2	

The subject of a later question in this category was online discussion boards. Students participating in an online discussion board can be tempted to “erase the posts of people who have answered incorrectly,” but 93 percent of Appleton students responding to this question selected “Read through the posts of other participants and post a thoughtful response.”

Research and Information Fluency

44 percent of Appleton’s eighth grade students also scored Advanced proficiency in NGA’s third Standard, Research and Information Fluency. Students were asked to select the best of four search term options when searching online for a “map of Revolutionary War battles.” 80 percent of respondents selected the correct answer; “Revolutionary War” + maps. Their response confirms that Appleton students have been instructed in the value of using Boolean operators when searching the Internet. Boolean techniques allow you to combine words and phrases into search statements to retrieve documents from searchable databases. In other words, Appleton students were taught to use quotation marks to find words that must appear adjacent to each other. They knew that adding a plus (+) sign followed by the word “map,” would tell the search engine that a certain word or phrase is required in the search results.

The ability of Appleton students to recognize the value of Boolean searching is again apparent when, in a subsequent question, they’re asked to select the best search phrase to find information on Lions from Africa. Over 93 percent of respondents selected “African Lions.”

Critical Thinking, Problem Solving and Decision Making

With respect to NGA's fourth standard, Critical Thinking, Problem Solving and Decision Making, Appleton's eighth graders scored 32 percent respectively in the Proficient and Advanced categories. Their best performance in this category came when students were asked to look at a map and determine the source of pollution from four potential locations. The map included a legend showing "creek health" ranging from exceptional to poor. Over 93 percent of respondents correctly identified the source of the pollution as "The Factory."

Appleton students didn't fare quite a well on the next question, which required them to read graphed results comparing "Habitat Score" and "Fish Score." Only 66 percent of student respondents selected the correct answer.

The red line equals more pollution	20.99	
The largest fish populations live where the habitat conditions are very good	66.0	
Habitat conditions are the best at Georges Creek	10.55	
The highest fish population is at Ashville	2.43	

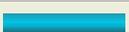
Digital Citizenship

Appleton's eighth graders scored 34 percent in the Basic and Proficient categories, but just under 10 percent in Advanced when responding to questions associated with the Digital Citizenship standard. On the positive side, showing they were aware of "fair use guidelines," 70 percent of student respondents selected "Read information on the site to make sure you have permission to use the image," when asked what they needed to do if they wanted to capture Google Images to insert into a YouTube video. But most students stumbled when faced with four options regarding copyright law. Only 26 percent of respondents chose the correct answer; "Contact the artist for permission."

Contact the artist for permission	26.42	
Include a list of all the other songs recorded by the artist	5.12	
Include a picture of the cover of the CD in the credits of the movie	13.03	
All of the above	55.41	

Technology Operations and Concepts

NGA's sixth and final standard was Technology Operations and Concepts. 53 percent of Appleton's eighth grade students participating in the assessment scored Proficient, their highest proficiency percentage of NGA's six standards. 80 percent of student respondents had no trouble identifying .jpg as an image file, and 94 percent of students were able to select the correct symbol needed to center text in a word processing document. Although Appleton's respondents scored high in the Proficient category, conversely, only 4 percent of Appleton students scored at the Advanced level. They found questions involving spreadsheet software to be challenging. When asked which tool would be best for "sorting a column of numbers from highest to lowest in a spreadsheet," less than 35 percent of respondents selected the correct tool. Likewise, when asked the most effective way for the computer to "calculate the sum of a column of numbers" only 30 percent of respondents chose the correct answer.

=A1+A2+A3+ A4+ A5+ A6	52.79	
=SUM(A1:A6)	30.81	
Sum(A1+A2+A3)	11.86	

Taking all of Appleton's NGA technology assessment results into consideration, the chart below clearly shows that Appleton's students scored extremely well compared to students in other Wisconsin school districts participating in the same NGA assessment. Appleton's overall score was 71.25% compared to Wisconsin's overall percentage of 55.68.

Teaching and Learning	Criteria	District	State
NGA Student Proficiency	Creativity and Innovation	64.62% Proficient and Advanced	44.84%
	Communication and Collaboration	75.03% Proficient and Advanced	64.20%
	Research and Information Fluency	85.86% Proficient and Advanced	72.78%
	Critical Thinking, Problem Solving and Decision Making	65.31% Proficient and Advanced	61.45%
	Digital Citizenship	44.48% Proficient and Advanced	38.88%
	Technology Operations and Concepts	57.77% Proficient and Advanced	54.03%
	Overall	71.25% Proficient and Advanced	55.68%



Program Goals and Objectives

Program Goals and Objectives

GOAL 1: Students and staff will utilize current and emerging media and technology resources to support effective implementation of the Common Core State Standards.

NEED STATEMENT: The Appleton Area School District needs to continue to redesign and align curricula, instruction and assessment to standards in order to take full advantage of technology for learning and ensure integration of the Common Core State Standards.

OBJECTIVE A: By the end of year two of the plan, 100% of students and staff will have access to new web based tools through document library centers, discussion boards and collaboration websites.

OBJECTIVE B: By the end of year two of the plan, 100% of students and staff will use new web based tools in document library centers, discussion boards and collaboration websites, e.g. blogs, wikis and chats to facilitate student learning and content creation.

GOAL 2: To meet the needs of new digital learners, the Appleton Area School District will encourage the use of personal technology in the classroom.

NEED STATEMENT: Anecdotal evidence indicates that personal technology is underutilized and has limited accessibility in Appleton School District classrooms.

OBJECTIVE A: By the end of year one of the plan, 100% of classrooms will be equipped to accommodate expanded accessibility for the use of personal technology.

OBJECTIVE B: By the end of year two of the plan, 100% of teachers and students will be provided with learning opportunities on the use of personal technology in the classroom.

OBJECTIVE C: By the end of year two of the plan, 100% of teachers will be provided with staff development opportunities on how to construct learning environments in the new digital age.

GOAL 3: Educators will create classroom environments which utilize social networks/media.

NEED STATEMENT: Students in the Appleton Area School District need to learn the use of social networks/media in a safe, effective, appropriate and supervised environment.

OBJECTIVE A: By the end of year one of the plan, social networks/media will be accessible to 100% of staff and students.

OBJECTIVE B: By the end of year one of the plan, 100% of staff will have had access to staff development opportunities that promote the appropriate use of social networking tools in the classroom.

OBJECTIVE C: By the end of year two of the plan, 100% of students will display appropriate behavior while using social networking tools.



Implementation Action Plan

Implementation Action Plan

NEED STATEMENT: The Appleton Area School District needs to continue to redesign and align curricula, instruction and assessment to standards in order to take full advantage of technology for learning and ensure integration of the Common Core State Standards.

GOAL 1: Students and staff will utilize current and emerging media and technology resources to support effective implementation of the Common Core State Standards.

OBJECTIVE A

By the end of year two of the plan, 100% of students and staff will have access to new web based tools through document library centers, discussion boards and collaboration websites.

OBJECTIVE B

By the end of year two of the plan, 100% of students and staff will use new web based tools in document library centers, discussion boards and collaboration websites, e.g. blogs, wikis and chats to facilitate student learning.

Activities or Resources	Person/Team Responsible	Timeline Start – Finish	Budget Expenditure & Source	Success Indicators
1.A.1: Develop matrix and framework identifying CCSS technology integration needs and opportunities	AASD teaching staff, ACI Director of Staff Development, ACI Directors of English/Language Arts and Mathematics, Technology Int Support Spec, Direcot of Instructional Technology	07-01-12 to 12-31- 13	District technology budget, ACI curriculum budget, School site budgets	A fully functioning and appropriate matrix supportive of integration needs
1.A.2: Develop the infrastructure of web based tools.	IT Team	07-01-12 to 06-30-14	District technology budget	Implementation of a fully functioning program
1.B.1: Each school will formalize a building technology plan to include implementation of web based tools.	Representatives from ACI to include Director of Staff Development, Director of Instructional Technology and building	07-01-12 to 06-30-14	School site responsibility	Formalized plans on file with progress monitored through annual implementation visits

	technology teams			
1.B.2: Provide staff development in effective use of web based tools.	Representatives from IT, ACI team and Library Media Specialists	07-01-12 to 06-30-14	District technology budget, ACI curriculum budget, School site budgets	Feedback from external stakeholders. District monitoring of utilization of SharePoint.
1.B.3: Develop curriculum on online safety & etiquette for use at all grade levels (K-12)	Library Media Specialists	07-01-12 to 09-30-12		Curriculum/plan complete.
1.B.4: Implement curriculum on online safety & etiquette for use at all grade levels (K-12)	Elementary Level = Library Media Specialists Middle Level = Library Media Specialists & Teachers High Level = Library Media Specialists	10-01-12 to 06-30-13		Students must complete courses. Intent is to have courses available at all grade levels for student development of proper digital citizenship upon completion of K-12 education.
1.B.5: Encourage 100% of High School students to participate in at least one blended or online course prior to graduation.	Online and blended teachers	Starting in 2015		Participation and completion of said course.

NEED STATEMENT: Anecdotal evidence indicates that personal technology is underutilized and has limited accessibility in Appleton School District classrooms.

GOAL 2: To meet the needs of new digital learners, the Appleton Area School District will encourage the use of personal technology in the classroom

OBJECTIVE A

By the end of year one of the plan, 100% of classrooms will be equipped to accommodate expanded accessibility for the use of personal technology.

OBJECTIVE B

By the end of year two of the plan, 100% of teachers and students will be provided with learning opportunities on the use of personal technology in the classroom.

OBJECTIVE C

By the end of year two of the plan, 100% of teachers will be provided with staff development opportunities on how to construct learning environments in the new digital age.

Activities or Resources	Person/Team Responsible	Timeline Start – Finish	Budget Expenditure & Source	Success Indicators
2.A.1: Provide consistent access to the AASD wireless network.	IT Team	07-01-12 to 06-30-13		100% of instructional areas will have access to the wireless network.
2.A.2: Convert tools/applications to be web accessible by all personal devices.	IT Team	07-01-12 to 06-30-14		Activation of the my.aasd page
2.A.3: Explore ways to get new products online (ex: cloud) for mobile use	IT Team, Library Media Specialists	07-01-12 to 06-30-15		Decisions about our options, if options are viable or not.
2.B.1: Develop curriculum on online safety & etiquette for use at all grade levels (K-12)	Library Media Specialists	07-01-12 to 09-30-12		Curriculum/plan complete.
2.B.2: Implement curriculum on online safety & etiquette for use at all grade	Elementary Level = Library Media Specialists Middle Level =	10-01-12 to 06-30-13		Students must complete courses. Intent is to have courses

levels (K-12)	Library Media Specialists & Teachers High Level = Library Media Specialists			available at all grade levels for student development of proper digital citizenship upon completion of K-12 education.
2.C.1 Provide staff development/trainings at 2012 staff meetings, on bringing personal devices into the classroom.	Technology Curriculum Integration Specialists	07-01-12 to 06-30-14		Staff successfully accessing the proper network on own devices.

NEED STATEMENT: Students in the Appleton Area School District need to learn the use of social networks/media in a safe, effective, appropriate and supervised environment.

