Monday, October 28, 2024
Board of Education Meeting

APPLETON AREA SCHOOL DISTRICT
BOARD OF EDUCATION MEETING
Scullen Leadership Center
131 E. Washington Street, Suite 1A
Appleton, WI 54911
*****Time: 6:45 PM*****
(or upon conclusion of the Budget Hearing, whichever is later)

Some participants may join remotely, and both members of the media and the public can attend the meeting in person or watch the live stream on the Appleton Area School District YouTube Channel:https://www.youtube.com/channel/UCHo-l09YGgt4uKnCWYvt8Pw
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	Oct 28, 2024 - Board of Education Meeting
Category	1. Meeting Opening
Type	Procedural

Subject	**B. Pledge of Allegiance**
Meeting	Oct 28, 2024 - Board of Education Meeting
Category	1. Meeting Opening
Type	Procedural

2. Approval of Agenda (GC-2: Governing Commitments)

Subject	**A. Board Member Request to Remove Consent Agenda Item(s) for Separate Consideration**
Meeting	Oct 28, 2024 - Board of Education Meeting
Category	2. Approval of Agenda (GC-2: Governing Commitments)
Type	Procedural

Subject	**B. Approval of Agenda**
Meeting	Oct 28, 2024 - Board of Education Meeting
Category	2. Approval of Agenda (GC-2: Governing Commitments)
Type	Action, Procedural
Recommended Action	Motion to approve the Board Agenda as presented.

Motion & Voting

Motion to approve the Board Agenda as presented.

Motion by Pheng Thao, second by Kristine Sauter.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross

3. Special Presentation

Subject	**A. Student School Board Representative Report**
Meeting	Oct 28, 2024 - Board of Education Meeting
Category	3. Special Presentation
Type	Discussion, Information, Presentation

Student School Board Representative, Olivia Feng , will provide updates from North High School.

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

Subject	**A. Public Input**
Meeting	Oct 28, 2024 - Board of Education Meeting
Category	4. Public Input (GC-3.3: Initiate and maintain effective communication with the citizens.)
Type	Procedural

Public Input:

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

obscene, threatening, harassing, or defamatory, or whose conduct is otherwise disorderly. Comments that introduce complaints or concerns that are directed toward and that identify individual staff members or individual students are not permissible.

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

Policy References:

Board Policy and Rule 187 - Public Input at School Board and Board Subcommittee Meetings

Board Policy 188 - Virtual Board Meetings in Emergency Situations

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

Subject	**A. None**
Meeting	Oct 28, 2024 - Board of Education Meeting
Category	5. Board Development (GC-2.2: The Board will assure that its members are provided with training and professional support necessary to govern effectively.)
Type	Discussion, Information, Presentation

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

Subject	**A. Business Services Update(s): 2024-2025 Budget Adoption; 2024-2025 Tax Levy Certification**
Meeting	Oct 28, 2024 - Board of Education Meeting
Category	6. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)
Type	Discussion, Information, Report

Executive Director of Finance, Holly Burr, will report on the Business Services items for consideration.

File Attachments
IFC - Budget Adoption 2024-2025.docx.pdf (40 KB)
(REVISED) IFC - Budget Adoption 2024-2025.docx (1).pdf (40 KB)
IFC - 2024-2025 Tax Levy Certification.docx.pdf (33 KB)

Subject

	B. School/Student Services Update(s): 9-12 Mathematics Pathway and Curriculum (Foundations of Algebra, General Geometry, and Geometry for Precalculus); ELA 12 21st Century Literature, Supplementary Materials
Meeting	Oct 28, 2024 - Board of Education Meeting
Category	6. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)
Type	Discussion, Information, Report

Assistant Superintendent, Mark McQuade, will report on the School/Student Services items for consideration.

File Attachments
IFC-9-12 Mathematics Pathway and Curriculum (Foundations of Algebra, General Geometry, and Geometry for Precalculus).pdf (60 KB)
AASD Revised 9-12 Mathematics Pathway and Curriculum KWKT.pdf (161 KB)
IFC- ELA 12 21st Century Literature, Supplementary Materials.pdf (58 KB)
KWKT- 21st Century Literacy (10_14_24) (1).pdf (114 KB)

Subject	**C. Personnel Services Update(s): Professional Educator New Hire(s), Contract Change(s), and Resignation(s); Administrative Hire(s)**
Meeting	Oct 28, 2024 - Board of Education Meeting
Category	6. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)
Type	Discussion, Information, Report

Chief Human Resources Officer, Julie King, will report on the Personnel Services items for consideration.

File Attachments
IFC Professional Educator New Hires 10-28-24.pdf (158 KB)
IFC Professional Educator Contract Change 10-28-24.pdf (127 KB)
IFC Professional Educator Resignation 10-28-24.pdf (102 KB)
IFC-Administrative Hire(s) (4).pdf (104 KB)

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

Subject	**A. Expulsion Meeting Minutes from October 10, 2024**
Meeting	Oct 28, 2024 - Board of Education Meeting
Category	7. Board's Consent Agenda (GC-2.4: The Board will use a consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss.)

Type	Action, Minutes

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

Subject	**B. Board Meeting Minutes from October 14, 2024**
Meeting	Oct 28, 2024 - Board of Education Meeting
Category	7. Board's Consent Agenda (GC-2.4: The Board will use a consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss.)
Type	Action, Minutes
Recommended Action	Motion to approve the Board Meeting Minutes of October 14, 2024 as presented.
Minutes	View Minutes for Oct 14, 2024 - Board of Education Meeting

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

Motion & Voting

Motion to approve the Board Meeting Minutes of October 14, 2024 as presented.

Motion by Nick Ross, second by James Bacon.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross

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

Subject	**A. 9-12 Mathematics Pathway and Curriculum (Foundations of Algebra, General Geometry, and Geometry for Precalculus)**
Meeting	Oct 28, 2024 - Board of Education Meeting
Category	8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action

File Attachments
IFC-9-12 Mathematics Pathway and Curriculum (Foundations of Algebra, General Geometry, and Geometry for Precalculus).pdf (60 KB)
AASD Revised 9-12 Mathematics Pathway and Curriculum KWKT.pdf (161 KB)

Subject	**B. ELA 12 21st Century Literature, Supplementary Materials**
Meeting	Oct 28, 2024 - Board of Education Meeting
Category	

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

File Attachments
IFC- ELA 12 21st Century Literature, Supplementary Materials.pdf (58 KB)
KWKT- 21st Century Literacy (10_14_24) (1).pdf (114 KB)

Subject	**C. Professional Educator New Hire(s)**
Meeting	Oct 28, 2024 - Board of Education Meeting
Category	8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action

File Attachments
IFC Professional Educator New Hires 10-28-24.pdf (158 KB)

Subject	**D. Professional Educator Contract Change(s)**
Meeting	Oct 28, 2024 - Board of Education Meeting
Category	8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action

File Attachments
IFC Professional Educator Contract Change 10-28-24.pdf (129 KB)

Subject	**E. Professional Educator Resignation(s)**
Meeting	Oct 28, 2024 - Board of Education Meeting
Category	8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action

File Attachments
IFC Professional Educator Resignation 10-28-24.pdf (102 KB)

Subject	**F. Administrative Hire(s)**

Meeting	Oct 28, 2024 - Board of Education Meeting
Category	8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action
Recommended Action	Motion to approve the Administrative Hire(s) as presented.

File Attachments
IFC-Administrative Hire(s).pdf (104 KB)

Motion & Voting

Motion to approve the Administrative Hire(s) as presented.

Motion by Kristine Sauter, second by Edward Ruffolo.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross

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

Subject	**A. Business Services Report: None**
Meeting	Oct 28, 2024 - Board of Education Meeting
Category	9. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)
Type	Discussion,Information,Presentation,Report

Subject	**B. School/Student Services Report: Charter School Updates; New Humanities Courses (ELA/WL); High School Music and Theater Curriculum Updates; Revisions to EL Courses; Business and Marketing Pathways Curriculum; EmpowerED (Life Skills 6600) Curriculum and Name Change**
Meeting	Oct 28, 2024 - Board of Education Meeting
Category	9. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)
Type	Discussion, Information, Presentation, Report

Assistant Superintendent Ebony Grice will report on the Charter School Updates item of information.
Assistant Superintendent Mark McQuade andDirector of ELA/SS (7-12), WL/LMS (K-12) Kelly Leopold will report on the New Humanities Courses (ELA/WL) item of information.
Assistant Superintendent Mark McQuade and Coordinator of Fine Arts Renee Ullman will report on the High School Music and Theater Curriculum Updates item of information.

Assistant Superintendent Mark McQuade and Coordinator of EL/Bilingual Amy Swick will report on the Revisions to EL Courses item of information.
Assistant Superintendent Mark McQuade and Coordinator of CBL/CTE/Computer Science Kristin Comerford will report on the Business and Marketing Pathways Curriculum and the EmpowerED (Life Skills 6600) Curriculum and Name Change items of information.

File Attachments
IOI - Charter School Updates.docx (1).pdf (53 KB)
Charter Schools - Update Board of Education Presentation .pdf (2,659 KB)
IOI- New Humanities Courses 10.28.24.pdf (105 KB)
KWKT- new Humanities courses 10.28.24.pdf (88 KB)
IOI- Updated High School music courses- SBC.pdf (66 KB)
KWKT High School Music and Theater Courses.pdf (143 KB)
IOI- Updated EL Courses 10.28.24.pdf (72 KB)
EL Course Updates 1810 and Project Success for Newcomers KWKT.pdf (102 KB)
IOI- Business and Marketing Pathways (10_28_24).pdf (87 KB)
KWKT Business and Marketing Pathways.pdf (142 KB)
IOI- EmpowerED (10_28_24).pdf (81 KB)
EmpowerED Course Overview Curriculum Document 2024.pdf (114 KB)
2024 EmpowerED KWKT.pdf (97 KB)

Subject	**C. Personnel Services Report: None**
Meeting	Oct 28, 2024 - Board of Education Meeting
Category	9. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)
Type	Discussion,Information,Presentation,Report

10. Board Business

Subject	**A. School Attendance Boundaries**
Meeting	Oct 28, 2024 - Board of Education Meeting
Category	10. Board Business
Type	Discussion, Information

Superintendent Greg Hartjes and Assistant Superintendent Ebony Grice will present the School Attendance Boundaries item of information.

File Attachments
IOI - School Attendance Boundaries .docx.pdf (48 KB)
AASD School Attendance Boundaries ~ Board of Education Presentation .pdf (899 KB)

Subject	**B. Policy Adoption: Policy 225- Superintendent Evaluation**
Meeting	Oct 28, 2024 - Board of Education Meeting
Category	10. Board Business

Type	Discussion, Information

Superintendent Greg Hartjes and Chief Human Resources Officer, Julie King will present the adoption of Policy 225- District Administrator Evaluation item of information.

File Attachments
IOI - Policy 225 - Superintendent Evaluation (1).pdf (35 KB)
DRAFT- Superintendent Evaluation 225 (3).pdf (33 KB)

Subject	**C. Policy Adoption: Policy 342.8- Section 504 Plans and Services**
Meeting	Oct 28, 2024 - Board of Education Meeting
Category	10. Board Business
Type	Discussion, Information

Executive Director of Student Services Laura Jackson will present the adoption of Policy 342.8- Section 504 Plans and Services item of information.

File Attachments
IOI 342.8 SECTION 504 PLANS AND SERVICES FOR STUDENTS (1).pdf (34 KB)
DRAFT 342.8 Section 504 Plans and Services for Students.docx (3).pdf (49 KB)

Subject	**D. Policy Removal: Policy 422- Admission of Nonresident Students**
Meeting	Oct 28, 2024 - Board of Education Meeting
Category	10. Board Business
Type	Discussion, Information

Executive Director of Student Services Laura Jackson will present the removal of Policy 422- Admission of Nonresident Students item of information.

File Attachments
IOI Policy Removal 422 (1).pdf (35 KB)
Policy 422-Admission of Nonresident Students (1).pdf (28 KB)

Subject	**E. Policy Removal: Policy 453.6- First Aid**
Meeting	Oct 28, 2024 - Board of Education Meeting
Category	10. Board Business

Type	Discussion, Information

Executive Director of Student Services Laura Jackson will present the removal of Policy 453.6- First Aid item of information.

File Attachments
IOI Policy Removal 453.6 (1).pdf (35 KB)
Policy 453.6- First Aid.pdf (30 KB)

Subject	**F. Policy Adoption: Policy 526.1- Employment References and Verification**
Meeting	Oct 28, 2024 - Board of Education Meeting
Category	10. Board Business
Type	Discussion, Information

Chief Human Resources Officer, Julie King will present the adoption of Policy 526.1- Employment References and Verification item of information.

File Attachments
IOI 526.1 Employment Reference and Verification Policy (1).pdf (35 KB)
DRAFT - 526.1 Employment Reference and Verification Policy.docx (2).pdf (25 KB)

Subject	**G. Monitoring Report: OE-3 Treatment of Stakeholders**
Meeting	Oct 28, 2024 - Board of Education Meeting
Category	10. Board Business
Type	Action
Recommended Action	Motion to approve Monitoring Report: OE-3 Treatment of Stakeholders as presented.

File Attachments
OE-3 Treatment of Community Stakeholders (5).pdf (451 KB)

Motion & Voting

Motion to approve Monitoring Report: OE-3 Treatment of Stakeholders as presented.

Motion by Pheng Thao, second by Jason Kolpack.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross

Subject	**H. 2024-2025 Budget Adoption**

Meeting	Oct 28, 2024 - Board of Education Meeting
Category	10. Board Business
Type	Action
Fiscal Impact	Yes
Budgeted	Yes
Recommended Action	Motion to approve the 2024-2025 Budget Adoption as presented.

Executive Director of Finance, Holly Burr, will request adoption of the 2024-2025 budget as presented.

File Attachments
IFC - Budget Adoption 2024-2025.docx.pdf (40 KB)
(REVISED) IFC - Budget Adoption 2024-2025.docx (1).pdf (40 KB)
Budget Booklet-October 2024 FINAL.pdf (1,480 KB)
DPI BUDGET WORKBOOK - FOR HEARING.pdf (157 KB)
BUDGET WORKBOOK 2024-25 FINAL.pdf (80 KB)

Motion & Voting

Motion to approve the 2024-2025 Budget Adoption as presented.

Motion by Edward Ruffolo, second by Kristine Sauter.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross

Subject	**I. 2024-2025 Tax Levy Certification**
Meeting	Oct 28, 2024 - Board of Education Meeting
Category	10. Board Business
Type	Action
Fiscal Impact	Yes
Budgeted	Yes
Recommended Action	Motion to approve the 2024-2025 Tax Levy Certification as presented.

Executive Director of Finance, Holly Burr, will request the adoption of the 2024-2025 Tax Levy Certification.

File Attachments
IFC - 2024-2025 Tax Levy Certification.docx.pdf (33 KB)
2024-25 TAX LEVY DISTRIBUTION - BOE Oct 24.pdf (116 KB)
Revenue Limit estimate 2024 FINAL.pdf (113 KB)
Tax Levy rate history 24-25.pdf (68 KB)
Tax Levy Amount History.pdf (38 KB)

Motion & Voting

Motion to approve the 2024-2025 Tax Levy Certification as presented.

Motion by Edward Ruffolo, second by Nick Ross.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross

Subject	**J. Consent Agenda Item(s) Removed for Separate Consideration**
Meeting	Oct 28, 2024 - Board of Education Meeting
Category	10. Board Business
Type	Action, Discussion

11. Items of Information

Subject	**A. None**
Meeting	Oct 28, 2024 - Board of Education Meeting
Category	11. Items of Information
Type	Information

12. Future Meetings

Subject	**A. Board Meeting: Monday, November 11, 2024, 6:45 PM***
Meeting	Oct 28, 2024 - Board of Education Meeting
Category	12. Future Meetings
Type	Information

Subject	**B. Board Work Session: Wednesday, November 20, 2024, 7:30 AM**
Meeting	Oct 28, 2024 - Board of Education Meeting
Category	12. Future Meetings
Type	Information

Subject	**C. Board Meeting: Monday, November 25, 2024, 6:00 PM**
Meeting	Oct 28, 2024 - Board of Education Meeting
Category	12. Future Meetings
Type	Information

13. Adjourn

Subject	**A. Motion to Adjourn the Meeting**
Meeting	Oct 28, 2024 - Board of Education Meeting

Category	13. Adjourn
Type	Action,Procedural

Motion & Voting

PUBLIC INPUT AT SCHOOL BOARD AND BOARD SUBCOMMITTEE MEETINGS

The Board of Education encourages citizens of the Appleton Area School District to attend its meetings so that they may become better acquainted with the operations and programs of the schools and so that the Board may have an opportunity to hear the views and concerns of the public regarding educational issues.

A period of public input shall be noticed and scheduled at School Board meetings and Public Hearings, except as otherwise specifically directed by the Board.

Public input is also allowed at Board Subcommittee meetings with respect to items of business on the publicly-noticed agenda.

At other meetings of District governmental bodies that may be required by State Statute or held pursuant to District Policy, written input will be accepted.

Cross References: Policy 170, School Board Meetings
Policy 870, Public Concerns and Complaints

Legal References: Wisconsin State Statutes 19.81, 19.83(2), 19.84(2), 19.85, and 120.43

Adoption Date: September 14, 1987

Amended Dates: January 9, 2012 and March 12, 2018

PUBLIC INPUT AT SCHOOL BOARD AND BOARD SUBCOMMITTEE MEETINGS

Procedures

Meetings of the Board may receive information and comments from members of the public on issues or topics.

Please note the following in the Procedures below:

- ✓ School Board meetings are run by the Board President or other presiding officer if the President is absent.
- ✓ Board Subcommittee meetings are run by the Subcommittee Chair or other Subcommittee member if the Chair is absent.
- ✓ Public Hearings are run by the Board President or other presiding officer if the President is absent.
- ✓ Other meetings of District governmental bodies that may be required by State Statute or held pursuant to District Policy are run by a Lead Administrator or another administrator if Lead Administrator is absent.

I. School Board Meetings

A period for public input will be set aside during School Board meetings. No public input will be allowed during Closed Sessions.

Members of the public wishing to speak during the public input period are required to register to speak. Comments may address topics related to District operations and programs and are not limited exclusively to agenda items.

II. Board Subcommittee Meetings

Members of the public wishing to speak at Board Subcommittee meetings are required to register to speak and may only make comments related to items on the meeting agenda. Members of the public wishing to speak will be recognized by the Board Subcommittee Chair as that agenda item is reached.

III. Public Hearings

Members of the public wishing to speak at Public Hearings of the Board (e.g. annual budget discussions) are required to register to speak and may only make comments or request clarification related to specific items included on the agenda and during the public input portion of the hearing.

IV. Other Meetings of District governmental bodies that may be required by State Statute or held pursuant to District Policy

A designated period for public input will not be a part of the agenda for these meetings. Work completed at most of these meetings will ultimately be shared at Board Subcommittee and School Board meetings where public input is allowed. At any time, signed written communication is encouraged and will be accepted by the Lead Administrator of these meetings.

Guidelines for Speaking at School Board and Board Subcommittee Meetings

- Meeting agendas that are subject to the Open Meetings law are available on the District's website (via BoardDocs) before each meeting and hard copies are available at the meeting.
- Members of the public wishing to speak must complete and submit a registration form stating his/her name, address, and topic for comments prior to speaking. If a spokesperson is speaking on behalf of a group, he/she needs to indicate that on the registration form as well.
- The District respectfully requests that speakers refrain from presenting comments at public meetings that introduce complaints or concerns that are directed toward and that identify individual staff members or individual students. As such personnel-related and student-related matters implicate a variety of rights that require careful attention, the District has established a variety of alternative procedures for appropriately addressing such complaints. If a speaker persists in presenting a complaint about an individual staff member's conduct or an individual student's conduct or performance, the District officials who are present at the meeting will not attempt to resolve or respond to the speaker's complaint in that setting. Any person with such a complaint or concern may contact the Office of the Superintendent for information on the most appropriate means of raising or pursuing his/her complaint. Generally, such complaints or concerns should be channeled through the AASD Complaint Procedure (Policy 870 and 870-Rule).
- The Board President or Chair shall recognize all speakers who have registered to speak and will share the Public Input Disclaimer (see Appendix 1). The Board President, Chair, or the Board by motion, may limit (in a viewpoint-neutral manner) the total time allotted for public input or the amount of time allotted to individual topics.

Speaker Responsibilities at School Board and Board Subcommittee Meetings

- A speaker should be as brief as possible and only speak once during the period for public input. Unless additional time is granted, a speaker shall limit his/her presentation to a maximum of three minutes. A timer will be used.
- A group spokesperson may speak for up to five minutes on behalf of a group present at the meeting as indicated on the registration form. A timer will be used.
- Individuals or groups requiring greater length of time should communicate in writing. Written correspondence to Board members may be directed to the Board through its Executive Assistant or directly to their home addresses.
- A speaker's comments are limited to the public input period (e.g., either during the designated public input period during a School Board meeting or Public Hearing, or during a portion of the topic-specific discussion that occurs at a Board Subcommittee meeting).
- During periods of public input that are not limited to the meeting's agenda topics, a speaker's comments still must be reasonably germane to some aspect of the school district's policies, practices, programs, or operations.
- A speaker should not be unduly repetitious. For example, a speaker who attends multiple meetings should only sign up to speak if presenting new or additional information.
- A speaker retains all liability for his/her comments and conduct (i.e., the public input period does not offer any speaker any exemption from legal liability or from other lawful consequences that may result from the speaker's comments or conduct).

- A speaker shall avoid conduct that is disorderly or speech that is obscene, threatening, harassing, or defamatory.
- A speaker should avoid engaging in political advocacy with respect to candidates for any elected office. Political advocacy related to specific candidates for office is not sufficiently germane to the meetings or to the public responsibilities of the bodies.
- No individual may present his/her verbal public input by proxy except as permitted as a reasonable accommodation for an individual with special needs. A person who is unable to attend a meeting in person may submit written comments to the District.

Authority and Responsibility of the Board President or Chair

To promote the lawful, orderly, and efficient progress of each meeting, the Board President or Chair shall have the authority to enforce the requirements of this policy and he/she shall conduct any period of public input according to established procedures.

- The Board President or Chair may call any registrant (or other attendee) to order and direct the individual to cease conduct, which violates any applicable law, policy, or procedure.
- The Board President or Chair may terminate remarks of any individual who does not adhere to established rules, whose comments are unduly repetitive of previous comments, who makes comments that are obscene, threatening, harassing, or defamatory, or whose conduct is otherwise disorderly.
- If necessary, the Board President or Chair may contact law enforcement for assistance in maintaining order or safety.

School Board Meetings

When the School Board receives public input on topics/issues that are not part of the publicly-noticed meeting agenda, Board members shall not engage in any extensive discussion or debate on any such topic/issue, and shall not take any action addressing the merits of any such topic/issue. However, in exceptional cases, the Board President, a Board member who has been recognized by the Chair, or the Superintendent may briefly respond to the registrant (e.g., to ask a clarifying question or to provide a brief clarification or correction of information that was presented by the registrant). The Board President, Chair, or the Board by motion may refer an off-agenda topic/issue that is raised by a registrant to a future agenda or for follow-up by the administration.

Cross References: Policy 170, School Board Meetings
Policy 870, Public Concerns and Complaints

Legal References: Wisconsin State Statutes 19.81, 19.83(2), 19.84(2), 19.85, and 120.43

Adoption Date: September 14, 1987

Amended Dates: January 9, 2012 and March 12, 2018

Appendix 1

Public Input Disclaimer

The School Board welcomes public input. We thank you for being here. Your opinions and ideas are important to us. However, there are a few cautions we want to share with you.

The School Board respectfully requests that speakers refrain from presenting comments at public meetings that introduce complaints or concerns that are directed toward and that identify individual staff members or individual students. As such personnel-related and student-related matters implicate a variety of rights that require careful attention, the District has established a variety of alternative procedures for appropriately addressing such complaints. If a speaker persists in presenting a complaint about an individual staff member's conduct or an individual student's conduct or performance, the District officials who are present at the meeting will not attempt to resolve or respond to the speaker's complaint in that setting. Any person with such a complaint or concern may contact the Office of the Superintendent for information on the most appropriate means of raising or pursuing his/her complaint. Generally, such complaints or concerns should be channeled through the AASD Complaint Procedure (Policy 870 and 870-Rule). False statements or stigmatizing charges may subject the individual making such statements to legal repercussions, including, but not limited to, defamation claims. Conduct that is disorderly or any speech that is obscene, threatening, harassing, or defamatory is not permitted.

Again, we appreciate your input and support for our efforts to create the best learning environment for our students.

