Monday, August 25, 2025
Board of Education Meeting

REVISED AGENDA
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@aasd.k12.wi.us or (920) 852-5300 ext. 60111 at least 24 hours before the meeting.

1. **MEETING OPENING**
   A. Roll Call
   B. Pledge of Allegiance

2. **APPROVAL OF AGENDA** (GC-2: Governing commitments)
   A. Board Member request to remove Consent Agenda Item(s) for Separate Consideration
   B. Approval of Agenda

3. **SPECIAL PRESENTATION**
   A. None

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

5. **BOARD DEVELOPMENT** (GC-2.2: The Board will assure that its members are provided with training and professional support necessary to govern effectively.)
   A. None

6. **INFORMATION FOR BOARD DECISION PREPARATION** (OE-8.4: Assure that the Board had adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)
   A. Business Services Update(s):
      - None
   B. School/Student Services Update(s):
      - World History (3170) Materials Purchase
        Attachments: IFC-SS World History (3170) Materials Purchase.pdf
        Attachments: KWKT- World History.pdf

Attachments: [Public Input Received - World History (3170).pdf](#)

    C. Personnel Services Update(s):

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

Attachments: [IFC Professional Educator New Hire(s)8.25.25.pdf](#)
Attachments: [IFC Professional Educator Contract Change(s)8.25.25.pdf](#)
Attachments: [IFC Professional Educator Resignation(s)8.25.25.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 August 11, 2025

Attachments: [BOE meeting minutes 8.11.25 (2) .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. World History (3170) Materials Purchase

Attachments: [IFC-SS World History (3170) Materials Purchase.pdf](#)
Attachments: [KWKT- World History.pdf](#)
Attachments: [Public Input Received - World History (3170).pdf](#)

    B. Professional Educator New Hire(s)

Attachments: [IFC Professional Educator New Hire(s)8.25.25.pdf](#)

    C. Professional Educator Contract Change(s)

Attachments: [IFC Professional Educator Contract Change(s)8.25.25.pdf](#)

    D. Professional Educator Resignation(s)

Attachments: [IFC Professional Educator Resignation(s)8.25.25.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:

- AASD Budget Strategy

Attachments: [Budget Strategy Presentation 8.25.25.pdf](#)

    B. School/Student Services Report:

- Academic & Career Planning (ACP) Yearly Report

Attachments: [2025 ACP Education for Employment Plan.pdf](#)

    C. Personnel Services Report:

- None

10. **BOARD BUSINESS**

    A. Monitoring Revisions: OE 4- Personnel Administration

Attachments: [(FINAL) Edits OE-4 Personnel Administration.pdf](#)

    B. Operational Expectation Revisions: OE-4 Personnel Administration

Attachments: [(FINAL) Expectation Revisions OE-4 .pdf](#)

    C. Monitoring Revisions: OE 11- Instructional Program

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

    D. Operational Expectation Revisions: OE-11 Instructional Program

11. **ITEMS OF INFORMATION**

A. None

12. **FUTURE MEETINGS**

A. Board Work Session: Monday, September 8, 2025, at 4 :00 PM
B. Board Meeting: Monday, September 8, 2025, at 6:00 PM
C. Board Work Session: Wednesday, September 17, 2025, at 7 :30 AM
C. Board Meeting: Monday, September 22, 2025, at 6:00 PM

13. **CLOSED SESSION**

A. Motion to go into closed session
B. Wisconsin State Statute 19.85(1)(c)- Considering employment, promotion, compensation, or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility; for the purpose of discussing and reviewing the District Superintendent's Performance Evaluation.
C. Motion to adjourn the meeting

ITEM OF INFORMATION

Topic: Secondary Social Studies: World History (3170) - *World History* by McGraw-Hill.

Background Information: The current textbook being used in the AASD 10th-grade World History classroom has a 2003 copyright and does not reflect the past two decades of history. This has led to teachers seeking resources on their own, which can be difficult to vet contextually, but also to support our neediest learners who may be at a different reading level and/or English Learners. This textbook offers teachers the capabilities of modifying the language and the reading level for the students. World History - grade 10 course is a standards-based course (SBC), and teachers are already administering common district assessments in the fall, winter, and spring. These assessments are document-based questions (DBQs) that require the analysis of primary and secondary resources so that students can state a claim and support their claim with appropriate evidence from the readings. Students also tie in content knowledge that they have learned in class.

Fiscal Note: The cost is $61,884.00 for classroom sets of print copies of the textbook (including a 3-year license for digital resources for the students), print and digital teacher editions, inquiry journals, and assessment (tests and formative quizzes) to be distributed at Appleton East, North, and West. The textbook is within the dollars allocated in the 2025-2026 AC&I budget. All instructional materials will be implemented during the 2025-26 school year.

Instructional Impact: The framework in the textbook provides inquiry-based instruction with compelling questions, timelines, visuals, interactive maps, checks for understanding, and application. Students are able to make connections to today, understand multiple perspectives, and write and read like a historian. Additionally, the textbook is engaging, enriching, and relevant, and differentiates for varying student needs. Finally, the text allows for Social and Emotional learning and Culturally Linguistically Responsive teaching.

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: August 25, 2025

Secondary Social Studies: Materials Purchase- Social Studies: World History (3170) - *World History* by McGraw Hill.

WHY **will this textbook be an appropriate instructional resource for the high school World History teachers?**	The textbook offers: ● Inquiry-based instruction ● Compelling questions, timelines, visuals, interactive maps, checks for understanding, and application ● Connections to today ● Understanding multiple perspectives ● Writing and reading like a historian ● Engaging, enriching, and relevant content ● Integration with our learning management system (Canvas) ● Primary and secondary sources ● Strategies for differentiation ● Modified text options for reading level and language (including text to speech) ● Thematic or Chronological options ● Standards alignment ● Social and Emotional learning ● Culturally Responsive Connections
WHAT **are the skills scaffolded throughout the text?**	The skills include: ● Activating prior knowledge ● Understanding key historical concepts, ideas, people, and events ● Analyzing and annotating primary and secondary sources ● Stating a claim ● Supporting the claim with contextual evidence ● Taking informed action ● Self-assessment
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 benefit students in becoming future-ready citizens?**	The textbook: ● Empowers students to make connections between the past and present ● Facilitates choice (personalized learning opportunities) ● Inspires students to experience history through multiple lenses ● Incorporates all elements of an inquiry arc ● Practices civil discourse ● Emphasizes cause and effect relationship, as well as continuity and change in history ● Sparks curiosity

Secondary Social Studies: Materials Purchase- Social Studies: World History (3170) - *World History* by McGraw Hill.

Time Period of Public Input
07/02/25 - 8/13/25
Number and Breakdown of Responses Received (Supportive/Unsupportive)
0 Total Responses
Overall Themes Identified From Responses

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):

Name	_Position_	_Location_	_FTE_
Alyssa M. Blum	4K	Jefferson	100%
Sara E. Born	Grade 1 Bilingual	Appleton Bilingual School	100%
Amanda L. Diedrich	Physical Education	Kaleidoscope	25%
Nickie M. Garvey	Special Ed-Cross-Cat.	Einstein	100%
Hannah T. Kuplack	Art	Edison/Richmond	80%
Kaytlin L. Lampe	Kindergarten	Omolade	100%
Naomi M. Lueddecke	Grade 2/3	Omolade	100%
McKenna A. Olson	Grade 4	Huntley	100%
Angelica Roman	English Learner	North/APM	100%
Kelly J. Schultz	Grade 3	Foster	100%
Ian M. Stoddard	Technology Education	Einstein	100%
Madisyn P. VanDoorn	Grade 4	Jefferson	100%
Ashley N. Wessley	Grade 2	Huntley	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: August 25, 2025

ITEM FOR CONSIDERATION

Topic: Professional Educator Contract Change(s)

