



Wednesday, March 19, 2025
Board of Education Work Session

APPLETON AREA SCHOOL DISTRICT
BOARD OF EDUCATION WORK SESSION
Scullen Leadership Center-Community Room
131 E. Washington Street, Suite 1A
Appleton, WI 54911
Time: 7:30 AM

Board of Education Work Sessions are not broadcast via live stream but are open to the public unless otherwise noticed. Any special needs or any requests for accommodations related to accessing the meeting should be sent to Kayla Malott, at malottkayla@aasd.k12.wi.us or (920) 852-5300, ext. 60111 at least 24-hours in advance of the meeting.

1. Meeting Opening

Subject	A. Roll Call
Meeting	Mar 19, 2025 - Board of Education Work Session
Category	1. Meeting Opening
Type	Discussion, Information, Report

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

Subject	A. Elementary ELA Update (60 min)
Meeting	Mar 19, 2025 - Board of Education Work Session
Category	2. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)
Type	Discussion, Information, Report

File Attachments

[Elementary ELA Update March 2025 Year One Implementation .pdf \(6,612 KB\)](#)

Subject	B. STEM Update (30 min)
Meeting	Mar 19, 2025 - Board of Education Work Session
Category	2. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)
Type	Discussion, Information, Report

File Attachments

[Board Presentation STEM.pdf \(5,575 KB\)](#)

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

Subject	A. Monitoring Report: OE-7 Asset Protection (60 min)
Meeting	Mar 19, 2025 - Board of Education Work Session
Category	3. Monitoring Reports (OE-8.1: Submit required monitoring data in a thorough, accurate and understandable fashion, according to the Board's annual work plan schedule.)
Type	Discussion, Information, Presentation, Report

File Attachments

[DRAFT OE-7 Asset Protection.docx.pdf \(677 KB\)](#)

4. Adjourn

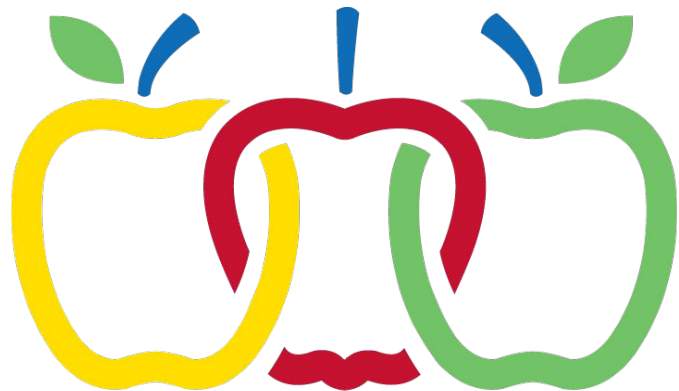
Subject	A. Adjournment of Work Session
Meeting	Mar 19, 2025 - Board of Education Work Session
Category	4. Adjourn
Type	Information, Procedural

Elementary ELA Update

March 19, 2025

Carrie Willer, PhD

Director of Elem.
Education



APPLETON AREA
— **SCHOOL DISTRICT** —



Agenda

- ELA Resources
- Teacher & Student Perspective: Then & Now
- Supporting and Empowering our Teachers
- Act 20 updates
- Next Steps
- Questions and Invitation



Characteristics of High Quality Instruction

Effective Instruction is...

Explicit

- Clear, direct teaching, explanation, modeling or demonstration
- Defined and stated learning objective
- Active Participation

Systematic

- Logically sequenced
- Builds on prior knowledge
- Proceeds in manageable steps
- Cumulative Review

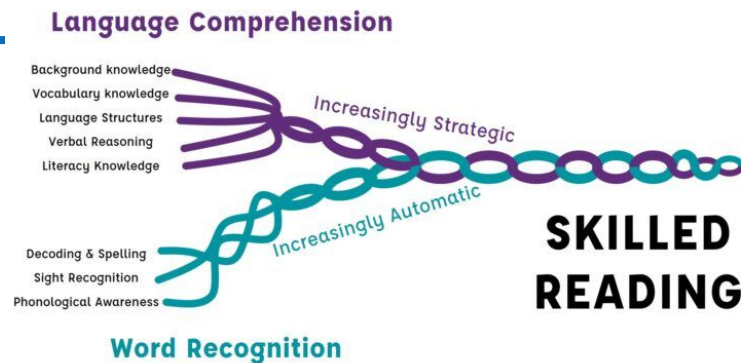
Opportunities to
respond and practice

Practice in
accountable Text

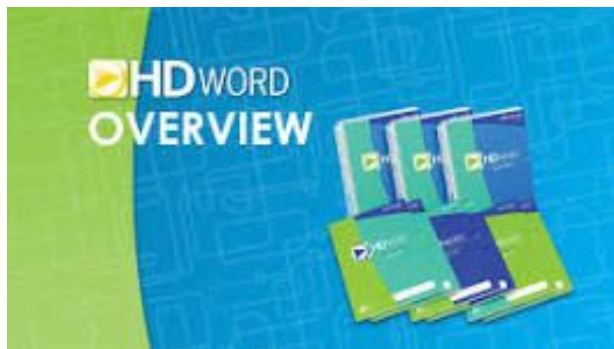
Corrective feedback



ELA Resources



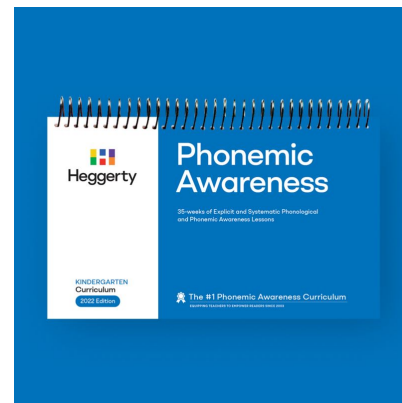
Word Recognition Resources



Gr. 3-5



K-2 (3-5)



Kindergarten



Language Comprehension Resource

**WIT &
WISDOM®**

GEODES®

Geodes open up new worlds
for students by helping
them build knowledge and
sparking their curiosity.