VIRTUAL MEETINGS AND BOARD MEMBER PARTICIPATION IN MEETINGS VIA TECHNOLOGY

REMOTE PARTICIPATION IN BOARD MEETINGS BY SCHOOL BOARD MEMBERS

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

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

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

1. Unless otherwise required by law or unless otherwise expressly provided under Board policy in specific circumstances, a Board member who chooses to participate (or to attempt to participate) in a meeting remotely via communications technology acknowledges all of the following:

    a. Such choice is the voluntary exercise of a privilege, and the Board reserves discretion to limit, suspend, or terminate such privilege for any lawful reason.

    b. The Board member assumes all risks of any unavailability, inadequacy, or failure of any communications technology that is intended to enable remote participation. Such risks include, but are not limited to, the possibility that the Board member's remote access and participation may become unavailable, limited, or disabled and that the meeting may continue without the Board member's participation.

    c. The inability to participate in a meeting remotely using communications technology does **not** constitute an unlawful exclusion from the meeting.

2. A Board member does not have a right to individually choose or dictate the method(s) of remote access that may be offered for or used at any meeting.

3. The privilege of remote participation by Board members in a Board meeting that is directly and affirmatively authorized by this policy extends only to **open sessions** of regular and special Board meetings. The privilege **includes** being counted in the quorum requirement for such meetings, participating in discussion on items of business, and making and voting upon motions. However, to the extent a Board member is not permitted to vote on a matter before the Board due to the Board member's status as a remote attendee of the meeting, then such Board member shall not be included in the quorum count for such meeting or for the applicable portion of the meeting.

4. Unless the Board takes additional formal action (i.e., via a vote, as further detailed in the Authorizing Additional Remote Participation by Board Members section of this policy) to grant further affirmative authorization for remote participation via communications technology, the privilege of remote participation in Board meetings shall <u>not</u> extend to remote participation in any of the following:

    a. A closed session portion of any meeting.

    b. Even if occurring in open session, due process hearings or similar evidentiary hearings, including those relating to employment matters, as well as any deliberations or decision-making based upon such hearings.

    c. The election of Board Officers by secret ballot. However, this limitation may be rendered moot by the Board either (1) choosing, at its discretion, not to use secret ballots for such an election; or (2) authorizing a Board member who is participating remotely to voluntarily cost a non-secret vote for the applicable Board Officer position(s) even though Board members who are physically present at the meeting are using secret ballots.

5. Any remote participation that is authorized at the discretion of the Board, whether by this policy or by additional formal action, is subject to express decisions of the Board that may deny, limit, or revoke the privilege as applied to specific meetings. In addition, upon an order of the presiding officer of the meeting, a Board member's remote participation may be limited (e.g., video feed turned off, microphone muted except when the Board member has obtained the floor, etc.) or terminated during a meeting if any of the following apply:

    a. The Board member's attempted remote participation in the meeting is unreasonably interfering with conducting an orderly and efficient meeting.

    b. The communications technology being used is not enabling appropriate participation, including, at a minimum, the sufficient opportunity for reliable, simultaneous aural communication among all participating Board members.

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

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

6. Unless otherwise required by law or unless otherwise expressly provided under Board policy in specific circumstances, no Board meeting needs to be delayed, cancelled, or rescheduled solely to accommodate a Board member's request or attempt to exercise the privilege of remote participation via communications technology.

7. The authorization for a Board member's voluntary remote participation in Board meetings does not obligate the Board to arrange for the communications technology that is necessary to enable such remote participation for each and every Board meeting.

AUTHORIZING ADDITIONAL REMOTE PARTICIPATION BY BOARD MEMBERS

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

1. Any motion and vote to consider granting additional affirmative authorization for a Board member's remote participation shall be taken up only if consideration of the question is sufficiently included in the public notice of the meeting. Accordingly, a Board member may need to provide the chief presiding officer and Superintendent with reasonable advance notice of their desire to request consideration of such exceptional authorization.

2. If the chief presiding officer and Superintendent receive a Board member's request to include consideration of such additional authorization for remote participation on a meeting agenda prior to the posting or publication of the public notice of the meeting, then the item shall be included in the meeting notice in the absence of exceptional circumstances that the presiding officer determines constitute lawful and sufficient reason for denying the request.

3. The Board member(s) seeking such additional, exceptional authorization to participate in a meeting remotely shall be entitled to make or second the relevant motion and may participate in the discussion and the vote on the motion.

4. As to any motion and vote relating to authorizing remote participation in a **closed session,** the motion and vote shall be taken up **prior to** the Board's consideration of the motion to convene in the applicable closed session. Therefore, any decision to authorize a Board member's remote participation in a closed session shall be contingent on a subsequent decision to actually convene in the closed session.

5. Confidentiality concerns and potential legal barriers and legal risks to a Board member's remote participation in such additional situations are relevant to the consideration of granting such authorization.

VIRTUAL MEETINGS AND REMOTE PARTICIPATION IN EMERGENCIES

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

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

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

1. Unless the Board itself directed the holding of an emergency virtual Board meeting, the Board President or other chief presiding officer, or their designee, shall notify all Board members that the meeting will be held as an emergency virtual Board meeting.

2. Even if a physical meeting location is designated and offered as an option to some Board members and/or to any members of the public, the Board members' participation in an emergency virtual meeting from a remote location via communications technology **shall not** be considered to be voluntary.

3. The public notice of the emergency virtual meeting shall include applicable information about public access to the meeting.

4. The Board President or other acting chief presiding officer is responsible for determining whether it is necessary or appropriate to include information in the public notice of the meeting that addresses the virtual structure of the meeting and/or the nature of the emergency situation.

5. Notwithstanding any other Board policy that may address the Board's normal approach to public comment periods during Board meetings, and unless otherwise expressly directed by the Board in connection with the specific emergency, the Board President or other acting chief presiding officer is authorized to determine whether an emergency virtual meeting will include a public comment period and, if so, the scope of such public comment period and the method(s) by which the public may address the Board.

6. For an emergency virtual meeting, this policy authorizes the remote participation by Board members while the Board is convened in any **open session or closed session** portion of such a meeting, subject to the limitation that, upon a request by the Board President or any Board member, each Board member who is participating in such a meeting from a remote location must affirm that he/she is taking adequate steps to safeguard the confidentiality of any closed session. A Board member's failure or unwillingness to so affirm is grounds for the Board, by a majority vote, to revoke authorization to participate in the closed session.

7. If a Board member is attempting to participate in an emergency virtual meeting from a remote location and is having difficulty establishing or maintaining a sufficient connection to the communications platform, the Board may need to make a decision whether the meeting will continue without such Board member's participation. Before making a decision that would limit or terminate any Board member's remote access to an emergency virtual meeting or allow the meeting to continue without a Board member's participation:

    a. The presiding officer of the meeting may call, or any Board member may request, a temporary recess in the meeting to allow the Board member a reasonable opportunity to establish or restore his/her access and participation.

    b. The presiding officer or a designee may attempt to contact the Board member to determine whether the Board member is willing to consent to voluntary non-participation in the remainder of the meeting.

    c. The Board must evaluate whether, under the specific circumstances, a decision to continue the meeting without the Board member's participation would constitute an unlawful exclusion of the Board member.

REMOTE PUBLIC ACCESS TO BOARD MEETINGS

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

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

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

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

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

APPLICATION TO COMMITTEES AND OTHER GOVERNMENTAL BODIES

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

Legal References:

Wisconsin Statutes

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

Adoption Date: August 22, 2022

ITEM FOR CONSIDERATION

Topic: Budget Adoption for the 2024-2025 Fiscal Year

Background Information: On October 28, 2024 a public budget hearing was held. At the public hearing Holly Burr, Executive Director of Finance for the Appleton Area School District, presented the 2024-2025 budget. The presentation included projections of revenues, expenditures, and tax levy information for the 2024-2025 fiscal year, which began on July 1, 2024.

Administration is requesting approval of the 2024-2025 budget. This budget is based on current revenue and tax levy data from the Wisconsin Department of Public Instruction, and falls within the state mandated revenue control limits. Budget statistics include the following:

a. The final budget of $336,046,134 represents an increase of $24,991,890 (8.0%) from 2023-2024. This is due to the having issued $14.8 million in new referendum with the remaining $25.0 million yet to be issued and the continuation of the construction projects approved in the Nov. 2022 referendum.

b. An increase in revenue for the General Fund can be attributed to additional revenue limit authority coming mostly in the form of additional aid from the State. This is offset by a reduction in Federal grant funds through the Elementary and Secondary School Relief (ESSER) fund of the CRRSA Act and ARP Act.

c. Three areas with increases in expenditures are employee health plan costs, staffing and compensation, and referendum approved construction.

d. Tax levies: This information is based on final revenue control and equalization aid information.

General Fund Levy	$55,701,279.00
Capital Projects Levy	$ 2,460,000.00
Referendum Debt Levy	$14,848,891.00
Community Service Levy	$ 2,839,000.00

Fiscal Note: The proposed tax levy of $75,849,170 represents a decrease of 3.0% from last year. The levy rate (mill rate) is estimated to decrease from $6.53 to $6.10 per $1,000 of equalized property value.

Administrative Recommendation: Approval of the 2024-2025 Fiscal Year Budget.

Instructional Impact: This budget maintains previously established class sizes, includes some referendum approved staffing additions, and includes reductions for ESSER related expenditures.

Contact Person(s): Holly Burr, 920.852.5305 ext. 60061

BOE: October 28, 2024

ITEM FOR CONSIDERATION

Topic: Budget Adoption for the 2024-2025 Fiscal Year

Background Information: On October 28, 2024 a public budget hearing was held. At the public hearing Holly Burr, Executive Director of Finance for the Appleton Area School District, presented the 2024-2025 budget. The presentation included projections of revenues, expenditures, and tax levy information for the 2024-2025 fiscal year, which began on July 1, 2024.

Administration is requesting approval of the 2024-2025 budget. This budget is based on current revenue and tax levy data from the Wisconsin Department of Public Instruction, and falls within the state mandated revenue control limits. Budget statistics include the following:

a. The final budget of $336,046,134 represents an increase of $24,991,890 (8.0%) from 2023-2024. This is due to having issued $14.8 million in new debt with the remaining $25.0 million yet to be issued and the continuation of the construction projects approved in the Nov. 2022 referendum.

b. An increase in revenue for the General Fund can be attributed to additional revenue limit authority coming mostly in the form of additional aid from the State. This is offset by a reduction in Federal grant funds through the Elementary and Secondary School Relief (ESSER) fund of the CRRSA Act and ARP Act.

c. Three areas with increases in expenditures are employee health plan costs, staffing and compensation, and referendum approved construction.

d. Tax levies: This information is based on final revenue control and equalization aid information.

General Fund Levy	$55,701,279.00
Capital Projects Levy	$ 2,460,000.00
Referendum Debt Levy	$14,848,891.00
Community Service Levy	$ 2,839,000.00

Fiscal Note: The proposed tax levy of $75,849,170 represents a decrease of 3.0% from last year. The levy rate (mill rate) is estimated to decrease from $6.53 to $6.10 per $1,000 of equalized property value.

Administrative Recommendation: Approval of the 2024-2025 Fiscal Year Budget.

Instructional Impact: This budget maintains previously established class sizes, includes some referendum approved staffing additions, and includes reductions for ESSER related expenditures.

Contact Person(s): Holly Burr, 920.852.5305 ext. 60061

BOE: October 28, 2024

ITEM FOR CONSIDERATION

Topic: 2024-2025 Tax Levy Certification

Background Information: In mid-October the District received revenue limit calculations, equalization aid calculations, and other revenue estimates from the Department of Public Instruction. In addition, the Department of Revenue provided the District with our equalized valuation. This information allows the District to set the 2024-2025 Tax Levy.

Fiscal Note: See attached documentation.

Administrative Recommendation: Approval of the 2024-2025 Tax Levy.

Instructional Impact: N/A

Contact Person(s): Holly Burr, 920.852.5305 ext. 60061

BOE: October 28, 2024

ITEM FOR CONSIDERATION

Topic: Revised 9-12 Mathematics Pathway and Curriculum:

- 9050 Foundations of Algebra
- 9210 General Geometry
- 9220 Geometry for Precalculus

Background Information: The Director of STEM (6-12) has been conducting a 9-12 mathematics work group to review both quantitative and qualitative data to support the mathematical needs in Algebra and Geometry. Based on the analysis, a revised mathematical pathway and curriculum were developed to support unfinished learning, mathematics entry points, and relevance of mathematical concepts through problem-solving, critical thinking and logical reasoning, and making connections between math and realia. The request is for the adoption of the updated mathematics pathway, mathematics prerequisites, and curriculum for Foundations of Algebra, General Geometry, and Geometry for Precalculus.

Fiscal Note: No fiscal responsibility as the revised curriculum will continue to use the same resources: Savvas enVision Mathematics and DeltaMath Solutions.

Instructional Impact: High school students will continue to learn mathematics topics and content supported by the Wisconsin Standards for Mathematics. The revised curriculum will prepare students with the essential background knowledge and skills to be ready to take Algebra and Geometry. Changes in the 9-12 mathematics pathway and curriculum will support success for all students in high school by building strong foundation skills, developing conceptual understanding of key mathematical concepts, paying attention to procedural skills and fluency, and engaging in relevant mathematical applications in order to solve authentic mathematical problems.

Administrative Recommendation: Approve as submitted.

Contact Person(s):
Thai Xiong, Ph.D., Director of STEM (7-12) and H&HP (K-12), 852-5320 x60173, xiongthai@aasd.k12.wi.us
Mark McQuade, Ed.D., Assistant Superintendent of AC&I, 852-5320 x60121, mcquademark@aasd.k12.wi.us

BOE: October 28, 2024

ITEM FOR CONSIDERATION

Topic: Revised 9-12 Mathematics Pathway and Curriculum:

- 9050 Foundations of Algebra
- 9210 General Geometry
- 9220 Geometry for Precalculus

Background Information: The Director of STEM (6-12) has been conducting a 9-12 mathematics work group to review both quantitative and qualitative data to support the mathematical needs in Algebra and Geometry. Based on the analysis, a revised mathematical pathway and curriculum were developed to support unfinished learning, mathematics entry points, and relevance of mathematical concepts through problem-solving, critical thinking and logical reasoning, and making connections between math and realia. The request is for the adoption of the updated mathematics pathway, mathematics prerequisites, and curriculum for Foundations of Algebra, General Geometry, and Geometry for Precalculus.

Fiscal Note: No fiscal responsibility as the revised curriculum will continue to use the same resources: Savvas enVision Mathematics and DeltaMath Solutions.

Instructional Impact: High school students will continue to learn mathematics topics and content supported by the Wisconsin Standards for Mathematics. The revised curriculum will prepare students with the essential background knowledge and skills to be ready to take Algebra and Geometry. Changes in the 9-12 mathematics pathway and curriculum will support success for all students in high school by building strong foundation skills, developing conceptual understanding of key mathematical concepts, paying attention to procedural skills and fluency, and engaging in relevant mathematical applications in order to solve authentic mathematical problems.

Administrative Recommendation: Approve as submitted.

Contact Person(s):
Thai Xiong, Ph.D., Director of STEM (7-12) and H&HP (K-12), 852-5320 x60173, xiongthai@aasd.k12.wi.us
Mark McQuade, Ed.D., Assistant Superintendent of AC&I, 852-5320 x60121, mcquademark@aasd.k12.wi.us

BOE: October 28, 2024

Revised 9-12 Mathematics Pathway and Curriculum: Key Word Key Time (KWKT)

WHY is there a need for the revised pathway and curriculum?	When the Common Core States Standards for Mathematics was released in 2010, there was a push for all students to take Algebra at the 9th grade level. Based on student needs, the district responded by offering Algebra 1A, Algebra 1B, Algebra 1 with Algebra 1 WIN, and Algebra 1. In 2021, the Wisconsin Standards for Mathematics were revised with five shifts: identity, flexible user, focus, coherence, and rigor. These shifts ask for all students to learn Algebra and Geometry concepts in high school and to have the opportunity to engage and apply mathematical concepts to authentic contexts. The goal is to move from "teaching mathematics to students" to "teaching students mathematics."
	
	A root cause analysis was conducted as to why there are high failures in Algebra and Geometry. The themes generated by teachers as the challenge/problem from the analysis included:
	● Unfinished learning: Students lack a strong foundation in mathematics skills while transitioning from middle school to high school or Algebra 1B and Algebra to Geometry.
	● Various Entry Point: Both Algebra 1B and Algebra students will take Geometry. There is significant unfinished learning between Algebra 1B and Algebra students when enrolled in the same Geometry course.
	● Need for Relevance: There is more teaching of mathematical content over application. Need to teach less content and more applications.
	
	Teachers came up with the following action steps to address the root cause:
	● Design a course to support students' unfinished learning before taking Algebra. Build students' understanding with the essential skills to be prepared for Algebra.
	● Design and offer two different courses in Geometry to provide different pathways for students based on their math needs and desire to pursue higher level math while in high school.
	  ○ General Geometry: essential concepts and skills to prepare students for Algebra 2, focus on the application of Geometry through reason and logic
	  ○ Geometry for Pre-Calculus: essential concepts and skills to prepare students for Algebra 2 for Pre-Calculus, focus on diving deeper into the concepts and skills through argumentation, reasoning and formal proofs
	● Revise Algebra curriculum and assessments with essential standards and skills to prepare students for Geometry
	● Provide more opportunity for students to experience the application of math concepts and skills in the new courses and in the current Algebra course
	
	By providing a focused mathematics experience during the 9th grade, a strong foundation will be developed for the content to be learned in Algebra and Geometry to be successful in the transition to Algebra 2 and/or Algebra 2 for Pre-Calculus.

WHAT changes are required for implementation?	As a result of the 9-12 Mathematics Work Group, the following curriculum will no longer be offered: ● Algebra 1A ● Algebra 1B ● Geometry Algebra 1A and 1B will be replaced with Foundations of Algebra. Geometry will be replaced with General Geometry and Geometry for Precalculus. The following changes were made and will be implemented moving forward: ● AASD High School Mathematics Pathway ● AASD High School Mathematics Prerequisites ● Foundations of Algebra: Course Overview, Unit Overview, and Assessment Matrix were created ● General Geometry: Course Overview, Unit Overview, and Assessment Matrix were created ● Geometry for Precalculus: Course Overview, Unit Overview, and Assessment Matrix were created ● AASD Freshman Algebra Math Placement Algebra 1 WIN will continue to be an option for students who need additional support in Algebra. With the new pathway, Algebra 1 WIN may potentially phase out and decisions will be made in the future.
HOW will the changes support student success?	Changes in the 9-12 mathematics pathway and curriculum will support student success across the district for all students: ● Build students' foundational skills to be ready for Algebra and Geometry ● Build students' skills to be ready for Algebra 2 and Algebra 2 for Pre-Calculus ● Develop conceptual understanding of key mathematical concepts, ● Give attention to procedural skills and fluency ● Spend more time working with engaging applications of mathematics in the real-world (relevance of mathematics or application to authentic contexts) ● Prepare students to identify, recognize and foster their strengths to reason and solve relevant mathematical problems that sets them up for success in life and any and all post-secondary options ● Demonstrate a commitment to our students for high expectations for knowledge, skills and deep understanding of mathematics

ITEM FOR CONSIDERATION

Topic: Supplemental Material Approval- *Atomic Habits* by James Clear; 21st Century Literacy (1060)

Background Information: The English Language Arts- grade 12 new 21st Century Literature course is a standards-based course (SBC) in the Appleton Area School District. As part of course instruction, students read a variety of texts to identify the key ideas and details, main idea, theme(s), event sequence(s), point of view, character development, and author's purpose. Additionally students articulate their ideas in collaborative discussions and independent written reflections and/or reviews. The text will be used within their second unit of study: Research for Real-Life.

Fiscal Note: AC&I would be purchasing 210 total copies of the novel to be dispersed among the high schools. The cost will be $5,670.00. This instructional material will be implemented during the 2024-25 school year.

Instructional Impact: This book will be used as a full-class read-aloud. As the secondary English department focuses on Interactive Read Alouds and other high leverage strategies, the option to read a text as a full class is important as PLCs plan and strategize for student engagement, assessment design, and feedback to offer students during and post-instruction.

Administrative Recommendation: Approve as submitted.

Contact Person(s): Kelly Leopold, 920-832-6157 x60172, leopoldkelly@aasd.k12.wi.us
Mark McQuade, Ed.D., 920-852-5300 x60121, mcquademark@aasd.k12.wi.us

BOE: October 28, 2024

English Language Arts: Supplemental Material Approval- *Atomic Habits* by James Clear; 21st Century Literacy (1060)

WHY is the high school ELA department looking for approval of an additional text for full-class reads?	The high school ELA department would like to ensure that materials: • Are current and appealing to promote a love of reading • Consistent with the educational goals of the District • Are appropriate for the age, social development, and maturity of students • Meet high standards of quality in factual content • Have factual, aesthetic, literary, ethical, or social value • Are written by competent and qualified authors • Represent our pluralistic society • Foster respect for all groups of people who form our society • Represent varying levels of difficulty with diverse appeal and differing points of view

WHAT is the connection of this text to a unit of study?	This novel connects to:
	• Unit 2: Research for Real-Life
	  ○ Non-fiction title
	  ○ Data, graphs, tables, and charts that help demonstrate the author's method
	  ○ Online resources that make the text further applicable to student learning
	  ○ Identifiable main idea ("Tiny Changes, Remarkable Results")
	  ○ First and third person perspectives
	  ○ Consistent theme of incorporating change
	  ○ Easily accessible to a wide variety of student ability and interest
	  ○ Tools and strategies to transform habits
	  ■ Making time for new habits
	  ■ Overcoming a lack of motivation/willpower
	  ■ Designing environment to make success easier
	  ■ Getting back on track when off course

HOW was public input solicited prior to making the administrative recommendation to the Board?	Copies of proposed instructional materials were made available to the public for over 30 days in order to submit written public input. Notification of requested feedback also publicized through the AASD website as well as through the superintendent's family communication letter.
HOW will instruction benefit ?	Instruction will be benefited by: • Reading as a full class read • Allowing students the opportunity to establish goals for themselves to apply in a variety of areas in life • Offering cross-disciplinary integration to many other content areas • Allowing for discussion and processing of ideas

ITEM FOR CONSIDERATION

Topic: Professional Educator New Hire(s)

Background Information: The Professional Educators listed below are recommended for contractual positions for the 2024-2025 school year:

Name	***Position***	***Location***	***FTE***	***Effective Date:***
Kyler M. Murphy	SEL Dean	East	75%	10/29/24
Joshua T. Walker	Bus./Marketing/ACP	Wilson	46%	11/4/24

Instructional Impact: The candidates listed above are recommended by the administrator to whom they will report as the best candidates for the positions.

Fiscal Impact: Salary will be commensurate with education and experience.

Administrative Recommendation: Approval

Contact Person(s): Julie King, (920) 852-5302

BOE: October 28, 2024

ITEM FOR CONSIDERATION

Topic: Professional Educator Contract Change(s)

Background Information: The following contract change is recommended for the 2024-2025 school year effective November 4, 2024:

Name	***Position***	***Location***	***FTE***
Margie Westmoreland	Computer Science	North	100% to 30%

Fiscal Note: As indicated above.

Administrative Recommendation: Approval

Instructional Impact: This assignment adjustment will meet student needs.

Contact Person: Julie King, (920) 852-5302

BOE: October 28, 2024

ITEM FOR CONSIDERATION

Topic:	Professional Educator Resignation(s)
Background Information:	The following Professional Educator has submitted a letter of resignation effective the end of the October 21, 2024 workday: **Melissa M. Coyle** has been with the District for a total of 10 months, most recently as a Special Education-I4K/ECSE Teacher with Appleton Community 4K and McKinley Elementary School.
Instructional Impact:	A qualified replacement will be procured.
Fiscal Impact:	Dependent upon replacement.
Administrative Recommendation:	Approval
Contact Person(s):	Julie King, (920) 852-5302

BOE: October 28, 2024

ITEM FOR CONSIDERATION

Topic:	Administrative Hire(s)
Background Information:	The individual listed below has been recommended for a contractual position for the 2024-2025 school year: **Jennifer L. Bault** is recommended for the Director of STEM (6-12) and Health and Human Performance (K-12) effective December 3, 2024. Ms. Bault most recently served as Associate Principal at Watertown Unified School District in Watertown, WI.
Instructional Impact:	This highly qualified candidate will ensure the continuation of quality instruction and student support.
Fiscal Impact:	Salary will be commensurate with education and experience.
Administrative Recommendation:	Approval
Contact Person(s):	Julie King (920) 852-5302

BOE: October 28, 2024

ITEM FOR CONSIDERATION

Topic: Revised 9-12 Mathematics Pathway and Curriculum:

- 9050 Foundations of Algebra
- 9210 General Geometry
- 9220 Geometry for Precalculus

Background Information: The Director of STEM (6-12) has been conducting a 9-12 mathematics work group to review both quantitative and qualitative data to support the mathematical needs in Algebra and Geometry. Based on the analysis, a revised mathematical pathway and curriculum were developed to support unfinished learning, mathematics entry points, and relevance of mathematical concepts through problem-solving, critical thinking and logical reasoning, and making connections between math and realia. The request is for the adoption of the updated mathematics pathway, mathematics prerequisites, and curriculum for Foundations of Algebra, General Geometry, and Geometry for Precalculus.