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

Name	*Position*	*Location*	*FTE*	*Effective Date*
Kelly M. Abel	Family & Consumer Science	North	100% to 120%	8/25/25-6/5/26
Teri A. Berlowski	Family & Consumer Science	Einstein	100% to 120%	8/25/25-6/5/26
Gwendolyn L. Bohm	Music-Strings	Huntley/Omolade	80% to 90%	8/25/25
Jodi L. Boldt	Special Ed.-Cross Cat.	North	100% to 120%	8/25/25-6/5/26
Margaret M. Brokaw	Special Ed.-Cross Cat.	North	100% to 120%	8/25/25-6/5/26
Julie K. Brown	Music-Band	Classical	100% to 110%	8/25/25-6/5/26
Renee L. Brown	Special Ed.-Cross Cat.	North	100% to 120%	8/25/25-6/5/26
Scott M. Burt	Math	North	100% to 120%	8/25/25-6/5/26
Jenna A. Ceranski	Health	Madison	100% to 117%	8/25/25-1/16/25
Suzanne Chang	World Lang.-French	eSchool	100% to 110%	8/25/25-1/16/25
Katherine A. Chicquette	ELA	Central	100% to 120%	8/25/25-6/5/26
Niles L. Clark	Business-PFM	North	100% to 120%	1/19/25-6/5/26
Molly A. Conrad	Art	Badger/Einstein	69% to 79%	8/25/25
Mark T. Driessen	Technology Ed.	Madison	100% to 120%	8/25/25-6/5/26
Jennifer K. Eastman	Art	Classical	100% to 110%	8/25/25-6/5/26
Matthew W. Fager	Math	Classical	100% to 120%	8/25/25-6/5/26
Nicholas P. German	Computer Science	Tesla	100% to 120%	8/25/25-1/16/25
Olivia P. Jenkinson	Math	North	100% to 120%	8/25/25-6/5/26
Katherine C. Kinzenbaw	English Language Art	West	100% to 120%	8/25/25-6/5/26
Andrew J. Kratz	Family & Consumer Science	Kaleidoscope	100% to 108%	8/25/25-6/5/26
Zay C. Lenaburg	Literacy/Math	Wilson	41% to 91%	8/25/25
Nathaniel P. Lynch	Technology Ed.	East	100% to 120%	8/25/25-1/16/25

Karisa M. Parker	FCS	Madison	93% to 100%	8/25/25
Matthew R. Moscinski	STEM	Einstein	100% to 108%	8/25/25-6/5/26
John P. Nonemacher	Special Ed.-Cross Cat.	North	100% to 120%	8/25/25-6/5/26
Jennifer E.L. Nygard	World Lang.-Spanish	Classical	100% to 120%	8/25/25-6/5/26
Charle P. Pennebecker	Special Ed.-Cross Cat.	RISE	100% to 110%	8/25/25-6/5/26
Elizabeth L. Podlasek	Business-PFM	Central	100% to 120%	8/25/25-6/5/26
Joseph D.D. Pollari	Computer Science	North	100% to 120%	8/25/25-1/16/25
Patrick A. McNerney	STEM	Madison	100% to 117%	1/19/25-6/5/26
Sarah L. Remmel	Special Ed.-Cross Cat.	RISE	100% to 120%	8/25/25-6/5/26
Kristine A. Schneider	English Language Arts	East	100% to 120%	8/25/25-6/5/26
Sean L. Schuff	Computer Science	Tesla	100% to 120%	8/25/25-6/5/26
Jason R. Schwan	Math	North	100% to 120%	8/25/25-6/5/26
Daniel J. Shimek	Social Studies	Central	100% to 120%	8/25/25-6/5/26
Ava R. Somers	World Lang.-Spanish	Wislon	100% to 117%	8/25/25-6/5/26
Kathryn E. Stanley	STEM	Jefferson/Foster	90% to 100%	8/25/25
Stephanie D. Vos	Special Ed.-Cross Cat.	RISE	100% to 120%	8/25/25-6/5/26
Toni K. Weijola	Music-General	Dunlap	90% to 80%	8/25/25
Molly M. Welhouse	SAPAR	East	100% to 110%	8/25/25-6/5/26
Sawyer J. Wittman	Special Ed.-Cross Cat.	RISE	100% to 110%	8/25/25-6/5/26
PaNhia V. Yang	SAPAR	East	100% to 110%	8/25/25-6/5/26
Isaac M. Zimmermann	Technology Education	eSchool	100% to 110%	8/25/25-6/5/26
Jessica J. Zitzelsberger	Art	eSchool	100% to 110%	8/25/25-6/5/26

Instructional Impact: These assignment adjustments 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: August 25, 2025

ITEM FOR CONSIDERATION

Topic: Professional Educator Resignation(s)

Background Information: The following Professional Educators have submitted a letter of resignation effective at the end of the 2024-2025 school year, unless otherwise noted:

James T. Birch has been with the District for ten years, most recently as a Grade 5/6 Teacher at Fox River Academy.

Brooke R. Westphal has been with the District for nine years, most recently as a Speech & Language Pathologist at Highlands 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:

Holly K. Bogomyagkova - English Learner at Houdini Elementary School.

Instructional Impact: Qualified replacements will be procured.

Fiscal Impact: Dependent on replacements.

Administrative Recommendation: Approve as submitted.

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

BOE: August 25, 2025

| **Board of Education Minutes** | **Monday, August 11, 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

1.B) Pledge of Allegiance
The Pledge of Allegiance was recited by all.

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

2.A) Board Member request to remove Consent Agenda Item(s) for Separate Consideration
None

2.B) Approval of Agenda
Motion to approve the agenda as presented.
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

3) SPECIAL PRESENTATION

3.A) None

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

    4.A) Public Input
    None

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

    5.A) None

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

    6.A) Business Services Update(s):

    AP Check Register-July 2025
    Executive Director of Finance Holly Burr, presented the Business Services item for consideration.

    6.B) School/Student Services Update(s):
    None

    6.C) Personnel Services Update(s):

    Professional Educator New Hire(s)
    Professional Educator Contract Changes(s)
    Professional Educator Resignation(s)
    Internships
    IFC Professional Educator New Hires 8.11.25.pdf
    IFC Professional Educator Contract Change(s) 8.11.25.pdf
    IFC Professional Educator Resignations 8.11.25.pdf
    IFC Internship(s) 8.11.25.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 July 14, 2025
    BOE Meeting Minutes 7.14.25.pdf

    Motion to approve the Board's Consent Agenda, item 7.A as presented.
    Motion by Kristine Sauter, second by Oliver Zornow.
    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 8.11.25.pdf

    8.B) **Professional Educator Contract Change(s)**

        IFC Professional Educator Contract Change(s) 8.11.25.pdf

    8.C) **Professional Educator Resignation(s)**

        IFC Professional Educator Resignations 8.11.25.pdf

    8.D) **Internship(s)**

        IFC Internship(s) 8.11.25.pdf

        Motion to approve the Superintendent's Consent Agenda items 8.A through 8.D as presented.
        Motion by Pheng Thao, second by Edward Ruffolo.
        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:**

        None

    9.B) **School/Student Services Report:**

    Health Services Update

    Health Services Update 2025.pdf
    Executive Director of Student Services Laura Jackson and West High School Nurse Jayme Shea reported on the Health Services Update.

    World History (3170) Materials Purchase

    IOI - SS World History (3170) Materials Purchase.pdf
    KWKT- World History 8.11.25.pdf
    Public Input Received - World History (3170).pdf

    Assistant Superintendent Mark McQuade and Director of ELA/SS (6-12), WL/LMS (K-12) Kelly Leopold, reported on the World History (3170) Materials Purchase. This item will come back as an item for consideration at the next Board meeting on August 25, 2025.

9.C)   **Personnel Services Report:**

None

10)   **BOARD BUSINESS**

10.A)   **Monitoring Revisions: OE 4- Personnel Administration**

(DRAFT) Monitoring Revisions: OE-4 Personnel Administration .pdf 🔗
Chief Human Resources Officer Julie King presented the monitoring revisions to OE-4. Following the discussion, the Board proposed several changes. This item will be brought forward for an item for consideration at the next Board meeting on August 25, 2025.

10.B)   **Operational Expectation Revisions: OE-4 Personnel Administration**

(DRAFT) Expectation Revisions: OE-4 Personnel Administration.pdf 🔗
Chief Human Resources Officer Julie King presented the operational expectation revisions to OE-4. Following the discussion, the Board proposed several changes. This item will be brought forward for an item for consideration at the next Board meeting on August 25, 2025.

10.C)   **Monitoring Revisions: OE 11- Instructional Program**

(DRAFT) Monitoring Revisions: OE-11 Instructional Program.pdf 🔗
Assistant Superintendent Mark McQuade presented the monitoring revisions to OE-11. This item will be brought forward for an item for consideration at the next Board meeting on August 25, 2025.