greatminds.org/geodes



Every child is capable of **greatness**



Teacher's Perspective on ELA...Then & Now





CarDataVideo

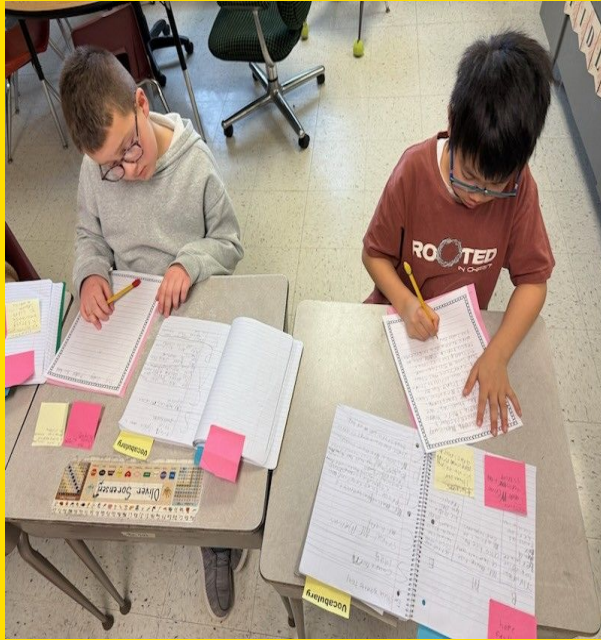


ELA from a Student's Perspective

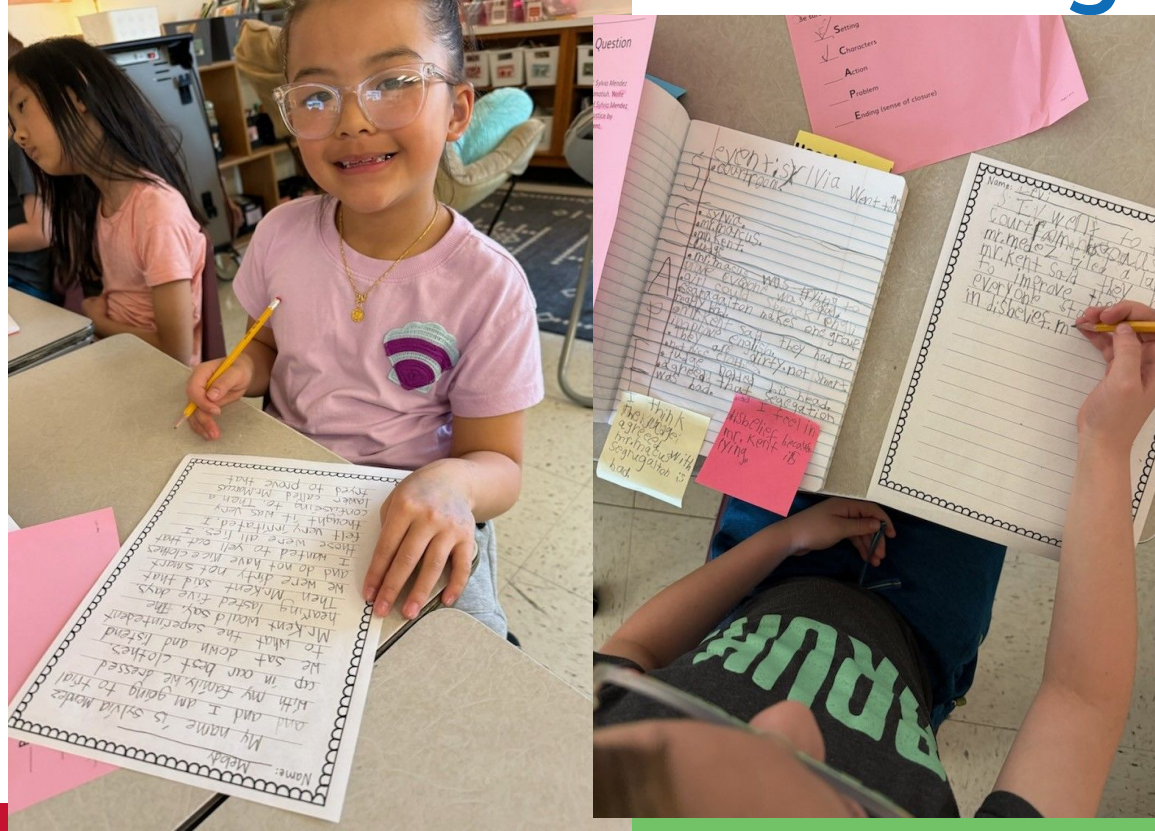




Celebrations of Learning

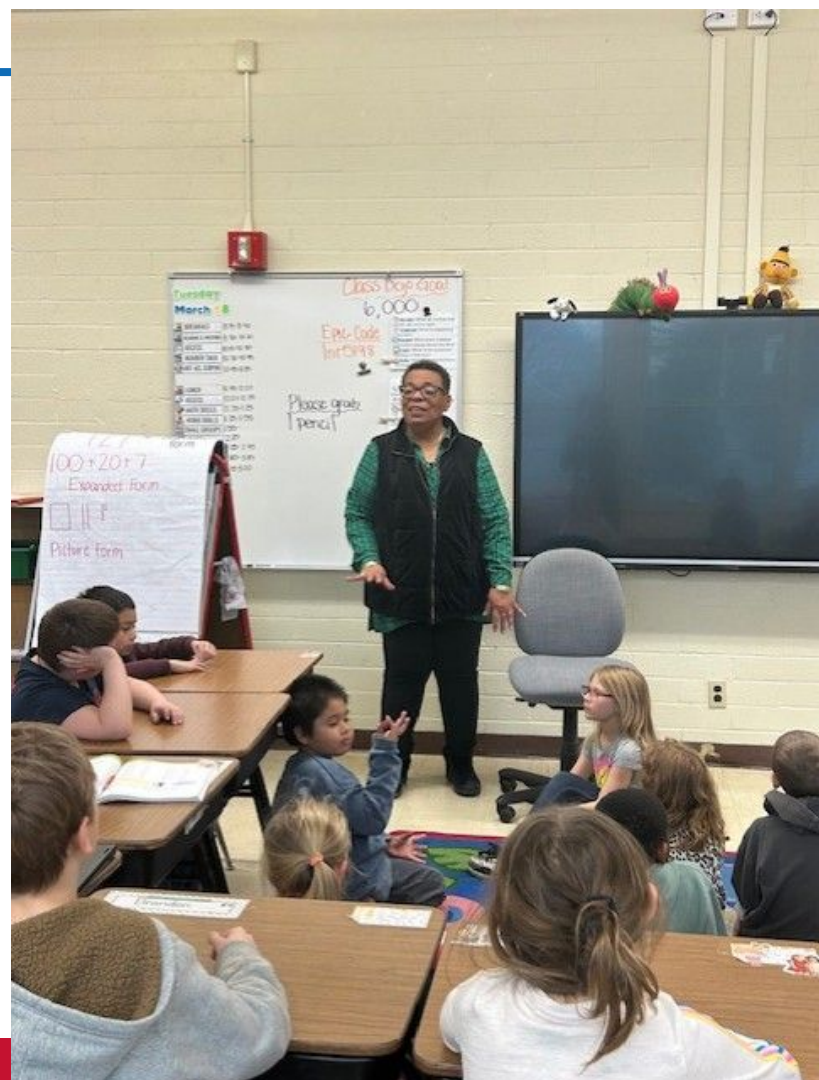


Every Student Every Day





Mrs. Yvette Dunlap speaking to Dunlap students about her experiences going to a segregated school





*The Grand Chute
Lions Club delivers
dictionaries to
students at Highlands
Elementary. About
1,450 dictionaries
were donated to
AASD students!*





*Kindergarteners at
Richmond enjoy a
visit from a
special guest as
they begin Wit &
Wisdom Module 3:
**America Then
and Now.***





*Sharon Creech responds to
4th graders at Badger to
answer the letters and
questions they sent her.
(Just like Jack and Mr.
Walter Dean Myers in Love
That Dog!)*

30 December 2024

Dear Ms. Hovick's 4th Graders:

Thank you thank you thank you
for writing to me
about *Love That Dog*!
I love your letters!

You sound like such a nice,
kind, fun group with
an equally nice and kind
and fun teacher.

Lucky you, lucky teacher(s). ☺

Thank you for your invitation
to visit your classes.
I used to go to schools
like Walter Dean Myers does
in *Love That Dog*
but I'm no longer able to
(for 173 reasons)
but if I were still traveling
I'd **of course** come to YOUR
clean school with the mostly nice
people in it.

Although I'm not able to
visit IN PERSON or to zoom
I'm enclosing some questions
(and answers)
that students often ask
about this book.

Here in Maine, we recently had
a leetle SNOWfall—
It's so beautiful!

Today I am answering mail while
the phone is ringing
and the neighbor is using
a snow blower soooooo
l o u d l y
—ack—the noise!

But please know that:
It is **so beautiful**
to find your words
here on my desk
in Maine.

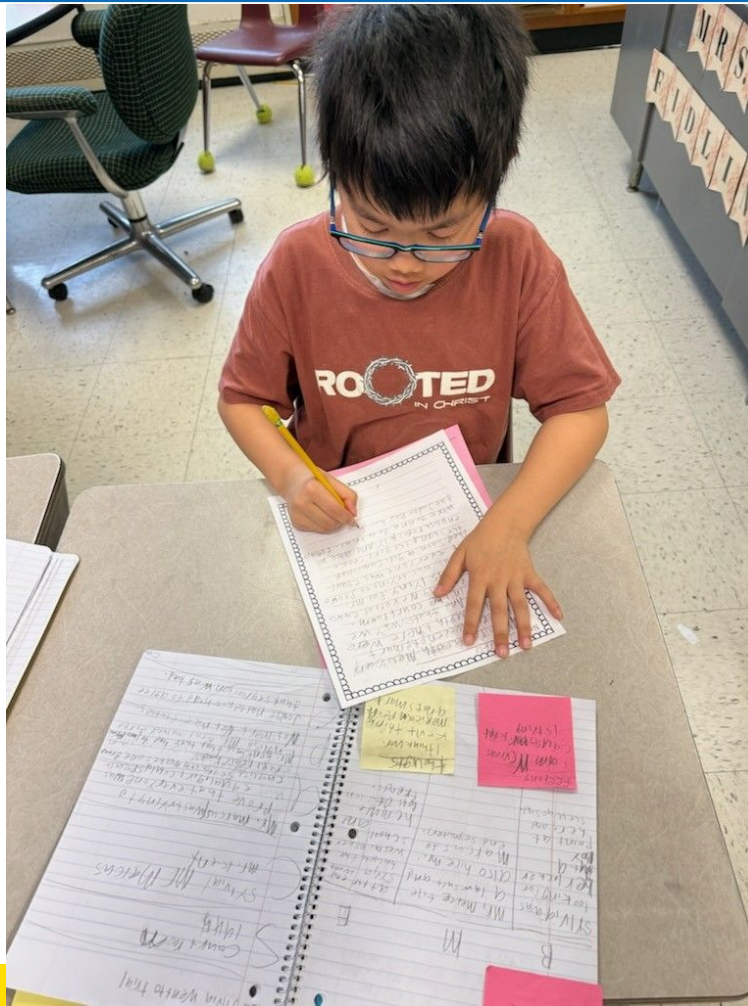
Beaming you
molto loverino—

Your devoted author,

x *Sharon Creech*
Sharon Creech

www.sharoncreech.com





Second Grade
thinkers and
writers-

Writing a
perspective essay
from their own
notes based on
the nonfiction
core text in class.

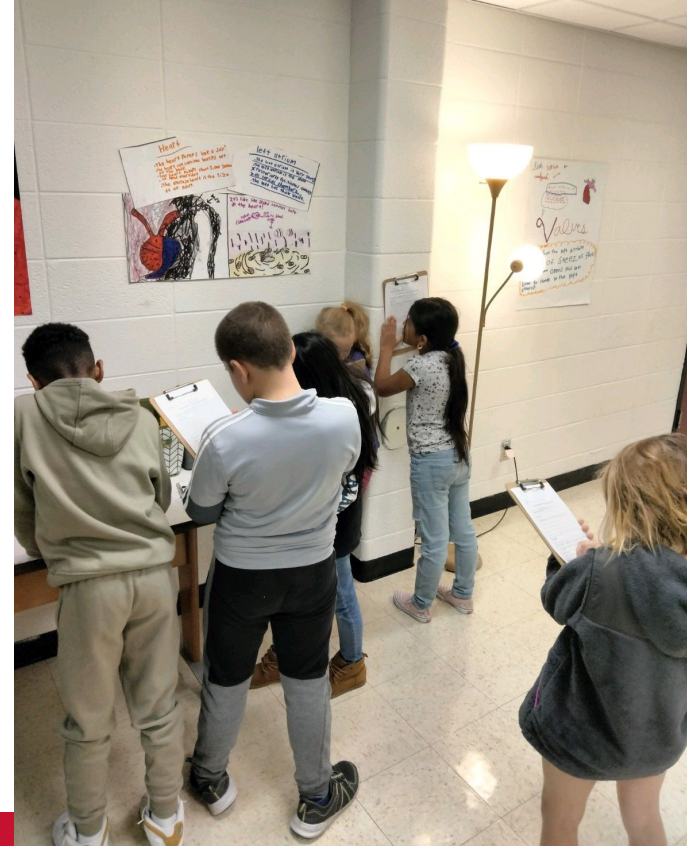
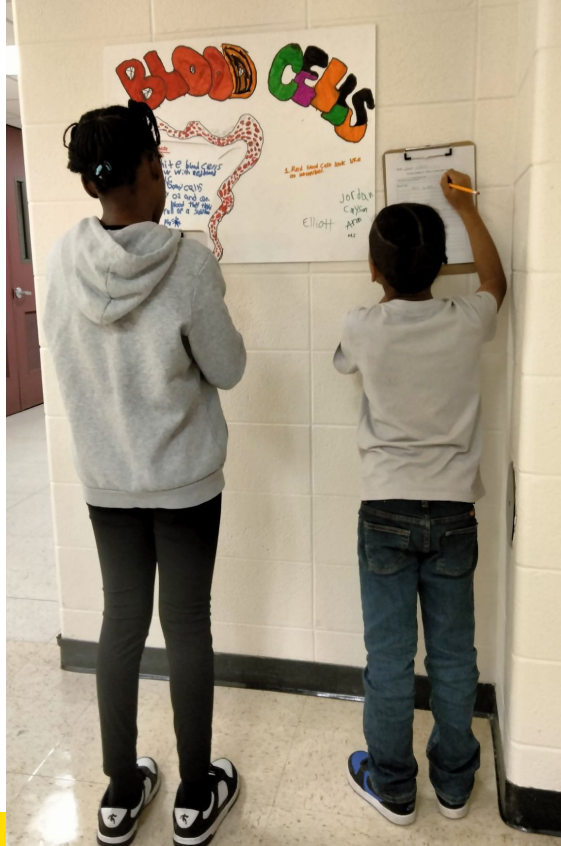


Students
create
painted
essay
templates to
learn how to
structure
their
informational
writing.