GOAL 3: Educators will create classroom environments which utilize social networks/media

OBJECTIVE A

By the end of year one of the plan, social networks/media will be accessible to 100% of staff and students.

OBJECTIVE B

By the end of year one of the plan, 100% of staff will have had access to staff development opportunities that promote the appropriate use of social networking tools in the classroom.

OBJECTIVE C

By the end of year two of the plan, 100% of students will display appropriate behavior while using social networking tools.

Activities or Resources	Person/Team Responsible	Timeline Start – Finish	Budget Expenditure & Source	Success Indicators
3.A.1: Open the restrictions on the web-filter for staff to evaluate social network/media sites for educational purposes.	IT Team	07-01-12 to 06-30-13		Teachers able to access sites to evaluate.
3.A.2: Open the restrictions on the web-filter to access those sites that are vetted as educationally appropriate and within legal constraints.	IT Team	07-01-12 to 06-30-13		Students have broader access to sites.
3.B.1: Offer staff development/trainings on social networks/media to staff.	Technology Curriculum Integration Specialists	07-01-12 to 06-30-13		Offer at least quarterly staff development district wide.

3.C.1: Create standards/guidelines for appropriate social media use for staff.	IT Team, Technology Curriculum Integration Specialists	07-01-12 to 06-30-13		AASD School Board approval.
3.C.2: Create standards/guidelines for appropriate social media use for students.	IT Team, Technology Curriculum Integration Specialists, Library Media Specialists	07-01-12 to 06-30-13		AASD School Board approval.
3.C.3: Work with teaching staff to include social networks/media into coursework/instruction.	Technology Curriculum Integration Specialists, Library Media Specialists	07-01-12 to 06-30-14		Staff Development offerings with new teachers.
3.C.4: Ensure students have proper training for blogging by grade 3.	Technology Curriculum Integration Specialists, Teachers, Library Media Specialists	07-01-12 to 06-30-13		Successful completion of student blogging during grade 3.
3.C.5: Develop curriculum on online safety & etiquette for use at all grade levels (K-12)	Library Media Specialists	07-01-12 to 09-30-12		Curriculum/plan complete.
3.C.6: Implement curriculum on online safety & etiquette for use at all grade levels (K-12)	Elementary Level Library Media Specialists Middle Level Library Media Specialists & Teachers High Level Library Media Specialists	10-01-12 to 06-30-13		Students must complete courses. Intent is to have courses available at all grade levels for student development of proper digital citizenship upon completion of K-12 education.

**Appleton Area School District
Information & Technology Budget**

Current Budget

	Budget 2011-2012	Budget 2010-2011	Actual 2010-2011
Personnel Expenses	\$389,028.00	\$354,445.00	\$333,449.85
Training-Travel	\$40,600.00	\$19,400.00	\$32,900.09
Business Contracts/Software	\$443,750.00	\$625,200.00	\$416,470.15
Computer-Supplies- Parts	\$474,108.58	\$361,528.05	\$1,835,345.61
Curricular Contracts	\$271,500.00	\$484,408.58	\$80,533.16
CORE-Capital Purchases	\$24,895.00	\$36,000.00	\$213,824.60
TEACH Wiring Loan	\$177,591.42	\$177,591.42	\$177,591.42
Operational Subscriptions	\$3,000.00	\$1,100.00	\$638.00
Special Education Funding	\$6,000.00	\$10,000.00	\$82,331.77
Total	\$1,830,473.00	\$1,969,673.05	\$3,173,084.65

Proposed Budget

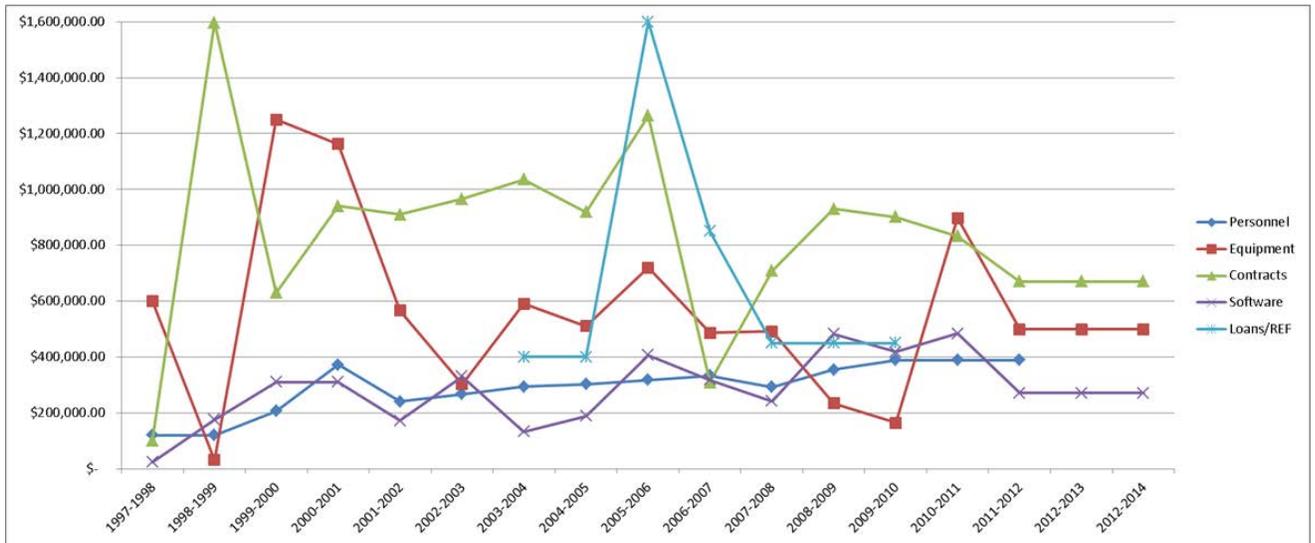
	Budget 2012-2013	Budget 2013-2014	Budget 2014-2015
Personnel Expenses	\$356,143.12	\$370,388.84	\$385,204.40
Training-Travel	\$20,084.24	\$20,887.60	\$21,723.11
Business Contracts/Software	\$537,491.90	\$558,991.58	\$581,351.24
Computer-Supplies- Parts	\$765,850.55	\$796,484.57	\$828,343.95
One-Time Funding	\$1,500,000.00	\$1,500,000.00	\$1,500,000.00
Loan Payback	\$(869,723.88)	\$(869,723.88)	\$(869,723.88)
Curricular Contracts	\$433,428.20	\$450,765.33	\$468,795.94
CORE-Capital Purchases	\$181,665.71	\$188,932.34	\$196,489.63
TEACH Wiring Loan	\$177,591.42	\$184,695.08	\$192,082.88
Operational Subscriptions	\$823.96	\$856.92	\$891.20
Special Education Funding	\$27,886.85	\$29,002.32	\$30,162.41
Total	\$3,131,242.07	\$3,231,280.70	\$3,335,320.88

Contracts

Business Contracts	Description	Annual Expectation
NSBA	Reference	\$1,500.00
Apple	Computer Equipment	\$1,000.00
HP	Computer Equipment	\$45,000.00
Cicso	Network Services	\$ 5,000.00
Computer Vendors	Computer Services	\$45,000.00
Microsoft	Network Services	\$120,000.00
CDWG	Computer Equipment	\$24,000.00
Lucas Squared	Video Security	\$12,000.00
Web Monitoring	Filtering	\$32,000.00
Electronic Whiteboards	Computer Equipment	
Michel's Construction	Fiber	\$18,500.00
Digger's Hotline	Fiber	\$4,600.00
Excel Underground	Fiber	\$4,600.00
WE Energies	Fiber	\$22,000.00
AEROHIVE	Wireless	\$12,000.00
Ricoh	Printing	\$12,000.00
Electronic Whiteboard Parts	Computer Equipment	\$24,000.00
CableWholeSale	Cables	\$3,000.00
Crescent Electric	Network Services	\$3,000.00
TDS – Phone	Phone	\$50,000.00
TDS - EMERGENCY Lines	Phone	\$11,000.00
WiscNET	Internet	\$24,000.00
NTD	Internet	\$24,000.00
SchoolMessenger	Phone Alert	\$26,000.00
Wiedenhammer	Finance	\$38,000.00
Aesop	Substitute	\$15,000.00

Curricular Contracts	Description	Annual Expectation
eSembler	Grading	\$15,000.00
Microsoft	Office Products	\$52,000.00
Safari	Streaming Media	\$42,000.00
Grolier Online	Streaming Media	\$10,500.00
Enchanted-Learning	Streaming Media	\$1,600.00
Discovery-Education	Streaming Media	\$4,000.00
WILS-References	Library Resources	\$68,000.00
Marcive	Library Resources	\$6,500.00
Gale Group	Library Resources	
	Streaming Media	\$3,600.00
Wis-Careers	Online Resource	\$8,000.00
Follett	Library Resources	\$22,000.00
P4R -Partner4Results	Assessment	\$37,000.00
Pearson-Chancery	Student Management	\$65,000.00
Robotel	World Language	\$21,000.00
E2020	Online Content	\$21,000.00
Rosen	Online Resource	\$4,400.00
MAPS.COM	Online Resource	\$10,600.00
	Total	\$617,200.00

Budget History





Monitoring Progress And Evaluating the Plan

Monitoring, Evaluation, and Revision

Tools and Processes

“Technology implementation is a continuous process that adapts to the organization's changing circumstances and includes ongoing evaluation. Effective evaluation will force planners to rethink and adapt objectives, priorities, and strategies as implementation proceeds. Continuous evaluation also facilitates making changes if aspects of the plan are not working.” Source: North Central Regional Technology in Education Consortium (NCRTEC)

The Appleton Area School District recognizes its responsibility in monitoring and evaluating its technology plan and then making revisions to ensure that the plan exists as a living document. The District agrees with NCRTEC's conclusion that “Implementation is best when tasks and duties are shared and delegated, and when individuals across the organization buy into the use of technology and the planning process.” Appleton's long range technology plan endorses W. Edwards Deming's **Plan, Do, Check, Act** (PDCA) model for monitoring, evaluating and revising its technology goals in a way that maintains the forward momentum of the District's technology and media initiatives.

“Implementation is best when tasks and duties are shared and delegated, and when individuals across the organization buy into the use of technology and the planning process.”

The concept of the PDCA Cycle was originally developed by Walter Shewhart, the pioneering statistician who developed statistical process control in the Bell Laboratories in the U.S. during the 1930's. It is often referred to as ‘the Shewhart Cycle.’ It was taken up and promoted very effectively from the 1950s on by the famous Quality Management authority, W. Edwards Deming and is consequently known by many as ‘the Deming Wheel.’ It both emphasizes and demonstrates that improvement programs must start with careful planning, must result in effective action, and must move on again to careful planning in a continuous cycle.

PDCA implementation is the primary responsibility of Appleton's two technology leaders, Jim Hawbaker, Director of Technology and Dale Hanson, Director of Instructional Technology with support provided by the District's Technology Steering Committee.

Plan, Do, Check, Act Cycle



Adapted from Systems Thinking/Systems Changing – The Network, Inc.