10.D)   **Operational Expectation Revisions: OE-11 Instructional Program**

(DRAFT) Operational Expectation Revisions OE-11 .pdf 🔗
Assistant Superintendent Mark McQuade presented the operational expectation revisions to OE-11. This item will be brought forward for an item for consideration at the next Board meeting on August 25, 2025.

10.E)   **AP Check Register-July 2025**

Motion to approve the AP Check Register-July 2025 as presented.
Motion by Jason Kolpack, second by Oliver Zornow.
Final Resolution: Motion Carried.
Aye: Kay Eggert, Kristine Sauter, Pheng Thao, Jason Kolpack, Nick Ross, Oliver Zornow
Abstain: Edward Ruffolo

10.F)   **Policy Adoption: 185- Board Committees**

IFC- Policy Adoption 185.pdf 🔗
FINAL- Policy 185.pdf 🔗

Motion to approve the Policy Adoption of Policy 185-Board Committees.
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

10.G)   **Results Monitoring: R-3 Essential Life Skills (2024-2025)**

(FINAL) R.3 Essential Life Skills.pdf 🔗

Motion to approve the Results Monitoring: R-3 Essential Life Skills (2024-2025) as presented.
Motion by Pheng Thao, second by Edward Ruffolo.
Final Resolution: Motion Carried.
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, Pheng Thao, Jason Kolpack, Nick Ross, Oliver Zornow

10.H)   **Results Monitoring: R-1 Mega Results (2024-2025)**

(FINAL) R.1 Mega Result 24-25.pdf 🔗

Motion to approve the Results Monitoring: R-1 Mega Results (2024-2025) as presented.
Motion by Oliver Zornow, second by Jason Kolpack.
Final Resolution: Motion Carried.
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, Pheng Thao, Jason Kolpack, Nick Ross, Oliver Zornow

10.I)   **Monitoring: OE-2 Emergency Superintendent Succession**

(FINAL) OE-2 Emergency Superintendent Succession .pdf 🔗

Motion to approve to approve Monitoring: OE-2 Emergency Superintendent Succession as presented.
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

11)   **ITEMS OF INFORMATION**

11.A)   **None**

12)   **FUTURE MEETINGS**
A. Board Retreat: Tuesday, August 12, 2025 at 8:00 AM
B. Board Work Session: Wednesday, August 20, 2025 at 9:00 AM
C. Board Meeting: Monday, August 25, 2025 at 6:00 PM

13)   **CLOSED SESSION**

13.A)   <u>**Motion to go into closed session**</u>
Motion to enter closed session at 8:15PM.
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

13.B)   <u>**Wisconsin State Statute 19.85(1)(c)- Considering employment, promotion, compensation, or performance evaluation data of any public employee over which the governmental body has jurisdiction or excercises responsability; for the purpose of discussing staff compensation.**</u>

13.C)   <u>**Motion to adjourn the meeting**</u>
Motion to adjourn the meeting at 9:20PM.
Motion by Kristine Sauter, second by Edward Ruffolo.
Final Resolution: Motion Carried.
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, Pheng Thao, Jason Kolpack, Nick Ross, Oliver Zornow

Board President: _____

ITEM OF INFORMATION

Topic: Secondary Social Studies: World History (3170) - *World History* by McGraw-Hill.

Background Information: The current textbook being used in the AASD 10th-grade World History classroom has a 2003 copyright and does not reflect the past two decades of history. This has led to teachers seeking resources on their own, which can be difficult to vet contextually, but also to support our neediest learners who may be at a different reading level and/or English Learners. This textbook offers teachers the capabilities of modifying the language and the reading level for the students. World History - grade 10 course is a standards-based course (SBC), and teachers are already administering common district assessments in the fall, winter, and spring. These assessments are document-based questions (DBQs) that require the analysis of primary and secondary resources so that students can state a claim and support their claim with appropriate evidence from the readings. Students also tie in content knowledge that they have learned in class.

Fiscal Note: The cost is $61,884.00 for classroom sets of print copies of the textbook (including a 3-year license for digital resources for the students), print and digital teacher editions, inquiry journals, and assessment (tests and formative quizzes) to be distributed at Appleton East, North, and West. The textbook is within the dollars allocated in the 2025-2026 AC&I budget. All instructional materials will be implemented during the 2025-26 school year.

Instructional Impact: The framework in the textbook provides inquiry-based instruction with compelling questions, timelines, visuals, interactive maps, checks for understanding, and application. Students are able to make connections to today, understand multiple perspectives, and write and read like a historian. Additionally, the textbook is engaging, enriching, and relevant, and differentiates for varying student needs. Finally, the text allows for Social and Emotional learning and Culturally Linguistically Responsive teaching.

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: August 25, 2025

Secondary Social Studies: Materials Purchase- Social Studies: World History (3170) - *World History* by McGraw Hill.

WHY will this textbook be an appropriate instructional resource for the high school World History teachers?	The textbook offers: • Inquiry-based instruction • Compelling questions, timelines, visuals, interactive maps, checks for understanding, and application • Connections to today • Understanding multiple perspectives • Writing and reading like a historian • Engaging, enriching, and relevant content • Integration with our learning management system (Canvas) • Primary and secondary sources • Strategies for differentiation • Modified text options for reading level and language (including text to speech) • Thematic or Chronological options • Standards alignment • Social and Emotional learning • Culturally Responsive Connections
WHAT are the skills scaffolded throughout the text?	The skills include: • Activating prior knowledge • Understanding key historical concepts, ideas, people, and events • Analyzing and annotating primary and secondary sources • Stating a claim • Supporting the claim with contextual evidence • Taking informed action • Self-assessment
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 benefit students in becoming future-ready citizens?	The textbook: • Empowers students to make connections between the past and present • Facilitates choice (personalized learning opportunities) • Inspires students to experience history through multiple lenses • Incorporates all elements of an inquiry arc • Practices civil discourse • Emphasizes cause and effect relationship, as well as continuity and change in history • Sparks curiosity

Secondary Social Studies: Materials Purchase- Social Studies: World History (3170) - *World History* by McGraw Hill.

Time Period of Public Input
07/02/25 - 8/13/25
Number and Breakdown of Responses Received (Supportive/Unsupportive)
0 Total Responses
Overall Themes Identified From Responses

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):

Name	_Position_	_Location_	_FTE_
Alyssa M. Blum	4K	Jefferson	100%
Sara E. Born	Grade 1 Bilingual	Appleton Bilingual School	100%
Amanda L. Diedrich	Physical Education	Kaleidoscope	25%
Nickie M. Garvey	Special Ed-Cross-Cat.	Einstein	100%
Hannah T. Kuplack	Art	Edison/Richmond	80%
Kaytlin L. Lampe	Kindergarten	Omolade	100%
Naomi M. Lueddecke	Grade 2/3	Omolade	100%
McKenna A. Olson	Grade 4	Huntley	100%
Angelica Roman	English Learner	North/APM	100%
Kelly J. Schultz	Grade 3	Foster	100%
Ian M. Stoddard	Technology Education	Einstein	100%
Madisyn P. VanDoorn	Grade 4	Jefferson	100%
Ashley N. Wessley	Grade 2	Huntley	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: August 25, 2025

ITEM FOR CONSIDERATION

Topic: Professional Educator Contract Change(s)