Fiscal Note: No fiscal responsibility as the revised curriculum will continue to use the same resources: Savvas enVision Mathematics and DeltaMath Solutions.

Instructional Impact: High school students will continue to learn mathematics topics and content supported by the Wisconsin Standards for Mathematics. The revised curriculum will prepare students with the essential background knowledge and skills to be ready to take Algebra and Geometry. Changes in the 9-12 mathematics pathway and curriculum will support success for all students in high school by building strong foundation skills, developing conceptual understanding of key mathematical concepts, paying attention to procedural skills and fluency, and engaging in relevant mathematical applications in order to solve authentic mathematical problems.

Administrative Recommendation: Approve as submitted.

Contact Person(s):
Thai Xiong, Ph.D., Director of STEM (7-12) and H&HP (K-12), 852-5320 x60173, xiongthai@aasd.k12.wi.us
Mark McQuade, Ed.D., Assistant Superintendent of AC&I, 852-5320 x60121, mcquademark@aasd.k12.wi.us

BOE: October 28, 2024

Revised 9-12 Mathematics Pathway and Curriculum: Key Word Key Time (KWKT)

WHY is there a need for the revised pathway and curriculum?	When the Common Core States Standards for Mathematics was released in 2010, there was a push for all students to take Algebra at the 9th grade level. Based on student needs, the district responded by offering Algebra 1A, Algebra 1B, Algebra 1 with Algebra 1 WIN, and Algebra 1. In 2021, the Wisconsin Standards for Mathematics were revised with five shifts: identity, flexible user, focus, coherence, and rigor. These shifts ask for all students to learn Algebra and Geometry concepts in high school and to have the opportunity to engage and apply mathematical concepts to authentic contexts. The goal is to move from "teaching mathematics to students" to "teaching students mathematics."
	
	A root cause analysis was conducted as to why there are high failures in Algebra and Geometry. The themes generated by teachers as the challenge/problem from the analysis included:
	● Unfinished learning: Students lack a strong foundation in mathematics skills while transitioning from middle school to high school or Algebra 1B and Algebra to Geometry.
	● Various Entry Point: Both Algebra 1B and Algebra students will take Geometry. There is significant unfinished learning between Algebra 1B and Algebra students when enrolled in the same Geometry course.
	● Need for Relevance: There is more teaching of mathematical content over application. Need to teach less content and more applications.
	
	Teachers came up with the following action steps to address the root cause:
	● Design a course to support students' unfinished learning before taking Algebra. Build students' understanding with the essential skills to be prepared for Algebra.
	● Design and offer two different courses in Geometry to provide different pathways for students based on their math needs and desire to pursue higher level math while in high school.
	  ○ General Geometry: essential concepts and skills to prepare students for Algebra 2, focus on the application of Geometry through reason and logic
	  ○ Geometry for Pre-Calculus: essential concepts and skills to prepare students for Algebra 2 for Pre-Calculus, focus on diving deeper into the concepts and skills through argumentation, reasoning and formal proofs
	● Revise Algebra curriculum and assessments with essential standards and skills to prepare students for Geometry
	● Provide more opportunity for students to experience the application of math concepts and skills in the new courses and in the current Algebra course
	
	By providing a focused mathematics experience during the 9th grade, a strong foundation will be developed for the content to be learned in Algebra and Geometry to be successful in the transition to Algebra 2 and/or Algebra 2 for Pre-Calculus.

WHAT changes are required for implementation?	As a result of the 9-12 Mathematics Work Group, the following curriculum will no longer be offered: ● Algebra 1A ● Algebra 1B ● Geometry Algebra 1A and 1B will be replaced with Foundations of Algebra. Geometry will be replaced with General Geometry and Geometry for Precalculus. The following changes were made and will be implemented moving forward: ● AASD High School Mathematics Pathway ● AASD High School Mathematics Prerequisites ● Foundations of Algebra: Course Overview, Unit Overview, and Assessment Matrix were created ● General Geometry: Course Overview, Unit Overview, and Assessment Matrix were created ● Geometry for Precalculus: Course Overview, Unit Overview, and Assessment Matrix were created ● AASD Freshman Algebra Math Placement Algebra 1 WIN will continue to be an option for students who need additional support in Algebra. With the new pathway, Algebra 1 WIN may potentially phase out and decisions will be made in the future.
HOW will the changes support student success?	Changes in the 9-12 mathematics pathway and curriculum will support student success across the district for all students: ● Build students' foundational skills to be ready for Algebra and Geometry ● Build students' skills to be ready for Algebra 2 and Algebra 2 for Pre-Calculus ● Develop conceptual understanding of key mathematical concepts, ● Give attention to procedural skills and fluency ● Spend more time working with engaging applications of mathematics in the real-world (relevance of mathematics or application to authentic contexts) ● Prepare students to identify, recognize and foster their strengths to reason and solve relevant mathematical problems that sets them up for success in life and any and all post-secondary options ● Demonstrate a commitment to our students for high expectations for knowledge, skills and deep understanding of mathematics

ITEM FOR CONSIDERATION

Topic: Supplemental Material Approval- *Atomic Habits* by James Clear; 21st Century Literacy (1060)

Background Information: The English Language Arts- grade 12 new 21st Century Literature course is a standards-based course (SBC) in the Appleton Area School District. As part of course instruction, students read a variety of texts to identify the key ideas and details, main idea, theme(s), event sequence(s), point of view, character development, and author's purpose. Additionally students articulate their ideas in collaborative discussions and independent written reflections and/or reviews. The text will be used within their second unit of study: Research for Real-Life.

Fiscal Note: AC&I would be purchasing 210 total copies of the novel to be dispersed among the high schools. The cost will be $5,670.00. This instructional material will be implemented during the 2024-25 school year.

Instructional Impact: This book will be used as a full-class read-aloud. As the secondary English department focuses on Interactive Read Alouds and other high leverage strategies, the option to read a text as a full class is important as PLCs plan and strategize for student engagement, assessment design, and feedback to offer students during and post-instruction.

Administrative Recommendation: Approve as submitted.

Contact Person(s): Kelly Leopold, 920-832-6157 x60172, leopoldkelly@aasd.k12.wi.us
Mark McQuade, Ed.D., 920-852-5300 x60121, mcquademark@aasd.k12.wi.us

BOE: October 28, 2024

English Language Arts: Supplemental Material Approval- *Atomic Habits* by James Clear; 21st Century Literacy (1060)

WHY is the high school ELA department looking for approval of an additional text for full-class reads?	The high school ELA department would like to ensure that materials: • Are current and appealing to promote a love of reading • Consistent with the educational goals of the District • Are appropriate for the age, social development, and maturity of students • Meet high standards of quality in factual content • Have factual, aesthetic, literary, ethical, or social value • Are written by competent and qualified authors • Represent our pluralistic society • Foster respect for all groups of people who form our society • Represent varying levels of difficulty with diverse appeal and differing points of view

WHAT is the connection of this text to a unit of study?	This novel connects to:
	• Unit 2: Research for Real-Life
	  ○ Non-fiction title
	  ○ Data, graphs, tables, and charts that help demonstrate the author's method
	  ○ Online resources that make the text further applicable to student learning
	  ○ Identifiable main idea ("Tiny Changes, Remarkable Results")
	  ○ First and third person perspectives
	  ○ Consistent theme of incorporating change
	  ○ Easily accessible to a wide variety of student ability and interest
	  ○ Tools and strategies to transform habits
	  ■ Making time for new habits
	  ■ Overcoming a lack of motivation/willpower
	  ■ Designing environment to make success easier
	  ■ Getting back on track when off course

HOW was public input solicited prior to making the administrative recommendation to the Board?	Copies of proposed instructional materials were made available to the public for over 30 days in order to submit written public input. Notification of requested feedback also publicized through the AASD website as well as through the superintendent's family communication letter.
HOW will instruction benefit ?	Instruction will be benefited by: • Reading as a full class read • Allowing students the opportunity to establish goals for themselves to apply in a variety of areas in life • Offering cross-disciplinary integration to many other content areas • Allowing for discussion and processing of ideas

ITEM FOR CONSIDERATION

Topic: Professional Educator New Hire(s)

Background Information: The Professional Educators listed below are recommended for contractual positions for the 2024-2025 school year:

Name	***Position***	***Location***	***FTE***	***Effective Date:***
Kyler M. Murphy	SEL Dean	East	75%	10/29/24
Joshua T. Walker	Bus./Marketing/ACP	Wilson	46%	11/4/24

Instructional Impact: The candidates listed above are recommended by the administrator to whom they will report as the best candidates for the positions.

Fiscal Impact: Salary will be commensurate with education and experience.

Administrative Recommendation: Approval

Contact Person(s): Julie King, (920) 852-5302

BOE: October 28, 2024

ITEM FOR CONSIDERATION

Topic: Professional Educator Contract Change(s)

Background Information: The following contract change is recommended for the 2024-2025 school year effective November 4, 2024:

Name	***Position***	***Location***	***FTE***
Margie Westmoreland	Computer Science	North	100% to 30%

Fiscal Note: As indicated above.

Administrative Recommendation: Approval

Instructional Impact: This assignment adjustment will meet student needs.

Contact Person: Julie King, (920) 852-5302

BOE: October 28, 2024

ITEM FOR CONSIDERATION

Topic:	Professional Educator Resignation(s)
Background Information:	The following Professional Educator has submitted a letter of resignation effective the end of the October 21, 2024 workday: **Melissa M. Coyle** has been with the District for a total of 10 months, most recently as a Special Education-I4K/ECSE Teacher with Appleton Community 4K and McKinley Elementary School.
Instructional Impact:	A qualified replacement will be procured.
Fiscal Impact:	Dependent upon replacement.
Administrative Recommendation:	Approval
Contact Person(s):	Julie King, (920) 852-5302

BOE: October 28, 2024

ITEM FOR CONSIDERATION

Topic:	Administrative Hire(s)
Background Information:	The individual listed below has been recommended for a contractual position for the 2024-2025 school year: **Jennifer L. Bault** is recommended for the Director of STEM (6-12) and Health and Human Performance (K-12) effective December 3, 2024. Ms. Bault most recently served as Associate Principal at Watertown Unified School District in Watertown, WI.
Instructional Impact:	This highly qualified candidate will ensure the continuation of quality instruction and student support.
Fiscal Impact:	Salary will be commensurate with education and experience.
Administrative Recommendation:	Approval
Contact Person(s):	Julie King (920) 852-5302

BOE: October 28, 2024

ITEM OF INFORMATION

Topic: Charter School Updates

Background Information: AASD serves as the authorizer of fourteen charter schools. Charter schools encourage innovation and creativity in their approach to providing additional educational options for families and students.

As part of an annual Charter School update, the following information will be shared:

- AASD Charter School Updates
- An updated version of the AASD charter contract that is used for five-year contract renewals
- Recommendation of new site locations for the Appleton Bilingual School (ABS) and Hmong American Immersion School (HAIS)

Instructional Impact: Charter schools in Appleton are all unique in their mission and offer various programming. AASD district leadership provides oversight of the AASD charter contract, grant assurances, and the monitoring of student outcomes.

Contact Person(s): Ebony Grice, Assistant Superintendent of School Services
(920) 852-5300, griceebony@aasd.k12.wi.us

BOE: October 28, 2024

AASD Charter School Updates

Dr. Al Brant, Charter Liaison & Principal Coach
Ebony Grice, Assistant Superintendent of School Services

October 28, 2024

APPLETON AREA
SCHOOL DISTRICT

2023-2024 School Year Highlights

APM received the Promising Practices Award by the Wisconsin Charter Education Partnership

Construction Trade Expo for AASD students to learn and engage with local area trade leaders and technical colleges

Principal Alex Molitor received the Dr. Martin Luther King Jr. Educator of the Year by Lawrence University

Mr. Nick German received the Mielke Educator Award from the Mielke Foundation

The AASD expanded the range of educational choices through the growth of charter school options with the approval of two new charter schools

Principal Michelle Mueller received the Connections Education School Leader of the Year

AASD Charter School safety plan is being used as an exemplar by the Wisconsin Resource Center for Charter Schools

Charter Focus Areas Summer 2024

- AASD Charter School Governance Board Training
- Professional Development with the Wisconsin Resource Center for Charter Schools
- Professional Development with the Wisconsin Department of Instruction
- Assessing internal processes to ensure alignment with charter expectations and compliance

AASD Summer Highlights in Wisconsin

AASD documents used by the Wisconsin Resource Center for Charter Schools as exemplars for others to model after:

- AASD Charter School Handbook
- AASD Charter Contract Template
- KA Governance Board Handbook
- Charter School Safety Plan

AASD Charter School Contract Template Changes

- Minor adjustments to the wording in the sections where charter schools are permitted, allowing them to customize language to address the specific needs and uniqueness of the charter
- No changes have been made to the expectations or contractual obligations
- Methods of Measurement wording has been revised to use generic assessment language i.e. Mandated State and Longitudinal Assessments
- Improved template, fillable, and easier to complete through the use a Google Document

Principal Coaching and Support

- Support new charter school Principals
- Support new charter schools and the governance board
- Support current charter schools and the governance board
- Lead and support the charter school contract renewal process
- Audit and assess internal processes to ensure compliance with charter regulations and requirements

The Omolade Academy

Staff

- Instructional Coach Leader, Toni Baeb
- Kg/1st Grade Teacher, Hannah Driessen
- 2nd/3rd Grade Teacher, Liz Patrykus
- Principal, Jamie Kimball

Enrollment

- 25 students

Hmong American Immersion School

Staff

- Impact Director, Dr. Thai Xiong

Next Steps

- Student recruitment
- HAIS marketing plan
- Family engagement
- Curriculum planning
- Determine school location

Charter School Site Recommendations

Appleton Bilingual School (ABS)

Huntley Elementary School

Hmong American Immersion School (HAIS)

Johnston Elementary school

Up Next for Charter Schools

- Charter Council Fair January 2025
- Two Charter Contract renewals
- Charter Council Quarterly meetings

Questions?

ITEM OF INFORMATION

Topic: New Humanities Courses (ELA/WL)

Background Information: It is important that we offer AASD students choice and the opportunity to succeed no matter their path after graduation. Specific to World Language, by adding *American Sign Language* as a language course, we are offering a language to a demographic group that has not been served previously. If the enrollment numbers show interest, we will also be able to offer CAPP ASL courses in the future, as we have a licensed educator and UW-Oshkosh has the program. We are revising the title of Spanish for Spanish Speakers into *Spanish for Heritage Speakers*. The course content has been minorly tweaked to address the language evolution. We are seeing a need for this course to address literacy skill development that is only one portion of the mainstream world language pathway and will potentially allow students the opportunity to take AP exams and/or CAPP language courses. The *Journalism 2* course is a follow-up to Journalism 1. Diving the full-year course into two semester courses will potentially allow the course to run as we have seen course requests numbers near enough to run. We would also like to partner with each high school communication team to offer career-based learning opportunities with this course. And finally, as a department and as secondary administrators, we have seen the benefits to offering CAPP courses for our students in partnership with UW-Oshkosh. The students are taking rigorous college courses with their peers, in their school and earning college credits at a reduced cost. These credits often fulfill college general education requirements, saving them time and money and allowing them to take other courses that pair with their major/minor of study or interest. Like ASL, we have an educator with the certification to allow us to offer this course as a CAPP course.

Fiscal Note: The cost associated with these course additions is the cost of the instructional text and materials. If the courses run in 2025-2026 due to student course request numbers and site FTE, we would need to purchase a classroom set of texts for each course. The CAPP Speech would have an online component as well. Approximate costs for a classroom set and teacher materials:

- ASL ($3,700)
- CAPP Speech ($4,500)
- Journalism 2 ($6,500)
- Spanish for Heritage Speakers (TBD)

Instructional Impact: Students will have further choice in their course selections for meeting their fourth required ELA credit for graduation, as well as those seeking sequential years of a World Language. These options assist students in

their varying needs no matter their plans for post-graduation. All ELA 12th grade courses instruct and assess students using the Wisconsin State Standards for writing, reading, speaking, listening, and Conventions of Standardized English. All WL courses instruct and assess students using the American Council of the Teaching of Foreign Languages (ACTFL) standards that address the modes of communication: interpretive, interpersonal, and presentational.

Course Overview Documents:

- **ASL 1**
- **CAPP Speech**
- **Journalism 2**
- **Spanish for Heritage Speakers**

Contact Person(s):

Kelly Leopold, 920-832-6157 ext. 60172, leopoldkelly@aasd.k12.wi.us
Mark McQuade, Ed.D., 920-852-53007 x60121, mcquademark@aasd.k12.wi.us

BOE: October 28, 2024

New Humanities Courses (ELA/WL): Journalism 2 (#1335), ASL 1 (#2100), CAPP Speech (#1285), Spanish for Heritage Speakers (#2500).

WHY are we proposing these new courses?	These courses will benefit students in the following ways:
	• ASL1
	  ○ Students that did not continue with World Language in middle school in 8th grade
	  ○ Students transferring into AASD with previous experience in a language that we do not offer
	  ○ Offering language to a demographic group that has not been served previously
	  ○ Potential for NCAA clearinghouse approval, as well as CAPP through UW-Oshkosh
	• Spanish for Heritage Speakers
	  ○ Latinx students that have not previously studied a world language or who did not find success in the typical language pathway
	  ○ Latinx students who would greatly benefit from further developing their literacy skills in the Spanish language
	  ○ Potential opportunity for taking the AP exam and/or earning dual credit
	• Journalism 2
	  ○ Offered to those that enjoyed Journalism 1 and want to continue that skill development
	  ○ Potential for NCAA clearinghouse approval
	  ○ Potential for work-based experience with high school communication
	• CAPP Speech
	  ○ Choice for students that are college bound and would like to earn credits that will transfer differently than the current dual credit courses and will fulfill communication requirements

WHAT are the components that will be included in the course?	The components include:
	• ASL1
	  ○ Getting to know you
	  ○ Sharing personal information
	  ○ My home and community
	  ○ My family and friends
	  ○ What I like to do
	  ○ Storytelling
	• Spanish for Heritage Speakers
	  ○ The relationship of the Spanish language and identity
	  ○ The Latino identity in relationship to traditions, customs and beliefs
	  ○ The identity of Latino families
	  ○ Challenges for Latino communities
	• Journalism 2
	  ○ Managing challenges in modern media

	○ Writing hard news and enterprise reporting ○ Feature writing for human interest and trends ○ Writing opinions in columns and editorials ○ 21st Century Journalism: Editing, portfolio, and publication ● CAPP Speech ○ Introduction to speech ○ Informative, persuasive, and real-life situation speeches ○ Reflecting on public speaking
HOW will we assess the students in each of the varying courses?	The assessed standards will include: ● 11-12 grade band Wisconsin State Standards ○ Production of Writing ○ Reading ■ Key Ideas and Details ■ Craft and Structure ■ Integration of Knowledge and Ideas ○ Speaking and Listening ○ Language ■ Knowledge of Language ■ Conventions of Standardized English ● American Council on the Teaching of Foreign Languages (ACTFL) ○ 3 Modes of Communication ■ Interpretive (reading and listening) ■ Interpersonal (informal speaking and writing) ■ Presentational (formal speaking and writing) ○ While building on foundational skills ■ Vocabulary ■ Grammar ■ Culture

ITEM OF INFORMATION

Topic: High School Music and Theatre Curriculum Updates

Background Information: Renee Ulman, AASD Fine Arts Coordinator, has been working with AASD high school fine arts staff to update the curriculum. These course updates mean that all fine arts courses 6-12 are now standards based.

Courses updated are:

- Theatre - Acting (1640), Intro to Theatre (1630), Theatre Production (1650), and Theatre Seminar (1660)
- Band- Partiout, Lightning, or Terror Band (8260), Symphonic Band (8280), Concert Band (8270), Wind Ensemble (8290), Honors Band (8295), and Jazz Ensemble (8285)
- Orchestra- First Year Orchestra (8370), Symphonic Orchestra (8380), Honors Orchestra (8390)
- Choir- First Year Treble (8413), First Year Bass (8400), Prima Voce (8410), Treble Choir Society (8430), Varsity Bass (8440), Varsity Treble (8450) Chamber Choir (884M), North Choir (8460), Kantorei (8480), Easteners (8490)

Contact Person(s): Renee Ulman, Fine Arts Coordinator, ulmanrenee@aasd.k12.wi.us
Mark McQuade, Ed.D., 920-852-53007 x60121
mcquademark@aasd.k12.wi.us

BOE: October 28, 2024

New curriculum for High School Music and Theatre

WHY did we write a new curriculum for high school music and theatre?	**The new curriculum for High School Music and Theatre** • Replaces curriculum that hasn't been updated since 2004 (Theatre) , 2008 (Band and Orchestra), and 2016 (Choir). • Refers to the newly updated Wisconsin State Music Association and Wisconsin State Music Standards, and Wisconsin State Theatre Standards
WHAT does this new curriculum do for students and teachers?	**The new curriculum for High School Music and Theatre** • Is standards based which allows for guaranteed and viable curriculum for students at all high schools. • Aligns with the Teacher Clarity framework which helps teachers be explicit in their instruction in order to meet all students' needs. • Communicates to students what success looks like in these courses, helping them to take ownership of their learning.
HOW will this be done?	**The new curriculum can be found here:** • **Theatre:** Acting (1640), Intro to Theatre (1630), Theatre Production (1650), Theatre Seminar (1660) • **Band:** Patriot, Lightning, or Terror Band (8260), Symphonic Band (8280), Concert Band (8270), Wind Ensemble (8290), Honors Band (8295), Jazz Ensemble (8285) • **Orchestra:** First Year Orchestra (8370) , Symphonic Orchestra (8380), Honors Orchestra (8390) • **Choir:** First Year Treble (8413), First Year Bass (8400), Prima Voce (8410), Treble Choral Society (8430), Varsity Bass (8440), North Choir (8460), Kantorei (8480), Easterners (8490) Teachers of these courses will also meet weekly in content PLCs to write learning targets and success criteria for students based on the new curriculum as well as use common assessments to calibrate and make sure grade level expectations are being taught at all high schools.

ITEM OF INFORMATION

Topic: Revisions to EL Courses (EL)

Background Information: The Appleton Area School District provides EL courses at the high school level to support students with proficiency levels ranging from level 1 (entering) to level 5 (bridging). 1860/1865 Project Success 2 was revised in 2020 to update the course title from 1865 to 1860/1865. Our revisions align with Teacher Clarity, supporting district, site, and department collaboration and implementation of standards-based curriculum and instruction to meet the needs of all students while providing access to a guaranteed and viable curriculum.

Current 1810 and Project Success for Newcomers curriculum reflect multiple instructional units across 2 years. Students may remain in these courses for up to 2 years. This revision will update the current course from one course number to two course numbers.

Fiscal Note: No cost associated with this update.

Instructional Impact: These course updates will provide greater access to post-secondary opportunities for multilingual learners. Student transcripts will reflect completion of separate courses, as opposed to completing two years of the same course.

Course Overview Documents:

1810 EL Beginning Reading
1810 EL Beginning Writing
1855 Project Success for Newcomers

Contact Person(s): Amy Swick, Ed.D., 920-852-5300 ext. 60234, swickamy@aasd.k12.wi.us
Mark McQuade, Ed.D., 920-852-53007 x60121, mcquademark@aasd.k12.wi.us

BOE: October 28, 2024

EL Updates to 1810 Basic EL Reading and Writing and Project Success for Newcomers: Key Word Key Time (KWKT)

WHY were changes made to 1810 Reading and Writing and 1855 Project Success for Newcomers?	The AASD provides EL courses at the high school level to support students with proficiency levels ranging from level 1 (entering) to level 5 (bridging). 1810 and Project Success for Newcomers course revisions were approved in 2023. Current revision is to create two separate courses for the curriculum that is spread across 2 years. ● 1810 Basic EL Reading ● 1810 Basic EL Writing ● 1855 Project Success for Newcomers ● 1820 Intermediate EL ● 1830 Intermediate to Advanced EL ● 1840 Advanced EL ● 1860/1865 Project Success 2
WHAT changes were made?	Current 1810 and Project Success for Newcomers curriculum reflect multiple instructional units across 2 years. Students may remain in these courses for up to 2 years. This revision will update the current course from one course number to two course numbers.
HOW will the changes support student success?	Changes were made to reduce barriers for multilingual learners who are pursuing post-secondary education opportunities. Current transcripts appear as though students are repeating courses.

ITEM OF INFORMATION

Topic: Business and Marketing Pathways Curriculum

Background Information: AASD has had strong courses within our Business and Marketing pathways that provide many different opportunities and explore many different careers. We continually evaluate those offerings and adapt to industry needs.

Fiscal Note: No fiscal responsibility.

Instructional Impact: AASD High School students will have different opportunities within these pathways with increased opportunities for dual enrollment and industry recognized credentials.

