



**Monday, August 28, 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) 852-5300 ext. 60111, at least 24-hours in advance of the meeting.

1. Meeting Opening

Subject	A. Roll Call
Meeting	Aug 28, 2023 - Board of Education Meeting
Category	1. Meeting Opening
Type	Procedural

Subject	B. Pledge of Allegiance
Meeting	Aug 28, 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	Aug 28, 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	Aug 28, 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 Nick Ross, second by Kristine Sauter.

Final Resolution: Motion Carried

Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, 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	Aug 28, 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](#)

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	Aug 28, 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): None
Meeting	Aug 28, 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

Subject	B. School/Student Services Update(s):Monitoring Report: R-1 Mega Results
Meeting	Aug 28, 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

Assistant Superintendent, Steve Harrison, will present the Monitoring Report: R-1 Mega Results item for consideration.

File Attachments
[R.1 Mega Result - Monitor Report.pdf \(905 KB\)](#)

Subject	C. Personnel Services Update(s): Professional Educator New Hire(s), Contract Change(s) and Resignation(s)
Meeting	Aug 28, 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 present the Personnel Services items for consideration.

File Attachments

[IFC Professional Educator New Hires 8-28-23.pdf \(186 KB\)](#)

[IFC Professional Educator Contract Changes 8-28-23.pdf \(146 KB\)](#)

[IFC Professional Educator Resignations 8-28-23.pdf \(104 KB\)](#)

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 August 14, 2023
Meeting	Aug 28, 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's Consent Agenda as presented.
Minutes	View Minutes for Aug 14, 2023 - Board of Education Meeting

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

Motion & Voting

Motion to approve the Board's Consent Agenda as presented.

Motion by Pheng Thao, second by Kristine Sauter.

Final Resolution: Motion Carried

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

Subject	B. Special Board Meeting Minutes-CLOSED SESSION from August 21, 2023
Meeting	Aug 28, 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

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

Subject	C. Special Board Meeting Minutes from August 23, 2023
Meeting	Aug 28, 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

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

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. Professional Educator New Hire(s)
Meeting	Aug 28, 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 Superintendent's Consent Agenda as presented.

File Attachments

[IFC Professional Educator New Hires 8-28-23.pdf \(186 KB\)](#)

Motion & Voting

Motion to approve the Superintendent's Consent Agenda as presented.

Motion by Kay Eggert, second by Edward Ruffolo.

Final Resolution: Motion Carried

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

Subject	B. Professional Educator Contract Change(s)
Meeting	Aug 28, 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 8-28-23.pdf \(146 KB\)](#)

Subject	C. Professional Educator Resignation(s)
Meeting	Aug 28, 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 8-28-23.pdf \(104 KB\)](#)

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: None
Meeting	Aug 28, 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

Subject	B. School/Student Services Report: None
Meeting	Aug 28, 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

Subject	C. Personnel Services Update(s): None
Meeting	Aug 28, 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

9. Board Business

Subject	A. Monitoring Report: R-1 Mega Results
Meeting	Aug 28, 2023 - Board of Education Meeting
Category	9. Board Business
Type	Action, Discussion, Information
Recommended Action	Motion to approve the Monitoring Report: R-1 Mega Results as presented.

File Attachments

Motion & Voting

Motion to approve the Monitoring Report: R-1 Mega Results as presented.

Motion by Kristine Sauter, second by Pheng Thao.

Final Resolution: Motion Carried

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

Subject	B. 2023-2024 Professional Educator Compensation increase
Meeting	Aug 28, 2023 - Board of Education Meeting
Category	9. Board Business
Type	Action
Recommended Action	Motion to approve the 2023-2024 Professional Educator Compensation increase as presented.

Chief Human Resources Officer, Julie King, will present the 2023-2024 Professional Educator Compensation increase item for consideration.

File Attachments

[IFC Compensation & Wage Settlement Professional Educator 2023-24.pdf \(113 KB\)](#)

Motion & Voting

Motion to approve the 2023-2024 Professional Educator Compensation increase as presented.

Motion by Kay Eggert, second by Edward Ruffolo.

Final Resolution: Motion Carried

Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack

Abstain: Nick Ross

Subject	C. Consent Agenda Item(s) Removed for Separate Consideration
Meeting	Aug 28, 2023 - Board of Education Meeting
Category	9. Board Business
Type	Action, Discussion

10. Items of Information

Subject	A. None
Meeting	Aug 28, 2023 - Board of Education Meeting
Category	10. Items of Information
Type	

11. Future Meetings

Subject **A. Board Work Session: Monday, September 11, 2023, 4:00PM**

Meeting Aug 28, 2023 - Board of Education Meeting

Category 11. Future Meetings

Type Information

Subject **B. Board Meeting: Monday, September 11, 2023, 6:00PM**

Meeting Aug 28, 2023 - Board of Education Meeting

Category 11. Future Meetings

Type Information

12. Adjourn

Subject **A. Motion to Adjourn the Meeting**

Meeting Aug 28, 2023 - Board of Education Meeting

Category 12. Adjourn

Type Action, Procedural

Recommended Motion to adjourn the meeting.
Action

Motion & Voting

Motion to adjourn the meeting.

Motion by Pheng Thao, second by James Bacon.

Final Resolution: Motion Carried

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

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

Success for
Every Student,
Every Day



**Appleton Area School District
Results Monitoring Report
R-1 Mega Result**

SUPERINTENDENT CERTIFICATION:

With respect to Results Policy 1 Mega Result, the Superintendent certifies that the information is accurate and complete and that the Organization 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.

Executive Summary/Analysis:

The evidence, as submitted below, provides assurance to the Board that the District provides instructional programming that supports students in acquiring the developmental skills necessary to graduate academically, socially, and emotionally prepared for success in their personal lives, careers, and continuing education; and committed to lead, care for, and contribute to their community. In addition, the measures directly support the District's Continuous School Improvement Process as illustrated through the annual AASD Scorecard.

Notes or exceptions, if any:

Signed: _____ Date: _____

Superintendent

BOARD ACTION:

With respect to Results Policy 1 Mega Result, the Board finds that the organization 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)

Summary Statements of the Board, if any:

Signed: _____ Date: _____
Board President

Document submitted: _____ Re-submitted: _____

R-1 Mega Result

Students will graduate academically, socially, and emotionally prepared for success in their personal lives, careers, and continuing education; and committed to lead, care for, and contribute to their community.

