



Monday, July 14, 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):
 - 2025-2026 Meal Price Increase
 - AP Check Register- June 2025

Attachments: [IFC-2025_2026 Meal Price Increase.pdf](#)
- B. School/Student Services Update(s):
 - English Language Arts/Social Studies (ELA) Materials Purchase (1060, 1070, 1080, SS

3740, 3835)

- Social Studies Micro/Macroeconomics Materials Purchase (3460/3465)
- 2025-2026 Annual Notice of Academic Standards

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

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

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

Attachments: [IFC-SS Micro/Macroeconomics \(3460/3465\) Materials Purchase.pdf](#)

Attachments: [KWKT- Micro/Macroeconomics \(3460/3465\) .pdf](#)

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

Attachments: [IFC- 25 26 Annual Notice of Academic Standards.pdf](#)

C. Personnel Services Update(s):

- Professional Educator New Hire(s)
- Professional Educator Contract Change(s)
- Professional Educator Resignation(s)

Attachments: [IFC Professional Educator New Hires 7-14-25.pdf](#)

Attachments: [IFC Professional Educator Contract Change 7-14-25.pdf](#)

Attachments: [IFC Professional Educator Resignations 7-14-25.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 23, 2025

Attachments: [BOE Meeting minutes 6.23.25.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. 2025-2026 Meal Price Increase

Attachments: [IFC-2025/2026 Meal Price Increase .pdf](#)

B. English Language Arts/Social Studies (ELA) Materials Purchase (1060, 1070, 1080, SS 3740, 3835)

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

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

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

C. Social Studies Micro/Macroeconomics Materials Purchase (3460/3465)

Attachments: [IFC-SS Micro/Macroeconomics \(3460/3465\) Materials Purchase.pdf](#)

Attachments: [KWKT- Micro/Macroeconomics \(3460/3465\) .pdf](#)

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

D. 2025-2026 Annual Notice of Academic Standards

Attachments: [IFC- 25 26 Annual Notice of Academic Standards.pdf](#)

E. Professional Educator New Hire(s)

Attachments: [IFC Professional Educator New Hires 7-14-25.pdf](#)

F. Professional Educator Contract Change(s)

Attachments: [IFC Professional Educator Contract Change 7-14-25.pdf](#)

G. Professional Educator Resignation(s)

Attachments: [IFC Professional Educator Resignations 7-14-25.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:

- Addressing AASD Budget Deficit

Attachments: [AASD Budget Presentation -Part 3 7.14.25.pdf](#)

B. School/Student Services Report:

- None

C. Personnel Services Report:

- None

10. BOARD BUSINESS

A. Policy Adoption: 185- Board Committees

Attachments: [IOI- Policy Adoption 185.pdf](#)

Attachments: [DRAFT- Board Committees - Policy 185.pdf](#)

B. AP Check Register-June 2025

C. Monitoring: OE 10- Learning Environment/Student Behavior

Attachments: [FINAL OE-10 Learning Environment/Student Behavior .pdf](#)

D. Monitoring: OE 11- Instructional Program

Attachments: [FINAL OE-11 Instructional Program.pdf](#)

E. 2025-2026 Annual Work Plan

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

F. 2025-2026 Authorized Depository Resolution

Attachments: [2025-2026 Authorized Depository Resolution.pdf](#)

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

11. ITEMS OF INFORMATION

A. None

12. FUTURE MEETINGS

A. Board Retreat: Wednesday, July 16, 2025 from 8:00AM-12:00PM

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

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

13. ADJOURN

A. Motion to adjourn the meeting



ITEM FOR CONSIDERATION

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 the 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: N/A

Fiscal

Impact: Increase in paid deposits of an estimated \$70,000 for lunch for the year and \$52,000 for breakfasts. Annual cost increase per student for lunch = \$25.80 for the year.

Administrative

Recommendation: Approve as submitted.

Contact

Person(s): Executive Director of Finance, Holly Burr burrholly@asds.k12.wi.us x60061
Executive Assistant, Diane Wittman wittmandiane@asds.k12.wi.us x60067

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ITEM FOR CONSIDERATION

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.

Administrative

Recommendations: Approve as submitted.

Contact

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

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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)

WHY is the middle school ELA/Social Studies departments looking for approval of additional novels?	The ELA department would like to ensure that materials: • 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 ○ Critical thinking (about literature and their own lives) ○ Cultural studies (windows and mirrors) ○ Literature analysis ○ Application to real-life
WHAT is important to know about these novels?	These novels: • 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)
HOW was public input solicited prior to making the administrative recommendation to the Board?	Copies of proposed instructional materials were made available to the public for over 30 days in order to submit written public input. Notification of requested feedback also publicized through the AASD website as well as through the superintendent's family communication letter.
HOW will instruction benefit ?	Instruction will benefit by: • 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 FOR CONSIDERATION

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.

Administrative

Recommendations: Approve as submitted.

Contact

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

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

WHY would we like to purchase this textbook?	The purchase of this textbook will: • 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 ◦ Contemporary content and visuals (charts, graphs, etc.) ◦ Storytelling ◦ Vivid examples ◦ Clear and concise definitions for key terms
WHAT are the skills the students will develop using this textbook?	The skill development of this edition include: • Interpreting ◦ economic models such as the production possibilities curve ◦ supply and demand schedules and graphs ◦ trade and financial data • Analyzing ◦ 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 ◦ 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 ◦ 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
HOW was public input solicited prior to making the administrative recommendation to the Board?	Copies of proposed instructional materials were made available to the public for over 30 days in order to submit written public input. Notification of requested feedback also publicized through the AASD website as well as through the superintendent's family communication letter.
HOW will this textbook be engaging and resourceful for the teachers ?	The textbook will be engaging and resourceful in offering: • Vocabulary development • AP Test preparation ◦ 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: Annual Notice of Academic Standards

**Background
Information:**

2015 Wisconsin Act 55 (the State 2015-2017 Biennial Budget) has a requirement for school boards to provide annual public notice of the academic standards adopted by the Board in mathematics, science, reading and writing, geography, and history. Under [section 120.12\(13\)](#) of the state statutes and prior to the beginning of the school term, each school district must annually notify parents and guardians of the academic standards that the school board has adopted under [section 118.30\(1g\)\(a\)1](#) of the state statutes and that will be in effect for the current school year. The district may provide the annual notice of academic standards electronically, including by posting the notice or a link to the specific academic standards on the school district's website.

Along with issuing the annual notice, state law also requires each school board to annually include, as an item on the agenda of the first school board meeting of the school year, a notice that identifies the academic standards that have been adopted by the school board and that will be in effect for the current school year.

Attached is the annual notice that will be electronically shared with AASD parents/guardians.

**Instructional
Impact:**

The AASD and Board of Education believe that identifying and implementing a set of District-wide academic standards in various content areas is highly beneficial to students, staff, and parents.

Fiscal Note: None.

**Administrative
Recommendation:** Approve as submitted.

Contact

Person(s): Assistant Superintendent Mark McQuade, Ed.D., 920-852-53007 x60121, mcquademark@aasd.k12.wi.us

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Appleton Area School District

NOTICE OF THE ACADEMIC STANDARDS THAT ARE IN EFFECT FOR THE 2025-2026 SCHOOL YEAR

What are academic standards?

The Appleton Area School District's academic standards define what students are expected to know and be able to do in each subject. Standards serve as learning goals or guideposts. They direct classroom instruction and student learning; they help parents and students understand the district's expectations; they form the basis for the district's curriculum plans and student assessments. Academic standards provide the "what" of learning, while curriculum and teachers determine the "how."

The District reviews standards from Wisconsin, other states, and professional organizations to create its own local standards tailored to our students. The District's academic standards are not the actual classroom curriculum. Teachers and curriculum developers have flexibility in how they teach. Academic standards do not cover everything that could be taught, focusing on the most essential learning. Academic standards do not mandate specific standardized tests, even though the district uses various assessments and complies with all state and federal testing requirements.

Why does the District have academic standards?

State law requires all school districts, charter schools, and certain private schools to adopt academic standards in mathematics, science, reading and writing, geography, and history.

What is an example of an academic standard?

Below is an example of an academic standard for middle school mathematics.

AASD Mathematics Standard for Students in Grade Seven

III. Expressions and Equations

- a. Use properties of operations to generate equivalent expressions.***
- b. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.***

What are the academic standards that will be in effect during this school year?

District academic standards that will be in effect in mathematics, science, reading and writing, geography, and history for this school year are listed below. Electronic links to the detailed version of the standards are provided as well. A parent or guardian who would like to review a copy of any of the standards in an alternative format, please contact: Anne Caylor at 920-852-5329 ext. 60120.

Content Area / Subject	The District's 2025-2026 Student Academic Standards
English Language Arts (includes reading and writing)	The District uses the Wisconsin Standards for English Language Arts as a foundation for its standards in English Language Arts (includes reading, writing, speaking, listening, and language). These District standards include: • Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects in grades K–5; • Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects in grades 6–12; • Standards for Literacy in All Subjects for grades K-5; and • Standards for Literacy in All Subjects for grades 6-12 A complete copy of these standards can be located and reviewed at this Internet address: https://www.aasd.k12.wi.us/academics/curriculum/english-language-arts
Mathematics	The District has adopted Wisconsin Standards for Mathematics, as formerly adapted to Wisconsin by the Wisconsin Department of Public Instruction (through the 2014-15 school year). These District standards include: • Standards for mathematical content • Standards for mathematical practice A complete copy of these standards can be located and reviewed at this Internet address: https://www.aasd.k12.wi.us/academics/curriculum/mathematics
Science	The District has adopted the Next Generation Science Standards for courses in grades 5K-12 as courses continue to undergo review and updating. A complete copy of these standards can be located and reviewed at this Internet address: https://www.aasd.k12.wi.us/academics/curriculum/science
Social Studies (includes geography and history)	The District has adopted the Wisconsin Model Academic Standards for Social Studies for grades 7-12 and is transitioning to the Wisconsin Standards for Social Studies as courses undergo review and updating. The five strands of the social studies standards encompass history, geography, behavioral science, economics, and political science. The model standards include both content standards and performance standards. Through the development of inquiry modules, grades K-6 piloted the updated Wisconsin Standards for Social Studies in 1-2 classrooms per grade level for the 2019-2020 school year. Full implementation of the new standards for grades K-6 took place during the 2021-22 school year. A complete copy of these standards can be located and reviewed at this Internet address: https://www.aasd.k12.wi.us/academics/curriculum/social-studies

Has the District selected and implemented academic standards in other content areas?

