



Monday, June 23, 2025
Board of Education Meeting

Scullen Leadership Center - Community Room
131 E. Washington Street, Suite 1A
Appleton, WI 54911
Time: 6:00 PM

Some participants may attend remotely. Members of the media and public are welcome to attend in person or view the live stream at www.aasd.k12.wi.us/boe. Accessibility requests should be directed to Kayla Malott at malottkayla@asd.k12.wi.us or (920) 852-5300 ext. 60111 at least 24 hours before the meeting.

1. MEETING OPENING

- A. Roll Call
- B. Pledge of Allegiance

2. APPROVAL OF AGENDA (GC-2: Governing commitments)

- A. Board Member request to remove Consent Agenda Item(s) for Separate Consideration
- B. Approval of Agenda

3. SPECIAL PRESENTATION

- A. None

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

- A. 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.)

- A. None

6. INFORMATION FOR BOARD DECISION PREPARATION (OE-8.4: Assure that the Board had adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)

- A. Business Services Update(s): None
- B. School/Student Services Update(s): None
- C. Personnel Services Update(s):
 - Professional Educator New Hire(s)
 - Professional Educator Contract Change(s)
 - Professional Educator Resignation(s)

- Administrative Resignation(s)
- Experience-Based License

Attachments: [IFC- Professional Educator New Hires 6.23.25pdf](#)

Attachments: [IFC- Professional Educator Contract Change 6.23.25.pdf](#)

Attachments: [IFC-Professional Educator Resignations 6.23.25.pdf](#)

Attachments: [IFC-Administrative Resignation 6.23.25.pdf](#)

Attachments: [IFC- Experience-Based License 6.23.25.pdf](#)

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

A. Board Meeting Minutes from June 9, 2025

Attachments: [BOE Meeting Minutes 6.9.25.pdf](#)

B. Board Work Session Meeting Minutes from June 18, 2025

Attachments: [BOE Work Session minutes 6.18.25.pdf](#)

Attachments: [REVISED BOE Work Session minutes 6.18.25.pdf](#)

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

A. Professional Educator New Hire(s)

Attachments: [IFC- Professional Educator New Hires 6.23.25.pdf](#)

B. Professional Educator Contract Change(s)

Attachments: [IFC- Professional Educator Contract Change 6.23.25.pdf](#)

C. Professional Educator Resignation(s)

Attachments: [IFC- Professional Educator Resignations 6.23.25.pdf](#)

D. Administrative Resignation(s)

Attachments: [IFC-Administrative Resignation 6.23.25.pdf](#)

E. Experience-Based License

Attachments: [IFC- Experience-Based License 6.23.25.pdf](#)

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

A. Business Services Report:

- 2025-2026 Meal Price Increase
- Addressing AASD Budget Deficit

Attachments: [IOI - Meal Prices 2025/2026.pdf](#)

Attachments: [AASD Budget Presentation - Part 2 Core Values 6.23.2025.pdf](#)

B. School/Student Services Report:

- 2024-2025 Achievement Gap Reduction (AGR) End-of-Year Report
- English Language Arts/Social Studies (ELA) Materials Purchase (1060, 1070, 1080, SS 3740, 3835)
- Social Studies Micro/Macroeconomics Materials Purchase (3460/3465)

Attachments: [2024-2025 AGR End-of-Year Report.pdf](#)

Attachments: [IOI - ELA 1060, 1070, 1080, SS 3740, 3835 Materials Purchase 6.23.25.pdf](#)

Attachments: [KWKT- ELA 1060, 1070, 1080, SS 3740, 3835 6.23.25.pdf](#)

Attachments: [Public Input Received - ELA 1060, 1070, 1080, SS 3740, 3835 6.23.25.pdf](#)

Attachments: [IOI-SS Micro_Macroeconomics Materials Purchase \(3460/3465\) 6.23.25.pdf](#)

Attachments: [KWKT- Micro_Macroeconomics \(3460/3465\) 6.23.25.pdf](#)

Attachments: [Public Input Received - Micro_Macroeconomics \(3460/3465\) 6.23.25.pdf](#)

C. Personnel Services Report: None

10. BOARD BUSINESS

A. Policy Update: 170- Meetings of the School Board

Attachments: [IFC- Policy Update 170.pdf](#)

Attachments: [FINAL- Policy 170-Meetings of the School Board.pdf](#)

B. Policy Adoption: 345- Promotion of Students

Attachments: [IFC- Policy Adoption 345.pdf](#)

Attachments: [Policy 345-Third Grade Promotion.pdf](#)

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

11. ITEMS OF INFORMATION

A. Revised: 2025-2026 Board of Education Meeting and Work Session Calendar

Attachments: [2025-2026 AASD BOE Meeting Schedule.pdf](#)

B. 2025-2026 Annual Work Plan

Attachments: [Annual 25/26 Work Plan.pdf](#)

12. FUTURE MEETINGS

A. Board Work Session: Monday, July 14, 2025 at 4:00PM

B. Board Meeting: Monday, July 14, 2025 at 6:00PM

C. Board Retreat: Tuesday, July 15, 2025 from 8:00AM-12:00PM

D. Board Work Session: Monday, August 11, 2025 at 4:00PM

E. Board Meeting: Monday, August 11, 2025 at 6:00PM

13. ADJOURN

A. Motion to adjourn the meeting



ITEM FOR CONSIDERATION

Topic: Professional Educator New Hire(s)

Background Information:

The Professional Educators listed below are recommended for contractual positions for the 2025-2026 school year (effective August 25, 2025):

<i>Name</i>	<i>Position</i>	<i>Location</i>	<i>FTE</i>
Emily F. Block	Special Ed-Early Childhood	McKinley	100%
Paige L. Edwards	Science/Social Studies	Wilson	100%
Timothy M. Evers	Special Ed-SEBD	North	100%
Kimberly N. Janssen	Grade 4	Highlands	100%
Andrea J. Parish	Library Media Specialist	Highlands/Richmond	100%
Anna V. Raciunas	Special Ed-Cross Cat.	Johnston	100%

Instructional Impact:

The candidates listed above are recommended by the administrator to whom they will report as the best candidates for the position.

Fiscal Impact:

Salary will be commensurate with education and experience.

Administrative

Recommendation: Approve as submitted.

Contact

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

BOE: June 23, 2025



ITEM FOR CONSIDERATION

Topic: Professional Educator Contract Change(s)

Background Information: The following contract change is recommended for the 2025-2026 school year (effective August 25, 2025):

<u><i>Name</i></u>	<u><i>Position</i></u>	<u><i>Location</i></u>	<u><i>FTE</i></u>
Kristine J. Glenn	Theater	Fox Cities Leadership Academy	43% to 73%

Instructional Impact: This assignment adjustment will meet student needs.

Fiscal Impact: As indicated above.

Administrative Recommendation: Approve as submitted.

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

BOE: June 23, 2025



ITEM FOR CONSIDERATION

Topic: Professional Educator Resignation(s)

Background Information:

The following Professional Educator has submitted a letter of resignation effective at the end of the 2024-2025 school year, unless otherwise noted:

Hannah M. Driessen has been with the District for two years, most recently as a Kindergarten/Grade 1 Teacher at The Omolade Academy. Hannah's resignation is effective at the workday on Thursday, July 3, 2025.

The following Professional Educator was a recent hire for the 2025-2026 school year, and has submitted a letter of resignation effective at the end of the resignation before the August 25, 2025, start date:

Abigail H. Duescher - Grade 4 Teacher at Johnston Elementary School.

Instructional

Impact: Qualified replacements will be procured.

Fiscal

Impact: Dependent on replacements.

Administrative

Recommendation: Approve as submitted.

Contact

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

BOE: June 23, 2025



ITEM FOR CONSIDERATION

Topic: Administrative Resignation(s)

Background Information: The following administrator has submitted a letter of resignation effective 7/31/25:

Ebony Grice has been with the District for two years, most recently as an Assistant Superintendent (Elementary).

Instructional Impact: A qualified replacement will be procured.

Fiscal Impact: Dependent upon replacement.

Administrative Recommendation: Approve as submitted.

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

BOE: June 23, 2025



ITEM FOR CONSIDERATION

Topic: Experience-Based License

Background Information:

Finding licensed teachers in technical education and vocational subjects has been difficult. Often, the cost of additional schooling prevents experienced professionals in these fields from pursuing a teaching career.

However, Wisconsin State Statute 118.191(2)(a)(b) allows the Department of Public Instruction (DPI) to grant a teaching license in technical education or vocational subjects to individuals with relevant experience who meet specific [eligibility criteria](#) (as outlined in Statute 118.19(4)). This pathway requires the individual to complete a curriculum determined by the local school board within a three-year licensure period.

To support employees pursuing this route, the Department of Assessment, Curriculum and Instruction, and the Human Resources Department have developed the [Experienced-Based Licensure Curriculum](#) Plan. This plan outlines the support and learning opportunities tailored to each applicant's unique experience and training, focusing on any necessary content or teaching methods.

Before the expiration of the initial three-year license, candidates must complete the Experience-Based Licensure Curriculum plan, and the District (Board member or designated administrator) must verify completion for the license to be renewed.

Instructional Impact:

Supporting the experience-based licensure program allows the district to secure talent for hard-to-fill positions. Furthermore, the program's curriculum plan provides teachers with the necessary support to develop strong teaching skills, ultimately ensuring high-quality instruction for our students.