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:



MOTTO
SUCCESS FOR EVERY STUDENT.
EVERY DAY

VISION
WORKING TOGETHER,
STUDENTS, FAMILIES, STAFF,
AND COMMUNITY WILL ENSURE
THAT EACH GRADUATE IS
ACADEMICALLY, SOCIALLY,
AND EMOTIONALLY PREPARED
FOR SUCCESS IN LIFE. EVERY
STUDENT, EVERY DAY.

INCLUSIVE &
ENGAGING
CULTURE TO
SUPPORT
TEACHING &
LEARNING

STUDENT
SUCCESS

FAMILY &
COMMUNITY
PARTNERSHIPS

RESOURCES &
OPERATIONAL
EXCELLENCE

ENSURE A SAFE,
HEALTHY, AND
WELCOMING
SCHOOL
ENVIRONMENT
FOR ALL.

ENSURE EVERY
STUDENT IS
ACADEMICALLY,
SOCIALLY, AND
EMOTIONALLY
SUCCESSFUL
AND GRADUATES
READY FOR
COLLEGE/
CAREER AND
THEIR
COMMUNITY.

CREATE AND
MAINTAIN
STRONG FAMILY,
COMMUNITY, AND
BUSINESS
PARTNERSHIPS
TO ACCELERATE
OUR COLLECTIVE
IMPACT ON
STUDENT
SUCCESS.

ALIGN
RESOURCES AND
OPERATIONS
DIRECTLY TO
DISTRICT
PRIORITIES THAT
ENSURE THE
SUCCESS OF ALL
STUDENTS WITH
MAXIMUM
EFFICIENCY AND
EXCELLENCE.

The Mega Result statement clarifies our definition of a student's educational experience and is the overarching reason the Appleton Area School District exists. Representing the community's values, the Board expects each student to graduate prepared to be successful in the next phase of life, whether that be college or career, or both. In addition, the Board desires that in addition to academic and skill readiness, students graduate with attitudes, abilities, and dispositions that will support them leading happy, productive lives and making a positive contribution to the world in which they live.

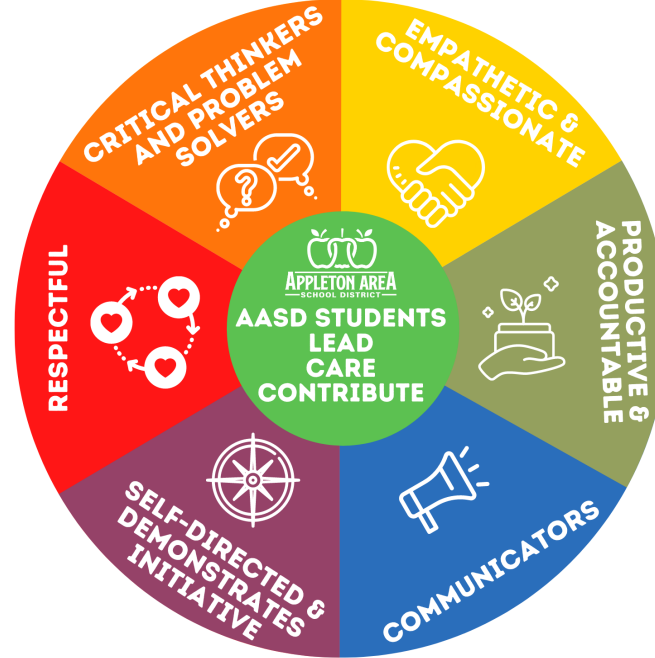
Specifically:

- **Students shall mean** every student in our district, including but not limited to: Hispanic, Black, Native American or Native Alaskan, Native Hawaiian or Other Pacific Islander, Asian, White, Two or More Races, Economically Disadvantaged, English Language Learners, and Students with Disabilities.
- **Academically prepared** shall mean readiness for post-secondary study without the need for remedial assistance upon enrollment.

- **Socially and emotionally prepared** shall mean the ability to apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others.
- **Success in their personal lives** shall mean the ability to reach one's personal goals in life, whatever those goals may be.
- **Success in their careers** shall mean a combination of achieving a reasonable level of financial stability while doing work that one enjoys.
- **Success in their continuing education** shall mean how well students are prepared to accomplish their current and future academic, personal, and professional goals through the development of knowledge, a sense of responsibility and self-reliance, and a connection to the college and wider community.
- **Committed to lead** shall mean all AASD students will lead by example through critical thinking, problem-solving, and effective communication.
- **Committed to care for** shall mean all AASD students will show care for themselves, others, and their community through empathy, compassion, and respect.
- **Committed to contribute** shall mean all AASD students will contribute to their classrooms, schools, and communities through self-direction, productivity, and accountability.



Six Essential Traits of the AASD Portrait of a Graduate



Indicators to be Used:

1. **AASD Academic Achievement (R.2)** - The AASD Academic Achievement Results Policies include established targets and progress monitoring measures that focus on the District goal of each student being literate, numerate, and able to integrate and apply the knowledge, skills, and competencies acquired across all academic disciplines. These policies support the goal of each student demonstrating 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:
 - **R.2.1.1 English Language Arts**
 - **R.2.1.2 Mathematics**
 - **R.2.1.3 Science**
 - **R.2.1.4 Civics and Social Studies**
 - **R.2.1.5 Health and Human Performance**
 - **R.2.1.6 Fine Arts**
 - **R.2.1.7 World Languages**
 - **R.2.1.8 Career and Technical Education**

- **R.2.1.9 Financial Literacy**

2. AASD Essential Life Skills (R.3) - The AASD Essential Life Skills Policy includes established targets and progress monitoring measures that focus on the District goal of each student acquiring the developmental skills necessary to lead healthy, satisfying, self directed, and productive lives in the following domains:

- **Cognitive Development**
- **Physical Wellness Development**
- **Communications Development**
- **Social Development**
- **Moral and Ethical Behavior Development**
- **Psychological Development**
- **Career Development**

3. Percent of AASD Students Graduating - In addition to enrolled students making progress, it is essential that they remain in school and graduate having successfully completed the graduation requirements defined by Board policy. This indicator also aims to reduce disparities in graduation rates among identified subgroups. While it is desirable for students to graduate “on time”, Board values indicate that it is more important that students graduate, regardless of the timeframe needed (IEP determination, etc.). Therefore, this indicator must also reflect the percentage of students who graduate, whether that was within four years or not.