Planning Cycle

Appleton's Information and Technology Plan will be revised annually based on data collected throughout the school year and recommendations from the District's Information and Technology Steering Committee. Every 2 years, the District's Long Range Information and Technology Plan will be rewritten and submitted to the Wisconsin Department of Public Instruction for approval. The table below outlines the process that the Appleton Area School District will use to maintain the integrity and viability of its Information and Technology Plan.

Time Frame	Action	Responsibility
August 2012	Disseminate DPI approved plan to stakeholders.	Director of Technology/Director of Instructional Technology
September 2012	Implement plan and communicate vision/mission and goals to stakeholders.	Director of Technology/Director of Instructional Technology
October 2012	Initiate technology staff development opportunities including those that promote Best Practices in technology integration.	Director of Technology/Director of Instructional Technology, Staff Development Director and Steering Committee
December 2012	Assemble Steering Committee to review implementation progress.	Director of Technology/Director of Instructional Technology
January 2013	Collect available, goal-associated data.	Director of Technology/Director of Instructional Technology
February 2013	Review/analyze data collected in January.	Director of Technology/Director of Instructional Technology with Director of School Improvement
March 2013	Check activities against vision and effectiveness of plan implementation, especially goals.	Director of Technology/Director of Instructional Technology
April 2013	Assess effective teaching practices and student learning activities in relation to the integration of the Common Core State Standards and Wisconsin Model Academic Standards for Information and Technology Literacy.	Director of Technology/Director of Instructional Technology
September 2013	Revisit/adjust/revise goals. Communicate progress to stakeholders.	Director of Technology/Director of Instructional Technology with Steering Committee

Time Frame	Action	Responsibility
October 2013	Communicate revised goals and reiterate vision/mission to stakeholders.	Director of Technology/Director of Instructional Technology
November 2013	Begin new assessment cycle to assess stakeholders with respect to information resources and learning tools.	Director of Technology/Director of Instructional Technology with Steering Committee
December 2013	Analyze assessment results and construct need statements.	Director of Technology/Director of Instructional Technology with Steering Committee
January 2014	Begin development of new Long Range Information and Technology Plan to include the construction of goals and objectives based on need statements. Include analysis/assessment of previous plan goals.	Director of Technology/Director of Instructional Technology with Steering Committee
February 2014	Submit draft of new plan to Steering Committee and designated stakeholders for review and feedback.	Director of Technology/Director of Instructional Technology with Steering Committee.
March 2014	Submit final draft to Steering Committee and designated stakeholders for review and feedback.	Director of Technology/Director of Instructional Technology with Steering Committee
April 2014`	Submit new, 2-year Information and Technology Plan to School Board for approval.	Director of Technology/Director of Instructional Technology with Steering Committee
May 2014	Submit new plan to Department of Public Instruction for July 1, 2014 approval.	Director of Technology/Director of Instructional Technology

Dissemination

The Information and Technology Plan will be a living document that engages the community and shows the way for the District's future use of information (library media) and technology. Dissemination activities are intended to alert interested parties to opportunities for cooperation that can grow into robust partnerships that will increase the effectiveness of the District's Information and Technology Program. Activities will include but not be limited to the following:

1. A copy of the plan will be made available to all stakeholders through the District's Web site at http://www.aasd.k12.wi.us/About/Documents/Appleton_Schools_Tech_Plan_12-14.pdf
2. A copy of the plan will be given to each Principal to be made available to all staff.
3. A copy of the plan will be placed in each school's media center.
4. Schools will be encouraged to include information about the plan in monthly newsletters.
5. The Superintendent and Assistant Superintendents will be encouraged to promote the plan at community service group meetings.
6. The Director of Technology and Director of Instructional Technology will promote elements of the plan in email-lists to business partners, staff and other stakeholders.
7. Stakeholders will be informed that a new technology plan has been approved by the School Board. This will be accomplished through the board minutes published on the District's Web site at <http://www.aasd.k12.wi.us/Schoolboard/agenda.html>



Procedures And Policies

Assistive Technology Opportunities for Students with Special Needs

It is the policy of the Board of Education to provide all students with disabilities with a Free Appropriate Public Education (FAPE) in compliance with applicable federal and state laws. This shall include the provision of special education and related services necessary to meet the unique needs of each student. The use of assistive technology services or devices or both may be necessary to ensure FAPE. An assistive technology device is any item, piece of equipment, or product system that is used to increase, maintain, or improve functional capabilities of students with disabilities. Assistive technology service means any service that directly assists a student with a disability in the selection, acquisition or use of an assistive technology device. The Individualized Education Plan (IEP) Team is the required venue for determining if a student with a disability needs assistive technology services and devices.

Additional special populations that may require access to assistive technology services and devices include but are not limited to migrant students, homeless students, students living in poverty, English Language Learners, talented and gifted students, and at-risk students. These students should also be considered if access to such devices and services is necessary for them to benefit from their educational program. The school's Building Consultation Team is the appropriate forum to discuss and determine need and eligibility.

Student Nondiscrimination

The Appleton Area School District does not discriminate against students on the basis of sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or handicap in its program or activities.

Cross References: Exceptional Education Procedures Manual
Nondiscrimination on the Basis of Handicap/Disability 112.1
Programs for Handicapped Students 342.1
Identification for Talented and Gifted (TAG) Programming 342.3
Computer Use Policy 363.2

Legal References: Wisconsin State Statutes Chapter 115, Subchapter V
Individuals with Disabilities Education Act
Rehabilitation Act of 1973 Section 504
Americans with Disabilities Act of 1990
Wisconsin Administrative Code Chapter PI 11

Adoption Date: September 27, 2004

Internet Safety Policy (CIPA)

Introduction

It is the policy of the Appleton Area School District (AASD) to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act (CIPA) [Pub. L. No. 106-554 and 47 USC 254(h)].

Definitions

Key terms are as defined in the Children's Internet Protection Act.*

Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

To the extent possible, practical steps shall be taken to promote the safety and security of users of the AASD online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Supervision and Monitoring

It shall be the responsibility of all members of the AASD staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet Protection Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Director of Technology or designated representatives.

* CIPA definitions of terms:

TECHNOLOGY PROTECTION MEASURE. The term “technology protection measure” means a specific technology that blocks or filters Internet access to visual depictions that are:

1. OBSCENE, as that term is defined in Section 1460 of Title 18, United States Code;
2. CHILD PORNOGRAPHY, as that term is defined in Section 2256 of Title 18, United States Code; or
3. Harmful to minors.

HARMFUL TO MINORS. The term “harmful to minors” means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

SEXUAL ACT; SEXUAL CONTACT. The terms “sexual act” and “sexual contact” have the meanings given such terms in Section 2246 of Title 18, United States Code.

Adoption Date: January 14, 2002

Amended Date: May 22, 2006

USE OF DISTRICT TELECOMMUNICATIONS SYSTEMS

USER POLICY

Technology is a valuable tool for students, staff, and community. The Appleton Area School District (AASD) provides a community accessible network with a primary purpose that is instructional in nature. Along with this tool comes a responsibility to maintain the standards that are highly visible in the AASD. Technology users' responsibilities go beyond network use. Unless otherwise specified, the following regulation shall apply equally to all AASD Users including students, employees, volunteers, guests, and contractors employed by the AASD. Users may have additional obligations given the nature of their positions and/or access privileges. Users of the District's information technology should have no expectation of privacy in the content of their personal files and records of their online activity while on the District's network.

It is the responsibility of each user to provide for the reasonable care of technology, including hardware and software in that individual's possession or while being used by that individual. Vandalism to equipment may result in cancellation of privileges, restitution, and/or legal action. Vandalism is defined as any attempt to destroy data, software or hardware. This includes, but is not limited to, the uploading or creation of computer viruses. Also, users assume all responsibility for damage done to District technology equipment and software caused by food and/or drinks.

The use of the Student Information System is solely for the purpose of facilitating the exchange of information to further communication, education, and research and is consistent with the mission of Appleton Area School District. The Student Information System and the messages transmitted and documents created on it, are the property of the District. The District has the right to supervise the use of such property. Each person requesting access to the Student Information System must contact the Information Technology Department.

- A. COPYRIGHT GUIDELINES
- B. NETWORK GUIDELINES
- C. SECURITY GUIDELINES
- D. INTERNET GUIDELINES
- E. SOFTWARE GUIDELINES
- F. WEB PUBLISHING GUIDELINES
- G. ELECTRONIC COMMUNICATION GUIDELINES
- H. PERSONAL TECHNOLOGY EQUIPMENT/BRING YOUR OWN DEVICE (BYOD)
- I. SOCIAL MEDIA

Adoption Date: July 16, 2001

Amended Date: May 22, 2006 and August 27, 2012

USE OF DISTRICT TELECOMMUNICATION SYSTEMS

Procedures

A. COPYRIGHT GUIDELINES

The Appleton Area School District (AASD) recognizes and supports the limitation imposed by copyright laws. These laws specially prohibit unauthorized duplication of software except to provide for archival back-up copies. Therefore, the AASD declares it to be inappropriate to use “pirated” or otherwise illegally obtained software on District equipment. The use of District equipment to make unauthorized copies of District owned, privately owned, or illegally obtained software is prohibited.

The proper use of computers will be taught through planned computer curriculum and computer-related instruction for students. Staff will address the ethical and practical problems caused by software piracy.

From this point forward, AASD Users is defined as but not limited to students, employees, volunteers, guests and contractors employed by the AASD.

User responsibilities:

- AASD users will be expected to be knowledgeable of, and adhere to, the current copyright laws.
- AASD employees are expected to maintain software and supporting manuals in a safe place. The manuals need to be available for software and hardware audit.
- When software is being used on an electronic sharing system, efforts will be made to secure this software from copying.
- Any reproduction or use of copyrighted materials will be done either with the written permission of the copyright holder or within the bounds of the “fair use” guidelines provided in the copyright law; otherwise, the individual responsible for reproduction or use may be liable for breach of copyright under existing laws.

User must be aware that:

- AASD users may reproduce and utilize copyrighted materials under the provisions of the copyright laws currently in force under Title 17 of the United States Code (i.e. “in-house” productions, uncopyrighted works, or works in the public domain).
- Copying copyrighted programs on District equipment is prohibited.
- Using illegal copies of copyrighted programs on District equipment is prohibited.
- The purchasing of programs designed primarily as “break and entry” tools with District, State, or federal funds is prohibited.
- Booting single copies of copyrighted programs into more than one machine, without authorization from the copyright holder, is prohibited.
- Using “archival” copies of software as additional copies is prohibited.
- No AASD user will surreptitiously or illegally access any database or electronic bulletin board that can be viewed as pornographic or improper for educational use.

- No AASD employee will encourage or allow any student to surreptitiously or illegally duplicate computer software or illegally access any database or electronic resource.
- The principal of each school site or manager of each department is responsible for enforcing these regulations.
- These regulations are not comprehensive and do not absolve AASD users from complying with all aspects of State and federal laws related to copyright.

B. NETWORK GUIDELINES

Appleton Area School District's (AASD) network system is a local and wide area technology network linking schools together, which also provides access to public networks.