Yes. The District reviews Wisconsin state standards, other state's standards, and professional organization standards as it develops local standards for the District; the District develops standards locally to support our students' learning. District standards are available electronically on the Assessment, Curriculum and Instruction (ACI) web-page within the District's web-site: <https://www.aasd.k12.wi.us/academics/curriculum>

Who can I contact for more information about the District's academic standards?

If you have any questions about this notice, please contact Dr. Mark McQuade (mcquademark@asd.k12.wi.us)
This notice is issued pursuant to [section 120.12\(13\)](#) of the state statutes.



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):

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>
Isaiah R. Fenske	Humanities/Math/Science	Kaleidoscope	100%
Isabel R. Gast	School Social Worker	Horizons/Johnston/HALS	100%
Hannah K. Hall	Occupational Therapist	TBD	100%
Isabella M. Hernandez	Kindergarten	Dunlap	100%
Benjamin D. Kuhn	Music-Strings	Classical/Houdini	100%
Margret C. Mann	Business/Marketing	Wilson	63%
Erin M. Miller	Special Ed-I4K	Bridges	100%
Kayla M. Scaletty	Physical Education	Classical	100%
Paige E. Stevenson	Grade 4	Johnston	100%
Jamie A. Topp	Kindergarten	McKinley	100%
Aspen L. Van Linn	Grade 3	Houdini	100%
Nevin M. Wall	Physical Education/Health	Wilson	100%
Justin M. Weinfurter	Special Ed-Cross Cat.	Badger	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

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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>
Ashley A. Rossmeissl	STEM	Wilson	91% to 100%

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

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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:

Jacqueline M. Bolwerk has been with the District for four years, most recently as a Library Media Specialist at Horizons Elementary School and Jefferson Elementary School.

Sonja R. Ferguson has been with the District for three years, most recently as a School Counselor at Fox River Academy.

Katherine E. Figurin has been with the District for six years, most recently as a Speech & Language Pathologist at Jefferson Elementary School.

Ellie S. Gehl has been with the District for five years, most recently as a Special Education Teacher at Einstein Middle School.

Drew J. Jorgensen has been with the District for two years, most recently as a Physical Education Teacher at Classical School.

Hannah M. Malone has been with the District for seven years, most recently as a Music-Stings Teacher at Classical School and Houdini Elementary School.

Elizabeth M. Patrykus has been with the District for one year, most recently as a Grade 2-4 Teacher at The Omolade Academy.

Malinda L. Popp has been with the District for one year, most recently as a World Language-Spanish Teacher at Classical School.

Sara J. Stangler has been with the District for seven years, most recently as a Grade 1 Teacher at Huntley Elementary School.

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:

Baylee L. Clark - Speech & Language Pathologist at site(s) to be determined.

**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: July 14, 2025



Scullen Leadership Center
131 E. Washington Street, Suite 1A
Appleton, WI

Board of Education Minutes

Monday, June 23, 2025

6:00 PM

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 was virtual for this meeting.

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 Items(s) for Separate Consideration

None

2.B) Approval of Agenda

Motion to approve agenda as presented.

Motion by Edward Ruffolo, second by Kristine Sauter.

Final Resolution: Motion Carried.

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

3) SPECIAL PRESENTATION

3.A) None

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

4.A)Public Input

The following individuals addressed the Board of Education during Public Input:

1. **Kenan Rollins (Appleton,WI)**-regarding the financial challenges of the district and potential scholarship opportunity.
2. **Christy Codner (Appleton,WI)**-regarding board item 9.B, 2024-2025 Achievement Gap Reduction (AGR) End-of-Year report.

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)**

None

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 Resignation(s)

Experience-Based License

IFC- Professional Educator New Hires 6.23.25pdf

IFC- Professional Educator Contract Change 6.23.25.pdf

IFC-Professional Educator Resignations 6.23.25.pdf

IFC-Administrative Resignation 6.23.25.pdf

IFC- Experience-Based License 6.23.25.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 June 9, 2025

BOE Meeting Minutes 6.9.25.pdf 

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

BOE Work Session minutes 6.18.25.pdf 

REVISED BOE Work Session minutes 6.18.25.pdf 

Motion to approve the Boards Consent Agenda items 7.A and 7.B as presented. Motion by Pheng Thao, second by Nick Ross.

Final Resolution: Motion Carried.

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

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 6.23.25.pdf 

8.B) Professional Educator Contract Change(s)

IFC- Professional Educator Contract Change 6.23.25.pdf 

8.C) Professional Educator Resignation(s)

IFC- Professional Educator Resignations 6.23.25.pdf 

8.D) Administrative Resignation(s)

IFC-Administrative Resignation 6.23.25.pdf 

8.E) Experience-Based License

IFC- Experience-Based License 6.23.25.pdf 

Motion to approve the Superintendents Consent Agenda items 8.A through 8.E as presented. Motion by Kristine Sauter, second by Jason Kolpack.

Final Resolution: Motion Carried.

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

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:

2025-2026 Meal Price Increase

IOI - Meal Prices 2025/2026.pdf 

Executive Director of Finance, Holly Burr, provided a report on the 2025–2026 Meal Price Increase. The 2025-2026 Meal Price Increase item will come back as an item for consideration at the next Board meeting scheduled for July 14, 2025.

Addressing AASD Budget Deficit

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

Executive Director of Finance, Holly Burr, provided a report and presented Part 2 of the AASD Budget Presentation.

9.B) School/Student Services Report:

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

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

Assistant Superintendent Nan Bunnaw, Director of Elementary Education Dr. Carrie Willer, and Principal of Highlands Elementary Kari Krueger presented the 2024-2025 AGR End-of-Year Report.

English Language Arts/Social Studies (ELA) Materials Purchase (1060, 1070, 1080, SS 3740, 3835)

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

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

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

Assistant Superintendent Mark McQuade and Director of ELA/SS/WL 7 LMS Kelly Leopold presented the English Language Arts/Social Studies (ELA) Materials Purchase (1060,1070,1080,SS3740,3835). This item will come back as an item for consideration at the next Board meeting scheduled for July 14, 2025.

Social Studies Micro/Macroeconomics Materials Purchase (3460/3465)

[IOI-SS Micro Macroeconomics Materials Purchase \(3460/3465\) 6.23.25.pdf](#) 

[KWKT- Micro Macroeconomics \(3460/3465\) 6.23.25.pdf](#) 

[Public Input Received Micro Macroeconomics \(3460/3465\) 6.23.25.pdf](#) 

Assistant Superintendent Mark McQuade and Director of ELA/SS/WL 7 LMS Kelly Leopold presented the Social Studies Micro/Macroeconomics Materials Purchase (3460/3465). This item will come back as an item for consideration at the next Board meeting scheduled for July 14, 2025.

9.C) Personnel Services Report

None

10) BOARD BUSINESS

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

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

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

Motion to approve Policy Update: 170- Meetings of the School Board 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, Oliver Zornow

10.B) Policy Adoption: 345- Promotion of Students

IFC- Policy Adoption 345.pdf 

Policy 345-Third Grade Promotion.pdf 

Assistant Superintendent Mark McQuade presented Policy 345 – Promotion of Students as an item for consideration to review the Board's previously submitted questions and proposed edits.

Motion to approve Policy Adoption: 345- Promotion of Students as presented.

Motion by Kay Eggert, second by Edward Ruffolo.

No vote was taken. The Board engaged in further discussion regarding this Policy.

Motion to amend the motion that was previously made by Board members Kay Eggert and Edward Ruffolo.

Motion by Oliver Zornow, second by Nick Ross.

The Board then engaged in further discussion, brining forward possible edits to the policy.

Motion to approve the edits proposed for Policy Adoption: 345- Promotion of Students.

Motion by Oliver Zornow, second by Nick Ross.

Final Resolution: Motion Failed.

Aye: Oliver Zornow

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

Motion to approve Policy Adoption: 345- Promotion of Students as originally presented.

Motion by Kay Eggert, second by Edward Ruffolo.

Final Resolution: Motion Carried.

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

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

None

11) ITEMS OF INFORMATION

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

2025-2026 AASD BOE Meeting Schedule.pdf 

11.B) 2025-2026 Annual Work Plan

Annual 25/26 Work Plan.pdf 

This item will come back as an item for consideration at the next Board meeting scheduled for July 14, 2025.

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: Wednesday, July 16, 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

13.A) Motion to adjourn the meeting

Motion to adjourn the meeting at 8:51 PM.

Motion by Nick Ross, second by Kristine Sauter.

Final Resolution: Motion Carried.

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

Board President: _____



ITEM FOR CONSIDERATION

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 the 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: N/A

Fiscal

Impact: Increase in paid deposits of an estimated \$70,000 for lunch for the year and \$52,000 for breakfasts. Annual cost increase per student for lunch = \$25.80 for the year.

Administrative

Recommendation: Approve as submitted.

Contact

Person(s): Executive Director of Finance, Holly Burr burrholly@asds.k12.wi.us x60061
Executive Assistant, Diane Wittman wittmandiane@asds.k12.wi.us x60067

BOE: July 14, 2025



ITEM FOR CONSIDERATION

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.

Administrative

Recommendations: Approve as submitted.

Contact

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

BOE: July 14, 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)

WHY is the middle school ELA/Social Studies departments looking for approval of additional novels?	The ELA department would like to ensure that materials: • 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 ○ Critical thinking (about literature and their own lives) ○ Cultural studies (windows and mirrors) ○ Literature analysis ○ Application to real-life
WHAT is important to know about these novels?	These novels: • 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)
HOW was public input solicited prior to making the administrative recommendation to the Board?	Copies of proposed instructional materials were made available to the public for over 30 days in order to submit written public input. Notification of requested feedback also publicized through the AASD website as well as through the superintendent's family communication letter.
HOW will instruction benefit ?	Instruction will benefit by: • 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 FOR CONSIDERATION

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.

Administrative

Recommendations: Approve as submitted.

Contact

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

BOE: July 14, 2025

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

WHY would we like to purchase this textbook?	The purchase of this textbook will: • 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 ◦ Contemporary content and visuals (charts, graphs, etc.) ◦ Storytelling ◦ Vivid examples ◦ Clear and concise definitions for key terms
WHAT are the skills the students will develop using this textbook?	The skill development of this edition include: • Interpreting ◦ economic models such as the production possibilities curve ◦ supply and demand schedules and graphs ◦ trade and financial data • Analyzing ◦ 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 ◦ 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 ◦ 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
HOW was public input solicited prior to making the administrative recommendation to the Board?	Copies of proposed instructional materials were made available to the public for over 30 days in order to submit written public input. Notification of requested feedback also publicized through the AASD website as well as through the superintendent's family communication letter.
HOW will this textbook be engaging and resourceful for the teachers ?	The textbook will be engaging and resourceful in offering: • Vocabulary development • AP Test preparation ◦ 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: Annual Notice of Academic Standards

**Background
Information:**

2015 Wisconsin Act 55 (the State 2015-2017 Biennial Budget) has a requirement for school boards to provide annual public notice of the academic standards adopted by the Board in mathematics, science, reading and writing, geography, and history. Under [section 120.12\(13\)](#) of the state statutes and prior to the beginning of the school term, each school district must annually notify parents and guardians of the academic standards that the school board has adopted under [section 118.30\(1g\)\(a\)1](#) of the state statutes and that will be in effect for the current school year. The district may provide the annual notice of academic standards electronically, including by posting the notice or a link to the specific academic standards on the school district's website.