4. Percent of AASD Students Indicating Readiness to LEAD, CARE, and CONTRIBUTE (CBL/ACP Summary) - To ensure success for Every Student, Every Day in the Appleton Area School District, our Portrait of a Graduate brings clarity to what our community values most as outcomes of the Early Childhood through Grade 12 educational experience. We believe that graduates of the AASD should possess certain qualities that will ensure that they are college, career, and community ready. The AASD Portrait of a Graduate is a collective vision that articulates the community’s aspirations for all students. The [AASD CBL/ACP Summative Survey](#) is used to capture students’ 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:

- **Norm-referenced** - Assessments that are used to compare students’ progress to others in their peer group. This group may contain students in the same grade across the state or nation, or other categories such as special education, disability status, English learners, gifted students, and more. Most commonly, norm-referenced tests use a national peer group.
- **Results Policies** - The previously Board-approved Coherent Governance Policies that establish indicators of success for successfully achieving identified Board goals within the areas of Student Academic Achievement and Essential Life Skills and that are monitored annually.
- **WISEdash Portal** - a data portal that uses “dashboards,” or visual collections of graphs and tables, to provide certified multi-year education data about Wisconsin schools. Data on the portal are redacted and available by school, district, or State.

SUPERINTENDENT Evidence of Reasonable Progress:

Indicator 1: Reasonable progress on R.2.1 Academic Achievement Results Policies

We will make reasonable progress on each content area policy within the Academic Achievement Results Policy as evidenced by annual review of policies R.2.1.1 through R.2.1.9.

Academic Achievement Results Policy	Superintendent			
	Reasonable Progress	Reasonable Progress with Noted Exceptions	Reasonable Progress Not Made	Baseline Year
R.2.1.1 English Language Arts				X
R.2.1.2 Mathematics				X
R.2.1.3 Science				X
R.2.1.4 Civics & Social Studies				X
R.2.1.5 Health & Human Performance				X
R.2.1.6 Fine Arts				X
R.2.1.7 World Languages				X
R.2.1.8 Career & Technical Education				X
R.2.1.9 Financial Literacy				X

Indicator 2: Reasonable progress on R.3 Essential Life Skills Policy

We will make reasonable progress on the Essential Life Skills Results Policy as evidenced by annual review of policy R.3.

R.3 Essential Life Skills Domain	Previous Dispositions of the Board of Education			
	Reasonable Progress	Reasonable Progress with Noted Exceptions	Reasonable Progress Not Made	Baseline Year
R.3.1 Cognitive Development				X
R.3.2 Physical Wellness Development				X

R.3.3 Communications Development				X
R.3.4 Social Development				X
R.3.5 Moral & Ethical Character Development				X
R.3.6 Psychological Development				X
R.3.7 Career Development				X

Indicator 3: Graduation Rates of AASD Students

We will increase the 4-year graduation rate for all students as well as within identified demographic groups by 1% as evidenced by certified graduation data within the WISEdash portal.

	4-Year Graduation Rate	
	2021-22 Baseline	2022-23 Results (uncertified)
% of Students Graduating (All Students)	86.9%	86.2%
% of Students Graduating (Students with Disabilities)	60.1%	64.3%
% of Students Graduating (Black Students)	69.6%	62.9%

We will increase by 1% the rate of students who graduate within 7 years as evidenced by certified graduation year cohort data within the WISEdash portal.

Percent of Students (By Graduation Year Cohort) Who Completed AASD Diploma Requirements Within 7 Years

By the end of 2018-2019	By the end of 2019-2020	By the end of 2020-2021	By the end of 2021-2022	By the end of 2022-2023 (not yet certified)
84.3% (Class of 2016)	92.3% (Class of 2017)	93.9% (Class of 2018)	92.4% (Class of 2019)	94.0% (Class of 2020)

Indicator 4: Percentage of Graduates Prepared to LEAD, CARE, and CONTRIBUTE.

We will increase the percentage of 12th-grade students who indicate they are ready to independently Lead, Care, and Contribute within the CBL/ACP Summary by 3%.

	% of Graduates Ready to Lead, Care, and Contribute
	Starting in 2022-23 Baseline
% 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:

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>
Shaquese M. Clincy	Special Ed-SEBD	McKinley	100%	\$45,200	8/28/23
Nyla D. Jacobs	World Language-French	EIN/KA/WHS	90%	\$40,680	8/28/23
Shawna J. Janota	Family & Consumer Science	Kaleidoscope	34%	\$12,930	11/1/23
Taylor L. Lange	Physical Education	Ferber/Franklin	90%	\$44,950	9/14/23
Kelly N. Quiroga	Science	Kaleidoscope	100%	\$50,350	8/28/23
Luis D. Sanchez	Special Ed-AUT/EBD	Wilson	100%	\$45,200	8/28/23
Dana A. Saunders	Special Ed-EBD/ID	Horizons	100%	\$45,200	8/28/23
Karen P. Schwoerer	Special Ed-SLD	East	90%	\$44,910	8/28/23
Sean M. Sloan	Special Ed-AUT	Johnston	100%	\$45,200	8/28/23
Amanda M. Trejo	Grade 5/6	Huntley	100%	\$49,900	8/28/23
Carrie L. Walkup	Special Ed-SEBD	McKinley	100%	\$45,200	8/28/23

Shaquese M. Clincy received her Master of Arts degree from Ashford University with a major in Special Education. Ms. Clincy is being hired under a one-year license with stipulations as a “Temporary Employee” for the 2023-2024 school year. Most recently, she served the District as a Special Education Paraprofessional at Highlands Elementary School.

Nyla D. Jacobs received her Bachelor of Arts degree from UW-Eau Claire with a major in Psychology and minor in French. Ms. Jacobs is being hired under a one-year license with stipulations as a “Temporary Employee” for the 2023-2024 school year. Most recently, she served the Eau Claire Area School District as a Substitute Teacher.

Shawna J. Janota received her Master of Education degree from South Dakota State University with a major in Human Sciences/Family and Consumer Sciences. Ms. Janota is being hired as a “Temporary Employee” for the 2023-2024 school year. Most recently, she served the District as a temporary employee in a similar role at Kaleidoscope Academy.

Taylor L. Lange received her Bachelor of Arts degree from Carthage College with a major in Physical Education Sport and Fitness. Most recently, she served the Oshkosh Area School District as a Physical Education Teacher.

