



**Monday, June 26, 2023
Board of Education Meeting**

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

The Board of Education will be meeting in the Scullen Leadership Center, 131 E. Washington Street, Suite 1A. Some individuals may be joining via remote technology and the meeting will be livestreamed on YouTube. Members of the media or general public may continue to access meetings in person or via a live stream broadcast on the Appleton Area School District YouTube Channel: <https://www.youtube.com/channel/UCHo-l09YGgt4uKnCWYvt8Pw>

This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. There is a time for public participation during the meeting as indicated in the agenda. Members of the public wishing to address the Board may speak during public input in accordance with the procedures posted on the District's website

(http://www.aasd.k12.wi.us/district/board_of_education/public_input) and state law. The Wisconsin Open Meetings Law allows only brief discussion of topics that are not listed on the agenda. Therefore, the Board may not be able to fully address comments made during public input. When appropriate the Board may request the administration to reach out to a citizen regarding a concern they may have.

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

1. Meeting Opening

Subject	A. Roll Call
Meeting	Jun 26, 2023 - Board of Education Meeting
Category	1. Meeting Opening
Type	Procedural

Subject	B. Pledge of Allegiance
Meeting	Jun 26, 2023 - 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
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Meeting	Jun 26, 2023 - Board of Education Meeting
Category	2. Approval of Agenda (GC-2: Governing Commitments)
Type	Procedural

Subject	B. Approval of Agenda
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Meeting	Jun 26, 2023 - 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.
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Motion & Voting

Motion to approve the Board Agenda as presented.

Motion by Kristine Sauter, second by Jason Kolpack.

Final Resolution: Motion Carried

Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, Pheng Thao, Jason Kolpack, Nick Ross

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

Subject	A. Public Input
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Meeting	Jun 26, 2023 - Board of Education Meeting
Category	3. 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](#)

4. 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	Jun 26, 2023 - Board of Education Meeting
Category	4. 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

5. 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): 2023-2024 Meal Prices; Gifts/Donations & Grants to the District (January to June 2023)
Meeting	Jun 26, 2023 - Board of Education Meeting
Category	5. 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- 2023-2024 Meal Prices.pdf \(36 KB\)](#)

[IFC-Gifts Donations and Grants \(2\).pdf \(34 KB\)](#)

[Gifts from January to June 2023.pdf \(74 KB\)](#)

Subject	B. School/Student Services Update(s): 9-12 Secondary Science (Physics, Environmental Science, Applied Genetics and Anatomy & Physiology): Curriculum, Text and Materials Adoption
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Meeting	Jun 26, 2023 - Board of Education Meeting
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Category	5. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)
Type	Discussion, Information, Report

Assistant Superintendent, Steve Harrison, will report on the School/Student Services items for consideration.

File Attachments
[IFC 9-12 Secondary Science \(1\).pdf \(56 KB\)](#)

Subject	C. Personnel Services Update(s): Professional Educator New Hire(s), Contract Change(s), and Resignation(s)
Meeting	Jun 26, 2023 - Board of Education Meeting
Category	5. 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 6-26-23.pdf \(93 KB\)](#)
[IFC Professional Educator Contract Changes 6-26-23.pdf \(11 KB\)](#)
[IFC Professional Educator Resignations 6-26-23 \(1\).pdf \(66 KB\)](#)

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

Subject	A. Board Meeting Minutes from June 12, 2023
Meeting	Jun 26, 2023 - Board of Education Meeting
Category	6. 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 June 12, 2023.
Minutes	View Minutes for Jun 12, 2023 - 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 June 12, 2023.

Motion by Pheng Thao, second by Nick Ross.

Final Resolution: Motion Carried

Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, Pheng Thao, Jason Kolpack, Nick Ross

7. 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. 2023-2024 Meal Prices
Meeting	Jun 26, 2023 - Board of Education Meeting
Category	7. 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 2023-2024 Meal Prices as presented.

File Attachments

[IFC- 2023-2024 Meal Prices.pdf \(36 KB\)](#)

Motion & Voting

Motion to approve the 2023-2024 Meal Prices as presented.

Motion by Kay Eggert, second by Kristine Sauter.

Final Resolution: Motion Carried

Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, Pheng Thao, Jason Kolpack, Nick Ross

Subject	B. Gifts/Donations & Grants to the District (January to June 2023)
Meeting	Jun 26, 2023 - Board of Education Meeting
Category	7. 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-Gifts Donations and Grants \(2\).pdf \(34 KB\)](#)

[Gifts from January to June 2023.pdf \(74 KB\)](#)

Subject	C. 9-12 Secondary Science (Physics, Environmental Science, Applied Genetics and Anatomy & Physiology): Curriculum, Text and Materials Adoption
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Meeting Jun 26, 2023 - Board of Education Meeting

Category 7. 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 Secondary Science \(1\).pdf \(56 KB\)](#)

Subject D. Professional Educator New Hire(s)

Meeting Jun 26, 2023 - Board of Education Meeting

Category 7. 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 6-26-23.pdf \(93 KB\)](#)

Subject E. Professional Educator Contract Change(s)

Meeting Jun 26, 2023 - Board of Education Meeting

Category 7. 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 Changes 6-26-23.pdf \(11 KB\)](#)

Subject F. Professional Educator Resignation(s)

Meeting Jun 26, 2023 - Board of Education Meeting

Category 7. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)

Type Action

File Attachments

[IFC Professional Educator Resignations 6-26-23.pdf \(66 KB\)](#)

8. 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: State Budget Update
Meeting	Jun 26, 2023 - Board of Education Meeting
Category	8. 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

Executive Director of Finance, Holly Burr, will report on the State Budget Update.

Subject	B. School/Student Services Report: Tuition-Free Status for American Councils for International Education; Recognition of International Cultural Exchange Services (ICES); Policy Update: 422.1-Rule International Exchange
Meeting	Jun 26, 2023 - Board of Education Meeting
Category	8. 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, Mike Hernandez, will present the Tuition-Free Status for American Councils for International Education, Recognition of International Cultural Exchange Services (ICES), and Policy Update: International Exchange 422.1-Rule

File Attachments

[IOI - Tuition Free request - American Councils - Trial Year 2023-24.pdf \(133 KB\)](#)
[IOI - Recognition of International Cultural Exchange Services \(ICES\) - Board Review 06-26-23.pdf \(46 KB\)](#)
[IOI- Policy Update - International Exchange 422.1-Rule 6-26-23.pdf \(148 KB\)](#)
[International Exchange 422.1 for 6-26-23 Board Review.pdf \(97 KB\)](#)

Subject	C. Personnel Services Report: None
Meeting	Jun 26, 2023 - Board of Education Meeting
Category	8. 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

9. Board Business

Subject	A. Naming of New Elementary School
Meeting	Jun 26, 2023 - Board of Education Meeting
Category	9. Board Business
Type	Discussion, Information

Superintendent, Greg Hartjes, will report the update on the Naming of the New Elementary School.

File Attachments

Subject	B. Valley New School Lease
Meeting	Jun 26, 2023 - Board of Education Meeting
Category	9. Board Business
Type	Action
Recommended Action	Motion to approve the Valley New School Lease.

Executive Director of Finance, Holly Burr, will report on the Valley New School Lease.

File Attachments
[IFC VNS Lease.pdf \(36 KB\)](#)

Motion & Voting

Motion to approve the Valley New School Lease.

Motion by Edward Ruffolo, second by Kristine Sauter.

Final Resolution: Motion Carried

Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, Pheng Thao, Jason Kolpack, Nick Ross

Subject	C. R-2.1.8 Career & Technical Education (CTE)
Meeting	Jun 26, 2023 - Board of Education Meeting
Category	9. Board Business
Type	Action
Recommended Action	Motion to approve the R-2.1.8 Career & Technical Education (CTE).

File Attachments
[R-2.1.8 Career & Technical Education - Monitor Report.pdf \(515 KB\)](#)

Motion & Voting

Motion to approve the R-2.1.8 Career & Technical Education (CTE).

Motion by Pheng Thao, second by Kristine Sauter.

Final Resolution: Motion Carried

Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, Pheng Thao, Jason Kolpack, Nick Ross

Subject	D. R-2.1.9 Financial Literacy
Meeting	Jun 26, 2023 - Board of Education Meeting
Category	9. Board Business

Type Discussion, Information

File Attachments

[R-2.1.9 Financial Literacy - Monitor Report.pdf \(487 KB\)](#)

Subject E. R-3 Essential Life Skills

Meeting Jun 26, 2023 - Board of Education Meeting

Category 9. Board Business

Type Discussion, Information

File Attachments

[R.3 Essential Life Skills - Monitor Report.pdf \(489 KB\)](#)

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

Meeting Jun 26, 2023 - Board of Education Meeting

Category 9. Board Business

Type Action, Discussion

Motion & Voting

(not specified)

Motion by Kay Eggert, second by Pheng Thao.

Final Resolution: Motion Carried

Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, Pheng Thao, Jason Kolpack, Nick Ross

10. Items of Information

Subject A. None

Meeting Jun 26, 2023 - Board of Education Meeting

Category 10. Items of Information

Type

11. Future Meetings

Subject A. Special Board Work Session: Wednesday, June 28, 2023, 7:30AM

Meeting Jun 26, 2023 - Board of Education Meeting

Category 11. Future Meetings

Type Information

Subject B. Board Work Session: Monday, July 24, 2023 4:00 PM

Meeting Jun 26, 2023 - Board of Education Meeting

Category 11. Future Meetings

Type Information

Subject C. Board Meeting: Monday, July 24, 2023, 6:00 PM

Meeting Jun 26, 2023 - Board of Education Meeting

Category 11. Future Meetings

Type Information

12. Adjourn

Subject A. Motion to Adjourn the Meeting

Meeting Jun 26, 2023 - Board of Education Meeting

Category 12. Adjourn

Type Action, Procedural

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).

187-Rule (cont.)

- 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 **not** extend to remote participation in any of the following:
 - a. A closed session portion of any meeting.
 - b. Even if occurring in open session, due process hearings or similar evidentiary hearings, including those relating to employment matters, as well as any deliberations or decision-making based upon such hearings.
 - c. The election of Board Officers by secret ballot. However, this limitation may be rendered moot by the Board either (1) choosing, at its discretion, not to use secret ballots for such an election; or (2) authorizing a Board member who is participating remotely to voluntarily cast a non-secret vote for the applicable Board Officer position(s) even though Board members who are physically present at the meeting are using secret ballots.
5. Any remote participation that is authorized at the discretion of the Board, whether by this policy or by additional formal action, is subject to express decisions of the Board that may deny, limit, or revoke the privilege as applied to specific meetings. In addition, upon an order of the presiding officer of the meeting, a Board member's remote participation may be limited (e.g., video feed turned off, microphone muted except when the Board member has obtained the floor, etc.) or terminated during a meeting if any of the following apply:
 - a. The Board member's attempted remote participation in the meeting is unreasonably interfering with conducting an orderly and efficient meeting.
 - b. The communications technology being used is not enabling appropriate participation, including, at a minimum, the sufficient opportunity for reliable, simultaneous aural communication among all participating Board members.

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

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

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

AUTHORIZING ADDITIONAL REMOTE PARTICIPATION BY BOARD MEMBERS

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

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

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

VIRTUAL MEETINGS AND REMOTE PARTICIPATION IN EMERGENCIES

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

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

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

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

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

REMOTE PUBLIC ACCESS TO BOARD MEETINGS

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

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

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

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

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

APPLICATION TO COMMITTEES AND OTHER GOVERNMENTAL BODIES

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

Legal References:

Wisconsin Statutes

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

Adoption Date: August 22, 2022

ITEM FOR CONSIDERATION

Topic: 2023-2024 Meal Prices

**Background
Information:**

Recommendation that 2023-2024 meal prices remain at the same level as the 2022-2023 school year with an increase in Milk Price from \$.35 to \$.40 as the price in milk continues to increase. Current cost of milk as of today is \$.31.

2023-2024 Pricing	Elementary	Middle	High
Breakfast	\$1.15	\$1.25	\$1.25
Reduced Breakfast	\$0.30	\$0.30	\$0.30
Adult Breakfast	\$2.60	\$2.60	\$2.60
Lunch	\$2.70	\$2.95	\$2.95
Reduced Lunch	\$0.40	\$0.40	\$0.40
Adult Lunch	\$4.65	\$4.65	\$4.65
Milk	\$.40	\$.40	\$.40

Fiscal Impact: None, should breakeven by the end of the school year.

**Administrative
Recommendation:** Approval of the 2023-2024 Meal Prices as presented.

Contact Person: Holly Burr, 920-997-1399 ext. 2034
Diane Wittman, 920-997-1399 ext. 2031

6/12/2023

ITEM FOR CONSIDERATION

Topic: Gift/Donations and Grants to the District (January to June 2023)

Background

Information: The attached list has been designated as Gifts/Donations and Grants to the District.

Fiscal Impact: Total value of all Gifts/Donations and Grants to the District is \$655,782.38.

Administrative

Recommendation: Acceptance of the Gifts/Donations and Grants with gratitude. Letters will be sent from the Board President expressing appreciation.