- Student records and communication between students and faculty/staff is protected by the Family Educational Right to Privacy Act (FERPA.) Among the exceptions to FERPA, Appleton Area School District administrators may review electronic transactions to ensure that the system is being used properly.
- The use of AASD Network is to promote the exchange of information to further education and research and is consistent with the mission of the AASD.
- Users of the District's information technology should have no expectation of privacy in the content of their personal files and records of their online activity while on the District's network.
- The AASD network is not for private or commercial business use, political or religious purposes.
- Any use of the AASD network for illegal activity is prohibited.
- Use of the AASD network to access obscene or pornographic material is prohibited.
- Sending material likely to be offensive or objectionable to recipients is prohibited.
- Students may not permit other persons to use their usernames, passwords, accounts or disk space, or disclose their usernames, passwords or account information to any third party.
- Students may not log on to someone else's account, internet address, or other network codes, or attempt to access another user's files.
- AASD users may not try to gain unauthorized access ("hacking") to the files or computer systems of any other person or organization.
- AASD users who inappropriately access, alter, delete, damage or destroy any computer system, computer network, computer program, or data will be subject to disciplinary action by Appleton Area School District, and criminal prosecution as well. This includes, but is not limited to, changing or deleting another user's account; changing the password of another user; using an unauthorized account; damaging or deleting District files; altering the system; using the system to make money; destroying, modifying, vandalizing, defacing or abusing hardware, software, furniture or any Appleton Area School District property.
- AASD users may not disrupt or attempt to disrupt network traffic or attempt to overload or crash the network and attached systems. Users may not attempt to monitor or capture network traffic in any way.

- AASD users may not take data, equipment, software or supplies (paper, toner cartridges, disks, etc.) for their own personal use. Such taking will be treated as theft.
- Software installed on District computers must be related to the District's educational mission and/or the individual's academic work. Software/hardware that causes the workstation to become unstable or consume excessive network resources may be removed.
- AASD users will make the most efficient use of network resources to minimize interference with others.
- Any use of AASD Network that accesses outside resources must conform to their "Acceptable Use Policy."

C. SECURITY GUIDELINES

User Responsibilities:

- AASD users will respect the rights and property of others and will not improperly access, misappropriate, or misuse the files, data, or information of others.
- AASD users may not share your account with anyone or leave the account open or unattended.
- AASD users will keep all accounts and passwords confidential and not accessible to others.
- AASD users are responsible for making back-up copies of the documents critical to user.

D. INTERNET GUIDELINES

User must be aware that:

- AASD has software and systems in place that can monitor and record all Internet usage.
- Inappropriate material including, but not limited to, sexually explicit items, malware, hate sites, may not be displayed, archived, stored, distributed, edited, or recorded using our network or computing resources.
- AASD users with Internet access may only download or access content, videos or images with direct educational use and curricular value, and must arrange to have content, such as videos, images or software, properly licensed and registered.
- AASD has the right to refuse or restrict any downloads or software.

E. SOFTWARE GUIDELINES

User responsibilities:

- AASD users are responsible to take precautions to prevent viruses on your own equipment and the AASD's equipment.

User must be aware that:

- The illegal installation of copyrighted software or files for use on District computers is prohibited.
- Please contact the AASD Helpdesk to install any software on District computers.

Interpretation, application, and modification of this Acceptable Usage Policy are within the sole discretion of AASD.

Violation of any conditions of used described here, may be cause for disciplinary action.

F. WEB PUBLISHING GUIDELINES

The AASD believes that certain guidelines must be followed when creating school web pages in order to maintain those high standards. These guidelines are here to provide direction for the District and not to limit creativity.

User responsibilities:

People creating web pages that will link to the District's homepage will follow a format published by the AASD in order to provide consistency and integrity.

- The person that creates the web page that is linked to the AASD homepage is ultimately responsible for the web site content including links. However, AASD has the right to approve the pages.
- The homepage for each school will contain a copyright notice.
- Parents or guardians will be given the opportunity to opt out of having their student(s) identified in web based content or publications.
- Web sites should clearly be identified as student-created web pages and that the students' opinions are not necessarily a reflection of the AASD.
- Curriculum connections should be linked to the AASD curriculum standards.
- Web sites should not contain confidential information or information that is in violation of laws or the regulations of the Board.
- Web sites should not contain copyrighted material without the proper permission.

User Must be Aware that:

- School web sites will have a link back to the District home page. The District home page will link to each school page.
- Links should be limited only to provide educational information about other youth activities, agencies, or organizations that are known to be nonsectarian, nondiscriminatory, and devoted to school-community interests or child welfare.

G. ELECTRONIC COMMUNICATION GUIDELINES

The use of the AASD electronic communication systems is provided to students and staff for educational use as defined by the mission and operation of the AASD. These electronic communication systems include, but are not limited to: email, blogs, social media, learning management systems, telecommunication systems, and other web-based/electronic tools.

User responsibilities:

- As the official means of communicating information, AASD staff is required to check email daily.

- AASD users are required to delete unwanted messages immediately and keep messages remaining in your electronic mailbox to a minimum, as they take up disk storage.
- The District provides email access to conduct school business. It may be used for personal use, as long as it conforms to school etiquette standards. Do not use chain mail, solicitations, or advertisements.
- Any technical problems with AASD email accounts should be brought to the attention of the AASD Helpdesk. Also, users must report any unusual activity such as spam, phishing schemes, or obscene and threatening email, etc.
- Student use may include, but is not limited to: student communication with school staff, accessing outside resources related to school assignments, and student collaboration on school activities.
- Certain email/communication activity may be considered a public document and may be subject to disclosure.

Prohibited uses of the AASD communication system include but are not limited to:

- Transmission of any information that promotes or constitutes discrimination as defined by the AASD Non-Discrimination policy.
- Sexual harassment
- Copyright infringement
- Personal political or religious beliefs
- Any unlawful activity

Limited use of the AASD communication system for personal business interests including private or commercial offerings of products or services for sale or to solicit products or services is allowed on designated District webpages.

Users Must be Aware that:

- All email accounts are property of the AASD. Email activities must comply with the [AASD Board of Education policies and procedures](#). The user accepts all responsibility to understand the policy, including aspects of Internet safety and compliance with copyright laws.
- Illegal activities on school email may be referred to law enforcement authorities as well as subject the user to possible disciplinary action.
- Email sent or received through the AASD electronic mail system is not confidential and is the property of the District. The AASD reserves the right to retrieve the contents of user mailboxes for legitimate reasons, such as to find lost messages, to conduct internal investigations, to comply with investigations of wrongful acts or to recover from system failure.
- The AASD scans all inbound and outbound emails, plus attachments, for viruses, but does NOT guarantee such messages to be virus free. The AASD accepts no responsibility for any damage caused by sending or receiving messages through our email system. System administrators may create filters to scan for and eliminate viruses and large graphic files that are unrelated to School District's operation.

- The AASD Department of Information Technology is responsible to ensure the efficient use of the electronic mail system. The interpretation of appropriate use is the responsibility of the AASD Administrative Leadership Team.
- The Board of Education, at its discretion, may close email accounts at any time. Any updates or changes to this electronic mail agreement by the Board of Education or administration will be in effect.
- AASD Students can only receive emails from School District staff, other students, and people that have been approved by the school. If someone else tries to send a student an email, it won't ever be received (the email will be sent back to the sender).
- Use of the AASD student email system is a privilege and the account may be revoked if used inappropriately.
- Student email accounts will be removed from the system after graduation, in the event the student discontinues enrollment, or for inappropriate use while still enrolled.
- Certain email activity may be considered a public document and may be subject to disclosure.

H. PERSONAL TECHNOLOGY EQUIPMENT/BRING YOUR OWN DEVICE (BYOD)

The District invites AASD users to bring personal computing technology or other technology equipment, with parental/guardian permission form, for the purpose of connecting to District electronic resources with the following liabilities and limitations:

- Students may bring in personal devices at the discretion of their parent(s)/guardian(s).
- Student use of personal devices during instructional time may be limited at the discretion of the teacher.
- Network access is provided on an "as is, as available" basis.
- The AASD will not be responsible for delays, changes, or interruptions of email or Internet service, regardless of the cause.
- The AASD assumes no financial obligations arising through use of the AASD technology.
- The AASD is **NOT** responsible for damages to, loss of, or theft of personal devices.
- The AASD is **NOT** responsible for damage caused by inappropriate or inadvertent activity due to the interaction with the network.
- The AASD will NOT provide technical support for personal devices.
- Any damage done to AASD technology or property due to the unauthorized use of personal equipment will become the liability of the owner of the technology.
- Use of the District's technology network authorizes the District, upon reasonable suspicion, to retain personal equipment limited to that necessary to investigate this policy.

User Responsibilities:

The use of technology is a **privilege, not a right**. Ensuring its proper use is the joint responsibility of students, parents, and employees. Acceptable uses are those which support learning and teaching, whereby users communicate respectfully and respect the privacy and property of others.

- **UNACCEPTABLE USES** include but are not limited to the following:
 - Personal devices are prohibited from being physically connected to the AASD wired network.
 - Accessing, displaying, or sending messages and materials that use language or images that are inappropriate (e.g. obscene, threatening, disrespectful) in the educational setting or disruptive to the educational process.
 - Unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture (cyberbullying).
 - Copying or distributing copyrighted material.
 - Placing unlawful information on the District's technology systems.
 - Tampering with, damaging, or modifying District technology with the use of a personal device.
 - Using the District technology or personal devices in such a way as to disrupt the use of the District technology by other users.
 - Disruption of any educational environment (e.g. classes, study hall, library time, assemblies, field trips, co-curricular activities).
 - Violating privacy rights of self/others by providing home address, telephone number, or other personal information.
 - Recording of any type, including but not limited to audio, video and photographs; must be in accordance with policy 492.
 - Wasting consumables (e.g. paper, toner, storage devices).
 - Spreading computer viruses, trojans, or other malware.
 - Installing or running a program which damages or places an excessive load on the AASD technology (e.g. internet/network bandwidth).
 - Using personal technology to gain unauthorized access to information resources or accessing, changing, deleting, or damaging another person's materials, information or files.
 - Using technology illegally or in any ways that violate District policy, local, state, or federal laws and statutes.
 - The use of Internet access, not provided by AASD, is prohibited during school hours.

Consequences:

Inappropriate use of the District's technology resources, Web resources or District property and any other violation of District policies, guidelines or rules may result in suspension of technology privileges, report to criminal authorities, legal action, or discipline up to and including suspension and expulsion for students and discipline up to and including termination for employees. Specifically, users are notified that sexually explicit or pornographic content has no place in the District and violators who use or access such content will face severe consequences including expulsion or termination.

In addition, violations may result in financial charges for repair, replacement or services, as well as legal action.

Appeals may be made in accordance with appropriate Board policies, procedures, employee and student handbooks. Administrators and teachers may confiscate personal devices while on District property if they have reasonable suspicion that the use of the device or technology is in violation of this policy or disruptive to the educational environment. Confiscated personal devices may be subject to search. The District will cooperate fully with local, state or federal officials in any investigation related to any illegal activities conducted through the District's systems.