Fiscal Impact:

N/A

Administrative Recommendation:

The administration recommends approval of the Experienced-Based License Curriculum Plan, with the Chief Human Resources Officer designated as the approver upon the plan's completion.

Contact Person(s):

Julie King (920) 852-5300 Ext: 60085

BOE: June 23, 2025



1) MEETING OPENING

1.A) Roll Call

Present:

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

Board member Oliver Zornow is absent but excused.

1.B) Pledge of Allegiance

The Pledge of Allegiance was recited by all.

2) APPROVAL OF AGENDA (GC-2: Governing commitments)

2.A) Board Member request to remove Consent Agenda Item(s) for Separate Consideration

None

2.B) Approval of Agenda

*Motion to approve the Boards Agenda as presented.
Motion by Kristine Sauter, second by Edward Ruffolo.
Final Resolution: Motion Carried.
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, Pheng Thao, Jason Kolpack, Nick Ross*

3) SPECIAL PRESENTATION

3.A) None

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

4.A) Public Input

None

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

5.A) None

6) **INFORMATION FOR BOARD DECISION PREPARATION (OE-8.4: Assure that the Board had adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)**

6.A) **Business Services Update(s):**

AP Check Register-May 2025

Executive Director of Finance, Holly Burr, presented the Business Services item for consideration.

6.B) **School/Student Services Update(s):**

None

6.C) **Personnel Services Update(s):**

Professional Educator New Hire(s)

Professional Educator Contract Change(s)

Professional Educator Resignation(s)

Administrative Hire(s)

[IFC Professional Educator New Hires.pdf](#) 

[IFC Professional Educator Contract Changes.pdf](#) 

[IFC Professional Educator Resignations.pdf](#) 

[IFC-Administrative Hire\(s\).pdf](#) 

Chief Human Resources Officer, Julie King, presented the Personnel Services items for consideration.

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

7.A) **Board Meeting Minutes from May 19, 2025**

[BOE Meeting minutes 5.19.25.pdf](#) 

7.B) **Expulsion Meeting Minutes from May 20, 2025**

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

Motion by Pheng Thao, second by Kristine Sauter.

Final Resolution: Motion Carried.

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

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

8.A) **Professional Educator New Hire(s)**

[IFC Professional Educator New Hires.pdf](#) 

8.B) Professional Educator Contract Change(s)
[IFC Professional Educator Contract Changes.pdf](#)

8.C) Professional Educator Resignation(s)
[IFC Professional Educator Resignations.pdf](#)

8.D) Administrative Hire(s)
[IFC-Administrative Hire\(s\).pdf](#)

Motion to approve items 8.A through 8.D as presented.

Motion by Nick Ross, second by Pheng Thao.

Final Resolution: Motion Carried.

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

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

9.A) Business Services Report:
Addressing AASD Budget Deficit
[AASD Financial Strategy- Part 1 .pdf](#)

Superintendent Greg Hartjes and Executive Director of Finance, Holly Burr presented the AASD Budget Deficit presentation.

9.B) School/Student Services Report:

None

9.C) Personnel Services Report:
Experience-Based Learning
[IOI-Experience-Based License.pdf](#)

Chief Human Resource Officer, Julie King, presented the Experience-Based License item of information. This item will come back for as an item for consideration at the next Board meeting scheduled for June 23, 2025.

10) BOARD BUSINESS

10.A) Policy Update: 170- Meetings of the School Board
[IOI- Policy Update 170.pdf](#)
[DRAFT- Policy 170 Meetings of the School Board.pdf](#)

Board Policy Committee members presented Policy update 170- Meetings of the School Board. This item will come back as an item for consideration at the next Board meeting scheduled for June 23, 2025.

10.B) Policy Adoption: 345- Promotion of Students
[IOI- Policy Adoption 345.pdf](#)
[DRAFT- Promotion of Students Policy 345.pdf](#)

Assistant Superintendent Mark McQuade presented Policy 345 – Promotion of Students as an informational item to review the Board's previously submitted questions and proposed edits. Following discussion, the Board determined that a new policy will be added specifically addressing Third Grade Promotion, while Policies 345.4 – Fourth Grade Promotion and 345.41 – Eighth Grade Promotion will remain unchanged. This item will return as an item for consideration at the next Board meeting scheduled for June 23, 2025.

10.C) Policy Retirement: 345.4- Fourth Grade Promotion

[IOI- Policy Retirement 345.4.pdf](#) 

[DRAFT Fourth Grade Promotion 345.4.pdf](#) 

After discussion, the members of the Board decided to withdraw this item (10.C) and not combine it into a single policy. This policy will remain unchanged.

10.D) Policy Retirement: 345.41- Eighth Grade Promotion

[IOI Policy Retirement345.41.pdf](#) 

[DRAFT Eighth Grade Promotion 345.41.pdf](#) 

After discussion, the members of the Board decided to withdraw this item (10.D) and not combine it into a single policy. This policy will remain unchanged.

10.E) AP Check Register-May 2025

Motion to approve AP Check Register-May 2025 as presented.

Motion by Jason Kolpack, second by Kristine Sauter.

Final Resolution: Motion Carried.

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

Abstain: Edward Ruffolo

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

None

11) ITEMS OF INFORMATION

11.A) None

12) FUTURE MEETINGS

A. Board Work Session: Wednesday, June 18, 2025 at 7:30AM

B. Board Work Session: Monday, June 23, 2025 at 4:00PM

C. Board Meeting: Monday, June 23, 2025 at 6:00PM

D. Board Work Session: Monday, July 14, 2025 at 4:00PM

E. Board Meeting: Monday, July 14, 2025 at 6:00PM

13) ADJOURN

13.A) Motion to adjourn the meeting

Motion to adjourn the meeting at 8:22 PM.

Motion by Nick Ross, second by Edward Ruffolo.

Final Resolution: Motion Carried.

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

Board President: _____



1) **MEETING OPENING**

1.A) **Roll Call**

Present:

Kay Eggert
Kristine Sauter
Edward Ruffolo
Pheng Thao
Jason Kolpack
James Bacon
Nick Ross
Oliver Zornow

Board member Oliver Zornow attended virtually for this meeting.

2) **BOARD DEVELOPMENT (GC-2.2: The Board will assure that its members are provided with training and professional support necessary to govern effectively.)
Board Self-Reflection**

The Board engaged in a discussion regarding their self-reflection for the 2024–2025 school year.

3) **CLOSED SESSION**

3.A) **Motion to go into closed session**

Motion to enter closed session at 9:09 AM.

Motion by Edward Ruffolo, second by Jason Kolpack.

Final Resolution: Motion Carried.

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

3.B) **Wisconsin State Statute 19.85 (1)(c) Considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility: for the purpose of discussing and reviewing the District Superintendent's Performance Evaluation**

3.C) **Motion to adjourn the meeting**

Motion to adjourn the meeting at 10:30 AM.

Motion by Nick Ross, second by Pheng Thao.

Final Resolution: Motion Carried.

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

Board President: _____



1) MEETING OPENING

1.A) Roll Call

Present:

Kay Eggert
Kristine Sauter
Edward Ruffolo
Pheng Thao
Jason Kolpack
Nick Ross
Oliver Zornow

Board member Oliver Zornow attended virtually for a portion of this meeting.

2) BOARD DEVELOPMENT (GC-2.2: The Board will assure that its members are provided with training and professional support necessary to govern effectively.) Board Self-Reflection

The Board engaged in a discussion regarding their self-reflection for the 2024–2025 school year.

3) CLOSED SESSION

3.A) Motion to go into closed session

Motion to enter closed session at 9:09 AM.

Motion by Edward Ruffolo, second by Jason Kolpack.

Final Resolution: Motion Carried.

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

3.B) Wisconsin State Statute 19.85 (1)(c) Considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility: for the purpose of discussing and reviewing the District Superintendent’s Performance Evaluation

3.C) Motion to adjourn the meeting

Motion to adjourn the meeting at 10:30 AM.

Motion by Nick Ross, second by Pheng Thao.

Final Resolution: Motion Carried.

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

Absent: Oliver Zornow



ITEM FOR CONSIDERATION

Topic: Professional Educator New Hire(s)

Background Information:

The Professional Educators listed below are recommended for contractual positions for the 2025-2026 school year (effective August 25, 2025):

<i>Name</i>	<i>Position</i>	<i>Location</i>	<i>FTE</i>
Emily F. Block	Special Ed-Early Childhood	McKinley	100%
Paige L. Edwards	Science/Social Studies	Wilson	100%
Timothy M. Evers	Special Ed-SEBD	North	100%
Kimberly N. Janssen	Grade 4	Highlands	100%
Andrea J. Parish	Library Media Specialist	Highlands/Richmond	100%
Anna V. Raciunas	Special Ed-Cross Cat.	Johnston	100%

Instructional Impact:

The candidates listed above are recommended by the administrator to whom they will report as the best candidates for the position.

Fiscal Impact:

Salary will be commensurate with education and experience.

Administrative

Recommendation: Approve as submitted.

Contact

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

BOE: June 23, 2025



ITEM FOR CONSIDERATION

Topic: Professional Educator Contract Change(s)

Background Information: The following contract change is recommended for the 2025-2026 school year (effective August 25, 2025):

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>
Kristine J. Glenn	Theater	Fox Cities Leadership Academy	43% to 73%

Instructional Impact: This assignment adjustment will meet student needs.