Kelly N. Quiroga received her Master of Arts in Education degree from Marian University with a major in Teacher Education. Most recently, she served the Oshkosh Area School District as a Grade 6 Science Teacher.

Luis D. Sanchez received his Bachelor of Science degree from William Carey University with a major in Health, Physical Education and Recreation. Mr. Sanchez is being hired under a one-year license with stipulations as a “Temporary Employee” for the 2023-2024 school year. Most recently, he served the District as a Special Education Paraprofessional at West High School.

Dana A. Saunders received her Master of Science degree from WU-Superior with a major in Interdisciplinary/Education Studies. Ms. Saunders 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 Horizons Elementary School.

Karen P. Schwoerer received her Bachelor of Science in Education degree from Northern Michigan University with a major in Elementary Education. Ms. Schwoerer is being hired under a one-year license with stipulations as a “Temporary Employee” for the 2023-2024 school year. Most recently, she served the District as an ESSER Substitute Teacher at McKinley Elementary School.

Sean M. Sloan received his Bachelor of Science degree from UW-Milwaukee with a major in Psychology. Mr. Sloan is being hired under a one-year license with stipulations as a “Temporary Employee” for the 2023-2024 school year. Most recently, he served Dyslexia Reading Connection as a Math Tutor.

Amanda M. Trejo received her Bachelor of Science in Education degree from UW-Oshkosh with a major in Elementary Education. Most recently, she served the District as an ESSER Substitute Teacher at Franklin Elementary School.

Carrie L. Walkup received her Bachelor of Science degree from UW-Oshkosh with a major Human Services Leadership. Ms. Walkup is being hired under a one-year license with stipulations as a “Temporary Employee” for the 2022-2023 school year. Most recently, she served the District in a similar role at McKinley Elementary School.

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) 852-5302

ITEM FOR CONSIDERATION

Topic: Professional Educator Contract Change(s)

Background

Information: A contract change 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>
Corrina Albright	Music-Strings	Badger	60% to 80%	8/28/23–6/7/24
Sara Aldana	World Lang. - Spanish	Einstein	100% to 117%	8/28/23–6/7/24
Sara Armstrong	ELA	West	100% to 110%	1/22/24-6/7/24
David Babcock	World Lang. – French	West	100% to 120%	8/28/23-6/7/24
Thomas Bates	Tech. Ed.	North	100% to 120%	8/28/23-6/7/24
Katherine Baumgart	Art	Jefferson	100% to 110%	8/28/23-6/7/24
Teri Berlowski	CTE Internship	North	100% to 120%	8/28/23-6/7/24
Rosamond Birch	PFM	West	100% to 120%	8/28/23-1/19/24
Julie Branner	Science	West	100% to 120%	8/28/23-6/7/24
Katherine Busch	FCS/ACP	Einstein	100% to 117%	3/21/24-6/7/24
William Busch	Tech. Ed.	Einstein	100% to 108%	11/6/23-1/19/24
Lisa Carney	Math	North	100% to 120%	8/28/23-6/7/24
David Cash	Tech. Ed.	West	100% to 120%	8/28/23-1/19/24
Katherine Chicquette	ELA	Central	100% to 120%	8/28/23-1/19/24
Niles Clark	Personal Finance	North	100% to 120%	1/22/24-6/7/24
Kirsten Cline-Schubbe	Physical Ed.	West	100% to 120%	8/28/23-1/19/24
Christina Conn	Music-Choral	Madison	100% to 108%	8/28/23-6/7/24
Mark Cross	Science	West	100% to 120%	8/28/23-6/7/24
Krista DeJarlais	World Lang.-French	Odyssey	100% to 117%	8/28/23-6/7/24
Kaelynn Disch	Math	West	100% to 120%	8/28/23-6/7/24
Lisa Goff	Special Ed-EBD	West	100% to 120%	8/28/23-6/7/24
Jennifer Flannery-Bosin	FCS	East	60% to 80%	8/28/23-1/19/24
Nicholas German	Tech. Ed	East/Tesla	100% to 120%	8/28/23-6/7/24
Matthew Hechel	Alternative Ed	North	100% to 120%	8/28/23-6/7/24
Stephanie Hooyman	World Lang. – French	Odyssey	100% to 117%	8/28/23-6/7/24
Cormac Joyce	World Lang. – French	West	100% to 120%	8/28/23-6/7/24
Jessica Lindsay	ELA	West	100% to 120%	8/28/23-1/19/24
Debra Loesche	Social Studies	East	100% to 120%	8/28/23-6/7/24
Megan Meuer	World Lang.-Spanish	Einstein	100% to 117%	8/28/23-6/7/24
Nicole McCurdy	Art	Huntley	100% to 110%	8/28/23-6/7/24
Sophia Pedroni	Art	Dunlap	100% to 110%	8/28/23-6/7/24

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>	<u>Effective Date</u>
Elizabeth Platten	World Lang.-French	Einstein	100% to 117%	8/28/23-6/7/24
Elizabeth Podlasek	PFM	Central	100% to 120%	8/28/23-6/7/24
Phillip Reisweber	Tech. Ed.	East/Tesla	100% to 120%	1/22/24-6/7/24
Sarah Rimmel	Special Ed-EBD	RISE	100% to 120%	8/28/23-6/7/24
Kimberly Riegert	Health	North	100% to 110%	8/28/23-1/19/24
Bethany Riley	Counselor	Ferber	20% to 80%	8/28/23-6/7/24
Robert Salm	Health	North	100% to 120%	8/28/23-6/7/24
Lynn Schadrie	Science	West	100% to 120%	8/28/23 -6/7/24
Sean Schuff	Tech. Ed.	East/Tesla	100% to 120%	8/28/23-1/19/24
Nicole Severing	World Lang. –Spanish	Kaleidoscope	100% to 108%	8/28/23-1/20/24
Daniel Shimek	Social Studies	Central	100% to 120%	8/28/23 – 6/7/24
Erin Sjostrom	Art	Highlands	100% to 110%	8/28/23 – 6/7/24
Nicole Streck	Physical Ed.	West	100% to 120%	1/22/24 – 6/7/24
Christina Stickney	Math/Computer Sci.	West	100% to 120%	8/28/23-1/19/24
Jaime Vander Heiden	Art	West	100% to 120%	1/22/24 – 6/7/24
Benjamin Vander Logt	Social Studies	WCA	100% to 120%	8/28/24-6/7/24
Abby VanderLoop	Alternative Ed.	North	100% to 120%	8/28/24-6/7/24
Katherine Vander Velden	Art	West	100% to 110%	8/28/24-6/7/24
Stephanie Vos	Special Ed.	Morgan	100% to 120%	8/28/23-6/7/24
Aaron Wegand	Tech. Ed.	East/Tesla	100% to 120%	1/19/23-6/7/24
Molly Welhouse	SAPAR	East	100% to 110%	8/28/23-6/7/24
Rebecca Whittle	Social Studies	West	100% to 120%	1/22/24-6/7/24
Sara Wilda	Art	Foster	100% to 110%	8/28/23-6/7/24
Laura Woltman	Music-General	Ferber	100% to 110%	8/28/23-6/7/24
PaNhia Yang	SAPAR	East	100% to 110%	8/28/23-6/7/24