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

Name	_Position_	_Location_	_FTE_	_Effective Date_
Kelly M. Abel	Family & Consumer Science	North	100% to 120%	8/25/25-6/5/26
Teri A. Berlowski	Family & Consumer Science	Einstein	100% to 120%	8/25/25-6/5/26
Gwendolyn L. Bohm	Music-Strings	Huntley/Omolade	80% to 90%	8/25/25
Jodi L. Boldt	Special Ed.-Cross Cat.	North	100% to 120%	8/25/25-6/5/26
Margaret M. Brokaw	Special Ed.-Cross Cat.	North	100% to 120%	8/25/25-6/5/26
Julie K. Brown	Music-Band	Classical	100% to 110%	8/25/25-6/5/26
Renee L. Brown	Special Ed.-Cross Cat.	North	100% to 120%	8/25/25-6/5/26
Scott M. Burt	Math	North	100% to 120%	8/25/25-6/5/26
Jenna A. Ceranski	Health	Madison	100% to 117%	8/25/25-1/16/25
Suzanne Chang	World Lang.-French	eSchool	100% to 110%	8/25/25-1/16/25
Katherine A. Chicquette	ELA	Central	100% to 120%	8/25/25-6/5/26
Niles L. Clark	Business-PFM	North	100% to 120%	1/19/25-6/5/26
Molly A. Conrad	Art	Badger/Einstein	69% to 79%	8/25/25
Mark T. Driessen	Technology Ed.	Madison	100% to 120%	8/25/25-6/5/26
Jennifer K. Eastman	Art	Classical	100% to 110%	8/25/25-6/5/26
Matthew W. Fager	Math	Classical	100% to 120%	8/25/25-6/5/26
Nicholas P. German	Computer Science	Tesla	100% to 120%	8/25/25-1/16/25
Olivia P. Jenkinson	Math	North	100% to 120%	8/25/25-6/5/26
Katherine C. Kinzenbaw	English Language Art	West	100% to 120%	8/25/25-6/5/26
Andrew J. Kratz	Family & Consumer Science	Kaleidoscope	100% to 108%	8/25/25-6/5/26
Zay C. Lenaburg	Literacy/Math	Wilson	41% to 91%	8/25/25
Nathaniel P. Lynch	Technology Ed.	East	100% to 120%	8/25/25-1/16/25

Karisa M. Parker	FCS	Madison	93% to 100%	8/25/25
Matthew R. Moscinski	STEM	Einstein	100% to 108%	8/25/25-6/5/26
John P. Nonemacher	Special Ed.-Cross Cat.	North	100% to 120%	8/25/25-6/5/26
Jennifer E.L. Nygard	World Lang.-Spanish	Classical	100% to 120%	8/25/25-6/5/26
Charle P. Pennebecker	Special Ed.-Cross Cat.	RISE	100% to 110%	8/25/25-6/5/26
Elizabeth L. Podlasek	Business-PFM	Central	100% to 120%	8/25/25-6/5/26
Joseph D.D. Pollari	Computer Science	North	100% to 120%	8/25/25-1/16/25
Patrick A. McNerney	STEM	Madison	100% to 117%	1/19/25-6/5/26
Sarah L. Remmel	Special Ed.-Cross Cat.	RISE	100% to 120%	8/25/25-6/5/26
Kristine A. Schneider	English Language Arts	East	100% to 120%	8/25/25-6/5/26
Sean L. Schuff	Computer Science	Tesla	100% to 120%	8/25/25-6/5/26
Jason R. Schwan	Math	North	100% to 120%	8/25/25-6/5/26
Daniel J. Shimek	Social Studies	Central	100% to 120%	8/25/25-6/5/26
Ava R. Somers	World Lang.-Spanish	Wislon	100% to 117%	8/25/25-6/5/26
Kathryn E. Stanley	STEM	Jefferson/Foster	90% to 100%	8/25/25
Stephanie D. Vos	Special Ed.-Cross Cat.	RISE	100% to 120%	8/25/25-6/5/26
Toni K. Weijola	Music-General	Dunlap	90% to 80%	8/25/25
Molly M. Welhouse	SAPAR	East	100% to 110%	8/25/25-6/5/26
Sawyer J. Wittman	Special Ed.-Cross Cat.	RISE	100% to 110%	8/25/25-6/5/26
PaNhia V. Yang	SAPAR	East	100% to 110%	8/25/25-6/5/26
Isaac M. Zimmermann	Technology Education	eSchool	100% to 110%	8/25/25-6/5/26
Jessica J. Zitzelsberger	Art	eSchool	100% to 110%	8/25/25-6/5/26

Instructional Impact:　These assignment adjustments 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: August 25, 2025

ITEM FOR CONSIDERATION

Topic: Professional Educator Resignation(s)

**Background
Information:**   The following Professional Educators have submitted a letter of resignation effective at the end of the 2024-2025 school year, unless otherwise noted:

James T. Birch has been with the District for ten years, most recently as a Grade 5/6 Teacher at Fox River Academy.

Brooke R. Westphal has been with the District for nine years, most recently as a Speech & Language Pathologist at Highlands 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:

Holly K. Bogomyagkova - English Learner at Houdini Elementary School.

**Instructional
Impact:**   Qualified replacements will be procured.

**Fiscal
Impact:**   Dependent on replacements.

**Administrative
Recommendation:**   Approve as submitted.

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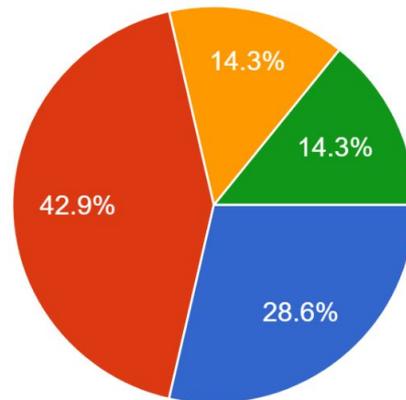Person(s):**   Chief Human Resources Officer, Julie King, (920) 852-5302

BOE: August 25, 2025

2025-2026 Budget Strategy

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

7 responses

Pie chart segments:
- 14.3% (orange)
- 14.3% (green)
- 42.9% (red)
- 28.6% (blue)

Legend:
- 🔵 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…

- Business as usual - Top seven priorities

- Level (no increases) - building and department budgets

- Reduction - Columbus repurposing, ABS move, staff attrition

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)

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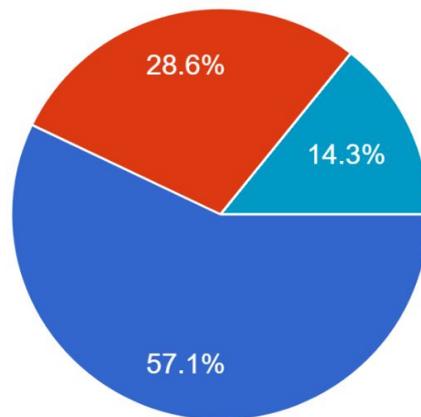
- 100% Referendum for the structural deficit + normal operational increases
- 80%/20% - of the deficit on the referendum / shared reductions in AA…
- 50% /50% - of the deficit on the referendum / shared reductions in AA…
- 20%/80% - of the deficit on the referendum / shared reductions in AA…
- Opposed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

Pie chart values: 57.1%, 28.6%, 14.3%

- We will reduce the structural deficit that remains at the end of the 2025-26 fiscal year by 20% through budget efficiencies and reductions.

- Some of these reductions can already take place during the 2025-26 fiscal year as opportunities arise.

- The remaining structural deficit will be considered for an operational referendum.
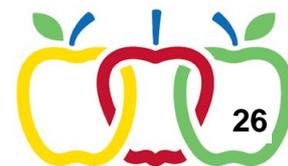
Budget Priorities - August 2025

Top priorities - Reductions would ONLY occur if savings goals cannot be reached with second and third-level reductions:

- Staff Compensation
- Student success - Literacy (includes interventionists)
- Special Education caseload sizes, co-teaching, and pull-out classes
- Class Sizes-Elementary (grades 3 - 5)
- Mental health resources and student services staff (ie. psych, SW, counselor)
- Success/behavior supports (homeless, attend, deans, advocates, EMLSS)
- Student success - Mathematics (includes interventionists)

Second-level priorities - Reductions to occur if savings goals cannot be reached with third-level reductions:
- Early childhood education programs - 4K
- Staff Benefits
- Operating budgets for schools and departments
- Programming (Dual Credit, Electives, Youth Apprenticeship, Alt. Ed, Electives)
- Safety and security measures in schools
- Class sizes - MS/HS
- English as a Second Language services (non-mandated)

Third-level priorities - Reductions could be made in these areas as needed to meet the reduction goal:
- Special education services and activities (non-mandated)
- Professional development for staff (includes instructional coaches)
- Operational technology (software, hardware, cybersecurity)
- Facilities (capital improvement and ongoing maintenance/replacements)
- Curriculum updates and improvements
- Classroom technology (Tech Integrators, laptops, Viewsonic boards, LMC)
- Enhanced music (elementary band/orchestra, middle school small groups)
- Co-curricular activities
- Transportation
- Community engagement initiatives (excluding Community Schools)
- Summer learning programs

Timeline

Plan
- Determine Comp & Benefits for 2025-2026
- Develop Plan to address budget deficit

Sept/Oct 2025

Draft
- Review strategic fiscal plan
- Draft preliminary 2026-2027 Budget

Nov/Dec 2025

Communicate
- Communicate Referendum to stakeholders
- Formulate contingency plan to balance 2026-27 budget

Feb-April 2026

July/Aug 2025

Board Sets Priorities
Review and set strategic priorities for addressing the budget deficit

Oct. 27, 2025

Board Budget Adoption
Board approves the 2025-2026 budget and sets tax levy.