Business Pathway: Exploring Business (5080), Microsoft Academy (5000), Accounting 1 (5320), Accounting 2/CAPP Accounting (5320/5322), Entrepreneurship(5710)

Marketing Pathway: Sports Entertainment & Marketing (5500), Retail Merchandising (5650), Social Media Marketing(5550), Marketing (5530)

Course removal: Principles of Business Management (5410) and AASD Student Marketing Team (5540)

Contact Person(s): Kristin Comerford, 920-852-5320 ext. 60171, comerfordkrist@aasd.k12.wi.us
Mark McQuade, 920-852-5320 ext. 60121, mcquademark@aasd.k12.wi.us

BOE: October 28, 2024

Business and Marketing Pathways

WHY did we write a new curriculum for high school Business and Marketing Courses?	**The new and revised curriculum for High School Business and Marketing courses:** ● Review course offerings and adapt to enrollment trends and industry ● Refers to the newly updated Wisconsin State Business and Informational Technology and Marketing, Management and Entrepreneurship Standards
WHAT does this new curriculum do for students and teachers?	**The new curriculum for High School Business and Marketing:** ● Is standards based which allows for guaranteed and viable curriculum for students at all high schools ● Aligns with the Teacher Clarity framework which helps teachers be explicit in their instruction in order to meet all students' needs. ● Increases opportunity for earning industry recognized credentials and dual credit
HOW will this be done?	**The revised and new curriculum can be found here:** ● **Business:** Exploring Business (5080), Microsoft Academy (5000), Accounting 1 (5320), Accounting 2/CAPP Accounting (5320/5322), Entrepreneurship(5710) ● **Marketing:** Sports Entertainment & Marketing (5500), Retail Merchandising (5650), Social Media Marketing(5550), Marketing (5530) ● **Course removal: Principles of Business Management (5410) and AASD Student Marketing Team (5540)** Teachers of these courses will also meet weekly in content PLCs to write learning targets and success criteria for students based on the new curriculum as well as use common assessments to calibrate and make sure grade level expectations are being taught at all high schools.

ITEM OF INFORMATION

Topic: EmpowerED (Life Skills) (6600): Curriculum and Name Change

Background Information: In July, 2003, we began Life SKills (6600), a course designed to support students exploring careers within the Education & Training and Human Services pathway. This allowed students to partner with students receiving Special Education services and build essential traits for all students in the course.

Fiscal Note: No fiscal responsibility.

Instructional Impact: AASD High School students will have the opportunity to build upon their knowledge of careers within the Education & Training pathway while promoting inclusion through specifically planned activities affecting our High Schools. All students in this course will grow their essential traits that are applicable to everyday life.

Contact Person(s): Kristin Comerford, 920-852-5320 ext. 60171, comerfordkrist@aasd.k12.wi.us
Mark McQuade, 920-852-5320 ext. 60121, mcquademark@aasd.k12.wi.us

BOE: October 28, 2024

EmpowerED (6600) Course Overview Curriculum Document

Course Description

EmpowerED is a dynamic and inclusive course designed to equip students with essential skills for thriving in everyday life. This course fosters a collaborative learning environment where students of diverse abilities work together to develop practical skills, personal growth, and social responsibility. Students will engage in a variety of hands-on activities, interactive lessons, and real-world simulations. Students will collaborate on projects, share their unique perspectives, and support one another's growth, fostering a community of mutual respect and understanding. If your career path is to help people, making a difference, and you are looking for a career in education, health care, or human services, this class is for you! There will be a $10 fee for materials.

Credits	Prerequisites
1 Credit	None, Grades 11-12
Board Approved	**Revised**
Pending 10/28/24	

Required Assessments

District-Wide, Standards-Based Assessments Identified

Textbooks/Resources

Course Essential Understandings	Course Essential Questions
As a result of successfully completing this course, students will understand that: • Self-analysis of strengths, needs, and interests is important for personal development and relationships. • Critical thinking and effective communication strategies are key components of relationships. • Ethical decision-making and respect in interpersonal settings are needed by all group members. • Empathy, cooperation, collaboration, and respect in group dynamics are required. • Encouraging group participation, and respecting diverse ideas demonstrates a positive team member. • Leadership, organization, and delegation in group work are skills needed to show positive contributions. • Awareness of the needs and modifications required for children with disabilities or special needs, and creating inclusive environments are vital in successful programming. • Exploring careers in Human Services, Education, Training, and Health Science can help narrow down personal interests. • Matching skills and interests with career opportunities can distinguish future goals. • Identifying job openings in careers that involve working with people with disabilities is accessible. • Employability skills, professionalism, and work ethic are lifelong practices. • Planning for life after high school and identifying key transferable skills is useful and advantageous.	• How do I encourage and respect the ideas, perspectives, and contributions of all group members in a variety of settings? • How can students receiving special education services be best supported in educational opportunities? • What components go into creating an appropriate and inclusive lesson plan for students receiving special education services? • What do enriched lives look like for individuals with special needs? • What careers work with individuals with disabilities?

Unit Overviews

Unit Name	Unit Description	Unit Essential Question	Instructional Standards	Assessed Standards
Unit 1: Teaching & Learning	Have you ever wondered what all goes into a lesson plan before a teacher teaches the lesson to the class? Now is your chance to create a lesson plan that you will teach to others. Students will learn what a lesson plan is, all the components in a successful lesson plan, different modifications that need to be implemented within the lesson plan, and what inclusive programming is and the importance of the programming. Students will also learn what an IEP is, what a 504 plan is, and the difference between the two are. This module is essential for all students that would like to go into the educational field.	• What is a lesson plan? • What are the key components of a successful lesson plan? • What is a modification? • What is the importance of appropriate modifications? • What is an IEP? • What is a 504 plan? • What is the difference between IEP and a 504 plan? • What is inclusive programming?	EC1.i: Implement modifications to accommodate special needs.	EC1: Students will integrate knowledge, skills, and practices required for careers in early childhood, education, and services
Unit 2: Interpersonal Relationships	When working with others there are many skills that one needs to make it run smoothly. Students in this course create an environment that encourages and	• How do I support different viewpoints?	IR1.e: Demonstrate teamwork and leadership skills in the family,	IR1: Students will demonstrate respectful and caring relationships

	respects the ideas, perspectives, and contributions of all group members. Students will demonstrate teamwork, effective communication, and leadership skills.	● How do I help find strengths in others and minimize limitations? ● What strategies can I use to organize and delegate responsibilities? ● How can I strengthen my cooperation and collaboration skills? ● How do critical thinking and ethics have a part in interpersonal relationships? ● What makes a good team member? ● What makes a good leader?	workplace, and community IR1.f: Demonstrate standards that guide behavior in interpersonal relationships CCLC1.b: Demonstrate transferable and employability skills in school, community and workplace settings. FCS1.c: Demonstrate professional behaviors, skills and knowledge in providing family and community services.	in the family, workplace, and community CCLC1: Students will integrate multiple life roles and responsibilities in family, work and community settings. FCS1: Students will integrate knowledge, skills and practices required for careers in education, family and community services.
Unit 3: Careers	When people think of careers that work with people with special needs, not many careers come to mind, but there are a lot of different careers that are out there in the different careers pathways. Students will explore the different careers that work with people with special needs along with the different skills and education that students need for those particular careers. Students may even discover a career that is the perfect fit for them.	● What careers are available in the human service field that work with people with disabilities? ● What careers are available in the healthcare field that work with people with disabilities? ● What careers are available in the education field that work with people with disabilities? ● What are my skills and interests for a future career? ● What type of educational requirements are needed for different careers? ● What skills will I need to find a job in his career? ● What skills are employers looking for in this career? ● What does professionalism look like in the workplace? ● What does work ethic look like in the career?	CCLC1.b: Demonstrate transferable and employability skills in school, community and workplace settings. FCS1.a:Analyze career paths within family and community.	CCLC1: Students will integrate multiple life roles and responsibilities in family, work, and community settings FCS1: Students will integrate knowledge, skills, and practices required for careers in education, family, and community
Unit 4: Advocacy	There are many different supports and ways to advocate for people with special needs. Students will look at the different organizations and services that help support those with special needs. Students will also look at how those with special needs get in contact with those organizations and services. It is after that then we can see what it takes to help those with special needs.	● How do these organizations contribute positively to the lives of individuals with special needs? ● What is the importance of the different services and organizations for those with special needs? ● How do individuals get in connected with the services that they need? ● How do the needs for individuals with special needs differ from those without special needs? ● How does one demonstrate professional behavior when working with others? ● How does one create an event to bring awareness to those with special needs?	IR1.e: Demonstrate teamwork and leadership skills in the family, workplace and community. IR1.f: Demonstrate standards that guide behavior in interpersonal relationships. CCLC1.b: Demonstrate transferable and employability skills in school, community and workplace settings. FCS1.c: Demonstrate professional behaviors, skills and knowledge in providing family and community services.	IR1: Students will demonstrate respectful and caring relationships in the family, workplace and community. CCLC1: Students will integrate multiple life roles and responsibilities in family, work, and community settings FCS1: Students will integrate knowledge, skills, and practices required for careers in education, family, and community services

EmpowerED: Key Word Key Time (KWKT)

WHY were changes made to Life SKills?	Life Skills Training (6600) was first board approved in July 2003 and modified in February 2021. This course was designed for students interested in exploring careers in Education, Health Care and Human Services. This course needed to work through standards review as the Family Consumer Science standards were updated in 2024.
WHAT changes were made?	The change that will be in effect for the 2024-25 School year: ● Course Name Change: Empower ED ○ This name change was to shift the focus to our goal of "promoting social inclusion through intentionally planned and implemented activities" based off of Special Olympics Unified Champion Schools ● Standards Updated to FCS 2024 State Standards
HOW will the changes support student success?	A strong Education & Training pathway will support student success and provide: ● Courses that provide learning to many different careers. ● Focuses on growing essential traits that are applicable in everyday life. ● Fosters leadership of their learning.

ITEM OF INFORMATION

Topic: School Attendance Boundaries

Background Information: In the fall of 2025, the Appleton Area School District will open Sandy Slope Elementary School, the district's 17th neighborhood elementary school.

In accordance with OE 11.9, the Superintendent and AASD leadership will collect input to determine the criteria needed for the Board of Education to realign school attendance boundaries. The realigned school attendance boundaries will determine student enrollment at Sandy Slope and ensure optimal use of resources.

Instructional Impact: Attendance boundaries will be structured to ensure a balance of student enrollment, staffing, and student support for all AASD schools.

Contact Person(s):
Ray Przekurat, Executive Director of Operations & Facilities
(920) 852-5326, przekuratray@aasd.k12.wi.us
Ebony Grice, Assistant Superintendent of School Services
(920) 852-5300, griceebony@aasd.k12.wi.us

BOE: October 28, 2024

AASD School Attendance Boundaries

October 28, 2024

APPLETON AREA
SCHOOL DISTRICT

Greg Hartjes,
Superintendent

Ebony Grice,
Assistant Superintendent
of School Services

Ray Przekurat,
Executive Director of
Facilities and Operations

Policy Type:

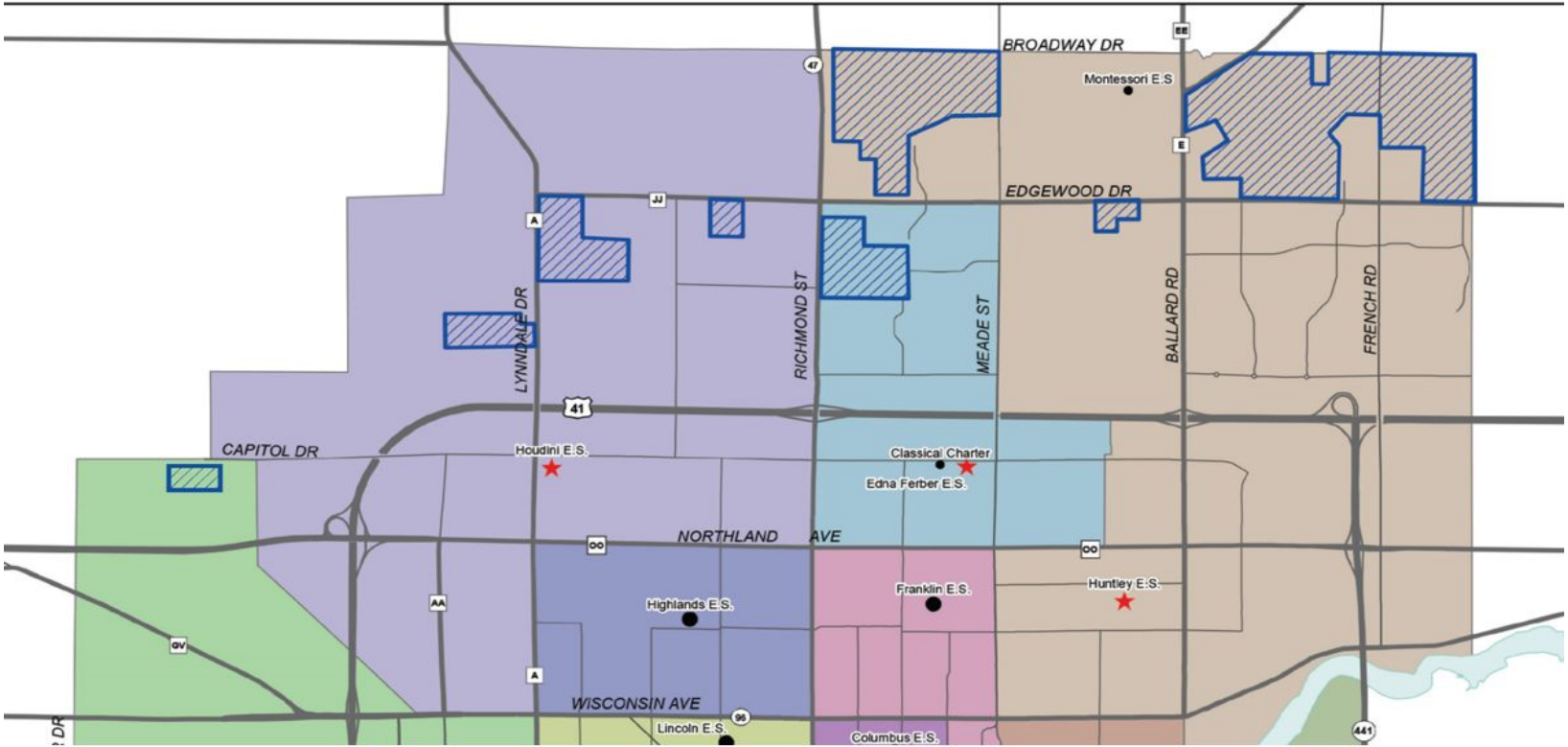
OE 11.9 Instructional Program

School Attendance Boundaries Process:

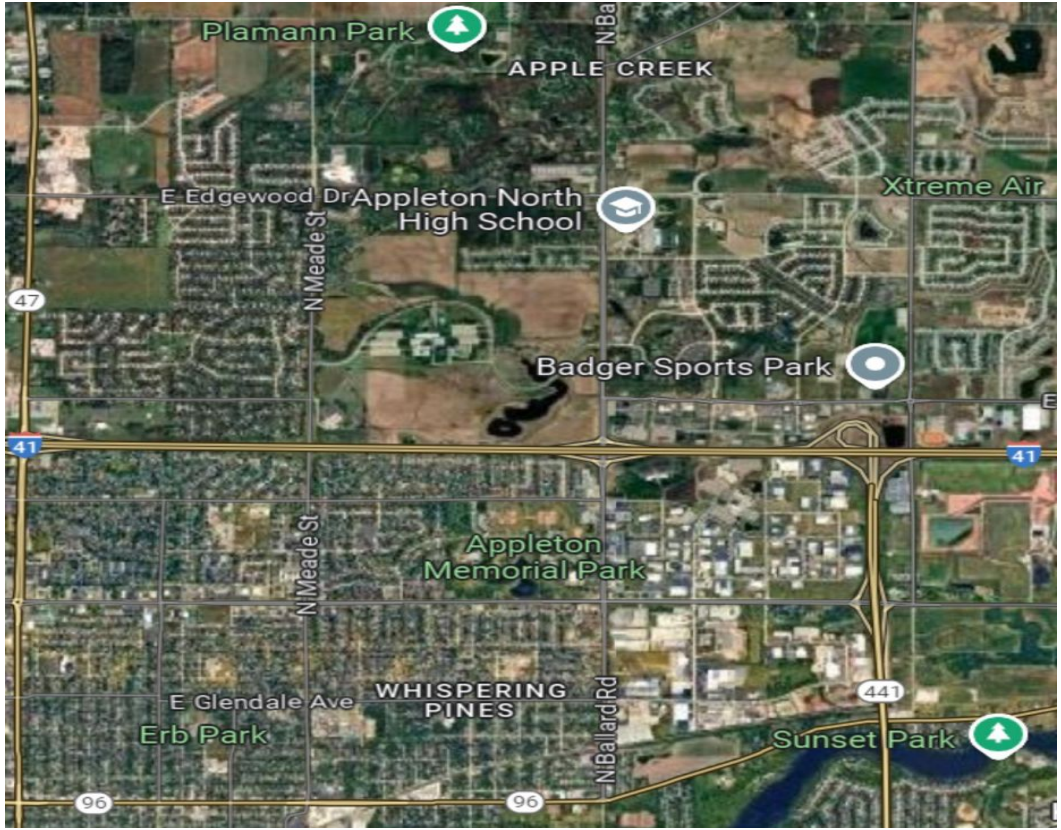
- Share decision-making criteria for school attendance boundaries
- Collect input from the Board of Education on additional criteria to consider
- Discuss next steps and determine timeline for the approval process

2018-2019
Referendum Overview

Northside Boundaries



Northside Boundaries - Google Map



Northside 2018-19 Enrollments

Huntley

Capacity = 584 and Enrollment = 748

Ferber

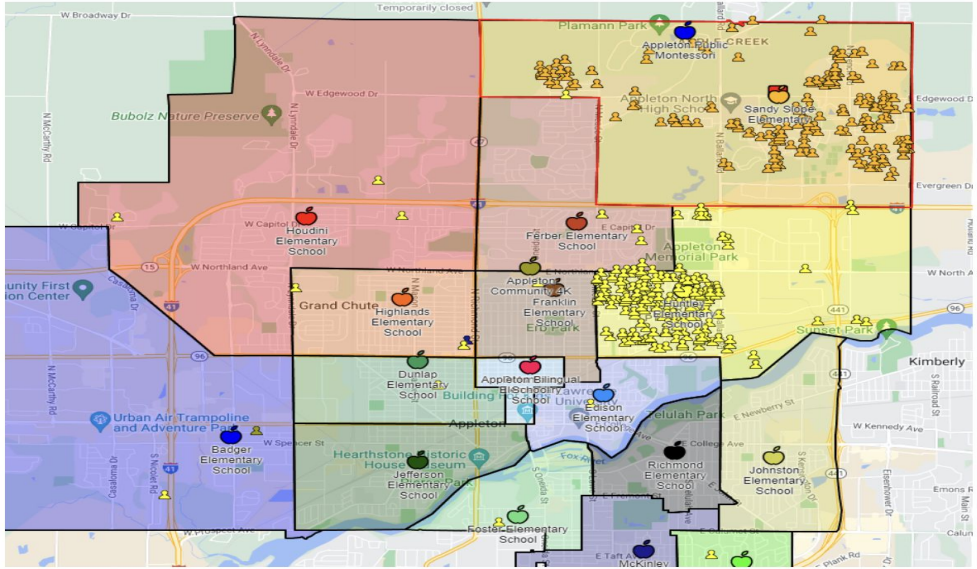
Capacity = 608 and Enrollment = 627

Houdini

Capacity = 535 and Enrollment = 603

AASD Student Location Analytics

Huntley and Sandy Slope Enrollment



Huntley enrollment =	283
Sandy Slope enrollment =	249
Students in these areas enrolled in other building = (95 are 4K students)	259

Policy Type:

- OE 11.9 Instructional Program

School Attendance Boundaries Process:

- Share decision-making criteria for school attendance boundaries
- Collect input from the Board of Education on additional criteria to consider
- Discuss next steps and determine timeline for the approval process

Decision-making criteria:

- Solicitation of feedback
- Geographic proximity to the school
- Enrollment capacity and current enrollment
- Feeder patterns to align with middle and high school boundaries
- Transportation and accessibility
- Neighborhood integrity
- Growth and future development
- Utilization of geographic location analytics

Board of Education input collection process:

- What additional criteria should be considered in the decision-making process?

- What additional considerations would be helpful in the input collection process?

Discuss next steps and determine timeline for the approval process:

- Determine a timeline for board approval with the following considerations
  - Collect additional input and/or criteria as determined by the Board of Education and share the findings
  - Provide any additional clarification to the school attendance boundaries process
  - Timeline Impact
    - Family notification of boundaries
    - Student enrollment projections
    - Staffing projections

Questions?

ITEM OF INFORMATION

Topic: District Policy -225 Superintendent Evaluation

Background Information: Earlier in the year, the Wisconsin Association of School Boards (WASB) was contracted to conduct a policy audit. Through the audit, policies were identified to be either created or revised. The policy work was delegated to administrators who oversee the respective area of the policy. These administrators utilized WASB recommended sample policies and researched other districts or sought legal advice depending on the complexities of the policy.

As policies are created or revised, they will be Items of Information at Board of Education meetings for discussion and then be scheduled for a future meeting as an Item for Consideration.

The District does not have a 225 Superintendent Evaluation Policy currently, therefore it is recommended to be considered for addition. However, the draft language for this policy was taken from B/SR 1 of our Coherent Governance policies.

Instructional Impact: Accurate and current Board policies are critical to school operations, establishing a safe and welcoming school environment, and providing high-quality instruction for our students.

Contact Person(s): Chief Human Resource Officer, Julie King, (920) 852-5302

BOE: October 28, 2024

SUPERINTENDENT EVALUATION

The School Board shall regularly evaluate the performance of the Superintendent to: fulfill an important aspect of the Board's oversight responsibilities; encourage effective educational leadership and management within the District; engage the District's chief administrative employee in an ongoing exchange of evaluative information and insight; and make necessary judgments about the employment and compensation of the Superintendent.

The Board considers Superintendent performance to be identical to district performance. District accomplishments of the Board's ***Results*** policies, and district operation according to the values expressed in the Board's ***Operational Expectations*** policies, will be considered successful Superintendent performance. These two components define the Superintendent's job responsibilities and are the basis for the Superintendent's performance evaluation.

1. The Board will determine organizational performance based on a defined systematic monitoring process as outlined in its Annual Work Plan.

2. The Board will acquire monitoring data on Results and Operational Expectations policies by one or more of the three methods:

    a. By Internal Report, in which the Superintendent submits information that certifies and documents to the Board compliance or reasonable progress
    b. By External Review, in which an external third party selected by the Board assesses compliance or reasonable progress with applicable Board policies
    c. By Board Inspection, in which the whole Board, or a committee duly charged by the Board, formally assesses compliance or reasonable progress based upon specific policy criteria

3. The consistent performance standard for ***Operational Expectations*** policies shall be whether the Superintendent has:
    a. reasonably interpreted the policy
    b. complied with the provisions of the Board policy

4. The consistent performance standard for ***Results*** policies shall be whether the Superintendent has:
    a. reasonably interpreted the policy
    b. made reasonable progress toward achieving the outcomes defined by the Board's ***Results*** policies

5. The Board of Education will determine whether the Superintendent's interpretation is reasonable, whether the Superintendent has complied, and whether reasonable progress has been made. In doing so, the Board will

apply the "reasonable person" standard.

6. All policies that instruct the Superintendent will be monitored according to a schedule and by a method determined by the Board and included in the Board's annual work plan. The Board may monitor any policy out of this defined sequence or method if a majority of the Board determines that conditions warrant monitoring at times other than those specified by the annual schedule.

7. The Board will conduct a formal summative evaluation of the Superintendent each year. The summative evaluation will be based on data collected and decisions made by the Board during the year related to monitoring ***Results*** and ***Operational Expectations*** policies. The Board will prepare a written evaluation document consisting of:

    a. A summary of the data derived during the year from monitoring the Board's ***Results*** and ***Operational Expectations*** policies

    b. Conclusions based upon the Board's prior action during the year relative to the Superintendent's reasonable interpretation of each ***Results*** policy and whether reasonable progress has been made toward its achievement

    c. Conclusions based upon the Board's prior action during the year relative to whether the Superintendent has reasonably interpreted and operated according to the provision of the ***Operational Expectations*** policies

Cross References: Equal Opportunities, 411
Superintendent Accountability, BSR-5

Legal References: Wisconsin Statutes Section 118.24, 121.02(1)(a), 121.02(1)(b), 121.02(1)(q)
Administrative Rule PI 8.01(2)(a), PI 8.01(2)(q), PI34.003

Adoption Date:

ITEM OF INFORMATION

Topic: District Policy -342.8 Section 504 Plans and Services for Students

Background Information: Earlier in the year, the Wisconsin Association of School Boards (WASB) was contracted to conduct a policy audit. Through the audit, policies were identified to be either created or revised. The policy work was delegated to administrators who oversee the respective area of the policy. These administrators utilized WASB recommended sample policies and researched other districts or sought legal advice depending on the complexities of the policy.