Contact Person: Holly Burr, (920) 997-1399 ext. 2034

6/26/2023

Contributor	Recipient	Use	Value
Anytime Fitness	Wilson Middle School	"Beyond the Notes" program for Orchestra and Band Depts.	\$ 570.00
Appleton Education Foundation (AEF)	McKinley Elementary	STEM supplies for indoor recess	\$ 1,500.00
Appleton Education Foundation (AEF)	AASD Therapy & Special Ed. Dept.	Forts and seating for diverse regulation needs	\$ 1,265.00
Appleton Education Foundation (AEF)	Kaleidoscope Academy	Universal Plus & Tier 2 Behavioral Supports	\$ 1,644.00
Appleton Education Foundation (AEF)	East High School	Grinder Racer project	\$ 500.00
Appleton Education Foundation (AEF)	Horizons Elementary	"I Am" cultural event	\$ 500.00
Appleton Education Foundation (AEF)	Wilson Middle School	Staff book study	\$ 500.00
Appleton Education Foundation (AEF)	Wilson Middle School	White board tables for special education math classes	\$ 2,278.00
Appleton Education Foundation (AEF)	Richmond Elementary	"We don't talk about Bruno, but we talk about writing" project	\$ 1,381.00
Appleton Education Foundation (AEF) - Anderson Fund	Horizons Elementary	Support book room/LMC	\$ 677.00
Appleton Education Foundation (AEF) - Anderson Fund	Johnston Elementary	Support book room/LMC	\$ 677.00
Appleton Education Foundation (AEF) - BG Society Fund	West High School	Offset fees for students in need	\$ 2,200.00
Appleton Education Foundation (AEF) - Class of 41	Appleton West HS	Creative programs and projects	\$ 2,609.00
Appleton Education Foundation (AEF) - Donor pass through	AASD	Support for students who are Deaf/Hard of Hearing	\$ 1,920.00
Appleton Education Foundation (AEF) - Gruner & AEF Fund	Appleton East HS	Support for DREAM Team	\$ 2,000.00
Appleton Education Foundation (AEF) - Gruner Fund	Horizons Elementary	Parent workshops	\$ 500.00
Appleton Education Foundation (AEF) - Gruner Fund & AEF	Jefferson Elementary	Mindful meditation	\$ 3,020.00
Appleton Education Foundation (AEF) - Heffron & AEF Funds	Wilson Middle School	Cooking Up Communication project	\$ 500.00
Appleton Education Foundation (AEF) - Heffron Fund	East High School	Special education classroom items	\$ 900.00
Appleton Education Foundation (AEF) - Heffron Fund	East High School	Patriots Care	\$ 500.00
Appleton Education Foundation (AEF) - History Fund	West High School	Support History Club project	\$ 1,000.00
Appleton Education Foundation (AEF) - Hoffman Fund	Appleton West HS	General support for the arts	\$ 1,014.00
Appleton Education Foundation (AEF) - Melzer Fund	Franklin Elementary	Sensory workout room	\$ 750.00
Appleton Education Foundation (AEF) - Mielke Education Fund	AASD	Literacy	\$ 500.00
Appleton Education Foundation (AEF) - Mielke Education Fund	AASD	All About Me project	\$ 500.00
Appleton Education Foundation (AEF) - Mile of Music Fund	AASD Middle Level Jazz	Additional music	\$ 500.00
Appleton Education Foundation (AEF) - Pope Fund	Franklin Elementary	General support	\$ 3,908.00
Appleton Education Foundation (AEF) - Reading is a Gift	Columbus Elementary	One book for each student	\$ 533.00
Appleton Education Foundation (AEF) - Reading is a Gift	Dunlap Elementary	One book for each student	\$ 2,333.00
Appleton Education Foundation (AEF) - Rhoades Fund	Appleton Technical Academy (ATECH)	Supplies for ATECH program	\$ 2,173.00

Appleton Education Foundation (AEF) - Scheuerman Fund	Johnston Elementary	early childhood special education items	\$ 500.00
Appleton Education Foundation (AEF) - Spalding Fund	Dan Spalding Academy Program	General support	\$ 1,115.00
Appleton Education Foundation (AEF) - Stoner Fund	Appleton East HS	Building Skills with Power Tools	\$ 2,884.00
Appleton Education Foundation (AEF) - Unite for Success Fund	AASD Family and Community Engagement Dept.	UFRS/MAP tutor recognition	\$ 500.00
Appleton Education Foundation (AEF) - VNS Fund	Valley New School	General support	\$ 569.00
Appleton Education Foundation (AEF) - West Endowment	Appleton West HS	Creative programs and projects	\$ 12,500.00
Appleton Education Foundation (AEF) - Wiese Fund	Madison Middle School	Support ELA projects	\$ 1,789.00
Artz, Benjamin & Kate	Classical School	General classroom supplies	\$ 200.00
Behm, Bryan & Kendall	Classical School	General classroom supplies	\$ 700.00
Beres, Christopher	Classical School	General classroom supplies	\$ 300.00
Biesterveld, Drew	Classical School	General classroom supplies	\$ 225.00
Block, Dion & Nina	Classical School	General classroom supplies	\$ 650.00
Braun, Aaron & Goodrich-Braun, Brittany	Classical School	General classroom supplies	\$ 300.00
Broeckert, Tim & Rebecca	Classical School	General classroom supplies	\$ 1,000.00
Buah, Jennifer & Emmanuel	Classical School	General classroom supplies	\$ 200.00
Championship Martial Arts	Berry Elementary School	Supplies for school	\$ 500.00
Chen, Peter & Blair	Classical School	General classroom donations	\$ 400.00
Class of '57	West High School	To help students in need	\$ 1,328.14
Conradson, Erik & Kelly	Classical School	General classroom supplies	\$ 210.00
Coronado, Gacia	Classical School	General classroom supplies	\$ 475.00
Cotti, Chad & Koshollek, Kasi	Classical School	General classroom supplies	\$ 200.00
Court, Carol	Valley New School	Upgrading music equipment	\$ 5,000.00
Crane Engineering	Larry Crane	Scholarship	\$ 1,000.00
Des Marais, Anne	Classical School	General classroom supplies	\$ 500.00
Des Marais, R. & E.	Classical School	General classroom supplies	\$ 1,000.00
Dogra, Atul & Minhas, Meha	Classical School	General classroom supplies	\$ 300.00
Donna Steinke	Columbus Elementary	Unpaid fines and any essential student needs	\$ 300.00
Douglas, Aaron & Alyssa	Huntley Elementary	Art tables	\$ 5,000.00
Duchow, Adam	Classical School	General classroom supplies	\$ 310.00
Filen, Ashley	Classical School	General classroom supplies	\$ 295.96
Fox Communities Credit Union	Columbus Elementary	Voice Amplifier Devices (8), Countertop Ice Maker	\$ 389.76

Fox Communities Credit Union	AASD Family and Community Engagement Dept.	Washers and dryers for Wilson Middle	\$ 1,100.00
Fox Communities Credit Union	AASD Tough Kids Challenge	Tough Kids Challenge event expenses	\$ 1,000.00
Gellings, Jason	Classical School	General classroom supplies	\$ 230.00
Gneiser, Tim & Rivera-Gneiser, Samantha	Classical School	General classroom supplies	\$ 310.50
Grand Chute Lions Club	Highlands/Odyssey Elementary	Supplies, backpacks, fidgets and other essentials for students and classrooms to use as needed	\$ 350.00
Green Bay Gamblers	AASD Family and Community Engagement Dept.	Washer and dryer for North High	\$ 1,100.00
GrossKreutz, Abigail & Kevin	Classical School	General classroom supplies	\$ 200.00
Gulfstream Aerospace	AASD CTE Dept.	CTE program and supplies	\$ 6,000.00
Hahn, Spencer & Arias, Sandra	Classical School	General classroom supplies	\$ 345.00
Hanamann, Heather	Classical School	General classroom supplies	\$ 375.00
Hansen, Tara (c/o Ann Pomush)	Huntley Elementary	A gift for the 6th grade paraprofessionals	\$ 250.00
Heid Music	Wilson Middle School	"Beyond the Notes" program for Orchestra and Band Depts.	\$ 225.00
Hoff, Don & Gail	Classical School	General classroom supplies	\$ 200.00
Kimberly Clark - The Blackbaud Giving Fund	North High School	Help wrestling students in need to pay for summer team camp	\$ 1,000.00
Krainik, Andre & Aimee	Classical School	General classroom supplies	\$ 200.00
Krebs, Eric & Elizabeth	Classical School	General classroom supplies	\$ 467.50
Krowiorz, Tyler	Classical School	General classroom supplies	\$ 200.00
Layher, Scott & Fernando, Shaneli	Classical School	General classroom supplies	\$ 500.00
Lemke, Matthew & Vanessa	Odyssey and Magellan	Student and classroom needs	\$ 1,000.00
Leschke, Peter & Nancy	Classical School	General classroom supplies	\$ 250.00
Levenhagen, Joyce	Classical School	General classroom supplies	\$ 200.00
Lobner, Laura	East Library Media Center	Fabric Arts supplies and equipment for our Makerspace program in the Library Media Center	\$ 1,500.00
Marcy, Timothy & Elizabeth	Classical School	General classroom needs	\$ 425.00
Mattingly, Gabriel & Dana	Odyssey and Magellan	Student and classroom needs	\$ 600.00
Matz, Jesse & Leslie	Classical School	General classroom supplies	\$ 210.00
McConnell, Michael & Lindsey	Classical School	General classroom supplies	\$ 200.00
Memorial Presbyterian Church	Edison Elementary	Supplies for murals throughout the building	\$ 543.75
Miller Electric	East High School	Miller Welder - Multimatic 220AC/DC + an MDX 250 Welding gun for Tech Ed - Manufacturing	\$ 5,000.00
Miller Electric	East High School & Tesla	PPE (Helmets, Jackets, Aprons, & Gloves) and welding consumables	\$ 10,000.00
Miller, Paul & Laura	Classical School	General classroom supplies	\$ 225.00
Mink, Nina	Classical School	General classroom supplies	\$ 700.00
Monica Rath sack	AASD Therapy & Special Ed. Dept.	Donation of iPad for student communication device	\$ 300.00

Munson, Nathan & Laurie	Classical School	General classroom supplies	\$ 200.00
National Geographic Learning / Cengage Learning	AASD AC&I Dept.	Books for secondary social studies classrooms	\$ 31,190.00
Nolan, Jennifer & Sean	Classical School	General classroom supplies	\$ 570.00
Northeast Wisconsin Manufacturing Alliance	Wilson Middle School	Calculators	\$ 349.20
O'Connor, Barry	Dunlap Elementary	Student activities	\$ 500.00
Pack, Krista & Michael	Classical School	General classroom supplies	\$ 251.00
Parks, Gretchen & Richard	Wilson Middle School	"Beyond the Notes" program for Orchestra and Band Depts.	\$ 2,500.00
Pellinger, Matthew & Elizabeth	Classical School	General classroom supplies	\$ 200.00
Peterson, Dean A.	North High School	Equipment for baseball team	\$ 300.00
Pohl, Kaitlin	Classical School	General classroom supplies	\$ 200.00
Poola, Advik	Classical School	General classroom supplies	\$ 500.00
Prince of Peace Lutheran Church	Berry, Foster, Horizons, Richmond, Johnston, and McKinley Elementary Schools; Madison Middle School; East High School	Food boxes for families and healthy snacks for students (October 2022, December 2022, February 2023, and April 2023)	\$ 15,600.00
Quality Carriers	West High School	Team supplies for football & girls' and boys' basketball teams	\$ 3,000.00
Reese, Todd & Merkurjev, Polina	Classical School	General classroom supplies	\$ 1,050.00
Rockey, Chelsey	Classical School	General classroom supplies	\$ 880.00
Ruiz Acosta, Nadiesky & Cabrera Perez, Noel	Classical School	General classroom supplies	\$ 276.00
Running, Michael & Christina	Classical School	General classroom supplies	\$ 582.00
Salelytics	AASD	Office furniture	\$ 100,000.00
Sanders, Amy	Classical School	General classroom supplies	\$ 385.00
Sohrweide, David & Kelsey	Classical School	General classroom supplies	\$ 500.00
Tara Hansen	Huntley Elementary	To purchase under garments, leggings, socks, and otoscope for health room	\$ 250.00
Tarnum, Lisa	Classical School	General classroom supplies	\$ 300.00
Thayer, Christopher & Katima	Classical School	General classroom needs	\$ 300.00
Thompson, Wade & Sara	Classical School	General classroom supplies	\$ 200.00
Thrivent Financial for Lutherans	AASD	Donated office furniture	\$ 100,000.00
Thrivent Financial for Lutherans	Edison Elementary	Monthly donations from Feb., March., April, and May, which went to the purchase of an electronic sign	\$ 1,135.57
Thrivent Financial for Lutherans	AASD	Student and classroom needs (annual voluntary contribution)	\$ 267,594.00
Top Kick Investment Group d/b/a The Academy	Classical School	General classroom supplies	\$ 200.00
Triano, Alynna	Classical School	General classroom supplies	\$ 330.00
Trinity Lutheran Church	Columbus Elementary	Field Trips	\$ 1,000.00
Tsai, Nancy & Hamilton, Samuel	Classical School	General classroom supplies	\$ 1,000.00
Vallejo, Jose	Classical School	General classroom supplies	\$ 200.00
Valley Kids Foundation	Jefferson Elementary	Underprivileged children	\$ 1,000.00
Valley Kid's Foundation	West High School	Field Trips for EL Department	\$ 1,000.00
Valley Kids Foundation	Columbus Elementary	Field Trip costs, essential items for students	\$ 1,000.00

VanHandel, Jessica & Rob	Classical School	General classroom supplies	\$ 400.00
Vermullen, Scott & Christa	Classical School	General classroom supplies	\$ 400.00
Wahn, David & Rita	Classical School	General classroom supplies	\$ 300.00
Weinert, Nicole & Christopher	Classical School	General classroom supplies	\$ 280.00
Wendtland, Scott	North High School	Baseball Team	\$ 1,000.00
Wisconsin Dept. of Natural Resources (Forestry)	AASD	All 4th graders received a tree seedling to take home and plant as a part of the science curriculum	\$ 1,160.00
Wisconsin State Golf Association Foundation	West High School	Supplies for boys' and girls' golf teams	\$ 1,500.00
Zeimet, Anthony & Kristen	Classical School	General classroom supplies	\$ 300.00
Zenebe, Lulseged & Prebble, Michelle	Classical School	General classroom supplies	\$ 200.00
Zion Lutheran Church	Columbus School	Student and classroom needs	\$ 1,000.00
	GRAND TOTAL OF DONATIONS/GIFTS & GRANTS		\$ 655,782.38