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) 852-5302

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:

Jaelyn A. Brendemihl was recently hired by the District for the 2023-2024 school year as a Math/Social Studies Teacher at Madison Middle School.

Stephanie D. McGuire has been with the District for one year, most recently as a Grade 8 Science Teacher at Kaleidoscope Academy.

Jaelyn A. Brendemihl was recently hired by the District for the 2023-2024 school year as a Math/Social Studies Teacher at Madison Middle School.

Shannon M. Johnson was recently hired by the District for the 2023-2024 school year as a Physical Education Teacher at Ferber and Franklin Elementary Schools.

Laura A. Wiggins has been with the District for eight years, most recently as a Dean of Students at Ferber Elementary School.

Fiscal Note: Dependent upon replacements

Administrative

Recommendation: Approval

Instructional

Impact: Qualified replacements will be procured

Contact

Person: Julie King, (920) 852-5302

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>
Shaquese M. Clincy	Special Ed-SEBD	McKinley	100%	\$45,200	8/28/23
Nyla D. Jacobs	World Language-French	EIN/KA/WHS	90%	\$40,680	8/28/23
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Taylor L. Lange	Physical Education	Ferber/Franklin	90%	\$44,950	9/14/23
Kelly N. Quiroga	Science	Kaleidoscope	100%	\$50,350	8/28/23
Luis D. Sanchez	Special Ed-AUT/EBD	Wilson	100%	\$45,200	8/28/23
Dana A. Saunders	Special Ed-EBD/ID	Horizons	100%	\$45,200	8/28/23
Karen P. Schwoerer	Special Ed-SLD	East	90%	\$44,910	8/28/23
Sean M. Sloan	Special Ed-AUT	Johnston	100%	\$45,200	8/28/23
Amanda M. Trejo	Grade 5/6	Huntley	100%	\$49,900	8/28/23
Carrie L. Walkup	Special Ed-SEBD	McKinley	100%	\$45,200	8/28/23

Shaquese M. Clincy received her Master of Arts degree from Ashford University with a major in Special Education. Ms. Clincy is being hired under a one-year license with stipulations as a “Temporary Employee” for the 2023-2024 school year. Most recently, she served the District as a Special Education Paraprofessional at Highlands Elementary School.

Nyla D. Jacobs received her Bachelor of Arts degree from UW-Eau Claire with a major in Psychology and minor in French. Ms. Jacobs is being hired under a one-year license with stipulations as a “Temporary Employee” for the 2023-2024 school year. Most recently, she served the Eau Claire Area School District as a Substitute Teacher.

Shawna J. Janota received her Master of Education degree from South Dakota State University with a major in Human Sciences/Family and Consumer Sciences. Ms. Janota is being hired as a “Temporary Employee” for the 2023-2024 school year. Most recently, she served the District as a temporary employee in a similar role at Kaleidoscope Academy.

Taylor L. Lange received her Bachelor of Arts degree from Carthage College with a major in Physical Education Sport and Fitness. Most recently, she served the Oshkosh Area School District as a Physical Education Teacher.

Kelly N. Quiroga received her Master of Arts in Education degree from Marian University with a major in Teacher Education. Most recently, she served the Oshkosh Area School District as a Grade 6 Science Teacher.

Luis D. Sanchez received his Bachelor of Science degree from William Carey University with a major in Health, Physical Education and Recreation. Mr. Sanchez is being hired under a one-year license with stipulations as a “Temporary Employee” for the 2023-2024 school year. Most recently, he served the District as a Special Education Paraprofessional at West High School.

Dana A. Saunders received her Master of Science degree from WU-Superior with a major in Interdisciplinary/Education Studies. Ms. Saunders 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 Horizons Elementary School.

Karen P. Schwoerer received her Bachelor of Science in Education degree from Northern Michigan University with a major in Elementary Education. Ms. Schwoerer is being hired under a one-year license with stipulations as a “Temporary Employee” for the 2023-2024 school year. Most recently, she served the District as an ESSER Substitute Teacher at McKinley Elementary School.

Sean M. Sloan received his Bachelor of Science degree from UW-Milwaukee with a major in Psychology. Mr. Sloan is being hired under a one-year license with stipulations as a “Temporary Employee” for the 2023-2024 school year. Most recently, he served Dyslexia Reading Connection as a Math Tutor.

Amanda M. Trejo received her Bachelor of Science in Education degree from UW-Oshkosh with a major in Elementary Education. Most recently, she served the District as an ESSER Substitute Teacher at Franklin Elementary School.

Carrie L. Walkup received her Bachelor of Science degree from UW-Oshkosh with a major Human Services Leadership. Ms. Walkup is being hired under a one-year license with stipulations as a “Temporary Employee” for the 2022-2023 school year. Most recently, she served the District in a similar role at McKinley Elementary School.