I. SOCIAL MEDIA

The District recognizes the importance of online social media networks as a communication and learning tool. This policy addresses the use of publicly available social media networks including: personal websites, blogs, wikis, social networks, online forums, virtual worlds, and any other social media. The District takes no position on AASD users' decision to participate in the use of social media networks for solely personal use on personal time. However, use of these media by AASD employees for personal use during District time is prohibited. In addition, employees must avoid posting any information or engaging in communications that violate state or federal laws or District policies.

Toward that end, the District provides password-protected social media tools and District-approved technologies for e-learning and encourages use of District tools for collaboration by employees. The District may use these tools and other communication technologies in fulfilling its responsibility for effectively communicating with the general public. However, employees must avoid posting any information or engaging in communications that violate state or federal laws or District policies.

- Student use of Social Media during instructional time will be limited to educational purposes and in accordance with the Student Online Code of Ethics (see 363 Appendix I).
- Staff use of Social Media will be in accordance with policy 522.71.
- Any use of Social Media on the AASD network (by staff, students, or guests) must adhere to the standards listed in the *Use of District Telecommunication Systems* (policy 363).

Legal Reference: Wisconsin State Statutes 120.12, 943.7, and 947.0125

Adoption Date: July 16, 2001

Amended Date: May 22, 2006 and August 27, 2012

Educational Materials Selection

Responsibilities for the Selection of Educational Materials

In Wisconsin, it is the role of the local school board to establish written policies, procedures, and rules for the operation of the schools within the District and to adopt textbooks. The District also has the responsibility to provide adequate materials and texts which reflect the cultural diversity and pluralistic nature of the American society. In addition, the District shall not discriminate in the selection and evaluation of instructional materials on the basis of sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or handicap. Discrimination complaints shall be processed in accordance with established procedures.

The Board of Education, as the governing body of the District, is legally responsible for all educational materials utilized within the instructional program of the Appleton Area School District. The selection of educational materials is delegated to the professionally trained and certified personnel employed by the school system. The responsibility for coordinating and maintaining qualitative standards in the selection process rests with the Assessment, Curriculum, and Instruction (ACI) department. Textbooks, however, must be formally adopted by the Board of Education since they often constitute the major content of the curriculum.

Objective of, and Criteria for, the Selection of Educational Materials

The primary objective of selecting materials is to implement, support, and enrich the educational program of the school system. While specific criteria are developed by the individual curriculum committees, the general criteria utilized in the selection processes are:

- Materials are selected consistent with the educational goals of the District regarding locally designed standards, State standards, and National standards.
- Materials selected are appropriate for the age, social development, and maturity of students.
- Materials and information shall meet high standards of quality in factual content and presentation.
- Materials and information shall have factual, aesthetic, literary, ethical, or social value.
- Materials and information chosen shall be written/produced by competent and qualified authors and producers.
- Materials and information shall be chosen to represent our pluralistic society and to foster respect for all groups of people who form our society.
- Physical format and appearance of materials and information shall be suitable for their intended use.
- Materials are selected on all levels of difficulty with diverse appeal and differing points of view.

- The selection of materials on political theories and ideologies, religion, public issues, and on topics considered by some to be controversial, is directed toward maintaining a balance representing various views.
- Materials are judged as a whole taking into account the author's/producer's intent rather than focusing on single words, phrases, pictures, or incidents taken out of context.

Procedures for Handling Objections to Educational Materials

A. Request for Use of Alternative Materials

The option is always open for a parent or guardian (hereinafter parent) to object to specific educational materials being used with his/her child as part of the educational program. However, no parent or organization has the right to limit other students' access to materials which are part of the District's educational program.

B. Request for Reconsideration of Educational Materials and Textbooks

1. Any adult resident of the District, any parent of a child enrolled in the District, or any employee may raise objection to materials used in the educational program. In the event of an objection to the use of a specific educational material, every effort shall be made to first resolve the matter at the school level.
2. If the matter is not resolved, the complainant may formally challenge the use of specific materials at the District level.
 - a. This complaint must be in writing, using the District's Request for Reconsideration of Educational Material form – Appleton Area School District (AASD) Educational Materials Review Committee, and shall be sent to the Superintendent.
 - b. The Superintendent forwards the form to the chair of the AASD Educational Materials Review Committee, which is composed of citizens, professional staff members, and students. The task of the Committee is to review the material in question and provide a written recommendation to the Superintendent of Schools regarding its continued use in the District.
 - c. The Superintendent shall review the AASD Educational Materials Review Committee's recommendation. The Superintendent may ratify, amend, or overrule the recommendation of the Committee. The Superintendent will provide copies of the AASD Educational Materials Review Committee's recommendation and his/her decision to the complainant within five (5) school days of receipt of the Committee's report. The Superintendent will provide the Board of Education and the AASD Educational Materials Review Committee with copies of his/her decision.

3. Appeal Process

- a. If the original complainant is not satisfied with the Superintendent's decision, a request may be filed with the Superintendent to have the matter placed on the agenda of the next regularly scheduled Board of Education meeting. The request needs to be filed with the Superintendent within ten (10) school days of the date of the receipt of the Superintendent's decision. If the appeal request is submitted less than five (5) school days prior to the next regularly scheduled board meeting, the Superintendent may move the matter to the next subsequent regularly scheduled meeting of the Board.
- b. The Board of Education, meeting as a committee of the whole, shall constitute the final step in the appeal process.
 - 1. The Board shall review the documentation accompanying the Request Form as well as the AASD Educational Materials Review Committee minutes and other related Committee materials to determine whether or not procedural and non-discriminatory guidelines outlined in this policy were followed.
 - 2. At its discretion, the Board may elect to conduct interviews with all parties pertinent to the material review process.
 - 3. A decision of the Board with regard to action taken is final.

Cross References: Student Discrimination Complaint Procedures, 411.2-Rule
Educational Materials Selection, 361.1-Rule

Legal References: Wisconsin State Statutes 118.03, 118.13, 119.18, 120.13, 120.49
and 121.02

Adoption Date: June 26, 1993

Amended Dates: January 13, 2003 and October 24, 2011

Educational Materials Selection

Procedures

I. Definitions

Educational materials - the general term used to refer to all print and non-print materials or resources which are used as a part of the educational program of the District. Throughout this policy, the term "materials" shall be used to mean educational materials.

Textbooks - the book or set of materials which serves as the foundation of the content of any Board-approved course. In Wisconsin, textbooks must be formally adopted by the Board of Education.

Supplementary materials - books or other non-print materials used within the context of the instructional program which are not included in the definitions of educational materials or textbooks listed above. Other resources used by the school system in its educational program such as field trips, resource persons, speakers or dramatic events, are not within the scope of this policy.

II. Procedures for Selection of Educational Materials and Textbooks

Curriculum revision is an ongoing process as defined in the AASD Assessment, Curriculum, and Instruction Handbook. This Handbook is available on the AASD website and delineates the processes leading to Board approval for curriculum revision, adoption of new courses, and implementation of curriculum materials.

III. Procedures for Selection of Supplementary Materials

The use of supplementary materials in the educational program is based on the criteria in this policy, the needs of the curriculum, and the judgment of the professional staff. Whenever a teacher plans to utilize supplementary materials beyond the normal parameters of the curriculum, the matter shall be discussed with the building principal or appropriate supervisor.

IV. Use of Materials in the Classroom

A. **Individual Parent or Guardian Request for Alternative Materials**

Parents and guardians will be made aware of curriculum materials being used in the classroom for instructional purposes. The option is always open for a parent to object to a specific educational material being used with his/her child as a part of the educational program. The parent has the right to judge whether certain materials are acceptable for his/her child. However, no individual or organization has the right to limit other students' access to materials which are a part of the District's educational program. Should a parent or guardian find any of the educational materials objectionable this must be communicated to the child's teacher and an alternative material will be provided.

B. Request for Reconsideration of Educational Materials and Textbooks

Any adult resident of the District, any parent of a child enrolled in the District, or any employee may raise objection to materials used in the educational program. An objection to educational materials should begin with a contact to the office of the school within the attendance area in which the adult resident lives, the child's teacher, or the employee's supervisor.

V. **Procedures for Handling Objections to Educational Materials and Textbooks**

The principal will review the Educational Materials Selection policy and the objection procedures with the school's professional staff on an annual basis prior to the start of the school year. The professional staff will be reminded that the right to object to materials is recognized by the Board of Education and that individuals exercising that right shall be treated courteously. The staff will also be reminded of the ethical and practical considerations necessary when handling objections.

A. Initial Objection Procedure

The school official or staff member receiving a complaint from an adult resident of the District, any parent of a child enrolled in the District, or any employee shall try to resolve the issue informally. The school official or staff member shall:

1. Explain the District's selection procedure, criteria used for selection, and the qualifications of those who made the selection.
2. Explain the place that the material in question occupies in the educational program and its intended educational use (in the event that the official or staff member does not have knowledge of this information, a person who does, such as the department leader or media person, shall be involved).
3. If the person raising the objection is not satisfied with the initial explanation by the staff member, the complainant shall contact the principal regarding his/her objection and schedule a meeting.
4. The principal will meet with the complainant to apprise him/her of the District's selection policy, criteria for selection, the reason for the selection, and the judgment of other outside professionals in the education field, such as reviewers, regarding the material. Appropriate District-level personnel shall be consulted for their expertise, which may contribute to a resolution of the issue.
5. In the event that the complainant is not satisfied after the meeting with the principal, the principal will inform the complainant of the Materials Review Process and provide the Request for Reconsideration of Educational Material form – Educational Materials Review Committee. This form must be completed by the complainant and returned to the Superintendent. The principal will forward any records relating to the complaint to the Office of the Superintendent.

B. District Educational Materials Review Procedure

The following procedure is for the purpose of bringing reconsideration requests before a District level committee representing the District, students, and the community after the matter has been reviewed at the school level. The committee is charged with weighing the merits of the request against the educational suitability of the material and then making a recommendation on the disposition of the complaint. The committee shall comply with the directive of Wis. Stat. ss. 121.02 (1) (h) that each school board shall provide adequate instructional materials, texts and library services which reflect the cultural diversity and pluralistic nature of American society.

Request for Reconsideration of Educational Material shall not be confused with the normal reviewing process as a part of selection. This will not be considered to reflect adversely on the qualifications of the person or persons who made the selection.

1. All formal requests for review must be made on the Request for Reconsideration of Educational Material form – AASD Educational Materials Review Committee.
2. The Request for Reconsideration of Educational Material form must be signed by the complainant and filed with the Superintendent.
3. Within fifteen school days of the receipt of the formal complaint, the Superintendent or the Superintendent's designee shall present the formal complaint to the chair of the AASD Educational Materials Review Committee for evaluation. The task of the Review Committee will be to make a recommendation for disposition of the material in question to the Superintendent.
4. The challenged material will not be removed from use during the reconsideration process until a decision is made by the Superintendent. However, the Superintendent reserves the right to temporarily remove materials pending the reconsideration process if justified by unusual circumstances.

C. AASD Educational Materials Review Committees

Two District materials review committees will be established; one to consider complaints from materials used at grades PK – 6 (elementary) and a second to consider complaints from materials used at grades 7 – 12 (secondary).

1. The AASD Educational Materials Review Committee shall be made up of sixteen (16) members.
 - a. Two teachers from the appropriate level appointed biennially by the Superintendent or his/her designee.
 - b. One Library Media Specialist appointed biennially by the Superintendent or his/her designee.