Fiscal Impact: As indicated above.

Administrative Recommendation: Approve as submitted.

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

BOE: June 23, 2025



ITEM FOR CONSIDERATION

Topic: Professional Educator Resignation(s)

Background Information:

The following Professional Educator has submitted a letter of resignation effective at the end of the 2024-2025 school year, unless otherwise noted:

Hannah M. Driessen has been with the District for two years, most recently as a Kindergarten/Grade 1 Teacher at The Omolade Academy. Hannah's resignation is effective at the workday on Thursday, July 3, 2025.

The following Professional Educator was a recent hire for the 2025-2026 school year, and has submitted a letter of resignation effective at the end of the resignation before the August 25, 2025, start date:

Abigail H. Duescher - Grade 4 Teacher at Johnston Elementary School.

Instructional

Impact: Qualified replacements will be procured.

Fiscal

Impact: Dependent on replacements.

Administrative

Recommendation: Approve as submitted.

Contact

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

BOE: June 23, 2025



ITEM FOR CONSIDERATION

Topic: Administrative Resignation(s)

Background Information: The following administrator has submitted a letter of resignation effective 7/31/25:

Ebony Grice has been with the District for two years, most recently as an Assistant Superintendent (Elementary).

Instructional Impact: A qualified replacement will be procured.

Fiscal Impact: Dependent upon replacement.

Administrative Recommendation: Approve as submitted.

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

BOE: June 23, 2025



ITEM FOR CONSIDERATION

Topic:	Experience-Based License
Background Information:	<p>Finding licensed teachers in technical education and vocational subjects has been difficult. Often, the cost of additional schooling prevents experienced professionals in these fields from pursuing a teaching career.</p> <p>However, Wisconsin State Statute 118.191(2)(a)(b) allows the Department of Public Instruction (DPI) to grant a teaching license in technical education or vocational subjects to individuals with relevant experience who meet specific eligibility criteria (as outlined in Statute 118.19(4)). This pathway requires the individual to complete a curriculum determined by the local school board within a three-year licensure period.</p> <p>To support employees pursuing this route, the Department of Assessment, Curriculum and Instruction, and the Human Resources Department have developed the Experienced-Based Licensure Curriculum Plan. This plan outlines the support and learning opportunities tailored to each applicant's unique experience and training, focusing on any necessary content or teaching methods.</p> <p>Before the expiration of the initial three-year license, candidates must complete the Experience-Based Licensure Curriculum plan, and the District (Board member or designated administrator) must verify completion for the license to be renewed.</p>
Instructional Impact:	Supporting the experience-based licensure program allows the district to secure talent for hard-to-fill positions. Furthermore, the program's curriculum plan provides teachers with the necessary support to develop strong teaching skills, ultimately ensuring high-quality instruction for our students.
Fiscal Impact:	N/A
Administrative Recommendation:	The administration recommends approval of the Experienced-Based License Curriculum Plan, with the Chief Human Resources Officer designated as the approver upon the plan's completion.
Contact Person(s):	Julie King (920) 852-5300 Ext: 60085

BOE: June 23, 2025

ITEM OF INFORMATION

Topic: 2025-2026 Meal Price Increase

**Background
Information:**

The National School Lunch Program requires an annual price adjustment if there is a difference between the free reimbursement rate and paid reimbursement rate. For the 2024-25 school year, the DPI rate of \$4.01 exceeded our weighted average meal price of \$2.94, which is a difference of \$1.07. If we elect not to increase the meal price, we must provide non-Federal funding (Fund 10) to cover the difference.

Per DPI: The equity price for the 24-25 SY is 4.01, which means all schools should in theory price their student-paid lunch prices at this amount to ensure they are not using federal reimbursement to cover the cost of the Paid student meals.

We will be raising prices by \$.15 for each paid breakfast and lunch for next year (reduced prices are set by NSLP and will not be impacted).

These price increases will not affect the CEP schools which are free for breakfast and lunch. Those schools are: ABS, Badger, Dunlap, Edison, Foster, Franklin, Highlands, Horizon, Jefferson, Johnston, McKinley, Richmond, Kaleidoscope Academy, Madison MS, Wilson MS, and West HS.

In addition to the CEP schools we also have Universal Free Breakfast for: Appleton Public Montessori, Berry, Classical, Ferber, Odyssey, Houdini, Huntley, Fox River Academy, and Magellan.

2025-2026 Pricing	Elementary	Middle	High
Breakfast	\$1.30	\$1.50	\$1.50
Reduced Breakfast	\$0.30	\$0.30	\$0.30
Adult Breakfast	\$3.00	\$3.00	\$3.00
Lunch	\$2.95	\$3.20	\$3.20
Reduced Lunch	\$0.40	\$0.40	\$0.40
Adult Lunch	\$5.00	\$5.00	\$5.00

For comparison purposes only. Other local schools meal prices:

Kimberly	B= \$2.25 E / \$2.65 M / \$2.75 H	L= \$3.35 E / \$ 3.65 M / \$3.75 H
Kaukauna	B= \$2.00 E / \$2.25 M & H	L= \$3.25 E / \$3.50 M / \$3.50 & \$4.20 H
Neenah	B= \$2.00 E / \$2.45 M & H	L = \$3.00 E / \$3.90 M & H
AASD	B = \$1.30 E / \$1.50 M & H	L = \$2.95 E / \$3.20 M & H
Menasha	100% CEP	
Oshkosh	B= \$1.40 E / \$1.50 M / \$1.65 H	L = \$2.70 E / \$2.85 M / \$2.95 H

**Instructional
Impact:**

None

**Contact
Person(s):**

Holly Burr burrholly@asd.k12.wi.us x60061
Diane Wittman wittmandiane@asd.k12.wi.us x60067

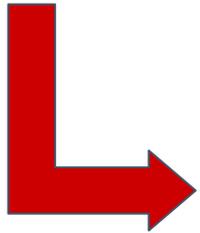
BOE: June 23, 2025

June 23, 2025

2025-2027 Budget Prioritization

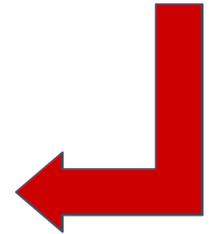
Part 2 - Guiding Principles





What guiding principles should we follow to make fair, consistent, and mission-driven budget decisions when reducing expenses?

We need to know priorities prior to further exploration of strategic options.





MOTTO

**SUCCESS FOR EVERY STUDENT,
EVERY DAY**

VISION

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

Pillar 1

**INCLUSIVE &
ENGAGING
CULTURE TO
SUPPORT
TEACHING &
LEARNING**

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

Pillar 2

**STUDENT
SUCCESS**

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

Pillar 3

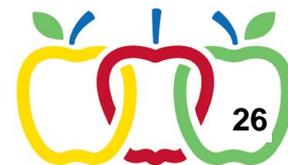
**FAMILY &
COMMUNITY
PARTNERSHIPS**

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

Pillar 4

**RESOURCES &
OPERATIONAL
EXCELLENCE**

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



Four pillars from our District Scorecard:

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



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



R.1 Mega Result

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

Three Academic Achievement Results Policies measuring the **progress** towards achieving the **academic** indicators that support the Mega Result Goal:

R.2.1.1
English
Language
Arts (ELA)

R.2.1.2
Math

R.2.1.3
Science

R.2.1.4
Civics &
Social
Studies

One Essential Life Skills Results Policy measuring the **progress** towards achieving skills indicators that support the Mega Result Goal:

R.3
Essential Life Skills

Two Operational Expectations Policies measuring **compliance** of meeting the learning environment and instructional program indicators

