



**Monday, January 24, 2022  
Board of Education Meeting**

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

The Board of Education will be meeting in the Scullen Leadership Center, 131 E. Washington Street, Suite 1A. Some individuals will be joining via zoom and the meeting will be livestreamed on YouTube. In-person public attendance (other than registered on-site public input) is suspended until further notice. \*\*Limited registration is available for on-site public input (additional information can be found on the District's website).\*\* Members of the media or general public may access the meeting via the live stream broadcast on the Appleton Area School District YouTube Channel: <https://www.youtube.com/channel/UChO-i09YGgt4uKnCWYvt8Pw>. For remote attendance via telephone, please dial: 1-312-626-6799 Meeting ID: 974 2268 3318

This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. There is a time for public participation during the meeting as indicated in the agenda. Members of the public wishing to address the Board may speak during public input or provide written comments in accordance with the procedures posted on the District's website ([http://www.aasd.k12.wi.us/district/board\\_of\\_education/public\\_input](http://www.aasd.k12.wi.us/district/board_of_education/public_input)) and state law. The Wisconsin Open Meetings Law allows only brief discussion of topics that are not listed on the agenda. Therefore, the Board may not be able to fully address comments made during public input. When appropriate the Board may request the administration to reach out to a citizen regarding a concern they may have.

Any special needs or any requests for accommodations related to accessing the meeting should be sent to Clara Kopplinger, at [kopplingerclar@asd.k12.wi.us](mailto:kopplingerclar@asd.k12.wi.us) or (920) 832-6126, at least 24-hours in advance of the meeting. This would include any person for whom it would be burdensome or infeasible to use the primary method(s) of remote access established by the District.

## **1. Meeting Opening**

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<b>Subject</b>	<b>A. Roll Call</b>
Meeting	Jan 24, 2022 - Board of Education Meeting
Category	1. Meeting Opening
Type	Procedural

<b>Subject</b>	<b>B. Pledge of Allegiance</b>
Meeting	Jan 24, 2022 - Board of Education Meeting
Category	1. Meeting Opening
Type	Procedural

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

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**Subject** **A. Board Member Request to Remove Consent Agenda Items(s) for Separate Consideration**

Meeting Jan 24, 2022 - Board of Education Meeting

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

Type Procedural

**Subject** **B. Approval of Agenda**

Meeting Jan 24, 2022 - Board of Education Meeting

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

Type Action, Procedural

### **3. Special Presentation**

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**Subject** **A. Student School Board Representative Report: Ryan Hanson, East High School**

Meeting Jan 24, 2022 - Board of Education Meeting

Category 3. Special Presentation

Type Information, Recognition

Student School Board Representative Ryan Hanson will provide updates from East High School.

**Subject** **B. Fine Arts Spotlight: Secondary Schools Board Room Student Artwork**

Meeting Jan 24, 2022 - Board of Education Meeting

Category 3. Special Presentation

Type Presentation, Recognition

**Subject** **C. SRO Presentation: Officer Brandon Schnese (School Resource Officer, Madison Middle School) will provide the Board with a more detailed look at the roles/daily activities of SRO's in schools, from the perspective of an SRO.**

Meeting Jan 24, 2022 - Board of Education Meeting

Category 3. Special Presentation

Type Information, Presentation, Recognition

Greg Hartjes will lead a presentation from Officer Brandon Schnese (Madison Middle School) on the roles/daily activities of School Resource Officers (SROs) in our schools.

**Subject** **D. 2020-2021 Annual Financial Report (Audit) Presentation**

Meeting Jan 24, 2022 - Board of Education Meeting

Category 3. Special Presentation

Type Discussion, Information, Presentation

Leah Lasecki of CliftonLarsonAllen LLP will present the District's 2020-2021 Annual Financial Report (audit).

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

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### **Subject**                      **A. Public Input**

Meeting                      Jan 24, 2022 - Board of Education Meeting

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

Type                              Procedural

#### Public Input:

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

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

#### Policy References:

[Board Policy and Rule 187 - Public Input at School Board and Board Subcommittee Meetings](#)

[Board Policy 189 - Virtual Board Meetings in Emergency Situations](#)

### **Subject**                      **B. On-site Speakers (Registration Required)**

Meeting                      Jan 24, 2022 - Board of Education Meeting

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

Type                              Procedural

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

### **Subject**                      **C. Virtual Speakers (Registration Required)**

Meeting                      Jan 24, 2022 - Board of Education Meeting

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

Type                              Procedural

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

### **Subject**                      **D. Written Comments (Posted as Attachment)**

Meeting Jan 24, 2022 - Board of Education Meeting  
Category 4. Public Input (GC-3.3: Initiate and maintain effective communication with the citizens.)  
Type Procedural

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

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

**Subject A. None**  
Meeting Jan 24, 2022 - Board of Education Meeting  
Category 5. Board Development (GC-2.2: The Board will assure that its members are provided with training and professional support necessary to govern effectively.)  
Type Discussion, Information, Presentation

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

**Subject A. Business Services Update(s): Gifts/Grants to the District**  
Meeting Jan 24, 2022 - Board of Education Meeting  
Category 6. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)  
Type Discussion, Information, Report  
Chief Financial Officer Greg Hartjes will update the Board on Business Services items for consideration.

**Subject B. School/Student Services Update(s): None**  
Meeting Jan 24, 2022 - Board of Education Meeting  
Category 6. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)  
Type Discussion, Information, Report

**Subject C. Personnel Services Update(s): Professional Educator Hire(s), Contract Change(s), and Resignation(s); Administrative Contracts; Job Descriptions**  
Meeting Jan 24, 2022 - Board of Education Meeting  
Category 6. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)

Type Discussion, Information, Report

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

## **7. Board'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.)**

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**Subject** A. Board Meeting Minutes from January 10, 2022

Meeting Jan 24, 2022 - Board of Education Meeting

Category 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.)

Type Action, Minutes

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

**Subject** B. Proposed Updates to the Annual Work Plan

Meeting Jan 24, 2022 - Board of Education Meeting

Category 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.)

Type Action, Discussion, Information

File Attachments  
[Proposed Revisions - Annual Workplan 21-22 - 2020-2021 BOE.pdf \(69 KB\)](#)

## **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.)**

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**Subject** A. 2021-2022 Gifts/Grants to the District

Meeting Jan 24, 2022 - Board of Education Meeting

Category 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.)

Type Action

Fiscal Impact Yes

2021-2022 Gift/Grant Information

File Attachments  
[ITEM FOR CONSIDERATION 01-24-22.pdf \(555 KB\)](#)  
[Gift List 1-24-22.pdf \(173 KB\)](#)

**Subject** B. Professional Educator New Hire(s)

Meeting Jan 24, 2022 - Board of Education Meeting

Category 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.)

Type Action

File Attachments  
[IFC Professional Educator New Hires 1-24-22.pdf \(119 KB\)](#)

**Subject C. Professional Educator Contract Change(s)**

Meeting Jan 24, 2022 - Board of Education Meeting

Category 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.)

Type Action

File Attachments  
[IFC Professional Educator Contract Changes 1-24-22.pdf \(10 KB\)](#)

**Subject D. Professional Educator Resignation(s)**

Meeting Jan 24, 2022 - Board of Education Meeting

Category 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.)

Type Action

File Attachments  
[IFC Professional Educator Resignation 1-24-22.pdf \(109 KB\)](#)

**Subject E. Administrative Contracts**

Meeting Jan 24, 2022 - Board of Education Meeting

Category 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.)

Type Action

File Attachments  
[IFC-Administrative Contracts.pdf \(6 KB\)](#)  
[Administrator Contracts 2022-23.pdf \(441 KB\)](#)

**Subject F. Job Descriptions**

Meeting Jan 24, 2022 - Board of Education Meeting

Category 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.)

Type Action

File Attachments  
IFC - Staff Job Descriptions.pdf (371 KB)  
Job Descriptions.pdf (2,074 KB)

## **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.)**

**Subject A. Community Linkages Committee Report: Updates and Information from the Community Linkages Committee Meeting**

Meeting Jan 24, 2022 - Board of Education Meeting

Category 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.)

Type Discussion, Information, Report

Committee Chair Ed Ruffolo will report out on the Community Linkages Committee meeting.

**Subject B. Business Services Report: Potential Referendum Focus Groups Update**

Meeting Jan 24, 2022 - Board of Education Meeting

Category 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.)

Type Discussion, Information, Report

Chief Financial Officer Greg Hartjes will report on updates from the Potential Referendum Focus Groups that were held on January 18 and 20, 2022.

## **10. Board Business**

**Subject A. Superintendent Search and Selection Update: Proposed Candidate Interview Process - for Discussion**

Meeting Jan 24, 2022 - Board of Education Meeting

Category 10. Board Business

Type Discussion, Information

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

Meeting Jan 24, 2022 - Board of Education Meeting

Category 10. Board Business

Type Action, Discussion

## **11. Items of Information**

**Subject**                    **A. None**

Meeting                    Jan 24, 2022 - Board of Education Meeting

Category                    11. Items of Information

Type                        Information

## **12. Future Meetings**

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**Subject**                    **A. Board Work Session: Thursday, January 27, 2022, 7:30 AM**

Meeting                    Jan 24, 2022 - Board of Education Meeting

Category                    12. Future Meetings

Type                        Information

**Subject**                    **B. CANCELED Board Meeting: Monday, February 14, 2022, 6:00 PM**

Meeting                    Jan 24, 2022 - Board of Education Meeting

Category                    12. Future Meetings

Type                        Information

**Subject**                    **C. Special Board Meeting: Thursday, February 17, 2022, 7:30 AM**

Meeting                    Jan 24, 2022 - Board of Education Meeting

Category                    12. Future Meetings

Type                        Information

**Subject**                    **D. Board Work Session: Thursday, February 17, 2022, 8:30 AM**

Meeting                    Jan 24, 2022 - Board of Education Meeting

Category                    12. Future Meetings

Type                        Information

**Subject**                    **E. Board Meeting: Monday, February 28, 2022, 6:00 PM**

Meeting                    Jan 24, 2022 - Board of Education Meeting

Category                    12. Future Meetings

Type                        Information

## **13. Closed Session**

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**Subject**                    **A. Motion to go into Closed Session**

Meeting                    Jan 24, 2022 - Board of Education Meeting

Category                    13. Closed Session



Type Action, Discussion

**Subject** **B. Wisconsin State Statute 19.85 (1)(e) Deliberating or negotiating the purchasing of public properties, the investing of public funds, or conducting other specified public business, whenever competitive or bargaining reasons require a closed session, for the purpose of discussing a potential property lease and purchase of real estate.**

Meeting Jan 24, 2022 - Board of Education Meeting

Category 13. Closed Session

Type Discussion, Information

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

Meeting Jan 24, 2022 - Board of Education Meeting

Category 13. Closed Session

Type Action, Procedural

# Appleton Area School District Annual Work Plan 2021-2022

RI: Reasonable Interpretation	T: Targets	DI: Direct Inspection
RI/I: Reasonable Interpretation/Indicators	E: External Monitoring	RM: Re-Monitoring
B: Baseline, Year One	I: Internal Monitoring	

	Policy Review					Community Connections		
Month	Student Results	Operational Expectations	Board-Superintendent Relations	Governance Culture	Board Development	Linkages	Advocacy	Board AdHoc Committees
May 2021						HS Graduations		
June 2021				Adopt Governance Policies / Adopt Annual Work Plan		Educator Retirement Event		
July 2021		1: Global Operational Expectation (RI/I) 5: Financial Planning (RI/I) 6: Financial Administration (RI/I) 7: Asset Protection (RI/I)			Potential BOE Work Session 1/2 Day Training  Approve Academic Standards (OE 11)			
August 2021	District Scorecard Review (DI)	9: Communicating with the Public (RI/I) 3: Treatment of Stakeholders (RI/I) 8: Communicating with and Support For the Board (RI/I)				Back to School Events  New Teacher Orientation Welcome		
September 2021		4: Personnel Administration (RI/I) 2: Superintendent Succession (RI/I)		Approve District Goals (District Scorecard Review)	WASB Regional Meetings  CG Wisdom Sharing Conference			

