



**Monday, October 25, 2021
Board of Education Meeting**

**APPLETON AREA SCHOOL DISTRICT
BOARD OF EDUCATION MEETING
Time: 6:00 PM**

The Board of Education will be meeting in the Scullen Leadership Center, 131 E. Washington Street, Suite 1A. Some individuals will be joining via zoom and the meeting will be livestreamed on YouTube. In-person public attendance (other than registered on-site public input) is suspended until further notice. ****Limited registration is available for on-site public input (additional information can be found on the District's website).**** Members of the media or general public may access the meeting via the live stream broadcast on the Appleton Area School District YouTube Channel: <https://www.youtube.com/channel/UChO-l09YGgt4uKnCWYvt8Pw>. For remote attendance via telephone, please dial: 1-312-626-6799 Meeting ID: 980 5081 4636

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 or provide written comments 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 Clara Kopplinger, at kopplingerclar@asd.k12.wi.us or (920) 832-6126, at least 24-hours in advance of the meeting. This would include any person for whom it would be burdensome or infeasible to use the primary method(s) of remote access established by the District.

1. Meeting Opening

Subject

A. Roll Call

Meeting

Oct 25, 2021 - Board of Education Meeting

Category

1. Meeting Opening

Type

Procedural

Subject

B. Pledge of Allegiance

Meeting

Oct 25, 2021 - 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 Items(s) for Separate Consideration

Meeting Oct 25, 2021 - Board of Education Meeting

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

Type Procedural

Subject B. Approval of Agenda

Meeting Oct 25, 2021 - Board of Education Meeting

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

Type Action, Procedural

Recommended Action Motion to approve the Board Agenda

Motion & Voting

Motion to approve the Board Agenda as revised, moving Item 9(B) to Board Business for separate consideration.

Motion by Kay Eggert, second by James Bowman.

Final Resolution: Motion Carried

Aye: James Bowman, Kay Eggert, Deborah Truymen, Kristine Sauter, Edward Ruffolo, Amanda Stuck, James Bacon

3. Special Presentation

Subject A. None

Meeting Oct 25, 2021 - Board of Education Meeting

Category 3. Special Presentation

Type

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

Subject A. Public Input

Meeting Oct 25, 2021 - Board of Education Meeting

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

Type Procedural

Public Input:

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

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

Policy References:

[Board Policy and Rule 187 - Public Input at School Board and Board Subcommittee Meetings](#)
[Board Policy 189 - Virtual Board Meetings in Emergency Situations](#)

File Attachments

[Public Input Registered Speaker List \(BOE Mtg\) - October 25, 2021.pdf \(411 KB\)](#)
[Public Input - Written - October 25, 2021 - Google Forms.pdf \(61 KB\)](#)

Subject	B. On-site Speakers (Registration Required)
Meeting	Oct 25, 2021 - Board of Education Meeting
Category	4. Public Input (GC-3.3: Initiate and maintain effective communication with the citizens.)
Type	Procedural

Individuals wishing to provide on-site public input are required to register in advance during the registration window. Registrations will be accepted beginning at 9:00 AM on the Friday before the meeting and closing at 12:00 PM on the Monday of. For additional information or to register, please visit our website at http://www.aasd.k12.wi.us/district/board_of_education/public_input.

Subject	C. Virtual Speakers (Registration Required)
Meeting	Oct 25, 2021 - Board of Education Meeting
Category	4. Public Input (GC-3.3: Initiate and maintain effective communication with the citizens.)
Type	Procedural

Individuals wishing to provide virtual public input are required to register in advance during the registration window. Registrations will be accepted beginning at 9:00 AM on the Friday before the meeting and closing at 12:00 PM on the Monday of. For additional information or to register, please visit our website at http://www.aasd.k12.wi.us/district/board_of_education/public_input.

Subject	D. Written Comments (Posted as Attachment)
Meeting	Oct 25, 2021 - Board of Education Meeting
Category	

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

Type Procedural

Written comments submitted as public input will not be read aloud during the meeting; rather, they will be shared publicly as a BoardDocs attachment prior to the meeting start time. Individuals wishing to provide written public input should submit their comments via the form available on the website. The comment form is available beginning at 9:00 AM on the Friday before the meeting and closing at 12:00 PM on the Monday of. Written comments received via email or outside of the comment window will still be shared with the Board; however, they may not be included in the published comments. For additional information or to submit your comments, please visit our website at http://www.aasd.k12.wi.us/district/board_of_education/public_input.

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

Subject **A. None**

Meeting Oct 25, 2021 - Board of Education Meeting

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

Type Discussion, Information, Presentation

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

Subject **A. Business Services Update(s): Grants, 2021-2022 Budget Adoption, 2021-2022 Tax Levy Certification**

Meeting Oct 25, 2021 - Board of Education Meeting

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

Type Discussion, Information, Report

Chief Financial Officer Greg Hartjes will update the Board on Business Services items for consideration.

Subject **B. School Services Update(s): High School Level Three Art Course Proposal**

Meeting Oct 25, 2021 - Board of Education Meeting

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

Type Discussion, Information, Report

Assistant Superintendent Steve Harrison and Fine Arts Coordinator Renee Ulman will present information regarding a High School Level Three Art Course Proposal, which includes Level Three courses in Drawing and Painting, Jewelry and Art Metals, Craft Design, and Ceramics and Sculpture.

File Attachments

[Item for Consideration - High School Level 3 Art Courses Proposal.pdf \(74 KB\)](#)
[Drawing and Painting 3 AASD Course Overview Curriculum Document 2021 - Google Docs.pdf \(145 KB\)](#)
[Jewelry and Art Metals 3 Course Overview Curriculum Document 2021 - Google Docs.pdf \(146 KB\)](#)
[Craft Design 3 Course Overview Curriculum Document 2021 - Google Docs.pdf \(173 KB\)](#)
[Ceramics and Sculpture 3 Course Overview Curriculum Document 2021 - Google Docs.pdf \(146 KB\)](#)

Subject C. Personnel Services Update(s): Professional Educator New Hire(s), Contract Change(s), Retirement(s), and Resignation(s)

Meeting Oct 25, 2021 - Board of Education Meeting

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

Type Discussion, Information, Report

Chief Human Resources Officer Julie King will update the Board on Personnel Services items for consideration.

7. Board Business

Subject A. 2021-2022 Budget Adoption

Meeting Oct 25, 2021 - Board of Education Meeting

Category 7. Board Business

Type Action, Discussion

Fiscal Impact Yes

Budgeted Yes

Recommended Action Recommend Approval

Greg Hartjes and Holly Burr will request adoption of the 2021-2022 AASD Budget.

File Attachments
[IFC-Budget Adoption 2021-2022.pdf \(427 KB\)](#)
[AASD BUDGET ADOPTION - DPI FORMAT.pdf \(291 KB\)](#)
[Overall Budget Summary - Board.pdf \(61 KB\)](#)
[Revenue Limit Final 2021-2022.pdf \(81 KB\)](#)
[Tax Levy breakdown by fund history.pdf \(441 KB\)](#)
[Tax Levy Amount History.pdf \(42 KB\)](#)

Motion & Voting

Motion to approve the adoption of the proposed 2021-2022 Budget as presented.

Motion by Deborah Truymen, second by James Bowman.

Final Resolution: Motion Carried

Aye: James Bowman, Kay Eggert, Deborah Truymen, Kristine Sauter, Edward Ruffolo, Amanda Stuck, James Bacon

Subject B. 2021-2022 Tax Levy Certification

Meeting	Oct 25, 2021 - Board of Education Meeting
Category	7. Board Business
Type	Action, Discussion
Fiscal Impact	Yes
Budgeted	Yes
Recommended Action	Recommend Approval

Greg Hartjes will discuss the 2021-2022 Tax Levy Certification.

File Attachments

[IFC- 2021-2022 Tax Levy Certification.pdf \(6 KB\)](#)
[Tax Levy Distribution - Board.pdf \(424 KB\)](#)

Motion & Voting

Motion to approve certification of the 2021-2022 Tax Levy as presented.

Motion by James Bowman, second by Deborah Truymen.

Final Resolution: Motion Carried

Aye: James Bowman, Kay Eggert, Deborah Truymen, Kristine Sauter, Edward Ruffolo, Amanda Stuck, James Bacon

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

Meeting	Oct 25, 2021 - Board of Education Meeting
Category	7. Board Business
Type	Action, Discussion

Motion & Voting

Motion to approve the High School Level Three Art Course Proposal as presented.

Motion by Kay Eggert, second by James Bacon.

Final Resolution: Motion Carried

Aye: James Bowman, Kay Eggert, Deborah Truymen, Kristine Sauter, Edward Ruffolo, Amanda Stuck, James Bacon

8. 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 October 11, 2021

Meeting	Oct 25, 2021 - Board of Education Meeting
Category	8. Board's Consent Agenda (GC-2.4: The Board will use a consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss.)
Type	Action, Minutes

Recommended Action Motion to approve the Board Meeting Minutes of October 11, 2021.

Minutes View Minutes for Oct 11, 2021 - Board of Education Meeting

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

Motion & Voting

Motion to approve the Board Meeting Minutes of October 11, 2021, as submitted.

Motion by James Bacon, second by Deborah Truyma.

Final Resolution: Motion Carried

Aye: James Bowman, Kay Eggert, Deborah Truyma, Kristine Sauter, Edward Ruffolo, Amanda Stuck, James Bacon

9. 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. 2021-2022 Grants
Meeting	Oct 25, 2021 - Board of Education Meeting
Category	9. 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- Grants -10-25-2021.pdf \(575 KB\)](#)

[Grant Supporting Documentation 10-25-21.pdf \(5,894 KB\)](#)

Motion & Voting

Motion to approve the Superintendent's Consent Agenda as amended, including only Items A and C-F.

Motion by Kay Eggert, second by Amanda Stuck.

Final Resolution: Motion Carried

Aye: James Bowman, Kay Eggert, Deborah Truyma, Kristine Sauter, Edward Ruffolo, Amanda Stuck, James Bacon

Subject	B. High School Level Three Art Course Proposal
Meeting	Oct 25, 2021 - Board of Education Meeting
Category	9. 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

[Item for Consideration - High School Level 3 Art Courses Proposal.pdf \(74 KB\)](#)

[Drawing and Painting 3 AASD Course Overview Curriculum Document 2021 - Google Docs.pdf \(145 KB\)](#)

[Jewelry and Art Metals 3 Course Overview Curriculum Document 2021 - Google Docs.pdf \(146 KB\)](#)

[Craft Design 3 Course Overview Curriculum Document 2021 - Google Docs.pdf \(173 KB\)](#)

Subject C. Professional Educator New Hire(s)

Meeting Oct 25, 2021 - Board of Education Meeting

Category 9. 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 Hire 10-25-21.pdf \(115 KB\)](#)

Subject D. Professional Educator Contract Change(s)

Meeting Oct 25, 2021 - Board of Education Meeting

Category 9. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)

Type Action

File Attachments

[IFC Professional Educator Contract Change 10-25-21.pdf \(9 KB\)](#)

Subject E. Professional Educator Retirement(s)

Meeting Oct 25, 2021 - Board of Education Meeting

Category 9. 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 Retirements 10-25-21.pdf \(7 KB\)](#)

Subject F. Professional Educator Resignation(s)

Meeting Oct 25, 2021 - Board of Education Meeting

Category 9. 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

10. 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. Superintendent's Report: The District Leadership Team will provide a brief report on current matters affecting education and related District initiatives.
Meeting	Oct 25, 2021 - Board of Education Meeting
Category	10. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)
Type	Discussion, Information, Report

11. Items of Information

Subject	A. None
Meeting	Oct 25, 2021 - Board of Education Meeting
Category	11. Items of Information
Type	Information

12. Board Meeting Debrief (GC-2.2: The Board is responsible for its own performance and commits itself to continuous improvement.)

Subject	A. Discussion of the Board's Work at the Meeting
Meeting	Oct 25, 2021 - Board of Education Meeting
Category	12. Board Meeting Debrief (GC-2.2: The Board is responsible for its own performance and commits itself to continuous improvement.)
Type	Discussion, Procedural

13. Future Meetings

Subject	A. Board Work Session: Thursday, October 28, 2021, 7:30 AM
Meeting	Oct 25, 2021 - Board of Education Meeting
Category	13. Future Meetings
Type	Information

Subject	B. Next Board Meeting: Monday, November 8, 2021, 6:00 PM
Meeting	Oct 25, 2021 - Board of Education Meeting
Category	13. Future Meetings

Type	Information
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14. Adjourn

Subject	A. Motion to Adjourn the Meeting
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Meeting	Oct 25, 2021 - Board of Education Meeting
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Category	14. Adjourn
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Type	Action, Procedural
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Motion & Voting

Motion to adjourn the meeting at 7:50 PM.

Motion by Kay Eggert, second by James Bacon.

Final Resolution: Motion Carried

Aye: James Bowman, Kay Eggert, Deborah Truymen, Kristine Sauter, Edward Ruffolo, Amanda Stuck, James Bacon

Public Input – Board of Education Meeting – October 25, 2021

On-site Public Speakers:

1. None

Virtual Public Speakers:

1. Andrea Klitzke (Appleton, WI) – ESSER III Funds
2. Stacy Rehfeldt (Appleton, WI) – Masking
3. Aimee McClure (Menasha, WI) – Illegal Masking
4. Erica Butler (Appleton, WI) – Covid Policy

Public Input - October 25, 2021

The Board of Education values the opportunity to receive input from our stakeholders. Comments submitted through this form will be considered public and will be published to the District's BoardDocs site as an attachment to the agenda. It is your responsibility to review the guidelines and responsibilities established by Board Policy and Rule 187 - Public Input at School Board Meetings, to ensure your comments are in compliance.

Comments that introduce complaints or concerns that are directed toward and that identify individual staff members or individual students are not permissible (such complaints or concerns should be channeled through the AASD Complaint Procedure as outlined in Policy 870 and 870-Rule).The Board reserves the right to exclude from publication any comment that does not adhere to established rules, is unduly repetitive of previous comments, is obscene, threatening, harassing, or defamatory, or otherwise disorderly.

Please visit our website at http://www.aasd.k12.wi.us/district/board_of_education/public_input for complete information regarding public input guidelines and procedures.

The meeting agenda can be found at:
<https://go.boarddocs.com/wi/aasd/Board.nsf/Public>

Email *

First Name: *

Paula

Last Name: *

Meyer

Address: *

City, State, Zip: *

Appleton, WI 54913

Subject: *

Students' Smiling Faces

Public Comment for Publication *

I sent this on October 10 as an email since I wanted to attach pictures taken during the North Homecoming Parade. I am submitting it here as public comment: Dear AASD School Board,

It's Homecoming season! So much fun dressing up, pep rallies, parades, games and dances! I thoroughly enjoyed North's Homecoming Parade. I'll share some photos I took as the floats with smiling students passed by. Do you see what I am missing? Every day at school, a sea of expressionless faces walks the halls and occupies our desks. I do not get to enjoy students' smiles, nor am I able to react to other emotions which remain hidden behind masks. I'm certainly missing numerous opportunities to connect with students because I cannot see the facial cues I am used to seeing.

I just checked the dashboard - 2 North students are currently positive, and 3 are currently quarantined. This represents .12% of the student population. No staff members are positive or quarantined.