OE.10
Learning Environment & Student Behavior

OE.11
Instructional Program



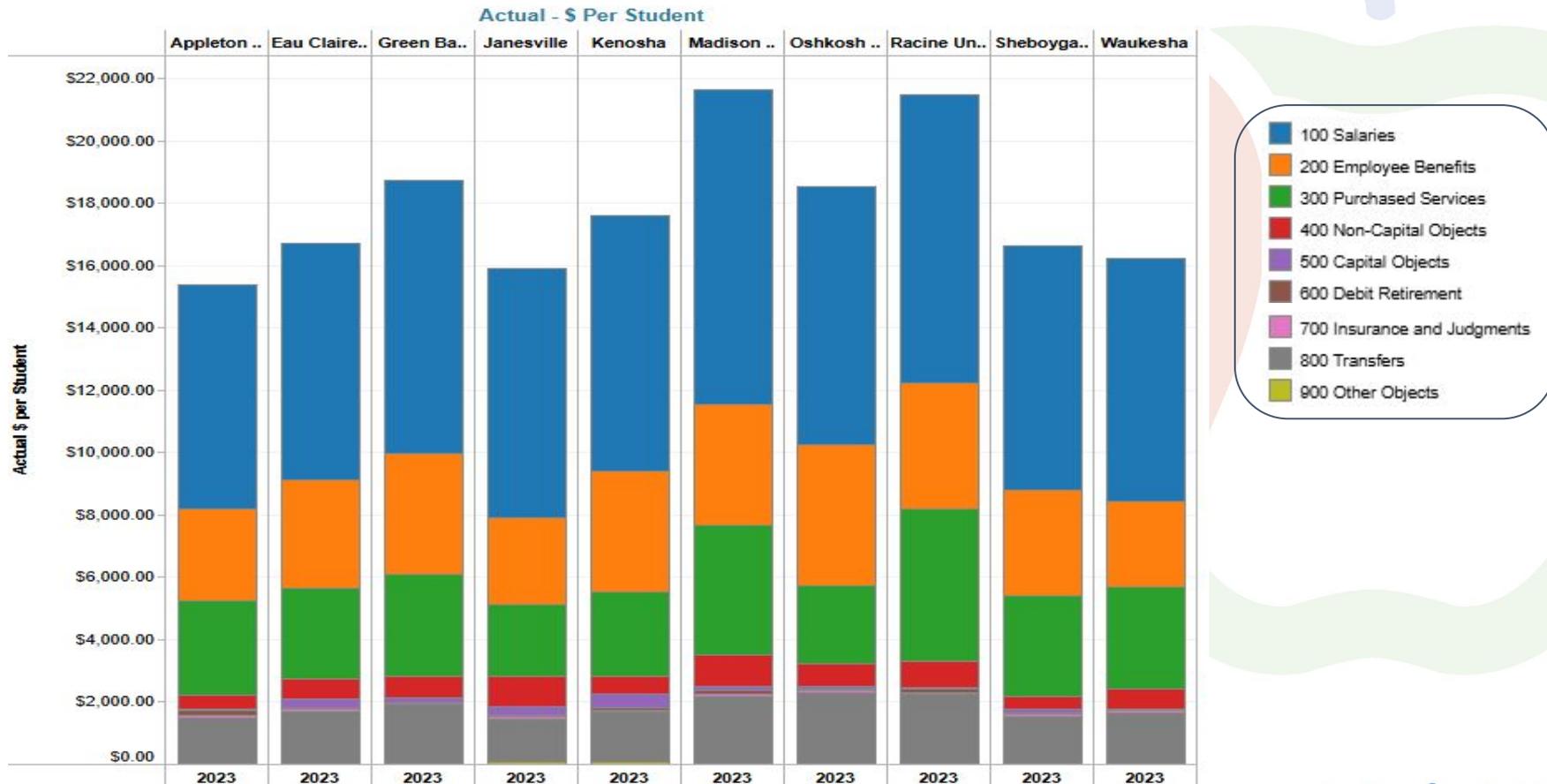
AASD Core Values (from 2010-11)

❖ The following Core Values were considered when identifying potential budget reductions:

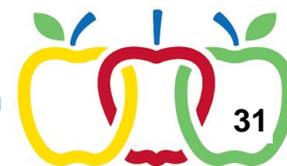
- ❑ Our commitment to Early Intervention Programs
- ❑ Our commitment to limiting impact on Class Sizes
- ❑ Our commitment to programs that support Closing the Achievement Gap
- ❑ Our commitment to District Reading, Writing, and Math Goals
- ❑ Our commitment to Co-Curriculars as an extension of our classrooms and providing opportunities to each student's educational experience
- ❑ Our commitment to the Arts as an integrated portion of a basic education
- ❑ Our commitment to Healthy Lifestyles
- ❑ Our commitment to the Elementary Neighborhood School Concept.



Comparative Expenditures Per Student 2023-2024 • 10 Largest Districts*



*Excluding MLK



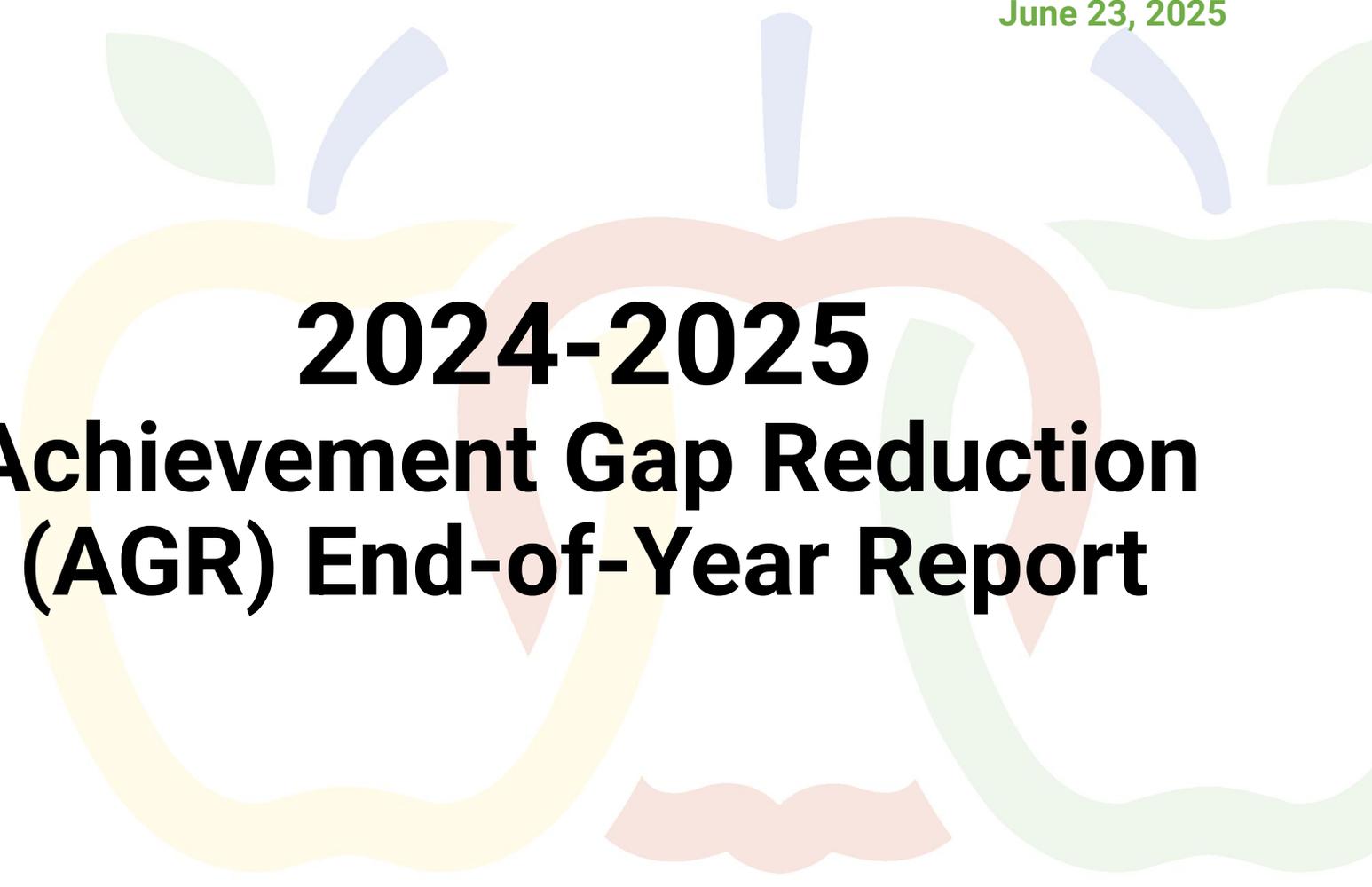
Example
of what
5% across
the board
reduction
s would
look like

Salary & Benefits (-5%)	# Positions	Total Est. Savings
Teachers: Classroom & Other	65	\$6,456,700
Paras	16.55	\$896,600
Administrators	3.6	\$587,350
Admin Assistants	4.65	\$353,700
ASU	3.7	\$344,450
Maintenance	3	\$291,200
Total Salary & Benefits	96.5	\$8,930,000
Non-Personnel Related (-5%)		Total Est. Savings
SPED		\$227,150
Curriculum Materials		\$362,400
School Budgets		\$281,100
District/Departments		\$841,400
F & O		\$568,600
Technology		\$328,350
Total Other Expenses		\$2,609,000
Total Potential Savings		\$11,539,000



Feedback

- ❖ **Need to know priorities prior to further exploration of strategic options.**
- ❖ **Which programs and services are most essential to student learning, well-being, and achievement — and must be preserved despite budget constraints?**
- ❖ **What guiding principles should we adopt to make fair, consistent, and mission-driven budget decisions when reducing expenses?**



2024-2025 Achievement Gap Reduction (AGR) End-of-Year Report

AGR Overview



- The AGR program allows participating schools to meet obligations of a five-year contract by implementing one or more of the following strategies in grade K-3 classrooms:
 - one-on-one tutoring by a licensed teacher
 - instructional coaching for teachers provided by a licensed teacher
 - maintaining 18:1 or 30:2 classroom ratios and providing professional development on small group instruction.
- AGR schools create performance objectives, focusing on reducing the achievement gap for low-income students.
- AGR aid payments are based on the number of low-income students enrolled at the school in grades K-3 on the third Friday in September.



AGR Overview

- The following elementary schools in the Appleton Area School District participate in the AGR program:
 - Badger Elementary School
 - Dunlap Elementary School
 - Edison Elementary School
 - Foster Elementary School
 - Highlands Elementary School
 - Horizons Elementary School
 - Jefferson Elementary School
- AGR requires school board review of implementation and progress at the end of each semester.