Fourth graders read and respond to circulatory system projects in a gallery walk.





Second graders at Highlands create fall landscapes inspired by the artwork and books they are studying.



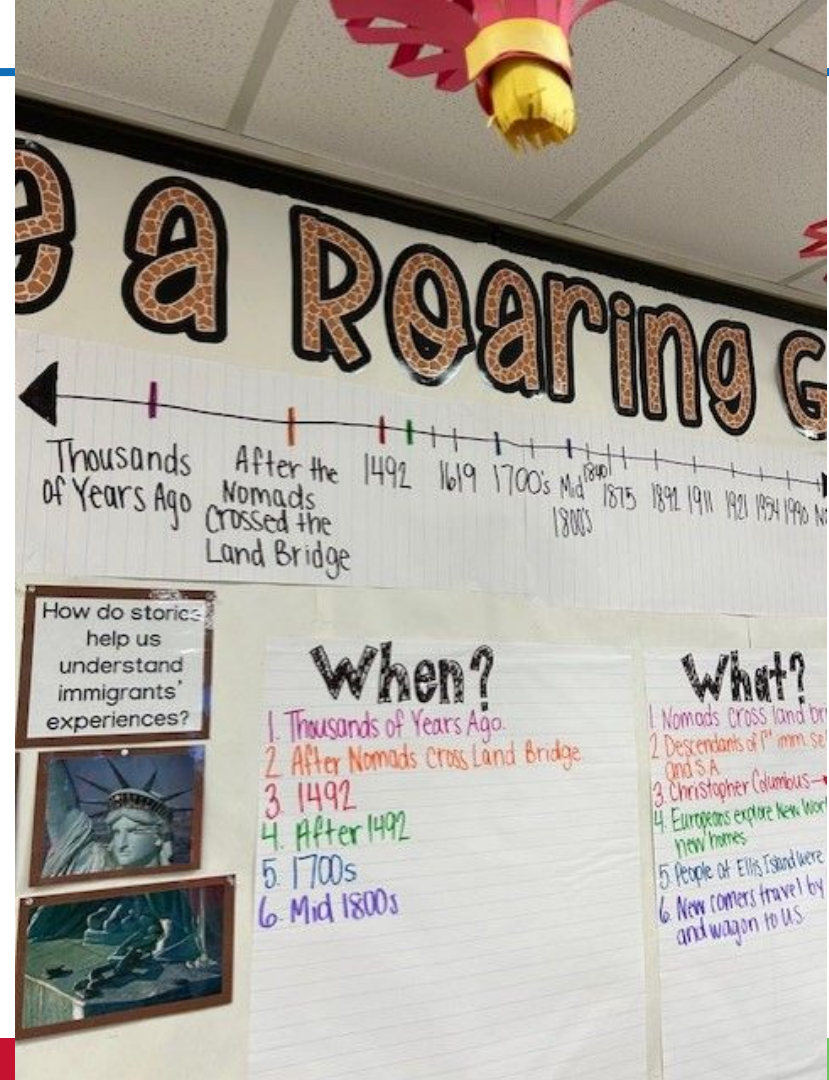
*Foster students
practice
articulating sounds
during the UFLI
Getting Ready
Lessons!*





Lots of Timelines

Gr. 4 learns about the Nomads to the 1960s





During Chalk Talk, students record, share, and respond to each other's ideas.

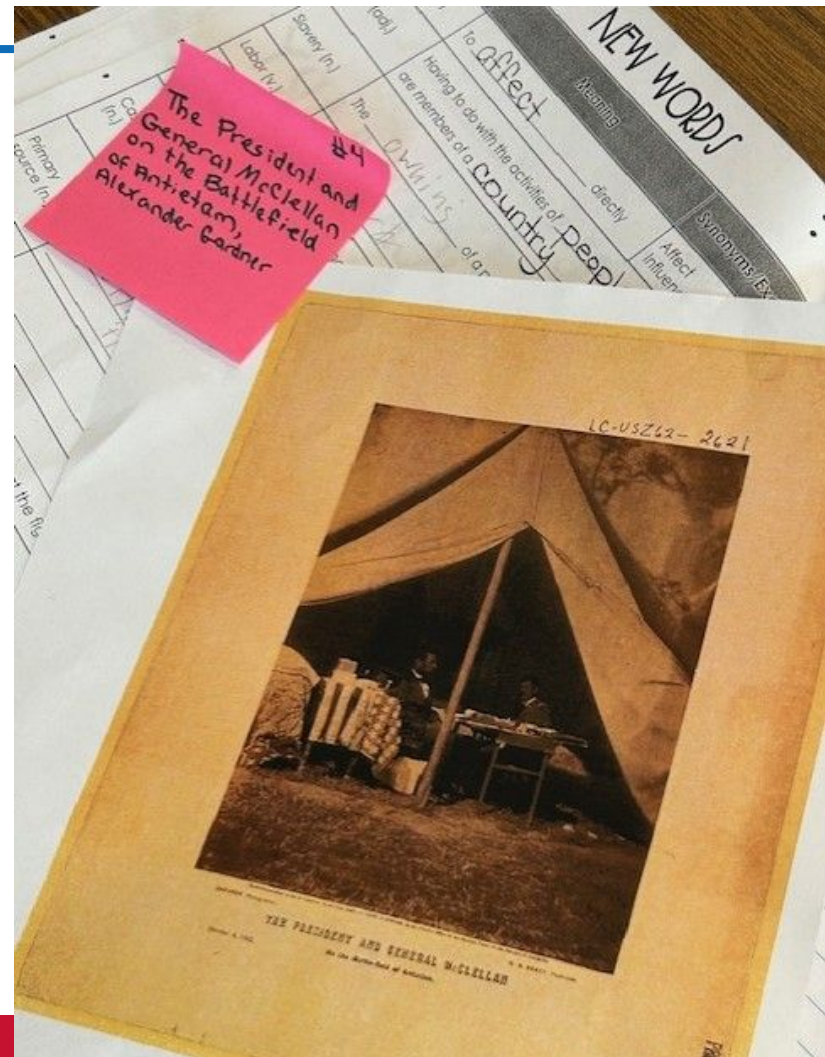


L.R.
Because Trisha
can read she
became very
happy.

Reading means
to Trisha happiness,
and maybe calmness
because she gets to
make books for children/kids
and that's a big thing to do because
how long it could take.

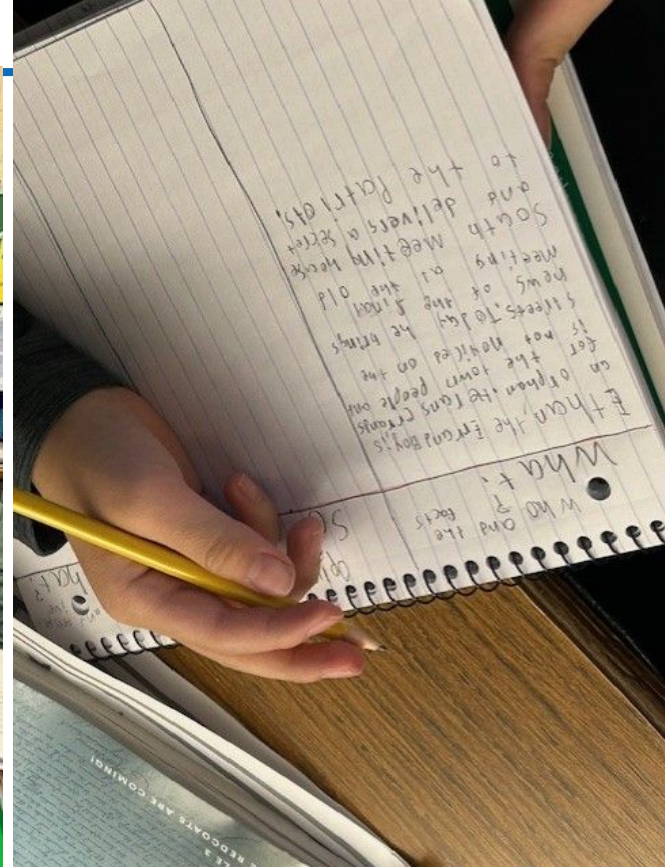


Gr. 5 Uses Authentic Photographs to learn about Lincoln's Leadership in the Civil War