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) 852-5302

ITEM FOR CONSIDERATION

Topic: Professional Educator Contract Change(s)

Background

Information: A contract change 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>
Corrina Albright	Music-Strings	Badger	60% to 80%	8/28/23–6/7/24
Sara Aldana	World Lang. - Spanish	Einstein	100% to 117%	8/28/23–6/7/24
Sara Armstrong	ELA	West	100% to 110%	1/22/24-6/7/24
David Babcock	World Lang. – French	West	100% to 120%	8/28/23-6/7/24
Thomas Bates	Tech. Ed.	North	100% to 120%	8/28/23-6/7/24
Katherine Baumgart	Art	Jefferson	100% to 110%	8/28/23-6/7/24
Teri Berlowski	CTE Internship	North	100% to 120%	8/28/23-6/7/24
Rosamond Birch	PFM	West	100% to 120%	8/28/23-1/19/24
Julie Branner	Science	West	100% to 120%	8/28/23-6/7/24
Katherine Busch	FCS/ACP	Einstein	100% to 117%	3/21/24-6/7/24
William Busch	Tech. Ed.	Einstein	100% to 108%	11/6/23-1/19/24
Lisa Carney	Math	North	100% to 120%	8/28/23-6/7/24
David Cash	Tech. Ed.	West	100% to 120%	8/28/23-1/19/24
Katherine Chicquette	ELA	Central	100% to 120%	8/28/23-1/19/24
Niles Clark	Personal Finance	North	100% to 120%	1/22/24-6/7/24
Kirsten Cline-Schubbe	Physical Ed.	West	100% to 120%	8/28/23-1/19/24
Christina Conn	Music-Choral	Madison	100% to 108%	8/28/23-6/7/24
Mark Cross	Science	West	100% to 120%	8/28/23-6/7/24
Krista DeJarlais	World Lang.-French	Odyssey	100% to 117%	8/28/23-6/7/24
Kaelynn Disch	Math	West	100% to 120%	8/28/23-6/7/24
Lisa Goff	Special Ed-EBD	West	100% to 120%	8/28/23-6/7/24
Jennifer Flannery-Bosin	FCS	East	60% to 80%	8/28/23-1/19/24
Nicholas German	Tech. Ed	East/Tesla	100% to 120%	8/28/23-6/7/24
Matthew Hechel	Alternative Ed	North	100% to 120%	8/28/23-6/7/24
Stephanie Hooyman	World Lang. – French	Odyssey	100% to 117%	8/28/23-6/7/24
Cormac Joyce	World Lang. – French	West	100% to 120%	8/28/23-6/7/24
Jessica Lindsay	ELA	West	100% to 120%	8/28/23-1/19/24
Debra Loesche	Social Studies	East	100% to 120%	8/28/23-6/7/24
Megan Meuer	World Lang.-Spanish	Einstein	100% to 117%	8/28/23-6/7/24
Nicole McCurdy	Art	Huntley	100% to 110%	8/28/23-6/7/24
Sophia Pedroni	Art	Dunlap	100% to 110%	8/28/23-6/7/24

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>	<u>Effective Date</u>
Elizabeth Platten	World Lang.-French	Einstein	100% to 117%	8/28/23-6/7/24
Elizabeth Podlasek	PFM	Central	100% to 120%	8/28/23-6/7/24
Phillip Reisweber	Tech. Ed.	East/Tesla	100% to 120%	1/22/24-6/7/24
Sarah Rimmel	Special Ed-EBD	RISE	100% to 120%	8/28/23-6/7/24
Kimberly Riegert	Health	North	100% to 110%	8/28/23-1/19/24
Bethany Riley	Counselor	Ferber	20% to 80%	8/28/23-6/7/24
Robert Salm	Health	North	100% to 120%	8/28/23-6/7/24
Lynn Schadrie	Science	West	100% to 120%	8/28/23 -6/7/24
Sean Schuff	Tech. Ed.	East/Tesla	100% to 120%	8/28/23-1/19/24
Nicole Severing	World Lang. –Spanish	Kaleidoscope	100% to 108%	8/28/23-1/20/24
Daniel Shimek	Social Studies	Central	100% to 120%	8/28/23 – 6/7/24
Erin Sjostrom	Art	Highlands	100% to 110%	8/28/23 – 6/7/24
Nicole Streck	Physical Ed.	West	100% to 120%	1/22/24 – 6/7/24
Christina Stickney	Math/Computer Sci.	West	100% to 120%	8/28/23-1/19/24
Jaime Vander Heiden	Art	West	100% to 120%	1/22/24 – 6/7/24
Benjamin Vander Logt	Social Studies	WCA	100% to 120%	8/28/24-6/7/24
Abby VanderLoop	Alternative Ed.	North	100% to 120%	8/28/24-6/7/24
Katherine Vander Velden	Art	West	100% to 110%	8/28/24-6/7/24
Stephanie Vos	Special Ed.	Morgan	100% to 120%	8/28/23-6/7/24
Aaron Wegand	Tech. Ed.	East/Tesla	100% to 120%	1/19/23-6/7/24
Molly Welhouse	SAPAR	East	100% to 110%	8/28/23-6/7/24
Rebecca Whittle	Social Studies	West	100% to 120%	1/22/24-6/7/24
Sara Wilda	Art	Foster	100% to 110%	8/28/23-6/7/24
Laura Woltman	Music-General	Ferber	100% to 110%	8/28/23-6/7/24
PaNhia Yang	SAPAR	East	100% to 110%	8/28/23-6/7/24

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) 852-5302

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:

Jaelyn A. Brendemihl was recently hired by the District for the 2023-2024 school year as a Math/Social Studies Teacher at Madison Middle School.

Shannon M. Johnson was recently hired by the District for the 2023-2024 school year as a Physical Education Teacher at Ferber and Franklin Elementary Schools.

Stephanie D. McGuire has been with the District for one year, most recently as a Grade 8 Science Teacher at Kaleidoscope Academy.

Laura A. Wiggins has been with the District for eight years, most recently as a Dean of Students at Ferber Elementary School.

Fiscal Note: Dependent upon replacements

Administrative Recommendation: Approval

Instructional Impact: Qualified replacements will be procured

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

Success for
Every Student,
Every Day



**Appleton Area School District
Results Monitoring Report
R-1 Mega Result**

SUPERINTENDENT CERTIFICATION:

With respect to Results Policy 1 Mega Result, the Superintendent certifies that the information is accurate and complete and that the Organization is:

☐ **Making Reasonable Progress**

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

☐ **Failing to make Reasonable Progress**

☒ **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.

Executive Summary/Analysis:

The evidence, as submitted below, provides assurance to the Board that the District provides instructional programming that supports students in acquiring the developmental skills necessary to graduate academically, socially, and emotionally prepared for success in their personal lives, careers, and continuing education; and committed to lead, care for, and contribute to their community. In addition, the measures directly support the District's Continuous School Improvement Process as illustrated through the annual AASD Scorecard.