Along with issuing the annual notice, state law also requires each school board to annually include, as an item on the agenda of the first school board meeting of the school year, a notice that identifies the academic standards that have been adopted by the school board and that will be in effect for the current school year.

Attached is the annual notice that will be electronically shared with AASD parents/guardians.

**Instructional
Impact:**

The AASD and Board of Education believe that identifying and implementing a set of District-wide academic standards in various content areas is highly beneficial to students, staff, and parents.

Fiscal Note: None.

**Administrative
Recommendation:** Approve as submitted.

Contact

Person(s): Assistant Superintendent Mark McQuade, Ed.D., 920-852-53007 x60121, mcquademark@aasd.k12.wi.us

BOE: July 14, 2025

Appleton Area School District

NOTICE OF THE ACADEMIC STANDARDS THAT ARE IN EFFECT FOR THE 2025-2026 SCHOOL YEAR

What are academic standards?

The Appleton Area School District's academic standards define what students are expected to know and be able to do in each subject. Standards serve as learning goals or guideposts. They direct classroom instruction and student learning; they help parents and students understand the district's expectations; they form the basis for the district's curriculum plans and student assessments. Academic standards provide the "what" of learning, while curriculum and teachers determine the "how."

The District reviews standards from Wisconsin, other states, and professional organizations to create its own local standards tailored to our students. The District's academic standards are not the actual classroom curriculum. Teachers and curriculum developers have flexibility in how they teach. Academic standards do not cover everything that could be taught, focusing on the most essential learning. Academic standards do not mandate specific standardized tests, even though the district uses various assessments and complies with all state and federal testing requirements.

Why does the District have academic standards?

State law requires all school districts, charter schools, and certain private schools to adopt academic standards in mathematics, science, reading and writing, geography, and history.

What is an example of an academic standard?

Below is an example of an academic standard for middle school mathematics.

AASD Mathematics Standard for Students in Grade Seven

III. Expressions and Equations

- a. Use properties of operations to generate equivalent expressions.***
- b. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.***

What are the academic standards that will be in effect during this school year?

District academic standards that will be in effect in mathematics, science, reading and writing, geography, and history for this school year are listed below. Electronic links to the detailed version of the standards are provided as well. A parent or guardian who would like to review a copy of any of the standards in an alternative format, please contact: Anne Caylor at 920-852-5329 ext. 60120.

Content Area / Subject	The District's 2025-2026 Student Academic Standards
English Language Arts (includes reading and writing)	The District uses the Wisconsin Standards for English Language Arts as a foundation for its standards in English Language Arts (includes reading, writing, speaking, listening, and language). These District standards include: • Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects in grades K–5; • Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects in grades 6–12; • Standards for Literacy in All Subjects for grades K-5; and • Standards for Literacy in All Subjects for grades 6-12 A complete copy of these standards can be located and reviewed at this Internet address: https://www.aasd.k12.wi.us/academics/curriculum/english-language-arts
Mathematics	The District has adopted Wisconsin Standards for Mathematics, as formerly adapted to Wisconsin by the Wisconsin Department of Public Instruction (through the 2014-15 school year). These District standards include: • Standards for mathematical content • Standards for mathematical practice A complete copy of these standards can be located and reviewed at this Internet address: https://www.aasd.k12.wi.us/academics/curriculum/mathematics
Science	The District has adopted the Next Generation Science Standards for courses in grades 5K-12 as courses continue to undergo review and updating. A complete copy of these standards can be located and reviewed at this Internet address: https://www.aasd.k12.wi.us/academics/curriculum/science
Social Studies (includes geography and history)	The District has adopted the Wisconsin Model Academic Standards for Social Studies for grades 7-12 and is transitioning to the Wisconsin Standards for Social Studies as courses undergo review and updating. The five strands of the social studies standards encompass history, geography, behavioral science, economics, and political science. The model standards include both content standards and performance standards. Through the development of inquiry modules, grades K-6 piloted the updated Wisconsin Standards for Social Studies in 1-2 classrooms per grade level for the 2019-2020 school year. Full implementation of the new standards for grades K-6 took place during the 2021-22 school year. A complete copy of these standards can be located and reviewed at this Internet address: https://www.aasd.k12.wi.us/academics/curriculum/social-studies

Has the District selected and implemented academic standards in other content areas?

Yes. The District reviews Wisconsin state standards, other state's standards, and professional organization standards as it develops local standards for the District; the District develops standards locally to support our students' learning. District standards are available electronically on the Assessment, Curriculum and Instruction (ACI) web-page within the District's web-site: <https://www.aasd.k12.wi.us/academics/curriculum>

Who can I contact for more information about the District's academic standards?

If you have any questions about this notice, please contact Dr. Mark McQuade (mcquademark@asd.k12.wi.us)
This notice is issued pursuant to [section 120.12\(13\)](#) of the state statutes.



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):

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>
Isaiah R. Fenske	Humanities/Math/Science	Kaleidoscope	100%
Isabel R. Gast	School Social Worker	Horizons/Johnston/HALS	100%
Hannah K. Hall	Occupational Therapist	TBD	100%
Isabella M. Hernandez	Kindergarten	Dunlap	100%
Benjamin D. Kuhn	Music-Strings	Classical/Houdini	100%
Margret C. Mann	Business/Marketing	Wilson	63%
Erin M. Miller	Special Ed-I4K	Bridges	100%
Kayla M. Scaletty	Physical Education	Classical	100%
Paige E. Stevenson	Grade 4	Johnston	100%
Jamie A. Topp	Kindergarten	McKinley	100%
Aspen L. Van Linn	Grade 3	Houdini	100%
Nevin M. Wall	Physical Education/Health	Wilson	100%
Justin M. Weinfurter	Special Ed-Cross Cat.	Badger	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: July 14, 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>
Ashley A. Rossmeissl	STEM	Wilson	91% to 100%

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: July 14, 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:

Jacqueline M. Bolwerk has been with the District for four years, most recently as a Library Media Specialist at Horizons Elementary School and Jefferson Elementary School.

Sonja R. Ferguson has been with the District for three years, most recently as a School Counselor at Fox River Academy.

Katherine E. Figurin has been with the District for six years, most recently as a Speech & Language Pathologist at Jefferson Elementary School.

Ellie S. Gehl has been with the District for five years, most recently as a Special Education Teacher at Einstein Middle School.

Drew J. Jorgensen has been with the District for two years, most recently as a Physical Education Teacher at Classical School.

Hannah M. Malone has been with the District for seven years, most recently as a Music-Stings Teacher at Classical School and Houdini Elementary School.

Elizabeth M. Patrykus has been with the District for one year, most recently as a Grade 2-4 Teacher at The Omolade Academy.

Malinda L. Popp has been with the District for one year, most recently as a World Language-Spanish Teacher at Classical School.

Sara J. Stangler has been with the District for seven years, most recently as a Grade 1 Teacher at Huntley Elementary School.

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:

Baylee L. Clark - Speech & Language Pathologist at site(s) to be determined.

**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: July 14, 2025

July 14, 2025

2025-2027 Budget Prioritization

Part 3 - Priority Survey



2024-2025 Budget

Fund Balance (General Fund 10)

- Ending Balance for 2023-2024 \$49,805,516
- 2024-25 Revenues – Expenses - 10,937,130
- Projected 2024-25 Ending Balance = \$38,868,386

Current model projections:

2024-25 Revenues – Expenses - 12,504,255



State budget update

Expected Revenue Increases based on State Budget:

- Revenue Limit increase of \$325/student = **\$4.7 million**
- Special Education Aid funded at 42% = **\$3.7 million**
- High Cost Special Ed funded at 50% = **\$400,000**
- Open Enrollment increase = **\$1 million**
- Release of Act 20 funding = **\$500,000 ***

**one time increase*



Estimated Expense and Fund Balance Changes 2025-2026

Net Compensation

(Includes FICA/WRS increase & Deduction for change in staff)

\$3.4 million

Employee Health & Other Benefits

(Includes increases for Self Funded Health & PTO, deduction for change to HRA)

\$4.0 million

Operational Expenses

\$500,000

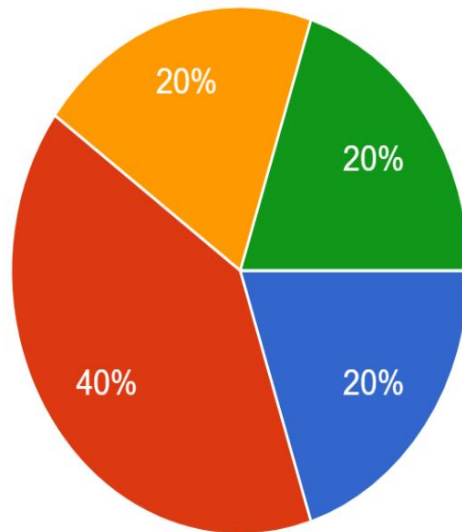
Existing Structural Deficit Carryover

\$13 million



The budget for 2025-26 will impact our structural deficit going forward. What is the target budget (deficit) you feel we should use?

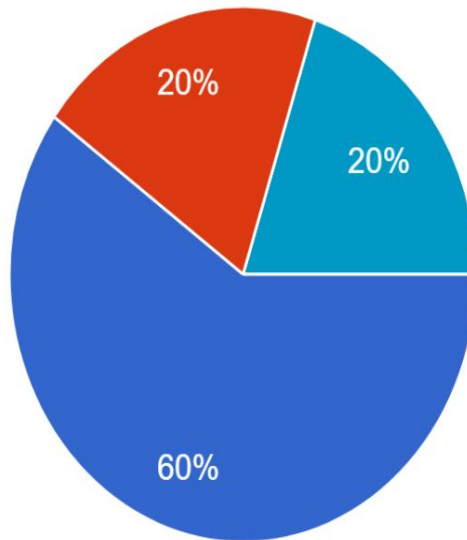
5 responses



- Business as usual - 3% increase for all, site/dept budgets, compensation (15.5 million deficit)
- Level - no increases, same budget as this year (\$13 million deficit)
- Reduction - reduction of 1% budget (\$10.5 million deficit)
- Increases for staff, deferred large expenses to wrap into referendum. Likely somewhere between Business...