To me, it does not make sense to continue to mask a healthy population. I estimate North enrollment is around 1650-1700. To require masks, rather than allowing for choice, seems illogical and unnecessary when there is such an extremely low number of positives. It has been this way since the start of the school year.

The following is part of this year's mitigation protocols: "Flexibility within recommended protocols may be needed in order to achieve these goals. The District Leadership Team will work closely with public health officials to address any increased transmission of the COVID-19 virus in our classrooms, schools, programs, or facilities." It says nothing of decreased, or minimal, or no transmission - as there are numerous schools with no positive cases.

Please allow for choice. Please allow masking to be optional for students and staff. Please allow me to enjoy seeing students' smiling faces, and for them to see mine.

Sincerely,

Paula Meyer

This form was created inside of AASD.



ITEM FOR CONSIDERATION - High School Level Three Art Course Proposal

Topic: Addition of Level 3 courses to the High School Course Catalog
8810 Drawing/Painting 3
8860 Ceramics/Sculpture 3
8820 Jewelry & Art Metals 3
8890 Craft Design 3

Background

Information: Currently, art courses in the AASD at the high school level only go through a level two (junior year). Seniors interested in continuing art are to do so through an independent study. However, this option does not count as one of the five required courses needed to be a fulltime student. This is a deterrent for most students and limits student's access to learning at a high level in art. Having a level three course for each of these classes will support the needs of students who want to further pursue their skills in art and have an aptitude for art. Offering a third level of art for seniors would support students who have a high interest and aptitude for the visual arts.

Fiscal Note: Students will enroll in these courses in the spring for the next school year (instead of when the school year starts). There may be a slight FTE increase in art at each high school because of this.

Instructional

Impact: Instructional needs of students with higher level of art skills will be supported with the appropriate content teacher. Students will have more access to courses that fulfill their full time course load. Also, high school art enrollment will be more accurate in the spring so resources can be allocated to meet the needs of all students.

Administrative

Recommendation: Approve as submitted.

Contact

Persons: Renee Ulman, Fine Arts Coordinator, 832-6157 x2179 ulmanrenee@asd.k12.wi.us
Steve Harrison, Assistant Superintendent of AC&I, 832-6157 x2175, harrisonstepha@asd.k12.wi.us,

Drawing and Painting 3 Course Overview Curriculum Document				
Course Description				
This course allows students with two years of Drawing and Painting classes to pursue a more in depth study of these media. This course is run as a college level studio based learning environment where student’s production and participation is critical to their success and is suggested for, but not limited to, students interested in pursuing the visual arts after high school.				
Credits		Prerequisites		
1.0		8600 Drawing and Painting and 8700 Drawing and Painting 2		
Board Approved		Revised		
Required Assessments				
District-wide, standards-based common summative assessments				
Textbooks/Resources				
N/A				
Course Essential Understandings		Course Essential Questions		
As a result of successfully completing this course, students will be able to: • Use multiple approaches to begin creative endeavors • Shape an artistic investigation using a contemporary practice of art or design. • Engage in making a work of art or design without having a preconceived plan • Apply relevant criteria to examine, reflect on, and plan revisions for works of art and design in progress • Analyze, select, and curate artifacts and/or artworks for presentation • Analyze and evaluate the reasons and ways an exhibition is presented • Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings • Hypothesize ways in which art influences perception and understanding of human experiences • Analyze how one’s understanding of the world is affected by experiencing visual imagery • Interpret an artwork or collection of work, supported by relevant and sufficient evidence found in the work and its various contexts • Establish relevant criteria in order to evaluate a work of art or collection of works • Document the process of developing ideas from early stages to fully elaborated ideas • Describe how knowledge of culture, traditions, and history may influence personal responses to art.		• What criteria, methods, and processes are considered when determining if something is art? • Why do people value art? • How can students develop visual literacy? • What conditions, attitudes, and habits support creative thinking? • What factors prevent or encourage people to take risks? • How does collaboration extend the creative process? • How do artists learn from trial and error? • How does art influence or celebrate a community? • How does art cultivate appreciation and understanding? • What responsibilities come with the freedom to create? • How do artists create work that effectively communicates? • How has history affected our art making? • What skills can be taken from learning about art and transferred to future careers? • How does collaboratively reflecting on a work help us experience it more completely? • Through the act of creating, how do artists create personal connections? • How does engaging with art enrich people’s lives? • What personal connections can you draw from the visual world around you?		
Unit Overviews				
Unit Name	Unit Description	Unit Essential Question	Instructional Standards	Assessed Standards
Unit 1 - How Do Artists Create Meaningful Work?	Creativity and innovative thinking are essential life skills that can be developed. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.	• What conditions, attitudes, and habits support creative thinking? • What factors prevent or encourage people to take risks? • How does collaboration extend the creative process? • How do artists learn from trial and error?	VA.Cr.1, VA.Cr.2, VA.Cr.3_ VA.Pr.4, VA.Pr.5.1, VA.Pr.6.1, VA.Re.7, VA.Re.8, VA.Re.9, VA.Cn.10, VA.Cn.11	VA.Cr.1, VA.Cr.2, VA.Cr.3_ VA.Pr.4, VA.Pr.5.1, VA.Pr.6.1, VA.Re.7, VA.Re.8, VA.Re.9, VA.Cn.10, VA.Cn.11
Unit 2 - What is the Role of Art in the World?	People create and interact with objects, places, and design that define, shape, enhances, and empower their lives. People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. Visual imagery also influences understanding of and responses to the world.	• How does art influence or celebrate a community? • How does art cultivate appreciation and understanding? • What responsibilities come with the freedom to create? • How do artists create work that effectively communicates? • How has history affected our art making? • What skills can be taken from learning about art and transferred to future careers?	VA.Cr.1, VA.Cr.2, VA.Cr.3, VA.Pr.4, VA.Pr.5.1, VA.Pr.6.1, VA.Re.7, VA.Re.8, VA.Re.9, VA.Cn.10, VA.Cn.11	VA.Cr.1, VA.Cr.2, VA.Cr.3_ VA.Pr.4, VA.Pr.5.1, VA.Pr.6.1, VA.Re.7, VA.Re.8, VA.Re.9, VA.Cn.10, VA.Cn.11
Unit 3 - How Do I Create a Connection to Art?	People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. Plus, individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.	• How does collaboratively reflecting on a work help us experience it more completely? • Through the act of creating, how do artists create personal connections? • How does engaging with art enrich people’s lives? • What personal connections can you draw from the visual world around you?	VA.Cr.1, VA.Cr.2, VA.Cr.3_ VA.Pr.4, VA.Pr.5.1, VA.Pr.6.1, VA.Re.7, VA.Re.8, VA.Re.9, VA.Cn.10, VA.Cn.11	VA.Cr.1, VA.Cr.2, VA.Cr.3_ VA.Pr.4, VA.Pr.5.1, VA.Pr.6.1, VA.Re.7, VA.Re.8, VA.Re.9, VA.Cn.10, VA.Cn.11

Craft Design 3 Course Overview Curriculum Document				
Course Description				
This course allows students with two years of Jewelry and Art Metals classes to pursue a more in depth study of these media. This course is run as a college level studio based learning environment where student’s production and participation is critical to their success and is suggested for, but not limited to, students interested in pursuing the visual arts after high school.				
Credits		Prerequisites		
1.0		8620 Jewelry and Art Metals and 8720 Jewelry and Art Metals 2		
Board Approved		Revised		
Required Assessments				
District-wide, standards-based common summative assessments				
Textbooks/Resources				
N/A				
Course Essential Understandings		Course Essential Questions		
As a result of successfully completing this course, students will be able to: ● Use multiple approaches to begin creative endeavors ● Shape an artistic investigation using a contemporary practice of art or design. ● Engage in making a work of art or design without having a preconceived plan ● Apply relevant criteria to examine, reflect on, and plan revisions for works of art and design in progress ● Analyze, select, and curate artifacts and/or artworks for presentation ● Analyze and evaluate the reasons and ways an exhibition is presented ● Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings ● Hypothesize ways in which art influences perception and understanding of human experiences ● Analyze how one’s understanding of the world is affected by experiencing visual imagery ● Interpret an artwork or collection of work, supported by relevant and sufficient evidence found in the work and its various contexts ● Establish relevant criteria in order to evaluate a work of art or collection of works ● Document the process of developing ideas from early stages to fully elaborated ideas ● Describe how knowledge of culture, traditions, and history may influence personal responses to art.		● What criteria, methods, and processes are considered when determining if something is art? ● Why do people value art? ● How can students develop visual literacy? ● What conditions, attitudes, and habits support creative thinking? ● What factors prevent or encourage people to take risks? ● How does collaboration extend the creative process? ● How do artists learn from trial and error? ● How does art influence or celebrate a community? ● How does art cultivate appreciation and understanding? ● What responsibilities come with the freedom to create? ● How do artists create work that effectively communicates? ● How has history affected our art making? ● What skills can be taken from learning about art and transferred to future careers? ● How does collaboratively reflecting on a work help us experience it more completely? ● Through the act of creating, how do artists create personal connections? ● How does engaging with art enrich people’s lives? ● What personal connections can you draw from the visual world around you?		
Unit Overviews				
Unit Name	Unit Description	Unit Essential Question	Instructional Standards	Assessed Standards
Unit 1 - How Do Artists Create Meaningful Work?	Creativity and innovative thinking are essential life skills that can be developed. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.	● What conditions, attitudes, and habits support creative thinking? ● What factors prevent or encourage people to take risks? ● How does collaboration extend the creative process? ● How do artists learn from trial and error?	VA.Cr.1, VA.Cr.2, VA.Cr.3_ VA.Pr.4, VA.Pr.5.1, VA.Pr.6.1, VA.Re.7, VA.Re.8, VA.Re.9, VA.Cn.10, VA.Cn.11	VA.Cr.1, VA.Cr.2, VA.Cr.3_ VA.Pr.4, VA.Pr.5.1, VA.Pr.6.1, VA.Re.7, VA.Re.8, VA.Re.9, VA.Cn.10, VA.Cn.11
Unit 2 - What is the Role of Art in the World?	People create and interact with objects, places, and design that define, shape, enhances, and empower their lives. People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. Visual imagery also influences understanding of and responses to the world.	● How does art influence or celebrate a community? ● How does art cultivate appreciation and understanding? ● What responsibilities come with the freedom to create? ● How do artists create work that effectively communicates? ● How has history affected our art making? ● What skills can be taken from learning about art and transferred to future careers?	VA.Cr.1, VA.Cr.2, VA.Cr.3, VA.Pr.4, VA.Pr.5.1, VA.Pr.6.1, VA.Re.7, VA.Re.8, VA.Re.9, VA.Cn.10, VA.Cn.11	VA.Cr.1, VA.Cr.2, VA.Cr.3_ VA.Pr.4, VA.Pr.5.1, VA.Pr.6.1, VA.Re.7, VA.Re.8, VA.Re.9, VA.Cn.10, VA.Cn.11
Unit 3 - How Do I Create a Connection to Art?	People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. Plus, individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.	● How does collaboratively reflecting on a work help us experience it more completely? ● Through the act of creating, how do artists create personal connections? ● How does engaging with art enrich people’s lives? ● What personal connections can you draw from the visual world around you?	VA.Cr.1, VA.Cr.2, VA.Cr.3_ VA.Pr.4, VA.Pr.5.1, VA.Pr.6.1, VA.Re.7, VA.Re.8, VA.Re.9, VA.Cn.10, VA.Cn.11	VA.Cr.1, VA.Cr.2, VA.Cr.3_ VA.Pr.4, VA.Pr.5.1, VA.Pr.6.1, VA.Re.7, VA.Re.8, VA.Re.9, VA.Cn.10, VA.Cn.11

Craft Design 3 Course Overview Curriculum Document				
Course Description				
This course allows students with two years of Craft Design classes to pursue a more in depth study of these media. This course is run as a college level studio based learning environment where student’s production and participation is critical to their success and is suggested for, but not limited to, students interested in pursuing the visual arts after high school.				
Credits		Prerequisites		
1.0		8690 Craft Design and 8790 Craft Design 2		
Board Approved		Revised		
Required Assessments				
District-wide, standards-based common summative assessments				
Textbooks/Resources				
N/A				
Course Essential Understandings		Course Essential Questions		
As a result of successfully completing this course, students will be able to: ● Use multiple approaches to begin creative endeavors ● Shape an artistic investigation using a contemporary practice of art or design. ● Engage in making a work of art or design without having a preconceived plan ● Apply relevant criteria to examine, reflect on, and plan revisions for works of art and design in progress ● Analyze, select, and curate artifacts and/or artworks for presentation ● Analyze and evaluate the reasons and ways an exhibition is presented ● Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings ● Hypothesize ways in which art influences perception and understanding of human experiences ● Analyze how one’s understanding of the world is affected by experiencing visual imagery ● Interpret an artwork or collection of work, supported by relevant and sufficient evidence found in the work and its various contexts ● Establish relevant criteria in order to evaluate a work of art or collection of works ● Document the process of developing ideas from early stages to fully elaborated ideas ● Describe how knowledge of culture, traditions, and history may influence personal responses to art.		● What criteria, methods, and processes are considered when determining if something is art? ● Why do people value art? ● How can students develop visual literacy? ● What conditions, attitudes, and habits support creative thinking? ● What factors prevent or encourage people to take risks? ● How does collaboration extend the creative process? ● How do artists learn from trial and error? ● How does art influence or celebrate a community? ● How does art cultivate appreciation and understanding? ● What responsibilities come with the freedom to create? ● How do artists create work that effectively communicates? ● How has history affected our art making? ● What skills can be taken from learning about art and transferred to future careers? ● How does collaboratively reflecting on a work help us experience it more completely? ● Through the act of creating, how do artists create personal connections? ● How does engaging with art enrich people’s lives? ● What personal connections can you draw from the visual world around you?		
Unit Overviews				
Unit Name	Unit Description	Unit Essential Question	Instructional Standards	Assessed Standards
Unit 1 - How Do Artists Create Meaningful Work?	Creativity and innovative thinking are essential life skills that can be developed. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.	● What conditions, attitudes, and habits support creative thinking? ● What factors prevent or encourage people to take risks? ● How does collaboration extend the creative process? ● How do artists learn from trial and error?	VA.Cr.1, VA.Cr.2, VA.Cr.3_ VA.Pr.4, VA.Pr.5.1, VA.Pr.6.1, VA.Re.7, VA.Re.8, VA.Re.9, VA.Cn.10, VA.Cn.11	VA.Cr.1, VA.Cr.2, VA.Cr.3_ VA.Pr.4, VA.Pr.5.1, VA.Pr.6.1, VA.Re.7, VA.Re.8, VA.Re.9, VA.Cn.10, VA.Cn.11
Unit 2 - What is the Role of Art in the World?	People create and interact with objects, places, and design that define, shape, enhances, and empower their lives. People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. Visual imagery also influences understanding of and responses to the world.	● How does art influence or celebrate a community? ● How does art cultivate appreciation and understanding? ● What responsibilities come with the freedom to create? ● How do artists create work that effectively communicates? ● How has history affected our art making? ● What skills can be taken from learning about art and transferred to future careers?	VA.Cr.1, VA.Cr.2, VA.Cr.3, VA.Pr.4, VA.Pr.5.1, VA.Pr.6.1, VA.Re.7, VA.Re.8, VA.Re.9, VA.Cn.10, VA.Cn.11	VA.Cr.1, VA.Cr.2, VA.Cr.3_ VA.Pr.4, VA.Pr.5.1, VA.Pr.6.1, VA.Re.7, VA.Re.8, VA.Re.9, VA.Cn.10, VA.Cn.11
Unit 3 - How Do I Create a Connection to Art?	People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. Plus, individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.	● How does collaboratively reflecting on a work help us experience it more completely? ● Through the act of creating, how do artists create personal connections? ● How does engaging with art enrich people’s lives? ● What personal connections can you draw from the visual world around you?	VA.Cr.1, VA.Cr.2, VA.Cr.3_ VA.Pr.4, VA.Pr.5.1, VA.Pr.6.1, VA.Re.7, VA.Re.8, VA.Re.9, VA.Cn.10, VA.Cn.11	VA.Cr.1, VA.Cr.2, VA.Cr.3_ VA.Pr.4, VA.Pr.5.1, VA.Pr.6.1, VA.Re.7, VA.Re.8, VA.Re.9, VA.Cn.10, VA.Cn.11