<b>October 2021</b>	2.1.1: ELA (RI/I) 2.1.2: Mathematics (RI/I) 2.1.3: Science (RI/I)					Annual Budget Hearing / Presentation		
<b>November 2021</b>	2.1.4: Civics and Social Studies (RI/I) 2.1.5: Health and Human Performance (RI/I) 2.1.6: Fine Arts (RI/I)	12: Facilities (RI/I)		Notice of Spring Election				
<b>December 2021</b>	2.1.7: World Languages (RI/I) 2.1.8: Career and Technical Education (RI/I) 2.1.9: Financial Literacy (RI/I)						WASB Resolutions	
<b>January 2022</b>	<del>3.1 Cognitive-Development (RI/I)</del> <del>3.2 Physical-Wellness-Development (RI/I)</del> <del>3.3 Communications-Development (RI/I)</del> <del>3.4 Social-Development (RI/I)</del> <del>3.5 Moral and Ethical-Character-Development (RI/I)</del> <del>3.6 Physchological-Development (RI/I)</del> <del>3.7 Career-Development (RI/I)</del>	11: Instructional Programming (RI/I)	Supt Evaluation (B/SR 5)		Board Self-Assessment  Wisconsin State Education Conference	MLK Jr. Day Event		
<b>February 2022</b>	<del>1: Mega-Result (RI)</del> <del>Mid-year-District-Scorecard-Review (DI)</del>	10: Learning Environment/Student Behavior (RI/I)						

<p><b>March 2022</b></p>	<p>3.1 Cognitive Development (RI/I)  3.2 Physical Wellness Development (RI/I)  3.3 Communications Development (RI/I)  3.4 Social Development (RI/I)  3.5 Moral and Ethical Character Development (RI/I)  3.6 Physchological Development (RI/I)  3.7 Career Development (RI/I)</p>							
<p><b>April 2022</b></p>	<p>1.0 Mega Result (RI/I)</p>			<p>Board Reorganization  Board Committees</p>	<p>WASB Regional Board Development  Spring Election  New Board Member Orientation</p>			
<p><b>May 2022</b></p>								
<p><b>June 2022</b></p>						<p>HS Graduations</p>		

## ITEM FOR CONSIDERATION

**TOPIC:** 2021-22 Gifts/Grants to the District

**BACKGROUND INFORMATION:** The attached list has been designated as Gifts/Grants to the District.

**FISCAL IMPACT:** Cash contributions totaling \$152,770.84; Goods/Services contributions totaling \$10,270.00; total contributions in the amount of \$163,040.84.

**ADMINISTRATIVE RECOMMENDATION:** Acceptance of the gifts with gratitude. Letters will be sent from the Board President expressing appreciation.

**CONTACT PERSON:** Judy Baseman, 832-6126

**BOE DATE:** 01/24/22

Appleton Area School District

Board Meeting Date: January 24, 2022

Contributor	Recipient	Use	Cash	Goods/ Services	Total
American Heart Association	Badger Elementary School	Physical Education Equipment	\$ 400.00		\$ 400.00
Anonymous	North High School	Renovation of tennis	\$ 2,000.00		\$ 2,000.00
Anonymous	North High School	General use	\$ 5,000.00		\$ 5,000.00
Appleton Area School District Occupational Therapy Dept.	AASD Homeless Program	Holiday gift baskets for 20 children and 20 teens, food items, blankets, gift card, household supplies, etc	\$ 50.00	\$ 250.00	\$ 300.00
Appleton Citywide Parent Network (Project SPEAK Grant)	McKinley Elementary School	Ball chairs and rocker chair for flexible seating in 1st grade classroom	\$ 283.39		\$ 283.39
Appleton Citywide Parent Network (Project SPEAK Grant)	McKinley Elementary School	Classroom items to assist with literacy and math in gr. 2/3 classroom	\$ 316.75		\$ 316.75
Appleton Citywide Parent Network (Project SPEAK Grant)	Richmond Elementary School	Puppets for school musical, "Pirates Past Noon"	\$ 262.90		\$ 262.90
Appleton Citywide Parent Network (Project SPEAK Grant)	Johnston Elementary School	Inclusive Playground for all students to enjoy	\$ 1,000.00		\$ 1,000.00
Appleton Education Association	AASD School Supply Drive	Funds to purchase school supplies, backpacks, etc. for needy students	\$ 2,000.00		\$ 2,000.00
Appleton Education Foundation (Betsy Melzer Endowment Fund)	Houdini Elementary School	Flexible seating	\$ 250.00		\$ 250.00
Appleton Education Foundation	North High School	Artwork Exchange program between North Drawing/Painting students and children living in Cameroon, Africa	\$ 260.00		\$ 260.00
Appleton Education Foundation (Appleton West Endowment Fund)	West High School	Books for Book Club students	\$ 1,100.00		\$ 1,100.00
Appleton Education Foundation ("Reading is a Gift" Fund)	Dunlap, Horizons, and Highlands elementary schools	One book for each student	\$ 7,533.00		\$ 7,533.00
Appleton Education Foundation (Korey Fischer Outdoor Fund)	East High School	Supplies for Outdoor Club	\$ 136.00		\$ 136.00

Board Meeting Date: January 24, 2022

Contributor	Recipient	Use	Cash	Goods/ Services	Total
Appleton Education Foundation	Franklin and Richmond Elementary Schools; West & Central	General use (via #give2learn)	\$ 700.00		\$ 700.00
Appleton Education Foundation (M. Spieth Outdoor Classroom Fund)	Einstein Middle School	Support outdoor classroom	\$ 3,124.70		\$ 3,124.70
Appleton Education Foundation (Allinger Education Fund)	Jefferson Elementary School	Community service project	\$ 337.00		\$ 337.00
Appleton Education Foundation (Valley New School Fund)	Valley New School	General support	\$ 5,285.00		\$ 5,285.00
Appleton Education Foundation (AEF Fund and Mile of Music Fund)	Madison, Wilson, Kaleidoscope and Einstein middle schools	Ukuleles for exploratory music classes	\$ 3,000.00		\$ 3,000.00
Appleton Education Foundation	Kaleidoscope Academy	Dual monitors for technology education	\$ 480.00		\$ 480.00
Appleton Education Foundation	Huntley Elementary School	Resources for math interventions	\$ 365.00		\$ 365.00
Appleton Education Foundation (Heffron Endowment Fund)	Horizons Elementary School	Walking School Bus	\$ 275.00		\$ 275.00
Appleton Education Foundation (Betsy Melzer Endowment Fund)	Horizons Elementary School	Chairs that rock	\$ 500.00		\$ 500.00
Appleton Education Foundation	Badger Elementary School	Sketching through arts integration	\$ 500.00		\$ 500.00
Appleton Education Foundation	AASD	Professional Development for speech-language pathologists	\$ 2,000.00		\$ 2,000.00
Appleton Education Foundation (Stoner Endowment Fund)	Renaissance School	Arts Go to War	\$ 1,000.00		\$ 1,000.00
Appleton Education Foundation (Gruner Family Fund and Melzer Endowment Fund)	Ferber Elementary School	Sensory room	\$ 3,000.00		\$ 3,000.00
Appleton Education Foundation	Ferber and Edison Elementary Schools	Keyboards for music classes	\$ 2,781.00		\$ 2,781.00

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Contributor	Recipient	Use	Cash	Goods/ Services	Total
Appleton Education Foundation (Thatcher Endowment Fund)	Dunlap Elementary School	Structural engineering project	\$ 1,500.00		\$ 1,500.00
Appleton Education Foundation	Kaleidoscope Academy	Dual monitors for technology education	\$ 480.00		\$ 480.00
Appleton Education Foundation	Madison Middle School	Balinese Gamelan Anklung instruments	\$ 500.00		\$ 500.00
Appleton Education Foundation (Anderson Education Fund)	Johnston and Horizons Elementary Schools	Enhance library media center/ support literacy programs and projects	\$ 1,263.60		\$ 1,263.60
Boy Scout Troop 127 and families	McKinley Elementary School	Troop built 2 storage sheds for safety patrol		\$ 200.00	\$ 200.00
Brucker, Jake & Rebecca	Odyssey-Magellan	School needs	\$ 200.00		\$ 200.00
Carpenter, Cheryl	Highlands & Odyssey	\$75 per teacher for student needs (hats, mittens, school supplies, etc.)	\$ 2,175.00		\$ 2,175.00
Community Foundation (Mielke Early Years Fund)	Appleton Even Start Family Literacy Program (AASD & FVTC)	6 Chromebooks and charging station for staff, students and families to use	\$ 3,600.00		\$ 3,600.00
Duscher, Paul & Kathy	Odyssey-Magellan	School needs	\$ 250.00		\$ 250.00
Erickson, Nancy	Central Programs	Student needs (clothing, food, emergency requests, etc.)	\$ 1,000.00		\$ 1,000.00
Explore Learning	Badger Elementary School	Subscription to Explore Learning to increase math learning	\$ 1,200.00		\$ 1,200.00
Family Radio "Help for the Homeless Hygiene Drive"	AASD Homeless Program	Gift cards for Walmart and JJ Laundromat for homeless families	\$ 1,180.00		\$ 1,180.00
Gies, Lisa	North High School	T-shirts for students, community engagement and service learning field trips (Polaris Alternative Program, Bolt Academy, North HS)	\$ 2,000.00		\$ 2,000.00
Graf, Thomas & Michelle	North High School	Renovation of tennis	\$ 300.00		\$ 300.00
Green Bay Packers Give Back	North High School	Girls' Volleyball program supplies	\$ 500.00		\$ 500.00
Happel, Claudine & Jim	West High School	Materials and enhancements for library	\$ 5,000.00		\$ 5,000.00



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Contributor	Recipient	Use	Cash	Goods/ Services	Total
Hardt, Sandra	Johnston Elementary School	Inclusive playground for all to enjoy	\$ 6,000.00		\$ 6,000.00
Heid, Todd & DeDe	Appleton Public Montessori	Support for music program	\$ 500.00		\$ 500.00
Heng, Steve & Beth	Dunlap Elementary School	General school use	\$ 1,000.00		\$ 1,000.00
Jarvis, Josh & Beatriz	Odyssey-Magellan	School needs	\$ 300.00		\$ 300.00
Jenkins, Brian & Amanda	Odyssey-Magellan	School needs	\$ 250.00		\$ 250.00
King's Daughters	AASD Homeless Program	Holiday gift baskets and basic needs for homeless families		\$ 400.00	\$ 400.00
Kiwanis Club Appleton Fox Cities	Elementary Title I Schools	Holiday celebration for 47 AASD elementary students, which included lunch and gifts		\$ 1,000.00	\$ 1,000.00
Kunz, Pearl	Wilson Middle School	General use	\$ 600.00		\$ 600.00
Lamers Bus Lines, Inc.	Elementary Title I Schools	2 buses to transport needy students to Kiwanis Holiday Party		\$ 300.00	\$ 300.00
Lamers Foundation	West High School	Launch Studio	\$ 1,000.00		\$ 1,000.00
Lions Clubs (Appleton Noon, Appleton Evening, Fox River)	Appleton Public Montessori, Berry, Classical, Dunlap, Foster, Horizons, Huntley, Jefferson, Johnston	Dictionaries for all 3rd graders (503 total)		\$ 1,257.50	\$ 1,257.50
Lions Club (Grand Chute)	Badger, Ferber, Houdini	Dictionaries for all 3rd graders (221 total)		\$ 552.50	\$ 552.50
Maertz, Chris & Michelle	Odyssey-Magellan	School needs	\$ 500.00		\$ 500.00
Mattingly, Gabe & Dana	Odyssey-Magellan	School needs	\$ 500.00		\$ 500.00
Menasha Corp. Foundation (matching gift from Maertz Family)	Odyssey-Magellan	School needs	\$ 500.00		\$ 500.00
Meyer - Friends & Family of Jake and Danielle Meyer	Appleton Even Start Family Literacy Program (AASD & FVTC)	25 families received reusable shopping bags filled with blankets, clothing, household items, toys, etc.		\$ 800.00	\$ 800.00
Olson Family (in memory of Sandra Olson, former bus para)	AASD Special Ed. Transportation Dept.	Items to help students be successful on bus and to help at various transfer sites	\$ 1,000.00		\$ 1,000.00