Jan. 27, 2026

Board Resolution
Board resolution authorizing April referendum

April 7, 2026

Election

Academic and Career Planning, or ACP, is a student-driven, adult-supported process. Students create their own unique vision for post-secondary success. This is achieved through self-exploration, career exploration, and the development of career planning skills.

Classroom to Career is a strategy to strengthen opportunities for students to connect with local businesses to raise student awareness and prepare them for their future employment.

Traditionally, determining college and career readiness has focused on coursework grades and test results. As a school district, we have worked to identify additional indicators of a student's readiness for post-high school coursework and the world of work.

It is our intention to develop opportunities for our students to get direct involvement with our businesses and community, both in and out of the classroom.

Classroom to Career equips EACH student with skills, tools, and qualities needed to develop a rewarding career plan that fits their talents and interests.

CAREER READINESS MISSION/VISION
All students in the AASD will experience a dynamic Academic Career Plan. This plan evolves from PK-12 learning experiences, both in and out of school, that support employability skills, career awareness, exploration, planning, and training.

All AASD graduates will:

Lead - *Our students will set an example for others to follow by thinking critically, solving problems, and communicating effectively.*

Care - *Our students will show care for themselves, others, and their community by displaying empathy, compassion, and respect.*

Contribute *Our students will contribute to their classrooms, schools, communities, and the world by being self-directed, productive, and accountable*

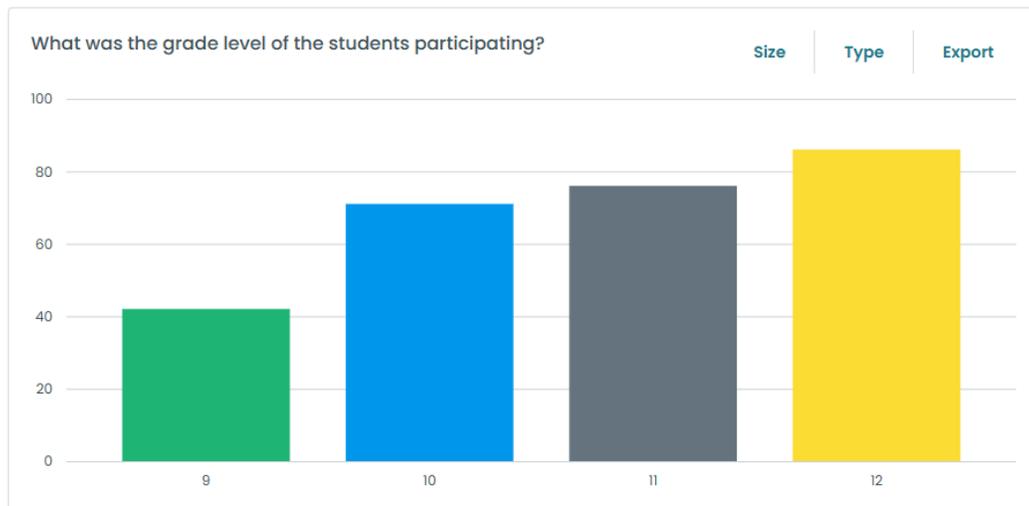| CAREER READINESS TEAM	
Kristin Comerford - Coordinator Career-Based Learning & CTE Seth Hahnke - West ACP Coordinator Karen Koss - East ACP Coordinator Shayla Kimball - North ACP Coordinator Mark Cain -West Launch Coordinator Karen Coonen - East Launch Coordinator Christi Lemery - North Launch Coordinator	Supporting Members: K-12 Business & Community Advisory High School Business Advisory School Counselors

DISTRICT CAREER READINESS DATA

Postsecondary Preparation Data

Year	Advanced Courses	Dual Enrollment	Industry-Recognized Credentials	Work-Based Learning
2022-23	20.5% (917)	36.1% (1611)	2.4% (109)	3.9% (174)
2021-22	15.9% (712)	31.9% (1,428)	1.3% (59)	2.9% (131)
2020-21	20.5% (903)	31.7% (1,397)	1.0% (46)	2.0% (89)
2019-20	20.2% (963)	32.3% (1,543)	0.8% (37)	0.6% (30)

Year	Graduate Continuance into Postsecondary
2023-24	55.2% (after 6 months additional 2.4%)
2022-23	51.8% (after 6 months additional .3%)
2021-22	51.4% (after 6-12 months, an additional 7.1% enrolled)
2020-21	50.1% (after 6-12 months, an additional 10.7% enrolled)

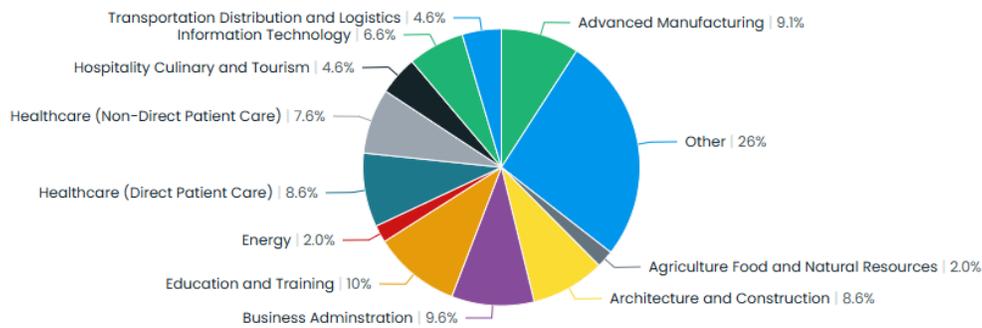Career-Based Learning Experiences:

- 8,267 Participants
    - 32% Classroom Speaker
    - 23% Company Tour
    - 20% Career Fair
    - 5.7 % Information Interview
    - 19.84% Career Mentoring, Simulated Worksite, Job Shadow, CTSO, Career-Related Project

What regional career pathway did this activity highlight (please select all that apply)

- Transportation Distribution and Logistics | 4.6%
- Information Technology | 6.6%
- Hospitality Culinary and Tourism | 4.6%
- Healthcare (Non-Direct Patient Care) | 7.6%
- Healthcare (Direct Patient Care) | 8.6%
- Energy | 2.0%
- Education and Training | 10%
- Business Administration | 9.6%
- Advanced Manufacturing | 9.1%
- Other | 26%
- Agriculture Food and Natural Resources | 2.0%
- Architecture and Construction | 8.6%

CURRENT PROGRESS AND FUTURE GOALS FOR IMPLEMENTATION

We have aligned our District Coherence Governance Policies R.3, District Scorecard, and ensured we have alignment in reaching our Career Readiness Outcome and future goals. We continue to have goals of increasing connections between students to opportunities within our community, being responsive to their interests/needs, and adapting to the workforce needs.

ACP CURRICULUM, SUPPORT, AND SERVICES

Grade Level Appropriate ACP Activities
- K-5: ACP Activities
  - Field Trips/Classroom presentations/Classroom jobs
  - School Counselor Lessons & Second Step
  - Curricular connections
  - 4th Grade JA BizTown
- 6-8: ACP Activities
  - ACP Quarter Course -8th Grade 2024-25 school year
  - 6th & 7th Grade Business/Marketing & ACP
  - 8th Grade- Career Exploration via Fox Cities Chamber Career Expo
  - 8th Grade Elective Choice for the 2025-26 school year
    - Middle School Course Guidebook
- 9-12: ACP Activities
  - CareerLaunch Events:
    - Career Presentations, Career Conversations, Field Trip, Simulations
  - School Events/Announcements
  - Homeroom/Advisory Lessons and Presentations
  - Content Integration
  - Work-Based Learning Growth
  - High School Course Guidebook

ACP/School Counseling Services
AASD School Counselors support ACP in many different ways and work to be responsive to students'

needs.   Students are supported through individual meetings, homeroom presentations, the course selection process, post-secondary events, parent engagement, and connections to Launch events. The School Counselors utilize the ASCA model to support the implementation of a comprehensive school counseling program.