361.1-Rule (cont.)

- c. Two principals from the appropriate level appointed biennially by the Superintendent or his/her designee.
 - d. One central office administrator appointed biennially by the superintendent or his/her designee.
 - e. Four parents from the appropriate level (K – 6 or 7 – 12) of AASD students. Principals will notice their parent communities and seek volunteers from their school communities who are interested in serving on the committee. An application/lottery process will be established.
 - f. Three non-parent community members who are residents of the District will be selected through an application/lottery process serving a two year term.
 - g. Three high school students (11th/12th grade) with equal representation from the East, West, and North Clusters selected annually by a process determined by the Superintendent's designee. Student representatives will be non-voting members of the committee.
 - h. The Superintendent's designee, serving as the chair of the Committee to facilitate the process as a non-voting member, voting only in the event of a tie due to an even number of committee members.
 - i. An AASD secretary, assigned by the Superintendent's designee, to take minutes at the meeting and assist the Committee with its work as a non-voting member.
2. Consideration shall be provided in the selection process to ensure the same members are not appointed repeatedly. A rotating schedule within each category of committee representation shall be put into place wherein only a portion of each committee representation category changes each year.
 3. Only those members present may recommend action to be taken on the material being reconsidered. Committee members not present shall not vote on the final decision. The discussion of the group is an important element in the decision making process. In the event of a tie, the Committee Chair or the Superintendent's designee will cast a tie-breaking vote.
 4. Committee members directly associated with the complainant shall be excused from the committee during the deliberation on such materials. The superintendent or his/her designee will appoint a temporary replacement for the excused committee member, but such replacement shall be of the same general qualifications of a member excused.

361.1-Rule (cont.)

5. Each year the Committee shall have its first organizational meeting by September 15th at a time and place designated by the chairperson and made known to the members of the Committee at least five (5) school days in advance. This meeting will be officially noticed as a meeting of the AASD Educational Materials Review Committee. Members will be asked to confirm their willingness to serve the second year of their term, if applicable.
 - a. Prior to the first meeting, committee members will receive a copy of the Educational Materials Selection Policy.
 - b. The Committee at its first meeting will review procedures, District selection policies, previous challenges, and specific procedures for handling challenged materials.
6. Subsequent meetings will be called at the discretion of the chairperson or whenever a formal Request for Reconsideration of Educational Material form – AASD Educational Materials Review Committee is received.
7. In the event of multiple challenges involving different materials, the review committee may appoint a subcommittee of members and/or nonmembers to consolidate challenges and make recommendations to the full committee. The composition of such subcommittees shall approximate the representation of the AASD Educational Materials Review Committee.
8. A request to review materials that have previously been before the committee must receive approval of a majority of the committee members before the materials shall be reconsidered. Requests with less than a two-year lapse will not be considered. Every completed Request for Reconsideration of Educational Material form – AASD Educational Materials Review Committee that is submitted to the District office shall receive a written response from the Superintendent or his/her designee.

D. Review Process

1. The complainant shall be kept informed by the chairperson concerning the status of the review throughout the committee reconsideration process. The complainant and all known interested parties shall be officially noticed using District Open Meeting guidelines.
2. At the first meeting following receipt of a Request for Reconsideration of Educational Material form:
 - a. The Superintendent or his/her designee will prepare and distribute the following:
 - Copies of the written Request for Reconsideration of Educational Material form
 - Copies of the material in question for full review
 - Reputable, professionally prepared reviews of the material if available
 - Appropriate checklist form for fiction or nonfiction material

361.1-Rule (cont.)

- A timeline of events including copies of any communication from previous steps of the review process
 - b. The Committee chairperson shall review the procedures and process with the Committee.
 - 3. At the second meeting, thorough discussion of the material will be conducted. Interested individuals, including the complainant, will have the opportunity to share their views. The chairperson may request individuals with special knowledge to be present to provide information to the committee. The original complainant will be given up to ten (10) minutes to address the committee, if desired. Other individuals who are residents of the District, parents of children enrolled in the District, or employees of the District and wish to speak at the meeting are required to sign up prior to the scheduled meeting. Each speaker, other than the original complainant, will be given three (3) minutes to speak. This meeting will last no longer than three (3) hours.
 - 4. At the second meeting the Committee shall recommend one of the following actions:
 - a. Take no removal action
 - b. Limit the educational use of the material
 - c. Remove all or part of the material from the total school environment
 - 5. The written recommendation of the committee and its justification shall be forwarded to the Superintendent, to the complainant, and to the appropriate building principal(s) within five (5) school days of the meeting.
- E. Superintendent's Procedure**
1. The Superintendent shall review the AASD Educational Materials Review Committee's recommendation. The Superintendent may ratify, amend, or overrule the recommendation of the Review Committee. The Superintendent will provide copies of the Review Committee's recommendation and his/her decision to the complainant within five (5) school days of receipt of the Committee's report.
 2. The Superintendent will provide the Board of Education and AASD Educational Materials Review Committee with copies of his/her decision.
 3. If the matter reaches the press, the Superintendent or his/her designee will make the response.
- F. Appeal Process**
- If the original complainant is not satisfied with the Superintendent's decision, a request may be filed with the Superintendent within ten (10) school days of the date of receipt of the Superintendent's decision to have the matter placed on the agenda of the next scheduled Board of Education meeting. If the appeal request is submitted less than five (5) school days prior to the next regularly scheduled Board meeting, the Superintendent may move the matter to the next subsequent regularly scheduled meeting of the Board.

361.1-Rule (cont.)

The Board of Education, meeting as a committee of the whole, shall constitute the final step in the appeal process.

1. The Board shall review the documentation accompanying the Request Form as well as the AASD Educational Materials Review Committee minutes and other related Committee materials to determine whether or not procedural and non-discriminatory guidelines outlined in this policy were followed.
2. At its discretion, the Board may elect to conduct interviews with all parties pertinent to the material review process.
3. A decision of the Board with regard to action taken is final.

Cross References: Curriculum Development and Adoption, 330 and 330-Rule Assessment Programs, 346 Assessment, Curriculum, and Instruction Handbook

Legal References: Wisconsin State Statutes 118.03, 118.13, 119.18, 120.13, 120.49, and 121.02

Adoption Date: June 26, 1993

Amended Dates: January 13, 2003 and October 24, 2011

**Appleton Area School District
Request for Reconsideration of Educational Material**

AASD EDUCATIONAL MATERIALS REVIEW COMMITTEE

To request the AASD Educational Materials Review Committee be convened to reconsider an educational material, please complete this form and submit it to the Superintendent of Schools.

Complainant:

Name _____ Phone _____

Address _____

City _____ State _____ Zip _____

Email Address _____

Material:

___ Book

___ Audiovisual/Media

___ Magazine

___ Newspaper

___ Other: _____

Title: _____
Author/Producer: _____

1. Did you read/view the material in its entirety? Yes _____ No _____

2. Per the Educational Materials Selection Policy, the initial objection must be discussed with a teacher and principal of the applicable school before being brought to the AASD Educational Materials Review Committee. Did you discuss the use of this material in the instructional program with a teacher and the principal of the applicable school?

Yes_____ No_____

If so, to whom did you speak? _____ When? _____

If so, any additional comments:

3. What do you object to in the educational material? Please be specific.

4. What is the educational benefit for students resulting from the use of this educational material?

5. In your opinion, what negative effects might result from the use of this educational material with students?

6. If you are a parent who requested an alternative educational material for your child, were you offered one by the teacher?

Yes_____ No_____

If so, did you take advantage of the alternative educational material for your child?

Yes_____ No_____

7. For which age group/grade level would you recommend this educational material be used?
8. What is your recommendation to the School District in regard to use of this educational material?
9. During the District review process, do you wish to give a short presentation to the committee relative to your objection?
- Yes_____ No_____

Signature: _____

Date: _____

**Appleton Area School District
Check List for Reconsideration of Educational Material
Fiction and Other Literary Forms**

Title _____

Author _____

A. Review

1. Does the material appear in one or more reputable review journals?
Yes_____ No_____

2. If yes, please summarize the reviews:

B. Relevance

1. What is the purpose, theme, or message of the material?

2. Is the purpose, theme, or message accomplished? Yes_____ No_____

3. Does the material offer an opportunity to better understand and appreciate the diversity, aspirations, achievements, and problems of human beings?
Yes_____ No_____

4. Will the reading, viewing of, and/or listening to the material result in a better understanding of human beings?
Yes_____ No_____

C. Content

1. If the material is fantasy, is it the type that has imaginative appeal and is suitable for children/young adults?
Yes_____ No_____

2. If the material is about modern times, does it give a realistic picture of life as it is now?
Yes_____ No_____

3. Do characters speak in a language true to the period and region of the country in which they live?
Yes_____ No_____

4. Is the dialogue a true representation of the age and social group of the characters?
Yes_____ No_____

5. Is the choice of language appropriate to the purpose of the text?
Yes_____ No_____
6. Does the material avoid an oversimplified view of life?
Yes_____ No_____
7. When factual information is part of the material, is it presented accurately?
Yes_____ No_____
8. Does the material give a broader understanding of human behavior?
Yes_____ No_____
9. Is there a gratuitous use of sex, violence, cruelty, brutality, vulgarity and/or aberrant behavior that would make this material inappropriate for children/young adults?
Yes_____ No_____
10. Are the illustrations appropriate to the subject, time period, and/or age level?
Yes_____ No_____
11. Is the material well written or produced?
Yes_____ No_____
12. Does the material make a significant contribution to the history of literature or ideas?
Yes_____ No_____
13. Are concepts presented in the material appropriate to the ability and maturity of the potential readers?
Yes_____ No_____
14. For Board adopted educational materials and textbooks, does the material promote the educational goals and objective of the curriculum?
Yes_____ No_____
15. For Board adopted educational materials and textbooks, is the material appropriate to the level of instruction intended?
Yes_____ No_____

Additional Comments:

Recommendation(s):

Review Committee Signatures:

Date: _____

**Appleton Area School District
Check List for Reconsideration of Educational Material
Nonfiction**

Title _____

Author _____

A. Review

1. Does the material appear in one or more reputable review journals?

Yes_____ No_____

2. If yes, please summarize the reviews:

B. Relevance

1. What is the overall purpose of the material?

2. Is the purpose accomplished?

Yes_____ No_____

C. Content

1. Is the author considered competent and qualified in the field?

Yes_____ No_____

2. What is the reputation and significance of the author and publisher/producer in the field?

3. Is the material current and up-to-date?

Yes_____ No_____

4. Are information sources documented?

Yes_____ No_____

5. Are translations and retellings faithful to the original?

Yes_____ No_____

6. Are the illustrations appropriate to the subject, time period, and/or age level?

Yes_____ No_____

7. Is the content of this material well presented by providing adequate scope, range, depth and continuity?

Yes_____ No_____

8. Does this material give a new dimension or direction to its subject?
 Yes_____ No_____
9. Does this material present information not otherwise available?
 Yes_____ No_____
10. For Board adopted educational materials and textbooks, does the material promote the educational goals and objective of the curriculum?
 Yes_____ No_____
11. For Board adopted educational materials and textbooks, is the material appropriate to the level of instruction intended?
 Yes_____ No_____

Additional Comments:

Recommendation(s):

Review Committee Signatures:

Date: _____

Library Media Materials Selection

Responsibilities for the Selection of Library Media Materials

In Wisconsin, it is the role of the local school board to establish written policies, procedures, and rules for the operation of the schools within the District to provide adequate library media materials which reflect the cultural diversity and pluralistic nature of the American society. In addition, the District shall not discriminate in the selection and evaluation of library media materials on the basis of sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or handicap. Discrimination complaints shall be processed in accordance with established procedures.