Board Meeting Date: January 24, 2022

Contributor	Recipient	Use	Cash	Goods/ Services	Total
Olson, Leah & Jason Radocay	Edison Elementary School	Pay for supervision for Edison's Wellness Room for students	\$ 3,000.00		\$ 3,000.00
Omicron Chapter - Delta Kappa Gamma	Dunlap Elementary School	Winter gear, school supplies, backpacks, snacks for students		\$ 750.00	\$ 750.00
Papenfuss, Jeff	Edison Elementary School	4 Plixio (61 key) digital electronic pianos for students to use		\$ 435.00	\$ 435.00
Picken, Jeffrey	North High School	Renovation of tennis	\$ 450.00		\$ 450.00
Picken, Jeffrey	North High School	Renovation of tennis	\$ 550.00		\$ 550.00
Power Train Services	West High School	Wrestling Team	\$ 500.00		\$ 500.00
Rupp, Terry & Joanne	Huntley Elementary School	Winter clothing for students	\$ 500.00		\$ 500.00
Shi, Shuping	North High School	Renovation of tennis	\$ 2,000.00		\$ 2,000.00
Singh, Virender (AV Foodmart)	Berry Elementary School	PBIS all school incentive behavior reinforcement program	\$ 1,000.00		\$ 1,000.00
St. Bernard Parish	AASD Homeless Program	School supplies		\$ 300.00	\$ 300.00
St. Bernard Parish	AASD	Winter clothing for needy students		\$ 300.00	\$ 300.00
St. Thomas More	AASD Homeless Program	Chapstick, mittens, hats, socks, deodorant, etc.		\$ 300.00	\$ 300.00
Steine, Benjamin	AASD Band Dept.	Alto Saxophone (Vito) for students in the band program who cannot afford to rent through a music store		\$ 350.00	\$ 350.00
Steine, Benjamin	AASD Band Dept.	Trombone (Yamaha Allegro) for students in the band program who cannot afford to rent through a music store		\$ 1,350.00	\$ 1,350.00
Thrivent Action Teams Grant	McKinley Elementary School	Holiday Celebration for students in need (tableware, food, gifts, etc.)	\$ 250.00		\$ 250.00
Thrivent Action Teams Grant (Richard & Pamela Franzke)	Appleton Even Start Family Literacy Program (AASD & FVTC)	Multi-lingual literacy/activity bags for early literacy family engagement	\$ 500.00		\$ 500.00

Board Meeting Date: January 24, 2022

Contributor	Recipient	Use	Cash	Goods/ Services	Total
UPS Store of Neenah & Toys for Tots Literacy	Badger Elementary School	450 books		\$ 1,125.00	\$ 1,125.00
U.S. Steelworkers Women of Steel	AASD Homeless Program/Foster Care	Blessing Bags to homeless families as		\$ 300.00	\$ 300.00
U.S. Venture	Appleton Even Start Family Literacy Program (AASD & FVTC)	25 families received a bag of books to add to their home library		\$ 300.00	\$ 300.00
Valley Kids Foundation	Central Programs	For use with needy students	\$ 10,000.00		\$ 10,000.00
Valley Kids Foundation	Jefferson Elementary School	For use with needy students	\$ 5,000.00		\$ 5,000.00
Valley Kids Foundation	Dunlap Elementary School	For use with needy students	\$ 5,000.00		\$ 5,000.00
Valley Kids Foundation	Badger Elementary School	For use with needy students	\$ 5,000.00		\$ 5,000.00
Valley Kids Foundation	Columbus Elementary School	For use with needy students	\$ 5,000.00		\$ 5,000.00
Vandehey, Jordan & Andy	East High School	Amazon Gift Cards for needy students	\$ 350.00		\$ 350.00
Vandehey, Jordan & Andy	Madison Middle School	Thank-you Gift Cards for area restaurants for Paraprofessionals in the Autism program	\$ 300.00		\$ 300.00
Van Groll, Rita	Foster Elem. Charter School	Books for LMC	\$ 500.00		\$ 500.00
Wisconsin Department of Public Instruction	Huntley Elementary School	Walking and Running Club incentives	\$ 350.00		\$ 350.00
Wisconsin Milk Marketing Board, Inc. (Fuel Up to Play 60)	Badger Elementary School	Healthy food and incentives for eating healthy and getting active	\$ 750.00		\$ 750.00
Wisconsin Milk Marketing Board, Inc. (Fuel Up to Play 60)	Huntley Elementary School	Promoting eating healthy and being physically	\$ 750.00		\$ 750.00
Zinth, Ben & Samantha	Odyssey-Magellan	School needs	\$ 200.00		\$ 200.00
Zion Evangelical Lutheran	Appleton Bilingual School	Gym equipment	\$ 1,000.00		\$ 1,000.00
Zion Evangelical Lutheran	Columbus Elementary School	School needs	\$ 1,000.00		\$ 1,000.00
<b>TOTAL:</b>			<b>\$ 121,188.34</b>	<b>\$10,270.00</b>	<b>\$ 131,458.34</b>

Board Meeting Date: January 24, 2022

<b>Contributor</b>	<b>Recipient</b>	<b>Use</b>	<b>Cash</b>	<b>Goods/ Services</b>	<b>Total</b>
<b>Contributor</b>	<b>Recipient</b>	<b>Use</b>	<b>Cash</b>	<b>Goods/ Services</b>	<b>Total</b>
Anonymous	Dunlap Elementary School	New School Marquee Sign	\$ 4,000.00		\$ 4,000.00
Anonymous	Dunlap Elementary School	New School Marquee Sign	\$ 100.00		\$ 100.00
Appleton Education Foundation (several donations for the sign flowed through AEF)	Dunlap Elementary School	New School Marquee Sign	\$ 3,371.00		\$ 3,371.00
Appleton Evening Lions Club	Dunlap Elementary School	New School Marquee Sign	\$ 300.00		\$ 300.00
Blalock, Joyce	Dunlap Elementary School	New School Marquee Sign	\$ 200.00		\$ 200.00
Borsche Roofing	Dunlap Elementary School	New School Marquee Sign	\$ 500.00		\$ 500.00
Box Tops	Dunlap Elementary School	New School Marquee Sign	\$ 198.50		\$ 198.50
Christensen Heating and Air Conditioning	Dunlap Elementary School	New School Marquee Sign	\$ 100.00		\$ 100.00
Community First Credit Union	Dunlap Elementary School	New School Marquee Sign	\$ 1,000.00		\$ 1,000.00
Community Foundation (Curt Detjen Family Fund)	Dunlap Elementary School	New School Marquee Sign	\$ 500.00		\$ 500.00
Community Foundation (Leota B. Ester Family	Dunlap Elementary School	New School Marquee Sign	\$ 500.00		\$ 500.00
Dunlap, Yvette	Dunlap Elementary School	New School Marquee Sign	\$ 3,180.00		\$ 3,180.00
Erdmann, Barry	Dunlap Elementary School	New School Marquee Sign	\$ 250.00		\$ 250.00
Fisher, James	Dunlap Elementary School	New School Marquee Sign	\$ 200.00		\$ 200.00
Gage, Michael	Dunlap Elementary School	New School Marquee Sign	\$ 500.00		\$ 500.00
Gill, Greg B.	Dunlap Elementary School	New School Marquee Sign	\$ 100.00		\$ 100.00
Heng, Beth	Dunlap Elementary School	New School Marquee Sign	\$ 1,000.00		\$ 1,000.00
Hermus, Joshua	Dunlap Elementary School	New School Marquee Sign	\$ 1,000.00		\$ 1,000.00

Board Meeting Date: January 24, 2022

Contributor	Recipient	Use	Cash	Goods/ Services	Total
Hines-Neville, Janice	Dunlap Elementary School	New School Marquee Sign	\$ 100.00		\$ 100.00
Jones, Allen & Patricia	Dunlap Elementary School	New School Marquee Sign	\$ 100.00		\$ 100.00
Kessenich, Eric & Mari	Dunlap Elementary School	New School Marquee Sign	\$ 5,000.00		\$ 5,000.00
Lee, David & Susan	Dunlap Elementary School	New School Marquee Sign	\$ 200.00		\$ 200.00
Lincoln Class of 2005	Dunlap Elementary School	New School Marquee Sign	\$ 1,000.00		\$ 1,000.00
McCain Foods	Dunlap Elementary School	New School Marquee Sign	\$ 500.00		\$ 500.00
Organization Management Services	Dunlap Elementary School	New School Marquee Sign	\$ 100.00		\$ 100.00
Sanderfoot, Carl & Nikki	Dunlap Elementary School	New School Marquee Sign	\$ 500.00		\$ 500.00
Sanderfoot, Elizabeth & Jacob	Dunlap Elementary School	New School Marquee Sign	\$ 133.00		\$ 133.00
Sietz, David	Dunlap Elementary School	New School Marquee Sign	\$ 50.00		\$ 50.00
Simmons Graves, Denise	Dunlap Elementary School	New School Marquee Sign	\$ 200.00		\$ 200.00
Spurlock, Runyan, Miller	Dunlap Elementary School	New School Marquee Sign	\$ 500.00		\$ 500.00
Tim Rausch Plumbing	Dunlap Elementary School	New School Marquee Sign	\$ 200.00		\$ 200.00
U.S. Bank	Dunlap Elementary School	New School Marquee Sign	\$ 5,000.00		\$ 5,000.00
U.S. Venture	Dunlap Elementary School	New School Marquee Sign	\$ 1,000.00		\$ 1,000.00
<b>TOTAL:</b>			<b>\$ 31,582.50</b>		<b>\$ 31,582.50</b>

<b>GRAND TOTAL:</b>	<b>\$ 152,770.84</b>	<b>\$10,270.00</b>	<b>\$ 163,040.84</b>
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**ITEM FOR CONSIDERATION**

**TOPIC:** Professional Educator New Hires

**BACKGROUND INFORMATION:** The professional educators listed below are recommended for contractual positions for the 2021-2022 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>	<u>Salary</u>	<u>Effective Date</u>
Sarah E. Lane	Literacy Interventionist	Appleton Bilingual School	50%	\$13,774	1/18/22
Lillie N. Lee	Special Ed-EBD/SLD	Edison	100%	\$21,682	1/19/22

**Sarah E. Lane** received her Master of Education degree from University of Illinois-Chicago with a major in Instructional Leadership with a concentration in Literacy, Language and Culture. Ms. Lane is being hired as a “Temporary Employee” for the second semester of the 2021-2022 school year. Most recently, she served the District as a Talented & Gifted Teacher with the District at Appleton Bilingual School, Columbus & Horizons Elementary Schools.

**Lillie N. Lee** received her Bachelor of Science in Education degree from Marian University with a dual major in Elementary and Special Education. Ms. Lee is being hired as a “Temporary Employee” for the second semester of the 2021-2022 school year. Currently, she is completing her student teaching with the District at Edison Elementary School.

**FISCAL NOTE:** As indicated above.

**ADMINISTRATIVE RECOMMENDATION:** Approval.

**INSTRUCTIONAL IMPACT:** The candidates listed above have been recommended by the administrator to whom they will report as the best candidates for the positions.

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

1/24/22

**ITEM FOR CONSIDERATION**

**TOPIC:** Professional Educator Contract Change(s)

**BACKGROUND INFORMATION:** Contract changes for the following individuals are recommended for the 2021-2022 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>	<u>Effective Date</u>
Molly M. Welhouse	School Age Parent Program	EHS	100% to 110%	1/18/22
Alyssa M. Westphal	Social Studies	WHS	90% to 110%	1/18/22
PaNhia V. Yang	School Age Parent Program	EHS	100% to 110%	1/18/22

**FISCAL NOTE:** As indicated above.

**ADMINISTRATIVE RECOMMENDATION:** Approval.

**INSTRUCTIONAL IMPACT:** These assignments will meet the needs of students.

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

1/24/22

## **ITEM FOR CONSIDERATION**

**TOPIC:** Professional Educator Resignation(s)

**BACKGROUND INFORMATION:** The following Professional Educator has submitted a letter of resignation.

**Robin E. Coolidge** has been with the District for four and a half years, most recently as a Special Education Teacher at Badger Elementary School. Ms. Coolidge's resignation is effective at the end of the Friday, January 28, 2022 workday.

**FISCAL NOTE:** Dependent upon replacement.

**ADMINISTRATIVE RECOMMENDATION:** Approval.

**INSTRUCTIONAL IMPACT:** A qualified replacement will be procured.

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

1/24/22



## **ITEM FOR CONSIDERATION**

**TOPIC:** Administrative Contracts

**BACKGROUND INFORMATION:** Attached is a list of administrators employed by the District who are recommended to receive a contract for the 2022-2023 school year to be effective July 1, 2022. These contracts do not reflect a salary adjustment for the 2022-2023 school year as compensation has not been determined.

**FISCAL NOTE:** N/A

**ADMINISTRATIVE RECOMMENDATION:** It is recommended that one-year contracts, as permitted by Wisconsin Statutes § 118.24(6), be offered to the administrators listed.