Notes or exceptions, if any:

Signed: _____ Date: _____

Superintendent

BOARD ACTION:

With respect to Results Policy 1 Mega Result, the Board finds that the organization 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)

Summary Statements of the Board, if any:

Signed: _____ Date: _____
Board President

Document submitted: _____ Re-submitted: _____

R-1 Mega Result

Students will graduate academically, socially, and emotionally prepared for success in their personal lives, careers, and continuing education; and committed to lead, care for, and contribute to their community.

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:



MOTTO
SUCCESS FOR EVERY STUDENT.
EVERY DAY

VISION
WORKING TOGETHER,
STUDENTS, FAMILIES, STAFF,
AND COMMUNITY WILL ENSURE
THAT EACH GRADUATE IS
ACADEMICALLY, SOCIALLY,
AND EMOTIONALLY PREPARED
FOR SUCCESS IN LIFE. EVERY
STUDENT, EVERY DAY.

INCLUSIVE &
ENGAGING
CULTURE TO
SUPPORT
TEACHING &
LEARNING

STUDENT
SUCCESS

FAMILY &
COMMUNITY
PARTNERSHIPS

RESOURCES &
OPERATIONAL
EXCELLENCE

ENSURE A SAFE,
HEALTHY, AND
WELCOMING
SCHOOL
ENVIRONMENT
FOR ALL.

ENSURE EVERY
STUDENT IS
ACADEMICALLY,
SOCIALLY, AND
EMOTIONALLY
SUCCESSFUL
AND GRADUATES
READY FOR
COLLEGE/
CAREER AND
THEIR
COMMUNITY.

CREATE AND
MAINTAIN
STRONG FAMILY,
COMMUNITY, AND
BUSINESS
PARTNERSHIPS
TO ACCELERATE
OUR COLLECTIVE
IMPACT ON
STUDENT
SUCCESS.

ALIGN
RESOURCES AND
OPERATIONS
DIRECTLY TO
DISTRICT
PRIORITIES THAT
ENSURE THE
SUCCESS OF ALL
STUDENTS WITH
MAXIMUM
EFFICIENCY AND
EXCELLENCE.

The Mega Result statement clarifies our definition of a student's educational experience and is the overarching reason the Appleton Area School District exists. Representing the community's values, the Board expects each student to graduate prepared to be successful in the next phase of life, whether that be college or career, or both. In addition, the Board desires that in addition to academic and skill readiness, students graduate with attitudes, abilities, and dispositions that will support them leading happy, productive lives and making a positive contribution to the world in which they live.

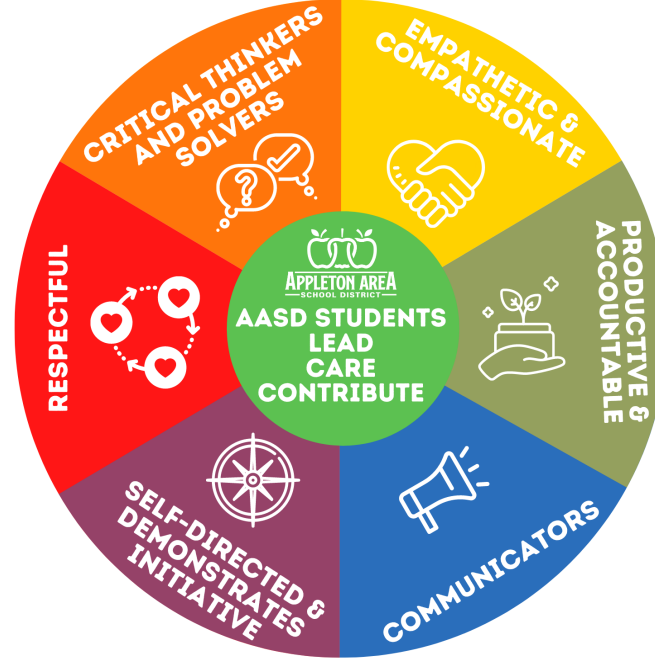
Specifically:

- **Students shall mean** every student in our district, including but not limited to: Hispanic, Black, Native American or Native Alaskan, Native Hawaiian or Other Pacific Islander, Asian, White, Two or More Races, Economically Disadvantaged, English Language Learners, and Students with Disabilities.
- **Academically prepared** shall mean readiness for post-secondary study without the need for remedial assistance upon enrollment.

- **Socially and emotionally prepared** shall mean the ability to apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others.
- **Success in their personal lives** shall mean the ability to reach one's personal goals in life, whatever those goals may be.
- **Success in their careers** shall mean a combination of achieving a reasonable level of financial stability while doing work that one enjoys.
- **Success in their continuing education** shall mean how well students are prepared to accomplish their current and future academic, personal, and professional goals through the development of knowledge, a sense of responsibility and self-reliance, and a connection to the college and wider community.
- **Committed to lead** shall mean all AASD students will lead by example through critical thinking, problem-solving, and effective communication.
- **Committed to care for** shall mean all AASD students will show care for themselves, others, and their community through empathy, compassion, and respect.
- **Committed to contribute** shall mean all AASD students will contribute to their classrooms, schools, and communities through self-direction, productivity, and accountability.



Six Essential Traits of the AASD Portrait of a Graduate



Indicators to be Used:

1. **AASD Academic Achievement (R.2)** - The AASD Academic Achievement Results Policies include established targets and progress monitoring measures that focus on the District goal of each student being literate, numerate, and able to integrate and apply the knowledge, skills, and competencies acquired across all academic disciplines. These policies support the goal of each student demonstrating 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:
 - **R.2.1.1 English Language Arts**
 - **R.2.1.2 Mathematics**
 - **R.2.1.3 Science**
 - **R.2.1.4 Civics and Social Studies**
 - **R.2.1.5 Health and Human Performance**
 - **R.2.1.6 Fine Arts**
 - **R.2.1.7 World Languages**
 - **R.2.1.8 Career and Technical Education**

- **R.2.1.9 Financial Literacy**

2. AASD Essential Life Skills (R.3) - The AASD Essential Life Skills Policy includes established targets and progress monitoring measures that focus on the District goal of each student acquiring the developmental skills necessary to lead healthy, satisfying, self directed, and productive lives in the following domains:

- **Cognitive Development**
- **Physical Wellness Development**
- **Communications Development**
- **Social Development**
- **Moral and Ethical Behavior Development**
- **Psychological Development**
- **Career Development**

3. Percent of AASD Students Graduating - In addition to enrolled students making progress, it is essential that they remain in school and graduate having successfully completed the graduation requirements defined by Board policy. This indicator also aims to reduce disparities in graduation rates among identified subgroups. While it is desirable for students to graduate “on time”, Board values indicate that it is more important that students graduate, regardless of the timeframe needed (IEP determination, etc.). Therefore, this indicator must also reflect the percentage of students who graduate, whether that was within four years or not.