ITEM FOR CONSIDERATION

Topic:	9-12 Secondary Science (Physics, Environmental Science, Applied Genetics and Anatomy & Physiology): Curriculum, Text and Materials Adoption
Background Information:	The Director of STEM (7-12) has been conducting secondary AASD science teacher input sessions to gather feedback that supports updating and implementing standard-based science curriculum for Physics, Environmental Science, Applied Genetics and Anatomy & Physiology. Based on teacher input, the curricula were revised using the AASD standards-based course (SBC) development process and materials were recommended for adoption during the 2023-24 school year in order to support the updated curricula. The request is for the adoption of the proposed course curricula, standards, text and materials.
Fiscal Note:	Instructional material recommendations include student edition textbook and e-book, online digital resources, teacher edition textbook and online planning resources, and science tools to support student learning and support teachers in evaluating individual learning. Zitzewitz, P. W., Haase, D. G., & Harper, K. A. et al. (2020). <i>Inspire Physics</i>. McGraw Hill Education. ISBN: 978-0-02-135316-3 Miller, T., G & Spoolman, S., E. (2023). <i>Environmental Science: Sustaining your world</i>. Cengage Learning: National Geographic. [Updated Edition] ISBN: 978-1-305-63742-9 Lewis, R. (2021). <i>Human Genetics: Concepts and applications</i>. [Thirteenth Edition]. McGraw Hill Education. ISBN: 978-1-264-33374-5 Welsh, C. J. (2021). <i>Hole's essentials of human anatomy and physiology</i>. [Second Edition]. McGraw Hill Education. ISBN: 978-1-260-25134-0 The cost includes textbooks and 6 year digital resource licenses: (1) Physics = \$26,185 for textbooks and online resources and \$46,000.00 for Vernier Data Collection tools and software, (2) Environmental Science = \$49,720.00, (3) Applied Genetics = \$34,099.02, and (4) Anatomy & Physiology = \$36,137.57. The total cost of \$192,142.09 is within the dollars allocated in the 2022-23 AC&I budget.
Instructional Impact:	Both students and teachers will have access to standards-based courses. The new curriculum and materials will allow high school students to develop a deeper conceptual understanding of science concepts and science practices. Students will engage in science practices and hands-on, inquiry-based laboratory investigations to develop and apply their knowledge of scientific concepts to real world questions or scenarios to help them become scientifically literate citizens.

Administrative

Recommendation: Approve as recommended.

Contact

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

BOE: 6/26/23

ITEM FOR CONSIDERATION

TOPIC: Professional Educator New Hire(s)

BACKGROUND INFORMATION: The Professional Educators listed below are recommended for contractual positions for the 2023-2024 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>	<u>Salary</u>	<u>Effective Date:</u>
Jaelyn A. Bendemihl	Math/Social Studies	Madison	100%	\$45,200	8/28/23
Maggie S. Buckham	Grade 2	Highlands	100%	\$45,200	8/28/23
Brian J. Finman	Math	Kaleidoscope	100%	\$50,350	8/28/23
Krista L. Forseth	Special Ed-EBD	Ferber	100%	\$45,200	8/28/23
Miranda M. Hopp	Math	West	100%	\$45,200	8/28/23
Reese N. Houston	Family & Consumer Science	Wilson	100%	\$45,200	8/28/23
Tiffany S. Huck	Math	Classical	40%	\$24,080	8/28/23
Paige E. Kopke	Elementary	TBD	100%	\$45,200	8/28/23
Loreto A. Lopez Cortes	Grade 5	Appleton Bilingual	100%	\$49,900	8/28/23
Anne M. Luedtke	Special Ed-ID	North	80%	\$36,160	8/28/23
Cristopher A. Marquez Munoz	World Lang-Spanish	Classical School	100%	\$51,600	8/28/23
Sarah M. Pierce	EMLSS Coach	Leadership	100%	\$61,800	8/28/23
Erika P. Ramirez Tierrafria	Grade 2	Appleton Bilingual	100%	\$49,900	8/28/23
Ashley L. Smith	Physical Ed-Adaptive	TBD	100%	\$45,200	8/28/23
Kristin L. Sparkman	Social Worker	Leadership Center	100%	\$60,200	8/28/23
Paige M. Wertman	English Language Arts	Madison	100%	\$45,200	8/28/23
Chao Xiong	Grade 1	Highlands	100%	\$53,450	8/28/23

Jaelyn A. Brendemihl received her Bachelor of Science in Education degree from UW-Superior with a major in Elementary Education. She recently completed her student teaching with the District at Houdini Elementary School.

Maggie S. Buckham received her Bachelor of Science in Education degree from UW-Milwaukee with a major in Elementary Education. She recently completed her student teaching with the Milwaukee Public Schools.

Brian J. Finman received his Master of Engineering Management degree from Old Dominion University with a major in Engineering Management. Mr. Finman is being hired under a one-year license with stipulations. Most recently, he served the United States Army as the Chief of Staff.

Krista L. Forseth received her Bachelor of Science degree from UW-Madison with a major in Human Development and Family Studies. Ms. Forseth is being hired under a one-year license with stipulations as part of the District's Pathways Program. Most recently, she served the District as a Special Education Paraprofessional at Johnston Elementary School.

Miranda M. Hopp received her Bachelor of Science in Education degree from UW-Oshkosh with a major in Secondary Mathematics. Most recently, she served the Greendale School District as a Substitute Teacher.

Reese N. Houston received her Bachelor of Science in Education degree from UW-Stevens Point with a major in Family and Consumer Science. She recently completed her student teaching with the Oshkosh Area School District.

Tiffany S. Huck received her Master of Arts in Education degree from Viterbo University with a major in Education. She recently served the District as a temporary employee in a similar role at Classical School.

Paige E. Kopke received her Bachelor of Science in Education degree from UW-La Crosse with a major in Early Childhood and Elementary Education. She recently completed her student teaching with the La Crosse School District.

Loreto A. Lopez Cortes received her Bachelor degree from Universidad de Santiago in Chili with a major in Spanish. Ms. Lopez Cortes is being hired under a one-year license with stipulations. She recently, she served the Granton Area School District as an Elementary Co-Teacher.

Anne M. Luedtke received her Bachelor of Science degree from UW-Stevens Point with a major in Sociology. Ms. Luedtke is being hired under a one-year license with stipulations as part of the District's Pathways Program. She recently served the District as a Special Education Paraprofessional at North High School.

Cristopher A. Marquez Munoz received his Bachelor degree from Universidad Bernardo O'Higgins in Chili with a major in English. Mr. Marquez Munoz is being hired under a one-year license with stipulations. Most recently, he served the Granton Area School District as an English Learner and Spanish Teacher.

Sarah M. Pierce received her Master of Science degree from UW-Stout with a major in School Counseling. Most recently, she served the Wrightstown Community School District as a School Counselor.

Erika P. Ramirez Tierrafria received her Bachelor of Science degree from UW-Oshkosh with a major in Human Services. She continued her education to obtain her teaching certification through UW-Oshkosh. Most recently, she served the Menasha Area School District as an English Learner/Bilingual Teacher.

Ashley L. Smith received her Bachelor of Science in Education degree from UW-Oshkosh with a major in Physical Education. Ms. Smith is being hired as a Temporary Employee for the 2023-2024 school year. Most recently, she served the District as a Substitute Teacher.

Kristin L. Sparkman received her Master degree from Indiana University with a major in Social Work. She continued her education to obtain her School Social Work certification through UW-Milwaukee. Most recently, she served the District as the Newcomer and Refugee Liaison.

Paige M. Wertman received her Bachelor of Science in Education degree from UW-Oshkosh with a major in Elementary Education. She recently completed her student teaching with the Oshkosh Area School District.

Chao Xiong received her Master degree from UW-Oshkosh with a major in Education Leadership and Policy. Most recently, she served the Menasha Area School District as an Elementary Teacher.

FISCAL NOTE: As indicated above

ADMINISTRATIVE RECOMMENDATION: Approval

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

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

6/26/23

ITEM FOR CONSIDERATION

TOPIC: Professional Educator Contract Change(s)

BACKGROUND INFORMATION: Contract changes for the following individuals are recommended for the 2023-2024 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>	<u>Effective Date</u>
Jennifer E. Salm	Special Ed-ID	North	80% to 100%	8/28/23
Katherine G. Vander Velden	Art	Edison/Richmond	71% to 100%	8/28/23

FISCAL NOTE: As indicated above

ADMINISTRATIVE RECOMMENDATION: Approval

INSTRUCTIONAL IMPACT: These assignment adjustments will assist in retaining staff and meeting student needs.

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

6/26/23

ITEM FOR CONSIDERATION

TOPIC: Professional Educator Resignation(s)

BACKGROUND INFORMATION: The following Professional Educators have submitted letters of resignation effective at the end of the 2022-2023 school year, unless otherwise noted.

Ashley E. Andrejeski has been with the District for two years, most recently as a Special Education Teacher with Appleton Community 4K, located at McKinley Elementary School.

Abbie O. Blood has been with the District for ten and one-half years, most recently as an English Language Arts/Social Studies Teacher at East High School.

Corrine B. Davidson has been with the District for nineteen years, most recently as a Grade 1/2 Teacher at Foster Elementary Charter School.

Laura C. Deering has been with the District for thirteen years, most recently as an Instructional Coach at Horizons Elementary School.

Emma C. Derber has been with the District for four and one-half years, most recently as a Special Education Teacher at Madison Middle School.

Sara E. Hechel has been with the District for twenty-four years, most recently as a Special Education Program Support Teacher. Ms. Hechel's resignation is effective at the close of the Friday, July 7, 2023 workday.

Daniel G. Putman has been with the District for two years, most recently as a Computer Science Teacher at East, North and West High Schools.

Katie M. Tennessen has been with the District for two years, most recently as a Dean of Students at Franklin Elementary School.

Ashley M. Turner has been with the District for four and one-half years, most recently as a School Counselor at Franklin Elementary School. Ms. Turner's resignation is effective at the close of the Friday, July 7, 2023 workday.

Mikayla A. Zyduck has been with the District for four years, most recently as a Grade 5/6 Teacher at Foster Elementary Charter School.

FISCAL NOTE: Dependent upon replacements

ADMINISTRATIVE RECOMMENDATION: Approval

INSTRUCTIONAL IMPACT: Qualified replacements will be procured

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

6/26/23

ITEM FOR CONSIDERATION

Topic: 2023-2024 Meal Prices

Background Information: Recommendation that 2023-2024 meal prices remain at the same level as the 2022-2023 school year with an increase in Milk Price from \$.35 to \$.40 as the price in milk continues to increase. Current cost of milk as of today is \$.31.

2023-2024 Pricing	Elementary	Middle	High
Breakfast	\$1.15	\$1.25	\$1.25
Reduced Breakfast	\$0.30	\$0.30	\$0.30
Adult Breakfast	\$2.60	\$2.60	\$2.60
Lunch	\$2.70	\$2.95	\$2.95
Reduced Lunch	\$0.40	\$0.40	\$0.40
Adult Lunch	\$4.65	\$4.65	\$4.65
Milk	\$.40	\$.40	\$.40

Fiscal Impact: None, should breakeven by the end of the school year.

Administrative Recommendation: Approval of the 2023-2024 Meal Prices as presented.

Contact Person: Holly Burr, 920-997-1399 ext. 2034
Diane Wittman, 920-997-1399 ext. 2031

6/12/2023

ITEM FOR CONSIDERATION

Topic: Gift/Donations and Grants to the District (January to June 2023)

Background

Information: The attached list has been designated as Gifts/Donations and Grants to the District.

Fiscal Impact: Total value of all Gifts/Donations and Grants to the District is \$655,782.38.

Administrative

Recommendation: Acceptance of the Gifts/Donations and Grants with gratitude. Letters will be sent from the Board President expressing appreciation.