Once the budget target is determined, what is your preferred strategy for reconciling the budget?
(Percentages can be determined at a later date, this is just to determine strategy moving forward)

5 responses



- 100% Referendum for the structural deficit + normal operational increases
- 80%/20% - of the deficit on the referendum / shared reductions in AA...
- 50% /50% - of the deficit on the referendum / shared reductions in AA...
- 20%/80% - of the deficit on the referendum / shared reductions in AA...
- Opposed to referendum - 100% throu...
- 100% plus cast a vision for improvem...

Staff Compensation	3.75
Staff Benefits	6.75
Professional development for staff (includes instructional coaches)	11.75
Operating budgets for schools and departments	11.25
Early childhood education programs (birth-to-5, 4K)	7
Class Sizes-Elementary (grades 3 - 5)	3.50
Class Sizes -MS/HS	8.75
Maintaining caseload sizes for SPED	8
Transportation (non-mandated)	17.5
Summer learning programs	16.5
Success/behavior supports (homeless, attend, admin, deans, advocates, EMLSS)	8
English as a Second Language services (non-mandated)	12
Curriculum updates and improvements	12.75
Co-curricular activities	14.50
Community engagement initiatives (excluding Community Schools)	18.50
Programming (Dual Credit, Electives, Youth Apprenticeship, Alt. Ed, Electives)	9.25
Mental health resources and student services staff (ie. psych, SW, counselor)	5
Classroom technology/media (Tech Integrators, laptops, Viewsonic boards, LMC)	15
Operational technology (software, hardware, cybersecurity, etc.)	14.25
Facilities (capital improvements and ongoing maintenance/replacements)	13.75
Safety and security measures in schools	7
Student success - Mathematics (includes interventionists)	4
Student success - Literacy (includes interventionists)	3.25
Enhanced music (elem band and orchestra pullouts, middle school small groups)	14.50
Special education services and activities (non-mandated)	11.25



Timeline





ITEM OF INFORMATION

Topic: Policy Adoption: 185- Board Committees

**Background
Information:**

The Wisconsin Association of School Boards (WASB) was contracted to conduct a comprehensive policy audit. The audit identified policies that require creation or revision. Responsibility for this work is assigned to administrators overseeing the respective policy areas, with the board of education retaining the authority to revise policies as appropriate. These administrators rely on WASB's recommended sample policies, conduct research on practices in other districts, or seek legal counsel when necessary, depending on the complexity of the policy.

The District currently does not have a Policy 185. It is recommended that this policy be adopted in accordance with WASB guidelines.

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

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.

Fiscal

Note: N/A

Contact

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

BOE: July 14, 2025

BOARD COMMITTEES

There are circumstances where school boards are required to appoint a committee or group of individuals to advise the school board on specific matters of school district interest or concern. For example, school boards are required by [section 118.019](#) of the state statutes to appoint a committee to advise the board on human growth and development instruction. Similarly, the federal law governing school nutrition programs requires school boards to develop school wellness policies with the involvement of the school board, school administrators, school food service representatives, physical education teachers, school health professionals, students, parents, and the public.

This general policy is not intended to inhibit the ongoing operation or future establishment of any District committees that may be expressly defined in a separate District policy, rule/procedure, or plan document. Further, where any such District policy, rule, or plan establishes or provides for a specific-purpose committee (e.g., a stakeholder advisory group on a specific topic), the provisions found in such specific-purpose policy, rule, or plan shall govern in the event of any conflict with this general policy.

Board Appointed Ad Hoc Committees

At its discretion, the School Board may establish ad hoc committees to perform a specific function determined by the Board. An ad hoc committee under this policy shall have a defined membership and may include, exclude, or consist entirely of individuals who are not Board members. This policy is not intended to apply to groups with effectively unlimited participation, loosely constituted groups having a fluid and undefined membership, or to work teams or similar groups created or called together at the discretion of the administration as part of the day-to-day work of the operation of the District.

A chairperson and alternate chairperson for each ad hoc committee will normally be expressly designated in the committee appointment process. However, if no chairperson and/or alternate has been designated, the committee shall select its own chairperson and/or alternate at its first meeting. Except as otherwise specified by the Board in connection with a specific committee, it shall be the responsibility of the committee chair to plan the meeting agendas with assistance from the committee's administrator advisor, if any, and with the input of other committee members. The chair shall also be responsible for ensuring that the minutes and

other official records of all committee meetings are recorded and maintained, and for working with the District Office staff to ensure that notice is given for all meetings of the ad hoc committee in accordance with state law and Board policy.

Members of an ad hoc committee will be appointed by the Board by a standard majority vote presented as a slate, except where a different process is expressly established by law, by Board policy, or by a Board decision at the time the Board creates the committee. Prior to making appointments, the Board may request nominees from one or more sources. The Board retains discretion to add, remove, or change appointees to any ad hoc committee at any time. The Board similarly retains discretion to either fill or not fill any vacancy on an ad hoc committee. Unless expressly appointed to a date-bound term of office that expires prior to the committee being dissolved, appointees to an ad hoc committee will normally serve until the committee is dissolved.

An ad hoc committee is dissolved upon the earlier of (1) reaching any dissolution date established by the Board; (2) the completion of the committee's assigned task(s) and the delivery of any final report or recommendation to the Board; or (3) any decision of the Board that otherwise dissolves the committee.

In connection with creating an ad hoc committee that includes appointed members who are not Board members, the Board or its designee shall provide each person appointed to the committee with guidelines that will include at least the following:

1. A statement of the charge of the ad hoc committee and the services the Board wishes the committee to render (e.g., identifying any known deliverable(s) or specific recommendation(s) that the Board expects the committee to produce);
2. A clarification as to whether the specific committee's role is solely deliberative and advisory (e.g., researching an issue, identifying and evaluating options, and/or formulating a recommendation), or whether the Board has expressly delegated some other specific authority to the committee that allows the committee to take some official action on the Board's behalf;
3. The identification of an approximate timeline for the completion of tasks and for the delivery of any interim progress reports; and

4. A notice that such committees are subject to the Wisconsin Open Meetings Law, and that the records of the committee are subject to possible public inspection to the extent provided by Public Records Law.

Notice of ad hoc committee meetings shall be issued in accordance with state law requirements and any applicable Board policy. When appropriate, such notice shall include a statement to reflect that a quorum of the Board may be present at the committee meeting, that such committee meeting may, therefore, also constitute a meeting of the Board for purposes of the Open Meetings Law, but that the Board will take no action as a governmental body at such committee meeting.

Cross References: Public Input at School Board and Board Subcommittee Meetings, 187 and 187-Rule
Virtual Meetings and Board Member Participation in Meetings via Technology, 188
Agenda Preparation and Dissemination 171.2
Closed Session, 173
GC-5 Board Committees

Legal References: Wisconsin State Statutes 19.83, 19.84, 19.85, and 19.89

Adoption Date: August 11, 2025

Success for
Every Student,
Every Day



**Appleton Area School District
Operational Expectations Monitoring Report
OE-10 Learning Environment/Student Behavior**

SUPERINTENDENT CERTIFICATION:

With respect to Operational Expectations Policy OE-10, Learning Environment/Student Behavior, Superintendent certifies that the following information is accurate and complete, and the District is:

_____ **Compliant**

 X **Compliant with the exceptions noted:**

_____ **Non-Compliant**

Compliant Indicators	Noncompliant Indicators
14	7
Total Indicators: 21	

Executive Summary/Analysis:

The following indicators were not in compliance:

10.1.1- The revised TFI 3.0 has led to productive discussion and relevant changes in the EMLSS institute, including a review/revision of district guidance documents and support for individual schools as they plan for the 2025-26 school year. The TFI 3.0 results serve as a baseline and a guide to teams' revision of processes and procedures for supporting schoolwide expectations and systems of support.

10.1.2- In consideration of the outcome data at the elementary and secondary levels identified in this indicator, it is evident that each level must identify why the challenges and successes have occurred. It is noted that the time allotted for social emotional learning at the elementary level has decreased with the implementation of STEM courses and the efforts to improve literacy outcomes.

10.1.4 - The staff have been implementing SIOP at the secondary level along with specific and strategic efforts to increase the connectedness of students and staff. Further unpacking of the outcomes

for these questions will provide site CSIP teams with reflective opportunities to continue to increase students' favorable responses to "my teacher knows and respects who I am as a person" through supporting the teachers in strategies to establish positive connections with students in class and throughout the school environment.

- 10.1.5-** The positive gains in attendance interventions are encouraging. The AASD will continue to review our implementation and fidelity with the attendance interventions to further impact families and monitor the effectiveness of the various interventions. This includes the following:

Follow up with students after participating in Attendance Education Lessons by an attendance team member and outreach to family following Attendance Education Lessons.

More structure and support will be provided to Check and Connect mentors

- Quarterly meetings with Attendance Coordinators and other mentors
- Simplifying and streamlining the progress monitoring process
- Providing general training on Check and Connect to attendance teams at the start of the year

Provide more training and differentiation between Mentoring for Attendance (Tier 2 intervention) and Check and Connect (Tier 3 intervention)

- Provide training for attendance teams at the start of the year regarding these 2 interventions (ie, implementation progress, progress monitoring, the difference between the two interventions, target students for intervention)

With these adjustments we aim to increase the fidelity of both Check and Connect and mentoring. In addition, we aim to increase the number of students participating in mentoring for attendance as a T2 intervention, reducing the need for students to receive T3.

- 10.3.2 and 10.3.3-** Both of these indicators define evidence of compliance through gap reduction. 10.3.2 compares the out-of-school suspension rate for white and black students, and 10.3.3 compares the seclusion and restraint data for special education and non-special education students. The gap in the comparison data has not been reduced; therefore, the indicators are marked non-compliant. The AASD will continue to analyze data with the appropriate staff. The district will continue to look at practices and procedures to identify specific strategies to close the gaps identified through this expectation.