As policies are created or revised, they will be Items of Information at Board of Education meetings for discussion and then be scheduled for a future meeting as an Item for Consideration.

The District does not have a 342.8 Section 504 Plans and Services for Students Policy currently, therefore it is recommended to be considered for addition.

Instructional Impact: Accurate and current Board policies are critical to school operations, establishing a safe and welcoming school environment, and providing high quality instruction for our students.

Contact Person(s): Executive Director of Student Services**,** Laura Jackson, (920) 832-5322

BOE: October 28, 2024

SECTION 504 PLANS AND SERVICES FOR STUDENTS

Pursuant to Section 504 of the Rehabilitation Act, the District shall provide a free appropriate public education (FAPE) to each eligible student who has a physical or mental impairment which substantially limits a major life activity. The District's duty to provide FAPE applies to each such student, regardless of the specific nature or severity of the student's disability. Further, the District shall not discriminate against any student based upon (1) any prior record of physical or mental impairment, or (2) a student being regarded as having a physical or mental impairment (e.g., based upon an assumption or perception of a disability). In connection with these obligations, the District shall take reasonable steps intended to protect a student with a disability from being harassed or retaliated against on the basis of the student's disability.

To meet its obligations under Section 504, the District shall:

1. Engage in appropriate notification and "child-find" activities that are designed to identify and locate children residing in the District who may have a disability and who may be in need of special education and related services;
2. Make and accept referrals for evaluations as required by law;
3. Conduct evaluations and make eligibility and placement determinations in a manner that reflects the standards and requirements established under Section 504 such as the following: (a) parent consent is required for initial evaluations; and (b) all eligibility and placement determinations must be made on an individualized basis with a focus on the student's identified educational needs;
4. Employ appropriate procedural safeguards, including providing parents and guardians with required notices and appropriate opportunities to review their child's records;
5. Develop, implement, and appropriately review a written Section 504 plan for each qualifying student with a disability for whom a Section 504 plan is necessary to provide access to a free and appropriate public education;
6. Reevaluate students in order to periodically redetermine eligibility; and
7. Adhere to appropriate procedures and standards in connection with the suspension and/or potential expulsion of any student with a disability.

The Executive Director of Student Services is the District's designated Section 504 Coordinator. The Coordinator shall have primary responsibility for the administrative procedures used within the District to implement the requirements of Section 504 and this policy. The Coordinator shall also be responsible for ensuring appropriate staff training and professional development in connection with the District's obligations

under Section 504, and for monitoring and evaluating the District's overall implementation of Section 504.

The District encourages informal resolution of complaints and concerns regarding the implementation of Section 504 procedures. Accordingly, the Section 504 Coordinator shall make efforts to address a parent's or guardian's complaints or other concerns by appropriate means that may include scheduling additional meetings of relevant members of the applicable 504 team or attempting to mediate a resolution. Any informal resolution of a complaint or concern that requires a modification to a student's 504 plan shall be incorporated into the plan using appropriate procedures.

Any person who believes that a student with a disability has been discriminated against, retaliated against, or harassed on the basis of the student's disability, or who believes that the District has otherwise violated Section 504 or its implementing regulations, may file a complaint through the internal complaint procedure established under the District's student nondiscrimination policy. A person who wishes to file such a complaint, or who requires more information about the complaint procedure, should contact the District's Section 504 Coordinator or, if the Section 504 Coordinator is temporarily unavailable or if the complaint in question involves any alleged improper conduct by the Coordinator, the Assistant Superintendent of School Services

A parent or guardian (or adult student) who disagrees with the identification, evaluation, educational placement, or the provision of a free appropriate public education of a student with a disability under Section 504, and who has been unable to reach a satisfactory resolution of the issue(s) with the District, has the right to request an impartial hearing. The complaining party shall have the right to participate in such a hearing, to present evidence, and to be represented by a person of their choice, including an attorney. A request for an impartial hearing must be made in writing and mailed or delivered to the Executive Director of Student Services. Upon receipt of a request for a hearing, the necessary arrangements will be made by the District, including the selection of a hearing officer. Any party aggrieved by the decision of the hearing officer may seek judicial review of the decision to the extent permitted by applicable law.

Relationship between Section 504 and the IDEA. Section 504 and the IDEA are related but distinct laws. For example, a student with a disability who is not eligible for special education or related services under the IDEA may have rights to receive certain aids, or accommodations under Section 504. Further, even in the case where a student with a disability does not need any special education or related services, or any modifications to the District's policies, procedures, or practices, the student remains protected by the general nondiscrimination provisions found within Section 504, Title II of the Americans with Disabilities Act, state law, and District policy.

Relationship between Section 504 and pre-referral intervention strategies. The Board encourages the identification and use of individualized interventions that address the unique needs of a student. A regular education intervention plan can be appropriate for

any student who does not have a disability, and who is not suspected of having a disability, but who is facing challenges in school. However, such pre-referral assistance and interventions must not be intended to impede or to serve as a substitute for necessary referrals, evaluations, and eligibility determinations under the IDEA and/or Section 504.

Cross References: Programs and Services for Students With Disabilities, 342.1
Student Harassment, 411.1
Student Nondiscrimination, 411.2

Legal References: Wisconsin Statutes 118.13
Administrative Rule PI9
Federal Laws Section 504 of the Rehabilitation Act of 1973 , 20 U.S.C. Chapter 33, 34 C.F.R. Part 300], Title II of the Americans with Disabilities Act

Adoption Date:

ITEM OF INFORMATION

Topic: District Policy - 422 Admission of Nonresident Students

Background Information: Earlier in the year, the Wisconsin Association of School Boards (WASB) was contracted to conduct a policy audit. Through the audit, policies were identified to be either created or revised. The policy work was delegated to administrators who oversee the respective area of the policy. These administrators utilized WASB recommended sample policies and researched other districts or sought legal advice depending on the complexities of the policy.

As policies are created or revised, they will be Items of Information at Board of Education meetings for discussion and then be scheduled for a future meeting as an Item for Consideration.

Policy 422 is outdated, conflicts with Board Policy 423, and is not in line with current practices or statutes. Board Policy 423, adopted in 1998 and last revised in 2018, aligns with Wisconsin State Statutes. Therefore, the recommendation is to remove Policy 422.

Instructional Impact: Accurate and current Board policies are critical to school operations, establishing a safe and welcoming school environment, and providing high quality instruction for our students.

Contact Person(s): Executive Director of Student Services, Laura Jackson, (920) 832-5322

BOE: October 28, 2024

ADMISSION OF NONRESIDENT STUDENTS

The District may accept nonresident pupils if current facilities and staff are adequate, the parent(s)/guardian(s) accept the proposed grade placement, the parent(s)/guardian(s) provide transportation as needed, and advance payment of tuition is received.

This policy does not apply to pupils residing in State licensed foster homes located within the District's boundaries or to pupils residing with a non-parent or legal guardian principally for reasons other than attending the District's schools. They are treated as residents and will be admitted unconditionally.

Adoption Date: January 9, 1989

ADMISSION OF NONRESIDENT STUDENTS

Procedures

All requests for attendance in District schools by nonresident pupils shall be forward to the Assistant Superintendent for approval. His/her decision will be based upon the following criteria:

1. Receipt of written request from the parent or legal guardian

2. An interview with the parent

3. Receipt of school records from current school of attendance

4. Counsel with principal of current school of attendance

5. Counsel with principal of proposed school of attendance

6. Mutual agreement as to grade level and building placement

7. Receipt of payment for at least 9 weeks tuition in advance (if approved)

Tuition charges will be based upon prior year costs as determined by the Director of Business Services on August 1 of each year.

Subsequent to approval by the Assistant Superintendent, pertinent data will be forwarded to the Attendance Coordinator.

The status of tuition students shall be reviewed annually with regard to availability of facilities.

The Attendance Coordinator, in turn, will forward a list of nonresident pupils to the Director of Business Services 30 days prior to the commencement of each quarter for invoicing purposes. If the parent(s) or legal guardian move into the District during any quarter for which tuition has been paid, the tuition for that respective quarter will be refunded.

Invoices outstanding for 30 days may be cause for voiding the tuition agreement and curtailment of attendance in the District.

Adoption Date: January 9, 1989

ITEM OF INFORMATION

Topic: District Policy - 453.6 First Aid

Background Information: Earlier in the year, the Wisconsin Association of School Boards (WASB) was contracted to conduct a policy audit. Through the audit, policies were identified to be either created or revised. The policy work was delegated to administrators who oversee the respective area of the policy. These administrators utilized WASB recommended sample policies and researched other districts or sought legal advice depending on the complexities of the policy.

As policies are created or revised, they will be Items of Information at Board of Education meetings for discussion and then be scheduled for a future meeting as an Item for Consideration.

The requirements in Rule 453.6 are addressed in other district policies and/or the district rule related to the policy. Rule 453.6 is a stand alone rule with no related policy, therefore it is recommended for removal.

Instructional Impact: Accurate and current Board policies are critical to school operations, establishing a safe and welcoming school environment, and providing high quality instruction for our students.

Contact Person(s): Executive Director of Student Services**,** Laura Jackson, (920) 832-5322

BOE: October 28, 2024

FIRST AID

Procedures

Emergency school health services are provided under the direction of the school nurse (a registered professional nurse). Emergencies are those conditions, which require prompt intervening action to maintain physical, mental, and emotional health of pupils. Emergency services include an assessment of the illness/injury situation or condition and appropriate intervention conducted by the school nurse or other designated trained staff. Each building principal designates at least two individuals responsible for carrying out emergency procedures for all school functions during the regular school day. Personnel capable of providing or obtaining emergency care as designated in the policy and procedures must be available during all school-sponsored activities. The knowledge and skills necessary of designated persons at co-curricular activities or accompanying students off campus include:

1. How to summon emergency medical care providers

2. Controlling arterial bleeding

3. Performing choking intervention measures

4. Responding to an unconscious person

5. Dispensing medications

The District contracts with a physician(s) to serve as medical advisor for school health services. The medical advisor reviews the procedures for emergency care services and advises the District regarding health services.

Policies and procedures for emergency health services are identified in the Student Injury and Illness Quick Reference (1987) available in school health rooms. Interpretation of procedure and the training of designated emergency care providers is the responsibility of the school nurse. The District provides for a parent-approved emergency medical care plan on the student enrollment card. The District provides for a parent and physician approved plan for emergency care of a student with special medical considerations. The plan is identified on the Individualized Educational Plan (IEP) or Specialized Care in Emergency Situations plan, which is directed and coordinated by the school nurse. The school nurse and the safety coordinator provide for and monitor the record system, which includes accident investigation reports and health room log of services performed.

Equipment and supplies adequate for emergency care service are readily accessible in the school health room; with basic supplies available in other designated areas (home economics rooms, technical education rooms, etc.).

An annual review of emergency care services is conducted by the District School Health Council to assure that procedures are adequate to cover emergencies. The review includes the statistical report and recommendations of the school nurses, the medical advisor, and School Health Council members. The written report and recommendations are submitted to the Board of Education by June 30 of each school year.

Cross References: Medication Administration to Students, 453.4
Procedures for the Maintenance and Confidentiality of Student Records, 347-Rule

Adoption Date: May 22, 1989

ITEM OF INFORMATION

Topic: District Policy - 526.1 Employment Reference and Verification Policy

Background Information: Earlier in the year, the Wisconsin Association of School Boards (WASB) was contracted to conduct a policy audit. Through the audit, policies were identified to be either created or revised. The policy work was delegated to administrators who oversee the respective area of the policy. These administrators utilized WASB recommended sample policies and researched other districts or sought legal advice depending on the complexities of the policy.

As policies are created or revised, they will be Items of Information at Board of Education meetings for discussion and then be scheduled for a future meeting as an Item for Consideration.

The District does not have a 526.1 Employment Reference and Verification policy currently.

Instructional Impact: Accurate and current Board policies are critical to school operations, establishing a safe and welcoming school environment, and providing high quality instruction for our students.

Contact Person(s): Chief Human Resource Officer, Julie King, (920) 852-5302

BOE: October 28, 2024

EMPLOYMENT REFERENCES AND VERIFICATION

The District shall act in good faith when providing employment references and verification of employment for current and former employees.

Neither the School Board nor any employee, contractor, or agent of the District shall assist another school employee, contractor, or agent in obtaining a new position or other employment in a school, local educational agency, Cooperative Educational Service Agency, or child care program, or in any other substantially-similar work environment that would involve contact with or responsibility for children or students, if he/she or the Board knows or has reasonable suspicion to believe that the other employee, contractor, or agent engaged in sexual misconduct with a minor or student in violation of the law. Sexual misconduct in violation of the law includes a violation, or the solicitation, conspiracy, or attempt to commit a violation, of any of the offenses specified in section 301.45(1d)(b) of the state statutes. This prohibition does not include the routine transmission of administrative and personnel files. In addition, this prohibition does not apply if the information that is known, or that is the basis of reasonable suspicion, has been properly reported to a law enforcement agency, and any other authorities as required by law, AND at least one of the following conditions applies:

1. School district officials have been notified by the prosecutor or police that any related case or investigation has been closed without a conviction (including cases or investigations that are closed without the filing of any charges); or
2. The school employee, contractor, or agent has been charged with, and acquitted or otherwise exonerated of the alleged misconduct.

Cross References: Conflicts of Interest, 522.4
Acceptable Use for Technology and Network Resources, 522.7
Records Retention Schedule, 526

Legal References: Wisconsin Statutes 19.36 (10), 103.13(6),111.322, 115.31, 118.07(4p), 301.45(1d)(b), 895.487
Federal Laws and Regulations 20 U.S.C 7926

Adoption Date:

Success for Every Student, Every Day

APPLETON AREA SCHOOL DISTRICT

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

SUPERINTENDENT CERTIFICATION:

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

__X__ **Compliant**

_____ **Compliant with the exceptions noted:**

_____ **Non-Compliant**

Compliant Indicators	Noncompliant Indicators
8	0
Total Indicators: 8	

Executive Summary/Analysis:

The three operational expectations included in OE 3 are distinctly different. The first expectation pertains to confidential student information and is overseen by our Technology Services department. We continue to increase our vigilance in this area through additional technology and staffing.

The second expectation pertains to formal complaints of a concern for discrimination and/or harassment. Mike Hernandez and his School Services office have improved our response procedures, which have led to more proactive responses when alerted to a harassment or discrimination concern. In addition, actions are now expected given our adoption of revised Title IX federal requirements that better support students.

The third expectation pertains to maintaining District and school environments that are welcoming and respectful. Two surveys that were administered this year showed extremely positive results.

Notes or exceptions, if any:

_____

_____

_____

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Operational Expectations Policy OE-3, Treatment of Community Stakeholders, the Board finds that the 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 – 3 Treatment of Community Stakeholders
The Superintendent shall maintain an organizational culture that treats parents/guardians and citizens with respect and courtesy.

SUPERINTENDENT Interpretation:

The Board values having an organization where parents/guardians and citizens are treated in a professional manner whenever they interact with district staff, and their concerns are addressed with empathy and sincere consideration.

- **Organizational culture** shall mean the professional expectations and practices as outlined in the employee handbook and district/school policies that guide staff interactions and decisions.
- **Parents/guardians and citizens** shall mean persons who have an interest in the success of their children and/or the overall success of the District.
- **Respect** shall mean acting in ways that show individuals that they and their opinions are valued.
- **Courtesy** shall mean speaking and behaving toward others in a polite and professional manner.

OE – 3.1 The Superintendent will protect confidential information.

SUPERINTENDENT Interpretation:

- **Protect** shall mean to prevent unapproved access to confidential student information under the custody and control of the District.
- **Confidential information** shall mean protected District or personal information related to students not typically expected to be shared for any reason.

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when:	**In Compliance**	**Not in Compliance**
3.1.1- As verified by the Tech Services Student Privacy Checklist, there have been no breaches of our data systems that resulted in an outside entity gaining unauthorized access to confidential student information under the custody and control of the District.	**X**	
3.1.2- There is no unauthorized release of confidential student information in the District as evidenced by the lack of formal written complaints resulting from such release as documented through records kept by the Office of the Superintendent or designee.	**X**	
3.1.3- There is no favorable (Claimant prevails over District) grievance or legal action for the unauthorized release of confidential student information as documented through records kept by the Office of the Superintendent or designee.	**X**	

SUPERINTENDENT Evidence of Compliance:

3.1.1 - OE 3.1.1 - Tech Services annual task list to protect student data

3.1.2 - No formal written complaints resulting from a release of student information were received during the 2023-2024 school year.

3.1.3 - No grievance or legal action for unauthorized release of confidential student information was filed against the AASD during the 2023-2024 school year.

OE – 3.2 Effectively handle formal complaints.

SUPERINTENDENT Interpretation:

- **Effectively handle** shall mean to abide by established procedures as outlined in applicable district/school policies to address concerns as necessary and resolve such concerns with a defined course of action.
- **Formal complaint** shall mean a formal written statement of a concern for discrimination and/or harassment received by administration or concerns handled through the Department of Public Instruction and/or the Office of Civil Rights.

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when:	**In Compliance**	**Not in Compliance**
3.2.1- Formal complaints received from parents or guardians involving students are resolved appropriately as documented in records kept by the Student Services Office, per the requirements of the Wisconsin Department of Public Instruction's Pupil Nondiscrimination and Education Equity Report, which takes into account the nature of the complaint.	**X**	
3.2.2- Formal complaints involving students received by the Wisconsin Department of Public Instruction or the Office of Civil Rights are resolved with no corrective action required by the District as documented by the Student Services Office.	**X**	
3.2.3- If the District is directed to take corrective action by the Department of Public Instruction or the Office of Civil Rights, completion of the requirement(s) will be documented by the Student Services Office.	**X**	

SUPERINTENDENT Evidence of Compliance:

3.2.1 - We received two formal race-based complaints during the 2023-24 school year. Both complaints were resolved appropriately by Assistant Superintendent, Mike Hernandez. One of the two complaints was determined to be unfounded, and the second complaint was mediated by Mr. Hernandez.

3.2.2 - No formal complaints involving students from the AASD were received by the Wisconsin Department of Public Instruction or the Federal Office of Civil Rights.

3.2.3 - Due to no complaints being received as stated above, no action was required.

OE – 3.3 Create and maintain organizational commitment to:

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

SUPERINTENDENT Interpretation:

- **Create and maintain** shall mean faithfully encourage and foster.
- **Organizational commitment** shall mean staff consistently follow the professional expectations and practices as outlined in the employee handbook and district/school policies that guide staff interactions and decisions.
- **Individual differences of opinion** shall mean input from stakeholders with differing perspectives.
- **Including people** shall mean staff use reasonable means to seek input from others.
- **Decisions that affect them** shall mean decisions that could impact people directly or indirectly.
- **Open and honest** shall mean that staff will not knowingly hide information from or provide misinformation to stakeholders.
- **Open, responsive and welcoming conditions** shall mean parents/guardians and citizens will experience a sense of belonging within a safe and inclusive environment.
- **Throughout the District** shall mean all classrooms, programs, facilities, and events held within or sponsored by the District.

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when:	**In Compliance**	**Not in Compliance**
3.3.1- Family Engagement Survey results show that 70% of family respondents agree that their family is treated with respect.	**X**	
3.3.2- Results from a random annual survey sample of District residents will show that a majority of respondents who interacted with District staff indicated that they felt welcomed and were treated with respect.	**X**	

SUPERINTENDENT Evidence of Compliance:

3.3.1 - Our Family Engagement Survey was administered to all parents/caregivers with a child in the district in April of 2024. 2,588 responses were received, with 2,302 **(89%)** respondents agreeing or strongly agreeing with the statement, “My family is treated with respect at this school.”

3.3.2 - We again surveyed District residents through our annual report mailing. At this time, 60 **(71%)** of the 85 respondents responded yes to the question, “During your interactions with the Appleton Area School District, have you felt welcomed and were you treated with respect.” In addition to the 85 respondents who interacted with the district, 66 respondents did not interact with the district.

ITEM FOR CONSIDERATION

Topic: Budget Adoption for the 2024-2025 Fiscal Year

Background Information: On October 28, 2024 a public budget hearing was held. At the public hearing Holly Burr, Executive Director of Finance for the Appleton Area School District, presented the 2024-2025 budget. The presentation included projections of revenues, expenditures, and tax levy information for the 2024-2025 fiscal year, which began on July 1, 2024.

Administration is requesting approval of the 2024-2025 budget. This budget is based on current revenue and tax levy data from the Wisconsin Department of Public Instruction, and falls within the state mandated revenue control limits. Budget statistics include the following:

a. The final budget of $336,046,134 represents an increase of $24,991,890 (8.0%) from 2023-2024. This is due to the having issued $14.8 million in new referendum with the remaining $25.0 million yet to be issued and the continuation of the construction projects approved in the Nov. 2022 referendum.

b. An increase in revenue for the General Fund can be attributed to additional revenue limit authority coming mostly in the form of additional aid from the State. This is offset by a reduction in Federal grant funds through the Elementary and Secondary School Relief (ESSER) fund of the CRRSA Act and ARP Act.

c. Three areas with increases in expenditures are employee health plan costs, staffing and compensation, and referendum approved construction.

d. Tax levies: This information is based on final revenue control and equalization aid information.

General Fund Levy	$55,701,279.00
Capital Projects Levy	$ 2,460,000.00
Referendum Debt Levy	$14,848,891.00
Community Service Levy	$ 2,839,000.00

Fiscal Note: The proposed tax levy of $75,849,170 represents a decrease of 3.0% from last year. The levy rate (mill rate) is estimated to decrease from $6.53 to $6.10 per $1,000 of equalized property value.

Administrative Recommendation: Approval of the 2024-2025 Fiscal Year Budget.

Instructional Impact: This budget maintains previously established class sizes, includes some referendum approved staffing additions, and includes reductions for ESSER related expenditures.

Contact Person(s): Holly Burr, 920.852.5305 ext. 60061

BOE: October 28, 2024

ITEM FOR CONSIDERATION

Topic: Budget Adoption for the 2024-2025 Fiscal Year

Background Information: On October 28, 2024 a public budget hearing was held. At the public hearing Holly Burr, Executive Director of Finance for the Appleton Area School District, presented the 2024-2025 budget. The presentation included projections of revenues, expenditures, and tax levy information for the 2024-2025 fiscal year, which began on July 1, 2024.

Administration is requesting approval of the 2024-2025 budget. This budget is based on current revenue and tax levy data from the Wisconsin Department of Public Instruction, and falls within the state mandated revenue control limits. Budget statistics include the following:

a. The final budget of $336,046,134 represents an increase of $24,991,890 (8.0%) from 2023-2024. This is due to having issued $14.8 million in new debt with the remaining $25.0 million yet to be issued and the continuation of the construction projects approved in the Nov. 2022 referendum.

b. An increase in revenue for the General Fund can be attributed to additional revenue limit authority coming mostly in the form of additional aid from the State. This is offset by a reduction in Federal grant funds through the Elementary and Secondary School Relief (ESSER) fund of the CRRSA Act and ARP Act.

c. Three areas with increases in expenditures are employee health plan costs, staffing and compensation, and referendum approved construction.

d. Tax levies: This information is based on final revenue control and equalization aid information.

General Fund Levy	$55,701,279.00
Capital Projects Levy	$ 2,460,000.00
Referendum Debt Levy	$14,848,891.00
Community Service Levy	$ 2,839,000.00

Fiscal Note: The proposed tax levy of $75,849,170 represents a decrease of 3.0% from last year. The levy rate (mill rate) is estimated to decrease from $6.53 to $6.10 per $1,000 of equalized property value.

Administrative Recommendation: Approval of the 2024-2025 Fiscal Year Budget.

Instructional Impact: This budget maintains previously established class sizes, includes some referendum approved staffing additions, and includes reductions for ESSER related expenditures.

Contact Person(s): Holly Burr, 920.852.5305 ext. 60061

BOE: October 28, 2024

APPLETON AREA SCHOOL DISTRICT

City of Appleton ● City of Menasha ● Town of Buchanan ● Town of Grand Chute ●
Village of Fox Crossing ● Village of Harrison ● Village of Little Chute

2024-2025
PROPOSED BUDGET

APPLETON AREA SCHOOL DISTRICT

2024 – 2025 Budget

Table of Contents

AASD Mission Statement 3

Board of Education and Business Services 3

Executive Summary 4

General Budget Information 6

- District Enrollment History 7
- Staff Profile 8
- Fund Balance -- An Explanation 9
- Budget Overview/Tax Levy 10
- Understanding the Tax Levy 11
- Rate History 12

Budget by Fund 13

- Distribution of Revenue 14
- Distribution of Expenditures 15
- Fund 10 – General Fund 17
- Fund 27 – Special Education 18
- Fund 30 – Debt Service 19
- Fund 40 – Capital Projects 20
- Fund 50 – Food Service 21
- Fund 80 – Community Service 22

Budget Summary Format 24

Budget Adoption Format 26

APPLETON AREA SCHOOL DISTRICT

2024 – 2025 Budget

AASD Mission Statement

To support success in life for Every Student, Every Day, we will:

- Ensure a safe, healthy and welcoming school environment for ALL.
- Ensure every student is academically, socially and emotionally successful and graduates ready for career, college and their community.
- Create and maintain strong family, community and business partnerships to accelerate our collective impact on student success.
- Align resources and operations directly to District priorities that ensure the success of all students with maximum efficiency and excellence.