Contact Person: Holly Burr, (920) 997-1399 ext. 2034

6/26/2023

Contributor	Recipient	Use	Value
Anytime Fitness	Wilson Middle School	"Beyond the Notes" program for Orchestra and Band Depts.	\$ 570.00
Appleton Education Foundation (AEF)	McKinley Elementary	STEM supplies for indoor recess	\$ 1,500.00
Appleton Education Foundation (AEF)	AASD Therapy & Special Ed. Dept.	Forts and seating for diverse regulation needs	\$ 1,265.00
Appleton Education Foundation (AEF)	Kaleidoscope Academy	Universal Plus & Tier 2 Behavioral Supports	\$ 1,644.00
Appleton Education Foundation (AEF)	East High School	Grinder Racer project	\$ 500.00
Appleton Education Foundation (AEF)	Horizons Elementary	"I Am" cultural event	\$ 500.00
Appleton Education Foundation (AEF)	Wilson Middle School	Staff book study	\$ 500.00
Appleton Education Foundation (AEF)	Wilson Middle School	White board tables for special education math classes	\$ 2,278.00
Appleton Education Foundation (AEF)	Richmond Elementary	"We don't talk about Bruno, but we talk about writing" project	\$ 1,381.00
Appleton Education Foundation (AEF) - Anderson Fund	Horizons Elementary	Support book room/LMC	\$ 677.00
Appleton Education Foundation (AEF) - Anderson Fund	Johnston Elementary	Support book room/LMC	\$ 677.00
Appleton Education Foundation (AEF) - BG Society Fund	West High School	Offset fees for students in need	\$ 2,200.00
Appleton Education Foundation (AEF) - Class of 41	Appleton West HS	Creative programs and projects	\$ 2,609.00
Appleton Education Foundation (AEF) - Donor pass through	AASD	Support for students who are Deaf/Hard of Hearing	\$ 1,920.00
Appleton Education Foundation (AEF) - Gruner & AEF Fund	Appleton East HS	Support for DREAM Team	\$ 2,000.00
Appleton Education Foundation (AEF) - Gruner Fund	Horizons Elementary	Parent workshops	\$ 500.00
Appleton Education Foundation (AEF) - Gruner Fund & AEF	Jefferson Elementary	Mindful meditation	\$ 3,020.00
Appleton Education Foundation (AEF) - Heffron & AEF Funds	Wilson Middle School	Cooking Up Communication project	\$ 500.00
Appleton Education Foundation (AEF) - Heffron Fund	East High School	Special education classroom items	\$ 900.00
Appleton Education Foundation (AEF) - Heffron Fund	East High School	Patriots Care	\$ 500.00
Appleton Education Foundation (AEF) - History Fund	West High School	Support History Club project	\$ 1,000.00
Appleton Education Foundation (AEF) - Hoffman Fund	Appleton West HS	General support for the arts	\$ 1,014.00
Appleton Education Foundation (AEF) - Melzer Fund	Franklin Elementary	Sensory workout room	\$ 750.00
Appleton Education Foundation (AEF) - Mielke Education Fund	AASD	Literacy	\$ 500.00
Appleton Education Foundation (AEF) - Mielke Education Fund	AASD	All About Me project	\$ 500.00
Appleton Education Foundation (AEF) - Mile of Music Fund	AASD Middle Level Jazz	Additional music	\$ 500.00
Appleton Education Foundation (AEF) - Pope Fund	Franklin Elementary	General support	\$ 3,908.00
Appleton Education Foundation (AEF) - Reading is a Gift	Columbus Elementary	One book for each student	\$ 533.00
Appleton Education Foundation (AEF) - Reading is a Gift	Dunlap Elementary	One book for each student	\$ 2,333.00
Appleton Education Foundation (AEF) - Rhoades Fund	Appleton Technical Academy (ATECH)	Supplies for ATECH program	\$ 2,173.00

Appleton Education Foundation (AEF) - Scheuerman Fund	Johnston Elementary	early childhood special education items	\$ 500.00
Appleton Education Foundation (AEF) - Spalding Fund	Dan Spalding Academy Program	General support	\$ 1,115.00
Appleton Education Foundation (AEF) - Stoner Fund	Appleton East HS	Building Skills with Power Tools	\$ 2,884.00
Appleton Education Foundation (AEF) - Unite for Success Fund	AASD Family and Community Engagement Dept.	UFRS/MAP tutor recognition	\$ 500.00
Appleton Education Foundation (AEF) - VNS Fund	Valley New School	General support	\$ 569.00
Appleton Education Foundation (AEF) - West Endowment	Appleton West HS	Creative programs and projects	\$ 12,500.00
Appleton Education Foundation (AEF) - Wiese Fund	Madison Middle School	Support ELA projects	\$ 1,789.00
Artz, Benjamin & Kate	Classical School	General classroom supplies	\$ 200.00
Behm, Bryan & Kendall	Classical School	General classroom supplies	\$ 700.00
Beres, Christopher	Classical School	General classroom supplies	\$ 300.00
Biesterveld, Drew	Classical School	General classroom supplies	\$ 225.00
Block, Dion & Nina	Classical School	General classroom supplies	\$ 650.00
Braun, Aaron & Goodrich-Braun, Brittany	Classical School	General classroom supplies	\$ 300.00
Broeckert, Tim & Rebecca	Classical School	General classroom supplies	\$ 1,000.00
Buah, Jennifer & Emmanuel	Classical School	General classroom supplies	\$ 200.00
Championship Martial Arts	Berry Elementary School	Supplies for school	\$ 500.00
Chen, Peter & Blair	Classical School	General classroom donations	\$ 400.00
Class of '57	West High School	To help students in need	\$ 1,328.14
Conradson, Erik & Kelly	Classical School	General classroom supplies	\$ 210.00
Coronado, Gacia	Classical School	General classroom supplies	\$ 475.00
Cotti, Chad & Koshollek, Kasi	Classical School	General classroom supplies	\$ 200.00
Court, Carol	Valley New School	Upgrading music equipment	\$ 5,000.00
Crane Engineering	Larry Crane	Scholarship	\$ 1,000.00
Des Marais, Anne	Classical School	General classroom supplies	\$ 500.00
Des Marais, R. & E.	Classical School	General classroom supplies	\$ 1,000.00
Dogra, Atul & Minhas, Meha	Classical School	General classroom supplies	\$ 300.00
Donna Steinke	Columbus Elementary	Unpaid fines and any essential student needs	\$ 300.00
Douglas, Aaron & Alyssa	Huntley Elementary	Art tables	\$ 5,000.00
Duchow, Adam	Classical School	General classroom supplies	\$ 310.00
Filen, Ashley	Classical School	General classroom supplies	\$ 295.96
Fox Communities Credit Union	Columbus Elementary	Voice Amplifier Devices (8), Countertop Ice Maker	\$ 389.76

Fox Communities Credit Union	AASD Family and Community Engagement Dept.	Washers and dryers for Wilson Middle	\$ 1,100.00
Fox Communities Credit Union	AASD Tough Kids Challenge	Tough Kids Challenge event expenses	\$ 1,000.00
Gellings, Jason	Classical School	General classroom supplies	\$ 230.00
Gneiser, Tim & Rivera-Gneiser, Samantha	Classical School	General classroom supplies	\$ 310.50
Grand Chute Lions Club	Highlands/Odyssey Elementary	Supplies, backpacks, fidgets and other essentials for students and classrooms to use as needed	\$ 350.00
Green Bay Gamblers	AASD Family and Community Engagement Dept.	Washer and dryer for North High	\$ 1,100.00
GrossKreutz, Abigail & Kevin	Classical School	General classroom supplies	\$ 200.00
Gulfstream Aerospace	AASD CTE Dept.	CTE program and supplies	\$ 6,000.00
Hahn, Spencer & Arias, Sandra	Classical School	General classroom supplies	\$ 345.00
Hanamann, Heather	Classical School	General classroom supplies	\$ 375.00
Hansen, Tara (c/o Ann Pomush)	Huntley Elementary	A gift for the 6th grade paraprofessionals	\$ 250.00
Heid Music	Wilson Middle School	"Beyond the Notes" program for Orchestra and Band Depts.	\$ 225.00
Hoff, Don & Gail	Classical School	General classroom supplies	\$ 200.00
Kimberly Clark - The Blackbaud Giving Fund	North High School	Help wrestling students in need to pay for summer team camp	\$ 1,000.00
Krainik, Andre & Aimee	Classical School	General classroom supplies	\$ 200.00
Krebs, Eric & Elizabeth	Classical School	General classroom supplies	\$ 467.50
Krowiorz, Tyler	Classical School	General classroom supplies	\$ 200.00
Layher, Scott & Fernando, Shanelli	Classical School	General classroom supplies	\$ 500.00
Lemke, Matthew & Vanessa	Odyssey and Magellan	Student and classroom needs	\$ 1,000.00
Leschke, Peter & Nancy	Classical School	General classroom supplies	\$ 250.00
Levenhagen, Joyce	Classical School	General classroom supplies	\$ 200.00
Lobner, Laura	East Library Media Center	Fabric Arts supplies and equipment for our Makerspace program in the Library Media Center	\$ 1,500.00
Marcy, Timothy & Elizabeth	Classical School	General classroom needs	\$ 425.00
Mattingly, Gabriel & Dana	Odyssey and Magellan	Student and classroom needs	\$ 600.00
Matz, Jesse & Leslie	Classical School	General classroom supplies	\$ 210.00
McConnell, Michael & Lindsey	Classical School	General classroom supplies	\$ 200.00
Memorial Presbyterian Church	Edison Elementary	Supplies for murals throughout the building	\$ 543.75
Miller Electric	East High School	Miller Welder - Multimatic 220AC/DC + an MDX 250 Welding gun for Tech Ed - Manufacturing	\$ 5,000.00
Miller Electric	East High School & Tesla	PPE (Helmets, Jackets, Aprons, & Gloves) and welding consumables	\$ 10,000.00
Miller, Paul & Laura	Classical School	General classroom supplies	\$ 225.00
Mink, Nina	Classical School	General classroom supplies	\$ 700.00
Monica Rath sack	AASD Therapy & Special Ed. Dept.	Donation of iPad for student communication device	\$ 300.00

Munson, Nathan & Laurie	Classical School	General classroom supplies	\$ 200.00
National Geographic Learning / Cengage Learning	AASD AC&I Dept.	Books for secondary social studies classrooms	\$ 31,190.00
Nolan, Jennifer & Sean	Classical School	General classroom supplies	\$ 570.00
Northeast Wisconsin Manufacturing Alliance	Wilson Middle School	Calculators	\$ 349.20
O'Connor, Barry	Dunlap Elementary	Student activities	\$ 500.00
Pack, Krista & Michael	Classical School	General classroom supplies	\$ 251.00
Parks, Gretchen & Richard	Wilson Middle School	"Beyond the Notes" program for Orchestra and Band Depts.	\$ 2,500.00
Pellinger, Matthew & Elizabeth	Classical School	General classroom supplies	\$ 200.00
Peterson, Dean A.	North High School	Equipment for baseball team	\$ 300.00
Pohl, Kaitlin	Classical School	General classroom supplies	\$ 200.00
Poola, Advik	Classical School	General classroom supplies	\$ 500.00
Prince of Peace Lutheran Church	Berry, Foster, Horizons, Richmond, Johnston, and McKinley Elementary Schools; Madison Middle School; East High School	Food boxes for families and healthy snacks for students (October 2022, December 2022, February 2023, and April 2023)	\$ 15,600.00
Quality Carriers	West High School	Team supplies for football & girls' and boys' basketball teams	\$ 3,000.00
Reese, Todd & Merkurjev, Polina	Classical School	General classroom supplies	\$ 1,050.00
Rockey, Chelsey	Classical School	General classroom supplies	\$ 880.00
Ruiz Acosta, Nadiesky & Cabrera Perez, Noel	Classical School	General classroom supplies	\$ 276.00
Running, Michael & Christina	Classical School	General classroom supplies	\$ 582.00
Salelytics	AASD	Office furniture	\$ 100,000.00
Sanders, Amy	Classical School	General classroom supplies	\$ 385.00
Sohrweide, David & Kelsey	Classical School	General classroom supplies	\$ 500.00
Tara Hansen	Huntley Elementary	To purchase under garments, leggings, socks, and otoscope for health room	\$ 250.00
Tarnum, Lisa	Classical School	General classroom supplies	\$ 300.00
Thayer, Christopher & Katima	Classical School	General classroom needs	\$ 300.00
Thompson, Wade & Sara	Classical School	General classroom supplies	\$ 200.00
Thrivent Financial for Lutherans	AASD	Donated office furniture	\$ 100,000.00
Thrivent Financial for Lutherans	Edison Elementary	Monthly donations from Feb., March., April, and May, which went to the purchase of an electronic sign	\$ 1,135.57
Thrivent Financial for Lutherans	AASD	Student and classroom needs (annual voluntary contribution)	\$ 267,594.00
Top Kick Investment Group d/b/a The Academy	Classical School	General classroom supplies	\$ 200.00
Triano, Alynna	Classical School	General classroom supplies	\$ 330.00
Trinity Lutheran Church	Columbus Elementary	Field Trips	\$ 1,000.00
Tsai, Nancy & Hamilton, Samuel	Classical School	General classroom supplies	\$ 1,000.00
Vallejo, Jose	Classical School	General classroom supplies	\$ 200.00
Valley Kids Foundation	Jefferson Elementary	Underprivileged children	\$ 1,000.00
Valley Kid's Foundation	West High School	Field Trips for EL Department	\$ 1,000.00
Valley Kids Foundation	Columbus Elementary	Field Trip costs, essential items for students	\$ 1,000.00

VanHandel, Jessica & Rob	Classical School	General classroom supplies	\$ 400.00
Vermullen, Scott & Christa	Classical School	General classroom supplies	\$ 400.00
Wahn, David & Rita	Classical School	General classroom supplies	\$ 300.00
Weinert, Nicole & Christopher	Classical School	General classroom supplies	\$ 280.00
Wendtland, Scott	North High School	Baseball Team	\$ 1,000.00
Wisconsin Dept. of Natural Resources (Forestry)	AASD	All 4th graders received a tree seedling to take home and plant as a part of the science curriculum	\$ 1,160.00
Wisconsin State Golf Association Foundation	West High School	Supplies for boys' and girls' golf teams	\$ 1,500.00
Zeimet, Anthony & Kristen	Classical School	General classroom supplies	\$ 300.00
Zenebe, Lulseged & Prebble, Michelle	Classical School	General classroom supplies	\$ 200.00
Zion Lutheran Church	Columbus School	Student and classroom needs	\$ 1,000.00
	GRAND TOTAL OF DONATIONS/GIFTS & GRANTS		\$ 655,782.38

ITEM FOR CONSIDERATION

Topic:	9-12 Secondary Science (Physics, Environmental Science, Applied Genetics and Anatomy & Physiology): Curriculum, Text and Materials Adoption
Background Information:	The Director of STEM (7-12) has been conducting secondary AASD science teacher input sessions to gather feedback that supports updating and implementing standard-based science curriculum for Physics, Environmental Science, Applied Genetics and Anatomy & Physiology. Based on teacher input, the curricula were revised using the AASD standards-based course (SBC) development process and materials were recommended for adoption during the 2023-24 school year in order to support the updated curricula. The request is for the adoption of the proposed course curricula, standards, text and materials.
Fiscal Note:	Instructional material recommendations include student edition textbook and e-book, online digital resources, teacher edition textbook and online planning resources, and science tools to support student learning and support teachers in evaluating individual learning. Zitzewitz, P. W., Haase, D. G., & Harper, K. A. et al. (2020). <i>Inspire Physics</i>. McGraw Hill Education. ISBN: 978-0-02-135316-3 Miller, T., G & Spoolman, S., E. (2023). <i>Environmental Science: Sustaining your world</i>. Cengage Learning: National Geographic. [Updated Edition] ISBN: 978-1-305-63742-9 Lewis, R. (2021). <i>Human Genetics: Concepts and applications</i>. [Thirteenth Edition]. McGraw Hill Education. ISBN: 978-1-264-33374-5 Welsh, C. J. (2021). <i>Hole's essentials of human anatomy and physiology</i>. [Second Edition]. McGraw Hill Education. ISBN: 978-1-260-25134-0 The cost includes textbooks and 6 year digital resource licenses: (1) Physics = \$26,185 for textbooks and online resources and \$46,000.00 for Vernier Data Collection tools and software, (2) Environmental Science = \$49,720.00, (3) Applied Genetics = \$34,099.02, and (4) Anatomy & Physiology = \$36,137.57. The total cost of \$192,142.09 is within the dollars allocated in the 2022-23 AC&I budget.
Instructional Impact:	Both students and teachers will have access to standards-based courses. The new curriculum and materials will allow high school students to develop a deeper conceptual understanding of science concepts and science practices. Students will engage in science practices and hands-on, inquiry-based laboratory investigations to develop and apply their knowledge of scientific concepts to real world questions or scenarios to help them become scientifically literate citizens.