Ceramics and Sculpture 3 Course Overview Curriculum Document				
Course Description				
This course allows students with two years of Ceramics and Sculpture classes to pursue a more in depth study of these media. This course is run as a college level studio based learning environment where student’s production and participation is critical to their success and is suggested for, but not limited to, students interested in pursuing the visual arts after high school.				
Credits		Prerequisites		
1.0		8660 Ceramics and Sculpture and 8760 Ceramics and Sculpture 2		
Board Approved		Revised		
Required Assessments				
District-wide, standards-based common summative assessments				
Textbooks/Resources				
N/A				
Course Essential Understandings		Course Essential Questions		
As a result of successfully completing this course, students will be able to: • Use multiple approaches to begin creative endeavors • Shape an artistic investigation using a contemporary practice of art or design. • Engage in making a work of art or design without having a preconceived plan • Apply relevant criteria to examine, reflect on, and plan revisions for works of art and design in progress • Analyze, select, and curate artifacts and/or artworks for presentation • Analyze and evaluate the reasons and ways an exhibition is presented • Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings • Hypothesize ways in which art influences perception and understanding of human experiences • Analyze how one’s understanding of the world is affected by experiencing visual imagery • Interpret an artwork or collection of work, supported by relevant and sufficient evidence found in the work and its various contexts • Establish relevant criteria in order to evaluate a work of art or collection of works • Document the process of developing ideas from early stages to fully elaborated ideas • Describe how knowledge of culture, traditions, and history may influence personal responses to art.		• What criteria, methods, and processes are considered when determining if something is art? • Why do people value art? • How can students develop visual literacy? • What conditions, attitudes, and habits support creative thinking? • What factors prevent or encourage people to take risks? • How does collaboration extend the creative process? • How do artists learn from trial and error? • How does art influence or celebrate a community? • How does art cultivate appreciation and understanding? • What responsibilities come with the freedom to create? • How do artists create work that effectively communicates? • How has history affected our art making? • What skills can be taken from learning about art and transferred to future careers? • How does collaboratively reflecting on a work help us experience it more completely? • Through the act of creating, how do artists create personal connections? • How does engaging with art enrich people’s lives? • What personal connections can you draw from the visual world around you?		
Unit Overviews				
Unit Name	Unit Description	Unit Essential Question	Instructional Standards	Assessed Standards
Unit 1 - How Do Artists Create Meaningful Work?	Creativity and innovative thinking are essential life skills that can be developed. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.	• What conditions, attitudes, and habits support creative thinking? • What factors prevent or encourage people to take risks? • How does collaboration extend the creative process? • How do artists learn from trial and error?	VA.Cr.1, VA.Cr.2, VA.Cr.3 VA.Pr.4, VA.Pr.5.1, VA.Pr.6.1, VA.Re.7, VA.Re.8, VA.Re.9, VA.Cn.10, VA.Cn.11	VA.Cr.1, VA.Cr.2, VA.Cr.3 VA.Pr.4, VA.Pr.5.1, VA.Pr.6.1, VA.Re.7, VA.Re.8, VA.Re.9, VA.Cn.10, VA.Cn.11
Unit 2 - What is the Role of Art in the World?	People create and interact with objects, places, and design that define, shape, enhances, and empower their lives. People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. Visual imagery also influences understanding of and responses to the world.	• How does art influence or celebrate a community? • How does art cultivate appreciation and understanding? • What responsibilities come with the freedom to create? • How do artists create work that effectively communicates? • How has history affected our art making? • What skills can be taken from learning about art and transferred to future careers?	VA.Cr.1, VA.Cr.2, VA.Cr.3, VA.Pr.4, VA.Pr.5.1, VA.Pr.6.1, VA.Re.7, VA.Re.8, VA.Re.9, VA.Cn.10, VA.Cn.11	VA.Cr.1, VA.Cr.2, VA.Cr.3 VA.Pr.4, VA.Pr.5.1, VA.Pr.6.1, VA.Re.7, VA.Re.8, VA.Re.9, VA.Cn.10, VA.Cn.11
Unit 3 - How Do I Create a Connection to Art?	People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. Plus, individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.	• How does collaboratively reflecting on a work help us experience it more completely? • Through the act of creating, how do artists create personal connections? • How does engaging with art enrich people’s lives? • What personal connections can you draw from the visual world around you?	VA.Cr.1, VA.Cr.2, VA.Cr.3 VA.Pr.4, VA.Pr.5.1, VA.Pr.6.1, VA.Re.7, VA.Re.8, VA.Re.9, VA.Cn.10, VA.Cn.11	VA.Cr.1, VA.Cr.2, VA.Cr.3 VA.Pr.4, VA.Pr.5.1, VA.Pr.6.1, VA.Re.7, VA.Re.8, VA.Re.9, VA.Cn.10, VA.Cn.11

ITEM FOR CONSIDERATION

Topic: Budget Adoption for the 2021-2022 Fiscal Year

Background Information:

On October 25, 2021 a public budget hearing was held. At the public hearing Greg Hartjes, Chief Financial officer for the Appleton Area School District, and Holly Burr, Director of Business Services for the District, presented the 2021-2022 budget. The presentation included projections of revenues, expenditures, and tax levy information for the 2021-2022 fiscal year, which began on July 1, 2021.

Administration is requesting approval of the 2021-2022 budget. This budget is based on current revenue and tax levy data from the Wisconsin Department of Public Instruction, and falls within the state mandated revenue control limits. Budget statistics include the following:

- a. The final budget of \$231,776,669 represents an increase of \$9,658,508 (4.35%) from 2020-2021.
- b. An overall increase in revenue can be attributed to funding from the Federal government through the Elementary and Secondary School Relief (ESSER) fund of the CRRSA Act, as well as the ESSER fund of the ARP Act.
- c. Three areas with large increases in expenditures are private school vouchers, an increase in overall staffing funded by ESSER II and ESSER III, and employee compensation and benefits.
- d. Tax levies: This information is based on final revenue control and equalization aid information.

General Fund Levy	\$59,279,569.00
Non-Referendum Debt Levy	\$ 849,542.00
Capital Projects Levy	\$ 2,460,000.00
Referendum Debt Levy	\$ 7,618,603.00
Community Service Levy	\$ 2,475,320.00

Fiscal Note:

The proposed tax levy of \$72,683,034 represents an increase of 1.31% from last year. The levy rate (mill rate) is estimated to decrease from \$7.96 to \$7.66 per \$1,000 of equalized property value; a decrease of 3.78%. In addition, the tax levy includes a defeasance of \$5,500,000 to prepay long-term debt.

Administrative Recommendation: Approval of the 2021-2022 Fiscal Year Budget

Instructional Impact: This budget maintains class sizes, staffing and curricular programming.

Contact: Greg Hartjes, 997-1399 ext. 2029
Holly Burr, 997-1399 ext. 2034

Board Action: October 25, 2021

**APPLETON AREA SCHOOL DISTRICT
BUDGET ADOPTION 2021-22***

	Audited 2019-20	Unaudited 2020-21	Budget 2021-22
GENERAL FUND (FUND 10)			
Beginning Fund Balance (Account 930 000)	33,567,258.08	43,018,272.73	50,744,887.23
Ending Fund Balance, Nonspendable (Acct. 935 000)	0.00	0.00	0.00
Ending Fund Balance, Restricted (Acct. 936 000)	0.00	0.00	0.00
Ending Fund Balance, Committed (Acct. 937 000)	0.00	0.00	0.00
Ending Fund Balance, Assigned (Acct. 938 000)	29,884,381.35	34,014,020.13	32,000,000.00
Ending Fund Balance, Unassigned (Acct. 939 000)	13,133,891.38	16,730,867.10	17,934,417.23
TOTAL ENDING FUND BALANCE (ACCT. 930 000)	43,018,272.73	50,744,887.23	49,934,417.23
REVENUES & OTHER FINANCING SOURCES			
100 Transfers-in	0.00	0.00	0.00
Local Sources			
210 Taxes	56,234,717.25	58,246,608.85	59,279,569.00
240 Payments for Services	19,096.00	11,771.94	8,000.00
260 Non-Capital Sales	0.00	33,206.00	0.00
270 School Activity Income	43,175.56	0.00	45,000.00
280 Interest on Investments	457,591.13	37,448.74	40,000.00
290 Other Revenue, Local Sources	1,029,163.69	865,541.24	850,031.00
Subtotal Local Sources	57,783,743.63	59,194,576.77	60,222,600.00
Other School Districts Within Wisconsin			
310 Transit of Aids	0.00	0.00	0.00
340 Payments for Services	12,728,405.38	16,038,793.25	13,660,000.00
380 Medical Service Reimbursements	0.00	0.00	0.00
390 Other Inter-district, Within Wisconsin	18,650.40	6,770.00	5,000.00
Subtotal Other School Districts within Wisconsin	12,747,055.78	16,045,563.25	13,665,000.00
Other School Districts Outside Wisconsin			
440 Payments for Services	0.00	0.00	0.00
490 Other Inter-district, Outside Wisconsin	0.00	0.00	0.00
Subtotal Other School Districts Outside Wisconsin	0.00	0.00	0.00
Intermediate Sources			
510 Transit of Aids	0.00	11,934.72	0.00
530 Payments for Services from CCDEB	0.00	0.00	0.00
540 Payments for Services from CESA	0.00	13,474.06	0.00
580 Medical Services Reimbursement	0.00	0.00	0.00
590 Other Intermediate Sources	0.00	0.00	0.00
Subtotal Intermediate Sources	0.00	25,408.78	0.00
State Sources			
610 State Aid -- Categorical	1,510,251.18	1,218,756.65	1,166,000.00
620 State Aid -- General	93,680,488.00	94,513,750.00	95,897,348.00
630 DPI Special Project Grants	281,849.80	301,296.31	0.00
640 Payments for Services	0.00	0.00	0.00
650 Student Achievement Guarantee in Education (SAGE Grant)	1,774,315.37	1,323,633.05	1,200,000.00
660 Other State Revenue Through Local Units	0.00	0.00	0.00
690 Other Revenue	13,320,869.87	12,194,119.47	11,695,000.00
Subtotal State Sources	110,567,774.22	109,551,555.48	109,958,348.00
Federal Sources			
710 Federal Aid - Categorical	98,251.42	131,228.58	130,000.00
720 Impact Aid	0.00	0.00	0.00
730 DPI Special Project Grants	1,401,596.57	8,374,156.25	8,800,000.00
750 IASA Grants	2,013,136.17	2,069,453.93	2,100,000.00
760 JTPA	0.00	0.00	0.00
770 Other Federal Revenue Through Local Units	0.00	0.00	0.00
780 Other Federal Revenue Through State	1,090,606.16	602,985.88	500,000.00
790 Other Federal Revenue - Direct	186,050.87	0.00	0.00
Subtotal Federal Sources	4,789,641.19	11,177,824.64	11,530,000.00

APPLETON AREA SCHOOL DISTRICT BUDGET ADOPTION 2021-22*			
	Audited 2019-20	Unaudited 2020-21	Budget 2021-22
Other Financing Sources			
850 Reorganization Settlement	0.00	0.00	0.00
860 Compensation, Fixed Assets	3,562.17	5,914.43	5,000.00
870 Long-Term Obligations	0.00	0.00	0.00
Subtotal Other Financing Sources	3,562.17	5,914.43	5,000.00
Other Revenues			
960 Adjustments	38,387.83	61,283.85	0.00
970 Refund of Disbursement	1,122,398.05	111,292.64	0.00
980 Medical Service Reimbursement	0.00	106,665.00	0.00
990 Miscellaneous	109,153.39	196,990.32	110,052.00
Subtotal Other Revenues	1,269,939.27	476,231.81	110,052.00
TOTAL REVENUES & OTHER FINANCING SOURCES	187,161,716.26	196,477,075.16	195,491,000.00
EXPENDITURES & OTHER FINANCING USES			
Instruction			
110 000 Undifferentiated Curriculum	36,075,112.11	41,693,319.80	44,456,350.00
120 000 Regular Curriculum	32,750,445.21	33,485,087.88	34,371,985.00
130 000 Vocational Curriculum	3,636,489.29	3,807,583.80	3,997,065.00
140 000 Physical Curriculum	3,708,837.37	3,576,710.05	3,821,550.00
160 000 Co-Curricular Activities	1,937,203.39	1,596,374.06	1,950,000.00
170 000 Other Special Needs	6,919,997.93	7,181,742.75	7,397,500.00
Subtotal Instruction	85,028,085.30	91,340,818.34	95,994,450.00
Support Sources			
210 000 Pupil Services	6,224,362.45	8,061,522.38	8,250,950.00
220 000 Instructional Staff Services	8,544,642.73	9,769,823.96	10,200,415.00
230 000 General Administration	1,446,085.99	1,617,463.61	1,655,575.00
240 000 School Building Administration	9,275,573.03	9,662,082.49	9,850,520.00
250 000 Business Administration	19,301,096.44	20,071,923.76	20,811,950.00
260 000 Central Services	7,434,431.71	2,716,798.72	2,750,145.00
270 000 Insurance & Judgments	1,271,539.07	1,358,577.27	1,804,835.00
280 000 Debt Services	21,175.00	0.00	0.00
290 000 Other Support Services	5,571,284.67	8,479,186.47	7,882,480.00
Subtotal Support Sources	59,090,191.09	61,737,378.66	63,206,870.00
Non-Program Transactions			
410 000 Inter-fund Transfers	23,713,244.15	23,466,928.59	23,250,000.00
430 000 Instructional Service Payments	9,653,431.26	12,124,973.18	13,625,000.00
450 000 Post-Secondary Scholarship Expenditures	0.00	0.00	0.00
490 000 Other Non-Program Transactions	225,749.81	80,361.89	225,150.00
Subtotal Non-Program Transactions	33,592,425.22	35,672,263.66	37,100,150.00
TOTAL EXPENDITURES & OTHER FINANCING USES	177,710,701.61	188,750,460.66	196,301,470.00

SPECIAL PROJECT FUNDS (FUNDS 21, 23, 29)	Audited 2019-20	Unaudited 2020-21	Budget 2021-22
900 000 Beginning Fund Balance	1,126,543.54	1,071,505.10	1,555,402.00
900 000 Ending Fund Balance	1,071,505.10	1,555,402.00	1,555,402.00
REVENUES & OTHER FINANCING SOURCES	194,609.36	2,234,046.32	1,834,547.00
100 000 Instruction	111,411.64	1,056,422.78	1,134,000.00
200 000 Support Services	135,674.36	693,726.64	700,547.00
400 000 Non-Program Transactions	2,561.80	0.00	0.00
TOTAL EXPENDITURES & OTHER FINANCING USES	249,647.80	1,750,149.42	1,834,547.00