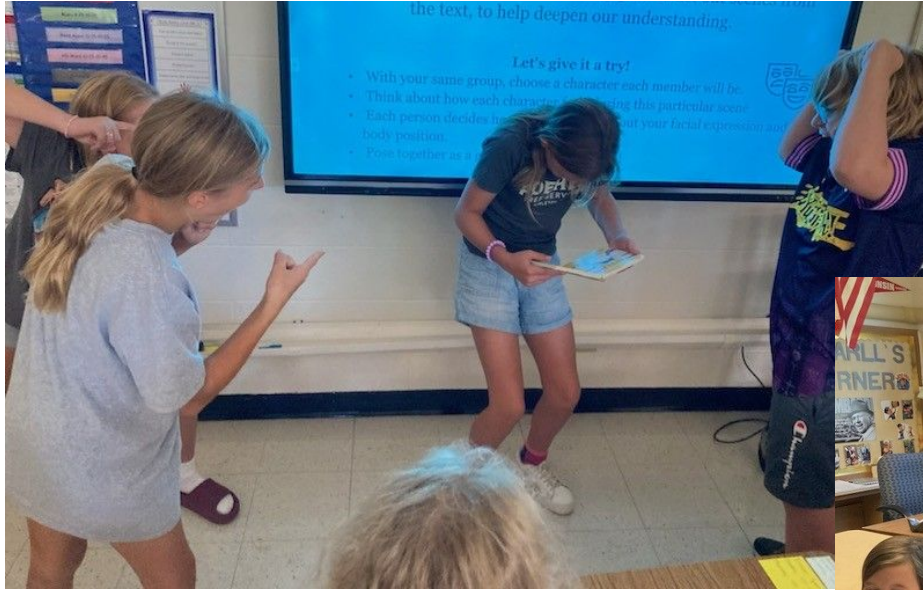




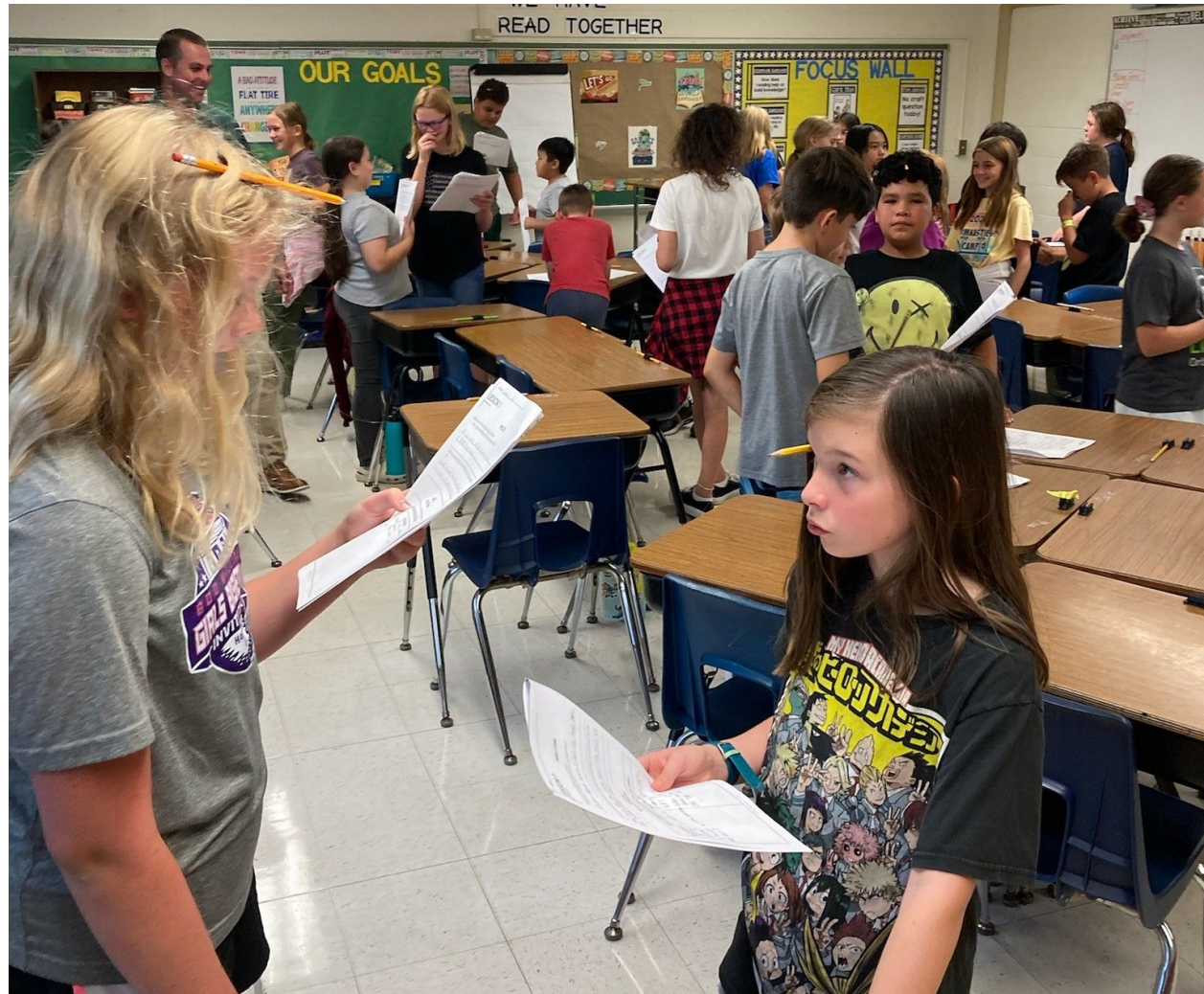
Class Presentations on Colonial Life and the Revolutionary War



Students create a tableau to reveal a deeper understanding of the characters' feelings.



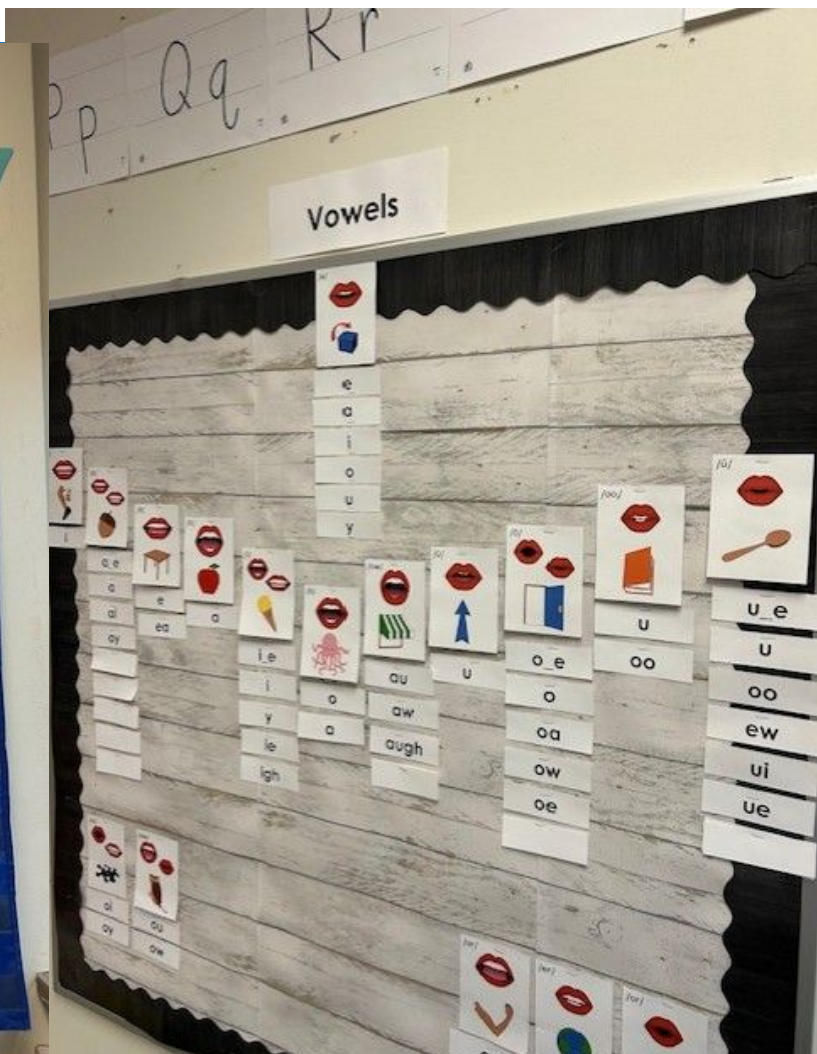
*Students
think, pair,
share about
what they
notice and
wonder while
reading
Thank You,
Mr. Falker.*