AASD Board of Education

Member	Office	Term
Kay S. Eggert	President	2027
Kristine Sauter	Vice President	2026
Edward Ruffolo	Treasurer	2027
Pheng Thao	Clerk	2025
Nick Ross	Member & CESA 6 Delegate	2026
James Bacon	Member	2025
Jason Kolpack	Member	2026

AASD Business Services Department

Holly Burr – Executive Director of Finance

APPLETON AREA SCHOOL DISTRICT

2024 – 2025

Executive Summary

Presented here is the 2024-2025 fiscal year budget for the Appleton Area School District. The total budget for all funds less inter-fund transfers is $336,046,134. This budget proposal has been prepared using the best information available at the time.

Budget Highlights for 2024-2025

- Enrollment declined by approximately 1% from last year. This is a state-wide trend with the total number of school-age children continuing to decrease. We do, however, continue to have a higher Open Enrollment-In count than Open Enrollment-Out count. This net effect of an additional 846 students has a positive impact through open enrollment funding.

- This year we saw several changes in the state budget and funding for education.
    - The increase in the revenue limit of $325 per pupil plus AASD referendum increased our total per pupil allowed revenue to $11,729.33 for the 2024-25 year. This increase impacts the budget by changing the maximum amount of funding we can receive through a combination of State Equalization Aid and local tax levy. The increase in revenue limit authority after adjustments for Private Vouchers and exemptions is $5,740,757.
    - We will again get a "Declining Enrollment Exemption" as part of the revenue limit formula. These exemptions will help offset the loss of revenue we would have seen due to our declining membership.
    - As part of the State budget, equalization aid was increased for the year by over $10.3 million to a total of $114,883,926 for the 2024-25 year.

- The Tax Levy will see a decrease this year due to the increase in state aid being more than the total allowed increase in revenue limit.

- The amount the AASD is required to levy to fund private school vouchers increased again this year. The voucher amount increased from last year's total of $ 7,461,107 to $8,304,393. Private school vouchers will make up $.67 (11%) of our tax rate, or the equivalent of $67 on $100,000 of property.

- The District's Equalized Property Value increased by 3.86% this year to $12.43 billion. This increase means our tax levy will be dispersed across more property value thus driving down the mill rate.

- Our tax rate, often referred to as our mill rate, is projected to decrease from $6.53 per $1,000 of equalized valuation to $6.10 per $1,000 of equalized valuation. 2024-2025 will be the ninth year in a row which the Appleton Area School District has had a decrease in our tax rate.

- The 2023-24 budget included the final funds available from the Federal government through the American Rescue Plan (often referred to as ESSER funding). Some expenses have been transitioned to the general budget to continue essential programs.

- The 2023-2024 fiscal year finished with an overall deficit of approximately $8.4 million in the general fund. This includes $2.9 million in unbudgeted costs for self-funded health care, increase in staffing and compensation, purchase of space for Valley New School at City Center East and part of the purchase for the new reading curriculum (ELA materials and teacher training).

- Compensation increases for 2024-2025 were approved earlier in the year for all staff, at an average increase of 3.11% for all employee groups. The Consumer Price Index (CPI) for districts was set this year at 4.12%.

- A new reading curriculum was approved in spring 2024 and purchases began soon after. The new curriculum is on the State's approved list of reading instructional materials, so there is a potential for some of these costs to be reimbursed in the future.

- Fund 80, our Community Service Fund will see an increase in the tax levy this year to keep pace with the increases in expenses of the Fund. This Fund continues to carry an appropriate positive fund balance at 21.1%.

- The District passed two referendum questions in November of 2022. The 2024-2025 proposed budget includes construction costs as part of the first referendum question for projects to be completed during this year (Fund 49) at our three high schools, Classical Charter School, and Sandy Slope Elementary School. In addition, all 18 of our elementary schools will have renovation projects completed to create STEM classrooms.

- The second referendum question supports $5 million in operational expenses related to a reduction in K-2 class sizes, STEM classes in grades K - 5, and additional staffing needed for 6th grade to move to our middle schools.

- The District issued part two of the approved referendum debt in 2023-24 with an issue of $14.8 million in notes. The final $25 million is expected to be issued in the summer of 2025. Outstanding debt at the end of 2023-2024 is $79,775,000.

APPLETON AREA SCHOOL DISTRICT

2024 – 2025

General Budget Information

APPLETON AREA SCHOOL DISTRICT

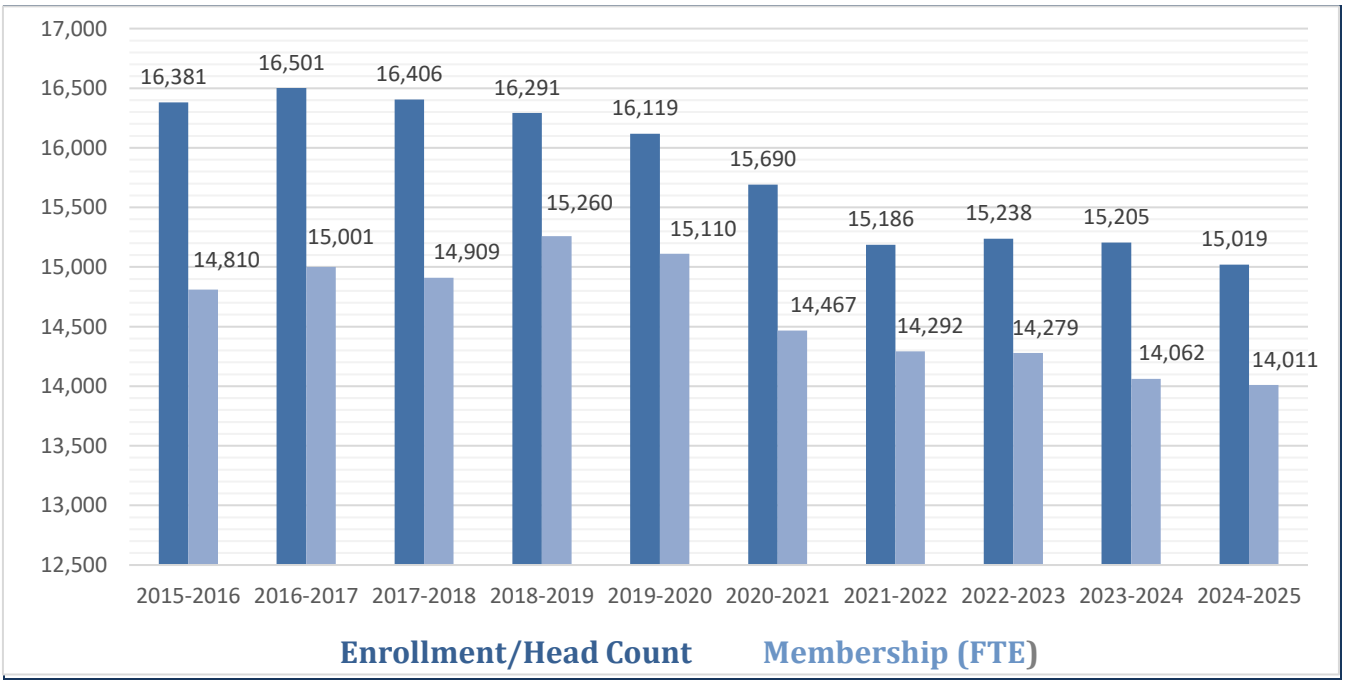
2024 – 2025

District Enrollment History

Below is a comparison of the Third Friday Student Count (Student Head Count/Enrollment) and Membership (FTE) Count; two counts significant for school districts.

Student Head Count/Enrollment → Includes those students' filling "seats" in AASD (enrolled and eligible to attend class); adjustments are not made for open enrollment (resident vs. non-resident students). This count is primarily used for District planning purposes.

Membership (FTE) Count → Includes the student head count/enrollment with adjustments (less (-) non-resident open enrollment/in plus (+) resident open enrollment/out) calculated on a full-time equivalency (FTE) basis. This count is used when determining revenue limits and General State Aid.



APPLETON AREA SCHOOL DISTRICT

2024 – 2025

Staff Profile

The Appleton Area School District is people centered. The 15,019 students are served and supported by approximately 1977 staff members comprised of teachers, administrators and support staff (secretaries, maintenance/custodial staff, paraprofessionals, administrative support). This does not include staff employed by contracted vendors for transportation, food services, cleaning or Appleton Community 4K community partners.

The table below compares staff by group over seven years.

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	Change
Educators	1,223.0	1,234.0	1,247.0	1,259.5	1,272.0	1280.0	1294.0	1322.0	**28.0**
Administrators	68.0	69.0	69.0	69.0	68.0	69.0	71.0	72.0	**1.0**
Support Staff*	555.0	629.0	638.0	667.0	641.5	607.3	574.0	583.0	**9.0**
Total FTEs	1,846.0	1,932.0	1,954.0	1,995.5	1,981.5	1956.3	1939.0	1977.0	**38.0**

APPLETON AREA SCHOOL DISTRICT

2024 - 2025

Fund Balance -- An Explanation

Governments, including school districts, usually organize their account systems based on "funds." A fund is a set of accounting records that is separated from others for the purpose of carrying on a certain activity.

Funds demonstrate that dollars are only being used for approved purposes. The Department of Public Instruction specifies that school districts must use particular funds. All school districts have a general fund, and many have one or more other funds that account for specific activities.

A "fund balance" is created or increased when fund revenues exceed fund expenditures for a fiscal period. Correspondingly, a fund's balance is decreased when fund expenditures exceed fund revenues. The balance sheet accounts identify the assets that belong to a fund, such as cash or a grant payment receivable; and what liabilities it owes, such as accounts payable to a supplier. The difference between the fund's assets and liabilities equals the "fund balance." A positive fund balance represents a financial resource available to finance expenditures in following fiscal periods. A deficit fund balance can only be recovered by having revenues exceed expenditures in a following fiscal period.

Year	Amount
June 2015	$18,889,874.79
June 2016	$23,555,881.38
June 2017	$27,752,353.01
June 2018	$31,162,729.00
June 2019	$33,567,328.09
June 2020	$43,018,272.73
June 2021	$50,744,887.23
June 2022	$59,583,238.22
June 2023	$62,538,776.13
June 2024	$54,121,372.91
Projected June 2025	$43,184,242.90

A district with an appropriate fund balance can:

- Avoid excessive short-term borrowing thereby avoiding associated interest cost.
- Accumulate sufficient assets to make designated purchases or cover unforeseen expenditure needs.
- Demonstrate financial stability and therefore preserve or enhance its bond rating, thereby lowering debt issuance costs.

The school board should determine the amount of fund balance appropriate for the fiscal management of the district. Presently AASD's General Fund (Fund 10) fund balance equals 24.9% of expenditures. The chart represents the District's fund balance history for the General Fund.

APPLETON AREA SCHOOL DISTRICT

2024 - 2025

Budget Overview/Tax Levy

The 2024-2025 limited revenue is up **3.41% from $168.4** million in 2023-2024 to **$174.2 million**. The revenue limit calls for a total estimated Property Tax Levy of $75,849,170 down 2.99% from $78,184,409. The Tax Rate would decrease approximately 6.58% from $6.53 per $1,000 of equalized valuation to $6.10 per $1,000. This is due to the increase in Equalized Property Valuation.

	Proposed Levy	Property Value	Estimated Equalized Tax Rate (Mill Rate)
General Fund (10) AASD	$ 47,396,886	$ 12,434,835,239	$ 3.81
General Fund (10) Private Vouchers	$ 8,304,393	$ 12,434,835,239	0.67
Debt Service Fund (38/39)	$ 14,848,891	$ 12,434,835,239	1.19
Capital Projects Fund (41)	$ 2,460,000	$ 12,434,835,239	0.20
Community Service Fund (80)	$ 2,839,000	$ 12,434,835,239	0.23
	$ 75,849,170		$ 6.10
Prior Year (2023-2024) Levy	$ 78,184,409	$ 11,972,391,961	$ 6.53
$ Increase (Decrease)	$ - 2,335,239		$ 0.56
% Total Levy Decrease =	-2.99%	Rate Decrease =	-6.58%

APPLETON AREA SCHOOL DISTRICT

2024 – 2025

Understanding the Tax Levy

LEVY DETERMINATION

Levies for Funds 10, 38 and 41 are determined by applying the revenue limit formula provided by the State. The levy for Fund 39 and 80 are not included in the revenue limit calculation.

The levies for Funds 10, 30, 40 and 80 are combined to arrive at the total levy required. The levy certified to each municipality is reduced by "computer aid" certified in October by the Department of Revenue (DOR). This aid allocation began several years ago, when the State declared certain technology exempt from property taxes.

RATE DETERMINATION

Once the levy is determined, a tax rate is calculated by dividing the total levy by the equalized value of the District excluding Tax Incremental Districts (TID). This figure is then multiplied by 1,000 to arrive at a rate per $1,000 of value. The proposed rate of $6.10 means an owner of a $100,000 home would pay $610 in school taxes.

The Wisconsin Department of Revenue provides certified values in mid-October. The Department of Public Instruction also certifies equalization aid in mid-October.

The Board of Education must approve the levy before November 1 of each year. Final adjustments may be made prior to this approval.

EQUALIZED VALUATION FOR DISTRIBUTION OF THE LEVY

The District is comprised of eight municipalities, each making up a relative share of the District levy. Equalized value is essentially fair market value. It is certified by the Department of Revenue and determines how the levy is to be distributed to each municipality. A 3.86% increase in value is used in the proposed budget for planning purposes. Once a municipality knows their share of the District levy, they distribute the levy to individual properties in the municipality based on assessed value.

APPLETON AREA SCHOOL DISTRICT

2024 - 2025

Tax Levy, Equalized Value and Rate History

Levy Year	Levy Amount	Equalized Value	AASD Tax Rate	Tax Rate State Avg.
1990	$ 38,896,117	$ 2,511,046,936	$ 15.49	$ 17.11
1991	$ 44,805,546	$ 2,666,238,757	$ 16.80	$ 17.51
1992	$ 49,585,130	$ 2,846,148,259	$ 17.42	$ 18.37
1993	$ 52,855,955	$ 3,016,590,391	$ 17.52	$ 17.91
1994	$ 50,831,278	$ 3,238,572,844	$ 15.70	$ 16.60
1995	$ 49,922,740	$ 3,480,726,916	$ 14.34	$ 15.26
1996	$ 36,114,205	$ 3,654,680,616	$ 9.88	$ 11.90
1997	$ 35,355,290	$ 3,856,324,536	$ 9.17	$ 11.30
1998	$ 41,336,929	$ 3,998,437,863	$ 10.34	$ 11.20
1999	$ 40,698,797	$ 4,167,025,675	$ 9.77	$ 10.68
2000	$ 42,514,685	$ 4,391,297,057	$ 9.68	$ 10.43
2001	$ 41,814,039	$ 4,683,463,904	$ 8.93	$ 10.04
2002	$ 43,107,065	$ 5,034,381,729	$ 8.56	$ 9.73
2003	$ 46,237,078	$ 5,323,628,057	$ 8.69	$ 9.56
2004	$ 47,883,051	$ 5,664,341,202	$ 8.45	$ 9.46
2005	$ 50,042,944	$ 6,028,793,698	$ 8.30	$ 8.63
2006	$ 51,024,049	$ 6,331,152,514	$ 8.06	$ 8.31
2007	$ 52,679,435	$ 6,685,363,038	$ 7.88	$ 8.45
2008	$ 55,479,645	$ 6,928,131,610	$ 8.01	$ 8.61
2009	$ 60,475,875	$ 7,177,689,214	$ 8.43	$ 9.18
2010	$ 65,622,305	$ 7,216,230,800	$ 9.09	$ 9.80
2011	$ 64,512,088	$ 7,033,795,775	$ 9.17	$ 9.88
2012	$ 63,284,286	$ 6,793,167,459	$ 9.32	$ 10.21
2013	$ 64,051,867	$ 6,815,489,181	$ 9.40	$ 10.37
2014	$ 66,200,286	$ 6,936,192,827	$ 9.54	$ 10.26
2015	$ 67,986,043	$ 7,079,269,550	$ 9.60	$ 10.25
2016	$ 65,736,356	$ 7,252,328,337	$ 9.06	$ 9.97
2017	$ 67,043,373	$ 7,648,631,179	$ 8.79	$ 9.79
2018	$ 68,347,217	$ 7,877,234,972	$ 8.68	$ 9.46
2019	$ 68,809,775	$ 8,390,434,565	$ 8.32	$ 9.37
2020	$ 71,741,179	$ 9,014,775,214	$ 7.96	$ 9.18
2021	$ 72,683,034	$ 9,493,679,888	$ 7.66	$ 8.64
2022	$ 74,490,616	$ 10,491,604,760	$ 7.10	$ 7.68
2023	$ 78,184,409	$ 11,972,391,961	$ 6.53	$ 7.18
2024-Estimated	$ 75,849,170	$ 12,434,835,239	$ 6.10	TBD

Appleton Area School District
2024 - 2025
Budget by Fund

APPLETON AREA SCHOOL DISTRICT

2024 - 2025

Distribution of Revenues -- Funds 10 & 27

The Source Dimension (revenues) is used to classify revenue and other fund sources by origin. The majority of AASD revenue is received through state and local sources.

Revenue sources are divided into seven categories: Local (200), Inter-District Payments (300), Intermediate (500), State (600), Federal (700), Other Financing (800) and Other Sources (900). The main revenue dimensions are described below.

Local Revenues (200). There are several categories of local revenues. Of all the categories, the tax levy is, by far, the most significant. Other local revenues include school fees, admissions/activity fees, gifts, and interest income. All local sources, except property taxes, are outside the revenue limit calculation.

State Aids (600). There are three forms of State aid: equalization, categorical and grants (Fund 11). The two largest state revenue sources are Equalization Aid and Handicapped Aid (Categorical Fund 27).

Equalization Aid is determined by comparing the District's property wealth per pupil to a State guarantee. The Appleton Area School District receives approximately 58% of its Fund 10 revenues from Equalization Aid. The remainder (42%) of the support comes from property taxes and other state, federal, local revenues and open enrollment tuition.

Categorical aids are directly related to providing a service or having a particular program. The Handicapped Aid is the second largest source of income from the State and the largest categorical aid; it is recorded in Fund 27. Projected revenues are based on prior year's salary and benefit expenditures in Special Education and special transportation costs. Categorical aids are prorated based on legislative appropriation for a given year. The expected rate for the proposed budget is 33.3%

The third major source of revenue from the State is AGR (Achievement Gap Reduction). The purpose of this program is to lower class sizes in Kindergarten through 3rd Grades. The amount of aid is based on the number of children eligible for free or reduced meal prices in those grades at the eligible participating schools.

Finally, a small portion of State aid is received in the form of grants. The amount and purpose of these grants vary from year to year.

Federal Revenues (700). This category of revenues represents various federally supported projects. These projects are recorded by the District in Fund 11; including: Title I, Carl Perkins, 21st Century Community Learning, and others. Federal aid represents 5.01% of the total Fund 10 and 27 revenues.

APPLETON AREA SCHOOL DISTRICT

2024 - 2025

Distribution of Expenditures -- Funds 10 & 27

Expenditures. Expenditures are categorized by a State mandated accounting system referred to as WUFAR (Wisconsin Uniform Financial Accounting Requirements). The WUFAR manual presents a uniform financial and accounting structure for public schools in Wisconsin. It is a 17-digit account code that is made up of individual components: Fund, Location, Source/Object, Function and Project.

The **Object Dimension (expenditures)** is the service or commodity used in accomplishing a function or activity. The objects listed separately identify *what* is being purchased.

The main expenditure/object categories include: Salaries (100), Benefits (200), Purchased Services (300), Non-Capital Objects (400), Capital Objects (500), Debt Retirement (600), Insurance and Judgments (700), Interfund Transfers (800) and Other Objects/Dues and Fees (900).

Salaries (100) and Benefits (200). Salaries are gross (amounts before deductions) paid to employees who are on the district payroll. Amounts paid as an indirect consequence of salaries (retirement, FICA, insurance) are recorded under a benefits category. Amounts paid to private employers (including self-employed individuals) for services are recorded in the purchased services accounts.

Employee benefits are amounts paid by the District on behalf of employees over and above gross salaries. Many employee benefits are a percentage of salary.

Salaries and benefits represent the largest object dimensions for AASD.

Purchased Services (300). Payments for services rendered by personnel (contractors) who are not on the payroll of the district or which the district obtains from private or public agencies, such as the utility company, are called purchased services. Examples of purchased services include consultants, utilities, phones, pupil transportation, staff travel, legal and audit services.

Non-Capital Objects (400). Non-Capital Objects are items typically less than $5,000 in value that are consumable or replaced rather than repaired. It includes such things as supplies, textbooks, paper and reading materials for classroom use and media centers.

Capital Objects (500). Capital objects include items of a permanent or enduring nature, which are sufficiently expensive to warrant capitalization as an asset. They are of value for a period longer than the fiscal year in which they are acquired and/or paid for. They are usually easier/cheaper to repair than replace.

APPLETON AREA SCHOOL DISTRICT

2024 - 2025

Distribution of Expenditures -- Funds 10 & 27 (Continued)

Debt Retirement (600). Debt retirement includes principal and interest payments on capital leases. It also includes interest on short-term borrowing. The timing of state aids and of tax money are the major factors contributing to the need for short-term borrowing.

Insurance and Judgments (700). Payments for insurance that protects the district against various misfortunes are in this category. Casualty and liability insurance needs of the district include general liability, excess liability, employee error and omissions, property, auto and worker's compensation. The costs of unemployment compensation are also included under this object.

Operating Transfers-Out (800). An operating transfer is a payment between funds. For every transaction involving this object, there must be a corresponding revenue transaction. Each year a transfer between Fund 10 and Fund 27 is made for expenditures not supported by state or federal resources.

Miscellaneous (900). This category includes district wide dues and fees for employees, student organizations, and the Board of Education. It also includes adjustments and refunds from the prior year revenues.

APPLETON AREA SCHOOL DISTRICT

2024 - 2025

Fund 10 General Fund

PURPOSE: The General Fund (Fund 10) is used to account for the educational programs and operations of the school district, except those required to be accounted for in separate funds. Fund 10 usually represents approximately 80% of all district expenditures. However, with the current referendum approved construction included, the Fund 10 expenditures are about 67% of total expenditures.

It is in this fund which most tax and aid receipts are recorded and from which the District's general operating expenses are paid, most grant activity is also included here. Fund 10 – General Fund relies on general property taxes and state aid for funding current costs.

GENERAL FUND	Audited 2022-23	Unaudited 2023-24	Budget 2024-25
Beginning Fund Balance	59,583,238.22	62,538,776.13	54,121,372.91
Ending Fund Balance	**62,538,776.13**	**54,121,372.91**	**43,184,242.90**
REVENUES & OTHER FINANCING SOURCES			
Transfers-In (Source 100)	0.00	0.00	0.00
Local Sources (Source 200)	57,347,202.74	64,386,866.19	58,089,514.00
Inter-district Payments (Source 300 + 400)	14,495,978.06	14,854,222.65	16,421,960.00
Intermediate Sources (Source 500)	111,560.59	68,285.83	33,250.00
State Sources (Source 600)	114,222,021.87	120,714,307.78	131,186,484.00
Federal Sources (Source 700)	13,249,134.50	8,034,160.91	7,525,497.08
All Other Sources (Source 800 + 900)	620,919.09	1,276,074.96	1,104,801.00
TOTAL REVENUES & OTHER FINANCING SOURCES	**200,046,816.85**	**209,333,918.32**	**214,361,506.08**
EXPENDITURES & OTHER FINANCING USES			
Instruction (Function 100 000)	88,658,372.07	96,829,533.70	99,442,220.29
Support Services (Function 200 000)	71,668,081.46	76,663,566.27	78,088,224.03
Non-Program Transactions (Function 400 000)	36,764,825.41	44,258,221.57	47,768,191.77
TOTAL EXPENDITURES & OTHER FINANCING USES	**197,091,278.94**	**217,751,321.54**	**225,298,636.09**

APPLETON AREA SCHOOL DISTRICT

2024 - 2025

Fund 27 Special Education Fund

PURPOSE: The purpose of the Special Education Fund (Fund 27) is to account for special education and related services funded in whole or in part through state and/or federal aid. No fund balance or deficit may exist in this fund.

Fund 27 main sources of revenue include the interfund transfer from Fund 10, handicapped aid and federal sources/grants.

Handicapped aid is calculated as a percentage of the cost of salaries and benefits of special education staff. The current reimbursement rate is approximately 33.3%.

The number of students who qualify for special education continues to increase. This increase in eligible students and their severity drive programming and staff costs. Fund 27 continues to increase at a higher rate than does the general education budget.