**APPLETON AREA SCHOOL DISTRICT
BUDGET ADOPTION 2021-22***

	Audited 2019-20	Unaudited 2020-21	Budget 2021-22
SPECIAL EDUCATION FUND (FUND 27)			
900 000 Beginning Fund Balance	0.00	0.00	0.00
900 000 Ending Fund Balance	0.00	0.00	0.00
REVENUES & OTHER FINANCING SOURCES			
100 Transfers-in	23,713,244.15	21,907,440.02	22,550,000.00
Local Sources			
240 Payments for Services	0.00	0.00	0.00
260 Non-Capital Sales	0.00	0.00	0.00
270 School Activity Income	0.00	0.00	0.00
290 Other Revenue, Local Sources	12,783.28	49,089.77	15,000.00
Subtotal Local Sources	12,783.28	49,089.77	15,000.00
Other School Districts Within Wisconsin			
310 Transit of Aids	0.00	0.00	0.00
340 Payments for Services	187,292.00	240,800.00	250,000.00
380 Medical Service Reimbursements	0.00	0.00	0.00
390 Other Inter-district, Within Wisconsin	0.00	0.00	0.00
Subtotal Other School Districts within Wisconsin	187,292.00	240,800.00	250,000.00
Other School Districts Outside Wisconsin			
440 Payments for Services	0.00	0.00	0.00
490 Other Inter-district, Outside Wisconsin	0.00	0.00	0.00
Subtotal Other School Districts Outside Wisconsin	0.00	0.00	0.00
Intermediate Sources			
510 Transit of Aids	13,966.52	7,940.78	8,500.00
530 Payments for Services from CCDEB	0.00	0.00	0.00
540 Payments for Services from CESA	0.00	0.00	0.00
580 Medical Services Reimbursement	0.00	0.00	0.00
590 Other Intermediate Sources	0.00	0.00	0.00
Subtotal Intermediate Sources	13,966.52	7,940.78	8,500.00
State Sources			
610 State Aid -- Categorical	7,739,898.00	8,397,423.00	7,792,353.00
620 State Aid -- General	154,246.00	200,788.70	199,600.00
630 DPI Special Project Grants	0.00	0.00	0.00
640 Payments for Services	0.00	0.00	0.00
650 Achievement Gap Reduction (AGR grant)	0.00	0.00	0.00
690 Other Revenue	0.00	0.00	0.00
Subtotal State Sources	7,894,144.00	8,598,211.70	7,991,953.00
Federal Sources			
710 Federal Aid - Categorical	0.00	0.00	0.00
730 DPI Special Project Grants	3,108,802.21	3,772,999.91	4,150,000.00
750 IASA Grants	0.00	0.00	0.00
760 JTPA	0.00	0.00	0.00
770 Other Federal Revenue Through Local Units	0.00	0.00	0.00
780 Other Federal Revenue Through State	710,919.43	1,028,305.81	1,050,000.00
790 Other Federal Revenue - Direct	0.00	0.00	0.00
Subtotal Federal Sources	3,819,721.64	4,801,305.72	5,200,000.00
Other Financing Sources		0.00	0.00
860 Compensation, Fixed Assets	0.00	0.00	0.00
870 Long-Term Obligations	0.00	0.00	0.00
Subtotal Other Financing Sources	0.00	0.00	0.00
Other Revenues			
960 Adjustments	0.00	0.00	0.00
970 Refund of Disbursement	0.00	0.00	0.00
990 Miscellaneous	0.00	0.00	0.00
Subtotal Other Revenues	0.00	0.00	0.00
TOTAL REVENUES & OTHER FINANCING SOURCES	35,641,151.59	35,604,787.99	36,015,453.00

**APPLETON AREA SCHOOL DISTRICT
BUDGET ADOPTION 2021-22***

	Audited 2019-20	Unaudited 2020-21	Budget 2021-22
EXPENDITURES & OTHER FINANCING USES			
<i>Instruction</i>			
110 000 Undifferentiated Curriculum	0.00	0.00	0.00
120 000 Regular Curriculum	0.00	0.00	0.00
130 000 Vocational Curriculum	4,830.00	0.00	0.00
140 000 Physical Curriculum	0.00	0.00	0.00
150 000 Special Education Curriculum	27,433,150.21	28,168,597.06	28,552,953.00
160 000 Co-Curricular Activities	0.00	0.00	0.00
170 000 Other Special Needs	67,727.21	71,991.00	70,000.00
Subtotal Instruction	27,505,707.42	28,240,588.06	28,622,953.00
<i>Support Sources</i>			
210 000 Pupil Services	4,809,375.48	3,845,852.79	3,897,000.00
220 000 Instructional Staff Services	1,006,156.31	1,163,175.55	1,150,000.00
230 000 General Administration	0.00	6,981.22	0.00
240 000 School Building Administration	0.00	0.00	0.00
250 000 Business Administration	2,136,805.28	2,088,644.07	2,090,000.00
260 000 Central Services	6,252.75	5,330.09	5,500.00
270 000 Insurance & Judgments	0.00	0.00	0.00
280 000 Debt Services	0.00	0.00	0.00
290 000 Other Support Services	35,090.04	0.00	0.00
Subtotal Support Sources	7,993,679.86	7,109,983.72	7,142,500.00
<i>Non-Program Transactions</i>			
410 000 Inter-fund Transfers	0.00	0.00	0.00
430 000 Instructional Service Payments	141,764.31	254,216.21	250,000.00
490 000 Other Non-Program Transactions	0.00	0.00	0.00
Subtotal Non-Program Transactions	141,764.31	254,216.21	250,000.00
TOTAL EXPENDITURES & OTHER FINANCING USES	35,641,151.59	35,604,787.99	36,015,453.00

DEBT SERVICE FUND (FUNDS 38, 39)			
900 000 Beginning Fund Balance	3,773,116.18	3,838,560.61	3,856,694.56
900 000 ENDING FUND BALANCES	3,838,560.61	3,856,694.56	3,486,033.56
TOTAL REVENUES & OTHER FINANCING SOURCES	9,373,821.69	21,588,312.59	8,669,218.00
281 000 Long-Term Capital Debt	8,560,147.26	9,306,794.87	9,039,879.00
282 000 Refinancing	0.00	12,263,383.77	0.00
283 000 Operational Debt	0.00	0.00	0.00
285 000 Post Employment Benefit Debt	0.00	0.00	0.00
289 000 Other Long-Term General Obligation Debt	748,230.00	0.00	0.00
400 000 Non-Program Transactions	0.00	0.00	0.00
TOTAL EXPENDITURES & OTHER FINANCING USES	9,308,377.26	21,570,178.64	9,039,879.00
842 000 INDEBTEDNESS, END OF YEAR	22,760,000.00	15,196,000.00	6,423,000.00

CAPITAL PROJECTS FUND (FUNDS 41, 46, 48, 49)			
900 000 Beginning Fund Balance	3,404,734.58	3,598,385.48	5,651,474.22
900 000 Ending Fund Balance	3,598,385.48	5,651,474.22	5,153,474.22
TOTAL REVENUES & OTHER FINANCING SOURCES	2,466,302.90	3,961,402.95	2,462,000.00
100 000 Instructional Services	0.00	0.00	0.00
200 000 Support Services	2,272,652.00	1,908,314.21	2,960,000.00
300 000 Community Services	0.00	0.00	0.00
400 000 Non-Program Transactions	0.00	0.00	0.00
TOTAL EXPENDITURES & OTHER FINANCING USES	2,272,652.00	1,908,314.21	2,960,000.00

APPLETON AREA SCHOOL DISTRICT BUDGET ADOPTION 2021-22*			
	Audited 2019-20	Unaudited 2020-21	Budget 2021-22

FOOD SERVICE FUND (FUND 50)			
900 000 Beginning Fund Balance	3,072,909.38	2,980,280.14	3,471,204.07
900 000 ENDING FUND BALANCE	2,980,280.14	3,471,204.07	3,471,204.07
TOTAL REVENUES & OTHER FINANCING SOURCES	6,153,980.95	4,726,544.10	5,700,000.00
200 000 Support Services	6,246,610.19	4,235,620.17	5,700,000.00
400 000 Non-Program Transactions	0.00	0.00	0.00
TOTAL EXPENDITURES & OTHER FINANCING USES	6,246,610.19	4,235,620.17	5,700,000.00

COMMUNITY SERVICE FUND (FUND 80)			
900 000 Beginning Fund Balance	1,297,135.42	1,223,050.53	611,131.23
900 000 ENDING FUND BALANCE	1,223,050.53	611,131.23	611,131.23
TOTAL REVENUES & OTHER FINANCING SOURCES	1,978,950.00	1,958,467.50	2,475,320.00
200 000 Support Services	877,367.85	1,188,230.48	1,121,570.00
300 000 Community Services	1,175,667.04	1,382,156.32	1,353,750.00
400 000 Non-Program Transactions	0.00	0.00	0.00
TOTAL EXPENDITURES & OTHER FINANCING USES	2,053,034.89	2,570,386.80	2,475,320.00

PACKAGE & COOPERATIVE PROGRAM FUND (FUNDS 91, 93,			
900 000 Beginning Fund Balance	0.00	0.00	0.00
900 000 ENDING FUND BALANCE	0.00	0.00	0.00
TOTAL REVENUES & OTHER FINANCING SOURCES	0.00	0.00	0.00
100 000 Instruction	0.00	0.00	0.00
200 000 Support Services	0.00	0.00	0.00
400 000 Non-Program Transactions	0.00	0.00	0.00
TOTAL EXPENDITURES & OTHER FINANCING USES	0.00	0.00	0.00

* The 60 & 70 series funds are "fiduciary" funds. Presentation of these funds taken out of the adoption format to agree with GASB 34 requirements. This change also brings the school district adoption format more into conformity with statute 65.90 requirements used for other Wisconsin governments which specify that information be presented for governmental and proprietary funds, but does not require it for fiduciary funds.

APPLETON AREA SCHOOL DISTRICT

2021-2022 OVERALL BUDGET SUMMARY

as of 10.21.2021

FUND 10	Audited	Unaudited	Budget	Increase/	
REVENUE & EXPENDITURES	2019-2020	2020-2021	2021-2022	Decrease	Percent
REVENUES					
Local	57,783,744	59,194,577	60,222,600	1,028,023	1.74%
Interdistrict	12,747,056	16,045,563	13,665,000	(2,380,563)	-14.84%
State	110,567,774	109,551,555	109,958,348	406,793	0.37%
Federal	4,789,641	11,177,825	11,530,000	352,175	3.15%
Other	1,280,626	482,146	115,052	(367,094)	-76.14%
TOTAL FUND 10 REVENUES (ALL)	\$ 187,168,841	\$ 196,451,666	\$ 195,491,000	\$ (960,666)	-0.51%
EXPENDITURES					
Salaries	76,825,650	81,639,483	86,537,853	4,898,370	6.00%
Benefits	33,594,059	34,805,440	36,893,766	2,088,326	6.00%
Purchased Services	28,095,326	36,952,681	39,908,895	2,956,214	8.00%
Non-Capital Objects	4,732,383	9,719,802	5,762,440	(3,957,362)	-40.71%
Capital Objects	2,590,458	515,683	2,354,000	1,838,317	356.48%
Debt Retirement	1,345,058	-	-	-	0.00%
Insurance & Judgments	1,271,539	1,358,577	1,844,515	485,938	35.77%
Interfund Transfers	23,713,244	23,466,929	22,550,000	(916,929)	-3.91%
Dues/Other	495,556	291,866	450,000	158,134	54.18%
TOTAL FUND 10 EXPENDITURES	\$ 177,710,772	\$ 188,750,461	\$ 196,301,470	\$ 7,551,009	4.25%
OTHER FUND EXPENDITURES					
Fund 20s -- Special Revenue	249,648	1,750,149	1,834,547	84,398	4.82%
Fund 27 -- Special Education	35,641,152	35,604,788	36,015,453	410,665	1.15%
Fund 38 -- Non-Referendum Debt	1,510,705	1,418,475	1,421,275	2,800	0.20%
Fund 39 -- Referendum Debt	7,797,672	7,659,217	7,618,604	(40,613)	-0.53%
Fund 41 -- Capital Projects	2,272,652	2,460,000	2,960,000	500,000	20.33%
Fund 46 -- Capital Projects	-	-	-	-	0.00%
Fund 49 -- Referendum Projects	-	-	-	-	0.00%
Fund 50 -- Food Service	5,792,898	5,800,000	5,700,000	(100,000)	-1.72%
Fund 80 -- Community Service	2,134,205	2,142,000	2,475,320	333,320	15.56%
Interfund Transfers	(23,713,244)	(23,466,929)	(22,550,000)	916,929	-3.91%
TOTAL OTHER FUND EXPENDITURES	\$ 31,685,687	\$ 33,367,700	\$ 35,475,199	\$ 2,107,499	6.71%
TOTAL EXPENDITURE SUMMARY	\$ 209,396,460	\$ 222,118,161	\$ 231,776,669	\$ 9,658,509	4.73%

2021-2022 REVENUE LIMIT - Final

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

as of 10/18/2021

	2020-2021 Final	2021-2022 Final	Change from 2020-21
Revenue Per Member	\$ 10,244	\$ 10,251	\$ 7
Membership	14,692	14,382	(310)
Revenue Limit - No Exemptions	\$ 150,700,516	\$ 147,433,909	(3,266,607)
Private School Vouchers	\$ 3,764,607	\$ 4,520,772	756,165
Other Exemptions	\$ 3,301,703	\$ 6,531,778	3,230,075
Revenue Limit with Exemptions	\$ 157,766,826	\$ 158,486,459	\$ 719,633
Percent Change			0.46%
<i>Equalization Aid</i>	\$ 94,513,750	\$ 94,770,375	\$ 256,625
<i>Computer Aid</i>	663,148	663,148	\$ -
<i>Personal Property Aid</i>	403,811	463,825	\$ 60,014
<i>Total Rev Limit Aid</i>			
Allowable Limited Revenue	\$62,186,117	\$62,589,111	\$ 402,994
<i>Property Tax Distribution</i>			
General Fund	58,235,931	59,279,569	1,043,638
Rate	6.46	6.24	(0)
Non-Referendum Debt	1,418,475	849,542	(568,933)
Rate	0.16	0.09	(0)
Capital Projects	2,460,000	2,460,000	-
Rate	0.27	0.26	(0)
Total Limited Revenue	\$62,114,406	\$62,589,111	\$474,705
<i>Taxes Outside of the Revenue Limit</i>			
Referendum Debt	7,659,217	7,618,603	(40,614)
Rate	0.85	0.80	(0)
Community Service	1,957,515	2,475,320	517,805
Rate	0.22	0.26	0
Prior Year Levy Chargeback	10,041	-	(10,041)
Total Property Tax Revenue	\$ 71,741,179	\$ 72,683,034	941,855
Percent increase/decrease			1.31%
Total Tax Rate	\$ 7.96	\$ 7.66	\$ (0.30)
Percent Change			-3.78%
Equalized Valuation	\$ 9,014,775,214	\$ 9,493,679,888	\$ 478,904,674
			5.31%
Total Revenue Limit Increase(Decrease)			\$ 719,633