- 10.6.5-** The Panorama survey category of school safety is the source of evidence for this indicator, seeking to increase the favorable responses(4,5). This indicator is marked non-compliant as the increase target was not attained. Upon examination across the district, the lowest area of favorable response is on the question, "How often are people disrespectful at your school?". The most frequent response to that question is "sometimes"(3). To shift responses from a 3 or sometimes to a favorable response, once in a while or almost never (4 or 5)

Notes or exceptions:

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Operational Expectations Policy OE-10, Learning Environment/Student Behavior, the Board finds that the district is:

- ☐ **Compliant**
- ☐ **Compliant with the exceptions noted:**
- ☐ **Non-Compliant**

Summary Statements of the Board, if any:

Signed: _____ Date: _____
Board President

Document submitted: _____ Re-submitted: _____

OE - 10: Learning Environment/Student Behavior
The Superintendent shall establish and maintain a learning environment that is safe, respectful and conducive to effective learning and high student achievement.
SUPERINTENDENT Interpretation: The Board of Education values students having a learning environment that includes support for both the academic and social-emotional needs of all learners. ● Learning environment shall mean an environment that is nurturing, welcoming and fosters academic achievement for all students - in school, before school, after school, and on the playground and/or bus. ● Safe shall mean to be physically, emotionally, socially and academically secure. ● Respectful and conducive shall mean to demonstrate regard and value for all students, staff and visitors. ● Effective learning shall mean students acquiring skills to their maximum potential in a nurturing and engaging environment that promotes student development. ● High student achievement shall mean performing at levels outlined in AASD Coherent Governance Policies R-1 (Mega Result), R-2 (Academic Achievement), and R-3 (Essential Life Skills).

OE – 10.1 The Superintendent will maintain a climate that is characterized by support and encouragement for student success, including the physical, mental and emotional health of all students.

SUPERINTENDENT Interpretation:

The Board of Education values the providing of support for students within the learning environment in order to promote learning and increase academic success.

- **Maintain a climate that is characterized by support** shall mean that inappropriate behaviors that disrupt the teaching, learning or operational processes of a school or the school district will be addressed through appropriate interventions and procedures.
- **Encouragement for high student achievement** shall mean students feel supported on their journey toward academic success as shown by achieving AASD Coherent Governance Policies R-1 (Mega Result), R-2 (Academic Achievement), and R-3 (Essential Life Skills).
- **Physical health** shall mean the following components
 - **Physical activity** - includes strength, flexibility, and endurance
 - **Nutrition and diet** - includes appropriate nutrient intake, fluid intake, and healthy digestion
 - **Alcohol and illegal drugs** - includes the abstinence from these substances
 - **Medical self-care** - includes addressing minor ailments or injuries and seeking emergency care as necessary
 - **Rest and sleep** - includes periodic rest and relaxation, along with high-quality sleep
- **Mental health** shall mean one's emotional, psychological, and social well-being
- **Emotional health** shall mean the ability to successfully understand and manage one's emotions.

SUPERINTENDENT Indicators of Compliance	In Compliance	Not in Compliance
We will know we are compliant when: 10.1.1- 100% of AASD schools (non-charter) will implement Positive Behavioral Interventions and Supports (PBIS) at the Universal and Tier 2 Level with fidelity. 10.1.2- 100% of (non-charter) K-8 classrooms will be implementing universal social-emotional learning (SEL) throughout the school year as evidenced by: implementation review and increasing percentage of students who score favorably in the Sense of Belonging within the Student Survey and a reduction in office discipline referrals by grade level cohort of students. 10.1.3- 100% of schools (non-charter) have clear behavioral expectations posted for all environments, teach the expectations to students, and communicate these out annually to students and families as evidenced through the environmental audit, handbook, and website review. 10.1.4- Students will feel the classroom is a space where they desire to be and they are welcomed as evidenced by 100% of (non-charter) schools annually increasing favorable responses	X	X X X

across all demographic groups on the student survey questions "I see myself as part of my classroom environment." and "My teacher knows and respects who I am as a person." as measured in the spring student survey. ○ If the prior year is greater than or equal to 90%, the goal is to maintain. ○ If the prior year is greater than or equal to 80% but less than 90%, the goal is to increase by 1%. ○ If the prior year is less than 80%, the goal is to increase by 3% or more. 10.1.5 - 70% of students receiving interventions to improve attendance will demonstrate improvement in their daily attendance.		X
SUPERINTENDENT Evidence of Compliance: ● 10.1.1- This year, PBIS introduced the updated version of the Tiered Fidelity Inventory (TFI). The TFI 3.0 is a self-assessment and progress-monitoring tool designed for schools implementing Positive Behavioral Interventions and Supports (PBIS). It helps teams evaluate the fidelity of PBIS implementation across the three tiers of support: universal (Tier 1), targeted (Tier 2), and intensive (Tier 3). The updated version places a stronger emphasis on responsive education and features more rigorous scoring criteria than the previous TFI 2.0. These enhancements are intended to support deeper reflection, more accurate fidelity assessments, and stronger alignment with current educational student success practices. Since the TFI 3.0 is new, we are using it this year as a baseline to guide improvement within both school sites and District implementation. At this time eleven of the AASD schools have met fidelity with the TFI 3.0 criteria based on the aggregate data. ● 10.1.2- The questions asked in the Panorama Survey in the category of sense of belonging have changed, and therefore, we have a new baseline. However, we are able to compare to past years using an adjusted score. At the secondary level the percentage of students scoring favorably when comparing adjusted score results from spring of 2024 to spring of 2025 has increased by 4%, indicating that the goal was met and demonstrating the highest spring score for secondary schools to date. Notably, when considering the secondary score with the new questions, the score is equivalent to an 8% increase over past years. This will be our new baseline score. At the elementary level, the percentage of students scoring favorably when comparing adjusted score results from spring of 2024 to spring of 2025 has increased by 2%. When considering the elementary score with the new questions, the score is equivalent to a 4% decrease over past years. This will be our new baseline score. When examining the amount of office discipline referrals (ODR) for students by cohort, the results are mixed: ● Students graduating in the years 2035, 2029, 2028, 2027, 2026, and 2025 have decreased the number of ODRs from SY24 to SY25. This represents students in grades 2, 7, 8, 9, 10, 11, 12.		

- [OE-10.1.2 Sense of Belonging](#)
- [Cohort of Students](#)

- **10.1.3** - Walkthroughs and communication with site teams indicate that student expectations as defined by the school are posted throughout the school. Classroom expectations are shared with students as self-reported, and student expectations are identified in handbooks and accessible through the website.
- **10.1.4**- The results for “I see myself as part of my classroom environment” indicate that the elementary level has decreased by 4% and the secondary level has increased by 1%.

The results with respect to the question “My teacher knows and respects who I am as a person” indicate that at the elementary level, the district has not met the goal. At the secondary level, there was an increase of 2% from last spring. At the elementary level, the percentage decreased by 2%. When reviewing the data disaggregated by demographic group, the district has an opportunity for improvement with elementary students in all demographic areas. The secondary schools have shown improvement with Asian, Black, Native Hawaiian or Pacific Islander, and students of two or more races.

- **10.1.5**- The AASD implements a wide variety of attendance interventions. Three of the attendance interventions include Check and Connect, Attendance Incentives, and Attendance Education Lessons. Over the course of the 2024-25 school year, the district has not attained the goal of 70% of students who received attendance interventions demonstrating improvement in their school attendance.

It is notable that of the students on attendance plans tied to incentives, 85.9% met their attendance improvement goal. Middle level students who participated in attendance education lessons resulted in 51% of these students increasing their daily attendance rate, while 47% of K-12 students participating in Check and Connect improved their attendance. In the 2024-25 school year 62.3% of AASD students receiving attendance interventions to improve their attendance did in fact improve their daily attendance.

OE – 10.2 The Superintendent will ensure that all policies and procedures regarding student behavior are:

- culturally responsive
- trauma sensitive
- restorative
- developed with input from diverse perspectives
- appropriately communicated to students, parents, and staff
- enforced consistently using reasonable judgment

SUPERINTENDENT Interpretation:

The Board of Education values active participation from all District stakeholders to ensure access to information and voice in the discussion, development, and publishing of any policy that focuses on student discipline.

- **Policies and procedures regarding student behavior** shall mean the adopted Appleton Area School District Code of Conduct and Wisconsin State Law.
- **Culturally responsive** shall mean to validate and affirm the home (indigenous) culture and language of students for the purposes of building and bridging students to success in the culture of academia and mainstream society.
- **Trauma sensitive** shall mean **being sensitive to the impact of trauma on others and yourself**, understanding and utilizing tools to support self and others in regulating during times of stress; as well as identifying and supporting the system change needed to reduce re-traumatization.
- **Restorative** shall mean to repair harm by providing an opportunity for those harmed and those who take responsibility for the harm to communicate about and address their needs in the aftermath.
- **Developed with input from diverse perspectives** shall mean that administrators, teachers, building staff, and other stakeholders are included in developing and/or providing input on discipline procedures.
- **Appropriately communicated to students, parents, and staff** shall mean the information is communicated through a variety of means (hard copies available, accessible on website, electronic communication, translations available).
- **Enforced consistently using reasonable judgment** shall mean students shall receive similar consequences for similar unacceptable behaviors with no disparities by race, gender, ELL, socioeconomic status, and students with disabilities according to their IEP.

SUPERINTENDENT Indicators of Compliance

We will know we are compliant when:

- 10.2.1- At least 80% of students (K-12) will not receive an Office Discipline Referral (ODR) as evident by a yearly disaggregated Infinite Campus Office Discipline Referral Report.
- 10.2.2- 100% of AASD building administrators will be trained in Restorative Practices within 12 months of their start date, as evidenced by attendance and completion of the training.
- 10.2.3- 100% of student re-entry conferences (conferences occurring after an out-of-school suspension) will use restorative questions and be facilitated by a trained AASD administrator.

In
Compliance

Not in
Compliance

X

X

X

SUPERINTENDENT Evidence of Compliance:

- 10.2.1 - Number of [students receiving ODRs](#)

During the 2024-25 school year, the percentage of AASD students who did not receive an ODR has increased from the school year 2023-2024:

Zero ODR's

- **13,408 (83.17%)** of AASD students did not receive an ODR in 2024-25
- 1 ODR
- **1,299 (8.06%)** of AASD students received one ODR in 2024-25

2-5 ODR's

- **967 (6%)** of AASD students received 2-5 ODRs in 2024-25
- 6+ ODR's
- **447 (2.77%)** of AASD students received 6 ODRs in 2024-25

- **10.2.2** - For the 2024- 25 school year, training for new building administrators and deans was held on Friday, August 16th, 2024. One new building administrator did not attend that training, and they participated at a later date.

On August 22nd, 2025, Sarah Pierce and Stacey Nitka will train all the new building administrators and deans on Restorative Practices at the Student Success Center.

- **10.2.3** -The readmission conference is part of the quarterly meeting with the building administration and the student services associate director. All schools hold the readmission conference when a student returns from suspension. The buildings use a structured format similar to the sample for the readmission conference.
 - [Example of OSS readmit meeting](#)

OE – 10.3 The Superintendent will identify and address inequities in discipline practices.