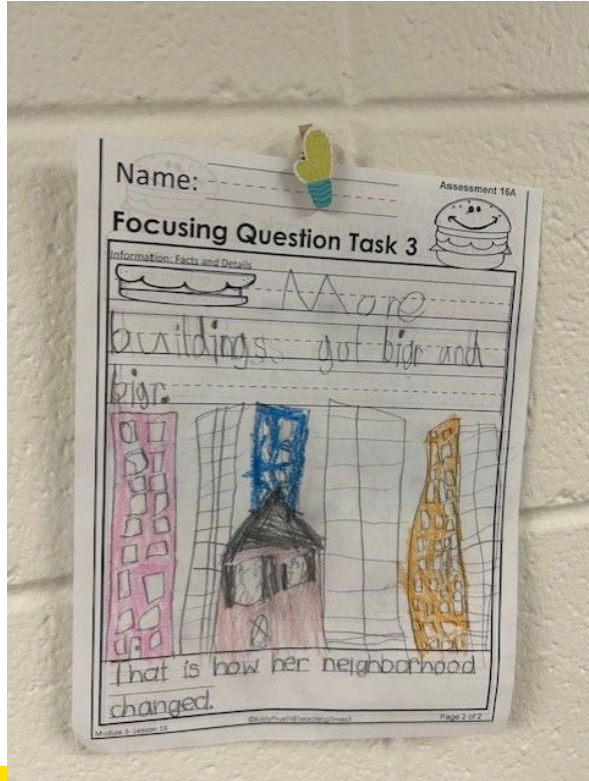




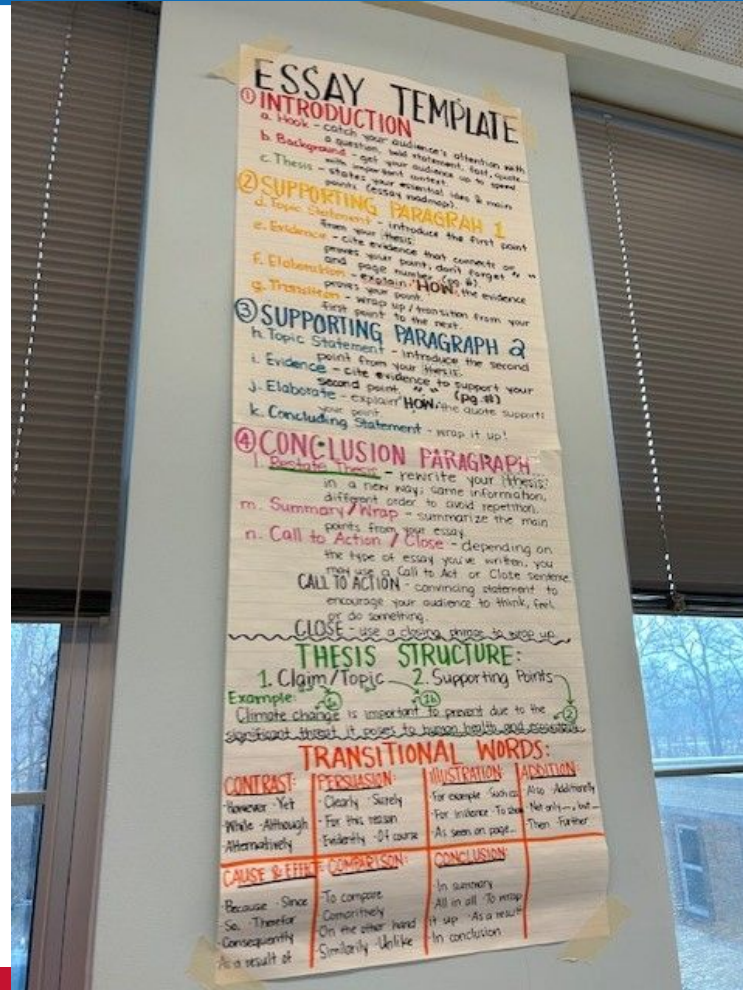
Alphabet Charts

Every Student H





Every Student Every Day



Kindergarten sentences grow to fifth grade Essays



Supporting and Empowering our Teachers





Supporting Our Teachers

- All sound walls & alphabet charts provided
- Teachers are not sharing resources
- PRPs written for teachers by coaches/interventionists
- Pacing Guide for the 4 modules provided with Flex days
- PLC work focuses on ELA planning
- Professional Development with Wit & Wisdom trainers to plan the upcoming module
- Site Based Instructional Coaching for teachers
- Teacher Feedback from Principal Learning Walks
 - Implementation tool: [IHG_Walkthrough Tool.pdf](#)



Empowering Teacher Voices

- Monthly Grade Level Sharing Sessions
- Quarterly ELA Implementation Team (2 reps each site)
- Monthly Site Opportunity Hours over the Noon Hour
- ELA Beginning/mid/end of Year Implementation Surveys
- Feedback loop on the PLC form to principals



Act 20



WISCONSIN DEPARTMENT OF
Public Instruction



PRP Data for Appleton

1,600 plans written by 35 coaches and Interventionists
(Total of 4,060 students)

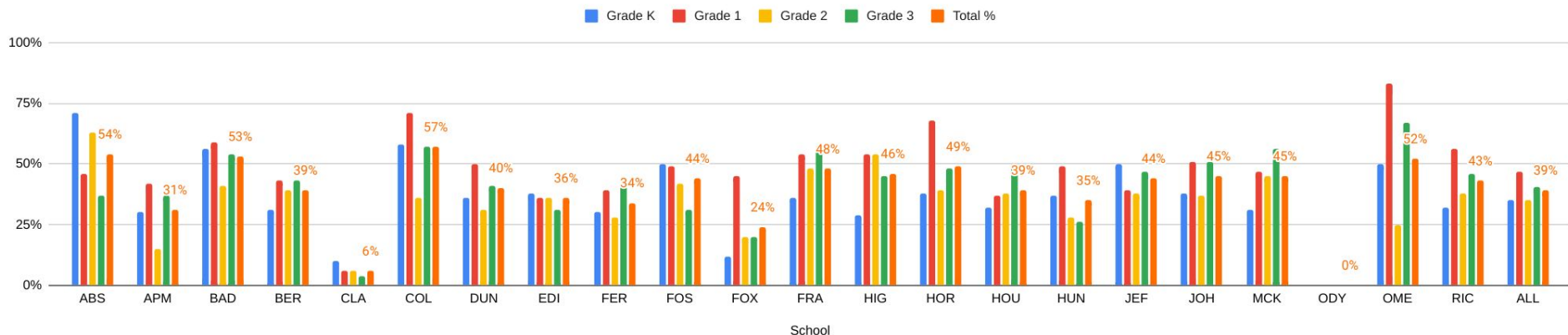
K - 35%

1 - 47%

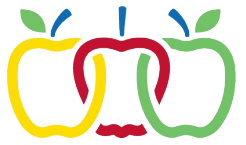
2 - 35%

3 - 40%

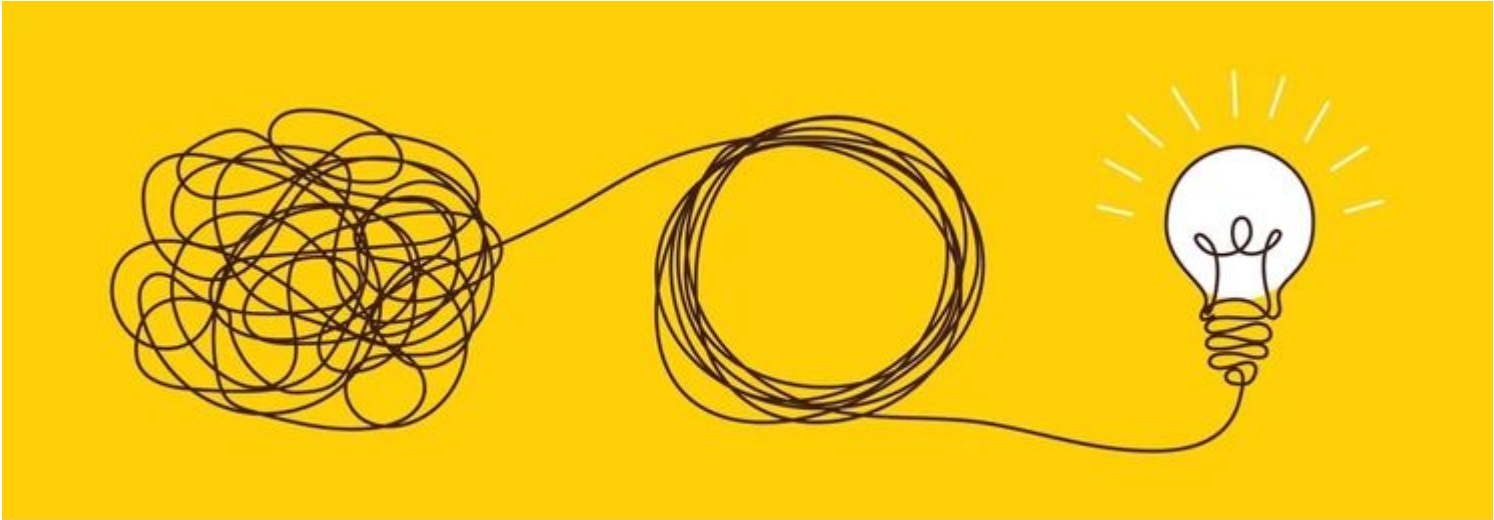
Grade K, Grade 1, Grade 2, Grade 3 and Total %



Every Student Every Day



Next Steps





Act 20: Required Teacher Training

Beginning May 2025: Dyslexia

Every Student Every Day



LEARN

Teachers learn *Wit & Wisdom* by teaching the lessons as written.

DEEPEN

Teachers deepen understanding of and ability to implement *Wit & Wisdom* with a focus on meeting student needs.

KNOW

Teachers know the curriculum and have the skills to maximize teaching and learning with it.

Teaching and Learning Progressions Framework

Every Student Every Day



LEARN INDICATORS

Teacher Actions (TA)

TA.1 Communicates and uses module- and lesson-level questions and learning goals to set a purpose for learning and to drive inquiry

TA.2 Provides clear directions for instructional tasks and routines, ensures students effectively engage in them, maintains clear expectations for student behaviors, and maximizes use of routines to promote student engagement

TA.3 Executes the lesson with efficiency and appropriate urgency, devoting most instructional time to the lesson's Learn section

TA.4 Transitions smoothly and logically between lesson sections and activities

TA.5 Projects interest in and accurate understanding of module and lesson content and demonstrates content understanding and focus in responding to students' contributions to the lesson

TA.6 Organizes and uses resources, materials, and learning space as needed to coherently move through the lesson's learning

Wit & Wisdom Implementation Rubric



What Does Success for Every Child, Every Day look like?

**“My education has allowed
me to live my life as I wish,
not as I had to.”**

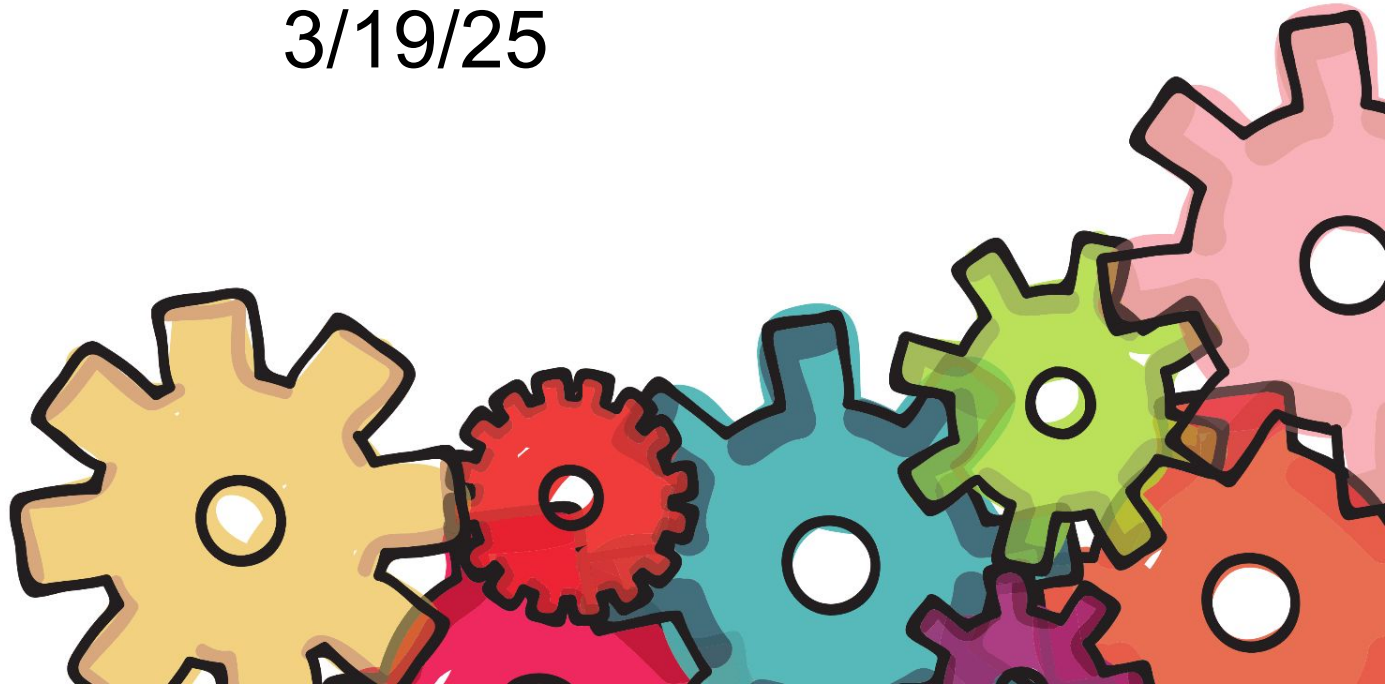


Questions?