Total Tax Levy	Levy 15-16	Levy 16-17	Levy 17-18	Levy 18-19	Levy 19-20	Levy 20-21	Proposed Levy 21-22
Amount	\$67,986,304	\$65,736,356	\$67,117,968	\$68,347,217	\$69,809,775	\$71,741,179	\$72,683,034

Tax Levy Rate	Actual Rate 15-16	Actual Rate 16-17	Actual Rate 17-18	Actual Rate 18-19	Actual Rate 19-20	Actual Rate 20-21	Proposed Rate 21-22
Fund 10: General Fund AASD	8.29	7.71	7.32	6.91	6.33	6.04	5.77
Fund 10: Private School Vouchers	0.09	0.13	0.16	0.23	0.37	0.42	0.48
Fund 38: Non-Referendum Debt	0.20	0.19	0.19	0.18	0.17	0.16	0.09
Fund 41: Capital Projects	0.35	0.34	0.32	0.31	0.29	0.27	0.26
Fund 39: Referendum Debt	0.47	0.46	0.57	0.80	0.92	0.85	0.80
Fund 80: Community Service	0.21	0.23	0.22	0.24	0.23	0.22	0.26
Total Net Levy Rate (Mill Rate)	9.60	9.06	8.78	8.68	8.32	7.96	7.66

Levy Year	Levy Amount	Equalize Value	Tax Rate
2008-09	\$55,479,645	\$6,928,131,610	\$8.01
2009-10	\$60,475,875	\$7,177,689,214	\$8.43
2010-11	\$65,622,305	\$7,216,689,214	\$9.08
2011-12	\$64,512,088	\$7,033,795,775	\$9.17
2012-13	\$63,284,286	\$6,793,167,459	\$9.33
2013-14	\$64,051,867	\$6,815,489,181	\$9.40
2014-15	\$66,200,286	\$6,936,192,827	\$9.54
2015-16	\$67,986,304	\$7,079,269,550	\$9.60
2016-17	\$65,736,356	\$7,252,328,337	\$9.06
2017-18	\$67,117,968	\$7,648,631,179	\$8.78
2018-19	\$68,347,217	\$7,877,234,972	\$8.68
2019-20	\$69,809,775	\$8,390,434,565	\$8.32
2020-21	\$71,731,138	\$9,014,775,214	\$7.96
2021-22	\$72,683,034	\$9,493,679,888	\$7.66

ITEM FOR CONSIDERATION

Topic:	2021-2022 Tax Levy Certification
Background Information:	In mid-October the District received revenue limit calculations, equalization aid calculations, and other revenue estimates from the Department of Public Instruction. In addition, the Department of Revenue provided the District with our equalized valuation. This information allows the District to set the 2021-2022 tax levy.
Fiscal Note:	See attached documentation.
Administrative Recommendation:	Approval of the 2021-2022 tax levy.
Instructional Impact:	NA
Contact Person(s):	Greg Hartjes, 997-1399 ext. 2029 Holly Burr, 997-1399 ext. 2034
Board Action:	October 25, 2021

APPLETON AREA SCHOOL DISTRICT

2022 TAX LEVY DISTRIBUTION

FUND	10	38	41		39	80		
DESC	General	Non-Referendum Debt	Capital Expense	TOTAL REVENUE LIMIT LEVIES	Referendum Debt	Community Services	TOTAL OTHER LEVIES	TOTAL LEVY
TOTAL	59,279,569.00	849,542.00	2,460,000.00	62,589,111.00	7,618,603.00	2,475,320.00	10,093,923.00	72,683,034.00

COUNTY	MUNICIPALITY										
CALUMET	C	APPLETON	8.1700%	4,843,150.40	69,407.72	200,982.40	5,113,540.52	622,441.10	202,234.05	824,675.15	5,938,215.67
OUTAGAMIE	C	APPLETON	55.7627%	33,055,889.25	473,727.57	1,371,762.46	34,901,379.28	4,248,338.87	1,380,305.31	5,628,644.18	40,530,023.46
WINNEBAGO	C	APPLETON	0.1577%	93,486.51	1,339.77	3,879.53	98,705.81	12,014.88	3,903.69	15,918.57	114,624.37
			64.0904%	37,992,526.17	544,475.06	1,576,624.39	40,113,625.61	4,882,794.84	1,586,443.04	6,469,237.89	46,582,863.50
CALUMET	V	HARRISON	1.7803%	1,055,336.95	15,124.15	43,794.67	1,114,255.77	135,631.78	44,067.40	179,699.18	1,293,954.95
CALUMET	C	MENASHA	1.8923%	1,121,758.63	16,076.05	46,551.05	1,184,385.72	144,168.28	46,840.95	191,009.24	1,375,394.96
OUTAGAMIE	T	GRAND CHUTE	31.8572%	18,884,805.22	270,640.21	783,686.89	19,939,132.31	2,427,072.87	788,567.41	3,215,640.28	23,154,772.59
OUTAGAMIE	V	LITTLE CHUTE	0.2972%	176,202.24	2,525.17	7,312.09	186,039.50	22,645.49	7,357.63	30,003.12	216,042.62
WINNEBAGO	V	FOX CROSSING	0.0826%	48,939.80	701.36	2,030.92	51,672.08	6,289.74	2,043.57	8,333.30	60,005.38
			100.0000%	59,279,569.00	849,542.00	2,460,000.00	62,589,111.00	7,618,603.00	2,475,320.00	10,093,923.00	72,683,034.00

ITEMS FOR CONSIDERATION

Topic:

2021-2022 Grants

Background Information:

The Appleton Area School District has been awarded various grants for the 21-22 fiscal year. The name and amount of each grant is listed below:

Fund 11

DPI Alcohol and Other Drug Abuse Grant	\$ 25,000.00
DPI Title I-A Grant	\$ 2,158,090.00
DPI Title II-A Grant	\$ 403,882.00
DPI Title III-A Grant	\$ 186,591.00
DPI Title IV Grant	\$ 139,853.00
Education for Homeless Children and Youth Compliance Grant	\$ 30,000.00

Fund 21

Assessing Educational Impact in Speech and Language Evaluations Grant	\$ 2,000.00
The Arts Go to War Historical Model Building Project Grant	\$ 1,000.00
Ukulele in the Middle School Exploratory/ Creative Music Class Grant	\$ 3,000.00
Sensory Room Grant	\$ 3,000.00
Structural Engineering Grant	\$ 1,500.00

Fund 27

IDEA-Flow-Through Grant	\$3,741,470.00
IDEA-Preschool Grant	\$ 136,442.00
ARPA-IDEA Flow-Through Grant	\$ 829,292.00

Instructional Impact:

Alcohol and Other Drug Abuse Grant—The Department of Public Instruction has awarded the Appleton Area School District a grant in the amount of \$25,000 for the AODA Program. The discretionary grant program supports the development and expansion of the district-wide comprehensive, kindergarten through grade 12, alcohol and other drug abuse prevention and early intervention programming as part of a coordinated school health program.

Title I-A Grant—The Department of Public Instruction as awarded the Appleton Area School District a grant in the amount of \$2,158,090.00. This grant is designed to close achievement gaps and ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education.

Title II-A Grant (Teacher and Principal Training and Recruiting)-

The Department of Public Instruction has awarded the Appleton Area School District a grant in the amount of \$403,882. This funding is used to recruit, train and prepare candidates to become effective teachers in core academic areas.

Title III-A Grant (English Language Proficiency)-

The Department of Public Instruction has awarded the Appleton Area School District a grant in the amount of \$186,591. This grant is designed to improve the education of English learners. These funds may be used to provide supplemental services that improve the English language proficiency and academic achievements of English learners.

Title IV-A Grant

–The Department of Public Instruction has awarded the Appleton Area School District with a continuing Title IV-A grant for the 2021-22 fiscal year in the amount of \$139,853. The Title IV-A grant is also known as the Student Support and Academic Enrichment (SSAE) grant and provides the District with capacity buildings, funds to ensure that all students have access to a high quality educational experience.

Education for Homeless Children and Youth Compliance Grant-

The Department of Public Instruction has awarded the Appleton Area School District a 2-year grant in the amount of \$30,000. The intent of this grant is to ensure that all children and youth who lack a fixed, regular, and adequate nighttime residence receive access to the same free, appropriate public education, including a preschool education, as provided to other children and youth.

Assessing Educational Impact in Speech and Language Evaluations Grant

–The Appleton Education Foundation has awarded the Appleton Area School District a grant in the amount of \$2,000. The purpose of this grant is for Speech-Language pathologists to complete training and coaching on Language Sample Analysis, an evidence-based method of documenting the educational impact of a communication disorder. Using the “Train the Trainer” model will support AASD SLPs for years to come.

The Arts Go to War Historical Model Building Project Grant

–The Appleton Education Foundation has awarded the Appleton Area School District-Renaissance School a grant in the amount of \$1,000 from the *Vira and Alan Stoner Education Fund*. The purpose of this grant is on art created as a response to war.

Ukulele in the Middle School Exploratory/Creative Music Class Grant–The Appleton Education Foundation has awarded the Appleton Area School District-Madison Middle School a grant in the amount of \$3,000 from the *Mile of Music Fund and the AEF Fund*. The purpose of this grant is to purchase ukuleles so each middle school can have 1 instrument shared by 2 students during Exploratory-Creative Music Class.

Sensory Room Grant–The Appleton Education Foundation has awarded the Appleton Area School District-Ferber Elementary School a grant in the amount of \$3,000 from the *Gruner Family Community Mental Wellness Fund and the Betsy Melzer Fund*. The purpose of this grant is to establish a sensory room, open to all students who need a place either for stimulation or calming.

Structural Engineering Grant – The Appleton Education Foundation has awarded the Appleton Area School District-Ronald C. Dunlap Elementary School a grant in the amount of \$1,500 from the *Stan and Phyllis Thatcher Family Fund*. The purpose of this grant is to purchase a structural engineering kit to learn problem solving involving force and load and following directions to create various bridges and skyscrapers.

IDEA-Flow-Through Part B Grant–The Department of Public Instruction has awarded the Appleton Area School District a Flow-Through grant in the amount of \$3,741,470. The IDEA part B formula grant programs (sections 611 and 619) assist states in providing a free appropriate public education in the least restrictive environment for children with disabilities ages 3-21.

IDEA Preschool Grant–The Department of Public Instruction has awarded the Appleton Area School District a continuing Preschool Entitlement grant in the amount of \$136,442 for the 2021-2022 school year. This grant makes available special education and related services for children with disabilities aged 3 through 5.

ARPA-IDEA Flow-Through Grant–The Department of Public Instruction has awarded the Appleton Area School District funding in the amount of \$829,292. The American Rescue Plan (APR) released these funds to support infants, toddlers, children and youth with disabilities who are served under the Individuals with Disabilities Education Act (IDEA).

**Administrative
Recommendation:**

Approval

Contact:

Greg Hartjes, 997-1399 ext. 2029

Board Action:

October 25, 2021



WISCONSIN DEPARTMENT OF
Public Instruction

Jill K. Underly, PhD, State Superintendent

NOTIFICATION OF STATE GRANT AWARD

PI-1136 (Rev. 07-2021)

AWARD INFORMATION

DPI Grant Name ⁽¹⁾ Alcohol and Other Drug Abuse			
Subrecipients Information Agency Name ⁽²⁾ Appleton Area School District		Agency Code ⁽³⁾ 440147	
DUNS Name ⁽⁴⁾ Appleton Area School District		DUNS No. ⁽⁵⁾ 106638786	
Amount of State Funds Obligated By This Action ⁽⁶⁾ \$25,000	Total Amount of State Funds Obligated ⁽⁷⁾ \$25,000	Total Approved Cost Sharing or Matching ⁽⁸⁾ \$5,000	
DPI Contact Information			
Contact Name First & Last ⁽⁹⁾ Brian Dean	Email Address ⁽¹⁰⁾ brian.dean@dpi.wi.gov	Phone Area Code/No. ⁽¹¹⁾ 608-266-9677	
Team ⁽¹²⁾ Student Services/Prevention and Wellness	DPI Grant Number ⁽¹³⁾ DPI-306		
DPI Source Code ⁽¹⁴⁾ 630	DPI Project Code ⁽¹⁵⁾ 395	State ID ⁽¹⁶⁾ 255.306	
Subaward Date Mo./Day/Yr. ⁽¹⁷⁾ 8/25/2021	Subaward Period of Performance Start Date Mo./Day/Yr. ⁽¹⁸⁾ 7/1/2021 End Date Mo./Day/Yr. ⁽¹⁹⁾ 6/30/2022		Grant Authority ⁽²⁰⁾ 115.36 (3)(a)

APPROVAL SIGNATURES

Assistant Director, School Financial Services Team ➤ <i>[Signature]</i>	Date Signed Mo./Day/Yr. 9/13/2021
Division Administrator ➤ <i>[Signature]</i>	Date Signed Mo./Day/Yr. 9/7/2021
State Superintendent ➤ <i>[Signature]</i>	Date Signed Mo./Day/Yr. 9/7/2021

fund 11

924



NOTIFICATION OF FEDERAL GRANT SUBAWARD

PI-1138 (Rev. 07-16)

General Subaward Information (2 CFR §200.331(a))

SUBAWARD INFORMATION					
DPI Grant Name Title I-A					
Subrecipient Information Agency Name Appleton Area School District					Agency Code 440147
DUNS Name Appleton Area School District					DUNS No 106638786
Amount of Federal Funds Obligated By This Action \$13,328.00		Total Amount of Federal Funds Obligated \$2,158,090.00 (9/14/2021) \$2,144,762.00 (7/1/2021)		Total Approved Cost Sharing or Matching \$0.00	
DPI Contact Information Contact Name <i>First & Last</i> Brielle Glatzel		Email Address brielle.glatzel@dpi.wi.gov		Phone Area Code/No (608) 266-4499	
Team Title I School and Support			DPI Grant Number 2022 - 440147 - DPI - TIA - 141		
DPI Source Code 751	DPI Project Code 141		Research & Development Grant ☒ No ☐ Yes		
Subaward Date Mo/Day/Yr 9/14/2021	Subaward Period of Performance Start Date Mo/Day/Yr 7/1/2021		End Date Mo/Day/Yr 6/30/2022	Indirect Rate Type ☒ Restricted ☐ Unrestricted	Subrecipient's Indirect Rate 3.48%

Fund 11
 Title I

RECIPIENT INFORMATION*Recipient Name, Mailing Address, City, State, Zip*

Appleton Area School District
122 E. College Ave. Suite 1A
Appleton, WI 549122019

ADDITIONAL SUBAWARD INFORMATION

Other information pertaining to the subrecipient

FEDERAL AWARD INFORMATION

Federal Award Name		Name of Federal Agency
Title I Grants to Local Education Agencies		U.S. Department of Education
Federal Award Identification Number (FAIN)		Federal Award Date
S010A210049		7/1/2021
Current Total Federal Award Amount		Expected Total Federal Amount
\$76,771,556.00		\$212,746,575.00
CFDA Number	CFDA Name	CFDA Amount Made Available
84.010A	Title I Grants to Local Education Agencies	\$76,771,556.00

Federal Award Project Description

84.010

Title I Grants to Local Education Agencies

NOTIFICATION OF FEDERAL GRANT SUBAWARD

PI-1138 (Rev. 07-16)