SUPERINTENDENT Interpretation:

The Board of Education values all discipline practices being administered without bias or prejudice.

- **Inequities** shall mean significant and persistent disparities between different groups of students.
- **Discipline practices** shall mean the adopted Appleton Area School District Code of Conduct and Wisconsin State Law.

SUPERINTENDENT Indicators of Compliance

We will know we are compliant when:

10.3.1- 100% of building and school services administrators will review site and district discipline practices and data to identify areas of growth, opportunities for improvement, and equitable practices as evidenced by Lead Learner Agendas, professional learning plans, and goals implemented on CSIP plans.

10.3.2- There is a continuous gap reduction in district out-of-school suspensions (OSS) between Black/African American and White students as evidenced by WISE Dash OSS data

**In
Compliance**

**Not in
Compliance**

X

X

10.3.3- There is a continuous gap reduction in AASD seclusion and/or restraints between students with disabilities and students without disabilities as evidenced by AASD seclusion and/or restraint data submitted to the Department of Public Instruction (DPI).		X
SUPERINTENDENT Evidence of Compliance: 10.3.1 - School administrators review site-based information as part of their Universal Practices during monthly CISP meetings and Lead Learner professional collaboration. Evidence of one of these practices is found in the Lead Learner presentation below detailing how North High School shared their disciplinary data with their staff. 10.3.1 Documentation During quarterly meetings with the associate director of student services, building administrators review all the Risk Ratios on both ODRs and OSSs. 10.3.2 - In the 2024-25 school year, there were less black and white students who received a disciplinary removal from school (OSS) as reported in Wise-Dash than in the previous year. However, the gap between the percentage of black students and the percentage of white students who received an OSS has remained the same from SY24 to SY25. Wise Dash OE10 Data 2024 10.3.3 Seclusion and restraint data shared with DPI is presented to the school board in the fall of each school year. On September 9, 2024, the annual report was provided to the school board. Data from the 2024 - 25 school year will be presented to the school board and DPI later this fall. Therefore, the data presented in this indicator is from the 2023-24 school year. Information indicates: - The gap between the seclusion incidents of students involving disabilities and the seclusion incidents involving non-disabled students was higher in 2023-24 than the year prior, 2022-23. It is noted that this gap is lower than the gap in 2018-2019. - The gap between the restraint incidents of students involving disabilities and the restraint incidents involving non-disabled students was higher in 2023-24 than the year prior, 2022-23. - Yearly Comparison Data - Seclusion and Restraint		
OE – 10.4 The Superintendent will appropriately collect, use and protect confidential student information.		

SUPERINTENDENT Interpretation:

The Board of Education values the protection of confidential student records and the security of student information by enforcing the Family Educational Rights and Privacy Act (FERPA) with fidelity.

- **Appropriately collect** shall mean professional staff with legitimate rights to collect information obtain and file confidential information quickly and safely
- **Use** shall mean professional staff are limited in access to student information based on specific purposes and use this information discreetly while maintaining confidentiality.
- **Protect** shall mean confidential information will only be shared with legal guardians or others who have legitimate access under the Family Educational Rights and Privacy Act (FERPA).
- **Confidential student information** shall mean personally identifiable information about which the individual (and their families) have an expectation of privacy.

SUPERINTENDENT Indicators of Compliance

We will know we are compliant when:

- 10.4.1-** In the event of an identified data breach resulting in access to confidential student information, the Technology Services Department will activate their Incident Response Plan 100% of the time.
- 10.4.2-** There is no unauthorized release of confidential student information in the District as evidenced by the lack of formal written complaints resulting from such release as documented through records kept by the Office of the Superintendent or designee.
- 10.4.3-** 100% of parent/guardian requests for exemption from sharing student directory information are honored, except as required by law for access to district technology use as evidenced by the lack of complaints being received by the district regarding student directory information being shared.

**In
Compliance****Not in
Compliance****X****X****X****SUPERINTENDENT Evidence of Compliance:**

- **10.4.1, 10.4.2, and 10.4.2-** The AASD is compliant with all three indicators of this expectation as evidenced by zero data breaches, the lack of formal complaints regarding the unauthorized release of information, and the district's procedures for honoring the exemption from sharing student directory information.

OE – 10.5 The Superintendent will not tolerate any behaviors, actions or attitudes by adults who have contact with students that hinder the academic performance or the well-being of students.

SUPERINTENDENT Interpretation:

The Board of Education values adult interactions with students that focus on the best interests of the student in order to support and promote academic performance and well-being. Any action, perception, or viewpoint of the adult that prevents this will not be allowed.

- **Not tolerate** shall mean negative behaviors, actions, or attitudes will not be allowed or to go unaddressed.
- **Behaviors, actions or attitudes by adults** shall mean verbal comments/statements or physical actions toward students.
- **Attitudes** shall mean behavior toward students that diminish the sense of health, safety, belonging or ability to achieve and succeed.
- **Contact with students** shall mean acting in the role of a teacher, supervisor or support to students.
- **Hinder** shall mean to create difficulties for (someone or something), resulting in delay or obstruction.
- **Academic performance** shall mean students' progress in achieving the Board's *Results* policies.
- **Well-being of students** shall mean a sense of health, safety, belonging and efficacy.

SUPERINTENDENT Indicators of Compliance

We will know we are compliant when:

- 10.5.1-** 100% of formal complaints involving students received by the District are investigated and resolved without grievance as documented by the Human Resources Office.

In
Compliance

Not in
Compliance

X

SUPERINTENDENT Evidence of Compliance:

- **10.5.1-** The AASD Human Resources office has confirmed we are compliant with this expectation.

OE – 10.6 The Superintendent will not permit unruly behavior on school property and at school sponsored events by students or by adults that disrupt learning or that are disrespectful or dangerous, including any form of bullying.

SUPERINTENDENT Interpretation:

The Board of Education values the prevention, discouragement, or banning of any activity that negatively impacts student learning or is unsafe.

- **Unruly behavior** shall mean actions that result in office discipline referrals or adult actions that are reported to an administrator or the local police.
- **School property** shall mean any school buildings and other buildings owned, occupied or controlled by the school district, on school premises, or on school-provided transportation.

• School sponsored events shall mean activities, fundraising events, clubs, camps, clinics, programs, sports, etc., or events or activities that are authorized by the school, school board and/or administration. • Adult actions shall mean behaviors or actions by all individuals of 18 years of age or older that may disrupt learning or are disrespectful or dangerous, including any form of bullying. • Disrupt learning shall mean behaviors or actions that interfere or get in the way of learning. • Dangerous shall mean physically able or likely to cause harm or injury. • Bullying shall mean deliberate or intentional behavior using words or actions, intended to cause fear, intimidation or harm. Bullying includes aggressive and hostile behavior that is intentional and involves an imbalance of power between the bully and the bullied and is behavior that is repeated over time rather than an isolated incident.		
SUPERINTENDENT Indicators of Compliance:		
We will know we are compliant when:		
• 10.6.1- In a timely manner, 100% of Office Discipline Referrals (ODRs) are closed out in Infinite Campus and all behavior incidents are assigned a resolution. • 10.6.2- Anonymous reports regarding student behavior are reviewed by an administrator as evidenced by the responses in the anonymous reporting system data. • 10.6.3- 100% of expulsion recommendations follow due process procedures. If expulsions are denied, none were denied due to failure to provide the student and/or family due process. • 10.6.4- 100% of the school sites will either formally or informally investigate and address reports of discrimination as evidenced by the Pupil Non-Discrimination District Summary Report. • 10.6.5- Increase the number of students who score favorably (4,5) in the area of School Safety within the annual Panorama Student Survey. ○ If the prior year is greater than or equal to 90%, the goal is to maintain. ○ If the prior year is greater than or equal to 80% but less than 90%, the goal is to increase by 1%. ○ If the prior year is less than 80%, the goal is to increase by 3% or more.	In Compliance	Not in Compliance
SUPERINTENDENT Evidence of Compliance:		
• 10.6.1 - As of June 17, 2025, not all majors in Infinite Campus were closed out and marked with a resolution. Follow-up conversations with site administrators for identified schools indicated that resolutions were completed and not validated in the I.C. system. At this time, approximately 0.5% were not marked with a resolution.		

- **10.6.2** - As of June 2025, there were 1847 tips in Speak Up Speak Out. There are zero tips unread, zero tips open, and all have completed dispositions.
- **10.6.3** - All students who were recommended for expulsion were provided due process.
- **10.6.4**- The Pupil non-discrimination report filed indicates that reports of discrimination were investigated by the appropriate administrator(s).
- **10.6.5** - While we did not meet this goal, it is notable that the secondary schools exceed the national norm for favorable responses, with a score of 56% favorable. The elementary students scored this question as 62% favorable.

Looking at the questions in the category of school safety, the question, “How often are people disrespectful at your school?” scored the lowest at both the elementary and secondary levels. To indicate a favorable response the student must indicate a score of a 4 or a 5. At both the secondary and elementary the responses for this question were significantly lower than the other questions that compile the school safety score. Additionally:

Elementary 35% of students scored favorably (4 or 5) for the school safety question: “How often are people disrespectful at your school?”

- 32% of Elementary students indicated a score of 3 for this question.
- 33% of Elementary students indicated a score of 1 or 2, signifying frequently (2) or almost always (1). The percentage of students who scored a 2 (Frequently) was 23%, while 10% of students scored a 1 (Almost always)
- The next lowest question scored favorably in this category was at 60%.

Secondary 26% of students scored favorably (4 or 5) on this same question.

- 37% of Secondary students indicated a score of 3 for the school safety question: “How often are people disrespectful at your school?”
- 37% of Secondary students indicated a score of 1 or 2, signifying Frequently (2) or Almost always (1). The percentage of students who scored a 2 (Frequently) was 26%, while 11% of students scored a 1 (Almost always)
- The next lowest question scored favorably in this category was at 59%.
- [Panorama School Safety Spring to Spring Data](#)

OE – 10.7 The Superintendent will not permit the administration of corporal punishment.

SUPERINTENDENT Interpretation:

The Board of Education values the assurance that no instance or act of physical discipline by any District employee is tolerated.

- **Corporal punishment** shall mean to cause deliberate physical pain or discomfort.

SUPERINTENDENT Indicators of Compliance We will know we are compliant when: 10.7.1- 100% of formal complaints involving student discipline in the district will not involve corporal punishment.	In Compliance	Not in Compliance
	X	
SUPERINTENDENT Evidence of Compliance: • 10.7.1- Corporal punishment has not been used in AASD in the 2024-25 school year.		