**INSTRUCTIONAL IMPACT:** N/A

**CONTACT PERSON:** Julie King, 920-997-1399

1/24/2022

AASD Administrator Contracts										
2022-2023 Administrative Contracts										
Last Name	First Name	Position	Location							
Behnke	Emily	Principal	Berry Elementary							
Bernhardt	Jospeh	Associate Principal	Einstein Middle School							
Bomann	Thomas	Principal	Classical School							
Brice	Karen	Principal	Horizons Elementary							
Buchanan	Rhonda	Principal	Huntley Elementary							
Bunnow	Nanette	Assistant Superintendent -School Services	Leadership Center							
Burr	Holly	Director - Business Services	Leadership Center							
Cannon	Ioel	Principal	ABS/Columbus Elementary							
Collins	Kelly	Principal	Ferber Elementary							
Comerford	Kristin	Coordinator - Career Based Learning & CTE	Morgan							
DeBoer	Christy	Associate Principal	West High School							
Didreckson	Amy	Associate Principal	West High School							
Franzke	Pamela	AASD Title I, Even Start Family Literacy & Birth-Five Outreach Coordinator	Morgan							
Frerks	Tiffany	Associate Director of Student Services	Leadership Center							
Garvey	Sheree	Associate Director of Student Services	Leadership Center							
Guilbeault	Cassie	Principal	Appleton Public Montessori							
Hansel	Mark	Director - Facilities & Operations	F&O							
Hardesty	Kathryn	Principal	Houdini Elementary							
Harrison	Stephan	Assistant Superintendent - AC&I	Morgan							
Hartjes	Greg	Chief Financial Officer	Leadership Center							
Hartkopf	Duane	Associate Principal-Activities Director	North High School							
Heitl	Justin	Principal	Central High School							
Hermes	Paul	Associate Principal	North High School							
Hernandez	Michael	Assistant Superintendent -School Services	Leadership Center							
Heu	Maikou	Principal	Johnston Elementary							
King	Julie	Chief Human Resources Officer	Leadership Center							
Knaack	Jack	Principal	Richmond Elementary							
Krueger	Kari	Principal	Highlands Elementary							
Lee	Patrick	Associate Principal	North High School							
Leopold	Kelly	Director of ELA, SS, World Languages (7-12), Media (K-12)	Morgan							
Leschisin	Lori	Principal	Jefferson/Fox River Academy							
McClone	William	Principal	Dunlap Elementary							
McClowry	James	Associate Principal-Activities Director	West High School							
McQuade	Mark	Principal	West High School							
Minneau	Matthew	Principal	East High School							
Molitor	Alexandra	Principal	Kaliedoscope Academy							
Moreland	Debra	Associate Principal	Wilson Middle School							
Moua	Pa Lee	Diversity, Equity & Inclusion Officer	Leadership Center							
Mueller	David	Principal	Einstein Middle School							
Mueller	Michelle	Principal	Wisconsin Connections Academy							
Nitka	David	Associate Principal	Highlands Elementary							
Noel	Karen	Principal	Foster Elementary							
Peterson	Ryan	Principal	North High School							
Preston	Suzette	Principal	4K							
Pynenberg	David	Director of Human Resources	Leadership Center							
Ruhsam Tegelman	Kristin	Principal	Wilson Middle School							
Schanke	Andrew	Associate Principal	Madison Middle School							
Schmeltzer	Kathryn	Principal	Edison Elementary							
Smedberg	Jacqueline	Associate Principal	East High School							
Steiner	Amy	Principal	Morgan							
Strohfeldt	Corene	Associate Principal	Huntley Elementary							
Swick	Amy	Coordinator-EL/Bilingual	Morgan							
Torrey	David	Principal	Madison Middle School							
Toshner	Melissa	Associate Director - Special Education	Morgan							
Ulman	Renee	Coordinator - Fine Arts	Morgan							
Van Fossen	Kelsi	Associate Principal	East High School							
Vanden Boogaard	Polly	Assistant Superintendent - Student Services	Leadership Center							
Vinje	Andrea	Principal	McKinley Elementary							
Werfal	Scott	Director of Technology Services	Morgan							
Werley Gonzalez	Anne Marie	Principal	Badger Elementary							
Willer	Carrie	Director of Elementary Education (5K-6)	Franklin Elementary							
Wranosky	Michelle	Associate Director - Special Education	Morgan							
Xiong	Thai	Director-STEM (7-12)/Health & Human Performance (K-12)	Morgan							
Zachow	Timothy	Associate Principal-Activities Director	East High School							
Zimmerman	Matthew	Assistant Superintendent -School Services	Leadership Center							

## **ITEM FOR CONSIDERATION**

**TOPIC:** Staff Job Descriptions

**BACKGROUND INFORMATION:** Job descriptions for all professional employee classifications that require the employee to hold a Wisconsin Department of Public Instruction (DPI) license shall be adopted by the Board of Education in accordance with Wisconsin Administrative Code PI 8.01 (2)(q) as outlined in Board Policy 254. The District's process has been to bring present for approval any new or revised designated job descriptions on an annual basis. Attached is are the revised job descriptions for the 2021-2022 school year.

**FISCAL NOTE:** None.

**ADMINISTRATIVE RECOMMENDATION:** Approval of the attached job descriptions.

**INSTRUCTIONAL IMPACT:** None.

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

1/24/2022



## Department of Human Resources

131 E. Washington St. Suite 1A

Appleton, WI 54911

P: (920) 832-6161 F: (920) 832-5740

[www.aasd.k12.wi.us](http://www.aasd.k12.wi.us)

### JOB DESCRIPTION

**Job Title:** Principal (Elementary, Middle, and High School)

**Classification:** Administrator

**FSLA Status:** Exempt

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#### **Essential Function:**

The Principal promotes the success of all staff and students at the school by facilitating the development, articulation, and implementation of a vision of teaching and learning that supports the District's mission and vision.

#### **Responsibilities, Tasks & Duties:**

##### QUALIFICATIONS:

- Ability to demonstrate strong instructional orientation, including an emphasis on instructional time, current strategies/best practices and their application to change, if needed
- A commitment to work collaboratively with staff, students, alumni, and the community toward continuous improvement of educational programming for all students
- Demonstration of a collaborative style: supportive, approachable, and responsive to the professional educators' skills and expertise; provide for individual creativity
- Experience in providing internal visibility to students and staff and external school visibility to students, parents and the school community
- Ability to work with diverse students, staff families, and community organizations
- Ability to work with students, staff and a community of diverse cultural backgrounds
- Ability to advocate for school and community needs
- Experience with site-based budget management
- Knowledge of Special Education, EL, TAG, and alternative education programming
- Knowledge of RtI/PBIS framework desired
- Prior successful experience as a building level administrator or experience in a similar leadership role is highly desired
- Mobility to be responsive to students and staff situations throughout the building

**DUTIES:** The Principal is expected to be an instructional leader. This individual will exemplify leadership and responsibility in facilitating the staff in the creation of a positive learning environment for the educational community. The Principal is responsible for school/community relations, budget (site-based environment), staff and student relationships in a collaborative environment, and support for District initiatives, as needed.

## **Developing Effective Educators**

### **Recruiting and Selecting**

1. Use systematic, fair, and consistently-applied hiring process so that staff have the competencies to contribute to the school's mission and goals;
2. Use multiple methods to collect information that is likely to predict future effectiveness;
3. Take an active role in recruiting a diverse staff;
4. Involve other staff in the recruitment and hiring process; and
5. Anticipate staff vacancies, plan for new staff recruiting.

### **Assignment of Teachers and Instructional Staff**

1. Anticipate staff vacancies, plan for new staff recruiting, change assignments of existing staff, and make assignments based on both student needs and staff qualifications and effectiveness;
2. Consider the composition of grade or subject teams to facilitate staff cooperation and build professional community; and
3. Orientate new staff to the school's goals, policies, and procedures.

### **Performance Evaluation and Feedback**

1. Accurately assess professional practice, provide high quality feedback and other supports, such as instructional coaching;
2. Foster a cycle of continuous improvement, and
3. Regularly engage in calibration activities to improve evaluation accuracy.

### **Leading Professional Learning**

1. Provide staff with learning opportunities that improve practice and ability to respond positively to student cultural, economic, or linguistic diversity;
2. Diagnostic use of staff practice and student learning data to inform the design and monitor the impact of the opportunities provided;
3. Align learning resources to the school's improvement priorities; and
4. Work with staff to set learning goals, provide relevant learning opportunities, and monitor learning accomplishments.

### **Distributed Leadership**

1. Draw upon staff expertise to address tasks and school priorities;
2. Identify opportunities based on school needs and goals and encourage staff to take on leadership roles that contribute to meeting school goals; and
3. Support emerging leaders with feedback, coaching, and monitoring.

### **Vision and Mission**

1. Cultivate collective responsibility for student learning through the collaborative development of the vision and mission that emphasizes the shared belief that each student is an active learner;
2. Align initiatives to the goals identified in the school improvement plan; and
3. Engage stakeholders in goal assessment and practice adjustments to guarantee equitable student access to effective instruction and a rich curriculum.

### Student Achievement Focus

1. Ensure that each student has the opportunity to graduate college, career, and community ready
2. Consistently monitor and address achievement gaps in and across student groups
3. Engage in frequent observation and feedback cycles to ensure equitable access to quality programs and instruction
4. Foster community partnerships to enhance access to the rich curriculum and authentic learning experiences

### Staff Collaboration

1. Create opportunities for collaboration aligned to school and district goals and that focus on instruction, teaching, and learning
2. Promote reflective inquiry and collective responsibility through formal and informal collaborative opportunities around student learning and instructional practices

### School-wide Use of Data

1. Provide the time and space for data-based cycles of inquiry
2. Model, facilitate, and empower staff in the use of relevant data to make instructional decisions
3. Foster a culture of inquiry as principals and teachers engage in the continuous review of student academic growth, teacher professional learning, school improvement plans, and School/Student Learning Objective data to address equitable opportunity and achievement gaps in and across groups of students

### Student Learning Objectives (Teacher SLOs)

1. Understand SLO criteria and help teachers meet the criteria through access to resources
2. Encourage SLOs that represent teacher goals and priorities and align with and support school improvement priorities

### **Leadership Actions**

#### Professionalism

1. Demonstrate a positive demeanor and set an example for professional behavior of others
2. Consistently address negative actions, fostering an environment where staff share accountability for ethical practice
3. Lead others in culturally responsive practice
4. Contribute to the profession by participating in and occasionally leading activities that promote school leadership and organizational effectiveness

#### Time Management and Priority Setting

1. Engage in decision-making that prioritizes time for teaching and learning
2. Set clear and realistic action steps and adhere to them to achieve school goals.

#### Personal Professional Learning

1. Promote professional learning in others and actively pursue their own professional learning
2. Solicit feedback from others, including their supervisors, teachers, and other stakeholders
3. Keep current with research on leadership practice, student learning, and organizational development
4. Apply research-derived practices to meet personal and school goals

## School Climate

1. Shape and support the school climate by fostering a shared understanding of the school's values, beliefs, goals, and standards for interactions that are inclusive and representative of the different perspectives
2. Develop trusting relationships that contribute to a climate where educators and students feel ownership and are encouraged to take risks aligned to school goals

## Communication

1. Develop a shared organizational purpose representative of high expectations that are specific to the school context and student population
2. Provide the direction and develop understanding and motivation around school goals and improvement efforts through clear communication
3. Tailor messages to the audience (i.e., staff, parents, students, community)
4. Evaluate and modify messages to increase effectiveness
5. Respond in timely and meaningful ways to the inquiries received

## Change Management and Shared Commitment

1. Transform schools by building shared commitment and ownership within the school and in the broader community
2. Effectively manage change by cultivating collaborative leadership, building consensus by demonstrating the value of change, and integrating district and state initiatives into school improvement goals

## Learning Environment Management

1. Create environments conducive to learning
2. Manage the operations of the school building
3. Through proactive planning and shared responsibility for safety, maintain an environment that is supportive of learning and promotes the physical and emotional well-being of students and staff

## Financial Management

1. Collaboratively develop budgets by identifying learning priorities and the financial needs to support them
2. Manage funds flexibly and responsibly
3. Manage budgets aligned with school improvement goals and promote equitable practices

## Policy Management

1. Promote understanding, implementation, and compliance with policies, procedures, laws, and regulations to provide safeguards that the school is meeting the needs of all students and staff

## Diversity

1. Understand the historical aspects of individual students and their needs
2. Promote a welcoming and inclusive learning environment
3. Lead others in culturally responsive practices

## Other

1. Performs such other related responsibilities as may be assigned.

**Qualifications:**

- Principal License (5051)

***Candidates who apply prior to the deadline will receive first consideration.***

The Appleton Area School District is an Equal Opportunity employer and does not discriminate against applicants or employees based on race; age; sex or sexual orientation; gender or gender identity; creed or religion; color; handicap or disability; marital, citizenship, or veteran status; membership in the National Guard, state defense force, or reserves; national origin or ancestry; arrest or conviction record; use or non-use of lawful products off the District's premises during non-working hours; or any other characteristic protected by law. The District encourages applications from all segments of the population.