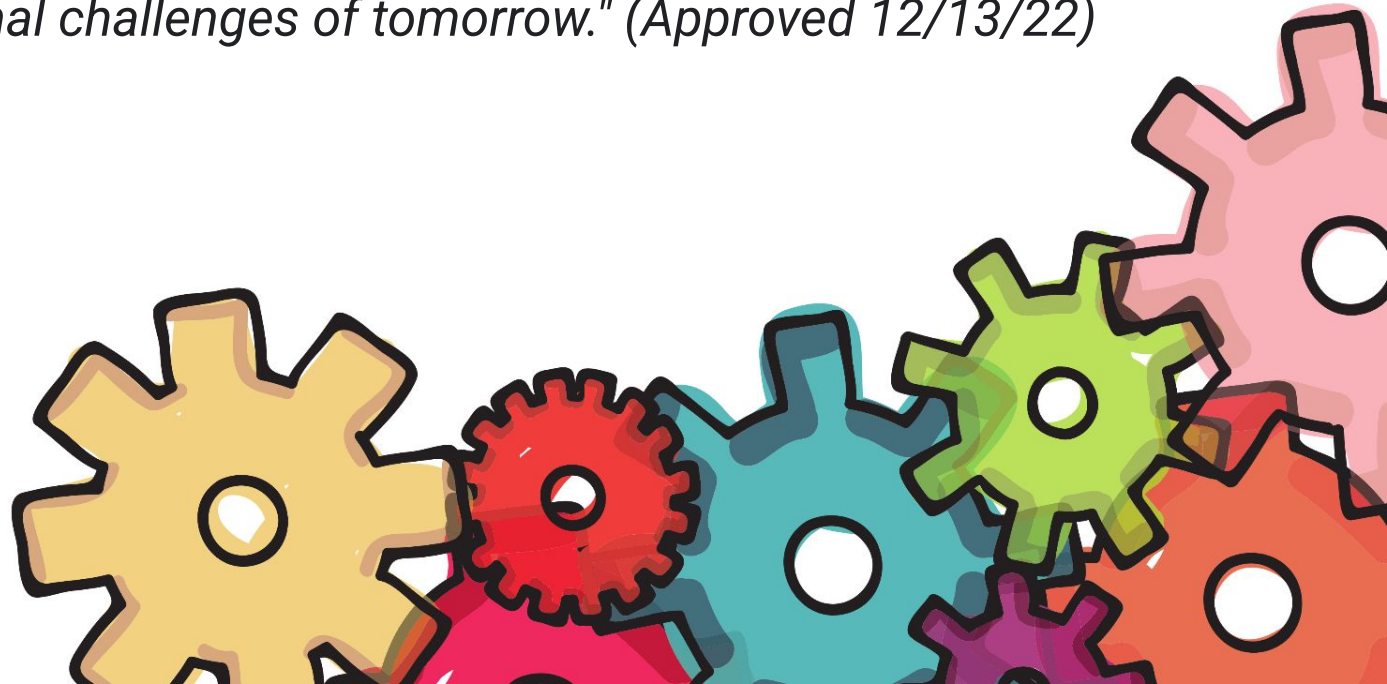
Join me for a classroom observation!

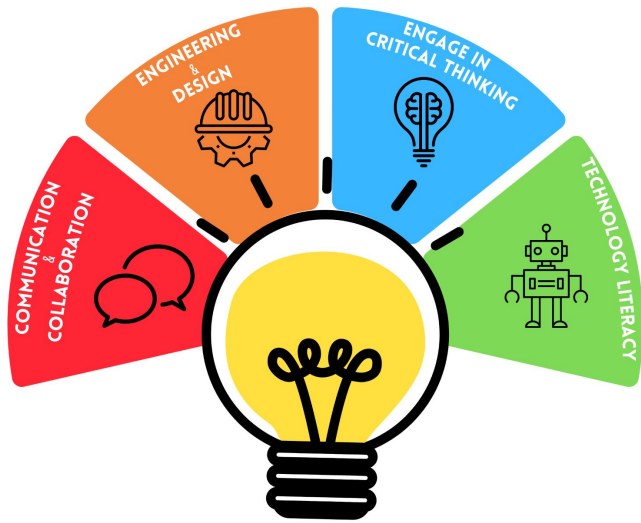
STEM

3/19/25



"In the Appleton Area School District, STEM education is an interdisciplinary approach to student learning. Our students learn a variety of rigorous academic concepts and skills through the integration and application of science, technology, engineering, and mathematics. These authentic learning experiences make connections between our students' school and community while preparing them for the multi-dimensional challenges of tomorrow." (Approved 12/13/22)





AASD K-5 STEM Standards

Communication & Collaboration	Participate in collaborative conversations. Listen and respond appropriately to the ideas of others. Collaborate as a productive member of a group to share and support the efforts of others.
Engineering & Design	Identify problems and brainstorm solutions to create an appropriate plan. Create a physical or computational solution to a problem. Evaluate solutions to designs and consider improvements to design.
Engage in Critical Thinking	Ask questions, explore possibilities and have a genuine interest in uncovering new knowledge. Willing to embrace a challenge and see mistakes as a way to learn.
Technology Literacy	Engage in responsible and appropriate use of technology tools. Effectively use technology to solve a problem or challenge.

Kindergarten students will...

- use the Engineering Design Process to overcome a challenge through literature and tactile experiences.
- discover the basics of coding, programming and robotics using unplugged, robots and computer programming.
- experiment with force, motion and simple machines.



First grade students are...

- focusing on cooperative problem solving through coding, programming and circuitry.
- following the Engineering Design Process to complete a challenge for a storybook character and make improvements to designs.
- Exploring the real-world simple machines through hands-on activities.
- gaining a basic understanding of space and flight.



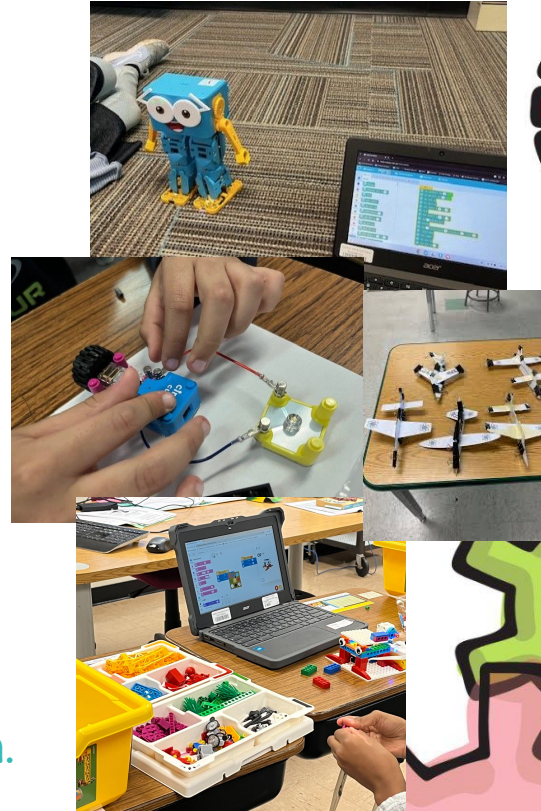
Second grade students are...

- experiencing coding, programming and robotics through more complex computational programming.
- collaboratively using the Engineering Design Process to create and improve designs that solve a problem.
- exploring sustainable resources and their impact on the environment.



Third grade students are...

- being introduced to the ever changing world of 3D printing and engage in more complex coding and programming projects.
- experimenting with the forces of flight using the Engineering Design Process.
- Embarking on more complex circuitry experiences to gain a deeper understanding of how they're used in structures and work together as a system.



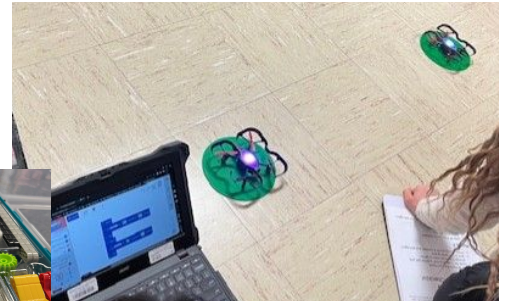
Fourth grade students are...

- following the Engineering Design Process and use their knowledge of circuitry to solve real world problems and explore careers.
- exploring types of energy through hands-on experiments and creative problem solving.
- coding, programing and completing challenges using more advanced platforms.



Fifth grade students are...

- following the Engineering Design Process to effectively plan, create and improve a project.
- acquiring fundamental knowledge of space and aviation through exploration and experimentation.
- bridging STEM learning from the classroom to the outside world in order to make an impact.



WHAT THE KIDS ARE SAYING...