The information contained in the Special Education Fiscal Report is annually audited. Yearly reports are submitted to the Department of Public Instruction for review and monitoring relative to compliance with all state and federal regulations.

Special Education Fund (Fund 27)	Audited 2022-2023	Unaudited 2023-2024	Budget 2024-2025
900 000 Beginning Fund Balance	0	0	0
900 000 Ending Fund Balance	0	0	0
Revenues & Other Financing Sources	38,595,381	44,837,224	47,109,531
Total Expenditures & Other Financing Uses	38,595,381	44,837,224	47,109,531

APPLETON AREA SCHOOL DISTRICT

2024 – 2025

Fund 30 Debt Service Funds

Debt Service is a fund established to account for principal and interest payments on long-term indebtedness. All money in these funds is kept in investment accounts separate and distinct from all other money as required by State Statute 67.11, which requires strict separation.

The major revenue source of the payment of Debt Service is the local property tax and any interest earned on the investment of those funds. State Statute requires that this obligation be met before any other and stipulates that the total amount required to meet this obligation be set aside from the first tax money received each year with all subsequent payments being drawn from this fund.

Fund 38 – Non-Referendum Debt

Purpose: Fund 38 is used to repay prior debts borrowed without authority of an approved referendum. Repayment of principal and interest is made within the revenue cap. A fund balance may exist in this fund.

Fund 39 – Referendum Approved Debt

Purpose: The purpose of Fund 39 is used to repay prior debts borrowed with authority of an approved referendum. Repayment of principal and interest is made outside of the revenue cap. A fund balance may exist in this fund.

The 2022-2023 totals include issue of $90 million in new debt for construction and in expenses for annual debt payments and refinancing. The 2023-2024 totals include issue of $14.8 million in new debt for construction and in expenses for annual debt payments. The final $25 million is expected to be issued in the summer of 2025.

The debt balance at 06/30/2024 was $79,775,000.00

DEBT SERVICE FUND	Audited 2022-23	Unaudited 2023-24	Budget 2024-25
Beginning Fund Balance	3,564,705.90	5,435,336.58	4,842,625.85
Ending Fund Balance	5,435,336.58	4,842,625.85	6,842,625.85
REVENUES & OTHER FINANCING SOURCES	95,650,923.78	13,322,162.72	14,848,891.00
EXPENDITURES & OTHER FINANCING USES	93,780,293.10	13,914,873.45	12,848,891.00

APPLETON AREA SCHOOL DISTRICT

2024 – 2025

Fund 40 Capital Projects Funds

Capital Projects is the fund to be used to account for the receipt and disbursement of financial resources involved in the acquisition of capital objects or construction of major capital facilities or maintenance projects. Capital projects financed through long-term borrowing, or a sinking fund (Statute 120.10 (10)) must be accounted for in this fund.

Fund 41 – Capital Expansion

Purpose: Fund 41 is financed as part of the tax levy. State statute restricts the use of this fund for capital expenditures related to buildings and sites, such as, acquiring and remodeling buildings and sites, and maintenance or repair expenditures that extend or enhance the service life of buildings and building components, sites and site components.

Fund 46 – Capital Improvement

Purpose: Fund 46 can only be used for the purposes identified in our District approved long-range capital improvement plan. Fund 46 assets may not be transferred to any other District fund. Funding for Fund 46 is generally a transfer from Fund 10 General Fund.

Fund 49 – Other Capital Project Fund

Purpose: Fund 49 can only be used for other capital projects approved by the District. The District uses this fund to account for the construction approved with the 2022 referendum. This fund can carry a fund balance.

CAPITAL PROJECTS FUND	Audited 2022-23	Unaudited 2023-24	Budget 2024-25
Beginning Fund Balance	6,473,508.84	96,309,109.87	70,430,163.41
Ending Fund Balance	**96,309,109.87**	**70,430,163.41**	**34,415,163.41**
REVENUES & OTHER FINANCING SOURCES	**94,128,905.50**	**21,308,745.37**	**29,560,000.00**
EXPENDITURES & OTHER FINANCING USES	**4,293,304.47**	**47,187,691.83**	**65,575,000.00**

APPLETON AREA SCHOOL DISTRICT

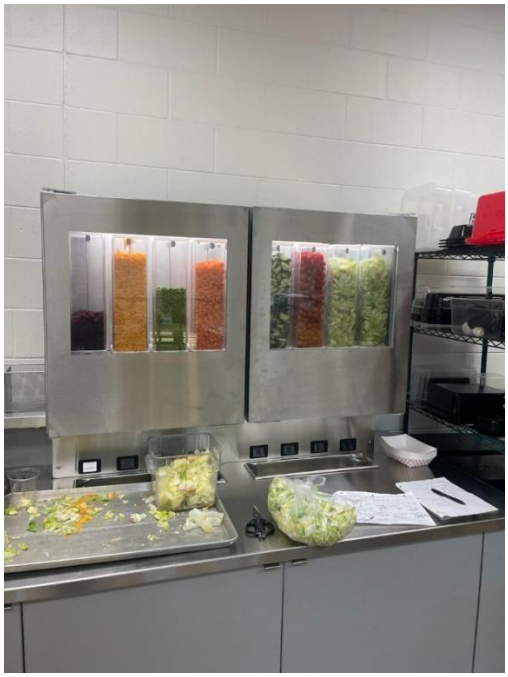
2024 - 2025

Fund 50 Food Service Fund

The Appleton Area School district annually signs a contract with the Department of Public Instruction to participate in the National Child Nutrition Program and provide daily nutrition to our students. The School Nutrition Program receives state and federal reimbursement to aid in keeping meal prices at a reasonable level if the program remains in compliance with local, state and federal regulations.

PURPOSE: Fund 50 accounts for all revenues and expenditures related to Food Services. The District contracts with **Chartwells** to provide students with healthy meal options. Fund 50 may have a fund balance.

FOOD SERVICE FUND	Audited 2022-23	Unaudited 2023-24	Budget 2024-25
Beginning Fund Balance	6,486,219.45	6,599,997.86	6,416,663.65
Ending Fund Balance	**6,599,997.86**	**6,416,663.65**	**6,416,663.65**
REVENUES & OTHER FINANCING SOURCES	**8,703,602.55**	**8,799,028.49**	**9,015,160.00**
EXPENDITURES & OTHER FINANCING USES	**8,589,824.14**	**8,982,362.70**	**9,015,160.00**



APPLETON AREA SCHOOL DISTRICT

2023 - 2024

Fund 80 Community Service Fund

Wisconsin Statutes S.120.13 and 120.61, allow a school board to permit use of the district's property for civic purposes. Should the Board elect to provide services which have the primary function of serving the community and which are not classified as instructional or supporting services for school education programs, Community Services, Fund 80 must be used.

PURPOSE: Fund 80 is used to account for activities such as adult education, community recreation programs such as swimming pool operation and projects, School Police Liaison Officers, the Even Start Program, Birth-to-Five Program and other programs which are not elementary and secondary educational programs but have the primary function of serving the community. Expenditures for these activities, including cost allocations for salaries, benefits, travel, purchased services, etc. are to be included in this Fund to the extent feasible. The District adopts a separate tax levy for this Fund.

Revenues. The largest source of revenue in Fund 80 is property taxes. The levy in this Fund is outside the Revenue Limit calculation. The next largest source of funds is generated by program fees.

Expenditures. The categories of expenses for Fund 80 are the same as found in the general operating budget.

The AASD utilizes Fund 80 or the Community Service Fund. State Statute 120.13 is followed when assigning expenditures to this Fund. Last school year (2023-24), the Fund 80 property tax levy totaled $2,655,278 or $0.22 cents of the local levy. While this represents a small percentage of a $336 million dollar budget, the Fund 80 Community Service Fund does provide essential support for community programs and services.

Major funding areas include:

- The continuation of an effort to connect the Community schools at Jefferson Elementary school and Dunlap Elementary School with their respective community. The Community School has a central gathering place called the Community Resource Center (CRC) and a full-time key point person, the Community Schools Resource Coordinator (CSRC). The CRC provides services and resources to students, staff, families, and the surrounding neighborhood. The CSRC's primary role is to coordinate efforts with community agencies and organizations to meet the needs of the school community, including non-AASD families.

- The AASD contracts with the YMCA and the Boys and Girls Club of the Fox Cities to provide before and after school care services to any elementary and middle school student residing in the AASD through the Extended Learning Day Program. This program provides academic support, nutrition, family support, and activities during non-school hours during the school year and over the summer.

- The AASD works with the Appleton Police Department and the Grand Chute Police Department to provide school resource officers to all public and private schools in the community. These positions allow for all students, family, and community members to be supported by the community policing philosophy. The AASD shares the cost of these positions with the City and the Town.

- The District also contracts with the Appleton Police Department and the Town of Grand Chute Police Department to provide crossing guards at locations across the District. The AASD pays 50% of the cost of these positions.

- The District collaborates with Fox Valley Technical College, Head Start, and the Appleton Public Library for the Appleton Even Start Family Literacy Program. This program is open to all families in the AASD and provides adult basic education support, support for Adult English Language Learners, and support for adults to obtain their GED or HSED. While adults are taking course work, their children receive quality infant, toddler, or preschool care.

- The District is a leading partner in the community Birth to 5 Outreach Program. Through this program, the district supports a Birth to 5 Coordinator and five Site Resource Coordinators. The District contracts with the Family Resource Center for these six positions. These positions support parents of non-school age children in the areas of parenting, child development, and connecting these young families to available community resources. The program is again open to all families in our community.

- The district is working with several local non-profits, the City of Appleton, and Fox Valley Technical College to support Newcomers to our community. In addition to educational support, we are providing support for basic needs such as housing, transportation, language services, etc.

- The District has 29 school sites sub-divided into three high school clusters. These facilities are available for community use outside of the school day and year. An Administrative Assistant position is in place at each high school (East, West, and North) with the primary responsibility of scheduling the use of these facilities and establishing and monitoring usage contracts with requesting individuals and entities.

- All three of our high school swimming pools are utilized for school programs but are heavily utilized by the community during the evenings, weekends, and over the summer.

- All of our facilities are available for use before and after the school day, weekends, and over the summer. The District budgets for projects on district facilities such as gyms, auditoriums, and playing fields.

COMMUNITY SERVICE FUND	**Audited 2022-23**	**Unaudited 2023-24**	**Budget 2024-25**
Beginning Fund Balance	592,643.78	605,669.21	602,308.11
Ending Fund Balance	**605,669.21**	**602,308.11**	**602,308.11**
REVENUES & OTHER FINANCING SOURCES	**2,626,597.00**	**2,669,355.50**	**2,851,508.00**
EXPENDITURES & OTHER FINANCING USES	**2,613,571.57**	**2,672,716.60**	**2,851,508.00**

APPLETON AREA SCHOOL DISTRICT

2024 - 2025

Budget Summary Format

APPLETON AREA SCHOOL DISTRICT

2024-2025 OVERALL BUDGET SUMMARY

as of 10.22.2024

FUND 10 REVENUE & EXPENDITURES	Audited 2022-2023	Unaudited 2023-2024	Budget 2024-2025	Increase/ Decrease	Percent
REVENUES					
Local	57,347,203	64,386,866	58,089,514	(6,297,352)	-9.78%
Interdistrict	14,495,978	14,854,223	16,421,960	1,567,737	10.55%
State	114,222,022	120,714,307	131,186,484	10,472,177	8.68%
Federal	13,249,134	8,034,161	7,525,497	(508,664)	-6.33%
Other	732,480	1,344,361	1,138,051	(206,310)	-15.35%
TOTAL FUND 10 REVENUES (ALL)	**$ 200,046,817**	**$ 209,333,918**	**$ 214,361,506**	**$ 5,027,588**	**2.40%**
EXPENDITURES					
Salaries	85,499,767	90,335,883	91,335,929	1,000,046	1.11%
Benefits	34,784,384	42,443,189	46,237,874	3,794,685	8.94%
Purchased Services	43,044,967	44,935,348	45,234,873	299,525	0.67%
Non-Capital Objects	6,778,717	6,170,571	6,096,366	(74,205)	-1.20%
Capital Objects	512,698	1,025,604	201,300	(824,304)	-80.37%
Debt Retirement	2,413,280	3,558,081	3,503,656	(54,425)	-1.53%
Insurance & Judgments	976,086	1,112,238	1,390,000	277,762	24.97%
Interfund Transfers	22,464,120	27,661,490	29,990,442	2,328,952	8.42%
Dues/Other	617,260	508,917	1,308,196	799,279	157.05%
TOTAL FUND 10 EXPENDITURES	**$ 197,091,279**	**$ 217,751,321**	**$ 225,298,636**	**$ 7,547,315**	**3.47%**
FUND 10 NET REVENUES (EXPENSES)	**$ 2,955,538**	**$ (8,417,403)**	**$ (10,937,130)**	**$ (2,519,727)**	
Grants	*10,014,424*	*8,193,086*	*5,679,163*	(2,513,923)	-30.68%
OTHER FUND REVENUES/EXPENDITURES					
Fund 21 & 29 -- Other Special Projects	3,556,996	3,545,048	3,337,850	(207,198)	-5.84%
Fund 27 -- Special Education	38,595,381	44,837,224	47,109,531	2,272,307	5.07%
Fund 38 -- Non-Referendum Debt	-	-	-	-	0.00%
Fund 39 -- Referendum Debt	13,899,069	13,914,873	12,848,891	(1,065,982)	-7.66%
Fund 41, 46, 49 -- Capital Projects	4,293,304	47,187,692	65,575,000	18,387,308	38.97%
Fund 50 -- Food Service	8,589,824	8,982,363	9,015,160	32,797	0.37%
Fund 80 -- Community Service	2,613,572	2,672,716	2,851,508	178,792	6.69%
Interfund Transfers	(22,464,120)	(27,661,490)	(29,990,442)	(2,328,952)	8.42%
TOTAL OTHER FUND EXPENDITURES	**49,084,026**	**93,478,426**	**110,747,498**	**$ 17,269,072**	**18.47%**
TOTAL ALL FUNDS EXPENDITURE SUMMARY	**$ 246,175,305**	**$ 311,229,747**	**$ 336,046,134**	**$ 24,816,387**	**7.97%**

*Grant amounts are included in salaries, benefits, purchased services, and non-capital objects above. Shown here only as reference.

APPLETON AREA SCHOOL DISTRICT

2024 - 2025

Budget Adoption Format

Appleton Area School District
2024-2025 Proposed Budget

GENERAL FUND	Audited 2022-23	Unaudited 2023-24	Budget 2024-25
Beginning Fund Balance	59,583,238.22	62,538,776.13	54,121,372.91
Ending Fund Balance	**62,538,776.13**	**54,121,372.91**	**43,184,242.90**
REVENUES & OTHER FINANCING SOURCES			
Transfers-In (Source 100)	0.00	0.00	0.00
Local Sources (Source 200)	57,347,202.74	64,386,866.19	58,089,514.00
Inter-district Payments (Source 300 + 400)	14,495,978.06	14,854,222.65	16,421,960.00
Intermediate Sources (Source 500)	111,560.59	68,285.83	33,250.00
State Sources (Source 600)	114,222,021.87	120,714,307.78	131,186,484.00
Federal Sources (Source 700)	13,249,134.50	8,034,160.91	7,525,497.08
All Other Sources (Source 800 + 900)	620,919.09	1,276,074.96	1,104,801.00
TOTAL REVENUES & OTHER FINANCING SOURCES	**200,046,816.85**	**209,333,918.32**	**214,361,506.08**
EXPENDITURES & OTHER FINANCING USES			
Instruction (Function 100 000)	88,658,372.07	96,829,533.70	99,442,220.29
Support Services (Function 200 000)	71,668,081.46	76,663,566.27	78,088,224.03
Non-Program Transactions (Function 400 000)	36,764,825.41	44,258,221.57	47,768,191.77
TOTAL EXPENDITURES & OTHER FINANCING USES	**197,091,278.94**	**217,751,321.54**	**225,298,636.09**

SPECIAL PROJECTS FUND	Audited 2022-23	Unaudited 2023-24	Budget 2024-25
Beginning Fund Balance	4,027,509.03	3,837,509.07	3,995,172.25
Ending Fund Balance	3,837,509.07	3,995,172.25	3,995,172.25
REVENUES & OTHER FINANCING SOURCES	41,962,376.18	48,539,935.30	50,447,381.40
EXPENDITURES & OTHER FINANCING USES	42,152,376.14	48,382,272.12	50,447,381.40

DEBT SERVICE FUND	Audited 2022-23	Unaudited 2023-24	Budget 2024-25
Beginning Fund Balance	3,564,705.90	5,435,336.58	4,842,625.85
Ending Fund Balance	5,435,336.58	4,842,625.85	6,842,625.85
REVENUES & OTHER FINANCING SOURCES	95,650,923.78	13,322,162.72	14,848,891.00
EXPENDITURES & OTHER FINANCING USES	93,780,293.10	13,914,873.45	12,848,891.00

CAPITAL PROJECTS FUND	Audited 2022-23	Unaudited 2023-24	Budget 2024-25
Beginning Fund Balance	6,473,508.84	96,309,109.87	70,430,163.41
Ending Fund Balance	**96,309,109.87**	**70,430,163.41**	**34,415,163.41**
REVENUES & OTHER FINANCING SOURCES	**94,128,905.50**	**21,308,745.37**	**29,560,000.00**
EXPENDITURES & OTHER FINANCING USES	**4,293,304.47**	**47,187,691.83**	**65,575,000.00**

FOOD SERVICE FUND	Audited 2022-23	Unaudited 2023-24	Budget 2024-25
Beginning Fund Balance	6,486,219.45	6,599,997.86	6,416,663.65
Ending Fund Balance	**6,599,997.86**	**6,416,663.65**	**6,416,663.65**
REVENUES & OTHER FINANCING SOURCES	**8,703,602.55**	**8,799,028.49**	**9,015,160.00**
EXPENDITURES & OTHER FINANCING USES	**8,589,824.14**	**8,982,362.70**	**9,015,160.00**

COMMUNITY SERVICE FUND	Audited 2022-23	Unaudited 2023-24	Budget 2024-25
Beginning Fund Balance	592,643.78	605,669.21	602,308.11
Ending Fund Balance	**605,669.21**	**602,308.11**	**602,308.11**
REVENUES & OTHER FINANCING SOURCES	**2,626,597.00**	**2,669,355.50**	**2,851,508.00**
EXPENDITURES & OTHER FINANCING USES	**2,613,571.57**	**2,672,716.60**	**2,851,508.00**

Total Expenditures and Other Financing Uses

ALL FUNDS	Audited 2022-23	Unaudited 2023-24	Budget 2024-25
GROSS TOTAL EXPENDITURES -- ALL FUNDS	348,520,648.36	338,891,238.24	366,036,576.49
Interfund Transfers (Source 100) - ALL FUNDS	22,464,120.30	27,661,490.41	29,990,442.00
Refinancing Expenditures (FUND 30)	79,881,223.55	0.00	0.00
NET TOTAL EXPENDITURES -- ALL FUNDS	**246,175,304.51**	**311,229,747.83**	**336,046,134.49**
PERCENTAGE INCREASE – NET TOTAL FUND EXPENDITURES FROM PRIOR YEAR		**26.43%**	**7.97%**

PROPOSED PROPERTY TAX LEVY

FUND	Audited 2022-23	Unaudited 2023-24	Budget 2024-25
General Fund	48,670,889.00	52,839,772.00	47,201,279.00
Private School Voucher	5,612,335.00	7,461,107.00	8,500,000.00
Referendum Debt Service Fund	15,132,252.00	12,768,252.00	14,848,891.00
Non-Referendum Debt Service Fund	0.00	0.00	0.00
Capital Expansion Fund	2,460,000.00	2,460,000.00	2,460,000.00
Community Service Fund	2,615,140.00	2,655,278.00	2,839,000.00
TOTAL SCHOOL LEVY	**74,490,616.00**	**78,184,409.00**	**75,849,170.00**
PERCENTAGE INCREASE -- TOTAL LEVY FROM PRIOR YEAR		**4.96%**	**-2.99%**

APPLETON AREA SCHOOL DISTRICT BUDGET ADOPTION 2024-2025			
	Audited 2022-23	Unaudited 2023-24	Budget 2024-25
GENERAL FUND (FUND 10)			
Beginning Fund Balance (Account 930 000)	59,583,238.22	62,538,776.13	54,121,372.91
Ending Fund Balance, Nonspendable (Acct. 935 000)	0.00	0.00	0.00
Ending Fund Balance, Restricted (Acct. 936 000)	3,929,811.51	9,454,151.30	9,400,000.00
Ending Fund Balance, Committed (Acct. 937 000)	0.00	0.00	0.00
Ending Fund Balance, Assigned (Acct. 938 000)	29,884,381.35	29,403,898.67	28,500,000.00
Ending Fund Balance, Unassigned (Acct. 939 000)	28,724,583.27	15,263,322.94	4,824,680.90
TOTAL ENDING FUND BALANCE (ACCT. 930 000)	**62,538,776.13**	**54,121,372.91**	**43,184,242.90**
REVENUES & OTHER FINANCING SOURCES			
100 Transfers-in	0.00	0.00	0.00
Local Sources 210 Taxes	54,353,648.83	60,301,507.56	55,701,279.00
240 Payments for Services	32,231.00	16,398.05	12,500.00
260 Non-Capital Sales	6,600.00	7,488.00	5,000.00
270 School Activity Income	90,236.66	42,130.84	36,000.00
280 Interest on Investments	1,516,525.63	2,164,143.74	1,015,000.00
290 Other Revenue, Local Sources	1,347,960.62	1,855,198.00	1,319,735.00
Subtotal Local Sources	**57,347,202.74**	**64,386,866.19**	**58,089,514.00**
Other School Districts Within Wisconsin 310 Transit of Aids	0.00	0.00	0.00
340 Payments for Services	14,481,877.76	14,837,851.00	16,405,960.00
380 Medical Service Reimbursements	0.00	0.00	0.00
390 Other Inter-district, Within Wisconsin	14,100.30	16,371.65	16,000.00
Subtotal Other School Districts within Wisconsin	**14,495,978.06**	**14,854,222.65**	**16,421,960.00**
Other School Districts Outside Wisconsin 400 Payments for Services	0.00	0.00	0.00
Subtotal Other School Districts Outside Wisconsin	**0.00**	**0.00**	**0.00**
Intermediate Sources 510 Transit of Aids	89,568.33	35,035.83	0.00
530 Payments for Services from CCDEB	0.00	0.00	0.00
540 Payments for Services from CESA	0.00	0.00	0.00
580 Medical Services Reimbursement	0.00	0.00	0.00
590 Other Intermediate Sources	21,992.26	33,250.00	33,250.00
Subtotal Intermediate Sources	**111,560.59**	**68,285.83**	**33,250.00**
State Sources 610 State Aid -- Categorical	1,981,467.13	1,681,595.07	1,465,000.00
620 State Aid -- General	98,423,124.00	104,558,048.00	114,883,926.00
630 DPI Special Project Grants	365,827.64	715,021.46	153,665.00
640 Payments for Services	0.00	0.00	0.00
650 Student Achievement Guarantee in Education	1,852,714.34	2,192,293.49	2,100,000.00
660 Other State Revenue Through Local Units	0.00	0.00	0.00
690 Other Revenue	11,598,888.76	11,567,349.76	12,583,893.00
Subtotal State Sources	**114,222,021.87**	**120,714,307.78**	**131,186,484.00**