Success for
Every Student,
Every Day



**Appleton Area School District
Operational Expectations Monitor Report
OE-11 Instructional Program**

SUPERINTENDENT CERTIFICATION:

With respect to Operational Expectations Policy OE- 11, Instructional Program, the Superintendent certifies that the following information is accurate and complete, and the District is:

____ **Compliant**

X **Compliant with the exceptions noted**

____ **Non-Compliant**

Compliant Indicators	Noncompliant Indicators
24	1
Total Indicators: 25	

Executive Summary/Analysis:

The interpretations and indicators, as submitted below, provide evidence to the Board that the District provides a guaranteed and viable curricular program that offers challenging and relevant opportunities for all students to achieve the outcomes defined in the Board's Results policies.

Notes or exceptions, if any:

As a District, we were compliant in 24 of 25 indicators. We were not compliant in **11.3.2-** 100% of the district common assessments required within the Results policies are calibrated minimally once per year within district professional learning. Although sufficient time was scheduled to allow instructors to calibrate, some of the calibration was scheduled for a professional development day that was not well attended. In the future, we will need to schedule calibration sessions using a combination of professional development dates and building professional learning community time to ensure this work is completed to fidelity. Missed calibrations will be completed in the fall of 2025.

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Operational Expectations Policy OE-11, Instructional Program, the Board finds that the district is:

- ☐ **Compliant**
- ☐ **Compliant with the exceptions noted**
- ☐ **Non-Compliant**

Summary Statements of the Board, if any:

Signed: _____ Date: _____

Board President

Document submitted: _____

Re-submitted: _____

OE - 11: Instructional Program

The Superintendent shall provide a guaranteed and viable curricular program that offers challenging and relevant opportunities for all students to achieve the outcomes defined in the Board’s **Results** policies.

SUPERINTENDENT Interpretation:

The Board of Education values all students having access to programs that are rigorous and designed to ensure high levels of achievement as measured by the Board's Academic Achievement Results policies.

- **Guaranteed** shall mean that every student is provided the opportunity to learn a core curriculum which provides them with the probability of success in school.
- **Viable curricular program** shall mean that the necessary time is available and protected so students will be able to learn the guaranteed curriculum.
- **Challenging** shall mean that students are provided with rigorous coursework that pushes individuals to meet and/or exceed course standards.
- **Relevant opportunities** shall mean the courses offered to students are meaningful to their lives and desired in the current and future economies.
- The Board's **Results** policies shall mean AASD Coherent Governance Policies R-1 (Mega Result), R-2 (Academic Achievement), and R-3 (Essential Life Skills).

OE – 11.1 The Superintendent will assure that instructional programs are culturally responsive and accommodate the different needs, abilities, interests and personal goals of individual students.

SUPERINTENDENT Interpretation:

The Board of Education values instructional programs that are designed to be responsive to the individual needs, abilities, interests, and personal goals of all learners. The Board of Education values a culturally responsive school experience that supports success for each student in achieving their goals.

- **Instructional programs** shall mean new and existing courses, instructional resources, and digital as well as non-digital programs used to differentiate and enhance student learning.
- **Culturally responsive** shall mean to validate and affirm the home (indigenous) culture and language of students for the purposes of building and bridging students to success in the culture of academia and mainstream society.
- **Accommodate** shall mean to proactively adjust either curriculum, teaching methods, resources, learning activities, or student products to address the needs, abilities, interests and personal goals of individual students and/or small groups of students in order to maximize the learning opportunities for each student in the classroom.

SUPERINTENDENT Indicators of Compliance:	In Compliance	Not in Compliance
We will know we are compliant when: 11.1.1- 100% of students identified as having disabilities will have an Individualized Educational Plan (IEP) that is updated at least annually based upon current present levels of performance. 11.1.2- Interventions will be documented within eduCLIMBER for all students receiving either tier 2 or tier 3 academic interventions. 11.1.3- The district will annually assess all English Language (EL) students via the ACCESS test and report on the percentage of EL students exiting the EL program each year. 11.1.4- Data will be collected annually to evaluate the number of elementary and secondary students who indicate: • "I see people who are different from me in the books/materials used in my classroom." • "I see myself in the materials/books used in the classroom."	X X X X	
SUPERINTENDENT Evidence of Compliance: • 11.1.1 - An internal analysis of IEPs in the Appleton Area School District indicated that all IEPs have been updated at least annually based on current present levels of performance. • 11.1.2- Analysis within eduCLIMBER indicates that all tier 2 and tier 3 interventions in ELA and Math are being documented as part of the student progress monitoring. • 11.1.3- 2024-25 ACCESS test results indicate that 118 of 1,687 students (7%) exited EL programming. • 11.1.4- Spring 2025 Panorama Survey indicates that this indicator was accomplished.		
OE – 11.2 The Superintendent will assure that all curricular programs are aligned to district-adopted learning standards and are effective in assisting all students to meet or exceed performance expectations as defined by Results policies.		
SUPERINTENDENT Interpretation: The Board of Education values course curriculum for each grade and/or class being based upon district-adopted standards. • Effective in assisting shall mean to demonstrate a positive impact on student outcomes relating to student performance on AASD's Academic Standards. • All students shall mean every student who is enrolled in the Appleton Area School District and participates in the Wisconsin State Accountability System (WSAS) assessments.		

- **Curricular programs** shall mean the Appleton Area School District's (AASD) entire instructional program, including resources, programs, assessments, and assessment practices.
- **District-adopted learning standards** shall mean the common understanding of what students are expected to know, understand, and be able to do based upon the AASD's Academic Standards and any other modifications approved by the AASD's Board of Education.
- **Meet or exceed performance expectations** shall mean proficient/advanced, on/above grade level, ready/exceeding, or competent/mastery as outlined within the various AASD R-2 policies.

SUPERINTENDENT Indicators of Compliance

We will know we are compliant when:

11.2.1- All (100%) curriculum documents are directly aligned to district-adopted standards and are posted for teacher and public accessibility, as determined by a review of the scope and sequence through the Assessment, Curriculum & Instruction (ACI) Department.

11.2.2- All (100%) academic subject area curriculum documents have resources that are aligned to district-adopted standards embedded into the curriculum, as determined by a review of the scope and sequence through the Assessment, Curriculum & Instruction (ACI) Department.

**In
Compliance**

**Not in
Compliance**

X

X

SUPERINTENDENT Evidence of Compliance:

- **11.2.1-** All AASD Curriculum Documents are directly aligned to district-adopted standards and are publicly accessible under "Academics" on the District website.
- **11.2.2-** All academic subject area curriculum documents have resources aligned to district-adopted standards as evidenced by the AASD Curriculum Documents.

OE – 11.3 The Superintendent will effectively assess each student's academic performance, identifying and appropriately addressing significant inequities and gaps in achievement outcomes.

SUPERINTENDENT Interpretation:

The School Board values assessing student achievement with reliability and validity to measure progress toward meeting or surpassing identified standards.

- **Effectively assess each student's academic performance** shall mean to use reliable and valid assessment tools, common across all schools by level, to determine students' progress in achieving the Board's Results policies.
- **Appropriately addressing** shall mean meeting targets in reducing inequities and gaps as outlined in the Board's Academic Achievement Results Policies.
- **Significant inequities and gaps** shall mean significant and persistent disparity in academic performance or educational attainment between different groups of students as evident within the Board's Academic Achievement Results Policies.

SUPERINTENDENT Indicators of Compliance		In Compliance	Not in Compliance
We will know we are compliant when:			
11.3.1- 100% of the progress monitoring assessments used within the Board’s Academic Achievement Policies are reliable and valid assessments of academic competency as determined by the technical assistance manuals for each assessment used.		X	
11.3.2- 100% of the district common assessments required within the Results policies are calibrated minimally once per year within district professional learning communities as evidenced by documentation of annual program reviews.			X
SUPERINTENDENT Evidence of Compliance:			
11.3.1- Progress monitoring assessments include: Forward, iReady, ACT, and DBQs in Social Studies. 11.3.2- Although given the opportunity to calibrate, not all assessments were calibrated in district professional learning communities in 2024-2025.			
OE – 11.4 The Superintendent will assure that the instructional program includes opportunities for all students to develop talents and interests in their specialized areas of interest.			
SUPERINTENDENT Interpretation:			
The Board of Education values students being offered, as part of the school day, an opportunity to pursue and excel in specialized areas of interest or talent.			
- Instructional programs shall mean new and existing courses, instructional resources, and digital as well as non-digital programs used to differentiate and enhance student learning. - Opportunities for all students shall mean course offerings in the elective areas at both elementary and secondary levels. - Develop talents and interests in their specialized areas of interest shall mean that students have the opportunity to enroll and participate in specials at the elementary level or in elective areas at the secondary level (middle school and high school).			
SUPERINTENDENT Indicators of Compliance		In Compliance	Not in Compliance
We will know we are compliant when			
11.4.1- A course guide outlining academic opportunities will be distributed or made available online to all students and families at the secondary level.		X	
11.4.2- An academic and career planning process is utilized for all students in grades 6-12.		X	

11.4.3- 100% of students are provided access to and participate in Art, PE, and music programs at 100% of elementary schools or in accordance with their Individualized Education Plan (IEP).	X	
11.4.4- The District provides students with opportunities for Dual Enrollment and Post-secondary options.	X	
11.4.5- The District offers electives in a variety of areas at the secondary level that provide opportunities for students to fulfill their graduation requirements in the non-core academic areas.	X	
11.4.6- The District will annually monitor the demographic breakdown of students enrolled in World Languages, Career & Technical Education, and Fine Arts courses in grades 9-12 in order to evaluate representation and participation.	X	

SUPERINTENDENT Evidence of Compliance:

- 11.4.1- Evidence of this is available in our [High School Course Guidebook](#)
- 11.4.2- Evidence of this is available in our [Classroom to Career](#)
- 11.4.3 - Student Schedules in Infinite Campus indicate that all students in elementary grades have access to and participate in Art, PE, and music programs.
- 11.4.4- Evidence of this is available in our High School Course Guidebook.
- 11.4.5- Evidence of this is available in our High School Course Guidebook.
- 11.4.6 - [Evidence](#) of the breakdown of students enrolled in World Language, Career & Technical Education, and Fine Arts courses in grades 9-12 to evaluate participation was completed by AC & I Directors and Coordinators.

OE – 11.5 The Superintendent will regularly evaluate and modify instructional programs for continuing effectiveness and encourage new and innovative approaches as necessary to achieve **Results**.

SUPERINTENDENT Interpretation:

The Board of Education values the encouragement of new and innovative programs that align with the Board's Academic Achievement policies and to evaluate the effectiveness of all programs.