"STEM is like learning, but way more fun!"

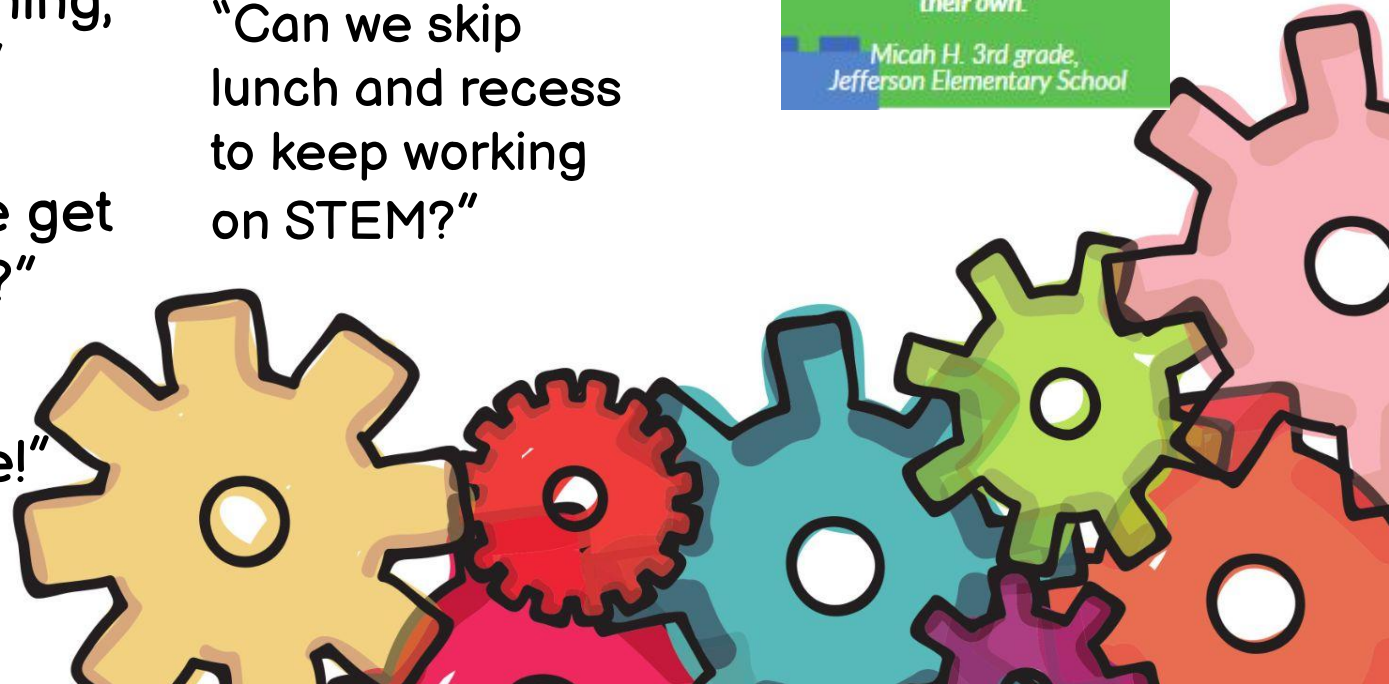
"When do we get STEM again?"

"Can we skip lunch and recess to keep working on STEM?"

"STEM makes my brain work in a different way than math and reading!"

"I love doing the engineering that we do in STEM. I like building and getting things to move on their own."

Micah H. 3rd grade,
Jefferson Elementary School



"That was awesome!"

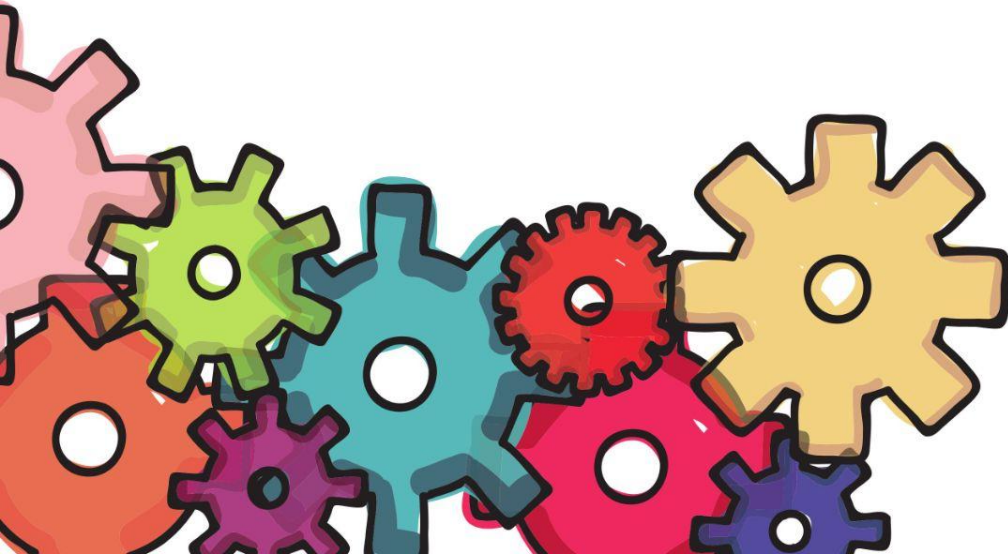


What are the STEM teachers saying:

- Materials, lessons and curriculum was well planned.
- Collaborative PLC
- Professional Development days are valuable
- Excited to see the students next year

What is next...

- STEM space renovations summer of 2025
- STEM Co-Curricular - First Lego League or STEM club
- K-12 STEM collaboration



QUESTIONS?



Success for
Every Student,
Every Day



**Appleton Area School District
Operational Expectations Monitoring Report
OE-7 Asset Protection**

SUPERINTENDENT CERTIFICATION:

With respect to Operational Expectations Policy 7, Asset Protection, I certify the proceeding interpretations and indicators to be accurate and complete, and that the District is:

☒ **Compliant**

☐ **Compliant with the exceptions noted**

☐ **Non-Compliant**

Compliant Indicators	Noncompliant Indicators
20	0
Total Indicators: 20	

Executive Summary/Analysis:

The District is meeting all requirements outlined in OE-7.

Notes or exceptions, if any:

We do have additional comments regarding 7.4.3- Disaster recovery and network penetration testing will be performed annually. A summary report of tests showing that no security concerns were found will be made available to the Board upon request.

While we have not completed any formal Penetration Testing, we have completed the National Institute of Standards and Technology Cybersecurity Framework Rubric using a contracted 3rd party. We have had successful recoveries of non-functional applications and use 3rd party scanners to monitor our network vulnerability.

Because of the ever-evolving nature of cybersecurity, we do not believe we will ever have a report that shows "no security concerns". The recommendation is to change the language to say "A summary report of all Cybersecurity Audits will be made available to the Board upon request".

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Operational Expectations Policy OE-7, Asset Protection, the Board finds that the District is:

_____ **Compliant**

_____ **Compliant with the exceptions noted**

_____ **Non-Compliant**

Summary Statements of the Board, if any:

Signed: _____ Date: _____
Board President

Document submitted: _____ Re-submitted: _____

OE-7: Asset Protection

The Superintendent will assure that all district assets are adequately protected, properly maintained, appropriately used and not placed at undue risk.

SUPERINTENDENT Interpretation:

The Board values good stewardship including the care for, use of, and protection of district property and therefore expects the superintendent to proactively ensure that this occurs.

- **District assets** shall mean all tangible personal property and intellectual property (including information technology systems) having a useful life of more than one (1) year and a per-unit acquisition cost which equals or exceeds \$10,000 unless purchased with federal dollars, then the per-unit acquisition cost equals or exceeds \$5,000.
- **Adequately protected** shall mean insured for 100% replacement value.
- **Properly maintained** shall mean serviced and repaired on a regular basis to remain in good operating condition.
- **Appropriately used** shall mean in compliance with operating guidelines established by the manufacturer.
- **Not placed at undue risk** shall mean safe from actions that would cause District assets to be harmed or damaged or create an unsafe environment.

OE – 7.1 The Superintendent will maintain property and casualty insurance coverage on district property with limits equal to 100% of replacement value.

SUPERINTENDENT Interpretation:

- **Property** shall mean facilities, vehicles, equipment, and materials with an insurable risk.
- **Casualty insurance** shall mean coverage to protect the District and its employees resulting from an accident, mishap, or disaster.
- **100% of replacement value** shall mean the ability to replace and make whole property losses experienced by the District subject to any and all deductibles.

SUPERINTENDENT Indicators of Compliance:

We will know we are compliant when:

7.1.1- Copies of invoices and payments reflect that the District purchased and received the coverage declarations for property and casualty insurance equal to 100% of replacement value.

**In
Compliance**

**Not in
Compliance**

X

SUPERINTENDENT Evidence of Compliance:

- Attached [here](#) is a summary of our property and liability insurance.

OE - 7.2 The Superintendent will maintain both Errors and Omissions and Comprehensive General Liability insurance coverage protecting board members, staff and the district itself in an amount that is reasonable for school districts of comparable size and character.

SUPERINTENDENT Interpretation:

- **Errors and Omissions insurance** shall mean protection for board members and staff who make a mistake in performing their duties in good faith and results in harm to the District.
- **Comprehensive General Liability insurance** shall mean protection for the district against claims by third parties.
- **Amount that is reasonable** shall mean in accordance with amounts recommended by insurance carrier and verified by a second carrier or consultant.
- **Comparable size and character** shall mean other school districts with a similar setting (urban/suburban), numbers of students, and demographics.

SUPERINTENDENT Indicators of Compliance:

We will know we are compliant when:

7.2.1- Copies of invoices and payments reflect that the district has purchased and received the coverage declarations for Errors and Omissions and Comprehensive General Liability insurance coverage at the recommended levels.

**In
Compliance**

**Not in
Compliance**

X

SUPERINTENDENT Evidence of Compliance:

- Attached [here](#) is a summary of our property and liability insurance and the Educator's Legal Liability declarations pages.

OE - 7.3 The Superintendent will adequately protect the District against theft or misappropriation of funds by any personnel who have access to material amounts of district or school funds.