Whole School Support
Currently, ACP lessons at the High School are primarily delivered through Homeroom/Advisory. Career readiness is growing in its content integration through field trips, guest speakers, simulations, and partnerships with our local business community. All students are evaluated on Career & Life skills, which provides feedback on Employability Skills.

All Content areas are reviewing the drafted Wisconsin Career Readiness Standards for content integration. This will support the continued professional development specific to Teacher Clarity - module 6 - Relevancy.

PREPARING FOR THE FUTURE

The ACP program within the AASD School District ensures every student is prepared for their post-secondary life after high school. This includes:

- High School Course & Career Planning Guide
    - Career and technical education is provided in the school district in grades 6-12.
    - Courses that provide advanced placement and/or advanced standing.
    - Early College Credit Program and Start College Now
    - Postsecondary education preparation
    - Work-Based Learning -Youth apprenticeship, CTE Internship, AASD Student Marketing, and Project Search
    - Simulated Work Experiences - PAES Lab, School Stores, House Construction
- Industry Recognized Credentials offered - Microsoft MOS, Adobe, Photoshop, Illustrator, Employability Skills, Leadership Skills, and OSHA Certifications
- Career and Technical Education Student Organizations: DECA, HOSA, Educators Rising, and SkillsUSA

CAREER PATHWAYS

We have 10 certified career pathways in the AASD Career & Technical Education program(Marketing, Manufacturing, IT, Hospitality, Health, Education, Business, Arts AV, Transportation, and Construction) that meet three of the five requirements. (Size, Scope & Quality, Dual Enrollment, Work-Based Learning, Industry Recognized Credential, and CTE Student Organization). With the recent referendum passing, we will be adding the STEM Pathway for the 2024-25 School year.

Here is a link to our Course Correlation Guide to help students see that we have courses that support all 16 Career Pathways within AASD.

LABOR MARKET INFORMATION

Labor market information (LMI) helps our school districts develop cutting-edge Career and Technical Education programs by uncovering the skills students will need in the future. In addition, LMI can help students understand which jobs are most likely to be available and well-compensated.

We utilize Workforce Development for our Labor Market information. Here is a link to the Fox Valley Information. In addition to this site, we also use our partnerships with local industry to gather qualitative data specific to skills and current workforce needs.

INDIVIDUALIZED ACP SUPPORT

AASD believes in the statement "student-driven, adult supported" and is creating a system to ensure equitable access for students with a continuum of support as we know students' needs are different. This happens through relationships with our students and families. We utilize our Learning Benchmarks and Outcomes to support students in Academic and Career Planning. They can be referenced on our Classroom to Career website.

ACCESS FOR ALL STUDENTS

ACP is for all of our students, and all means every. This includes students with disabilities who have Individualized Education Programs/Post-secondary Transition Plans, as well as students with Section 504 Accommodation Plans, English Learners, students who are Gifted and or Talented, students who are homeless, and students considered neglected and delinquent.

We are working to help all of our **students earn a diploma by design, not by default**. This is possible through equipping students with meaningful and supportive adult relationships, the ability to adapt to opportunities and challenges, and helping them begin their personalized journeys to successful lives.

CAREER READINESS TECHNOLOGY

In AASD, students in grades 6-12 utilize the XELLO platform to support their ACP plan. We have also recently updated our website, Business Engagement Guide, and created a JOBS Board to support students seeking employment.

FAMILY ENGAGEMENT

The School District of Appleton engages families and caregivers in academic and career planning by:
- Informing parents in each school year about what academic and career planning services their child receives via the AASD website.
- Provide parents with multiple opportunities during each school year to participate in their child's academic and career planning. Describe how this happens.
  - School Events/Announcements
  - Explore Night
  - FAFSA Nights
  - College planning nights
  - Progress reports
  - Request for meetings with School Counselors
  - Community Helpers in classrooms

- ○ Charter School Fair

- Update parents throughout the school year on the progress of their child's academic and career planning. Describe how this happens.
    - ○ Conferences
    - ○ Progress Reports
    - ○ Course scheduling
    - ○ Individual meetings

COMMUNITY PARTNERSHIPS

The Appleton Area School District is proud to collaborate with our local community. AASD values our business and community partners and continues to work on growing our partnerships to ensure we are providing different opportunities for our students. We utilize our local partners to ensure we are preparing students for their future and highlighting the community we live in. We have a K-12 Business and Community Advisory that helps us in this work. We have used our District Scorecard to keep focused on growing our partnerships. This year, our goal is to increase by 10% in each category. We have created an engagement model to continue to redefine our goals by measuring the quality of partnerships we are building.

BOE: August 25, 2025

Success for Every Student, Every Day

**Appleton Area School District
Operational Expectations Monitoring Report
OE-4 Personnel Administration**

SUPERINTENDENT CERTIFICATION:

With respect to Operational Expectations Policy OE-4, Personnel Administration, the Superintendent certifies that the following information is accurate and complete, and that the district is:

_____ Compliant

_____ Compliant with the exceptions noted:

_____ Non-Compliant

Compliant Indicators	Noncompliant Indicators
Total Indicators: 21	

Executive Summary/Analysis:

_____

_____

Notes or exceptions, if any:

_____

_____

Signed: _____ Date: _____

                Superintendent

BOARD ACTION:

With respect to Operational Expectations Policy OE-4, Personnel Administration, 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: _____

<table>
<tr><td align="center">OE – 4 Personnel Administration</td></tr>
<tr><td>The Superintendent shall assure the recruitment, retention, employment, development, evaluation, and compensation of district employees in a manner necessary to enable the district to achieve its <i>Results</i> policies and legal compliance.</td></tr>
</table>

SUPERINTENDENT Interpretation:

The Board values all district employees and the contributions each one makes to achieving the Results. The Board also recognizes the importance of recruiting, employing, and retaining the best employees for our district. The Board values investing in employees, both financially and in their ongoing development, as a means to achieve our Results and maintain effective and high-quality personnel.

- **Recruitment** shall mean to attract and select the most highly qualified candidates to contribute to a safe, welcoming, and inclusive work environment for the purpose of student success.
- **Retention** is the ability of the district to retain current employees and minimize turnover.
- **Employment** shall mean work defined by the District for anyone who receives monetary compensation for services rendered, excluding contracted services.
- **Development** shall mean providing staff with orientation, mentoring, coaching, and/or professional development that enables employees to strengthen their knowledge, skills, and ability to perform their assigned position or advance within the organization.
- **Evaluation** shall mean a fair, credible, effective, and consistent process that assesses the effectiveness of the employee's performance, that provides feedback, recognition, and applicable support to facilitate continuous improvement and growth.
- **Compensation** shall mean salary or wages and benefits.
- **District employee** means anyone who receives compensation in exchange for services.
- **Results policies** shall mean outcomes as defined in R-01.
- **Legal compliance s**hall mean district adherence to all applicable laws, regulations, and court orders at the local, state, and federal levels.

OE – 4.1   The Superintendent will assure that no person is employed or is an unsupervised volunteer by the district without first clearing thorough background inquiries and checks.

SUPERINTENDENT Interpretation:

- **Background checks** (for employees) shall mean utilizing a criminal background check vendor (Background Investigation Bureau - BIB) which includes county court records, state repository records, federal records, Criminal Records Database (CRD), national Sex Offender Registry, Security Watch list, and international records, CCAP, Wisconsin-Division of Law Enforcement Services (if applicable), and Department of Public Instruction (DPI) license verification.
- **Unsupervised** shall mean contact with a student without Appleton Area School District staff present to supervise or monitor activities.
- **Volunteer** shall mean an individual who provides a service without expectation of payment.

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: **4.1.1-** 100% of new employees hired have successfully cleared all applicable background checks and inquiries prior to their start date, as documented by HR records.	**In Compliance**	**Not in Compliance**

4.1.2- Satisfactory background checks are completed for all volunteers who have worked with AASD students without the supervision of an AASD staff member, as documented by School Services records.		