- **Regularly evaluate and modify** shall mean mean a comprehensive review scheduled no less than every six years to:
 - o compare student performance data results from district, state, and national assessments.
 - o determine the effectiveness of the academic resources and services implemented.
 - o aid the delivery of content or to improve instruction.

- o make recommendations based on student data results

- **Instructional programs** shall mean new and existing courses, instructional resources, and digital as well as non-digital programs used to differentiate and enhance student learning.
- **Encourage** shall mean that the district values and expects teachers to look for new and effective ways to meet the values for student achievement in the Results policies.
- **New and Innovative approaches** shall mean programs in existing schools that are district-approved and aligned to the Board's Academic Achievement Results policies and provide alternatives to traditional school structures and models.
- **Results** shall mean AASD Coherent Governance Policies R-1 (Mega Result), R-2 (Academic Achievement), and R-3 (Essential Life Skills).

SUPERINTENDENT Indicators of Compliance

We will know we are compliant when:

11.5.1- The Assessment, Curriculum & Instruction Department conducts a program evaluation of all programs minimally every six years as evidenced by the department's published report and identified action steps.

11.5.2- The District adopts programs as appropriate to address identified data/student needs as evidenced by:

- o the department's published report.
- o solicited input from professional educators and administrators.
- o Plan Do Study Act (PDSA) inquiry cycles in partnership with professional educators and administrators

**In
Compliance**

**Not in
Compliance**

X

X

SUPERINTENDENT Evidence of Compliance:

- **11.5.1-** The AASD engaged in two program evaluations during the 2024-25 school year. Additional program evaluations will be taking place as outlined in the [ACI Program Evaluation Timeline](#). [Sample program evaluation template](#).
- **11.5.2-** During the 2024-25 school year, the district approved instructional materials and professional development to support the secondary program recommendation for MS ELA. This shift was based on the collaborative recommendations of AASD educators and administrators as part of the AASD Elementary ELA Work Group.

OE – 11.6 The Superintendent will monitor and control student use of technology and provide adequate student access to technology.

SUPERINTENDENT Interpretation:

The Board of Education values utilization of the Technology Use Agreement for all students to use electronic information and curriculum, and to install and monitor appropriate filters and mechanisms to assure no students gain access to dangerous or confidential information.

- **Monitor** shall mean staff will supervise students while using electronic devices during instruction.
- **Control** shall mean students will have age-appropriate restrictions on their district email and internet access while on the school district network.
- **Student use of technology** shall mean use of the internet, electronic devices, or software/applications issued by the district for instruction.
- **Adequate student access** shall mean ensuring all students who are required to use a device or software/application to engage in learning are able to do so.

SUPERINTENDENT Indicators of Compliance

We will know we are compliant when:

- 11.6.1-** 100% of district-owned and student-brought devices and used within the district network are protected using reliable safety measures and the firewall security and content filter are Children's Internet Protection Act (CIPA) compliant.
- 11.6.2-** 100% of identified internet sites and information attempted to be accessed by students, on district-owned devices, were flagged and blocked by the district's filters.
- 11.6.3-** 100% of students receive access to district-provided devices per the current established ratio for their grade level.

**In
Compliance**

**Not in
Compliance**

X

X

X

SUPERINTENDENT Evidence of Compliance:

- **11.6.1-** All district mobile devices are filtered 24/7 through a product called FortiClient. All district-wired devices are filtered through our firewall.
- **11.6.2-** There were no reports of any inappropriate access when using the district filters.
- **11.6.3-** For the 2024-25 school year, every student has had daily access to a district-provided device.

OE – 11.7 The Superintendent will protect the instructional time provided for all students during the academic day by prohibiting unnecessary interruptions or intrusions.

SUPERINTENDENT Interpretation:

The Board of Education values maximum time being used for student instruction by setting expectations for practices that minimize interruptions of classroom teaching. The School Board also expects all reasonable efforts to be made to minimize teachers being pulled away from their teaching responsibilities.

- **Instructional time** shall mean the time devoted to instruction in classrooms from the beginning to the end of the school day.
- **Academic day** shall mean days in which school is scheduled to be in session.
- **Unnecessary interruptions or intrusions** shall mean activities unrelated to the social, emotional, or academic needs of students, including field trips and assemblies unrelated to curricular content.

SUPERINTENDENT Indicators of Compliance

We will know we are compliant when:

- 11.7.1-** 90% of staff development activities or building activities are limited to non-student contact time and 90% of instructional time is reserved entirely for instruction as evidenced by review of building calendars and schedules.
- 11.7.2-** 100% of elementary schools implement a daily reading block as part of the overall 120-minute (5K) and 130-minute (grades 1-6) ELA instructional block as evidenced by review of building calendars and schedules.
- 11.7.3-** 100% of elementary schools implement a daily 75-minute math block as evidenced by review of building calendars and schedules.
- 11.7.4-** 100% of secondary schools implement at minimum a daily 47-minute uninterrupted core academic instructional block for (Reading/Language Arts/English, Math, Science, and Social Studies) as evidenced by reviewing building calendars and schedules.

In
Compliance

Not in
Compliance

X

X

X

X

SUPERINTENDENT Evidence of Compliance:

- **11.7.1-** [2024-2025 Staff Development Calendar](#)
- **11.7.2-** [Schedules](#) are developed under the supervision of the site Assistant Superintendents and with the Director of Elementary Education. Copies of schedules are monitored. (*6th grade is no longer part of elementary*)
- **11.7.3-** See 11.7.2, above.
- **11.7.4-** All secondary schools have at least a 47-minute uninterrupted core academic block for Reading/ Language Arts/English, Math, Science, and Social Studies as published on school websites.

OE – 11.8 The Superintendent will NOT change or alter the District's graduation requirements.

.SUPERINTENDENT Interpretation:

The Board of Education values the obtaining of Board approval for any alteration or reconfiguration of graduation requirements.

- **District's graduation requirements** shall mean the requirements established within Policy 345.6 (AASD Graduation Requirements).

SUPERINTENDENT Indicators of Compliance

We will know we are compliant when:

- **11.8.1-** Every change in graduation requirements will be based on a Board vote for approval as documented in the Board minutes.

**In
Compliance**

**Not in
Compliance**

X

SUPERINTENDENT Evidence of Compliance:

- **11.8.1-** No changes have taken place in AASD graduation requirements. Any potential changes in the future will be Items for Consideration as part of a publicly noticed board meeting.

OE – 11.9 The Superintendent will NOT realign attendance boundaries.

SUPERINTENDENT Interpretation:

The Board of Education values the obtaining of Board approval for any alteration or reconfiguration of lines drawn for school attendance boundaries.

- **Attendance boundaries** shall mean geographical map lines that delineate a section of the district and that define a student's home school assignment.

SUPERINTENDENT Indicators of Compliance

We will know we are compliant when:

- **11.9.1-** Every school attendance boundary change will be based on a Board vote for approval as documented in board minutes.

**In
Compliance**

**Not in
Compliance**

X

SUPERINTENDENT Evidence of Compliance:

- **11.9.1-** Changes to attendance boundaries necessitated by the closing of Columbus Elementary and the opening of Sandy Slope Elementary were decided by the Board of Education.

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	gency Succession		16- Board Retreat	14- Annual Notice and Approval of Academic Standards Approve Annual Work Plan				Linkages Committee Policy Review Committee
August 2025	11, 20				20- Board Retreat			26-Welcome Back Event New Teacher Orientation Welcome		
September 2025	8, 17		OE- 4: Personnel Administration						15- Deadline for submitting resolutions for consideration by WASB Policy & Resolutions Committee15-	
October 2025	13, 22		OE-3: Treatment of Stakeholders			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		OE-6: Financial Administration OE-12: Facilities						17- Review WASB Resolutions for State Conference Assembly Delegation	
January 2026	12		OE-5: Financial Planning			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		OE-7: Asset Protection					Ron Dunlap Student Success Awards Night		
April 2026	13, 22				7-Spring Election	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		OE-8: Communicating with d Support for the Board OE-9: Communicating with the Public					HS Graduations		
June 2026	8, 17	R.3 Essential Life 2024-25 District Scorecard Review & Presentation	OE-10: Learning Environment Behavior OE-11: Instructional Program	8- Supt Evaluation	8- Board Self- Reflection & monitoring of Board self- governance policies			munity Cafe		



Office of Business Services

131 E. Washington St., Suite 1A
Appleton, WI 54911
Phone: (920) 852-5305

AUTHORIZED DEPOSITORY RESOLUTION July 14, 2025

WHEREAS, Section 120.12(7) provides for the designation by the school board of public depositories in which money belonging to the school district shall be deposited.

WHEREAS, it is impracticable for the President, Treasurer, and the Clerk of the Appleton Area School District to personally sign all checks issued by the school district on the various depositories of the school district,

NOW, THEREFORE, BE IT RESOLVED by the School Board of the Appleton Area School District that the following financial institutions be and hereby designated as public depositories on which funds of the Appleton Area School District for purposes of time deposits, demand deposits, and/or savings deposits, may be deposited from time to time:

Associated Bank
Bancorp Bank
BMO Harris
~~Citizens Banking Corporation~~
Community First Credit Union
First Business Bank
Fox Communities Credit Union
Johnson Bank
JP Morgan – Chase Bank NA

Associated Trust Corporation
PMA Securities, Inc.
Robert W. Baird & Co., Inc.
~~UBS Financial Services~~
US Bank
Wells Fargo Bank Wisconsin, NA
Wells Fargo Brokerage Services, LLC
Wisconsin Investment Series Cooperative
The American Deposit Management Company

BE IT FURTHER RESOLVED by the Board of Education that the President, Treasurer, and the Clerk are hereby authorized and permitted to adopt a mechanical device for affixing a facsimile signature of their respective hands in all cases where they are required to sign district checks or district check orders, as provided in Section 66.042 of the Wisconsin Statutes.

BE IT FURTHER RESOLVED that the following facsimile signatures adopted by the President, Treasurer and the Clerk are hereby recognized to be the proper signatures for use in signing school district checks or orders to wit:

SIGNATURES

FACSIMILE

PRESIDENT:

Kay S. Eggert

CLERK:

Pheng Thao

TREASURER:

Edward Ruffolo

BE IT RESOLVED that a certified copy of this resolution shall be delivered to each of the above named depositories, and said depositories may rely on this resolution until changed by lawful resolution and a certified copy of such resolution has been given to the cashier of the respective above named depositories.

Introduced by: _____

Seconded by: _____

Date: July 14, 2025

This is to certify that the foregoing is a true and correct copy of a resolution duly and legally adopted by the Appleton Area School District Board of Education at a legal meeting held on the 23rd day of June 2025.

Date: July 14, 2025
Pheng Thao
District Clerk _____