AGR Work Group

2024-2025



Role	Name	Location
AASD Leadership Team (AGR Lead Team)	Nan Bunnow	Leadership Center
Administrative Support (AGR Lead Team)	Anne Caylor	Leadership Center
AGR Principal	Emily Clark	Badger
AGR Principal	Bill McClone	Dunlap
AGR Principal (AGR Lead Team)	Katie Schmeltzer	Edison
AGR Principal	Kelsi Van Fossen	Foster
AGR Principal	Kari Krueger Mike Dexheimer	Highlands
AGR Principal	John Ohlson	Horizons
AGR Principal	Melissa Chrisman	Jefferson
Associate Director of Student Services	Tiffany Frerks	Leadership Center
Associate Director of Special Education	Melissa Toshner	Leadership Center
Coordinator of EL/Bilingual	Amy Swick	Leadership Center
Title 1 Coordinator	Anne Marie Werley-Gonzalez	CELC
Director of Elementary Education (AGR Lead Team)	Carrie Willer	Leadership Center
District Literacy Coach	Lisa Sprangers	Leadership Center
District Literacy Coach	Emily Schwanke Thomas	Leadership Center
District Math Coach	Molly DuPont	Leadership Center
District Math Coach	Beth Verboomen	Leadership Center
Kindergarten AGR Teacher	Melissa Romenesko	Jefferson
Kindergarten AGR Teacher	Nicki Stark	Highlands
Kindergarten AGR Teacher	Julie Mayer	Badger
Grade 1 AGR Teacher	Kristy Rohr	Badger
Grade 1 AGR Teacher	Rachel Jakober	Jefferson
Grade 1 AGR Teacher	Stacy Mader	Foster
Grade 2 AGR Teacher	Julie Coley	Edison
Grade 2 AGR Teacher	Shelly Aures	Foster
Grade 2 AGR Teacher	Carla Christie	Badger
Grade 3 AGR Teacher	Gina Dresang	Horizons
Grade 3 AGR Teacher	Heather Steineke	Edison
Grade 3 AGR Teacher	Michael Hayes	Dunlap
EL Teacher	Lor Lee	Highlands
Special Education Teacher	Matt Sharpless	Badger
Instructional Coach	Jessica Kilsdonk	Dunlap
Literacy & Math Interventionist	Lisa Reineking	Horizons

AGR Work Group Focus Areas

- Establish and Progress Monitor AGR Performance Objectives
- Board of Education Presentations
- Plan for Professional Development per AGR Contract- “How does instruction look different in an AGR classroom?”
- Other Self-Identified Areas



2024-2025 AGR Performance Objectives

2024-2025 District Scorecard i-Ready Key Measures/Targets for those students enrolled for the full academic year:

- We will increase the number of students that **reach their typical growth in reading and mathematics** (one or more years of growth) on the spring i-Ready assessment by 1% from 2024 to 2025 ($x\%$ to $x + 1\%$).
- We will increase the number of students scoring **on or above grade level in reading and mathematics** (*program level analysis*) on the spring i-Ready assessment by 1% from 2024 to 2025 ($x\%$ to $x + 1\%$).
- We will increase the number of students scoring **on or above grade level in reading and mathematics** (*cohort level analysis*) on the spring i-Ready assessment by 1% from Kindergarten/1st Grade/2nd Grade in 2024 to 1st Grade/2nd Grade/3rd Grade in 2025 ($x\%$ to $x + 1\%$).



END-OF-YEAR AGR BUILDING REPORT

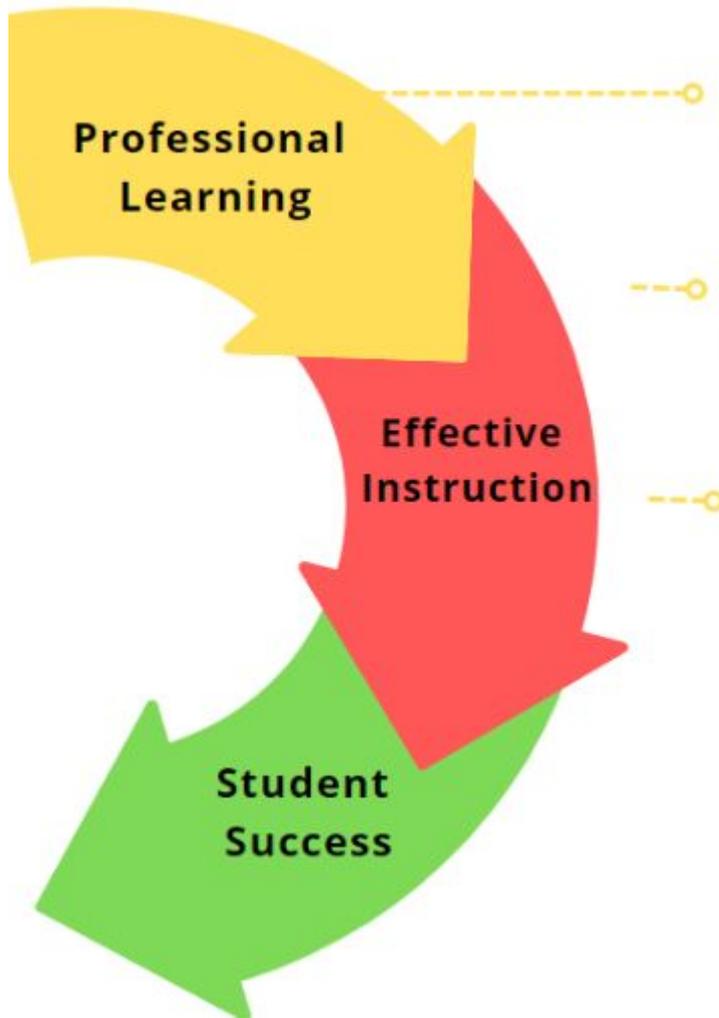
READING & MATHEMATICS

- *What are your observations?*
- What **strategic actions** will your school implement during the **FIRST SEMESTER** of the **2025-2026 school year** to support **achievement** of the end-of-year AGR performance objectives?

[LINK](#)
to Building Report
Document



AGR: End-of-Year Reading



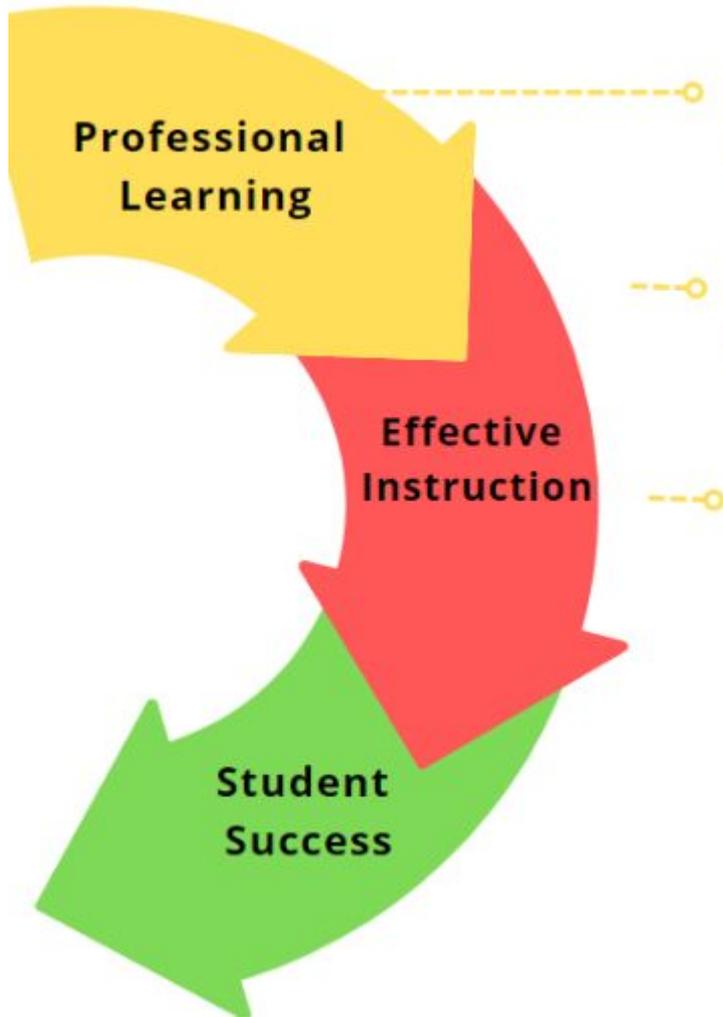
Strategic Actions 24-25:

- Implement all new ELA resources
- Implement ACT 20 Personalized Reading Plans and responsive small group instruction
- Began Act 20 teacher training and make application of new learning to our resources
- Began weekly progress monitoring with aimsWEBplus probes for striving learners
- Began principal (and coach) learning walks to support implementation and grow leader instructional capacity and feedback fidelity

Strategic Actions 25-26:

- Continue Learning Walks with application to CSIP plan and quarterly practice goals
- Deepen small group instruction routines
- Implement GEODES connected text
- Shift PLCS from planning to Student Work Analysis

AGR: End-of-Year Mathematics



Strategic Actions 24-25:

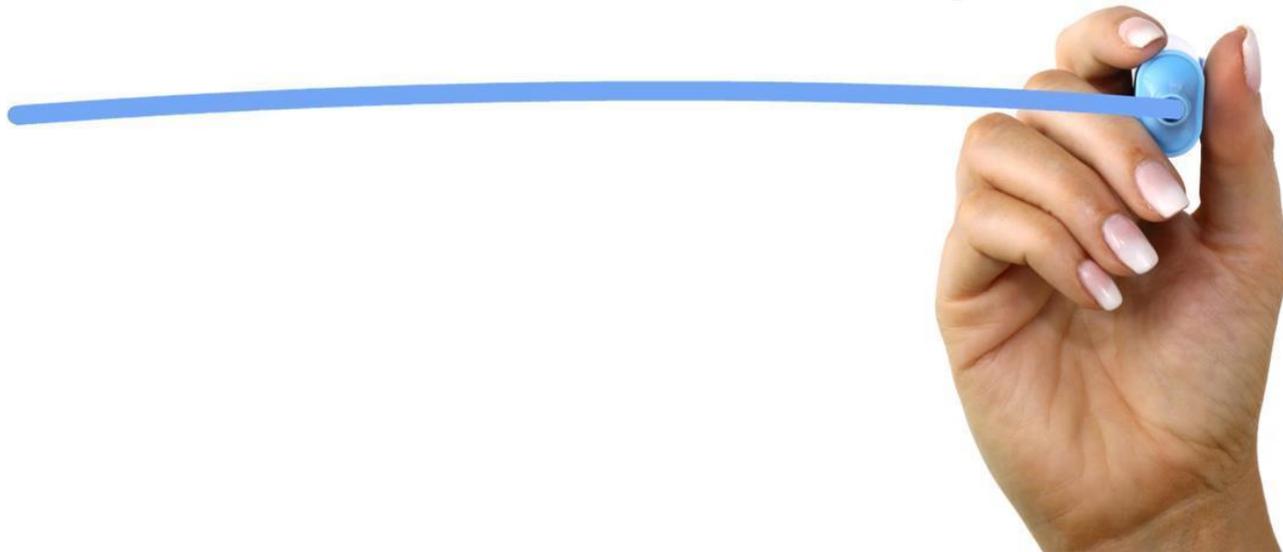
- Completed a Math Audit to identify teacher practice for affirmative and corrective professional development

Strategic Actions for 25-26:

- Implement the updated Math Expressions curriculum and digital student platform called Matific
- Focus on teacher practices highlighted from our Math Audit to praise progress and push practice purposefully while we continue to support ELA but improve mathematical outcomes for all learners
- Prioritize universal math minutes over small group



QUESTIONS





ITEM OF INFORMATION

Topic: **English Language Arts/Social Studies:** Materials Purchase- *Crash* by Jerry Spinelli, *Laser* by Jerry Spinelli, *Out of the Dust* by Karen Hesse, *Refugee* by Alan Gratz, *Restart* by Gordon Korman, *The Westing Game* by Ellen Raskin -- ELA 6 (1060); *Artemis Fowl* by Eoin Colfer, *Seedfolks* by Paul Fleischman, *Soldier Boys* by Dean Hughes, *Zen and the art of faking it* by Jordan Sonnenblick -- ELA 7 (1070); *All American Boys* by Jason Reynolds & Brendan Kiely, *Ghost Boys* by Jewell Parker Rhodes, *Summer of my German Soldier* by Bette Greene, *The Graveyard Book* by Neil Gaiman -- ELA 8 (1080); *A Long Way from Chicago* by Richard Peck, *Johnny Tremain* by Esther Forbes, *Mississippi Trial, 1955* by Chris Crowe, *Search & Destroy* by Dean Hughes, *The Devil's Arithmetic* by Jane Yolen, *The Witch of Blackbird Pond* by Elizabeth George Speare -- US History (3835); *Mud City* by Deborah Ellis, *Parvana's Journey* by Deborah Ellis, *Tears of a Tiger* by Sharon M Draper, *The Bus Ride that Changed History: The Story of Rosa Parks* by Pamela Duncan Edwards -- ELA 7 and Geography 7 (1070/3740)

Background

Information: The English Language Arts and Social Studies- grade 6-8 courses are standards-based courses (SBC) in the Appleton Area School District, and are taught in conjunction with one another at Kaleidoscope Academy as a Humanities block. As part of the course instruction, students read a variety of texts to identify the key ideas and details, main idea, theme(s), event sequence(s), point of view, character development, and author's purpose. Additionally, students articulate their ideas in collaborative discussions and independent written reflections and/or reviews. Approval for these particular novels is coming from the grade 6-8 ELA and SS teachers. These conversations and decisions were made at sites during PLC and as a district during CSS meetings.

Fiscal

Note: There is no fiscal responsibility for these titles, as they were already purchased in previous years for the middle school book room. These instructional materials will be implemented during the 2025-26 school year as either full-class reads or in literary circles.

Instructional

Impact: As the secondary English department focuses on high-leverage strategies, there is great value in both full-class read-alouds as well as offering students a choice in literature circles. With either approach, the instruction will always incorporate reading and writing; however, the speaking and listening are much easier to integrate in small group classroom discussions. It is a seamless method for text-to-text, text-to-research, and text-to-world connections that help to engage students in their text analysis and making inferences.

Contact

Person(s): Kelly Leopold, 920-832-6157 ext. 60172, leopoldkelly@asd.k12.wi.us
Mark McQuade, Ed.D., 920-852-53007 x60121, mcquademark@asd.k12.wi.us

BOE: June 23, 2025

English Language Arts/Social Studies: Materials Purchase- *Crash* by Jerry Spinelli, *Laser* by Jerry Spinelli, *Out of the Dust* by Karen Hesse, *Refugee* by Alan Gratz, *Restart* by Gordon Korman, *The Westing Game* by Ellen Raskin -- ELA 6 (1060); *Artemis Fowl* by Eoin Colfer, *Seedfolks* by Paul Fleischman, *Soldier Boys* by Dean Hughes, *Zen and the art of faking it* by Jordan Sonnenblick -- ELA 7 (1070); *All American Boys* by Jason Reynolds & Brendan Kiely, *Ghost Boys* by Jewell Parker Rhodes, *Summer of my German Soldier* by Bette Greene, *The Graveyard Book* by Neil Gaiman -- ELA 8 (1080); *A Long Way from Chicago* by Richard Peck, *Johnny Tremain* by Esther Forbes, *Mississippi Trial, 1955* by Chris Crowe, *Search & Destroy* by Dean Hughes, *The Devil's Arithmetic* by Jane Yolen, *The Witch of Blackbird Pond* by Elizabeeth George Speare -- US History (3835); *Mud City* by Deborah Ellis, *Parvana's Journey* by Deborah Ellis, *Tears of a Tiger* by Sharon M Draper, *The Bus Ride that Changed History: The Story of Rosa Parks* by Pamela Duncan Edwards -- ELA 7 and Geography 7 (1070/3740)

<p>WHY is the middle school ELA/Social Studies departments looking for approval of additional novels?</p>	<p>The ELA department would like to ensure that materials:</p> <ul style="list-style-type: none"> ● Are current and appealing to promote a love of reading ● Are consistent with the educational goals of the District ● Are appropriate for the age, social development, and maturity of students ● Meet high standards of quality in factual content ● Have factual, aesthetic, literary, ethical, or social value ● Are written by competent and qualified authors ● Represent our pluralistic society ● Foster respect for all groups of people who form our society ● Represent varying levels of difficulty with diverse appeal and differing points of view ● Incorporate <ul style="list-style-type: none"> ○ Critical thinking (about literature and their own lives) ○ Cultural studies (windows and mirrors) ○ Literature analysis ○ Application to real-life
<p>WHAT is important to know about these novels?</p>	<p>These novels:</p> <ul style="list-style-type: none"> ● Are award-winning ● Encompass non-fiction and fiction ● Have varying themes: hardships, resilience, community, diversity, friendship ● Vary in reading lexiles ● Are written by diverse authors/identities ● Are written in varying point of View: 1st person, 3rd person, dual narrative ● Are relevant (allowing for self-reflection, personal transformation, building empathy)
<p>HOW was public input solicited prior to making the administrative recommendation to the Board?</p>	<p>Copies of proposed instructional materials were made available to the public for over 30 days in order to submit written public input. Notification of requested feedback also publicized through the AASD website as well as through the superintendent's family communication letter.</p>
<p>HOW will instruction benefit ?</p>	<p>Instruction will benefit by:</p> <ul style="list-style-type: none"> ● Including literary devices (metaphors, similes, foreshadowing, irony, flashbacks, symbolism, dialogue, personification) ● Allowing for varying engagement/assessment opportunities to ensure student

comprehension: argumentative writing (Claim-Evidence-Reasoning), Socratic Seminars, Project-Based Learning, reflective essays, presentations, close reading, notice and note, and SWIRL (speaking, writing, interacting, reading, & listening)

- Encouraging discourse
- Aligning to standards
- Validating students' own experiences and perspectives
- Examining theme, point of view, main idea, argumentation, and character development.
- Providing opportunities for feedback and to work and plan together through collaborative conversations.
- Discovering powerful, relatable voices for students to listen to and learn from
- Providing interdisciplinary connections (Science, Art)