General Subaward Information (2 CFR §200.331(a))

SUBAWARD INFORMATION

DPI Grant Name

Title II-A

Subrecipient Information

Agency Name

Appleton Area School District

Agency Code

440147

DUNS Name

Appleton Area School District

DUNS No

106638786

Amount of Federal Funds Obligated By This Action

(\$313.00)

Total Amount of Federal Funds Obligated

\$403,882.00 (9/15/2021)

\$404,195.00 (7/1/2021)

Total Approved Cost Sharing or Matching

\$0.00

DPI Contact Information

Contact Name *First & Last*

Abdallah Bendada

Email Address

abdallah.bendada@dpi.wi.gov

Phone Area Code/No

(608) 267-9270

Team

Educator Effectiveness

DPI Grant Number

2022 - 440147 - DPI - TIIA - 365

DPI Source Code

730

DPI Project Code

365

Research & Development Grant

☒ No

☐ Yes

Subaward Date Mo/Day/Yr

9/15/2021

Subaward Period of Performance

Start Date Mo/Day/Yr

7/1/2021

End Date Mo/Day/Yr

9/30/2022

Indirect Rate Type

☒ Restricted

☐ Unrestricted

Subrecipient's Indirect Rate

3.48%

for all
title II

RECIPIENT INFORMATION

Recipient Name, Mailing Address, City, State, Zip

Appleton Area School District
122 E. College Ave. Suite 1A
Appleton, WI 549122019

ADDITIONAL SUBAWARD INFORMATION

Other information pertaining to the subrecipient

FEDERAL AWARD INFORMATION

Federal Award Name		Name of Federal Agency
Title II A Teacher & Principal Training & Recruiting Funds		U.S. Department of Education
Federal Award Identification Number (FAIN)		Federal Award Date
S367A210047		7/1/2021
Current Total Federal Award Amount		Expected Total Federal Amount
\$6,305,244.00		\$6,305,244.00
CFDA Number	CFDA Name	CFDA Amount Made Available
84.367A	Title II, Part A, Teacher and Principal Training & Recruiting Funds	\$6,305,244.00

Federal Award Project Description

Title II A Teacher & Principal Training & Recruiting Funds

84.367A

NOTIFICATION OF FEDERAL GRANT SUBAWARD

PI-1138 (Rev. 07-16)

General Subaward Information (2 CFR §200.331(a))

SUBAWARD INFORMATION				
DPI Grant Name Title III-A				
Subrecipient Information				Agency Code
Agency Name Appleton Area School District				440147
DUNS Name Appleton Area School District				DUNS No 106638786
Amount of Federal Funds Obligated By This Action \$186,591.00	Total Amount of Federal Funds Obligated \$186,591.00 (8/17/2021)		Total Approved Cost Sharing or Matching \$0.00	
DPI Contact Information		Email Address		Phone Area Code/No
Contact Name <i>First & Last</i> Amy Maciolek		amy.maciolek@dpi.wi.gov		(608) 266-1570
Team Teaching and Learning		DPI Grant Number 2022 - 440147 - DPI - TIIIA - 391		
DPI Source Code 730	DPI Project Code 391	Research & Development Grant ☒ No ☐ Yes		
Subaward Date Mo/Day/Yr 8/17/2021	Subaward Period of Performance Start Date Mo/Day/Yr 7/1/2021 End Date Mo/Day/Yr 6/30/2022		Indirect Rate Type ☒ Restricted ☐ Unrestricted	Subrecipient's Indirect Rate 3.48%

Title III
bund 11

RECIPIENT INFORMATION*Recipient Name, Mailing Address, City, State, Zip*

Appleton Area School District
122 E. College Ave. Suite 1A
Appleton, WI 549122019

ADDITIONAL SUBAWARD INFORMATION

Other information pertaining to the subrecipient

FEDERAL AWARD INFORMATION

Federal Award Name English Language Acquisition Language Enhancement & Academic Achievement Programs for Limited English Proficient Children		Name of Federal Agency U.S. Department of Education
Federal Award Identification Number (FAIN) S365A210049		Federal Award Date 7/1/2021
Current Total Federal Award Amount \$7,177,390.00		Expected Total Federal Amount \$7,177,390.00
CFDA Number 84.365A	CFDA Name English Language Acquisition Language Enhancement & Academic Achievement Programs for Limited English Proficient Children	CFDA Amount Made Available \$7,177,390.00

Federal Award Project Description

English Language Acquisition, Language Enhancement, and Academic Achievement Program for Limited English Proficient Children 84.365A

NOTIFICATION OF FEDERAL GRANT SUBAWARD

PI-1138 (Rev. 07-16)

General Subaward Information (2 CFR §200.331(a))

SUBAWARD INFORMATION				
DPI Grant Name Title IV-A				
Subrecipient Information			Agency Code	
Agency Name Appleton Area School District			440147	
DUNS Name Appleton Area School District			DUNS No 106638786	
Amount of Federal Funds Obligated By This Action \$99.00	Total Amount of Federal Funds Obligated \$139,853.00 (9/22/2021) \$139,754.00 (7/1/2021)		Total Approved Cost Sharing or Matching \$0.00	
DPI Contact Information		Email Address		Phone Area Code/No
Contact Name <i>First & Last</i> Emily Holder		emily.holder@dpi.wi.gov		(608) 267-9170
Team Student Services/Prevention and Wellness		DPI Grant Number 2022 - 440147 - DPI - TIVA - 381		
DPI Source Code 730	DPI Project Code 381	Research & Development Grant ☒ No ☐ Yes		
Subaward Date Mo/Day/Yr 9/22/2021	Subaward Period of Performance Start Date Mo/Day/Yr 7/1/2021 End Date Mo/Day/Yr 6/30/2022		Indirect Rate Type ☒ Restricted ☐ Unrestricted	Subrecipient's Indirect Rate 3.48%

Title IV
 fund 11
 139,853.00

RECIPIENT INFORMATION

Recipient Name, Mailing Address, City, State, Zip

Appleton Area School District
122 E. College Ave. Suite 1A
Appleton, WI 549122019

ADDITIONAL SUBAWARD INFORMATION

Other information pertaining to the subrecipient

FEDERAL AWARD INFORMATION

Federal Award Name		Name of Federal Agency
Title IV-A Student Support and Academic Enrichment (SSAE) Program		U.S. Department of Education
Federal Award Identification Number (FAIN)		Federal Award Date
S424A210051		7/1/2021
Current Total Federal Award Amount		Expected Total Federal Amount
\$14,778,705.00		\$14,778,705.00
CFDA Number	CFDA Name	CFDA Amount Made Available
84.424A	Title IV-A Student Support and Academic Enrichment Program	\$14,778,705.00

Federal Award Project Description

Title IV-A Student Support and Academic Enrichment (SSAE) Program

84.424A

NOTIFICATION OF FEDERAL GRANT SUBAWARD

PI-1138 (Rev. 07-16)

General Subaward Information (2 CFR §200.331(a))

SUBAWARD INFORMATION				
DPI Grant Name IDEA - Flow-through				
Subrecipient Information			Agency Code	
Agency Name Appleton Area School District			440147	
DUNS Name Appleton Area School District			DUNS No 106638786	
Amount of Federal Funds Obligated By This Action \$3,741,470.00	Total Amount of Federal Funds Obligated \$3,741,470.00 (7/22/2021)		Total Approved Cost Sharing or Matching \$0.00	
DPI Contact Information		Email Address		Phone Area Code/No
Contact Name <i>First & Last</i> Rachel Zellmer		rachel.zellmer@dpi.wi.gov		(608) 266-1787
Team Special Education - Division for Learning Support			DPI Grant Number 2022 - 440147 - DPI - FLOW - 341	
DPI Source Code 730	DPI Project Code 341		Research & Development Grant ☒ No ☐ Yes	
Subaward Date Mo/Day/Yr 7/22/2021	Subaward Period of Performance Start Date Mo/Day/Yr 7/1/2021		End Date Mo/Day/Yr 6/30/2022	Indirect Rate Type ☒ Restricted ☐ Unrestricted
				Subrecipient's Indirect Rate 3.48%

fund 27
 IDEA/Flow
 through

RECIPIENT INFORMATION

Recipient Name, Mailing Address, City, State, Zip

Appleton Area School District
122 E. College Ave. Suite 1A
Appleton, WI 549122019

ADDITIONAL SUBAWARD INFORMATION

Other information pertaining to the subrecipient

FEDERAL AWARD INFORMATION

Federal Award Name Special Education Grants to States		Name of Federal Agency U.S. Department of Education
Federal Award Identification Number (FAIN) H027A210064		Federal Award Date 7/1/2021
Current Total Federal Award Amount \$65,189,736.00		Expected Total Federal Amount \$228,755,544.00
CFDA Number 84.027A	CFDA Name Special Education - Grants to States	CFDA Amount Made Available \$228,755,544.00

Federal Award Project Description

The IDEA Part B formula grant programs (Sections 611 and 619) assist states in providing a free appropriate public education in the least restrictive environment for children with disabilities ages 3 through 21.

NOTIFICATION OF FEDERAL GRANT SUBAWARD

PI-1138 (Rev. 07-16)

General Subaward Information (2 CFR §200.331(a))

SUBAWARD INFORMATION				
DPI Grant Name IDEA - Preschool				
Subrecipient Information Agency Name Appleton Area School District			Agency Code 440147	
DUNS Name Appleton Area School District			DUNS No 106638786	
Amount of Federal Funds Obligated By This Action \$136,442.00		Total Amount of Federal Funds Obligated \$136,442.00 (9/17/2021)		Total Approved Cost Sharing or Matching \$0.00
DPI Contact Information Contact Name <i>First & Last</i> Rachel Zellmer		Email Address rachel.zellmer@dpi.wi.gov		Phone Area Code/No (608) 266-1787
Team Special Education - Division for Learning Support			DPI Grant Number 2022 - 440147 - DPI - PRESCH - 347	
DPI Source Code 730	DPI Project Code 347		Research & Development Grant ☒ No ☐ Yes	
Subaward Date Mo/Day/Yr 9/17/2021	Subaward Period of Performance Start Date Mo/Day/Yr 7/1/2021		End Date Mo/Day/Yr 6/30/2022	Indirect Rate Type ☒ Restricted ☐ Unrestricted
				Subrecipient's Indirect Rate 3.48%

fund 27
Preschool

RECIPIENT INFORMATION

Recipient Name, Mailing Address, City, State, Zip

Appleton Area School District
122 E. College Ave. Suite 1A
Appleton, WI 549122019

ADDITIONAL SUBAWARD INFORMATION

Other information pertaining to the subrecipient

FEDERAL AWARD INFORMATION

Federal Award Name Special Education - Preschool		Name of Federal Agency U.S. Department of Education
Federal Award Identification Number (FAIN) H173A210070		Federal Award Date 7/1/2021
Current Total Federal Award Amount \$9,856,723.00		Expected Total Federal Amount \$9,856,723.00
CFDA Number 84.173A	CFDA Name Special Education - Preschool Grant	CFDA Amount Made Available \$9,856,723.00

Federal Award Project Description

The IDEA Part B formula grant programs (Sections 611 and 619) assist states in providing a free appropriate public education in the least restrictive environment for children with disabilities ages 3 through 21.



NOTIFICATION OF FEDERAL GRANT SUBAWARD

PI-1138 (Rev. 07-16)

General Subaward Information (2 CFR §200.331(a))

SUBAWARD INFORMATION				
DPI Grant Name ARPA - IDEA Flow-through				
Subrecipient Information			Agency Code 440147	
Agency Name Appleton Area School District				
DUNS Name Appleton Area School District			DUNS No 106638786	
Amount of Federal Funds Obligated By This Action \$829,292.00		Total Amount of Federal Funds Obligated \$829,292.00		Total Approved Cost Sharing or Matching \$0.00
DPI Contact Information		Email Address		Phone Area Code/No
Contact Name <i>First & Last</i> Rachel Zellmer		rachel.zellmer@dpi.wi.gov		(608) 266-1787
Team Special Education - Division for Learning Support		DPI Grant Number 2022 - 440147 - DPI - ARPAIDEAFT - 344		
DPI Source Code 730	DPI Project Code 344	Research & Development Grant ☒ No ☐ Yes		
Subaward Date Mo/Day/Yr 7/1/2021	Subaward Period of Performance Start Date Mo/Day/Yr 7/1/2021		Indirect Rate Type ☒ Restricted ☐ Unrestricted	Subrecipient's Indirect Rate 3.48%
	End Date Mo/Day/Yr 6/30/2022			

Fund 27
 new
 ARPA
 flow through

RECIPIENT INFORMATION

Recipient Name, Mailing Address, City, State, Zip

Appleton Area School District
122 E. College Ave. Suite 1A
Appleton, WI 549122019

ADDITIONAL SUBAWARD INFORMATION

Other information pertaining to the subrecipient

FEDERAL AWARD INFORMATION

Federal Award Name ARPA - IDEA Flow-through		Name of Federal Agency US Dept. of Education
Federal Award Identification Number (FAIN) H027X210064		Federal Award Date 7/1/2021
Current Total Federal Award Amount \$42,596,205.00		Expected Total Federal Amount \$42,596,205.00
CFDA Number 00.00A	CFDA Name TBA	CFDA Amount Made Available \$42,596,205.00

Federal Award Project Description

The IDEA Part B formula grant programs (Sections 611 and 619) assist states in providing a free appropriate public education in the least restrictive environment for children with disabilities ages 3 through 21.



August 3, 2021

Judy Baseman
Appleton Area School District
131 E Washington Street
Appleton, WI 54912

Dear Judy Baseman:

I am pleased to inform you the Appleton Area School District has been awarded an Education for Homeless Children and Youth (EHCY) Compliance grant for the 2021-23 grant cycle. All grant recipients will receive funding beginning in the 2021-22 school year.

The grant award document will be available to view or download in WISEgrants after the Department of Public Instruction (DPI) EHCY consultants approve the budget in WISEgrants. Budget revisions must also be completed in WISEgrants. Budget revisions are required when significant changes need to be made to the original approved budget. The agency shall not expend funds until DPI approves the budget revision.

DPI requires grant recipients to operate per the conditions stated in the grant guidelines, approved application, and grant award documentation. It is expected that EHCY Compliance grant recipients complete their identified goals by the end of the grant cycle (June 30, 2023). As part of the grant requirements, all grant recipients will be monitored for compliance under the McKinney-Vento Homeless Assistance Act in the spring semester of 2022.

Other important dates and grant requirements for the 2021-22 grant year:

- Annual EHCY funded districts meeting: Fall 2021
(At least one representative from each funded district is required to participate)
- Technical Assistance Calls: Quarterly
- Compliance Monitoring: January-April 2022
- End-of-Year report: June 2022

View / Edit Funding

Current Funding

ARP Homeless Children and Youth I -
Final Allocation

\$30,000.00

October 7, 2021

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Terry Cane-Petersen
AASD-Appleton Area School District
P.O. Box 2019
Appleton, WI 54912-2019

Dear Terry:

The Appleton Education Foundation's board of directors has reviewed your grant application for *Assessing Educational Impact in Speech and Language Evaluations*. We are pleased to inform you that a grant has been approved as follows:

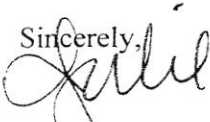
- | | |
|--------------------------|---|
| Grant Amount: | \$2,000.00; check has been forwarded to the AASD Business Office per district policy |
| Grant Purpose: | Speech-language pathologists will complete training and coaching on Language Sample Analysis, an evidence-based method of documenting the educational impact of a communication disorder. |
| Grant Start Date: | October 7, 2021 |
| Final Report Due: | June 1, 2022 |
- **The funded program may be modified only with the Foundation's prior written approval.**
 - Expenses charged to this grant may not be incurred prior to the start date or after the end date above.
 - **The grantee shall return to the Foundation any unused funds** at the grant end date.