The Board of Education, as the governing body of the District, is legally responsible for all educational materials utilized within the instructional program of the Appleton Area School District. The selection of library media materials is delegated to the professionally trained and certified personnel employed by the school system. The responsibility for coordinating and maintaining qualitative standards in the selection process rests with the Assessment, Curriculum, and Instruction (ACI) department.

Objective of, and Criteria for, the Selection of Library Media Materials

The primary objective of selecting library media materials is to implement, support, and enrich the educational program of the school system. While specific criteria are developed by the Library Media Department, the general criteria utilized in the selection processes are:

- Materials are selected consistent with the educational goals of the District regarding locally designed standards, State standards, and National standards.
- Materials selected are appropriate for the age, social development, and maturity of students.
- Materials and information shall meet high standards of quality in factual content and presentation.
- Materials and information shall have factual, aesthetic, literary, ethical, or social value.
- Materials and information chosen shall be written/produced by competent and qualified authors and producers.
- Materials and information shall be chosen to represent our pluralistic society and to foster respect for all groups of people who form our society.
- Physical format and appearance of materials and information shall be suitable for their intended use.
- Materials are selected on all levels of difficulty with diverse appeal and differing points of view.

- The selection of materials on political theories and ideologies, religion, public issues, and on topics considered by some to be controversial, is directed toward maintaining a balance representing various views.
- Materials are judged as a whole taking into account the author's/producer's intent rather than focusing on single words, phrases, pictures, or incidents taken out of context.

Procedures for Handling Objections to Library Media Materials

A. Individual Parent or Guardian Request for Alternate Materials

The option is always open for a parent or guardian (hereinafter parent) to object to specific library media materials being used with his/her child as part of the educational program. However, no parent or organization has the right to limit other students' access to materials which are part of the District's educational program.

B. Request for Reconsideration

1. Any adult resident of the District, any parent of a child enrolled in the District, or any employee may raise objection to library media materials used in the educational program. In the event of an objection to the use of a specific library media material, every effort shall be made to first resolve the matter at the school level.
2. If the matter is not resolved, the complainant may formally challenge the use of specific materials at the District level.
 - a. This complaint must be in writing, using the District's Request for Reconsideration of Library Media Material form – Appleton Area School District (AASD) Library Media Materials Review Committee, and shall be sent to the Superintendent.
 - b. The Superintendent forwards the form to the chair of the AASD Library Media Materials Review Committee, which is composed of citizens, professional staff members, and students. The task of the Committee is to review the material in question and provide written recommendation to the Superintendent of Schools regarding its continued use in the District.
 - c. The Superintendent shall review the AASD Library Media Materials Review Committee's recommendation. The Superintendent may ratify, amend, or overrule the recommendation of the Committee. The Superintendent will provide copies of the AASD Library Media Materials Review Committee's recommendation and his/her decision to the complainant within five (5) school days of receipt of the Committee's report. The Superintendent will provide the Board of Education and the AASD Library Media Materials Review Committee with copies of his/her decision.

3. Appeal Process

- a. If the original complainant is not satisfied with the Superintendent's decision, a request may be filed with the Superintendent to have the matter placed on the agenda of the next regularly scheduled Board of Education meeting. The request needs to be filed with the Superintendent within ten (10) school days of the date of the receipt of the Superintendent's decision. If the appeal request is submitted less than five (5) school days prior to the next regularly scheduled Board meeting, the Superintendent may move the matter to the next subsequent regularly scheduled meeting of the Board.
- b. The Board of Education, meeting as a committee of the whole, shall constitute the final step in the appeal process.
 - 1. The Board shall review the documentation accompanying the Request Form as well as the AASD Library Media Materials Review Committee minutes and other related Committee materials to determine whether or not procedural and non-discriminatory guidelines outlined in this policy were followed.
 - 2. At its discretion, the Board may elect to conduct interviews with all parties pertinent to the material review process.
 - 3. A decision of the Board with regard to action taken is final.

Cross References: Student Discrimination Complaint Procedures, 411.2-Rule
Library Media Materials Selection, 361.2-Rule

Legal Reference: Wisconsin State Statutes 118.03, 118.13, 119.18, 120.13, 120.49
and 121.02

Adoption Date: June 26, 1993

Amended Dates: January 13, 2003 and October 24, 2011

Library Media Materials Selection

Procedures

I. Definitions

Library Media Materials – those materials that are acquired by and circulated from the Library Media Centers (LMC) for student and/or teacher use.

For the purposes of these rules:

- Library Media Center (LMC) is used as a synonym for Media Center and School Library.
- Library Media Specialist is used as a synonym for Media Specialist or Librarian.
- The term Materials is used for any materials or information, regardless of format.

II. Procedures for Selection of Library Media Materials

In selecting materials and information for purchase for the LMC, the library media specialist will evaluate the existing collection and the curriculum needs, consider the weeding and replacement plans, and consult with reputable, professionally prepared selection aids and other appropriate sources. Recommendations for purchase will be solicited from faculty and the student body. Recommendations from parents and community members will also be considered. Such recommendations will be seriously considered but are not binding on the library media specialists.

Materials and information offered as gifts shall be evaluated by the criteria given in the policy and shall be accepted or rejected based upon those criteria. Such materials will not be accepted if subject to restrictions on use or disposal or if they would produce an imbalance the LMC cannot afford to redress.

Selection is an ongoing process. It shall include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.

This process shall be guided by the policies and procedures for replacement and weeding. Selections shall be forwarded to the designated business or administrative office for purchase throughout the year.

III. Procedures for Handling Objections to Library Media Materials

The principal will review the Library Media Materials Selection policy and the objection procedures with the school's professional staff on an annual basis prior to the start of the school year. The professional staff will be reminded that the right to object to materials is recognized by the Board of Education and that individuals exercising that right shall be treated courteously. The staff will also be reminded of the ethical and practical considerations necessary when handling objections.

A. **Initial Objection Procedure**

The school official or staff member receiving a complaint from an adult resident of the District, any parent of a child enrolled in the District, or any employee shall try to resolve the issue informally. The school official or staff member shall:

361.2-Rule (cont.)

1. Explain the District's selection procedure, criteria used for selection, and the qualifications of those who made the selection.
2. Explain the place that the library media material in question occupies in educational program and its intended educational use (in the event that the official or staff member does not have knowledge of this information, a person who does, such as the department leader or library media person, shall be involved).
3. If the person raising the objection is not satisfied with the initial explanation by the staff member, the complainant shall contact the principal regarding his/her objection and schedule a meeting.
4. The principal will meet with the complainant to apprise him/her of the District's selection policy, criteria for selection, the reason for the selection, and the judgment of other outside professionals in the education field, such as reviewers, regarding the material. Appropriate District-level personnel shall be consulted for their expertise, which may contribute to a resolution of the issue.
5. In the event that the complainant is not satisfied after the meeting with the principal, the principal will inform the complainant of the Materials Review Process and provide the Request for Reconsideration of Library Media Material form – AASD Library Media Materials Review Committee. This form must be completed by the complainant and returned to the Superintendent. The principal will forward any records relating to the complaint to the Office of the Superintendent.

B. District Library Media Materials Review Procedure

The following procedure is for the purpose of bringing reconsideration requests before a District level committee representing the District, students, and the community after the matter has been reviewed at the school level. The committee is charged with weighing the merits of the request against the educational suitability of the material and then making a recommendation on the disposition of the complaint. The committee shall comply with the directive of Wis. Stat. ss. 121.02 (1) (h) that each school board shall provide adequate instructional materials, texts and library services which reflect the cultural diversity and pluralistic nature of American society.

Request for reconsideration of library media material shall not be confused with the normal reviewing process as a part of selection. This will not be considered to reflect adversely on the qualifications of the person or persons who made the selection.

1. All formal requests for review must be made on the Request for Reconsideration of Library Media Material form – AASD Library Media Materials Review Committee.

361.2-Rule (cont.)

2. The Request for Reconsideration of Library Media Material form must be signed by the complainant and filed with the Superintendent.
 3. Within fifteen school days of the receipt of the formal complaint, the Superintendent or the Superintendent's designee shall present the formal complaint to the chair of the AASD Library Media Materials Review Committee for evaluation. The task of the Review Committee will be to make recommendation for disposition of the material in question to the Superintendent.
 4. The challenged material will not be removed from use during the reconsideration process until a decision is made by the Superintendent. However, the Superintendent reserves the right to temporarily remove materials pending the reconsideration process if justified by unusual circumstances.
- C. AASD Library Media Materials Review Committees:**
- Two District library media materials review committees will be established; one to consider complaints from materials used at grades PK – 6 (elementary) and a second to consider complaints from materials used at grades 7 – 12 (secondary).
1. The AASD Library Media Materials Review Committee shall be made up of sixteen (16) members with no overlap of membership with the AASD Educational Materials Review Committee.
 - a. Three teachers, one from each cluster, from the appropriate level appointed biennially by the Superintendent or his/her designee.
 - b. One Library Media Specialist appointed biennially by the Superintendent or his/her designee.
 - c. One principal from the appropriate level appointed biennially by the Superintendent or his/her designee.
 - d. One central office administrator appointed biennially by the superintendent or his/her designee.
 - e. Four parents from the appropriate level (K – 6 or 7 – 12) of AASD students. Principals will notice their parent communities and seek volunteers from their school communities who are interested in serving on the committee. An application/lottery process will be established.
 - f. Three non-parent community members who are residents of the District will be selected through an application/lottery process serving a two year term.

361.2-Rule (cont.)

7. In the event of multiple challenges involving different materials, the review committee may appoint a subcommittee of members and/or nonmembers to consolidate challenges and make recommendations to the full committee. The composition of such subcommittees shall approximate the representation of the AASD Library Media Materials Review Committee.
8. A request to review materials that have previously been before the committee must receive approval of a majority of the committee members before the materials shall be reconsidered. Requests with less than a two-year lapse will not be considered. Every completed Request for Reconsideration of Library Media Material form – AASD Library Media Materials Review Committee that is submitted to the District office shall receive a written response from the Superintendent or his/her designee.