Administrative

Recommendation: Approve as recommended.

Contact

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

BOE: 6/26/23

ITEM FOR CONSIDERATION

TOPIC: Professional Educator New Hire(s)

BACKGROUND INFORMATION: The Professional Educators listed below are recommended for contractual positions for the 2023-2024 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>	<u>Salary</u>	<u>Effective Date:</u>
Jaelyn A. Bendemihl	Math/Social Studies	Madison	100%	\$45,200	8/28/23
Maggie S. Buckham	Grade 2	Highlands	100%	\$45,200	8/28/23
Brian J. Finman	Math	Kaleidoscope	100%	\$50,350	8/28/23
Krista L. Forseth	Special Ed-EBD	Ferber	100%	\$45,200	8/28/23
Miranda M. Hopp	Math	West	100%	\$45,200	8/28/23
Reese N. Houston	Family & Consumer Science	Wilson	100%	\$45,200	8/28/23
Tiffany S. Huck	Math	Classical	40%	\$24,080	8/28/23
Paige E. Kopke	Elementary	TBD	100%	\$45,200	8/28/23
Loreto A. Lopez Cortes	Grade 5	Appleton Bilingual	100%	\$49,900	8/28/23
Anne M. Luedtke	Special Ed-ID	North	80%	\$36,160	8/28/23
Cristopher A. Marquez Munoz	World Lang-Spanish	Classical School	100%	\$51,600	8/28/23
Sarah M. Pierce	EMLSS Coach	Leadership	100%	\$61,800	8/28/23
Erika P. Ramirez Tierrafria	Grade 2	Appleton Bilingual	100%	\$49,900	8/28/23
Ashley L. Smith	Physical Ed-Adaptive	TBD	100%	\$45,200	8/28/23
Kristin L. Sparkman	Social Worker	Leadership Center	100%	\$60,200	8/28/23
Paige M. Wertman	English Language Arts	Madison	100%	\$45,200	8/28/23
Chao Xiong	Grade 1	Highlands	100%	\$53,450	8/28/23

Jaelyn A. Brendemihl received her Bachelor of Science in Education degree from UW-Superior with a major in Elementary Education. She recently completed her student teaching with the District at Houdini Elementary School.

Maggie S. Buckham received her Bachelor of Science in Education degree from UW-Milwaukee with a major in Elementary Education. She recently completed her student teaching with the Milwaukee Public Schools.

Brian J. Finman received his Master of Engineering Management degree from Old Dominion University with a major in Engineering Management. Mr. Finman is being hired under a one-year license with stipulations. Most recently, he served the United States Army as the Chief of Staff.

Krista L. Forseth received her Bachelor of Science degree from UW-Madison with a major in Human Development and Family Studies. Ms. Forseth is being hired under a one-year license with stipulations as part of the District's Pathways Program. Most recently, she served the District as a Special Education Paraprofessional at Johnston Elementary School.

Miranda M. Hopp received her Bachelor of Science in Education degree from UW-Oshkosh with a major in Secondary Mathematics. Most recently, she served the Greendale School District as a Substitute Teacher.

Reese N. Houston received her Bachelor of Science in Education degree from UW-Stevens Point with a major in Family and Consumer Science. She recently completed her student teaching with the Oshkosh Area School District.

Tiffany S. Huck received her Master of Arts in Education degree from Viterbo University with a major in Education. She recently served the District as a temporary employee in a similar role at Classical School.

Paige E. Kopke received her Bachelor of Science in Education degree from UW-La Crosse with a major in Early Childhood and Elementary Education. She recently completed her student teaching with the La Crosse School District.

Loreto A. Lopez Cortes received her Bachelor degree from Universidad de Santiago in Chili with a major in Spanish. Ms. Lopez Cortes is being hired under a one-year license with stipulations. She recently, she served the Granton Area School District as an Elementary Co-Teacher.

Anne M. Luedtke received her Bachelor of Science degree from UW-Stevens Point with a major in Sociology. Ms. Luedtke is being hired under a one-year license with stipulations as part of the District's Pathways Program. She recently served the District as a Special Education Paraprofessional at North High School.

Cristopher A. Marquez Munoz received his Bachelor degree from Universidad Bernardo O'Higgins in Chili with a major in English. Mr. Marquez Munoz is being hired under a one-year license with stipulations. Most recently, he served the Granton Area School District as an English Learner and Spanish Teacher.

Sarah M. Pierce received her Master of Science degree from UW-Stout with a major in School Counseling. Most recently, she served the Wrightstown Community School District as a School Counselor.

Erika P. Ramirez Tierrafria received her Bachelor of Science degree from UW-Oshkosh with a major in Human Services. She continued her education to obtain her teaching certification through UW-Oshkosh. Most recently, she served the Menasha Area School District as an English Learner/Bilingual Teacher.

Ashley L. Smith received her Bachelor of Science in Education degree from UW-Oshkosh with a major in Physical Education. Ms. Smith is being hired as a Temporary Employee for the 2023-2024 school year. Most recently, she served the District as a Substitute Teacher.

Kristin L. Sparkman received her Master degree from Indiana University with a major in Social Work. She continued her education to obtain her School Social Work certification through UW-Milwaukee. Most recently, she served the District as the Newcomer and Refugee Liaison.

Paige M. Wertman received her Bachelor of Science in Education degree from UW-Oshkosh with a major in Elementary Education. She recently completed her student teaching with the Oshkosh Area School District.

Chao Xiong received her Master degree from UW-Oshkosh with a major in Education Leadership and Policy. Most recently, she served the Menasha Area School District as an Elementary Teacher.

FISCAL NOTE: As indicated above

ADMINISTRATIVE RECOMMENDATION: Approval

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

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

6/26/23

ITEM FOR CONSIDERATION

TOPIC: Professional Educator Contract Change(s)

BACKGROUND INFORMATION: Contract changes for the following individuals are recommended for the 2023-2024 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>	<u>Effective Date</u>
Jennifer E. Salm	Special Ed-ID	North	80% to 100%	8/28/23
Katherine G. Vander Velden	Art	Edison/Richmond	71% to 100%	8/28/23

FISCAL NOTE: As indicated above

ADMINISTRATIVE RECOMMENDATION: Approval

INSTRUCTIONAL IMPACT: These assignment adjustments will assist in retaining staff and meeting student needs.

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

6/26/23

ITEM FOR CONSIDERATION

TOPIC: Professional Educator Resignation(s)

BACKGROUND INFORMATION: The following Professional Educators have submitted letters of resignation effective at the end of the 2022-2023 school year, unless otherwise noted.

Ashley E. Andrejeski has been with the District for two years, most recently as a Special Education Teacher with Appleton Community 4K, located at McKinley Elementary School.

Abbie O. Blood has been with the District for ten and one-half years, most recently as an English Language Arts/Social Studies Teacher at East High School.

Corrine B. Davidson has been with the District for nineteen years, most recently as a Grade 1/2 Teacher at Foster Elementary Charter School.

Laura C. Deering has been with the District for thirteen years, most recently as an Instructional Coach at Horizons Elementary School.

Emma C. Derber has been with the District for four and one-half years, most recently as a Special Education Teacher at Madison Middle School.

Sara E. Hechel has been with the District for twenty-four years, most recently as a Special Education Program Support Teacher. Ms. Hechel's resignation is effective at the close of the Friday, July 7, 2023 workday.

Daniel G. Putman has been with the District for two years, most recently as a Computer Science Teacher at East, North and West High Schools.

Katie M. Tennessen has been with the District for two years, most recently as a Dean of Students at Franklin Elementary School.

Ashley M. Turner has been with the District for four and one-half years, most recently as a School Counselor at Franklin Elementary School. Ms. Turner's resignation is effective at the close of the Friday, July 7, 2023 workday.

Mikayla A. Zyduck has been with the District for four years, most recently as a Grade 5/6 Teacher at Foster Elementary Charter School.

FISCAL NOTE: Dependent upon replacements

ADMINISTRATIVE RECOMMENDATION: Approval

INSTRUCTIONAL IMPACT: Qualified replacements will be procured

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

6/26/23

ITEM OF INFORMATION

Topic: Tuition-Free Status for **American Councils for International Education**

Background Information: **American Councils for International Education (American Councils)** has requested placement of a high school student in the AASD for the 2023-24 school year. **American Councils** is not currently on the District's approved list of International Exchange Sponsoring Organizations. It is, however, listed on the [Advisory List of the Council on Standards for International Educational Travel \(CSIET\)](#). As per AASD Board Policy 422.1 and 422.1-Rule, International Exchange, student exchange organizations not currently on the AASD's approved list, may be granted a school year trial period and tuition-free status.

Contact Person: Mike Hernandez, 920-832-6301, hernandezmicha@asds.k12.wi.us

BOE: *June 26, 2023*

ITEM OF INFORMATION

Topic: Recognition of **International Cultural Exchange Services (ICES)**

**Background
Information:**

In the spring of 2022, **International Cultural Exchange Services (ICES)** requested to place a foreign exchange student in the AASD for the 2022-2023 school year. At that time, **ICES** was not currently on the District's approved list of International Exchange Sponsoring Organizations. As per AASD Board Policy 422.1 and 422.1-Rule (International Exchange), student exchange organizations not currently on the AASD's approved list, may be granted a school year trial period and tuition-free status.

The Sponsoring Organizations on our list must also be included on the International Educational Travel and Exchange Programs advisory list developed by the Council on Standards for International Educational Travel (CSIET).

**Contact
Person:**

Michael Hernandez, Assistant Superintendent
920-832-6301
hernandezmicha@asd.k12.wi.us

BOE: 06/26/23

ITEM OF INFORMATION

Topic: Policy Update: International Exchange 422.1-Rule

**Background
Information:**

The Appleton Area School District recognizes the importance of international exchange for individual students as well as the school community. Several updates have been made to align with current district and state practices.

- **Not limiting the number of students who can participate each year.**
- **Removal of the “Host Family Criteria” as host families are not selected by the AASD, but through the approved International Exchange Sponsoring Organization’s Regional Directors and Local Coordinators.**
- **Per Wis. Stat. 121.84(1)(c), foreign exchange students cannot and do not need to apply for open enrollment. This allows AASD to review requests made from outside the District.**
- **Shifting the statement, “AASD has the right to accept/reject placement” from the Host Family section to the Student section.**
- **Update to the list of Sponsoring Organizations.**

Contact

Person: Mike Hernandez, 920-832-6301, hernandezmicha@asds.k12.wi.us

Board Approval: *June 26, 2023*

INTERNATIONAL EXCHANGE

The Appleton Area School District recognizes the importance of international exchange for individual students as well as the school community. Requests for program recognition will be made through the Assistant Superintendent – School Services, who will review the request and present a recommendation to the Board of Education for approval. Only students sponsored by exchange programs included on the International Educational Travel and Exchange Programs advisory list developed by the Council on Standards for International Educational Travel (CSIET) will be considered for enrollment.

To facilitate these exchanges, no tuition charges will be levied for students who attend the Appleton Area Schools under the sponsorship of a Board approved student exchange organization.