A final report is required as an additional condition of this grant. To complete, you may login to the AEF Grants Portal (apply.appletoneducationfoundation.org), click on Grant Applicant > My Awards. Open your proposal, click the Final Report link toward bottom of the page. The Foundation will send you a reminder with these instructions closer to the due date. Consideration for future funding from AEF is conditional upon receipt and acceptance of the final report.

For your publications and correspondence, please refer to this award as a grant from the Appleton Education Foundation. If you would like assistance in publicizing your project to the local media and/or if there are opportunities for the AEF to photograph your project in progress, please contact me at 832-1517 or jkrause@appletoneducationfoundation.org.

Thank you for your application and interest. We wish you every success as you implement this project.

Sincerely,



Julie Krause
Executive Director

CC: Michelle Wranosky, Diane Wittman

68793

122 E. College Ave., Ste. 1B
Appleton, WI 54911
920-832-1517
AppletonEducationFoundation.org



APPLETON
EDUCATION
FOUNDATION

October 7, 2021

Kreston Peckham
AASD-Renaissance School
610 N. Badger Ave.
Appleton, WI 54914-3405

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Dear Kreston:

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Edward Ruffolo
Aaron Sass
Kristin Schroeder
Zach Snell
Amy Van Straten

EX-OFFICIO DIRECTORS

Judy Baseman
Kay Eggert

EXECUTIVE DIRECTOR

Julie Krause

The Appleton Education Foundation's board of directors has reviewed your grant application for *The Arts Go to War Historical Model Building Project*. We are pleased to inform you that a grant has been approved from the Vira and Alan Stoner Education Fund as follows:

Grant Amount:	\$1,000.00; check has been forwarded to the AASD Business Office per district policy
Grant Purpose:	Arts Go to War focuses on art created as a response to war.
Grant Start Date:	October 7, 2021
Final Report Due:	February 1, 2022

- **The funded program may be modified only with the Foundation's prior written approval.**
- Expenses charged to this grant may not be incurred prior to the start date or after the end date above.
- **The grantee shall return to the Foundation any unused funds** at the grant end date.

A final report is required as an additional condition of this grant. To complete, you may login to the AEF Grants Portal (apply.appletoneducationfoundation.org), click on Grant Applicant > My Awards. Open your proposal, click the Final Report link toward bottom of the page. The Foundation will send you a reminder with these instructions closer to the due date. Consideration for future funding from AEF is conditional upon receipt and acceptance of the final report.

For your publications and correspondence, please refer to this award as a grant from the Appleton Education Foundation. If you would like assistance in publicizing your project to the local media and/or if there are opportunities for the AEF to photograph your project in progress, please contact me at 832-1517 or jkrause@appletoneducationfoundation.org.

Thank you for your application and interest. We wish you every success as you implement this project.

Sincerely,

Julie Krause
Executive Director

CC: Mark McQuade, Diane Wittman

68768

122 E. College Ave., Ste. 1B
Appleton, WI 54911
920-832-1517
AppletonEducationFoundation.org



October 7, 2021

Eli Grover
AASD-Madison Middle School
2020 S. Carpenter St.
Appleton, WI 54915-4833

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Kay Eggert

EXECUTIVE DIRECTOR

Julie Krause

Dear Eli:

The Appleton Education Foundation's board of directors has reviewed your grant application for *Ukulele in the Middle School Exploratory/Creative Music Class*. We are pleased to inform you that a grant has been approved from the Mile of Music Fund and Appleton Education Foundation Fund as follows:

Grant Amount:	\$3,000.00; check has been forwarded to the AASD Business Office per district policy
Grant Purpose:	Purchase ukuleles so each middle school can have 1 instrument shared by 2 students during Exploratory/Creative Music class.
Grant Start Date:	October 7, 2021
Final Report Due:	June 1, 2022

- **The funded program may be modified only with the Foundation's prior written approval.**
- Expenses charged to this grant may not be incurred prior to the start date or after the end date above.
- **The grantee shall return to the Foundation any unused funds** at the grant end date.

A final report is required as an additional condition of this grant. To complete, you may login to the AEF Grants Portal (apply.appletoneducationfoundation.org), click on Grant Applicant > My Awards. Open your proposal, click the Final Report link toward bottom of the page. The Foundation will send you a reminder with these instructions closer to the due date. Consideration for future funding from AEF is conditional upon receipt and acceptance of the final report.

For your publications and correspondence, please refer to this award as a grant from the Appleton Education Foundation. If you would like assistance in publicizing your project to the local media and/or if there are opportunities for the AEF to photograph your project in progress, please contact me at 832-1517 or jkrause@appletoneducationfoundation.org.

Thank you for your application and interest. We wish you every success as you implement this project.

Sincerely,

Julie Krause
Executive Director

CC: David Torrey, Diane Wittman

68766

122 E. College Ave., Ste. 1B
Appleton, WI 54911
920-832-1517
AppletonEducationFoundation.org



October 7, 2021

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EXECUTIVE DIRECTOR

Julie Krause

Kelly Collins

AASD-Ferber Elementary School
515 E. Capitol Dr.
Appleton, WI 54911-1265

Dear Kelly:

The Appleton Education Foundation's board of directors has reviewed your grant application for *Sensory Room*. We are pleased to inform you that a grant has been approved from the Gruner Family Community Mental Wellness Fund and the Betsy Melzer Fund as follows:

- | | |
|--------------------------|--|
| Grant Amount: | \$3,000.00; check has been forwarded to the AASD Business Office per district policy |
| Grant Purpose: | To establish a sensory room, open to all students who need a place either for stimulation or for calming |
| Grant Start Date: | October 7, 2021 |
| Final Report Due: | June 1, 2022 |
- **The funded program may be modified only with the Foundation's prior written approval.**
 - Expenses charged to this grant may not be incurred prior to the start date or after the end date above.
 - **The grantee shall return to the Foundation any unused funds at the grant end date.**

A final report is required as an additional condition of this grant. To complete, you may login to the AEF Grants Portal (apply.appletoneducationfoundation.org), click on Grant Applicant > My Awards. Open your proposal, click the Final Report link toward bottom of the page. The Foundation will send you a reminder with these instructions closer to the due date. Consideration for future funding from AEF is conditional upon receipt and acceptance of the final report.

For your publications and correspondence, please refer to this award as a grant from the Appleton Education Foundation. If you would like assistance in publicizing your project to the local media and/or if there are opportunities for the AEF to photograph your project in progress, please contact me at 832-1517 or jkrause@appletoneducationfoundation.org.

Thank you for your application and interest. We wish you every success as you implement this project.

Sincerely,

Julie Krause
Executive Director

CC: Diane Wittman

68764

122 E. College Ave., Ste. 1B
Appleton, WI 54911
920-832-1517
AppletonEducationFoundation.org

October 7, 2021

Melissa Daane
AASD-Ronald C. Dunlap Elementary School
1000 N. Mason St.
Appleton, WI 54914-3641

MISSION

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Julie Krause

Dear Melissa:

The Appleton Education Foundation's board of directors has reviewed your grant application for *Structural Engineering*. We are pleased to inform you that a grant has been approved from the Stan and Phyllis Thatcher Family Fund as follows:

- | | |
|--------------------------|--|
| Grant Amount: | \$1,500.00; check has been forwarded to the AASD Business Office per district policy |
| Grant Purpose: | Purchase structural engineering kit to learn problem solving involving force and load and following directions to create various bridges and skyscrapers |
| Grant Start Date: | October 7, 2021 |
| Final Report Due: | June 1, 2022 |
- **The funded program may be modified only with the Foundation's prior written approval.**
 - Expenses charged to this grant may not be incurred prior to the start date or after the end date above.
 - **The grantee shall return to the Foundation any unused funds** at the grant end date.

A final report is required as an additional condition of this grant. To complete, you may login to the AEF Grants Portal (apply.appletoneducationfoundation.org), click on Grant Applicant > My Awards. Open your proposal, click the Final Report link toward bottom of the page. The Foundation will send you a reminder with these instructions closer to the due date. Consideration for future funding from AEF is conditional upon receipt and acceptance of the final report.

For your publications and correspondence, please refer to this award as a grant from the Appleton Education Foundation. If you would like assistance in publicizing your project to the local media and/or if there are opportunities for the AEF to photograph your project in progress, please contact me at 832-1517 or jkrause@appletoneducationfoundation.org.

Thank you for your application and interest. We wish you every success as you implement this project.

Sincerely,



Julie Krause
Executive Director

CC: Bill McClone, Diane Wittman

68755

122 E. College Ave., Ste. 1B
Appleton, WI 54911
320-832-1517
AppletonEducationFoundation.org

ITEM FOR CONSIDERATION - High School Level Three Art Course Proposal

Topic: Addition of Level 3 courses to the High School Course Catalog
8810 Drawing/Painting 3
8860 Ceramics/Sculpture 3
8820 Jewelry & Art Metals 3
8890 Craft Design 3

Background

Information: Currently, art courses in the AASD at the high school level only go through a level two (junior year). Seniors interested in continuing art are to do so through an independent study. However, this option does not count as one of the five required courses needed to be a fulltime student. This is a deterrent for most students and limits student's access to learning at a high level in art. Having a level three course for each of these classes will support the needs of students who want to further pursue their skills in art and have an aptitude for art. Offering a third level of art for seniors would support students who have a high interest and aptitude for the visual arts.

Fiscal Note: Students will enroll in these courses in the spring for the next school year (instead of when the school year starts). There may be a slight FTE increase in art at each high school because of this.

Instructional

Impact: Instructional needs of students with higher level of art skills will be supported with the appropriate content teacher. Students will have more access to courses that fulfill their full time course load. Also, high school art enrollment will be more accurate in the spring so resources can be allocated to meet the needs of all students.

Administrative

Recommendation: Approve as submitted.

Contact

Persons: Renee Ulman, Fine Arts Coordinator, 832-6157 x2179 ulmanrenee@aad.k12.wi.us
Steve Harrison, Assistant Superintendent of AC&I, 832-6157 x2175, harrisonstepha@aad.k12.wi.us,

Drawing and Painting 3 Course Overview Curriculum Document				
Course Description				
This course allows students with two years of Drawing and Painting classes to pursue a more in depth study of these media. This course is run as a college level studio based learning environment where student’s production and participation is critical to their success and is suggested for, but not limited to, students interested in pursuing the visual arts after high school.				
Credits		Prerequisites		
1.0		8600 Drawing and Painting and 8700 Drawing and Painting 2		
Board Approved		Revised		
Required Assessments				
District-wide, standards-based common summative assessments				
Textbooks/Resources				
N/A				
Course Essential Understandings		Course Essential Questions		
As a result of successfully completing this course, students will be able to: • Use multiple approaches to begin creative endeavors • Shape an artistic investigation using a contemporary practice of art or design. • Engage in making a work of art or design without having a preconceived plan • Apply relevant criteria to examine, reflect on, and plan revisions for works of art and design in progress • Analyze, select, and curate artifacts and/or artworks for presentation • Analyze and evaluate the reasons and ways an exhibition is presented • Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings • Hypothesize ways in which art influences perception and understanding of human experiences • Analyze how one’s understanding of the world is affected by experiencing visual imagery • Interpret an artwork or collection of work, supported by relevant and sufficient evidence found in the work and its various contexts • Establish relevant criteria in order to evaluate a work of art or collection of works • Document the process of developing ideas from early stages to fully elaborated ideas • Describe how knowledge of culture, traditions, and history may influence personal responses to art.		• What criteria, methods, and processes are considered when determining if something is art? • Why do people value art? • How can students develop visual literacy? • What conditions, attitudes, and habits support creative thinking? • What factors prevent or encourage people to take risks? • How does collaboration extend the creative process? • How do artists learn from trial and error? • How does art influence or celebrate a community? • How does art cultivate appreciation and understanding? • What responsibilities come with the freedom to create? • How do artists create work that effectively communicates? • How has history affected our art making? • What skills can be taken from learning about art and transferred to future careers? • How does collaboratively reflecting on a work help us experience it more completely? • Through the act of creating, how do artists create personal connections? • How does engaging with art enrich people’s lives? • What personal connections can you draw from the visual world around you?		
Unit Overviews				
Unit Name	Unit Description	Unit Essential Question	Instructional Standards	Assessed Standards
Unit 1 - How Do Artists Create Meaningful Work?	Creativity and innovative thinking are essential life skills that can be developed. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.	• What conditions, attitudes, and habits support creative thinking? • What factors prevent or encourage people to take risks? • How does collaboration extend the creative process? • How do artists learn from trial and error?	VA.Cr.1, VA.Cr.2, VA.Cr.3_ VA.Pr.4, VA.Pr.5.1, VA.Pr.6.1, VA.Re.7, VA.Re.8, VA.Re.9, VA.Cn.10, VA.Cn.11	VA.Cr.1, VA.Cr.2, VA.Cr.3_ VA.Pr.4, VA.Pr.5.1, VA.Pr.6.1, VA.Re.7, VA.Re.8, VA.Re.9, VA.Cn.10, VA.Cn.11
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Craft Design 3 Course Overview Curriculum Document				
Course Description				
This course allows students with two years of Jewelry and Art Metals classes to pursue a more in depth study of these media. This course is run as a college level studio based learning environment where student’s production and participation is critical to their success and is suggested for, but not limited to, students interested in pursuing the visual arts after high school.				
Credits		Prerequisites		
1.0		8620 Jewelry and Art Metals and 8720 Jewelry and Art Metals 2		
Board Approved		Revised		
Required Assessments				
District-wide, standards-based common summative assessments				
Textbooks/Resources				
N/A				
Course Essential Understandings		Course Essential Questions		
As a result of successfully completing this course, students will be able to: ● Use multiple approaches to begin creative endeavors ● Shape an artistic investigation using a contemporary practice of art or design. ● Engage in making a work of art or design without having a preconceived plan ● Apply relevant criteria to examine, reflect on, and plan revisions for works of art and design in progress ● Analyze, select, and curate artifacts and/or artworks for presentation ● Analyze and evaluate the reasons and ways an exhibition is presented ● Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings ● Hypothesize ways in which art influences perception and understanding of human experiences ● Analyze how one’s understanding of the world is affected by experiencing visual imagery ● Interpret an artwork or collection of work, supported by relevant and sufficient evidence found in the work and its various contexts ● Establish relevant criteria in order to evaluate a work of art or collection of works ● Document the process of developing ideas from early stages to fully elaborated ideas ● Describe how knowledge of culture, traditions, and history may influence personal responses to art.		● What criteria, methods, and processes are considered when determining if something is art? ● Why do people value art? ● How can students develop visual literacy? ● What conditions, attitudes, and habits support creative thinking? ● What factors prevent or encourage people to take risks? ● How does collaboration extend the creative process? ● How do artists learn from trial and error? ● How does art influence or celebrate a community? ● How does art cultivate appreciation and understanding? ● What responsibilities come with the freedom to create? ● How do artists create work that effectively communicates? ● How has history affected our art making? ● What skills can be taken from learning about art and transferred to future careers? ● How does collaboratively reflecting on a work help us experience it more completely? ● Through the act of creating, how do artists create personal connections? ● How does engaging with art enrich people’s lives? ● What personal connections can you draw from the visual world around you?		
Unit Overviews				
Unit Name	Unit Description	Unit Essential Question	Instructional Standards	Assessed Standards
Unit 1 - How Do Artists Create Meaningful Work?	Creativity and innovative thinking are essential life skills that can be developed. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.	● What conditions, attitudes, and habits support creative thinking? ● What factors prevent or encourage people to take risks? ● How does collaboration extend the creative process? ● How do artists learn from trial and error?	VA.Cr.1, VA.Cr.2, VA.Cr.3_ VA.Pr.4, VA.Pr.5.1, VA.Pr.6.1, VA.Re.7, VA.Re.8, VA.Re.9, VA.Cn.10, VA.Cn.11	VA.Cr.1, VA.Cr.2, VA.Cr.3_ VA.Pr.4, VA.Pr.5.1, VA.Pr.6.1, VA.Re.7, VA.Re.8, VA.Re.9, VA.Cn.10, VA.Cn.11
Unit 2 - What is the Role of Art in the World?	People create and interact with objects, places, and design that define, shape, enhances, and empower their lives. People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. Visual imagery also influences understanding of and responses to the world.	● How does art influence or celebrate a community? ● How does art cultivate appreciation and understanding? ● What responsibilities come with the freedom to create? ● How do artists create work that effectively communicates? ● How has history affected our art making? ● What skills can be taken from learning about art and transferred to future careers?	VA.Cr.1, VA.Cr.2, VA.Cr.3, VA.Pr.4, VA.Pr.5.1, VA.Pr.6.1, VA.Re.7, VA.Re.8, VA.Re.9, VA.Cn.10, VA.Cn.11	VA.Cr.1, VA.Cr.2, VA.Cr.3_ VA.Pr.4, VA.Pr.5.1, VA.Pr.6.1, VA.Re.7, VA.Re.8, VA.Re.9, VA.Cn.10, VA.Cn.11
Unit 3 - How Do I Create a Connection to Art?	People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. Plus, individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.	● How does collaboratively reflecting on a work help us experience it more completely? ● Through the act of creating, how do artists create personal connections? ● How does engaging with art enrich people’s lives? ● What personal connections can you draw from the visual world around you?	VA.Cr.1, VA.Cr.2, VA.Cr.3_ VA.Pr.4, VA.Pr.5.1, VA.Pr.6.1, VA.Re.7, VA.Re.8, VA.Re.9, VA.Cn.10, VA.Cn.11	VA.Cr.1, VA.Cr.2, VA.Cr.3_ VA.Pr.4, VA.Pr.5.1, VA.Pr.6.1, VA.Re.7, VA.Re.8, VA.Re.9, VA.Cn.10, VA.Cn.11