**- An Equal Opportunity Employer-**





## Department of Human Resources

131 East Washington Street, Suite 1A  
Appleton, WI 54911  
P: (920) 832-6161 F: (920) 832-5740  
[www.aasd.k12.wi.us](http://www.aasd.k12.wi.us)

### JOB DESCRIPTION

Job Title: Instructional Coach

Classification/Contract Days: Professional Educator / 185 days

Exempt/Non-Exempt: Exempt

Relationships: Direct Supervisor: Director of Instruction, Building Principal or other designated administrator

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**Essential Function:** The essential function of the instructional coach is to positively impact student achievement by empowering staff through coaching to provide the highest quality instruction.

#### **Responsibilities, Tasks & Duties:**

Engages in Reflective Practice:

- Models reflective dialogue by asking open ended questions, probing, and using paraphrasing techniques when working with clients
- Promotes reflective practices and supports instructional staff through collaborative resource management, coaching presentations, focused classroom visits, co-planning, study groups, demonstration lessons, peer coaching, and co-teaching
- Uses student work as a means of encouraging client reflection
- Recognizes personal bias in an effort to be culturally responsive

Facilitates Change:

- Assesses the environment for change by analyzing data, building goals, student achievement data and building culture
- Facilitates change by focusing on the intentional capacity building/ongoing professional improvement while considering the will, skill, knowledge, and capacity to change
- Expects, explains beliefs about, attends, and mitigates resistance to change
- Promotes and works with the client to build confidence in initiating change
- Collaborates weekly with building principal aligning coach goals to the school improvement plan

Facilitates Coaching Conversations Through Coaching Cycles:

- Sets tone for coaching conversations by establishing and maintaining norms of collaboration, monitoring the emotional climate, maintaining rapport and trust, and maintaining the focus and structure of the conversations
- Actively listens, purposely observes, challenges assumptions, and guides the synthesis of the conversation and reflection
- Supports the problem-solving process by employing questioning strategies, shared decision

making/collective responsibility, and bridging between knowing and doing (the next steps)

- Assists clients in setting attainable student learning objectives and professional practice goals by co-developing a plan, building capacity, collecting data throughout the coaching cycle to measure impact, and reflecting on outcomes

#### Develops Relationships:

- Establishes culturally responsive rapport and common ground
- Fosters a mutually trusting and respectful relationship between coach and client
- Actively listens with compassion, curiosity, and empathy
- Is prepared, gathers background knowledge, responsive, and keeps commitments
- Maintains confidentiality

#### Knowledge Base Development:

- Understands and utilizes a wide range of coaching approaches and protocols to be responsive to the situational needs of the clients
- Exhibits an understanding of cultural competency in relation to student and adult learners
- Consistently seeks personal capacity building opportunities grounded in research and best practices
- Demonstrates an understanding of data literacy and uses data to drive instruction and measure the effectiveness of the coaching cycles
- Understands effective systemic change, adult learning, and emotional intelligence

#### Communication and Interaction:

The instructional coach routinely collaborates with educators and administrators in a coaching relationship in the following manner:

- Communicates in various contexts including written/oral, nonverbal, and through organized, focused and structured professional development presentations in both small and large groups
- Demonstrates active listening
- Implements questioning strategies to foster productive dialogue
- Communicates in a respectful, actionable, open-minded, and non-evaluative manner
- Fosters essential communication throughout the change process

#### Professional Involvement:

- Assumes an active and/or leadership role in site and/or district level committees: Problem Solving Team(s) in relation to building Multi-Level System of Support structures (Student Services Team, Tier 2, Tier 3)
- Member of Continuous School Improvement Team/Building Leadership Team
- Professional Learning Communities (Solution Tree)and/or RTI at Work (Solution Tree)
- WI RtI Center Training for Leadership & Coaching Development
- Systems including: Canvas, EduClimber, and iReady
- Classroom Management/CLR Champion

**Qualifications:**

- A Department of Public Instruction educator license
- Minimum 5 years of classroom teaching experience
- Knowledge of curriculum, content, and standards in relation to standards based instruction and assessment
- Exhibits a strong understanding of adult and student learning and expertise in working with staff to improve their practices
- Experience as a group leader and facilitator
- Demonstrates excellent written and oral communication skills
- Demonstrates the ability to reflect on his/her own instructional practices (including PLC and professional development participation, uses feedback for self-improvement and establishing clear, professional practice goals)
- Demonstrates respect, a positive supportive attitude, and strong relationship-building skills
- Fosters relationships based on trust, confidentiality, and respect
- Participated in or willingness to secure coaching related training

**Physical and Sensory Requirements:**

Work is performed primarily in the classroom environment or presentation setting requiring the instructional coach to:

- Lift and/or carry books, computer paper or other teaching materials.
- Climb stairs, reach, stoop, and bend.
- Use general hearing, speaking and visual skills.
- Use of cognitive reasoning to interpret report, compare, edit, organize and evaluate.

***Candidates who apply prior to the deadline will receive first consideration.***

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## Department of Human Resources

131 East Washington Street, Suite 1A  
Appleton, WI 54911  
P: (920) 832-6161 F: (920) 832-5740  
[www.aasd.k12.wi.us](http://www.aasd.k12.wi.us)

### JOB DESCRIPTION

**Job Title:** Assistant Superintendent/School Services

**Classification/Contract Days:** Administrator / 12 month

**FLSA Status:** Exempt

**Supervisor:** Superintendent of Schools

**Relationships:** Member of District Leadership Team; Works with Assessment, Curriculum and Instruction (ACI) Staff, Business Services, Diversity, Equity, and Inclusion Department, Facilities and Operations, Human Resources, School Climate, Student Services, Technology Services, Building Principals, Educators, Program Leaders, Curriculum Support Specialists (CSS), School Communities and broader community

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**Essential Function:** The Assistant Superintendent of School Services assists the Superintendent in the administration of Board policy and operational affairs of the District to provide the best possible educational services with the financial resources available. Oversees the operations of assigned sites and programs. The role supports, develops, and evaluates principals/administrators. This includes coordinating curriculum planning, implementation, and evaluation; program development and evaluation; career and vocational education; and all aspects of developing and evaluating special programs. Supervises the development, organization, implementation, coordination, and evaluation of staff. Achieving excellence and equity requires that the Assistant Superintendent works collaboratively to lead and communicates effectively with parents, members of the community, and colleagues in other districts and schools.

#### **Responsibilities, Tasks & Duties:**

Special Characteristics of the Position:

##### **Required Experience**

- At least five years of experience as an elementary and/or secondary principal
- Experience and training in Diversity, Equity and Inclusion (DEI) including culturally and linguistically responsive practices
- Experience and training in special education and how to address the needs of diverse learners
- Professional training/advanced degree in district level leadership
- Process skills relative to group dynamics, interpersonal relations, consensus processes, team building, adult learning, and conflict resolution.
- Strong general background in curriculum, instruction, assessment, and evaluation

## Position Responsibilities:

### Supervision of Building Principal Leadership

- Assume leadership for guiding principals and schools toward exemplary quality instruction, quality services, and an inclusive and engaging culture to support teaching and learning
- Collaborate with the Assessment, Curriculum, and Instruction, Student Services and Diversity, Equity and Inclusion Department to implement professional development opportunities for principals and their staff
- Build positive relationships and work with diverse students, staff, families, community organizations, and a community of diverse cultural backgrounds
- Consistently articulate and support the district's vision, Board of Education goals, policies, and strategic plan
- Assist principals and schools to assure that current practices are consistent with prioritized strategic actions identified through the District's continuous improvement scorecard process
- Visit schools frequently, observing principals, staff, and students as a community of learners
- Carry out the supervision and evaluation of principals using the Educator Effectiveness (EE) system
- Ensure principal accountability for the supervision and evaluation of staff using the EE system
- Serve as an advocate for the needs of students and their school communities

### Supervision of School Operations

- Manage day to day school operations
- Serve as the contact for district level communication from families, students, and staff and respond, as needed, in a timely manner and inform/refer to superintendent for follow-up, as needed
- Confer, plan and advise principals on day to day operational questions
- Execute Board of Education policy and administrative procedures as it relates to operation of schools
- Work with the District Leadership Team and Board of Education to achieve a collective vision for schools

### Supervision of Continuous School Improvement Planning (CSIP) and District Scorecard process

- Oversee site CSIP scorecard development and timely progress monitoring
- Facilitate data collection and reporting as required by the Board of Education Coherent Governance policies as outlined in the annual Board of Education Work Calendar
- Hold principals accountable for CSIP Scorecard monitoring and achievement of targeted outcomes

### Other

- Attend Board of Education meetings
- Work with the full Leadership Team to advance the vision and mission of the District

- Other duties as assigned relevant to the School Services Department
- Such other related tasks as may be assigned

**Qualifications:**

- District Administrator License – Superintendent license preferred

**Working Conditions:**

- Work involves disruptions of daily schedule
- Work involves frequent deadlines under pressure.
- Work requires flexibility in adjusting to continuously changing situations
- Work entails a flexible daily schedule
- Work involves high level of decision-making and the ability to keep information confidential
- Work requires frequent use of computer programs and data analysis
- Work involves planning and collaboration with others on targeted organizational changes
- Work involves travel in and outside the district

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### JOB DESCRIPTION

**Job Title:** Substitute Principal

**FSLA Status:** Exempt

**Relationships:** Direct Supervisor - Assistant Superintendent for School Services

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**Essential Function:** Leads school community in the absence of the regular principal.

#### **Responsibilities, Tasks & Duties:**

- Maintain schedule availability to accept opportunities that arise
- Execute daily plans consistent with the principal's guidelines
- Manage the daily operations of the school building, maintaining an orderly, positive, inclusive learning environment for the educational community that promotes the physical and emotional well-being of students and staff and ensures continuity of learning for students
- Manage staff and report to the Assistant Superintendent personnel issues
- Be familiar with emergency protocols, such as fire, tornado, and lockdowns
- Adhere to all school district policies and procedures
- Supervise students during transitions (ie. before/after school, hallways, cafeteria, recreational areas, etc.) to provide a safe and welcoming environment
- Reports all student injuries, accidents, and illnesses to the appropriate authority immediately or as soon as is reasonably possible
- Demonstrate a positive demeanor and ethical/professional behavior when working with students, staff, and families
- Maintains and respects confidentiality of student and staff information and adhere to confidentiality of student records/information gained as part of exercising professional duties
- Communicate to the Assistant Superintendent or designee any unique or emergency situations. Notify immediately appropriate personnel of any evidence of substance abuse (including Child Protective Services), child abuse, child neglect, severe medical conditions, potential suicide, or individuals appearing to be under the influence of alcohol, or controlled substances
- Complete a summary report for the principal
- Performs such other related responsibilities as may be assigned

**Essential Skills, Knowledge, and Abilities:**

- Ability to follow oral and written directions
- Demonstrate strong verbal/written communication, interpersonal and critical thinking skills, and flexibility
- Demonstrate strong instructional orientation, including an emphasis on instructional time and current strategies/best practices
- Demonstrate effective behavior management strategies that are culturally and linguistically responsive
- A commitment to work collaboratively with staff, students, families, and the community toward continuous improvement of educational programming for all students
- Demonstrate a collaborative style: supportive, approachable, and responsive
- Experience in providing internal visibility to students and staff and external school visibility to students, families, and the school community
- Ability to work with students, staff, and a community of diverse cultural backgrounds
- Knowledge of Special Education, EL, TAG, and alternative education programming
- Knowledge of RtI/PBIS framework, Infinite Campus, Canvas, Non-violent Crisis Intervention de-escalation strategies, Restorative Practices, and Educator Effectiveness/Frontline desired
- Prior successful experience as a building level administrator or experience in a similar leadership role desired
- Be dependable and reliable in accepting assignments

**Qualifications:**

- A valid and current WI Principal License (5051)

**Working Conditions/Environment:**

- Ability to maintain emotional control under stress
- Ability to communicate effectively, verbally and in writing
- Ability to tolerate frequent disruptions of schedules and activities
- Ability to work in an environment with visual, auditory, and olfactory distractions

**Physical and Sensory Requirements:**

- Duties performed typically in school settings to include: classrooms, gymnasium, cafeteria, auditorium, and recreational areas
- Frequent walking, standing, stooping, lifting, up to approximately 30 pounds and occasional lifting of equipment and/or materials weighing up to 40 pounds may be required; Other physical activities may be required
- Vocal communication is required for expressing or exchanging ideas by means of the spoken word; hearing is required to perceive information at normal spoken word levels
- Visual acuity is required for preparing and analyzing written or computer data, determining the accuracy and thoroughness of work, and observing general surroundings and activities
- Daily personal and close contact with staff and students to provide behavior management and learning environment support
- Provide transportation to assignments if in different buildings on a given day
- Use general hearing, speaking and visual skills
- Use of cognitive reasoning to interpret reports, compare, edit, organize and evaluate



**Disclaimer:**

The above statements are intended to describe the general nature and level of work being performed by people assigned to this classification. They are not to be construed as an exhaustive list of all responsibilities, duties, and skills required of personnel so classified. All personnel may be required to perform duties outside of their normal responsibilities from time to time, as needed.