Cross Reference: International Exchange, 422.1–Rule

Legal Reference: Wisconsin State Statute 121.84 (1) (c)

Adoption Date: September 14, 1987

Amended Dates: June 27, 1994, May 22, 2006, November 26, 2012,
May 23, 2016, and June 13, 2022

INTERNATIONAL EXCHANGE

Procedures

Sponsoring Organizations

Organizations seeking approval from the Board of Education must be included on the International Educational Travel and Exchange Programs advisory list developed by the Council on Standards for International Educational Travel (CSIET). The Board of Education recognizes the following student exchange programs and has granted tuition free status to students who attend the Appleton Area School District schools under their sponsorship:

- ✓ Academic Foundation for International Cultural Exchange (AFICE)
- ✓ AFS USA
- ✓ American Institute for Foreign Study (AIFS)
- ✓ ASPECT Foundation
- ✓ ASSE and World Heritage International
- ✓ AYUSA Global Youth Exchange
- ✓ Council for Educational Travel (CETUSA)
- ✓ Council on International Education Exchange (CIEE)
- ✓ Cultural Homestay International
- ✓ EF High School Exchange Year
- ✓ Forte International Exchange Association (FIEA)
- ✓ German American Partnership Program (GAPP)
- ✓ International Cultural Exchange Services (ICES) (New org. that completed trial period)
- ✓ International EXPERIENCE (iE-USA)
- ✓ International Student Exchange (ISE)
- ✓ Nacel Open Door
- ✓ Northwest Student Exchange (NWSE)
- ✓ Program of Academic Exchange (PAX)
- ✓ Reflections International
- ✓ Rotary International
- ✓ STS Foundation
- ✓ Youth for Understanding (YFU)

Student exchange programs not recognized by the Board of Education will apply to the Assistant Superintendent - School Services, who will review the program's components with the high school principals. Among the components to be reviewed are:

- the academic and English language proficiency requirements of the organization
- the location and responsibilities of the organization's contact person
- the code of conduct guidelines established for students

If the results of the program review are positive, the Assistant Superintendent - School Services will make a recommendation to the Board of Education. The recommendation will be for a school year trial period. Following an end of the year review completed by the same administrators, a recommendation for continuing recognition may be made to the Board of Education.

422.1 Rule (cont.)

Failure of sponsoring organizations to abide by the guidelines stated in this policy may result in future nonparticipation in international exchange programs with the Appleton Area School District.

Admission of International Exchange Students

1. Complete informational packets requesting placement for the first semester of the school year must be received by June 30. Requests for second semester placements must be received by November 30. All requests shall be submitted to the Assistant Superintendent - School Services and reviewed with the High School Principal.
2. International exchange students must be placed by an organization approved by the Board of Education.
3. Sponsoring organizations are responsible for handling all student procedures and documents required by Federal and State government. A J1 visa allows the student tuition-free status. No other visa will be acceptable for nonresident, tuition-free status.
4. Placement will be for an entire academic school year.
5. Any organization placing an international student must have a local coordinator who serves as a liaison between the organization and the school(s). The coordinator must provide a copy of the organizational guidelines for the individual exchange program.
6. The Appleton Area School District reserves the right to limit the total number of international students for the year and the number from each country. ~~The maximum placement for a recognized program will be three students (one in each high school) for an academic school year.~~

Students

1. The Appleton Area School District reserves the right to accept/reject placement of an international exchange student based on the criteria stated herein.
2. Students who have graduated will not be accepted.
3. Students must demonstrate academic accomplishments and sufficient English speaking and writing skills that will allow them to be successful students without special tutoring assistance.
4. International exchange students must carry a full academic load.
5. The Appleton Area School District does not grant official diplomas to international exchange students.
6. The student, host family, and/or organization will be expected to pay all normal school expenses. These expenses would include matriculation, yearbook, activity, and participation fees.

Moved from
Host Family
section.

7. International exchange students accepted under this policy and these procedures shall be treated as resident students and will be expected to adhere to all rules and regulations of the school they attend. The Appleton Area School District reserves the right to terminate an international exchange student's enrollment when determined that the student's continued enrollment would be detrimental to the international student, other students, and/or school personnel.

Host Family Criteria

1. Host families will be selected and approved prior to acceptance of any exchange student.
2. The host family must reside within the Appleton Area School District or have a child/children currently attending a District school.
3. Placements with a single adult with no children living in the same household will not be permitted.
4. The Appleton Area School District reserves the right to accept/reject placement of an international exchange student based on the criteria stated herein.

Moved to
Students
section

Adoption Date: September 14, 1987

Amended Dates: June 27, 1994, May 22, 2006, November 26, 2012, May 23, 2016, and June 13, 2022

ITEM OF INFORMATION

Topic: Naming of New Elementary School

**Background
Information:**

In 1999, the Appleton Area School District (AASD) purchased the property where our new elementary school will be constructed. At that time, an agreement to purchase the property was signed by AASD Superintendent of Business Services, Mike Clark, and the sellers of the property, Richard and Alice Van Handel. Item #8 of the agreement states that the "Buyer agrees to name any elementary school constructed on the property, Sandy Slope Elementary".

District legal counsel provided the following guidance on the purchase agreement, "the contract is valid, so there is a requirement to name the school Sandy Slope Elementary as long the school being built on the site is strictly an elementary school." Legal counsel did provide three options for consideration if the District was opposed to the Sandy Slope name, but given no opposition has been stated by administration or any Board members, none of the considerations will be acted upon.

Since the June 12th Board of Education meeting, District administration has received informal input from community members, the majority of which support the Sandy Slope name.

District Policy 940 states that the naming of School District facilities is the responsibility of the Board of Education and shall be by majority vote of the Board. The following criteria shall be considered when evaluating any proposed name:

- The manner in which the proposed name reflects the mission, vision and ideals of the District.
- The extent to which the proposed name will have significant meaning to the Appleton Area School District community.
- The extent to which the name is likely to retain significance for future students and other future members of the Appleton Area School District community.
- The extent to which the name compliments and does not conflict or cause confusion with the names of other District facilities or other nearby public or private schools.

Upon final discussion at the June 26th Board of Education meeting, this item will be brought to vote during the next scheduled Board of Education meeting, which will take place on July 24, 2023.

Contact Person(s): Superintendent Greg Hartjes, (920) 832-6126

6/26/2023

ITEM FOR CONSIDERATION

Topic: Valley New School Lease

**Background
Information:**

Valley New School opened in the fall of 2003 and currently serves 56 students in grades 7- 12. VNS is a student-driven, project-based model focusing on the passions and interests of the students in a learning community designed to develop purposeful habits for life-long learning. The VNS Mission is to create a learning community that empowers individuals to become purposeful adults.

As the City Center Plaza plans to sell the current Valley New School space, we need to temporarily relocate Valley New School until an alternate, more permanent space can be secured.

We have an option to enter a one year lease agreement with Hoffman Holdings and Pfefferle Investments on the 2nd floor of the City Center- East building located at 122 E College Ave. Lease will begin on July 1, 2023 and terminate on June 30, 2024.

**Fiscal
Impact:**

Rent per month will be \$15,003.00.

**Administrative
Recommendation:**

Approval of the one year lease.

**Contact
Persons:**

Holly Burr, (920) 997-1399 ext. 2034

6/26/2023

Success for
Every Student,
Every Day



**Appleton Area School District
Results Monitoring Report
R-2.1.8 Career & Technical Education**

SUPERINTENDENT CERTIFICATION:

With respect to Results Policy 2.1.8 Career & Technical Education, the Superintendent certifies that the information is accurate and complete and that the District is:

_____ **Making Reasonable Progress**

_____ **Making Reasonable Progress with noted exception(s):**

_____ **Failing to make Reasonable Progress**

 X **In the Baseline Year** (the report will not be used in the superintendent's evaluation)

Executive Summary/Analysis:

The evidence, as submitted below, provides assurance to the Board that the District provides instructional programming that supports students in their personal growth and achievement in increasingly challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity in Career and Technical Education. In addition, the measures directly support the District's Continuous School Improvement Process as illustrated through the annual AASD Scorecard.

As part of Carl Perkins Funding, Career and Technical Education must also complete a Comprehensive Local Needs Assessment (CLNA) every two years. In analyzing the data below compared to our previous CLNA, we found that our data is very similar and that we still must ensure that all of our students know about the opportunities within Career and Technical Education and have opportunities for course sequencing.

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Results Policy 2.1.6 Fine Arts, the Board finds that the District is:

_____ **Making Reasonable Progress**

_____ **Making Reasonable Progress with noted exception(s):**

_____ **Failing to make Reasonable Progress**

 X **In the Baseline Year** (the report will not to be used in the superintendent's evaluation)

Commendations and/or Recommendations, if any:

Signed: _____ Date: _____
 Board President

Document submitted: _____

Re-submitted: _____

R-2.3 Results Policy: Academic Performance	Superintendent			
Each student will be literate, numerate, and able to integrate and apply the knowledge, skills, and competencies acquired across all academic disciplines. 2.1 Each student will demonstrate personal growth and achievement in increasingly challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity when enrolled in disciplines, including: 2.1.8 Career & Technical Education	Making Reasonable Progress	Making Reasonable Progress with noted exceptions	Failing to Make Reasonable Progress	In the Baseline Year (the report will not be used in the superintendent's evaluation)
				X
SUPERINTENDENT Interpretation: • Each student shall mean all Full Academic Year (FAY) students enrolled 5K-12 in the Appleton Area School District. Every Student, Every Day. • Literate shall mean the ability to read, write, speak, and listen in ways that will allow us to communicate effectively to a variety of different audiences and to make sense of the world. • Numerate shall mean the ability to access, use and interpret and communicate mathematical information and ideas, to engage in and manage the mathematical demands of various situations in adult years. To be numerate is to confidently and effectively use mathematics to meet the everyday demands of life.				

- **Able to integrate and apply** shall mean to combine what is learned in the classroom, whether it's theory or technique, with a solution to real-world problems.
- **Skills and competencies** shall mean combinations of knowledge, skills and attitudes that students develop and apply for successful learning, living and working. They emphasize aspects of learning that apply within and across all subject areas.
- **Academic disciplines** shall mean core academic subject areas. The content to be mastered by students in each of these areas is defined by the state and district learning standards.
- **Personal growth** shall mean how much academic progress a student has made between two points in time.
- **Personal achievement** shall mean individual performance based on the mastery of district adopted grade-level academic standards or from grade-level expectations on identified measures/assessments.
- **Increasingly challenging levels of complexity** shall mean moving along the continuum of learning from acquisition to application.
- **Higher order thinking skills of:**
 - **Knowledge** shall mean recognizing and recalling facts.
 - **Comprehension** shall mean understanding what facts mean.
 - **Application** shall mean using the facts, rules, concepts, and ideas.
 - **Analysis** shall mean breaking down information into component parts.
 - **Synthesis** shall mean the ability to put parts together to form a new whole.
 - **Evaluation** shall mean justifying the value of information and ideas.
 - **Creativity** shall mean the ability to produce new and original ideas, connections, and solutions to problems.
- **Increasingly challenging levels of complexity** shall mean moving along the continuum of learning from acquisition to application.
- **Career & Technical Education (CTE)** shall mean a blend of academics and career education into a practical program of workforce preparation that includes Business and Marketing, Family and Consumer Sciences, and Technology and Engineering.
- **Community Based** shall mean learning experiences organized by the district and an outside organization(s) that may occur in a school setting or out within the local community.

- **Work Based Learning** shall mean a sustained interaction with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field that are aligned to curriculum and instruction.
- **Career Based Learning Experience** shall mean Academic and Career Planning business-connected experiences and opportunities that allow K-12 students to participate in career awareness, career exploration, or career development.
- **Industry Recognized Credential** shall mean a verification of an individual's qualification or competence.
- **PAES Lab** shall mean the **Practical, Assessment, Exploration System Lab** assessment. The PAES lab serves students who have learning disabilities, mild to moderate cognitive disabilities, hearing loss, physical disabilities, as well as developmental and multiple disabilities by providing a profile of job performance and workplace skills that generalize to the expectations of a variety of employment options.

Indicators to be Used:

- **AASD CTE Elective Participation (9-12)** - Enrollment of AASD students in grades 9-12 within the areas of Business and Marketing, Family and Consumer Sciences and Technology and Engineering.
- **Community-based Career Based CTE Opportunities for AASD Students (7-12)** - The number of community-based offerings that AASD students have access to and the number of students participating.
- **Work Based Learning Participation:** Enrollment of AASD students in grades 11-12 within the areas of Youth Apprenticeship and CTE Internship.
- **Industry Recognized Credential:** The number of AASD students in grades 11-12 earning an Industry Recognized Credential.

Definition of Terms:

- **Identified Demographic Groups**
 - EL (English Learners)
 - Not EL (All other students who are not English Learners)
 - SWD (Students with Disabilities)
 - SWOD (Students without Disabilities)
 - Black
 - White
 - Native American
 - Asian
 - Hispanic or Latino
 - Native Hawaiian or Pacific Islander
 - Two or More Races

- o Economically Disadvantaged

- **Gaps** - The disparity in academic performance or participation between groups of students
- **FAY** - Full academic year of enrollment. This is specific to students with "continuous enrollment beginning within the first ten days of the school year without an enrollment lapse of ten or more consecutive days.
- **Cohort Analysis** - Examines longitudinal data for the same group of students over a period of time
- **Program Analysis** - Examines longitudinal data for the same grade level over a period of time

SUPERINTENDENT Evidence of Reasonable Progress:

AASD Career & Technical Education Participation - Grades 9-12 (Program Analysis) - Family & Consumer Science Pathway

We will increase the percentage of 9-12 students within identified demographic groups participating in AASD Career & Technical Education Courses by 1% (Baseline will be determined of demographic representation in CTE Electives 9-12 in order to finalize intended outcomes)

Target Group	Overall percentage of District Students (9-12)	2021-22 % Enrolled in Family & Consumer Science Pathway (9-12)	2022-23 % Enrolled in Family & Consumer Science Pathway (9-12)
EL (English Learners)	9.7%	6.1%	9.3%
SWD (Students with Disabilities)	17.0%	12.0%	21.5%
White	66.3%	51.8%	57.9%
Black	4.9%	3.3%	7.1%
Native American	0.7%	0.4%	.6%
Asian	12.2%	7.6%	15.2%
Hispanic or Latino	11.4%	8.2%	14.6%

Native Hawaiian or Pacific Islander	0.2%	0.09%	0%
Two or More Races	4.3%	2.3%	4.6%
Female	48.9%	43.2%	59.6%
Male	51.1%	56.7%	40.4%

AASD Career & Technical Education Participation - Grades 9-12 (Program Analysis) - **Business & Marketing Pathway**