Craft Design 3 Course Overview Curriculum Document				
Course Description				
This course allows students with two years of Craft Design classes to pursue a more in depth study of these media. This course is run as a college level studio based learning environment where student’s production and participation is critical to their success and is suggested for, but not limited to, students interested in pursuing the visual arts after high school.				
Credits		Prerequisites		
1.0		8690 Craft Design and 8790 Craft Design 2		
Board Approved		Revised		
Required Assessments				
District-wide, standards-based common summative assessments				
Textbooks/Resources				
N/A				
Course Essential Understandings		Course Essential Questions		
As a result of successfully completing this course, students will be able to: ● Use multiple approaches to begin creative endeavors ● Shape an artistic investigation using a contemporary practice of art or design. ● Engage in making a work of art or design without having a preconceived plan ● Apply relevant criteria to examine, reflect on, and plan revisions for works of art and design in progress ● Analyze, select, and curate artifacts and/or artworks for presentation ● Analyze and evaluate the reasons and ways an exhibition is presented ● Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings ● Hypothesize ways in which art influences perception and understanding of human experiences ● Analyze how one’s understanding of the world is affected by experiencing visual imagery ● Interpret an artwork or collection of work, supported by relevant and sufficient evidence found in the work and its various contexts ● Establish relevant criteria in order to evaluate a work of art or collection of works ● Document the process of developing ideas from early stages to fully elaborated ideas ● Describe how knowledge of culture, traditions, and history may influence personal responses to art.		● What criteria, methods, and processes are considered when determining if something is art? ● Why do people value art? ● How can students develop visual literacy? ● What conditions, attitudes, and habits support creative thinking? ● What factors prevent or encourage people to take risks? ● How does collaboration extend the creative process? ● How do artists learn from trial and error? ● How does art influence or celebrate a community? ● How does art cultivate appreciation and understanding? ● What responsibilities come with the freedom to create? ● How do artists create work that effectively communicates? ● How has history affected our art making? ● What skills can be taken from learning about art and transferred to future careers? ● How does collaboratively reflecting on a work help us experience it more completely? ● Through the act of creating, how do artists create personal connections? ● How does engaging with art enrich people’s lives? ● What personal connections can you draw from the visual world around you?		
Unit Overviews				
Unit Name	Unit Description	Unit Essential Question	Instructional Standards	Assessed Standards
Unit 1 - How Do Artists Create Meaningful Work?	Creativity and innovative thinking are essential life skills that can be developed. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.	● What conditions, attitudes, and habits support creative thinking? ● What factors prevent or encourage people to take risks? ● How does collaboration extend the creative process? ● How do artists learn from trial and error?	VA.Cr.1, VA.Cr.2, VA.Cr.3_ VA.Pr.4, VA.Pr.5.1, VA.Pr.6.1, VA.Re.7, VA.Re.8, VA.Re.9, VA.Cn.10, VA.Cn.11	VA.Cr.1, VA.Cr.2, VA.Cr.3_ VA.Pr.4, VA.Pr.5.1, VA.Pr.6.1, VA.Re.7, VA.Re.8, VA.Re.9, VA.Cn.10, VA.Cn.11
Unit 2 - What is the Role of Art in the World?	People create and interact with objects, places, and design that define, shape, enhances, and empower their lives. People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. Visual imagery also influences understanding of and responses to the world.	● How does art influence or celebrate a community? ● How does art cultivate appreciation and understanding? ● What responsibilities come with the freedom to create? ● How do artists create work that effectively communicates? ● How has history affected our art making? ● What skills can be taken from learning about art and transferred to future careers?	VA.Cr.1, VA.Cr.2, VA.Cr.3, VA.Pr.4, VA.Pr.5.1, VA.Pr.6.1, VA.Re.7, VA.Re.8, VA.Re.9, VA.Cn.10, VA.Cn.11	VA.Cr.1, VA.Cr.2, VA.Cr.3_ VA.Pr.4, VA.Pr.5.1, VA.Pr.6.1, VA.Re.7, VA.Re.8, VA.Re.9, VA.Cn.10, VA.Cn.11
Unit 3 - How Do I Create a Connection to Art?	People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. Plus, individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.	● How does collaboratively reflecting on a work help us experience it more completely? ● Through the act of creating, how do artists create personal connections? ● How does engaging with art enrich people’s lives? ● What personal connections can you draw from the visual world around you?	VA.Cr.1, VA.Cr.2, VA.Cr.3_ VA.Pr.4, VA.Pr.5.1, VA.Pr.6.1, VA.Re.7, VA.Re.8, VA.Re.9, VA.Cn.10, VA.Cn.11	VA.Cr.1, VA.Cr.2, VA.Cr.3_ VA.Pr.4, VA.Pr.5.1, VA.Pr.6.1, VA.Re.7, VA.Re.8, VA.Re.9, VA.Cn.10, VA.Cn.11

Ceramics and Sculpture 3 Course Overview Curriculum Document				
Course Description				
This course allows students with two years of Ceramics and Sculpture classes to pursue a more in depth study of these media. This course is run as a college level studio based learning environment where student’s production and participation is critical to their success and is suggested for, but not limited to, students interested in pursuing the visual arts after high school.				
Credits		Prerequisites		
1.0		8660 Ceramics and Sculpture and 8760 Ceramics and Sculpture 2		
Board Approved		Revised		
Required Assessments				
District-wide, standards-based common summative assessments				
Textbooks/Resources				
N/A				
Course Essential Understandings		Course Essential Questions		
As a result of successfully completing this course, students will be able to: • Use multiple approaches to begin creative endeavors • Shape an artistic investigation using a contemporary practice of art or design. • Engage in making a work of art or design without having a preconceived plan • Apply relevant criteria to examine, reflect on, and plan revisions for works of art and design in progress • Analyze, select, and curate artifacts and/or artworks for presentation • Analyze and evaluate the reasons and ways an exhibition is presented • Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings • Hypothesize ways in which art influences perception and understanding of human experiences • Analyze how one’s understanding of the world is affected by experiencing visual imagery • Interpret an artwork or collection of work, supported by relevant and sufficient evidence found in the work and its various contexts • Establish relevant criteria in order to evaluate a work of art or collection of works • Document the process of developing ideas from early stages to fully elaborated ideas • Describe how knowledge of culture, traditions, and history may influence personal responses to art.		• What criteria, methods, and processes are considered when determining if something is art? • Why do people value art? • How can students develop visual literacy? • What conditions, attitudes, and habits support creative thinking? • What factors prevent or encourage people to take risks? • How does collaboration extend the creative process? • How do artists learn from trial and error? • How does art influence or celebrate a community? • How does art cultivate appreciation and understanding? • What responsibilities come with the freedom to create? • How do artists create work that effectively communicates? • How has history affected our art making? • What skills can be taken from learning about art and transferred to future careers? • How does collaboratively reflecting on a work help us experience it more completely? • Through the act of creating, how do artists create personal connections? • How does engaging with art enrich people’s lives? • What personal connections can you draw from the visual world around you?		
Unit Overviews				
Unit Name	Unit Description	Unit Essential Question	Instructional Standards	Assessed Standards
Unit 1 - How Do Artists Create Meaningful Work?	Creativity and innovative thinking are essential life skills that can be developed. Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.	• What conditions, attitudes, and habits support creative thinking? • What factors prevent or encourage people to take risks? • How does collaboration extend the creative process? • How do artists learn from trial and error?	VA.Cr.1, VA.Cr.2, VA.Cr.3_ VA.Pr.4, VA.Pr.5.1, VA.Pr.6.1, VA.Re.7, VA.Re.8, VA.Re.9, VA.Cn.10, VA.Cn.11	VA.Cr.1, VA.Cr.2, VA.Cr.3_ VA.Pr.4, VA.Pr.5.1, VA.Pr.6.1, VA.Re.7, VA.Re.8, VA.Re.9, VA.Cn.10, VA.Cn.11
Unit 2 - What is the Role of Art in the World?	People create and interact with objects, places, and design that define, shape, enhances, and empower their lives. People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. Visual imagery also influences understanding of and responses to the world.	• How does art influence or celebrate a community? • How does art cultivate appreciation and understanding? • What responsibilities come with the freedom to create? • How do artists create work that effectively communicates? • How has history affected our art making? • What skills can be taken from learning about art and transferred to future careers?	VA.Cr.1, VA.Cr.2, VA.Cr.3, VA.Pr.4, VA.Pr.5.1, VA.Pr.6.1, VA.Re.7, VA.Re.8, VA.Re.9, VA.Cn.10, VA.Cn.11	VA.Cr.1, VA.Cr.2, VA.Cr.3_ VA.Pr.4, VA.Pr.5.1, VA.Pr.6.1, VA.Re.7, VA.Re.8, VA.Re.9, VA.Cn.10, VA.Cn.11
Unit 3 - How Do I Create a Connection to Art?	People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. Plus, individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.	• How does collaboratively reflecting on a work help us experience it more completely? • Through the act of creating, how do artists create personal connections? • How does engaging with art enrich people’s lives? • What personal connections can you draw from the visual world around you?	VA.Cr.1, VA.Cr.2, VA.Cr.3_ VA.Pr.4, VA.Pr.5.1, VA.Pr.6.1, VA.Re.7, VA.Re.8, VA.Re.9, VA.Cn.10, VA.Cn.11	VA.Cr.1, VA.Cr.2, VA.Cr.3_ VA.Pr.4, VA.Pr.5.1, VA.Pr.6.1, VA.Re.7, VA.Re.8, VA.Re.9, VA.Cn.10, VA.Cn.11

ITEM FOR CONSIDERATION

TOPIC: Professional Educator New Hire

BACKGROUND INFORMATION: The professional educator listed below is recommended for a contractual position for the 2021-2022 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>	<u>Salary</u>	<u>Effective Date</u>
Breanna M. Wong	Grade 3/4	Berry	100%	\$39,032	10/25/21

Breanna M. Wong received her Bachelor of Science in Education degree from Northern Illinois University with a major in Elementary Education. Ms. Wong is being hired as a “Temporary Employee” for the remainder of the 2021-2022 school year. Most recently, she served the District as a Substitute Teacher.

FISCAL NOTE: As indicated above.

ADMINISTRATIVE RECOMMENDATION: Approval.

INSTRUCTIONAL IMPACT: The candidate listed above has been recommended by the administrators to whom they will report as the best candidate for the position.

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

10/25/21

ITEM FOR CONSIDERATION

TOPIC: Professional Educator Contract Change

BACKGROUND INFORMATION: A contract change for the following individual is recommended for the 2021-2022 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>	<u>Effective Date</u>
Brandon J. Behrendt	Art	Highlands	34% to 45%	10/12/21-1/14/22

FISCAL NOTE: As indicated above.

ADMINISTRATIVE RECOMMENDATION: Approval.

INSTRUCTIONAL IMPACT: This assignment will meet the needs of students.

CONTACT PERSON: Julie King, (920) 997-1399 (x2042)

10/25/21

ITEM FOR CONSIDERATION

TOPIC: Professional Educator Retirements

BACKGROUND INFORMATION: The following Professional Educators have submitted a letter of retirement effective the end of the first semester of the 2021-2022 school year.

Kristy K. Dibbs has been with the District for sixteen and one half years, most recently as a Literacy Interventionist at Highlands/Odyssey Elementary School.

Susan L. Eagan has been with the District for thirty-five and one half years, most recently as a Literacy Interventionist at Huntley Elementary School.

FISCAL NOTE: Dependent upon replacements.

ADMINISTRATIVE RECOMMENDATION: Approval.

INSTRUCTIONAL IMPACT: Qualified replacements will be procured.

CONTACT PERSON: Julie King, 920-997-1399 (x2042)

10/25/21

ITEM FOR CONSIDERATION

TOPIC: Professional Educator Resignations

BACKGROUND INFORMATION: The following Professional Educators have submitted a letter of resignation.

Kimberly D. Jazdzewski has been with the District for four and one half years, most recently as a Special Education Teacher at Kaleidoscope Academy. Ms. Jazdzewski's resignation is effective at the end of the Friday, November 5, 2021 workday.

Kylie E. Rexford has been with the District for five years, most recently as a Grade 3/4 Teacher at Berry Elementary School. Ms. Rexford's resignation is effective at the end of the Friday, October 22, 2021 workday.

FISCAL NOTE: Dependent upon replacements.

ADMINISTRATIVE RECOMMENDATION: Approval.

INSTRUCTIONAL IMPACT: Qualified replacements will be procured.

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

10/25/21

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

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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