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### JOB DESCRIPTION

**Job Title:** Associate Principal - Curriculum and Instruction (High School)

**Classification/Contract Days:** Administrator /260 days

**FSLA Status:** Exempt

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**Essential Function:** This position collaborates and communicates effectively as a partner with the administrative team to provide high quality learning opportunities for all students in a welcoming and safe environment learning in which students can succeed. This position takes the lead in academics to eliminate barriers to student success, implement curriculum, and coordinates engaging instructional practices.

#### **Responsibilities, Tasks and Duties:**

##### **School Operations, Processes and Procedures:**

- Constructs the master schedule
- Supervision of grade reporting processes (mid-quarter, quarter, semester, academic and CLS grades)
- Responsible for managing all state and District mandated testing and Advanced Placement
- Assists with the course selection process for the upcoming school year; working with school counselors/advisories, secretaries, etc. & assists in providing students with accurate schedules each semester
- Implements state public education rules, regulations and laws, and school district policies and procedures
- Serves as a principal representative on site-based or District committees, participates in meetings and functions, and attends, supports, and supervises various co-curricular activities/events
- Inspire and lead staff to continually improve effective and engaging learning opportunities
- Lead work in align with individual and school improvement priorities and maximize use of time and resources
- Actively contribute to the development and implementation of the School's Continuous School Improvement Plan with input from broad representation of internal and external stakeholders, analysis of data and incorporation of evidence-based strategies

##### **Initiates/maintains staff collaboration to maintain high quality educational opportunities for all students:**

- Establishes, coordinates and supervises implementation of collaborative learning opportunities for all students based on student data analysis
- Serves as liaison between students and groups regarding students, school, career, and community
- Engages with various individuals and local, state, and national groups relating to students, schools and societal issues

**Orientation, Evaluation and Supervision of Personnel:**

- Shares responsibilities of hiring personnel with the administrative team in accordance with District procedures
- Take an active role in recruiting diverse staff
- Assists in the induction/orientation processes and procedures for new personnel
- Supervises assigned educators and support staff and addresses performance through District protocol
- Evaluates assigned educators and support staff in accordance with established evaluation systems
- Provides professional development opportunities to staff in areas of expertise

**Effectively communicates, collaborates, and engages stakeholders to promote a safe and welcoming school environment for all students to succeed:**

- Creates opportunities in collaboration with staff for a personalized educational community for students
- Maintains visibility and accessibility to all stakeholders
- Collaborates and networks with district colleagues, the community and other stakeholders to effectively utilize the resources and expertise available
- Provides a variety of resources and opportunities to assist family partners in assisting students

**Advocates, develops, and nurtures, an inclusive, welcoming and safe school climate:**

- Uses data and incorporates knowledge of the social, cultural, emotional, trauma-sensitivity, and behavioral dynamics of the school community to cultivate a welcoming and safe school environment
- Provides an environment in which each student has a positive, nurturing relationship with caring adults by encouraging a climate that is inviting, respectful, supportive, inclusive, and flexible utilizing restorative practices
- Understand the historical aspects of individual students and their needs (academic and social/emotional)
- Lead others in culturally responsive practices

**Demonstrates behavior consistent with legal, ethical, and professional standards, and by engaging in continuous professional development and contributing to the profession:**

- Models professional behavior and is culturally responsive to students, staff, and other stakeholders
- Provides leadership in sharing ideas and information with staff, students, families and community partners
- Assumes responsibility for own professional growth and learning to positively shape school effectiveness

Performs other duties and related responsibilities as assigned

**Qualifications:** Principal License (5051)

**Knowledge, Skills and Abilities:**

- Become an integral member of the administrative team and share in the responsibility of guiding and facilitating staff in the creation of a positive learning environment for the school educational community

- Ability to work with diverse students, staff, families, and community organizations
- Embrace forward thinking and research-based analysis
- Teachescape evaluation training required (training provided)
- Experience/Knowledge of the scheduling process and student management and scheduling computer programs (Infinite Campus) and a working knowledge of our learning management system (CANVAS)
- Strong interpersonal and communication skills; ability to work as part of a team
- Knowledge of curriculum and instruction practices, especially around teacher clarity
- Background in hiring, supervision, and evaluation of staff
- Attention to detail as it relates to scheduling, testing, etc.
- Understanding of standards based learning and reporting practices
- Experience in building level administration and an understanding of working with a comprehensive high school that also serves charter is desirable

**Physical and Sensory Requirements:**

Work is performed primarily in the classroom environment requiring the educator to:

- Lift and/or carry books, paper, or other teaching/presentation materials
- Climb stairs, reach, stoop, and bend
- Hearing, speaking, mobility and visual skills sufficient to successfully conduct classroom instructional and supervisory duties
- Use of cognitive reasoning sufficient to interpret, report, compare, edit, organize and evaluate

**Working Conditions:**

- Work involves disruptions of daily schedule
- Work involves frequent deadlines under pressure
- Work requires flexibility in adjusting to continuously changing situations and daily schedule
- Work involves a high level of decision-making and the ability to keep information confidential
- Work requires frequent use of computer programs and data analysis
- Work involves planning and collaboration with others on targeted organizational changes
- Work involves travel in and outside the district

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### JOB DESCRIPTION

**Job Title:** Director of Human Resources

**Classification/Contract Days:** Administrator / 261 Days

**FSLA Status:** Exempt

**Supervises:** Human Resources Personnel

**Direct Supervisor:** Chief Human Resources Officer

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#### **Essential Function:**

The Director of Human Resources (HR) is responsible for the managing of the daily operations and functions of the Human Resources Department. The Director will support a variety of functions including recruitment, selection, retention, placement and reassignment of personnel; leave of absence management, absence system management, maintenance of employee records and reports; and employee relations activities.

#### **Responsibilities, Tasks & Duties:**

##### Handbook Administration & Employee Relations

- Support the Chief Human Resources Officer in compensation administration
- Administer Human Resources policies
- Manage Handbook revisions procedure following the approval process and communication to employees
- Manage the employee complaint procedure as outlined in the employee handbooks
- Coordinate/Facilitate annual staffing meetings
- Meet regularly with support staff and substitute employee relations teams

##### Staffing and Job Design

- Recruits, retains and sustains a diverse, talented and highly skilled workforce with a focus on hourly, co-curricular, substitute, and support staff
- Implements best practices and utilizes skills to remove barriers for hiring of employees of diverse backgrounds and promotes the diversifying the workforce
- Provide staffing projections
- Oversee the maintenance of personnel files and records
- Manage compliance of issuing of Reasonable Assurance of Employment letters for support staff
- Supervises and evaluates assigned Human Resources staff
- Manage the job description review process including updating or creating job descriptions submitted by administrators

## Orientation & Staff Development

- Oversees the process for and delivers new employee orientation for staff new to the District
- Provide orientation, arrange training and support for substitute employees
- Assist in promoting recommended staff development for support staff
- Ensure compliance of all support licensed staff

## Human Resources Strategic Planning, Procedures and Reporting

- Assists in the development of HR goals, objectives and priorities based on the District's Strategic Plan
- Manage, continually improve, and communicate all Human Resources procedures
- Monitor, analyze and make recommendations regarding Human Resource metrics/trends
- Prepares reports, as requested, by state and federal agencies

## Other Areas

- Keeps informed of, interprets, and assures compliance with all laws, regulations, statutes, rules and policies affecting Human Resources
- Serve as a member of Employee Relations teams as well as other District committees
- Maintains confidentiality in verbal, written, and electronic communication
- Refers confidential information to the appropriate person
- Inaugurates, studies, and researches various aspects of the work of Human Resources
- Assists in the management of the Human Resources budget
- Counsels employees to resolve complaints, concerns or other matters related to personnel management
- Provides guidance and direction to the District's administrative and supervisory personnel in matters relating to interpretation of our employee Handbook and policies
- Assists in investigations of allegations of alleged misconduct and other personnel issues
- Assists in administration of the supervision and evaluation plan for staff in the District
- Works to enhance leadership capacity among staff and administrators
- Coordinate and Manage ADA Accommodations and communications
- Performs all other duties as assigned by Supervisor

## Qualifications:

- Bachelor's degree in Human Resources, Business or Education
- Master's Degree in Human Resources, Business Services or Educational Administration preferred
- A minimum of 3 years of experience as a K-12 educational administrator or 5 years of Human Resources with high levels of responsibility, management, decision making, demonstrated leadership, and ability to work effectively with groups and individuals
- DPI Administrator license or PHR or SHRM-CP certification preferred
- Strong consideration will be given to candidate(s) with experience in public education and/or public sector legal background

## Physical and Sensory Requirements:

Work is performed primarily in the classroom environment requiring the educator to:

- Lift and/or carry books, paper, or other teaching/presentation materials
- Climb stairs, reach, stoop, and bend
- Hearing, speaking, mobility and visual skills sufficient to successfully coaching and evaluative duties
- Use of cognitive reasoning sufficient to interpret, report, compare, edit, organize and evaluate

**Working Conditions:**

- Work involves disruptions of daily schedule
- Work involves frequent deadlines under pressure
- Work requires flexibility in adjusting to continuously changing situations
- Work involves high level of decision-making and the ability to keep information confidential
- Work requires frequent use of computer programs and data analysis
- Work involves planning and collaboration with others on targeted organizational changes
- Work involves travel in and outside the district

*This job description is intended to describe the general nature and level of work required by the person hired for this position. It is not intended to serve as an exhaustive list of all the responsibilities, duties, and skills. As the nature of business demands change, so too may the responsibilities, duties, and skills of this position.*

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### JOB DESCRIPTION

**Job Title:** Director of Technology Services

**Classification/Contract Days:** Administrator / 12 Month

**FLSA Status:** Exempt

**Relationships:** Direct Supervisor: Chief Financial Officer; Works With: Administrators, All Staff and Parents

Supervises: Technology Services Staff

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#### **Essential Function:**

The Director of Technology Services provides leadership, supervision, facilitation, and coordination for all tasks and elements required to bring about comprehensive integration of appropriate technology in every facet of instruction and operations. The Director of Technology Services employs equitable practices, a servant leadership approach, and a growth mindset while working in partnership with district teammates. The Director of Technology Services collaborates with district administrators in providing strategic direction and implementing systematic and on-going improvements toward the actualization of Board of Education and District goals.