We will **increase the percentage of 9-12 students within identified demographic groups participating in AASD Career & Technical Education Courses by 1%** (Baseline will be determined of demographic representation in CTE Electives 9-12 in order to finalize intended outcomes)

Target Group	Overall percentage of District Students (9-12)	2021-22 % Enrolled in Business & Marketing Pathway (9-12)	2022-23 % Enrolled in Business & Marketing Pathway (9-12)
EL (English Learners)	9.7%	11.7%	3.6%
SWD (Students with Disabilities)	17.0%	15%	13.1%
White	66.3%	73.7%	70.8%
Black	4.9%	3.9%	5%
Native American	0.7%	0.2%	.6%
Asian	12.2%	10%	9.2%
Hispanic or Latino	11.4%	9.8%	10.8%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0%
Two or More Races	4.3%	2.3%	3.6%

Female	48.9%	32.0%	38.9%
Male	51.1%	63.5%	61.1%

AASD Career & Technical Education Participation - Grades 9-12 (Program Analysis) - **Technology & Engineering Pathway**

We will increase the percentage of 9-12 students within identified demographic groups participating in AASD Career & Technical Education Courses by 1% (Baseline will be determined of demographic representation in CTE Electives 9-12 in order to finalize intended outcomes)

Target Group	Overall percentage of District Students (9-12)	2021-22 % Enrolled in Technology & Engineering Pathway (9-12)	2022-23 % Enrolled in Technology & Engineering Pathway (9-12)
EL (English Learners)	9.7%	7.0%	5.6%
SWD (Students with Disabilities)	17.0%	29.2%	23.7%
White	66.3%	75.7%	72.8%
Black	4.9%	2.6%	3.1%
Native American	0.7%	1.2%	1.6%
Asian	12.2%	8.7%	9.3%
Hispanic or Latino	11.4%	9.2%	10.9%
Native Hawaiian or Pacific Islander	0.2%	0%	0%
Two or More Races	4.3%	2.6%	2.3%
Female	48.9%	21.3%	19.1%

Male	51.1%	78.7%	80.9%
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AASD Career & Technical Education Work Based Learning and Industry Recognized Credential Participation - Grades 11-12 (Program Analysis) - [Youth Apprenticeship](#)

We will increase the percentage of 11-12 students within identified demographic groups participating in AASD Career & Technical Education Courses by 1% (Baseline will be determined of demographic representation in CTE Work-based Learning and Industry Recognized Credential Experiences 9-12 in order to finalize intended outcomes)

Target Group	Overall percentage of District Students (9-12)	2021-22 % Enrolled in Youth Apprenticeship (11-12)	2022-23 % Enrolled in Youth Apprenticeship (11-12)
EL (English Learners)	9.7%	0%	0%
SWD (Students with Disabilities)	17.0%	25%	15.6%
White	66.3%	78.6%	86.3%
Black	4.9%	3.6%	3.9%
Native American	0.7%	0.0%	0%
Asian	12.2%	10.7%	3.9%
Hispanic or Latino	11.4%	7.1%	3.9%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0%
Two or More Races	4.3%	0.0%	2%
Female	48.9%	14.3%	31.4%

Male	51.1%	85.7%	68.6%
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AASD Career & Technical Education Work Based Learning and Industry Recognized Credential Participation - Grades 11-12 (Program Analysis) - CTE Internship

We will increase the percentage of 11-12 students within identified demographic groups participating in AASD Career & Technical Education Courses by 1% (Baseline will be determined of demographic representation in CTE Work-based Learning and Industry Recognized Credential Experiences 9-12 in order to finalize intended outcomes)

Target Group	Overall percentage of District Students (9-12)	2021-22 % Enrolled in CTE Internship (11-12)	2022-23 % Enrolled in CTE Internship (11-12)
EL (English Learners)	9.7%	7.5%	0%
SWD (Students with Disabilities)	17.0%	22.7%	17.0%
White	66.3%	76%	70.7%
Black	4.9%	2.7%	4.9%
Native American	0.7%	0.0%	0%
Asian	12.2%	14.7%	7.3%
Hispanic or Latino	11.4%	6.7%	12.2%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0%
Two or More Races	4.3%	0.0%	4.9%
Female	48.9%	74.7%	73.2%
Male	51.1%	25.3%	26.8%

AASD Career & Technical Education Work Based Learning and Industry Recognized Credential Participation - Grades 11-12 (Program Analysis) - **Industry Recognized Credential**

We will increase the percentage of 11-12 students within identified demographic groups participating in AASD Career & Technical Education Courses by 1% (Baseline will be determined of demographic representation in CTE Work-based Learning and Industry Recognized Credential Experiences 9-12 in order to finalize intended outcomes)

Target Group	Overall percentage of District Students (9-12)	2020-21 % Earned an Industry Recognized Credential (11-12)	2021-22 % Earned an Industry Recognized Credential (11-12)
EL (English Learners)	9.7%	0.0%	0.0%
SWD (Students with Disabilities)	17.0%	0.1%	0.1%
White	66.3%	1.2%	0.8%
Black	4.9%	0.4%	0%
Native American	0.7%	0.0%	0%
Asian	12.2%	0.8%	0.9%
Hispanic or Latino	11.4%	0.2%	3.1%
Native Hawaiian or Pacific Islander	0.2%	*	*
Two or More Races	4.3%	2.5%	0.0%
Female	48.9%	NA	NA
Male	51.1%	NA	NA

We will **increase the percentage of students in grades 11-12 within special education that are placed into a work-based learning experience with an AASD community partner following successful completion of the PAES (Practical, Assessment, Exploration System) Lab by 1%** (Baseline will be determined from 2021-22 11-12 data in order to finalize intended outcomes)

Target Group	Overall percentage of District Students (9-12)	2021-22 % Enrolled in Work-Based Learning Experience Following PAES Lab Completion (11-12)	2022-23 % Enrolled in Work-Based Learning Experience Following PAES Lab Completion (11-12)
SWD (Students with Disabilities)	28 Students Participated 2021-22	25%	
SWD (Students with Disabilities)	42 Students Participated in 2022-23	-	28.5%

AASD/Community-based Career & Technical Education Opportunities - Grades 7-12 (Program Analysis)

We will **increase the number of AASD/Community-based Career and Technical Education Opportunities for 7-12 students by 1%** (Baseline will be determined during the 2021-22 school year in order to finalize intended outcomes)

School Level	Career-based Learning 2021-22	Career-based Learning 2022-23
Number Middle School Opportunities (7-8)	Fox Cities Career Fair -8th Grade Students	Fox Cities Career Fair - 8th FVTC/Lakeland - 7th
Number High School Opportunities (9-12)	Launch Classroom, Field Trips & Career Fairs 63	Launch Classroom, Field Trips & Career Fairs 78

Board Comments:

Success for
Every Student,
Every Day



**Appleton Area School District
Results Monitoring Report
R-2.1.9 Financial Literacy**

SUPERINTENDENT CERTIFICATION:

With respect to Results Policy 2.1.9 Financial Literacy, the Superintendent certifies that the information is accurate and complete and that the District is:

_____ **Making Reasonable Progress**

_____ **Making Reasonable Progress with noted exception(s):**

_____ **Failing to make Reasonable Progress**

 X **In the Baseline Year** (the report will not be used in the superintendent's evaluation)

Executive Summary/Analysis:

The evidence, as submitted below, provides assurance to the Board that the District provides instructional programming that supports students in their personal growth and achievement in increasingly challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity in Financial Literacy. In addition, the measures directly support the District's Continuous School Improvement Process as illustrated through the annual AASD Scorecard

Financial Literacy is a graduation requirement that is fulfilled by successful completion of Intro to Economics or Personal Financial Management. A majority of the students complete this requirement through Personal Financial Management. Efforts continue to be made for increasing the number of community-based Financial Literacy Opportunities.

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Results Policy 2.1.9 Financial Literacy, the Board finds that the District is:

_____ **Making Reasonable Progress**

_____ **Making Reasonable Progress with noted exception(s):**

_____ **Failing to make Reasonable Progress**

_____ **In the Baseline Year** (the report will not to be used in the superintendent's evaluation)

Commendations and/or Recommendations, if any:

Signed: _____ Date: _____
Board President

Document submitted: _____

Re-submitted: _____

R-2.3 Results Policy: Academic Performance	Superintendent			
Each student will be literate, numerate, and able to integrate and apply the knowledge, skills, and competencies acquired across all academic disciplines. 2.1 Each student will demonstrate personal growth and achievement in increasingly challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity when enrolled in disciplines, including: 2.1.9 Financial Literacy	Making Reasonable Progress	Making Reasonable Progress with noted exceptions	Failing to Make Reasonable Progress	In the Baseline Year (the report will not be used in the superintendent's evaluation)
				X
SUPERINTENDENT Interpretation: • Each student shall mean all Full Academic Year (FAY) students enrolled 5K-12 in the Appleton Area School District. Every Student, Every Day. • Literate shall mean the ability to read, write, speak, and listen in ways that will allow us to communicate effectively to a variety of different audiences and to make sense of the world. • Numerate shall mean the ability to access, use and interpret and communicate mathematical information and ideas, to engage in and manage the mathematical demands of various situations in adult years. To be numerate is to confidently and effectively use mathematics to meet the everyday demands of life.				

- **Able to integrate and apply** shall mean to combine what is learned in the classroom, whether it's theory or technique, with a solution to real-world problems.
- **Skills and competencies** shall mean combinations of knowledge, skills and attitudes that students develop and apply for successful learning, living and working. They emphasize aspects of learning that apply within and across all subject areas.
- **Academic disciplines** shall mean core academic subject areas. The content to be mastered by students in each of these areas is defined by the state and district learning standards.
- **Personal growth** shall mean how much academic progress a student has made between two points in time.
- **Personal achievement** shall mean individual performance based on the mastery of district adopted grade-level academic standards or from grade-level expectations on identified measures/assessments.
- **Increasingly challenging levels of complexity** shall mean moving along the continuum of learning from acquisition to application.
- **Higher order thinking skills of:**
 - **Knowledge** shall mean recognizing and recalling facts.
 - **Comprehension** shall mean understanding what facts mean.
 - **Application** shall mean using the facts, rules, concepts, and ideas.
 - **Analysis** shall mean breaking down information into component parts.
 - **Synthesis** shall mean the ability to put parts together to form a new whole.
 - **Evaluation** shall mean justifying the value of information and ideas.
 - **Creativity** shall mean the ability to produce new and original ideas, connections, and solutions to problems.
- **Increasingly challenging levels of complexity** shall mean moving along the continuum of learning from acquisition to application.
- **Financial Literacy** shall mean the ability to understand, evaluate, and communicate information about money and financial services.
- **Community Based** shall mean learning experiences organized by the district and an outside organization(s) that may occur in a school setting or out within the local community.
- **Money Management** shall mean the ability to plan, develop, use, and maintain a personal budget in order to make quality financial choices and decisions.

Indicators to be Used:

- In order to measure Community Based Experiences we will list the number of community partners and the number of students served. The Community Based Experiences may be either comprehensive or select.
 - Comprehensive Programs and Strategic Alignment with Community Partners
 - District-wide comprehensive programs are strategically placed at a grade level and/or content strand to take advantage of the age appropriateness of the material and alignment to Financial Literacy and academic content standards.
 - Select Programs.
 - These programs are offered cooperatively by the District and community partners. These programs are site specific depending on the particular criteria and parameters determined by either the partner, or teacher/school request.
- Grade Reports will be used at the end of the semester to report the grades students earned.

Definition of Terms:

- **Identified Demographic Groups**
 - EL (English Learners)
 - Not EL (All other students who are not English Learners)
 - SWD (Students with Disabilities)
 - SWOD (Students without Disabilities)
 - Black
 - White
- **Gaps** - The disparity in academic performance between groups of students
- **FAY** - Full academic year of enrollment. This is specific to students with "continuous enrollment beginning within the first ten days of the school year without an enrollment lapse of ten or more consecutive days.
- **Cohort Analysis** - Examines longitudinal data for the same group of students over a period of time
- **Program Analysis** - Examines longitudinal data for the same grade level over a period of time

SUPERINTENDENT Evidence of Reasonable Progress:

Course Grades - Financial Literacy Courses - Grades 11-12 (Program Analysis)

We will decrease the percentage of students earning a D or F in Introduction to Economics for identified demographic groups in grades in 11-12 by 3%

Target Group	2021-22 %D	2021-22 %F	2022-23 %D *Subject to Change	2022-23 %F *Subject to Change
EL (English Learners)	16.67%	33.33%	28.57%	7.14%
SwD	12.50%	37.50%	22.22%	22.22%
Free & Reduced	7.41%	14.81%	39.85%	17.42%
White	2.96%	0.74%	6.88%	1.88%
Black	0	0	41.67%	16.67%
Native American	0	100.00%	100.00%	0
Asian	0	0	8.00%	12.00%
Hispanic or Latino	8.33%	25.00%	22.22%	5.56%
Native Hawaiian or Pacific Islander	0	0	0	0
Two or More Races	0	14.29%	25.00%	0
Female	1.32%	2.63%	12.26%	8.49%
Male	3.85%	3.85%	9.32%	0.85%

We will decrease the percentage of students earning a D or F in Personal Financial Management for identified demographic groups in grades in 11-12 by 3%.