SUPERINTENDENT Evidence of Compliance:

- **4.1.1** -

- **4.1.2-**

OE – 4.2 The Superintendent will recruit and select only highly qualified and the best-suited candidates for all positions at all sites.

SUPERINTENDENT Interpretation:

- **Highly qualified** shall mean for those positions that require a credential that the individual holds a valid teaching license or certification in a specified area and has the necessary experience, skills, and competencies expressed in the job description, validated through the selection process.
- **Best-suited** shall mean the candidate selected for any position in the District meets the criteria of the position, and expectations of the hiring administrator, Chief HR Officer, and/or Superintendent, is a good "fit" for the position, and who is also within the district's salary range.

SUPERINTENDENT Indicators of Compliance:	In Compliance	Not in Compliance
We will know we are compliant when:		
4.2.1- The internal process for hiring includes the following performance data inputs: application, credentials (resume, letters of reference, or certifications), screening process, interview, and reference checks as documented through HR records.		
4.2.2- The number of staff hired with a one-year license with stipulations is not disproportionate to similar to other schools within the district.		

SUPERINTENDENT Evidence of Compliance:

- **4.2.1-**

- **4.2.2-**

OE – 4.3   The Superintendent will develop strategies to recruit employees who reflect the student population.

SUPERINTENDENT Interpretation:

- **Student population** shall mean the characteristics in terms of gender, sexual orientation, race, age, ability, socioeconomic status, and language represented in the Appleton Area School District student population.

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: **4.3.1-** HR records show evidence of implemented recruitment strategies for candidates reflective of the student population.	In Compliance	Not in Compliance

SUPERINTENDENT Evidence of Compliance:

- **4.3.1-**

OE – 4.4   The Superintendent will administer clear personnel rules and procedures for employees.

SUPERINTENDENT Interpretation:

- **Administer** shall mean to supervise or oversee that personnel rules and procedures are followed.
- **Clear** shall mean that personnel rules and procedures are communicated, easily understood, and accessible to employees.
- **Rules and procedures** shall mean the applicable laws, Board, and District policies that communicate the employment expectations for all District personnel.

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: **4.4.1-** 95% of employees annually acknowledge their understanding and review of the Employee Handbook that details and communicates personnel rules and procedures, as evidenced through HR records.	In Compliance	Not in Compliance

40

SUPERINTENDENT Evidence of Compliance:

- **4.4.1-**

OE – 4.5 The Superintendent will maintain a process to ensure formal complaints and concerns are addressed.

SUPERINTENDENT Interpretation:

- **Effectively handle** shall mean investigate promptly, accurately, with consideration and professionalism, with appropriate corrective action taken when warranted.
- **Formal complaints and concerns** shall mean formal, written personnel complaints or grievances related to sexual harassment, discrimination claims, handbook violations, Board and District policies and procedures, and possible violations of state and federal laws.

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: **4.5.1-** There is evidence of procedures to ensure formal complaints and concerns are addressed, including the prohibition of retaliation. **4.5.2-** 100% of formal written employee complaints and grievances are resolved or handled in accordance with District policy and associated Employee Handbook policies as documented in HR records. **4.5.3-** No administrative or judicial entity with the authority to make rulings in personnel cases finds the District in violation of the Equal Employment Opportunity Commission (EEOC) or the District's personnel rules and procedures, as evidenced by records kept by the Superintendent's office. **4.5.4-** If the District is directed to take corrective action by the Equal Employment Opportunity Commission (EEOC); completion of the requirement(s) will be documented by the Human Resources Office.	In Compliance	Not in Compliance

SUPERINTENDENT Evidence of Compliance:

- **4.5.1-**

- **4.5.2-**

- **4.5.3-**

- **4.5.4-**

OE – 4.6 The Superintendent will maintain adequate job descriptions for all staff positions.

SUPERINTENDENT Interpretation:

- **Maintain** shall mean to keep current, accurate, and available.
- **Adequate** shall mean job descriptions reflect the essential functions, knowledge, skills, and abilities of the responsibilities and tasks performed.

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: **4.6.1-** All job descriptions are accessible internally via the intranet and externally attached to job postings as documented through HR records.	**In Compliance**	**Not in Compliance**

SUPERINTENDENT Evidence of Compliance:

- **4.6.1-**

OE – 4.7 The Superintendent will ensure all significant revisions to employee benefits and compensation package is presented for Board approval.

SUPERINTENDENT Interpretation:

- **Significant revisions** shall mean the budgetary amount designated for annual compensation increases or revisions to the benefit plan design (including percentage of employee contribution, deductibles, copays, out-of-pocket maximums, and carriers/partners).

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: **4.7.1-** Board items are documented when significant revisions are made to the employee benefits and compensation package.	**In Compliance**	**Not in Compliance**

SUPERINTENDENT Evidence of Compliance:

- **4.7.1-**

OE – 4.8   The Superintendent will assure that compensation and benefit plans attract and retain high-quality employees by compensating employees, within available resources, in a manner consistent with the applicable marketplace, including but not limited to organizations of comparable size and type.

SUPERINTENDENT Interpretation:

- **Compensation** shall mean wages in the form of salary for exempt staff and hourly wages for non-exempt staff.
- **Benefit plans** shall mean health and other insurance, employee leave, wellness and similar programs to support employees in their personal lives.
- **High quality** shall mean those who are evaluated as effective or higher based on the District's evaluation criteria.
- **Within available resources** shall mean fiscally viable within the budget.
- **In a manner consistent with the applicable marketplace means** wages are reflective of those received for similar work in other school districts and businesses (where applicable).

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: **4.8.1-** The District is competitive in the benefit package offered when compared to surrounding districts, as evidenced by HR Benefits Study documents. **4.8.2-** The District maintains competitive compensation when compared to surrounding districts, as evidenced by HR Compensation Study documents.	In Compliance	Not in Compliance

SUPERINTENDENT Evidence of Compliance:

- **4.8.1-**

- **4.8.2-**

OE – 4.9 The Superintendent will ensure employees will receive a performance evaluation in accordance with Board policy, including their contribution towards achieving the Board's Result Policies and compliance with the Board's Operational Expectations.

SUPERINTENDENT Interpretation:

- **Evaluating** shall mean assessing employee performance through observations, goal setting, and progress monitoring.
- **Compliance** shall mean that district employees are assessed using appropriate evaluation instruments that include a focus on applicable Operational Expectations and Results.

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: 4.9.1- The District policy reflects the evaluation process in alignment with contributions to operational expectations.	In Compliance	Not in Compliance

SUPERINTENDENT Evidence of Compliance:

- **4.9.1-**

OE −4.10 The Superintendent will assure that all staff members are trained and provided professional development to perform the responsibilities assigned to them.

SUPERINTENDENT Interpretation:

- **Trained** shall mean employees are prepared to accomplish work-related tasks and that employees will work to continuously improve their knowledge, skills, and ability to perform their assigned position.

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when:	In Compliance	Not in Compliance
4.10.1- All professional educators and administrators will be appropriately licensed by the Wisconsin Department of Public Instruction (DPI) as evidenced by HR records.		
4.10.2- The district provides training and professional development for staff.		

SUPERINTENDENT Evidence of Compliance:

- **4.10.1-**

- **4.10.2-**

OE − 4.11 The Superintendent will evaluate organizational culture and develop plans to promote a positive work environment that allows staff to perform their jobs effectively.

SUPERINTENDENT Interpretation:

- **Organizational culture** shall mean the system of shared beliefs, values, and norms that influence employee behavior in the District.
- **Perform their jobs** shall mean fulfilling their obligations and responsibilities outlined in the job description and meet the expectations of their supervising administrator.

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: 4.11.1- The administration evaluates the organizational culture. 4.11.2- The administration develops plans to promote a positive work environment.	In Compliance	Not in Compliance

SUPERINTENDENT Evidence of Compliance:

- **4.11.1-**

- **4.11.2-**

OE − 4.12 The Superintendent will reasonably include personnel in decisions that affect them.

SUPERINTENDENT Interpretation:

- **Reasonably** shall mean when feasibly possible either by survey, focus groups, workgroups, or through employee relations.
- **Decisions that affect them** shall mean decisions that could impact people directly or indirectly.