SUPERINTENDENT Interpretation:

- **Misappropriation of funds** shall mean the unauthorized, improper, or unlawful use of funds or other property for purposes other than that for which intended.
- **Any personnel** shall mean any district employee or volunteer.
- **Material amounts** shall mean more than \$1,000, which is equivalent to the deductible.

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: 7.3.1- Copies of invoices and payments reflect that the District has purchased and received the coverage declarations for crime coverage and the policy has been received.	In Compliance	Not in Compliance
X		SUPERINTENDENT Evidence of Compliance: Attached here is a summary of our property and liability insurance and the Crime declarations pages.
OE - 7.4 The Superintendent will protect intellectual property, information, files, records and fixed assets from loss or significant damage.		
SUPERINTENDENT Interpretation: Intellectual property shall mean creations of the mind: inventions, literary and artistic works, and symbols, names, images, and designs used in commerce. District intellectual property shall mean original curriculum, teaching materials, or other documents created by district employees as part of their job for use by the District or its employees. Information, files and records shall mean paper, and electronic data on district servers, deemed critical (Finance, Human Capital, Student Support and Data, Research & Accountability) to the operations of the District. Fixed assets shall mean property and equipment having a useful life of more than one (1) year and a per-unit acquisition cost which equals or exceeds \$10,000 unless purchased with federal dollars, then the per-unit acquisition cost equals or exceeds \$5,000. - With regard to fixed assets, significant damage shall mean harm or destruction requiring more than \$5,000 or more of unplanned repair or maintenance including labor, material, and equipment rental costs.		
SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: 7.4.1- The District receives no legal complaints that any of its employees has violated intellectual property rights or that their intellectual property has been stolen. 7.4.2- Information, files, and records are backed up each night by Tech Services and there was no loss of these files and records during	In Compliance	Not in Compliance
X	X	

this fiscal year. Records are backed up on a second server that functions independently to our main server. 7.4.3- Disaster recovery and network penetration testing will be performed annually. A summary report of tests showing that no security concerns were found will be made available to the Board upon request. 7.4.4- The District has no significant damage to fixed assets due to circumstances within its control during the school year. Damage to fixed assets is tracked and reported by the District's Auxiliary Services Specialist for audit purposes and made available to the Board upon request. 7.4.5- The District has a recovery plan for loss of information, files and records deemed to be critical to the operations of the District. A log of requests to retrieve information, files, or records is updated as needed by Tech Services staff and made available to the Board upon request.	X X X	
SUPERINTENDENT Evidence of Compliance: 7.4.1- The District is in compliance with this section 7.4 in that we have not received any legal complaints of employees violating intellectual property rights or that property has been stolen. 7.4.2- Information, files, and records are backed up each night by Tech Services and there was no loss of these files and records during this fiscal year. Records are backed up on a second server that functions independently to our main server. 7.4.3- Although a formal Penetration Test has not yet been completed, a third-party cybersecurity assessment utilizing the National Institute of Standards and Technology (NIST) Cybersecurity Framework Rubric has been completed. Furthermore, critical applications have been successfully restored during practical recovery exercises, and third-party scanning tools are employed to provide continuous surveillance for security vulnerabilities. 7.4.4- The District has no significant damage to fixed assets due to circumstances within its control during the school year. Damage to fixed assets is tracked and reported by the Business Services for audit purposes and made available to the Board upon request. 7.4.5- The District has offsite storage and a recovery plan for loss of information, files and records deemed to be critical to the operations of the District. A log of requests to retrieve information, files, or records is updated as needed by Tech Services staff and made available to the Board upon request. ■ Full off-network backups are completed weekly (tape drive). ■ Tapes are stored off-site.		
OE - 7.5 The Superintendent may not permit facilities and equipment to be subject to improper use or insufficient maintenance.		

SUPERINTENDENT Interpretation:

- **Facilities and equipment** shall mean assets having a useful life of more than one (1) year and a per-unit acquisition cost which equals or exceeds \$10,000 unless purchased with federal dollars, then the per-unit acquisition cost equals or exceeds \$5,000.
- **Improper use** shall mean inappropriate operation or treatment, or utilization in a manner or for a purpose contrary to what was intended.
- **Insufficient maintenance** shall mean inadequate or unreasonable repair, cleaning, inspection, or upkeep as recommended by manufacturer specifications as applicable.

SUPERINTENDENT Indicators of Compliance:

We will know we are compliant when:

- 7.5.1-** No person is injured in a District facility, or when using District equipment, as a result of insufficient maintenance of the facility or equipment, as shown in records kept by the District's Safety Coordinator. Such records are made available to the Board upon request.
- 7.5.2-** Worker's compensation claims filed as a result of the improper use of equipment do not exceed five claims in the school year, as shown in records kept by the District's Safety Coordinator. Such records are made available to the Board upon request.
- 7.5.3-** The District has an active safety program for investigating accidents to identify insufficient maintenance or improper use of facilities and equipment. The District's Safety Coordinator documents any occurrences, as well as the corrections that were made to ensure further accidents do not occur. This documentation is made available to the Board upon request.
- 7.5.4-** The District maintains and adheres to a long-range capital preventative maintenance plan to help guide the prioritization of Capital Projects Fund appropriations. The District's AkitaBox system generates reports that are made available to the Board upon request.

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

- 7.5.1-**The District maintains thorough records of facility and equipment maintenance through the Akita Box facilities management software to ensure a safe environment. All injuries are reported through the EMC accident reporting system. These records indicate that no injuries have occurred due to insufficient maintenance. These records are available to the Board upon request.
- 7.5.2-**The District closely monitors worker's compensation claims related to the improper use of equipment through records maintained by the Safety Coordinator and Human Resources

Department. As of now, the number of such claims does not exceed five for the school year. These records are available to the Board upon request.

7.5.3 - The District maintains an active safety program to investigate accidents and identify issues related to insufficient maintenance or improper use of facilities and equipment. The Safety Coordinator documents all occurrences and the corrective actions taken to prevent future incidents. This documentation is available to the Board upon request.

7.5.4- The District maintains and follows a long-range capital preventative maintenance plan to guide the prioritization of Capital Projects Fund appropriations. This Capital Projects list is tracked and prioritized by the F&O department and is coordinated through the AkitaBox system.

OE - 7.6 The Superintendent may not recklessly expose the district, the Board or staff to legal liability.

SUPERINTENDENT Interpretation:

- **Recklessly expose** shall mean to commit an offense that is grossly negligent putting the District in a legally untenable position which cost the District more than \$10,000.
- **Legal liability** shall mean litigation with another party where attorney fees are incurred.

SUPERINTENDENT Indicators of Compliance:

We will know we are compliant when:

7.6.1- The District incurs no legal costs or damage awards as a result of careless and reckless acts by the Superintendent.

In
Compliance

Not in
Compliance

X

SUPERINTENDENT Evidence of Compliance:

- The District has incurred no legal costs as a result of careless and/or reckless acts by the Superintendent. All billing for legal services is reviewed as part of the annual audit.

OE - 7.7 The Superintendent may not invest funds in investments that are not secured or that are not authorized by law.

SUPERINTENDENT Interpretation:

- **Funds** shall mean money or capital.

- **Investments** shall mean the commitment of district money or capital to the purchase of financial instruments or other assets so as to gain profitable returns in the form of interest, income, dividend, or appreciation of the value of the instrument.

SUPERINTENDENT Indicators of Compliance:

We will know we are compliant when:

7.7.1- All investments are in compliance with Wisconsin State Statutes and the auditor's management letter makes no comment in regards to investments.

7.7.2- The District has only deposited funds with entities governed by Public Depository Protection Act and included in the annual Authorized Depository Resolution.

**In
Compliance**

**Not in
Compliance**

X

X

SUPERINTENDENT Evidence of Compliance:

7.7.1- Cash and investments (pages 33-34) of the annual Financial Statements ([audit report](#)) discusses investments and risk of all cash and investments of the District. All cash and investments are FDIC insured or secured by the investment organization.

7.7.2- The District is in compliance with section 7.7.2 in that all deposits are with organizations that are approved with the annual Authorized Depository [Resolution](#).

OE - 7.8 The Superintendent may not purchase or sell real estate, including land and buildings, or enter into a property lease without Board approval.

SUPERINTENDENT Interpretation:

- **Purchase** shall mean to obtain ownership of an asset in exchange for money or value.
- **Sell** shall mean to surrender ownership of an asset in exchange for money or value.
- **Property Lease** shall mean a contract outlining the terms under which the District agrees to rent property owned by another party.

SUPERINTENDENT Indicators of Compliance:

We will know we are compliant when:

7.8.1- All dispositions and acquisitions of land and buildings are approved by board resolution.

7.8.2- There is no finding by the independent external auditors in reference to disposition and acquisition of land and buildings.

7.8.3- All property leases are approved by the Board.

**In
Compliance**

**Not in
Compliance**

X

X

X

SUPERINTENDENT Evidence of Compliance:

7.8.1- There have been no purchases or dispositions of real property since April of 2024, the purchase of which was included in the OE last year.

7.8.2- All purchases and dispositions are recorded as part of the annual audit. [Copy of Audit](#)

7.8.3- All real estate purchases and leases are approved at regular meetings of the board.

OE - 7.9 The Superintendent may not act or fail to act in any manner that damages the district's public image or credibility.

SUPERINTENDENT Interpretation:

- **Damages the District's public image or credibility** shall mean placing at risk the reputation and trustworthiness of the District in the mind of the average citizen in the Appleton Area School District.

SUPERINTENDENT Indicators of Compliance:

We will know we are compliant when:

7.9.1- We have no litigation regarding careless acts by the Superintendent.

7.9.2- 70% of respondents to our annual survey express support for the direction of the District.

**In
Compliance**

**Not in
Compliance**

X

X

SUPERINTENDENT Evidence of Compliance:

7.9.1 - The AASD had no litigation regarding careless acts by any staff member, including the Superintendent, in the past year.

7.9.2 - The results of the community survey from the summer of 2024 showed that 82.4% of respondents responded "Yes" or "Somewhat" to the question, "In general, do you support the direction of the AASD?" We received 318 responses to this survey question.