APPLETON AREA SCHOOL DISTRICT BUDGET ADOPTION 2024-2025			
	Audited 2022-23	Unaudited 2023-24	Budget 2024-25
Federal Sources 710 Federal Aid - Categorical	127,641.63	139,667.00	121,561.00
730 DPI Special Project Grants	8,206,159.28	5,313,094.50	3,002,979.08
750 IASA Grants	2,203,449.09	2,447,679.31	2,400,957.00
780 Other Federal Revenue Through State	2,711,884.50	133,720.10	2,000,000.00
790 Other Federal Revenue - Direct	0.00	0.00	0.00
Subtotal Federal Sources	**13,249,134.50**	**8,034,160.91**	**7,525,497.08**
Other Financing Sources 850 Reorganization Settlement	0.00	0.00	0.00
860 Compensation, Fixed Assets	17,544.43	25,935.01	10,000.00
Subtotal Other Financing Sources	**17,544.43**	**25,935.01**	**10,000.00**
Other Revenues 960 Adjustments	37,583.66	7,743.86	0.00
970 Refund of Disbursement	133,431.35	439,587.97	350,000.00
980 Medical Service Reimbursement	107,500.02	270,717.00	250,000.00
990 Miscellaneous	324,859.63	532,091.12	494,801.00
Subtotal Other Revenues	**603,374.66**	**1,250,139.95**	**1,094,801.00**
TOTAL REVENUES & OTHER FINANCING SOURCES	**200,046,816.85**	**209,333,918.32**	**214,361,506.08**
EXPENDITURES & OTHER FINANCING USES			
Instruction 110 000 Undifferentiated Curriculum	37,189,366.42	40,564,198.60	40,622,693.52
120 000 Regular Curriculum	34,368,204.84	37,195,476.20	39,025,548.56
130 000 Vocational Curriculum	3,875,055.12	4,030,129.57	4,064,036.66
140 000 Physical Curriculum	3,581,065.92	3,707,794.35	4,025,368.00
160 000 Co-Curricular Activities	2,199,286.87	2,410,253.67	2,395,995.00
170 000 Other Special Needs	7,445,392.90	8,921,681.31	9,308,578.55
Subtotal Instruction	**88,658,372.07**	**96,829,533.70**	**99,442,220.29**
Support Sources 210 000 Pupil Services	9,604,158.12	11,796,554.50	11,804,241.09
220 000 Instructional Staff Services	11,767,549.06	11,682,952.21	10,637,761.83
230 000 General Administration	1,025,861.51	2,019,696.33	2,790,919.16
240 000 School Building Administration	10,147,227.44	11,391,709.72	11,918,753.50
250 000 Business Administration & Operations	25,981,298.06	25,402,057.21	24,782,429.94
260 000 Central Services	3,188,602.01	2,667,830.37	3,044,443.75
270 000 Insurance & Judgments	976,086.00	1,112,237.96	1,390,000.00
280 000 Debt Services	2,413,279.91	3,558,080.91	3,503,656.09
290 000 Other Support Services	6,564,019.35	7,032,447.06	8,216,018.67
Subtotal Support Sources	**71,668,081.46**	**76,663,566.27**	**78,088,224.03**
Non-Program Transactions 410 000 Inter-fund Transfers	22,464,120.30	27,661,490.41	29,990,442.00
430 000 Instructional Service Payments	13,967,698.05	16,560,067.31	17,752,749.77
490 000 Other Non-Program Transactions	333,007.06	36,663.85	25,000.00
Subtotal Non-Program Transactions	**36,764,825.41**	**44,258,221.57**	**47,768,191.77**
TOTAL EXPENDITURES & OTHER FINANCING USES	**197,091,278.94**	**217,751,321.54**	**225,298,636.09**

APPLETON AREA SCHOOL DISTRICT
BUDGET ADOPTION 2024-2025

SPECIAL PROJECT FUNDS (FUNDS 21, 23, 29)	Audited 2022-23	Unaudited 2023-24	Budget 2024-25
900 000 Beginning Fund Balance	4,027,509.03	3,837,509.07	3,995,172.25
900 000 Ending Fund Balance	**3,837,509.07**	**3,995,172.25**	**3,995,172.25**
REVENUES & OTHER FINANCING SOURCES	**3,366,995.58**	**3,702,711.18**	**3,337,850.00**
100 000 Instruction	1,954,798.72	2,429,646.49	2,209,051.00
200 000 Support Services	1,602,196.82	1,115,401.51	1,128,799.00
400 000 Non-Program Transactions	0.00	0.00	0.00
TOTAL EXPENDTURES & OTHER FINANCING USES	3,556,995.54	3,545,048.00	3,337,850.00

SPECIAL EDUCATION FUND (FUND 27)	Audited 2022-23	Unaudited 2023-24	Budget 2024-25
900 000 Beginning Fund Balance	0.00	0.00	0.00
900 000 Ending Fund Balance	**0.00**	**0.00**	**0.00**
REVENUES & OTHER FINANCING SOURCES			
100 Transfers-in	22,464,120.30	27,661,490.41	29,990,442.00
Local Sources			
240 Payments for Services	0.00	0.00	0.00
260 Non-Capital Sales	0.00	0.00	0.00
270 School Activity Income	0.00	0.00	0.00
290 Other Revenue, Local Sources	39,993.59	57,023.83	10,000.15
Subtotal Local Sources	**39,993.59**	**57,023.83**	**10,000.15**
Other School Districts Within Wisconsin			
310 Transit of Aids	0.00	0.00	0.00
340 Payments for Services	245,532.00	365,076.00	350,000.00
380 Medical Service Reimbursements	0.00	0.00	0.00
390 Other Inter-district, Within Wisconsin	0.00	0.00	0.00
Subtotal Other School Districts within Wisconsin	**245,532.00**	**365,076.00**	**350,000.00**
Other School Districts Outside Wisconsin			
440 Payments for Services	0.00	0.00	0.00
490 Other Inter-district, Outside Wisconsin	0.00	0.00	0.00
Subtotal Other School Districts Outside Wisconsin	**0.00**	**0.00**	**0.00**
Intermediate Sources			
510 Transit of Aids	21,125.56	30,457.52	25,000.00
540 Payments for Services from CESA	0.00	0.00	0.00
580 Medical Services Reimbursement	0.00	0.00	0.00
590 Other Intermediate Sources	0.00	0.00	0.00
Subtotal Intermediate Sources	**21,125.56**	**30,457.52**	**25,000.00**
State Sources			
610 State Aid -- Categorical	9,664,224.69	10,674,317.00	10,750,000.00
620 State Aid -- General	136,568.00	285,585.00	315,000.00
630 DPI Special Project Grants	0.00	89,054.00	89,054.00
690 Other Revenue	53,502.96	54,817.77	0.00
Subtotal State Sources	**9,854,295.65**	**11,103,773.77**	**11,154,054.00**

APPLETON AREA SCHOOL DISTRICT BUDGET ADOPTION 2024-2025			
	Audited 2022-23	Unaudited 2023-24	Budget 2024-25
Federal Sources			
710 Federal Aid - Categorical	0.00	0.00	0.00
730 DPI Special Project Grants	4,898,832.12	3,552,875.11	3,580,035.25
750 IASA Grants	0.00	0.00	0.00
760 JTPA	0.00	0.00	0.00
770 Other Federal Revenue Through Local Units	0.00	0.00	0.00
780 Other Federal Revenue Through State	1,071,481.38	2,066,527.48	2,000,000.00
790 Other Federal Revenue - Direct	0.00	0.00	0.00
Subtotal Federal Sources	**5,970,313.50**	**5,619,402.59**	**5,580,035.25**
Other Financing Sources		0.00	0.00
860 Compensation, Fixed Assets	0.00	0.00	0.00
870 Long-Term Obligations	0.00	0.00	0.00
Subtotal Other Financing Sources	**0.00**	**0.00**	**0.00**
Other Revenues			
900 Adjustments	0.00	0.00	0.00
Subtotal Other Revenues	**0.00**	**0.00**	**0.00**
TOTAL REVENUES & OTHER FINANCING SOURCES	**38,595,380.60**	**44,837,224.12**	**47,109,531.40**
EXPENDITURES & OTHER FINANCING USES			
Instruction			
110 000 Undifferentiated Curriculum	0.00	0.00	0.00
120 000 Regular Curriculum	2,789.19	0.00	0.00
130 000 Vocational Curriculum	0.00	0.00	0.00
140 000 Physical Curriculum	0.00	0.00	0.00
150 000 Special Education Curriculum	29,553,390.03	32,838,070.42	34,861,538.69
160 000 Co-Curricular Activities	0.00	35,773.04	34,391.00
170 000 Other Special Needs	95,516.19	128,304.96	132,249.00
Subtotal Instruction	**29,651,695.41**	**33,002,148.42**	**35,028,178.69**
Support Sources			
210 000 Pupil Services	4,196,592.75	4,680,330.61	4,769,773.63
220 000 Instructional Staff Services	961,779.51	2,401,383.97	2,821,494.23
230 000 General Administration	0.00	0.00	0.00
240 000 School Building Administration	125.00	80.18	275.00
250 000 Business Administration	2,448,109.75	2,939,693.80	2,678,875.83
260 000 Central Services	4,050.93	9,388.26	1,024.06
270 000 Insurance & Judgments	0.00	0.00	0.00
280 000 Debt Services	9,719.19	9,682.49	1,000.00
290 000 Other Support Services	2,271.64	2,602.69	2,600.00
Subtotal Support Sources	**7,622,648.77**	**10,043,162.00**	**10,275,042.75**
Non-Program Transactions			
410 000 Inter-fund Transfers	0.00	0.00	0.00
430 000 Instructional Service Payments	1,321,036.42	1,791,913.70	1,806,309.96
490 000 Other Non-Program Transactions	0.00	0.00	0.00
Subtotal Non-Program Transactions	**1,321,036.42**	**1,791,913.70**	**1,806,309.96**
TOTAL EXPENDTURES & OTHER FINANCING USES	**38,595,380.60**	**44,837,224.12**	**47,109,531.40**

APPLETON AREA SCHOOL DISTRICT
BUDGET ADOPTION 2024-2025

DEBT SERVICE FUND (FUNDS 38, 39)	Audited 2022-23	Unaudited 2023-24	Budget 2024-25
900 000 Beginning Fund Balance	3,564,705.90	5,435,336.58	4,842,625.85
900 000 ENDING FUND BALANCES	**5,435,336.58**	**4,842,625.85**	**6,842,625.85**
TOTAL REVENUES & OTHER FINANCING SOURCES	**95,650,923.78**	**13,322,162.72**	**14,848,891.00**
281 000 Long-Term Capital Debt	13,899,069.55	13,914,873.45	12,848,891.00
282 000 Refinancing	79,881,223.55	0.00	0.00
283 000 Operational Debt	0.00	0.00	0.00
285 000 Post Employment Benefit Debt	0.00	0.00	0.00
289 000 Other Long-Term General Obligation Debt	0.00	0.00	0.00
400 000 Non-Program Transactions	0.00	0.00	0.00
TOTAL EXPENDITURES & OTHER FINANCING USES	**93,780,293.10**	**13,914,873.45**	**12,848,891.00**
842 000 INDEBTEDNESS, END OF YEAR	**0.00**	**0.00**	**0.00**

CAPITAL PROJECTS FUND (FUNDS 41, 46, 48, 49)	Audited 2022-23	Unaudited 2023-24	Budget 2024-25
900 000 Beginning Fund Balance	6,473,508.84	96,309,109.87	70,430,163.41
900 000 Ending Fund Balance	**96,309,109.87**	**70,430,163.41**	**34,415,163.41**
TOTAL REVENUES & OTHER FINANCING SOURCES	94,128,905.50	**21,308,745.37**	**29,560,000.00**
100 000 Instructional Services	0.00	0.00	0.00
200 000 Support Services	4,293,304.47	47,187,691.83	65,575,000.00
300 000 Community Services	0.00	0.00	0.00
400 000 Non-Program Transactions	0.00	0.00	0.00
TOTAL EXPENDITURES & OTHER FINANCING USES	**4,293,304.47**	**47,187,691.83**	**65,575,000.00**

FOOD SERVICE FUND (FUND 50)	Audited 2022-23	Unaudited 2023-24	Budget 2024-25
900 000 Beginning Fund Balance	6,486,219.45	6,599,997.86	6,416,663.65
900 000 ENDING FUND BALANCE	**6,599,997.86**	**6,416,663.65**	**6,416,663.65**
TOTAL REVENUES & OTHER FINANCING SOURCES	8,703,602.55	**8,799,028.49**	**9,015,160.00**
200 000 Support Services	8,589,824.14	8,982,362.70	9,015,160.00
400 000 Non-Program Transactions	0.00	0.00	0.00
TOTAL EXPENDITURES & OTHER FINANCING USES	**8,589,824.14**	**8,982,362.70**	**9,015,160.00**

COMMUNITY SERVICE FUND (FUND 80)	Audited 2022-23	Unaudited 2023-24	Budget 2024-25
900 000 Beginning Fund Balance	592,643.78	605,669.21	602,308.11
900 000 ENDING FUND BALANCE	**605,669.21**	**602,308.11**	**602,308.11**
TOTAL REVENUES & OTHER FINANCING SOURCES	2,626,597.00	**2,669,355.50**	**2,851,508.00**
200 000 Support Services	1,149,263.79	1,294,203.23	1,276,485.00
300 000 Community Services	1,464,307.78	1,378,513.37	1,575,023.00
400 000 Non-Program Transactions	0.00	0.00	0.00
TOTAL EXPENDITURES & OTHER FINANCING USES	**2,613,571.57**	**2,672,716.60**	**2,851,508.00**

APPLETON AREA SCHOOL DISTRICT
BUDGET ADOPTION 2024-2025

Total Expenditures and Other Financing Uses

ALL FUNDS	Audited 2022-23	Unaudited 2023-24	Budget 2024-25
GROSS TOTAL EXPENDITURES -- ALL FUNDS	348,520,648.36	338,891,238.24	366,036,576.49
Interfund Transfers (Source 100) - ALL FUNDS	22,464,120.30	27,661,490.41	29,990,442.00
Refinancing Expenditures (FUND 30)	79,881,223.55	0.00	0.00
NET TOTAL EXPENDITURES -- ALL FUNDS	**246,175,304.51**	**311,229,747.83**	**336,046,134.49**
PERCENTAGE INCREASE – NET TOTAL FUND EXPENDITURES FROM PRIOR YEAR		**26.43%**	**7.97%**

PROPOSED PROPERTY TAX LEVY

FUND	Audited 2022-23	Unaudited 2023-24	Budget 2024-25
General Fund	48,670,889.00	52,839,772.00	47,201,279.00
Private School Voucher	5,612,335.00	7,461,107.00	8,500,000.00
Referendum Debt Service Fund	15,132,252.00	12,768,252.00	14,848,891.00
Non-Referendum Debt Service Fund	0.00	0.00	0.00
Capital Expansion Fund	2,460,000.00	2,460,000.00	2,460,000.00
Community Service Fund	2,615,140.00	2,655,278.00	2,839,000.00
TOTAL SCHOOL LEVY	**74,490,616.00**	**78,184,409.00**	**75,849,170.00**
PERCENTAGE INCREASE -- TOTAL LEVY FROM PRIOR YEAR		**4.96%**	**-2.99%**

APPLETON AREA SCHOOL DISTRICT

2024-2025 OVERALL BUDGET SUMMARY

as of 10.22.2024

FUND 10 REVENUE & EXPENDITURES	Audited 2022-2023	Unaudited 2023-2024	Budget 2024-2025	Increase/ Decrease	Percent
REVENUES					
Local	57,347,203	64,386,866	58,089,514	(6,297,352)	-9.78%
Interdistrict	14,495,978	14,854,223	16,421,960	1,567,737	10.55%
State	114,222,022	120,714,307	131,186,484	10,472,177	8.68%
Federal	13,249,134	8,034,161	7,525,497	(508,664)	-6.33%
Other	732,480	1,344,361	1,138,051	(206,310)	-15.35%
TOTAL FUND 10 REVENUES (ALL)	**$ 200,046,817**	**$ 209,333,918**	**$ 214,361,506**	**$ 5,027,588**	**2.40%**
EXPENDITURES					
Salaries	85,499,767	90,335,883	91,335,929	1,000,046	1.11%
Benefits	34,784,384	42,443,189	46,237,874	3,794,685	8.94%
Purchased Services	43,044,967	44,935,348	45,234,873	299,525	0.67%
Non-Capital Objects	6,778,717	6,170,571	6,096,366	(74,205)	-1.20%
Capital Objects	512,698	1,025,604	201,300	(824,304)	-80.37%
Debt Retirement	2,413,280	3,558,081	3,503,656	(54,425)	-1.53%
Insurance & Judgments	976,086	1,112,238	1,390,000	277,762	24.97%
Interfund Transfers	22,464,120	27,661,490	29,990,442	2,328,952	8.42%
Dues/Other	617,260	508,917	1,308,196	799,279	157.05%
TOTAL FUND 10 EXPENDITURES	**$ 197,091,279**	**$ 217,751,321**	**$ 225,298,636**	**$ 7,547,315**	**3.47%**
FUND 10 NET REVENUES (EXPENSES)	**$ 2,955,538**	**$ (8,417,403)**	**$ (10,937,130)**	**$ (2,519,727)**	
Grants	*10,014,424*	*8,193,086*	*5,679,163*	(2,513,923)	-30.68%
OTHER FUND REVENUES/EXPENDITURES					
Fund 21 & 29 -- Other Special Projects	3,556,996	3,545,048	3,337,850	(207,198)	-5.84%
Fund 27 -- Special Education	38,595,381	44,837,224	47,109,531	2,272,307	5.07%
Fund 38 -- Non-Referendum Debt	-	-	-	-	0.00%
Fund 39 -- Referendum Debt	13,899,069	13,914,873	12,848,891	(1,065,982)	-7.66%
Fund 41, 46, 49 -- Capital Projects	4,293,304	47,187,692	65,575,000	18,387,308	38.97%
Fund 50 -- Food Service	8,589,824	8,982,363	9,015,160	32,797	0.37%
Fund 80 -- Community Service	2,613,572	2,672,716	2,851,508	178,792	6.69%
Interfund Transfers	(22,464,120)	(27,661,490)	(29,990,442)	(2,328,952)	8.42%
TOTAL OTHER FUND EXPENDITURES	**49,084,026**	**93,478,426**	**110,747,498**	**$ 17,269,072**	**18.47%**
TOTAL ALL FUNDS EXPENDITURE SUMMARY	**$ 246,175,305**	**$ 311,229,747**	**$ 336,046,134**	**$ 24,816,387**	**7.97%**

*Grant amounts are included in salaries, benefits, purchased services, and non-capital objects above. Shown here only as reference.

ITEM FOR CONSIDERATION

Topic: 2024-2025 Tax Levy Certification

Background Information: In mid-October the District received revenue limit calculations, equalization aid calculations, and other revenue estimates from the Department of Public Instruction. In addition, the Department of Revenue provided the District with our equalized valuation. This information allows the District to set the 2024-2025 Tax Levy.

Fiscal Note: See attached documentation.

Administrative Recommendation: Approval of the 2024-2025 Tax Levy.

Instructional Impact: N/A

Contact Person(s): Holly Burr, 920.852.5305 ext. 60061

BOE: October 28, 2024

APPLETON AREA SCHOOL DISTRICT

2024-25 TAX LEVY DISTRIBUTION

			FUND	10	41		10	39	80		
			DESC	General	Capital Expense	TOTAL REVENUE LIMIT LEVIES	Property Tax Chargebacks	Referendum Debt	Community Services	TOTAL OTHER LEVIES	TOTAL LEVY
			TOTAL	55,701,279.00	2,460,000.00	58,161,279.00	-	14,848,891.00	2,839,000.00	17,687,891.00	75,849,170.00
COUNTY	MUNICIPALITY										
CALUMET	C	APPLETON	8.1546%	4,542,209.54	200,602.85	4,742,812.39	-	1,210,865.81	231,508.74	1,442,374.55	6,185,186.94
OUTAGAMIE	C	APPLETON	56.2476%	31,330,649.72	1,383,691.72	32,714,341.44	-	8,352,149.38	1,596,870.24	9,949,019.61	42,663,361.05
WINNEBAGO	C	APPLETON	0.1649%	91,859.65	4,056.90	95,916.55	-	24,488.02	4,681.93	29,169.95	125,086.50
			64.5671%	35,964,718.91	1,588,351.47	37,553,070.38	-	9,587,503.20	1,833,060.91	11,420,564.11	48,973,634.49
CALUMET	V	HARRISON	1.8459%	1,028,203.51	45,409.74	1,073,613.25	-	274,099.30	52,405.79	326,505.10	1,400,118.35
CALUMET	C	MENASHA	2.2728%	1,266,002.02	55,911.91	1,321,913.94	-	337,491.82	64,525.98	402,017.80	1,723,931.74
OUTAGAMIE	T	GRAND CHUTE	30.9890%	17,261,265.20	762,329.22	18,023,594.42	-	4,601,521.73	879,777.50	5,481,299.23	23,504,893.65
OUTAGAMIE	V	LITTLE CHUTE	0.2415%	134,532.51	5,941.52	140,474.03	-	35,863.78	6,856.89	42,720.68	183,194.71
WINNEBAGO	V	FOX CROSSING	0.0836%	46,556.84	2,056.14	48,612.98	-	12,411.16	2,372.92	14,784.08	63,397.06
			100.0000%	55,701,279.00	2,460,000.00	58,161,279.00	-	14,848,891.00	2,839,000.00	17,687,891.00	75,849,170.00

2024-2025 REVENUE LIMIT/TAX LEVY

(Total of General State Aid and Local Property Taxes Only)

	2023-2024 FINAL	2024-2025 FINAL	CHANGE from 2023-24
Base Revenue Per Member	$ 11,000.00	$ 11,729.33	$ 729
Membership*	14,063	14,011	$ (52)
Revenue Limit w/Hold Harmless - No Exemptions	$ 154,693,000	$ 164,339,643	$ 9,646,643
Private School Vouchers	$ 7,461,107	$ 8,304,393	$ 843,286
Other Exemptions	$ 6,289,170	$ 1,528,998	$ (4,760,172)
Revenue Limit with Exemptions	**$ 168,432,277**	**$ 174,173,034**	$ 5,740,757
Percent Change			3.41%
Equalization Aid	**$ 104,558,048**	**$ 114,883,926**	$ 10,325,878
Computer Aid	663,541	663,541	$ -
Personal Property Aid	464,288	464,288	$ -
Total Rev Limit Aid			
Allowable Limited Revenue	**$62,746,400**	**$58,161,279**	$ (4,585,121)
Property Tax Distribution			
General Fund w/o Private Vouchers	52,825,293	47,396,886	$ (5,428,407)
Rate	*4.41*	*3.81*	$ (1)
Private School Vouchers	*7,461,107*	*8,304,393*	$ 843,286
Rate	*0.62*	*0.67*	$ 0
Non-Referendum Debt	-	-	$ -
Rate	*0.00*	*0.00*	$ -
Capital Projects	2,460,000	2,460,000	$ -
Rate	0.21	0.20	$ (0)
Total Limited Revenue	**$62,746,400**	**$58,161,279**	$ (4,585,121)
Taxes Outside of the Revenue Limit			
Referendum Debt	12,768,252	14,848,891	$ 2,080,639
Rate	*1.07*	*1.19*	$ 0
Community Service	2,655,278	2,839,000	$ 183,722
Rate	*0.22*	*0.23*	$ 0
Prior Year Levy Chargeback	14,479	-	$ (14,479)
Total Property Tax Revenue	**$ 78,184,409**	**$ 75,849,170**	$ (2,335,239)
Percent increase/decrease			-2.99%
Total Tax Rate (Mil Rate)	**$ 6.53**	**$ 6.10**	**$ (0.43)**
Percent Change			-6.58%
Equalized Valuation	$ 11,972,391,961	$ 12,434,835,239	$ 462,443,278
			3.86%
Total Revenue Limit Increase(Decrease)			**$ 5,740,757**

Draft as of 10.15.24

Total Tax Levy	Levy 15-16	Levy 16-17	Levy 17-18	Levy 18-19	Levy 19-20	Levy 20-21	Levy 21-22	Levy 2022-23	Levy 2023-24	**Proposed Levy 2024**
Amount	$67,986,304	$65,736,356	$67,117,968	$68,347,217	$69,809,775	$71,741,179	$72,683,034	$74,490,616	$78,184,409	$75,849,170
Tax Levy Rate (Mill Rate)	Actual Rate **15-16**	Actual Rate **16-17**	Actual Rate **17-18**	Actual Rate **18-19**	Actual Rate **19-20**	Actual Rate **20-21**	Actual Rate **21-22**	Actual Rate **22-23**	Actual Rate **23-24**	**Proposed Rate 2024-25**
Fund 10: General Fund	8.38	7.84	7.48	6.91	6.33	6.04	5.77	4.64	4.41	3.81
Fund 10: Private Vouchers				0.23	0.37	0.42	0.48	0.53	0.62	0.67
Fund 38: Non-Referendum Debt	0.20	0.19	0.19	0.18	0.17	0.16	0.09	0.00	0.00	0.00
Fund 41: Capital Projects	0.35	0.34	0.32	0.31	0.29	0.27	0.26	0.23	0.21	0.20
Fund 39: Referendum Debt	0.47	0.46	0.57	0.80	0.92	0.85	0.80	1.44	1.07	1.19
Fund 80: Community Service	0.21	0.23	0.22	0.24	0.23	0.22	0.26	0.25	0.22	0.23
Total Net Levy Rate (Mill Rate)	**9.60**	**9.06**	**8.78**	**8.68**	**8.32**	**7.96**	**7.66**	**7.10**	**6.53**	**6.10**
	9.61	9.06	8.78	8.67	8.31	7.96	7.66	7.09	6.53	6.10

Levy Year	Levy Amount	Equalize Value	Tax Rate
2013-14	$64,051,867	$6,815,489,181	$9.40
2014-15	$66,200,286	$6,936,192,827	$9.54
2015-16	$67,986,304	$7,079,269,550	$9.60
2016-17	$65,736,356	$7,252,328,337	$9.06
2017-18	$67,117,968	$7,648,631,179	$8.78
2018-19	$68,347,217	$7,877,234,972	$8.68
2019-20	$69,809,775	$8,390,434,565	$8.32
2020-21	$71,731,138	$9,014,775,214	$7.96
2021-22	$72,683,034	$9,493,679,888	$7.66
2022-23	$74,490,616	$10,491,604,760	$7.10
2023-24	$78,934,409	$11,972,391,961	$6.53
2024-25	$75,849,170	$12,434,835,239	$6.10