#### **Responsibilities, Tasks & Duties:**

- Provide measured, innovative, and visionary leadership in all aspects of technology for the AASD
- Collaborate with District Leadership Team and key stakeholders to develop a shared vision with long-term, big-picture perspectives on district goals and plan for meaningful and effective use of technology
- Collaborate with various stakeholders in the formulation of philosophy, goals, objectives, implementation, and continuous improvement of the Appleton Area School District technology plan
- Demonstrate an understanding of assessment, curriculum and instruction, including their interdependent relationship and how technology can support them; promote standards for innovative teaching and learning that develop students' proficiency in academic, as well as career and life skills
- Lead AASD efforts to gather, interpret, and summarize data that supports District and school Scorecards
- Manage the establishment and maintenance of systems and tools for gathering, mining, integrating, and reporting data in usable and meaningful ways to produce an information culture in which data management is critical to strategic planning
- Advocate for, and ensure educational equity in all district programs and services
- Facilitate equitable access to technology resources for all stakeholders
- Lead AASD initiatives – collaborating across departments and functional areas – that support adoption and implementation of technology in all aspects of school business, including those that improve teaching and learning and promote highly progressive skills
- Effectively direct, coordinate and ensure implementation of all tasks related to the integration of technology into district operations; this includes the hiring, supervision, and evaluation of all Technology Services staff members (network, data, and district-wide Instructional Technology Coaches)



- Manage the creation, implementation, and enforcement of policies and educational programs relating to the social, legal, and ethical issues related to technology use throughout the district
- Manage large district technology implementations that require coordination between the Technical Services department and other District departments
- Collaborate on projects with District Facilities and Operations staff and Safety and Security Team
- Work closely with building principals to oversee the Technology Integration positions at the middle and high school levels; support and lead Elementary Technology Integration positions
- Coordinate and support the skills development of all employees in the operation of technology; this includes building awareness among employees of available resources and the role of technology in the instructional process as well as the operations processes of the district
- Manage the budget and serve as a strong business leader who guides purchasing decisions, determines the return on investment for all technology implementations, and fosters good relationships with vendors, potential funders, and other key groups
- Lead the K-12 Central Media Department ensuring a robust and comprehensive collection of resources and services that supports the instructional needs of staff and the learning needs of students
- Lead the Attendance and Enrollment department to ensure student and family needs are met through the enrollment process, as well as oversee related functions including state reporting and membership/student counts
- Perform additional responsibilities/tasks as assigned by the Superintendent or the Chief Financial Officer

### **Qualifications:**

#### Required Experience and Training:

- Minimum of a Master's Degree in a related field (i.e. information technology, educational leadership, etc.)
- Certified Education Technology Leader (CETL) required or must obtain within three years of hire

#### Preferred Experience and Training:

- Possess a Wisconsin DPI administrator license
- Minimum of five (5) years successful experience related to educational administration
- Demonstrated leadership and coaching skills in working with adults
- Demonstrated current and progressive knowledge of instructional technologies that support a highly productive, creative and equitable digital learning environment for each and every student
- Demonstrated current and progressive knowledge of information, data management, communications, and infrastructure technologies that support the operations of the Appleton Area School District

#### Knowledge, Skills, Abilities, and Mindset:

A passion for students and educational equity; exceptional facilitation skills; ability to galvanize groups around district initiatives; analytical and creative problem solving abilities; self-directed; humility-based leadership with focus on servant leadership; excellent oral and written communication skills with the versatility to communicate with a wide variety of stakeholders; reflective, purpose-driven, and team-oriented. Willingness to work long hours and remain flexible in adjusting to continuously changing situations.

**Physical and Sensory Requirements:**

Work is performed primarily in the classroom environment requiring the educator to:

- Lift and/or carry books, paper, or other teaching/presentation materials
- Climb stairs, reach, stoop, and bend
- Hearing, speaking, mobility and visual skills sufficient to successfully coaching and evaluative duties
- Use of cognitive reasoning sufficient to interpret, report, compare, edit, organize and evaluate

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### JOB DESCRIPTION

**Job Title:** Alternative Education Educator

**Classification/Contract Days:** Professional Educator / 185 days

**Exempt/Non-Exempt:** Exempt

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**Essential Function:** This position is responsible for providing individual programming and differentiation to a diverse population of students. In working with parents and classroom Educators, this role attends to the social, personal and academic needs of students who have been identified as needing alternative education support. The Educator will demonstrate strong communication skills and the ability to relate to a diverse student constituency. The Educator is responsible for providing detailed documentation of student progress and develops supplementary education that serves as a companion to the general curriculum. The Educator assesses the student and makes recommendations for services to support the learner. Continuous collaboration with other staff and active participation in the SST Team is essential to this role.

#### Responsibilities, Tasks & Duties:

- Work to reduce barriers to students who face challenges with school attendance
- Build positive relationships with students
- Coordination of case management of students
- Support students with academic, behavioral and in social/emotional competencies in individualized, group and whole class instruction
- Reviews students' needs and differentiates instruction based on individualized student goals while closing the gap between student performance and grade level standards
- Collaborate with building staff to support student needs
- Lesson planning, assessing needs
- Supervises students
- Plans, administers, and interprets student evaluations
- Prepares written reports as required
- Develops and maintains positive working relationships with parents, guardians, and significant others.
- Meets with parents on a regular basis to review student progress and works on individual education related and functional issues
- Participates in transition plans for students moving to other environments and professional growth activities such as conferences, classes, staff meetings and visitations
- Prepares and delivers standards-based lessons in a multi-grade setting
- Assesses student learning on a regular basis and modifies instruction to meet student academic needs.
- Participates actively on site Student Services and Attendance Teams

- Support caseload of students by using Academic Seminars or other evidence-based interventions
- Works in collaboration with school and agency counselors, Educators, administrators, parents and related service providers in the overall educational plan for students including lessons that for the student's behavioral/social-emotional and academic needs

#### Develops Relationships:

- Establishes culturally responsive rapport and common ground
- Fosters a mutually trusting and respectful relationship
- Actively listens with compassion, curiosity, and empathy
- Is prepared, gathers background knowledge, responsive, and keeps commitments
- Maintains confidentiality

#### Knowledge-Base Development:

- Understands and utilizes a wide range of coaching approaches and protocols to be responsive to the situational needs of the client(s)
- Exhibits an understanding of cultural competency in relation to student and adult learners
- Seeks personal capacity building opportunities grounded in research and best practices
- Demonstrates an understanding of data literacy and uses data to drive instruction
- Understands effective systemic change, adult learning, and emotional intelligence

#### Communication and Interaction:

The alternative education Educator routinely collaborates with educators and administrators in planning and problem solving relationship in the following manner

- Communicates through written/oral, nonverbal, and professional development presentations
- Demonstrates active listening
- Implements questioning strategies to foster productive dialogue
- Provides feedback that is credible, actionable, and non-judgmental
- Communicates in a respectful, mindful, open-minded, and non-evaluative manner.
- Fosters essential communication regarding student needs
- Is an active member of the Student Services Team (SST) and Site Attendance Team

#### **Required Knowledge, Skills, and Abilities:**

- Experience working with middle school At-Risk youth in a classroom environment
- Demonstrate strong organizational skills with flexibility and ability to teamwork
- Knowledge in At-Risk behavior management within the classroom and/or extended classroom
- Ability to analyze academic and behavioral data
- Create a positive school culture focused on learning, teamwork, and building staff/student relationships
- Ability to facilitate students and families in problem solving strategies

**Preferred Training / Willingness to Be Trained in the following areas:**

- S-BIRT-Screening, Brief Intervention, and Referral to Treatment (SBIRT)
- PBIS Tier 1, Tier 2 and Tier 3
- Trained in Collaborative Problem Solving (ALSUP)
- Systems including Canvas, EduClimber, and iReady
- Classroom Management/CLR Best Practices

**Qualifications:**

- Holds a DPI #952 Alternative Education license or is eligible (*holds a DPI teaching license*) and willing to obtain certification
- Minimum 5 years of classroom teaching experience preferred
- Knowledge of curriculum, content, and standards
- Exhibits a strong understanding of adult and student learning and expertise in staff collaboration to improve practices
- Demonstrates excellent written and oral communication skills
- Demonstrates the ability to reflect on his/her own instructional practices (including PLC and professional development participation, uses feedback for self-improvement and establishes goals)
- Demonstrates respect, a positive supportive attitude, and strong relationship-building skills
- Fosters relationships based on trust, confidentiality, and respect

**Working Conditions/Environment:**

- Ability to maintain emotional control under stress
- Ability to communicate effectively, verbally and in writing
- Ability to tolerate frequent disruptions of schedules and activities
- Ability to work in an environment with visual, auditory, and olfactory distractions

**Physical and Sensory Requirements:**

Work is performed primarily in the classroom environment requiring the educator to:

- Lift and/or carry books, paper, or other teaching/presentation materials
- Climb stairs, reach, stoop, and bend
- Use general hearing, speaking and visual skills
- Use of cognitive reasoning to interpret reports, compare, edit, organize and evaluate

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## Department of Human Resources

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Appleton, WI 54911

P: (920) 832-6161 F: (920) 832-5740

[www.aasd.k12.wi.us](http://www.aasd.k12.wi.us)

### JOB DESCRIPTION

**Job Title:** Substitute Teacher

**FSLA Status:** Non-Exempt

**Relationships:** Direct Supervisor: Principal

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#### **Essential Function:**

Instructs and leads student learning in the absence of a regular teacher in accordance with lesson plans and AASD curriculum. Provides an inclusive and engaging learning environment through effective classroom management to ensure continuity of learning for students.

#### **Objectives of this Role:**

- Maintain schedule availability to accept opportunities that arise
- Execute lesson plans consistent with the teacher's guidelines, and school curriculum
- Uphold an orderly classroom environment and provide a positive learning experience
- Be familiar with emergency protocols, such as fire drills and lockdowns (yellow and red emergency alerts posted)
- Adhere to all school policies and procedures

#### **Responsibilities, Tasks & Duties:**

- Reports to office 15 minutes before time indicated in Frontline for clarification of school rules and procedures, if necessary
- Implement lesson plans assigned by the regular teacher while ensuring the integrity of academic time and in a manner that engages students to learn and participate to create a consistent learning experience for students
- Establish and maintain an inclusive learning environment where all students are welcome and follow classroom procedures to manage the classroom effectively to encourage student participation, minimize distractions and maintain a positive learning environment
- Provide and explain both in-class and at-home assignments based on the available lesson plan
- Take attendance in Infinite Campus and document daily notes
- Supervise students in the classroom and during transitions (i.e. before/after school, hallways, cafeteria, etc.) to provide a safe and welcoming environment

AASD APPROVED

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BOE APPROVED

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- Reports all student injuries, accidents, illnesses, and behavior concerns to the appropriate authority immediately or as soon as is reasonably possible
- Display ethical and professional behavior in working with students, parents, and school personnel
- Serve as a role model for students in demonstrating positive attitudes, appropriate attire and effective work
- Maintains and respects confidentiality of student and school personnel information and adhere to confidentiality of student records/information gained as part of exercising professional duties
- Communicate to the Principal or designee any unusual situations or needs of students. Notify immediately appropriate personnel of any evidence of substance abuse, child abuse, child neglect, severe medical conditions, potential suicide, or individuals appearing to be under the influence of alcohol, or controlled substances
- Regular contact with other staff members and building administrator(s) is required on assigned days
- Completes a summary report for the regular classroom teacher
- *Long-term substitutes (only): develop lesson plans and assignments consistent with the regular teacher's past lesson plans, participate in IEP meetings and other meetings as would be required by the regular teacher, entering grades when appropriate*

#### **Essential Skills, Knowledge, and Abilities:**

- Must be able to follow oral and written directions and have the ability to establish effective working relationships with staff and students; ability to maintain effective classroom management strategies (Culturally and Linguistically Responsive)
- Must have general knowledge of Infinite Campus and Canvas or willingness to train in these programs
- Strong verbal/written communication and interpersonal skills
- Ability to lead and instruct students of all ages
- General knowledge of several subjects
- Ability to adapt plans to specific classrooms
- Flexibility and critical-thinking skills
- Experience working with children and instruction, whether that's in the form of past substitute teaching assignments or in related roles such as child care, youth sports, tutoring, or camp counseling

#### **Qualifications:**

- Bachelor's degree in teaching is preferred
- A valid and current WI Teacher license or WI Substitute License
- Associates degree or higher (those without an education degree would need to take a class through CESA 6, which will be paid by the district if hired and then apply for a substitute license)
- DPI Certificate in teaching or substitute teaching
- Must be detail oriented and able to follow written/verbal instructions and have excellent communication skills

**Physical Demands / Requirements:**

- Duties performed typically in school settings to include: classrooms, gymnasium, cafeteria, auditorium, and recreational areas
- Frequent walking, standing, stooping, lifting, up to approximately 30 pounds and occasional lifting of equipment and/or materials weighing up to 40 pounds may be required. Other physical activities may be required
- Vocal communication is required for expressing or exchanging ideas by means of the spoken word; hearing is required to perceive information at normal spoken word levels
- Visual acuity is required for preparing and analyzing written or computer data, determining the accuracy and thoroughness of work, and observing general surroundings and activities
- Occasional movement of students by wheelchairs and other mechanical devices may be required
- Regular instruction to special needs children may be necessary
- Daily personal and close contact with children to provide classroom management and learning environment support is required on assigned days. Be dependable and reliable in accepting assignments
- Must have transportation to assignments in different buildings on a given day

**Disclaimer:**

The above statements are intended to describe the general nature and level of work being performed by people assigned to this classification. They are not to be construed as an exhaustive list of all responsibilities, duties, and skills required of personnel so classified. All personnel may be required to perform duties outside of their normal responsibilities from time to time, as needed.