4. Percent of AASD Students Indicating Readiness to LEAD, CARE, and CONTRIBUTE (CBL/ACP Summary) - To ensure success for Every Student, Every Day in the Appleton Area School District, our Portrait of a Graduate brings clarity to what our community values most as outcomes of the Early Childhood through Grade 12 educational experience. We believe that graduates of the AASD should possess certain qualities that will ensure that they are college, career, and community ready. The AASD Portrait of a Graduate is a collective vision that articulates the community’s aspirations for all students. The [AASD CBL/ACP Summative Survey](#) is used to capture students’ 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:

- **Norm-referenced** - Assessments that are used to compare students’ progress to others in their peer group. This group may contain students in the same grade across the state or nation, or other categories such as special education, disability status, English learners, gifted students, and more. Most commonly, norm-referenced tests use a national peer group.
- **Results Policies** - The previously Board-approved Coherent Governance Policies that establish indicators of success for successfully achieving identified Board goals within the areas of Student Academic Achievement and Essential Life Skills and that are monitored annually.
- **WISEdash Portal** - a data portal that uses “dashboards,” or visual collections of graphs and tables, to provide certified multi-year education data about Wisconsin schools. Data on the portal are redacted and available by school, district, or State.

SUPERINTENDENT Evidence of Reasonable Progress:

Indicator 1: Reasonable progress on R.2.1 Academic Achievement Results Policies

We will make reasonable progress on each content area policy within the Academic Achievement Results Policy as evidenced by annual review of policies R.2.1.1 through R.2.1.9.

Academic Achievement Results Policy	Superintendent			
	Reasonable Progress	Reasonable Progress with Noted Exceptions	Reasonable Progress Not Made	Baseline Year
R.2.1.1 English Language Arts				X
R.2.1.2 Mathematics				X
R.2.1.3 Science				X
R.2.1.4 Civics & Social Studies				X
R.2.1.5 Health & Human Performance				X
R.2.1.6 Fine Arts				X
R.2.1.7 World Languages				X
R.2.1.8 Career & Technical Education				X
R.2.1.9 Financial Literacy				X

Indicator 2: Reasonable progress on R.3 Essential Life Skills Policy

We will make reasonable progress on the Essential Life Skills Results Policy as evidenced by annual review of policy R.3.

R.3 Essential Life Skills Domain	Previous Dispositions of the Board of Education			
	Reasonable Progress	Reasonable Progress with Noted Exceptions	Reasonable Progress Not Made	Baseline Year
R.3.1 Cognitive Development				X
R.3.2 Physical Wellness Development				X

R.3.3 Communications Development				X
R.3.4 Social Development				X
R.3.5 Moral & Ethical Character Development				X
R.3.6 Psychological Development				X
R.3.7 Career Development				X

Indicator 3: Graduation Rates of AASD Students

We will increase the 4-year graduation rate for all students as well as within identified demographic groups by 1% as evidenced by certified graduation data within the WISEdash portal.

	4-Year Graduation Rate	
	2021-22 Baseline	2022-23 Results (uncertified)
% of Students Graduating (All Students)	86.9%	86.2%
% of Students Graduating (Students with Disabilities)	60.1%	64.3%
% of Students Graduating (Black Students)	69.6%	62.9%

We will increase by 1% the rate of students who graduate within 7 years as evidenced by certified graduation year cohort data within the WISEdash portal.

Percent of Students (By Graduation Year Cohort) Who Completed AASD Diploma Requirements Within 7 Years

By the end of 2018-2019	By the end of 2019-2020	By the end of 2020-2021	By the end of 2021-2022	By the end of 2022-2023 (not yet certified)
84.3% (Class of 2016)	92.3% (Class of 2017)	93.9% (Class of 2018)	92.4% (Class of 2019)	94.0% (Class of 2020)

Indicator 4: Percentage of Graduates Prepared to LEAD, CARE, and CONTRIBUTE.

We will increase the percentage of 12th-grade students who indicate they are ready to independently Lead, Care, and Contribute within the CBL/ACP Summary by 3%.

	% of Graduates Ready to Lead, Care, and Contribute
	Starting in 2022-23 Baseline
% 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:

ITEM FOR CONSIDERATION

Topic: Professional Educator Wage Settlement and Compensation Increase for the 2023-2024 School Year

**Background
Information:**

A tentative Base Wage Agreement has been reached with the Appleton Education Association (AEA). The Agreement has been reached voluntarily in a spirit of cooperation between the AEA and the District negotiators. By state law, negotiations with the AEA are limited to base wage increases. The total increase to the base wage is limited (by state law) to the increase in the Consumer Price Index (CPI), 8% for this year. The base wage for AASD is the first level of the current Compensation Framework (\$45,200). In consideration of the current competitive labor market, local comparable compensation increases, the high CPI, and the budget, a significant compensation increase for Professional Educators is recommended for the 2023-2024 school year.

**Instructional
Impact:** A competitive compensation framework is a key component to retaining and attracting high quality professional educators.

Fiscal Impact: The total cost to the District will be approximately \$4,891,833 equal to a 6.47% of total compensation.

**Administrative
Recommendation:** To approve a 5.31% base wage increase (4% of total compensation) and level movement (2.47% of total compensation) for all eligible Educators, actively employed at the time of approval, for the 2023-2024 school year to be distributed as follows:

The total compensation increase would be distributed as follows:

- All eligible staff would advance a level on the Compensation Framework. The total cost of step/level increases would be approximately \$1,700,000.
- All eligible educators would receive a base wage increase costing approximately \$3,023,833 and be applied as follows:
 - Each level on the framework will increase by no less than \$2,300.
 - There would be additional adjustments to the starting and top of the Compensation Framework.
- All eligible educators who earn a District approved Master's degree in accordance with the Handbook timelines would move to the Master's level framework. The approximate cost of Master's level movement is \$168,000.

Contact Person(s): Julie King (920-852-5302) or Holly Burr (920-852-5305)

BOE: 8/28/23