English Language Arts/Social Studies: Materials Purchase- *Crash* by Jerry Spinelli, *Laser* by Jerry Spinelli, *Out of the Dust* by Karen Hesse, *Refugee* by Alan Gratz, *Restart* by Gordon Korman, *The Westing Game* by Ellen Raskin -- ELA 6 (1060); *Artemis Fowl* by Eoin Colfer, *Seedfolks* by Paul Fleischman, *Soldier Boys* by Dean Hughes, *Zen and the art of faking it* by Jordan Sonnenblick -- ELA 7 (1070); *All American Boys* by Jason Reynolds & Brendan Kiely, *Ghost Boys* by Jewell Parker Rhodes, *Summer of my German Soldier* by Bette Greene, *The Graveyard Book* by Neil Gaiman -- ELA 8 (1080); *A Long Way from Chicago* by Richard Peck, *Johnny Tremain* by Esther Forbes, *Mississippi Trial, 1955* by Chris Crowe, *Search & Destroy* by Dean Hughes, *The Devil's Arithmetic* by Jane Yolen, *The Witch of Blackbird Pond* by Elizabeeth George Speare -- US History (3835); *Mud City* by Deborah Ellis, *Parvana's Journey* by Deborah Ellis, *Tears of a Tiger* by Sharon M Draper, *The Bus Ride that Changed History: The Story of Rosa Parks* by Pamela Duncan Edwards -- ELA 7 and Geography 7 (1070/3740)

Time Period of Public Input
04/23/25 - 06/04/25
Number and Breakdown of Responses Received (Supportive/Unsupportive)
2 Total Responses: 1 Supportive Responses/ 1 Responders Unsupportive



ITEM OF INFORMATION

Topic: **Social Studies:** Materials Purchase- AP Micro/Macroeconomics Textbook (3460/3465) Bedford, Freeman & Worth: *Krugman's Economics for the AP Course, Fourth Edition*

Background

Information: The AP Microeconomics/AP Macroeconomics courses are two-semester Social Studies options for students in grades 10-12 in the Appleton Area School District. This course has not run previously since being written in 2006. The course will be running at Appleton East High School in the 2025-26 school year. The teacher assigned to the course, alongside the East Social Studies Curriculum Support Specialist, has rewritten the course in our standards-based format for ease in instruction and in order to report standards-referenced grades and feedback to students.

Fiscal

Note: The cost is \$5952.87 for a classroom set of texts for all high school instructors, as well as digital access to the text and test bank. The cost is within the dollars allocated in the 2025-26 AC&I budget. All instructional materials will be implemented during the 2025-26 school year.

Instructional

Impact: Classroom teachers of AP Micro/Macroeconomics will instruct Social Studies standards that align with the four Wisconsin Social Studies Economics standards for grades 9-12: interpreting, analyzing, calculating, comparing/contrasting, identifying, evaluating, modeling, and explaining. In addition, students will examine how economic principles, models, and policies shape individual decision-making, national economic performance, and global interactions; and they will demonstrate an understanding of microeconomic principles and their application to individual decision-making and market-level analysis by individuals, firms, and governments, using economic models to evaluate resource allocation, market efficiency, and the impacts of government intervention. This textbook will help to prepare students for the AP exam, engaging them in critical thinking, multiple-choice questions, free-response questions, and formative checks for understanding.

Contact

Person(s): Kelly Leopold, 920-832-6157 ext. 60172, leopoldkelly@asd.k12.wi.us
Mark McQuade, Ed.D., 920-852-53007 x60121, mcquademark@asd.k12.wi.us

Social Studies: Materials Purchase- AP Micro/Macroeconomics Textbook (3460/3465) Bedford, Freeman & Worth: *Krugman's Economics for the AP Course, Fourth Edition*

<p>WHY would we like to purchase this textbook?</p>	<p>The purchase of this textbook will:</p> <ul style="list-style-type: none"> ● Mirror the course framework (6 units of macro/ 6 units of micro) ● Offer a scope and sequence that would follow our semester pacing ● Reinforce AP skills ● Provide <ul style="list-style-type: none"> ○ Contemporary content and visuals (charts, graphs, etc.) ○ Storytelling ○ Vivid examples ○ Clear and concise definitions for key terms
<p>WHAT are the skills the students will develop using this textbook?</p>	<p>The skill development of this edition include:</p> <ul style="list-style-type: none"> ● Interpreting <ul style="list-style-type: none"> ○ economic models such as the production possibilities curve ○ supply and demand schedules and graphs ○ trade and financial data ● Analyzing <ul style="list-style-type: none"> ○ trade-offs and opportunity costs in decision-making ○ the relationship between inputs and outputs in production ○ pricing strategies and market outcomes in imperfect competition ○ how factors of production are allocated in markets ○ trade-offs between inflation and unemployment ○ the effects of trade policies and exchange rates ○ the functions of money and the role of financial market ● Calculating and explaining <ul style="list-style-type: none"> ○ Supply and demand (aggregation and price elasticity) ○ costs such as total, marginal, and average costs ○ marginal revenue product and its role in factor demand ● Comparing and contrasting different market structures ● Identifying causes of market failure and their consequences ● Evaluating <ul style="list-style-type: none"> ○ the effectiveness of government interventions in correcting market failures ○ the impact of monetary policy ○ the long-term effects of policies ● Modeling economic relationships using graphs
<p>HOW was public input solicited prior to making the administrative recommendation to the Board?</p>	<p>Copies of proposed instructional materials were made available to the public for over 30 days in order to submit written public input. Notification of requested feedback also publicized through the AASD website as well as through the superintendent's family communication letter.</p>
<p>HOW will this textbook be engaging and resourceful for the teachers ?</p>	<p>The textbook will be engaging and resourceful in offering:</p> <ul style="list-style-type: none"> ● Vocabulary development ● AP Test preparation <ul style="list-style-type: none"> ○ Multiple-choice questions ○ Free-response questions ○ Checks for understanding ● Clear learning objectives ● Critical thinking skills ● Application of knowledge to real life scenarios

Social Studies: Materials Purchase- AP Micro/Macroeconomics Textbook (3460/3465) Bedford, Freeman & Worth:
Krugman's Economics for the AP Course, Fourth Edition

Time Period of Public Input
05/06/25 - 06/17/25
Number and Breakdown of Responses Received (Supportive/Unsupportive)
0 Total Responses: 0 Supportive Responses/ 0 Responders Unsupportive



ITEM FOR CONSIDERATION

Topic: Policy Update: 170- Meetings of the School Board

Background Information:

As of April 1, 2025, we have transitioned away from using BoardDocs for Board agenda preparation and public notices. With the planned discontinuation of the program, it became necessary to update our policies that referenced its use. All Board meeting materials and notices are now available through our district website, ensuring easier and more direct access for our community members.

Also, in alignment with the WASB's updated policies, we are revising Policy 170 with the recommended language.

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

Instructional Impact:

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

Fiscal Note:

N/A

Administrative

Recommendation: Approve as submitted.

Contact

Person(s): Superintendent, Greg Hartjes, (920) 852-5300, ext. 60111, superintendent@asds.k12.wi.us

BOE: June 23, 2025

MEETINGS OF THE SCHOOL BOARD

Regular School Board Meetings:

Regular School Board meetings shall be transacted at least once a month as authorized by law (Wisconsin State Statute 120.11).

The current meeting schedule, including dates, times, locations, and any changes, can be found on the District's website. Each meeting will be properly noticed as per Wisconsin State Statute 985.01.

All regular meetings shall be open to the public, except as specifically provided by State Statute. Only those items of business included on the properly noticed agenda shall be discussed and/or acted upon by the Board at the meeting.

Other Meetings:

Other meetings can be scheduled outside of the regularly scheduled School Board meetings to approve timely items. These other board meetings shall be held upon the call of the school board president or upon the filing of a request with the school board clerk signed by a majority of the school board members. Notice requirements pursuant to State Statute will be followed.

Provisions Applicable to All Board Meetings:

The Board President, or, in the President's absence, the Vice President, shall serve as the presiding officer of each Board meeting. In the absence of both such officers, another Board officer present shall preside over the meeting. Every Board meeting shall initially be convened in open session, although the Board may thereafter convene and hold a closed session to the extent permitted by law and consistent with applicable legal requirements.

The Board President and Clerk shall ensure that minutes of each Board meeting are recorded, approved, signed, and filed in the Board records. To the extent required by law, the proceedings of Board meetings shall be publicly disseminated within 45 days after the meeting.

Legal References: Wisconsin State Statute 19.81(2), 19.83, 19.84, 19.85, 120.11(2), 120.11(4), 985.01

Cross References: Agenda Preparation and Dissemination, 171.2
Public Input at School Board and Board Subcommittee Meetings, 187 and 187-Rule
Virtual Meetings and Board Member Participation in Meetings via Technology, 188

Adoption Date: September 14, 1987

Amended Date: May 21, 2018, and June 23, 2025



ITEM FOR CONSIDERATION

Topic: Policy Adoption: 345 - Third Grade Promotion

Background Information:

The 2023 Wisconsin [ACT 20](#) requires the Board of Education to adopt a written policy specifying criteria under which students may be promoted from 3rd to 4th grade by July 1, 2025, under Wisconsin State Statute [118.33\(6\)\(a\)3](#).

The primary driver for this policy is assuring students are able to read at grade level or are given appropriate support so they will read at grade level.

Instructional

Impact:

Accurate and current Board policies are critical to school operations, establishing a safe and welcoming school environment, and providing high-quality instruction for our students. The addition of a 3rd grade promotion policy will assure that measures are in place to support student reading development for struggling readers. Combining our promotion policies into one policy will provide greater clarity for families and educators, resulting in greater accountability for student achievement.

Fiscal

Impact: N/A

Administrative

Recommendation: Approve as submitted.