D. Review Process

1. The complainant shall be kept informed by the chairperson concerning the status of the review throughout the committee reconsideration process. The complainant and all known interested parties shall be officially noticed using District Open Meeting guidelines.
2. At the first meeting following receipt of a Request for Reconsideration of Library Media Material form:
 - a. The Superintendent or his/her designee will prepare and distribute the following:
 - Copies of the written Request for Reconsideration of Library Media Material form
 - Copies of the material in question for full review
 - Reputable, professionally prepared reviews of the material if available
 - Appropriate checklist form for fiction or nonfiction material
 - A timeline of events including copies of any communication from previous steps of the review process
 - b. The Committee chairperson shall review the procedures and process with the Committee.
3. At the second meeting, thorough discussion of the material will be conducted. Interested individuals, including the complainant, will have the opportunity to share their views. The chairperson may request individuals with special knowledge to be present to provide information to the committee. The original complainant will be given up to ten (10) minutes to address the committee, if desired. Other individuals who are residents of the District, parents of children enrolled in the District, or employees of the District and wish to speak at the meeting are required to sign up prior to the scheduled meeting. Each speaker, other than the original complainant, will be given three (3) minutes to speak. This meeting will last no longer than three (3) hours.

4. At the second meeting the Committee shall recommend one of the following actions:
 - a. Take no removal action
 - b. Limit the educational use of the material
 - c. Remove all or part of the material from the total school environment
5. The written recommendation of the committee and its justification shall be forwarded to the Superintendent, to the complainant, and to the appropriate building principal(s) within five (5) school days of the meeting.

E. Superintendent's Procedures

1. The Superintendent shall review the AASD Library Media Materials Review Committee's recommendation. The Superintendent may ratify, amend, or overrule the recommendation of the Review Committee. The Superintendent will provide copies of the Review Committee's recommendations and his/her decision to the complainant within five (5) school days of receipt of the Committee's report.
2. The Superintendent will provide the Board of Education and AASD Library Media Materials Review Committee with copies of his/her decision.
3. If the matter reaches the press, the Superintendent or his/her designee will make the response.

F. Appeal Process

If the original complainant is not satisfied with the Superintendent's decision, a request may be filed with the Superintendent within ten (10) school days of the date of receipt of the Superintendent's decision to have the matter placed on the agenda of the next scheduled Board of Education meeting. If the appeal request is submitted less than five (5) school days prior to the next regularly scheduled Board meeting, the Superintendent may move the matter to the next subsequent regularly scheduled meeting of the Board.

The Board of Education, meeting as a committee of the whole, shall constitute the final step in the appeal process.

1. The Board shall review the documentation accompanying the Request Form as well as the AASD Library Media Materials Review Committee minutes and other related Committee materials to determine whether or not procedural and non-discriminatory guidelines outlined in this policy were followed.
2. At its discretion, the Board may elect to conduct interviews with all parties pertinent to the material review process.
3. A decision of the Board with regard to action taken is final.

361.2-Rule (cont.)

Cross References: Curriculum Development and Adoption, 330 and 330-Rule
Assessment Programs, 346
Assessment, Curriculum, and Instruction Handbook

Legal References: Wisconsin State Statutes 118.03, 118.13, 119.18, 120.13, 120.49, and
121.02

Adoption Date: June 26, 1993

Amended Dates: January 13, 2003 and October 24, 2011

**Appleton Area School District
Request for Reconsideration of Library Media Material**

AASD LIBRARY MEDIA MATERIALS REVIEW COMMITTEE

To request the AASD Library Media Materials Review Committee be convened to reconsider a Library Media material, please complete this form and submit it to the Superintendent of Schools.

Complainant:

Name _____ Phone _____

Address _____

City _____ State _____ Zip _____

Email Address _____

Material:

___ Book

___ Audiovisual/Media

___ Magazine

___ Newspaper

___ Other: _____

Title: _____
Author/Producer: _____

1. **Did you read/view the material in its entirety?**

Yes _____ No _____

2. **Per the Library Media Materials Selection Policy, the initial objection must be discussed with a teacher and principal of the applicable school before being brought to the AASD Library Media Materials Review Committee. Did you discuss the use of this material in the instructional program with a teacher and the principal of the applicable school?**

Yes_____ No_____

If so, to whom did you speak? _____ When? _____

If so, any additional comments:

3. **What do you object to in the Library Media material? Please be specific.**
4. **What is the educational benefit for students resulting from the use of this Library Media material?**
5. **In your opinion, what negative effects might result from the use of this Library Media material with students?**
6. **For which age group would you recommend this Library Media material be used?**
7. **What is your recommendation to the School District in regard to use of this Library Media material?**
8. **During the District review process, do you wish to give a short presentation to the committee relative to your objection?**

Yes_____ No_____

Signature: _____

Date: _____

**Appleton Area School District
Check List for Reconsideration of Library Media Material
Fiction and Other Literary Forms**

Title _____

Author _____

A. Review

1. Does the material appear in one or more reputable review journals?
Yes_____ No_____
2. If yes, please summarize the reviews:

B. Relevance

1. What is the purpose, theme, or message of the material?
2. Is the purpose, theme, or message accomplished? Yes_____ No_____
3. Does the material offer an opportunity to better understand and appreciate the diversity, aspirations, achievements, and problems of human beings?
Yes_____ No_____
4. Will the reading, viewing of, and/or listening to the material result in a better understanding of human beings?
Yes_____ No_____

C. Content

1. If the material is fantasy, is it the type that has imaginative appeal and is suitable for children/young adults?
Yes_____ No_____
2. If the material is about modern times, does it give a realistic picture of life as it is now?
Yes_____ No_____
3. Do characters speak in a language true to the period and region of the country in which they live?
Yes_____ No_____
4. Is the dialogue a true representation of the age and social group of the characters?
Yes_____ No_____

5. Is the choice of language appropriate to the purpose of the text?
Yes_____ No_____
6. Does the material avoid an oversimplified view of life? Yes_____ No_____
7. When factual information is part of the material, is it presented accurately?
Yes_____ No_____
8. Does the material give a broader understanding of human behavior?
Yes_____ No_____
9. Is there a gratuitous use of sex, violence, cruelty, brutality, vulgarity and/or aberrant behavior that would make this material inappropriate for children/young adults?
Yes_____ No_____
10. Are the illustrations appropriate to the subject, time period, and/or age level?
Yes_____ No_____
11. Is the material well written or produced? Yes_____ No_____
12. Does the material make a significant contribution to the history of literature or ideas?
Yes_____ No_____
13. Are concepts presented in the material appropriate to the ability and maturity of the potential readers?
Yes_____ No_____
14. For Board adopted Library Media materials and textbooks, does the material promote the Library Media goals and objective of the curriculum?
Yes_____ No_____
15. For Board adopted Library Media materials and textbooks, is the material appropriate to the level of instruction intended?
Yes_____ No_____

Additional Comments:

Recommendation(s):

Review Committee Signatures:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Date: _____

**Appleton Area School District
Check List for Reconsideration of Library Media Material
Nonfiction**

Title _____

Author _____

A. Review

1. Does the material appear in one or more reputable review journals?

Yes_____ No_____

2. If yes, please summarize the reviews:

B. Relevance

1. What is the overall purpose of the material?

2. Is the purpose accomplished?

Yes_____ No_____

C. Content

1. Is the author considered competent and qualified in the field?

Yes_____ No_____

2. What is the reputation and significance of the author and publisher/producer in the field?

3. Is the material current and up-to-date?

Yes_____ No_____

4. Are information sources documented?

Yes_____ No_____

5. Are translations and retellings faithful to the original?

Yes_____ No_____

6. Are the illustrations appropriate to the subject, time period, and/or age level?

Yes_____ No_____

7. Is the content of this material well presented by providing adequate scope, range, depth and continuity?
Yes_____ No_____
8. Does this material give a new dimension or direction to its subject?
Yes_____ No_____
9. Does this material present information not otherwise available?
Yes_____ No_____
10. For Board adopted Library Media materials and textbooks, does the material promote the Library Media goals and objective of the curriculum?
Yes_____ No_____
11. For Board adopted Library Media materials and textbooks, is the material appropriate to the level of instruction intended?
Yes_____ No_____

Additional Comments:

Recommendation(s):

Review Committee Signatures:

_____	_____
_____	_____
_____	_____
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Date: _____

Resource Sharing/Inter-Library Loan

Resource sharing is defined as lending school library media center material or a copy of the material to another library or patron of another library for a specified period of time. The purpose of resource sharing is to obtain library media material not available in one's local library media center.

School libraries rely on resource sharing and inter-library loan programs:

1. To extend access to information and materials not normally acquired.
2. To support inter-library loan as a concept to foster inter-library cooperation and resource sharing.
3. To extend budget funds as effectively as possible.

At this time, resource sharing is available through a courier service provided by the Cooperative Educational Service Agency (CESA), Appleton Area School District, the public library system, and/or via the United States postal service. Students and staff borrowing through a school library must be enrolled or employed by that school district. Holdings may be accessed via WISCAT, the district union catalog, or the library catalog.

Any type of material may be requested on loan from the school district library media centers. The lending school library has the privilege of deciding in each case whether a particular item is available for loan.

School library media centers ordinarily will not loan the following:

- Library Resources in current and recurring demand which have extensive holds and waiting lists at the requested library media center.
- Reference materials, equipment, and licensed computer software.
- Materials on reserve for individual, group or class use.
- Non-print materials

Borrowers:

- Borrowing school library media centers and patrons of those centers should make every effort to exhaust their own resources before requesting from another library.
- Borrowing school library media centers and patrons will make every effort to return materials promptly.
- All materials borrowed from school district library media centers must be returned by the specified due date.

Lending libraries:

- The decision to loan material is at the discretion of the lending library media center. Each library media center will be as generous as possible with due consideration to the interests of its primary clientele. Lending libraries are not expected to process subject and keyword requests.
- Lending libraries will process requests promptly.
- The lending library is responsible for compliance with all copyright law and its accompanying guidelines.

362.1 (Cont.)

Inter-library loan of resources from the media centers within our District are expected in order to maximize the use of resources, as long as availability of those resources are not compromised at the home site.

The Appleton Area School District shall not discriminate in the resource sharing of library materials on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability.

Cross Reference: Resource Sharing/Inter-Library Loan (Within the District), 362.1-Rule

Legal References: Wisconsin State Statutes 43.72 (1)(2)(3)
Title 17, U.S. Code

Adoption Date: **October 10, 2005**

Resource Sharing/Inter-Library Loan (Within the District)

Procedures

- Inter-library Loan (ILL) requests arrive at each building every morning. It is the responsibility of each site to retrieve the requests and fill the requests in a timely manner.
- ILL requests from students and staff are handled in one of two ways: All requests from students and staff are entered into the ILL system. Intra-building requests are handled first within the building and secondly, entered into the system.
- Elementary students requesting material from a secondary building must complete the Inter-library Loan Parental Permission Slip.
- Videos are loaned for a period of two weeks.
- While all reasonable requests will be honored, Media Specialists may use their discretion to limit requests made on their collection. Examples of limiting may be for the following reasons:
 - Building instructional needs
 - Holiday collections
 - Classroom requests
 - Battle of the Books
 - New books
- Library materials that are lost or damaged are the responsibility of the borrowing school. Payment for the material will be determined by the loaning Media Specialist using established protocols.

Cross Reference: Resource Sharing/Inter-Library Loan, 362.1

Adoption Date: October 10, 2005

For More Information Regarding Policies and Procedures Visit:

- Appleton Area School District Policy Web Site
<http://www1.aasd.k12.wi.us/sp/district/BOE/Pages/policies.aspx>
- United States Copyright Office
<http://www.copyright.gov>