SUPERINTENDENT Indicators of Compliance:	In Compliance	Not in Compliance
We will know we are compliant when: 4.12.1- All staff are surveyed annually regarding their inclusion in the decision-making process.		

SUPERINTENDENT Evidence of Compliance:

- **4.12.1-**

OE −4.13 The Superintendent will establish reduction-in-force procedures that provide for attrition as the first line of staff reduction, provided that essential programs are not negatively impacted.

SUPERINTENDENT Interpretation:

- **Reduction in force** shall mean eliminating a position(s) without replacing the position, resulting in a reduction of total Full Time Equivalencies (FTEs)
- **Procedures** shall mean practices.
- **Attrition** shall mean to not replace a vacancy that occurs from a resignation or retirement or dismissal of an employee.
- **Essential Programs** shall mean courses, programs or services required through board/district/school policies, state statute, or federal law.
- **Negatively impacted** shall mean eliminated or a reduction of services.

SUPERINTENDENT Indicators of Compliance:	In Compliance	Not in Compliance
We will know we are compliant when: 4.13.1- There are written procedures that provide for attrition as the first line of staff reduction, as documented in HR records.		

SUPERINTENDENT Evidence of Compliance:

- **4.13.1-**

Policy Type: Operational Expectations

Personnel Administration

The Superintendent shall assure the recruitment, retention, employment, development, evaluation, and compensation of district employees in a manner necessary to enable the district to achieve its **Results** policies and legal compliance.

The Superintendent will:

1. Assure that no person is employed or is an unsupervised volunteer by the district without first clearing thorough background inquiries and checks.

2. Recruit and select only highly qualified and the best-suited candidates for all positions at all sites.

3. Develop strategies to recruit employees who reflect the student population.

4. Administer clear personnel rules and procedures for employees.

5. Maintain a process to ensure formal complaints and concerns are addressed.

6. Maintain adequate job descriptions for all staff positions.

7. Ensure all significant revisions to employee benefits and compensation package is presented for Board approval.

8. Assure that compensation and benefit plans attract and retain high-quality employees by compensating employees, within available resources, in a manner consistent with the applicable marketplace, including but not limited to organizations of comparable size and type.

9. Ensure employees will receive a performance evaluation in accordance with Board policy, including their contribution towards achieving the Board's Result Policies and compliance with the Board's Operational Expectations.

10. Assure that all staff members are trained and provided professional development to perform the responsibilities assigned to them.

11. Evaluate organizational culture and develop plans to promote a positive work environment that allows staff to perform their jobs effectively.

12. Reasonably include personnel in decisions that affect them.

13. Establish reduction-in-force procedures that provide for attrition as the first line of staff reduction, provided that essential programs are not negatively impacted.

Adopted: June 14, 2021

Revised: September 13, 2021, October 9, 2023, & August 25, 2025

Monitoring Method: Internal report
Monitoring Frequency: Annually

Appleton Area School District Board of Education
AGI Aspen Group International LLC©

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

____   Compliant with the exceptions noted

____   Non-Compliant

Compliant Indicators	Noncompliant Indicators
Total Indicators: 27	

Executive Summary/Analysis:

_____

_____

Notes or exceptions, if any:

_____

_____

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."		

SUPERINTENDENT Evidence of Compliance:

- **11.1.1 -**

- **11.1.2-**

- **11.1.3-**

- **11.1.4-**

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**

SUPERINTENDENT Evidence of Compliance:

- **11.2.1-**

- **11.2.2-**

OE – 11.3 The Superintendent will accurately assess each student's academic performance and identify 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.

- **Accurately assess each student's academic performance** shall mean to use common, reliable, and valid assessment tools across the District to determine students' progress in achieving the Board's 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 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. **11.3.2-** 100% of the district common assessments required within the Results policies are annually calibrated within district professional learning communities under the direction of its respective Coordinator or Director.	In Compliance	Not in Compliance

SUPERINTENDENT Evidence of Compliance:

- **11.3.1-**

- **11.3.2-**

OE – 11.4 The Superintendent will regularly evaluate and modify instructional programs for continuing effectiveness and encourage programs as appropriate to address identified data/student needs, including gaps in achievement outcomes, 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 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.
- **Gaps in Achievement Outcomes** shall mean meeting targets in reducing inequities and gaps as outlined in the Board's Academic Achievement Results Policies.
- **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	**In Compliance**	**Not in Compliance**

We will know we are compliant when:
 	
11.4.1- 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.
 	
11.4.2- The District adopts programs as appropriate to address identified data/student needs as evidenced by:
 	
    ○ the department's published report.
 	
    ○ solicited input from professional educators and administrators.
 	
    ○ Plan Do Study Act (PDSA) inquiry cycles in partnership with professional educators and administrators		

	In Compliance	Not in Compliance
11.4.3- Each academic Results Monitoring Report summarizes the plan to reduce identified learning gaps.		

SUPERINTENDENT Evidence of Compliance:

- **11.4.1-**

- **11.4.2-**

- **11.4.3-**

OE – 11.5   The Superintendent will assure that the instructional program includes opportunities for all students to develop talents, skills, and interests.

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, skills, and interests** 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) in each of the career clusters.

SUPERINTENDENT Indicators of Compliance	In Compliance	Not in Compliance
We will know we are compliant when		
11.5.1- A course guide outlining academic opportunities will be distributed or made available online to all students and families at the secondary level.		
11.5.2 - An academic and career planning process is utilized for all students in grades 6-12.		
11.5.3- 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).		
11.5.4- The District provides students with opportunities for Post-secondary credit options.		
11.5.5- The District offers electives in a variety of areas at the secondary level that provide opportunities for students to		

	In Compliance	Not in Compliance

fulfill their graduation requirements in the non-core academic areas.

11.5.6- 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.

11.5.7- The District will monitor use of FTE and enrollment in Start College Now (SCN)/ Early College Credit (ECC) to assure equitable access to courses within each of the Career Clusters.

SUPERINTENDENT Evidence of Compliance:

- **11.5.1-**

- **11.5.2-**

- **11.5.3 -**

- **11.5.4-**

- **11.5.5-**

- **11.5.6 -**

- **11.5.7-**

OE – 11.6 The Superintendent will monitor and control student use of technology and provide appropriate 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.
- **Appropriate 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.

	In Compliance	Not in Compliance

SUPERINTENDENT Indicators of Compliance		
We will know we are compliant when: **11.6.1-** 100% of district-owned and student-bought 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.		

SUPERINTENDENT Evidence of Compliance:

- **11.6.1-**

- **11.6.2-**

- **11.6.3-**

OE – 11.7 The Superintendent will protect the instructional time provided for all students during the academic day.

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.

SUPERINTENDENT Indicators of Compliance	In Compliance	Not in 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		

	In Compliance	Not in Compliance
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.		

SUPERINTENDENT Evidence of Compliance:

- **11.7.1**-

- **11.7.2**-

- **11.7.3**-

- **11.7.4**-

OE – 11.8 The Superintendent will bring all recommended changes to the District's graduation requirements for Board approval.

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	In Compliance	Not in 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.		

SUPERINTENDENT Evidence of Compliance:

- **11.8.1-**

OE – 11.9   The Superintendent will bring all recommended changes to the District's attendance boundaries for Board approval.

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	In Compliance	Not in 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.		

SUPERINTENDENT Evidence of Compliance:

- **11.9.1-**

Policy Type: Operational Expectations

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.

The Superintendent will:

1. Assure that instructional programs are culturally responsive and accommodate the different needs, abilities, interests, and personal goals of individual students.

2. 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.

3. Accurately assess each student's academic performance and identify significant inequities and gaps in achievement outcomes.

4. Regularly evaluate and modify instructional programs for continuing effectiveness and encourage programs as appropriate to address identified data/student needs, including gaps in achievement outcomes, as necessary to achieve **Results**.

5. Assure that the instructional program includes opportunities for all students to develop talents, skills, and interests.

6. Monitor and control student use of technology and provide appropriate student access to technology.

7. Protect the instructional time provided for all students during the academic day.

8. Bring all recommended changes to the District's graduation requirements for Board approval.

9. Bring all recommended changes to the District's attendance boundaries for Board approval.

Adopted: June 14, 2021

Revised: October 23, 2023 & August 25, 2025

Monitoring Method: Internal report
Monitoring Frequency: Annually

Appleton Area School District Board of Education
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