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## Department of Human Resources

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[www.aasd.k12.wi.us](http://www.aasd.k12.wi.us)

### JOB DESCRIPTION

**Job Title:** Reading Interventionist

**Classification/Contract Days:** 185 days

**FSLA Status:** Exempt

**Relationships:** Direct Supervisor-Building Principal

**Funding:** 3-year Elementary and Secondary School Emergency Relief Fund (ESSER) funded position

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**Essential Function:** The Reading Interventionist position is responsible for positively impacting student achievement by providing interventions in reading, based on the data-informed needs of the students. This includes preparing intervention lessons that encourage reading, differentiated instruction, and meaningful intervention to meet student needs. In addition, this position collaborates with individual educators and staff to create key components of a high-quality multilevel system of support within a middle level classroom.

#### **Responsibilities, Tasks & Duties:**

- Adhere to [AASD middle school ELA reading standards](#): Guiding Principles and Best Practices and Pedagogy
- Model best practices in reading with students and teachers across all disciplines
- Collaborate monthly with the site RTI committee to develop and maintain a consistent high quality multilevel system of support for middle level ELA
- Experience using, coordinating, analyze universal and progress monitoring assessments
- Record keeping and analyzing data
- Assist students in successful transitions to the classroom environment to maintain progress made during intervention
- Facilitate and present instructional and reading strategies during department meetings and PLCs
  - Connect educators with resources and materials to support Tier I Intervention
  - Connect with the classroom educator regarding progress and coherence with universal instruction
  - Collaborate with educators to set and achieve specific classroom environments that will facilitate student learning
- Collaborate with parents to develop practical strategies for parents to encourage and support their struggling child
- Maintain an in-depth knowledge of reading comprehension strategies, assessment and instruction
- Perform as an expert educator of reading content, specifically for the middle level (7-8)
- Participate in the development of building reading goals and actively participate in the CSIP process

- Other related tasks as assigned

### **Essential Qualifications and Skills:**

- Certification required: Reading Teacher (1316) or willingness to work towards licensure
- A minimum of 3 years of classroom experience , preferably at the middle level grades
- Knowledge of current ELA curriculum, instructional materials and best practices, the Common Core State Standards for ELA, standards based instruction, iReady, and EduClimber
- Knowledge of LLI benchmarking assessment kit, CLM (Comprehensive Literacy Model)- Word Study, Fountas and Pinnell
- Experience working with and raising the achievement of culturally-diverse, economically-disadvantaged, EL, and/or special education populations
- Demonstrate respect, a supportive attitude, and strong relationship-building skills to foster relationships based on trust, confidentiality, and respect
- Articulate and effectively communicate specific strategies, protocols, and materials clearly to students, staff and/or parents

### **Working Conditions/Environment:**

- Ability to maintain emotional control under stress
- Ability to communicate effectively, verbally and in writing
- Ability to tolerate frequent disruptions of schedules and activities
- Ability to work in an environment with visual, auditory, and olfactory distractions

### **Physical and Sensory Requirements:**

- Hearing, speaking, mobility and visual skills sufficient to successfully coaching and evaluative duties
- Use of cognitive reasoning sufficient to interpret, report, compare, edit, organize and evaluate
- Lift and/or carry books, paper, or other teaching/presentation materials
- Prolonged sitting or standing
- Stooping, kneeling, crawling, bending, turning, twisting, squatting, and climbing
- Pushing, pulling, reaching, carrying, and lifting
- Frequent traveling to a variety of sites and locations

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www.aasd.k12.wi.us

### JOB DESCRIPTION

**Job Title:** Math Interventionist

**Classification/Contract Days:** 185 days

**FSLA Status:** Exempt

**Relationships:** Direct Supervisor: ACI Director and/or Building Principal

**Funding:** 3-year Elementary and Secondary School Emergency Relief Fund (ESSER) funded position

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#### **Essential Function:**

The Math Interventionist position is responsible for positively impacting student achievement by providing tier three intervention and/or tier two intervention in mathematics based on the data-informed needs of the students. This includes preparing intervention lessons that encourage math talk, differentiated instruction, and meaningful intervention to meet student needs. In addition, this position collaborates with individual educators and staff to create key components of a high-quality multilevel system of support within a Math classroom. This position serves as the trained AVMR Math Champion for assigned building(s) assisting educators in embedding Math Recovery principles to classroom mathematics instruction.

#### **Responsibilities, Tasks & Duties:**

- Adhere to [AASD PreK-12 Math Foundation](#): Guiding Principles and Best Practices & Pedagogy.
- Model best practices in mathematics with students and teachers.
- Collaborate monthly with the AC&I Director to develop and maintain a consistent high quality multilevel system of support for mathematics.
- Design, implement, and analyze intervention instruction in mathematics based on individual student needs in alignment with the AASD Equitable Multi-level System of Support.
  1. Diagnose, identify, and recognize students' current levels of numeracy understanding.
  2. Plan instruction and identify resources/materials to advance students' mathematical understanding and numeracy development.
  3. Implement an intervention plan in 1:1 or small group settings.
  4. Monitor and maintain on-going formal and informal assessment of student progress.
  5. Analyze on-going formative and summative assessment to inform instruction and ensure instructional differentiation to meet student needs.
  6. Collaborate with educators to set and achieve specific classroom environments that will facilitate student learning
  7. Collaborate with families to develop practical strategies for the parent to encourage and support the struggling student
  8. Assist students in successful transitions to the classroom environment to maintain progress made during intervention.
    - Deliver Math Recovery instruction in addition to using AVMR 1 and 2 instruction
    - Participate in the development of building math goals and actively participate in the CSIP

process

- Assist students in successful transitions to the classroom environment so they are able to maintain progress made during intervention
- Articulate and effectively communicate specific strategies, protocols, and materials clearly to staff and/or parents
- Participate in the development of building math goals and actively participate in the CSIP process.
- Participate in on-going AVMR and/or Math Recovery meetings and certification trainings
- Other related tasks as assigned.

### **Qualifications:**

- Certification required: DPI Teaching certification for grade levels 1-8 with 12 additional Math content credits or Mathematics 1400 (grades 6-12/7-12)
- A minimum of 3 years of classroom experience
- Trained or willingness to complete math recovery training within two years of accepting the position.
  1. Add+VantageMR® Course 1 & Course 2 and
  2. Add+VantageMR® Fractions
  3. Math Recovery Specialist - Math Recovery® Specialist, Part 1 (MRSp1) and Part 2 (MRSp2)
- Knowledge of current math curriculum, instructional materials and best practices, Math Workshop Framework, the Mathematic Common Core State Standards, iReady, AIMSweb, and EduClimber
- Knowledge of number sense development with specific practices that encourage accelerated learning.
- Fosters relationships based on trust, confidentiality, and respect
- Demonstrates respect, a supportive attitude, strong relationship-building skills, and a disposition towards learning new instructional approaches
- Skill and experience in working with culturally-diverse, economically-disadvantaged, EL, and/or special education populations
- Articulate and effectively communicate specific strategies, protocols, and materials clearly to students, staff and/or parents.

### **Working Conditions/Environment:**

- Ability to maintain emotional control under stress
- Ability to communicate effectively, verbally and in writing
- Ability to tolerate frequent disruptions of schedules and activities
- Ability to work in an environment with visual, auditory, and olfactory distractions

### **Physical Requirement:**

Work is performed primarily in the classroom environment requiring the educator to:

- Hearing, speaking, mobility and visual skills sufficient to successfully coaching and evaluative duties
- Use of cognitive reasoning sufficient to interpret, report, compare, edit, organize and evaluate
- Lift and/or carry books, paper, or other teaching/presentation materials
- Prolonged sitting or standing
- Stooping, kneeling, crawling, bending, turning, twisting, squatting, and climbing
- Pushing, pulling, reaching, carrying, and lifting
- Frequent traveling to a variety of sites and locations

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### JOB DESCRIPTION

**Job Title:** Special Education Teacher

**Classification/Contract Days:** Educator /185 days

**FSLA Status:** Exempt

**Direct Supervisor:** Principal and/or Associate Director of Special Education

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#### **Essential Function:**

The purpose of this position is to provide quality learning opportunities for students with disabilities while maintaining a learning environment that enables each student to master academic, social/emotional skills appropriate to their age, grade level and individual capacity while providing supervision throughout the day.

#### **Responsibilities, Tasks & Duties:**

##### Direct Support and Intervention:

- Support student daily functional routines and encourage independence
- Teach social, communication, self-regulation, academic, and functional skills
- Assess effectiveness by samples of work, rating scales, and other data collection
- Provide specially designed instruction to meet the IEP of each student
- Utilize teaching methods, resources and suitable materials to meet student's individual needs
- Ability to demonstrate willingness to adjust to alternative techniques, methods, and programs to meet student's academic, social, and/or behavioral needs

##### Planning and Indirect Support:

- Collect and analyze data to address the ongoing needs of each student
- Prepare assessments based on the data
- Communicate findings with team members to include but not limited to: classroom teachers, related service providers, paraprofessionals, those working directly and indirectly with the student
- Prepare lesson plans and materials for classrooms

##### Classroom Environment:

- Manage behavior of students to provide a safe environment for all students
- Establish and communicate to all students clear and challenging expectations at their instructional level
- Comply with and enforce district policies and school rules and regulations
- Create and maintain a classroom environment that is conducive to learning and appropriate to the developmental level and interests of students
- Infuse Culturally and Linguistically Responsive teaching practices into the classroom environment to increase student engagement and strengthen relationships in the classroom environment

#### Team Meetings:

- Conduct meetings to promote communication and student learning
- Plan, review materials, prepare agendas, and conduct follow-ups as needed and in accordance with state mandated timelines

#### Compliance:

- Complete and submit required reports, plans, and evaluations in accordance with district and state mandated timelines
- All reports, plans, and evaluations are legibly and accurately completed with fidelity to DPI compliance standards and implemented within the legal timelines

#### Communication and Training:

- Consult, collaborate and coordinate with other educators/service providers to promote student success
- Conduct conferences with parents and students regarding student progress and needs. Facilitate annual IEP meetings and follow up meetings as needed

#### Interaction with Students, Parents/guardians, and Outside Agencies:

- Support home school programs by conferences, meetings, and other communications
- Position requires various contacts and interactions with students, parents/guardians and administration  
Contact outside of the District include community agencies/resources, and other school districts

#### Essential Skills, Knowledge and Abilities:

- Skills in problem-solving situations involving students and district personnel
- Knowledge of special education procedures and regulations regarding the evaluation of students and related district instructional endeavors requiring continuous professional growth
- Ability to communicate and interact effectively with parents/guardians, staff and the general public
- Skilled in writing routine reports, correspondence, IEP's and other materials related to assigned duties
- Ability to operate basic office equipment such as a computer, photocopier, telephone
- Maintain confidentiality
- Capacity to empathize with students and develop positive student and family relationships
- Ability to be honest, fair and consistent in the interaction with students
- Ability to implement district/building behavioral intervention programs (i.e., PBIS, NCI, etc.)
- Knowledge of compliance of all Board approved district policies

#### Minimum Qualifications dependent on assignment:

- Cross-Categorical Special Education - 1801, Early Childhood - 1809, Intellectual Disabilities - 1810, Emotional and Behavioral Disabilities - 1830 and/or Learning Disabilities - 1811

#### Physical and Sensory Requirements:

- Sit and walk throughout the day
- Manual dexterity to utilize multimedia and computer technology
- Ability to lift and position students as needed
- Hearing, speaking, mobility and visual skills sufficient to successfully conduct classroom instructional and supervisory duties

- Cognitive reasoning sufficient to interpret, report, compare, edit, organize and evaluate

**Working Environment:**

- The work is performed primarily in classroom environments or community settings where the professional educator may be exposed to students that display various learning, behavioral, emotional and physical difficulties
- Occasionally exposed to outside weather conditions (i.e.; bus duty, recess, fire drills, field day).
- Must be able to report to work in person and onsite
- This teacher may be exposed to sick and/or injured students and staff

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