Contact

Person(s): Assistant Superintendent, Mark McQuade, Ed.D., 920-852-5300 x60121, mcquademark@asd.k12.wi.us

BOE: June 23, 2025

THIRD GRADE PROMOTION

The Appleton Area School District adopts this 3rd grade Promotion Policy as of June 23, 2025, beginning with the 3rd grade class, effective September 1, 2027. For any student who has not exited their personal reading plan by the end of the student's 3rd grade year, the District will engage in a process to determine whether to promote that student to the 4th grade or not. This process will consider all factors that contributed to the student not completing their personal reading plan and alternatives to retention that can help support the student to achieve reading proficiency. This process will be described in the AASD Family Policy Manual and Handbook.

Process for Making Promotion Determinations

For any student who has not exited their personal reading plan by the end of the 3rd grade year, the District will engage in a process to determine whether to promote that student to the 4th grade or not. This process will consider all factors that contributed to the student not completing their personal reading plan and alternatives to retention that can support the student to read proficiently.

Based on a holistic evaluation, the team will select one of the following options:

1. Promotion to 4th grade (with applicable services/supports) is more appropriate than retention in 3rd grade, and the student is promoted.
2. The parents or guardians and school/district representatives agree that retention in the 3rd grade (with applicable services/supports) is more appropriate than promotion to 4th grade, and the student's parent or guardian gives written consent to retention.
3. The school/district representatives recommend retention in the 3rd grade but the student's parent or guardian does not consent to retention. Regardless of any other facts, circumstances, or analysis, the student is promoted to 4th grade.

Any student who enrolls as a 3rd grade student late in the school term without any record of a personal reading plan shall be promoted to 4th grade under the criteria that the student did not have a personal reading plan in effect at the end of 3rd grade. The District will assure the student has an appropriate personal reading plan.

If a student transfers into a school enrolled as a 4th grade student and the records indicate the student may have met requirements to be retained in 3rd grade, the District will provide necessary supports, including the intensive instructional services, supports, progress monitoring, and parent notification referenced under Wis. Stat. §118.33(5m)(a).

Post Promotion Mandates and Exceptions

Per Wis. Stat. §118.33(5m)(a), any student promoted to 4th grade after the determination process will be provided with all of the following:

1. Intensive instructional services, progress monitoring, and supports to address the areas of deficiency;
2. Notification to the student's parent or guardian, in writing, that the student did not complete the personal reading plan, and includes a description of the intensive instructional services and supports that will be provided to the student to address the identified areas of reading deficiency; and
3. An intensive summer reading program each summer until the student scores at grade level in reading on a summative assessment.

Legal Reference: Wisconsin State Statute 118.33

Adoption Date: June 23, 2025

THIRD GRADE PROMOTION

DETERMINATION PROCESS

- I. Third Grade Promotion Team Membership: A team of individuals will engage in the determination process, which shall include but is not limited to the student's parent(s)/ guardian(s) as defined by Wis. Stat. §115.76(12) and school/district representatives who have knowledge of the reading instruction and interventions provided to the student, as well as how the student responded to both instruction and intervention. School representatives may include the school principal, teacher(s) of record, literacy interventionist, a staff member who has provided additional reading support and conducted progress monitoring, and/or a student services professional(s) with knowledge of the social and emotional implications of grade retention.

- II. Good Cause Exceptions: Representatives from the District will determine whether the student is eligible for a good cause exception and communicate that to the parent or guardian. Any student who meets one or more of the following good cause exceptions may be exempt from the promotion policy, the intensive summer reading program, and/or the intensive reading intervention requirements:
 - A. The student is identified as a “Limited-English proficient pupil” as that term is defined under Wis. Stat. §115.955(7);
 - B. The student has an individualized education plan (IEP) that indicates that neither taking the universal reading screener nor the state summative assessment in reading is appropriate for the pupil;
 - C. The student scores as proficient in reading on the alternative statewide standardized summative assessment
 - D. The student has an IEP or a plan to provide accommodations or services under section 504 of the federal Rehabilitation Act of 1973 that indicates that the student has received intensive intervention in reading for more than 2 years, continues to demonstrate a deficiency in reading, and was previously retained in 5K, grades 1, 2, or 3.
 - E. Regardless of these good cause exceptions, the district is responsible for providing instruction that meets all state and federal requirements, including, but not limited to Wis. Stat. §121.02(1)(L)4 for Districts and Wis. Stat. §§118.01(2)(c)7 and 8 for school districts, often known together as Act 31. If promoted to 4th grade and if a “good cause” exception applies to the student under Wis. Stat. §118.33(5m)(b), then the District will provide adequate and necessary support, including the intensive instructional services, supports, progress monitoring, and parent notification referenced under Wis. Stat. §118.33(5m)(a).

III. Procedure:

- A. The Third Grade Promotion Team will:
 - 1. Consider all available data demonstrating the student's response to reading instruction and intervention and data demonstrating the student's progress towards meeting personal reading plan goals. This data may include, but is not limited to, the most recent and previous universal reading screener data, diagnostic reading assessment data, progress monitoring data, classroom data, and observations and data related to the student's social, emotional, and behavioral functioning.
 - 2. Communicate long-term risks of retention to the student's parent or guardian.
 - 3. Consider alternatives to retention available to the student in the District and communicate these alternatives to the student's parent or guardian.
- B. The District will not deny any student advancement to 4th grade based solely on the student's performance in reading on the 3rd grade state summative assessment or the universal reading screener.
- C. The team may conclude that promotion (with applicable services/supports) is in the best interest of a student even if the team also concludes, based on clear documentation, that the student was unable to complete their personal reading plan.

IV. Recommendation:

- A. After reviewing all data and considerations named above, the Third Grade Promotion Team will make a recommendation of promotion or retention to the student's parent or guardian.
- B. If the Third Grade Promotion Team recommends retention, the team will identify and communicate the following to the student's parent or guardian:
 - 1. Supports that will be provided to the student that will mitigate the harm that is likely to occur as a result of retention, including social stigmatization, loss of friendships, damaged self-esteem, and other mental health impacts; and
 - 2. The additional academic services and support that will be provided to the student as they repeat 3rd grade to ensure they reach grade level proficiency by the time they complete 3rd grade the second time.
- C. If the Third Grade Promotion Team recommends retention in the 3rd grade but the student's parent or guardian does not consent to retention, regardless of any other facts, circumstances, or analysis, the student is promoted to 4th grade. Regardless of parental determination to promote, the district is responsible for providing instruction that meets all state and federal requirements.



25/26 BOARD OF EDUCATION MEETING SCHEDULE

No School
 4:00 PM
 7:30 AM-10:30AM
 6:00 PM

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- 14 Board Work Session & Meeting
- 16 Board Retreat
8:00 a.m. - 12:00 p.m.

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- 11 Board Work Session & Meeting
- 12 Board Retreat
8:00 a.m. - 12:00 p.m.
- 20 Board Work Session
- 25 Board Meeting

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- 2 First Day of School
- 8 Board Work Session & Meeting
- 17 Board Work Session
- 22 Board Meeting

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- 13 Board Work Session & Meeting
- 22 Board Work Session
- 27 Board Meeting

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- 10 Board Work Session & Meeting
- 19 Board Work Session
- 24 Board Meeting

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- 8 Board Work Session & Meeting
- 17 Board Work Session

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- 12 Board Work Session & Meeting
- 26 Board Meeting

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- 9 Board Work Session & Meeting
- 18 Board Work Session
- 23 Board Meeting

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- 9 Board Work Session & Meeting
- 18 Board Work Session
- 23 Board Meeting

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- 13 Board Work Session & Meeting
- 22 Board Work Session
- 27 Board Meeting

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- 11 Board Work Session & Meeting
- 20 Board Work Session

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- 5 Last Day of School
- 8 Board Work Session & Meeting
- 17 Board Work Session
- 22 Board Meeting

Appleton Area School District Annual Work Plan 2025-2026

2025-26 CALENDAR	Policy Review							Community Connections		
Month	Board Governance Work Sessions Dates	Result Monitoring	Operational Expectations	Board/Superintend ent Relations	Governance Culture	Board Action	Board Development	Linkages	Advocacy	Board AdHoc Committees
July 2025	14	R.1 Mega Result	Agency Succession			16- Board Retreat				Linkages Committee Policy Review Committee
August 2025	11, 20					20- Board Retreat		26-Welcome Back Event New Teacher Orientation Welcome		
September 2025	8, 17								15- Deadline for submitting resolutions for consideration by WASB Policy & Resolutions Committee15-	
October 2025	13, 22					27- Annual Budget Hearing/Presentation	10- WASB Regional Meetings			
November 2025	10, 19	R.2.1.1 ELA R.2.1.1 Math				3- General Election Day	Running for School Board Discussion(s)			
December 2025	8, 17								17- Review WASB Resolutions for State Conference Assembly Delegation	
January 2026	12					12- Open Enrollment Space Determinations	21-23 Wisconsin State Education Conference			
February 2026	9, 18	R.2.1.3 Science R.2.1.4 Social Studies				17- Spring Primary Election	WSAA/WASB School Law Conference AASA National Conference on Education			
March 2026	9, 18							Ron Dunlap Student Success Awards Night		
April 2026	13, 22					27-Board Reorganization-Officer Elections 27-Board Committees	WASB Regional Board New Board Member Orientation WASDA Annual Educational Conference	20-Retirement Event		
May 2026	11, 20							HS Graduations		
June 2026	8, 17	R.3 Essential Life 2024-25 District Scorecard Review & Presentation				8- Board Self- Reflection & monitoring of Board self- governance policies		Community Cafe		