Target Group	2021-22 %D	2021-22 %F	2022-23 %D *Subject to Change	2022-23 %F *Subject to Change
EL (English Learners)	15.63%	7.81%	5.95%	19.05%
SWD (Students with Disabilities)	11.56%	19.73%	8.76%	16.06%
Free & Reduced	15.76%	11.27%	8.87%	21.2%
White	3.29%	3.91%	3.04%	2.89%
Black	11.36%	11.36%	1.92%	19.23%
Native American	25.00%	12.50%	0	30.00%
Asian	7.34%	5.50%	3.28%	5.74%
Hispanic or Latino	11.34%	4.12%	5.13%	12.82%
Native Hawaiian or Pacific Islander	100.00%	0	0	0
Two or More Races	7.69%	19.23%	5.00%	0.54%
Female	3.94%	3.01%	2.38%	6.05%
Male	6.71%	6.71%	4.34%	8.22%
White	3.29%	3.91%	3.04%	2.89%

AASD/Community-based Financial Literacy Opportunities - Grades 4-12 (Program Analysis)

We will increase the number of AASD/Community-based Financial Literacy Opportunities for 4-12 students by 1% (Baseline will be determined during the 2021-22 school year in order to finalize intended outcomes)

Grade Band	2021-22 Financial Literacy Opportunities (Baseline)	2022-23 Financial Literacy Opportunities
Grade 4-6	0	1
Grades 7-8	2	2
Grades 9-12	2	2

We will **increase the number of AASD/Community-based Money Management Opportunities for 9-12 students by 1%** (Baseline will be determined during the 2021-22 school year in order to finalize intended outcomes)

Grade Band	2021-22 Money Management Opportunities (Baseline)	2022-23 Money Management Opportunities
Grades 9-12	2	2

Board Comments:

Success for
Every Student,
Every Day



**Appleton Area School District
Results Monitoring Report
R-3 Essential Life Skills**

SUPERINTENDENT CERTIFICATION:

With respect to Results Policy 3 Essential Life Skills, the Superintendent certifies that the information is accurate and complete and that the District is:

____ **Making Reasonable Progress**

____ **Making Reasonable Progress with noted exception(s):**

____ **Failing to make Reasonable Progress**

 X **In the Baseline Year** (the report will not be used in the superintendent's evaluation)

In addition, the proposed measures directly support the District's Continuous School Improvement Process as illustrated through the annual AASD Scorecard.

Signed: _____ Date: _____
Superintendent

Executive Summary/Analysis:

The evidence, as submitted below, provides assurance to the Board that the District provides students access to opportunities for acquiring the developmental skills necessary to lead healthy, satisfying, self-directed, and productive lives in the following domains: Cognitive development, Physical Wellness development, Social development, Moral and Ethical Character development, Psychological development, and Career development. In addition, the measures directly support the District's Continuous School Improvement Process as illustrated through the annual AASD Scorecard.

The Essential Life Skills data below is measured primarily through student perception surveys. This data provides the district with valuable information to develop and guide our instruction; as we know that the Essential Life Skills are a foundation for developing the whole child.

Signed: _____ Date: _____

BOARD ACTION:

With respect to Results Policy 3 Essential Life Skills, the Board finds that the District is:

_____ **Making Reasonable Progress**

_____ **Making Reasonable Progress with noted exception(s):**

_____ **Failing to make Reasonable Progress**

 X **In the Baseline Year** (the report will not to be used in the superintendent's evaluation)

Commendations and/or Recommendations, if any:

Signed: _____ Date: _____
 Board President

Document submitted: _____

Re-submitted: _____

R-3 Results Policy: Essential Life Skills	Superintendent			
Students will acquire the developmental skills necessary to lead healthy, satisfying, self-directed, and productive lives in the following domains: 3.1. Cognitive development, including critical, analytical, and creative thinking. 3.2. Physical wellness development including the ability to make healthy lifestyle choices. 3.3. Communications development, including the ability to listen and express themselves effectively. 3.4. Social development, including the ability to establish and maintain positive relationships with others, to function as members of teams and to contribute to the common good. 3.5. Moral and ethical character development, including respect, empathy, and compassion for others and accountability for their own actions. 3.6. Psychological development, including resilience, adaptability, the ability to manage their own emotions and to maintain positive self-worth. 3.7. Career development, including exploring and identifying aptitudes, interests, passions, and understanding of career expectations.	Making Reasonable Progress	Making Reasonable Progress with noted exceptions	Failing to Make Reasonable Progress	In the Baseline Year (the report will not be used in the superintendent's evaluation)
				X
SUPERINTENDENT Interpretation: ● Cognitive development shall mean the development of knowledge, skills, problem solving and dispositions, which help students to think about and understand the world around them. ● Physical wellness development shall mean ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person ● Communications development shall mean learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics using authentic resources (such as informational texts, fictional texts, conversations and discussions).				

- **Social development** shall mean the change over time in an individual's understanding of, attitudes concerning, and behavior toward others.
- **Moral and ethical character development** shall mean the development of respectful, compassionate, and empathetic attitudes and understanding of behaviors towards all people in society based on social and cultural norms, rules, and laws.
- **Psychological development** shall mean the development of an individual's cognitive, emotional, intellectual, and social capabilities and functioning from early childhood through adulthood.
- **Career development** shall mean a student-driven, adult-supported process that allows students to discover, learn, explore, and apply interests, skills and knowledge to their post secondary plans.

Indicators to be Used:

- [Panorama](#) captures student perceptions using the featured topics. All students in Grades 3-12 take the survey in the fall and spring. [Topics](#) include student competencies and school climate areas.
- [WI Youth Risk Behavior Survey \(YRBS\)](#) - monitors categories of health-related behaviors that contribute to social problems and the leading causes of death and disability among youth, including: (1) mental health, (2) bullying, (3) suicide and help seeking, (4) screen use and online behavior, (5) school safety, (6) sexual and dating violence, (7) tobacco and electronic smoking devices, (8) housing and neighborhood, (9) sexual behaviors, alcohol and other drugs, (10) traffic safety, (11) nutrition, and (12) physical health. The data is used to address content-learning outcomes in health. The survey is given every two years in the spring semester to middle school and high school students.
- [Action for Healthy Kids - School Health Index](#) – The School Health Index is an evaluation tool based on the CDC's research-based guidelines to identify and reduce health risk behaviors in youth. Health and Human Performance (HHP) would utilize the health and physical education components of the index to help determine program effectiveness. The survey is completed every spring by all schools in the district as a part of our Wellness Policy.
- (Starting in Spring 2023) [AASD CBL/ACP Summative Survey](#) - 6th-12th grade students are given this survey in the Spring to capture their progress specific to their individual Academic and Career Planning. This survey specifically measures grade-level [Academic and Career Planning outcomes](#) relating to career exploration, career interests, action steps taken towards completing their Academic Career Plan and participation in career planning experiences.

Definition of Terms:

- **Learning Strategies** - A measurement of how well students deliberately use strategies to manage their own learning processes generally.
- **Self-Management** - A measurement of how well students manage their emotions, thoughts, and behaviors in different situations.
- **Social Awareness** - A measurement of how well students consider the perspectives of others and empathize with them.
- **Social Perspective** - A measurement of the extent to which students consider the perspectives of others
- **ACP - Academic Career Plan** - is a student-driven, adult-supported process. Students create their own unique vision for post-secondary success. This is achieved through self-exploration, career exploration, and the development of career planning skills.
- **CBL - Career Based Learning** - the Academic and Career Planning business-connected experiences and opportunities that allow K-12 students to participate in career awareness, career exploration, or career development.

SUPERINTENDENT Evidence of Reasonable Progress:

We will know we have made reasonable progress when:

(Cognitive Development)

Panorama: Learning Strategies

We will **increase** the **percentage of students who scored favorably on** how well they used strategies for managing their own learning processes for each school level (elementary/middle/high) by **3%**.

Learning Strategies

Grade Band	Percentage Scoring Favorably (Score of 3, 4, or 5)	
	Spring 2022	Spring 2023
Grades 3-6	63%	65%
Grades 7-12* *KA 6th-grade data included	54%	53%

Panorama: Self-Management

We will **increase** the **percentage of students who scored favorably on how** students manage their emotions, thoughts, and behaviors in different situations (elementary/middle/high) by **3%**.

Self-Management

Grade Band	Percentage Scoring Favorably (Score of 3, 4, or 5)	
	Spring 2022	Spring 2023
Grades 3-6	76%	73%
Grades 7-12* *KA 6th-grade data included	65%	69%

(Physical Wellness Development)

Action for Healthy Kids - School Health Index (SHI): Program Analysis by School Level

We will **increase** the **average SHI** for each school level (elementary/middle/high) by **1%**.

SHI Score in Percentages

School Level	Average SHI Score 2020-21 (Baseline)		Average SHI Score 2021-22	
	Health Education	PE & Physical Activity	Health Education	PE & Physical Activity
Elementary Schools	94.3%	87.82%	97.45%	93.36%
Middle Schools	84.62%	76.11%	79.49%	69.44%
High Schools	89.23%	77.33%	89.74%	78.22%

We will **increase** the **average SHI Accountability Ratings** for each school level from Good to Excellent by **1%** to level off at 100% Excellent Accountability Rating.

SHI Accountability Ratings in Percentages

School Level	Average Excellent Rating 2020-21	Average Excellent Rating 2021-22
Elementary Schools	84%	94%
Middle Schools	100%	50%
High Schools	100%	100%

AASD Youth Risk Behavior Survey (YRBS): Program Analysis by School Level

We will **decrease** the **percentage of students** by **X%** who **demonstrate Higher Risks Y** as identified through the **AASD YRBS**.

School Level	% of Students Demonstrating Higher Risks for "Behavior Y" 2021-22	% of Students Demonstrating Higher Risks for "Behavior Y" 2022-23
Middle Schools	2021-22 YRBS Baseline	NA
High Schools	2021-22 YRBS Baseline	NA

We will **increase** the **percentage of students** by **X%** who **demonstrate the ability to Access Valid Health Information (mental health/bullying)** as indicated by the **AASD YRBS**.

School Level	% of Students Demonstrating Ability to Access Valid Health Information (2021-22 YRBS Baseline)	% of Students Demonstrating Ability to Access Valid Health Information (2022-23 YRBS)
Middle Schools	Spring 2022 Baseline	NA
High Schools	Spring 2022 Baseline	NA

(Communications & Social Development)

Panorama: Social Awareness (Overall)

We will **increase** the **percentage of students who scored favorably** on the extent to which students consider the perspectives of others and empathize with them (elementary/middle/high) by **3%**.

Social Awareness		
Grade Band	Percentage Scoring Favorably (Score of 3, 4, or 5)	
	Spring 2022	Spring 2023
Grades 3-6	68%	69%
Grades 7-12* *KA 6th-grade data included	65%	62%

(Moral & Ethical Character Development)

Panorama: Social Awareness (Targeted Question)

We will **increase** the **percentage of students who scored favorably** on the extent to which they were respectful of others who had different views (elementary/middle/high) by **3%**.

Social Awareness		
Grade Band	Percentage Scoring Favorably (Score of 3, 4, or 5)	
	Spring 2022	Spring 2023
Grades 3-6	72%	74%
Grades 7-12* *KA 6th-grade data included	65%	67%

(Psychological Development)

Panorama: Social Perspective

We will **increase** the **percentage of students who scored favorably on** the extent to which they try to understand others' point of view (middle/high) by **3%**.

Social Perspective

Grade Band	Percentage Scoring Favorably (Score of 3, 4, or 5)	
	Spring 2022	Spring 2023
Grades 7-12* *KA 6th-grade data included	51%	50%

(Career Development)

Panorama: Self-Management

We will **increase** the **percentage of students who scored favorably on** the extent to which they manage their emotions, thoughts, and behaviors in different situations (elementary/middle/high) by **3%**.

Self-Management

Grade Band	Percentage Scoring Favorably (Score of 3, 4, or 5)	
	Spring 2022	Spring 2023
Grades 3-6	72%	73%
Grades 7-12* *KA 6th-grade data included	72%	69%

AASD CBL/ACP Summative Survey

(NEW Question in CBL/ACP Survey for 2022-23) We will **decrease** the **percentage of 11th-grade students who** indicate they do **not** have post-secondary plans for either college or career by **1%**.

Post-Secondary College/Career Plans

Grade Band	Spring 2022	Spring 2023
11th-grade	29%	23.1%
12th-grade	31.9%	9%

We will **decrease** the **percentage of 12th-grade students who** indicate they do **not** have a back-up plan if their first choice of a career plan falls through by **3%**.

Grade Band	Spring 2022	Spring 2023
12th-grade	30.1%	28.8%

We will **increase** the **percentage of students who** indicate their ACP experiences in the AASD are preparing them for college, career, and life after high school by **3%**. (*"My ACP experiences in the Appleton Area School have been preparing me for college, career, and life after high school"*)

Preparation for College, Career, and Life

Grade Band	<u>NEW</u> for Spring 2023	Spring 2024
6th-grade	93%	%
7th-grade	77.9%	%
8th-grade	78.6%	%
9th-grade	81.8%	%
10th-grade	77.4%	%
11th-grade	80.2%	%
12th-grade	71.8%	%

We will **increase** the **percentage of students who** indicate their ACP experiences in the AASD are preparing them to LEAD, CARE, and CONTRIBUTE by **3%**.

Preparation to independently Lead, Care, and Contribute

Grade Band	<u>NEW</u> for Spring 2023	Spring 2024
% of JUNIORS indicating they are prepared to LEAD by example through critical thinking, problem-solving, and effective communication.	54.8%	%
% of JUNIORS indicating they are prepared to CARE for themselves, others, and their community through empathy, compassion, and respect.	73.4%	%
% of JUNIORS indicating they are prepared to	66.8%	%

CONTRIBUTE to their classrooms, schools, and communities through self-direction, productivity, and accountability.		
% of SENIORS indicating they are prepared to LEAD by example through critical thinking, problem-solving, and effective communication.	56.6%	%
% of SENIORS indicating they are prepared to CARE for themselves, others, and their community through empathy, compassion, and respect.	71.8%	%
% of SENIORS indicating they are prepared to CONTRIBUTE to their classrooms, schools, and communities through self-direction, productivity, and accountability.	65.3%	%
Board Comments:		