



**Monday, February 28, 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: 945 7596 8735**

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

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

1. Meeting Opening

Subject	A. Roll Call
Meeting	Feb 28, 2022 - Board of Education Meeting
Category	1. Meeting Opening
Type	Procedural

Subject	B. Pledge of Allegiance
Meeting	Feb 28, 2022 - Board of Education Meeting
Category	1. Meeting Opening
Type	Procedural

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

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

Meeting Feb 28, 2022 - Board of Education Meeting

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

Type Procedural

Subject **B. Approval of Agenda**

Meeting Feb 28, 2022 - Board of Education Meeting

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

Type Action, Procedural

3. Special Presentation

Subject **A. Student School Board Representative Report: Kris Lee, North High School**

Meeting Feb 28, 2022 - Board of Education Meeting

Category 3. Special Presentation

Type Information, Recognition

Student School Board Representative Kris Lee will provide updates from North High School.

Subject **B. Career & Technical Education (CTE) Month: Presentation by Appleton East DECA Officers**

Meeting Feb 28, 2022 - Board of Education Meeting

Category 3. Special Presentation

Type Information, Presentation, Recognition

Appleton East DECA Officers, along with Advisor Stefanie Fude, will share what CTE means to them, how the AASD has helped them find their career paths, thank them, and answer any questions.

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

Subject **A. Public Input**

Meeting Feb 28, 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 Feb 28, 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.

Subject C. Virtual Speakers (Registration Required)

Meeting Feb 28, 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.

Subject D. Written Comments (Posted as Attachment)

Meeting Feb 28, 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.

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. District Scorecard Mid-Year Review

Meeting Feb 28, 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): Grants 2021-2022, AP Check Register January 2022

Meeting Feb 28, 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 Feb 28, 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 Feb 28, 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.)

Subject A. Board Meeting Minutes from January 24, 2022

Meeting Feb 28, 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. Special Board Meeting Minutes from February 17, 2022

Meeting Feb 28, 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 C. Special Board Meeting Minutes from February 21, 2022

Meeting Feb 28, 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.

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.)

Subject A. Grants 2021-2022

Meeting Feb 28, 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 - Grants - 2-28-2022.pdf \(111 KB\)](#)

[Supporting Grant Documentation 2-28-22001.pdf \(1,767 KB\)](#)

Subject B. AP Check Register January 2022

Meeting Feb 28, 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

Subject C. Professional Educator New Hire(s)

Meeting Feb 28, 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 2-28-22.pdf \(123 KB\)](#)

Subject D. Professional Educator Contract Change(s)

Meeting Feb 28, 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 2-28-22.pdf \(10 KB\)](#)

Subject E. Professional Educator Retirement(s)

Meeting Feb 28, 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 Retirements 2-28-22.pdf \(124 KB\)](#)

Subject F. Professional Educator Resignation(s)

Meeting Feb 28, 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 Resignations 2-28-22.pdf \(115 KB\)](#)

Subject G. Administrative Retirement(s)

Meeting Feb 28, 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 Retirement.pdf \(5 KB\)](#)

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. School Services Report: AGR Mid-Year Update

Meeting Feb 28, 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

Assistant Superintendent Nan Bunnow will provide an AGR mid-year update report.

File Attachments
[IOI AGR Mid Year Report 2021-2022.pdf \(114 KB\)](#)

Subject B. Community Linkages Committee Report: Updates and Information from the Community Linkages Committee Meetings

Meeting Feb 28, 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 meetings.

10. Board Business

Subject A. Proposed Community Linkages Plan - for Consideration

Meeting Feb 28, 2022 - Board of Education Meeting

Category 10. Board Business

Type Action, Discussion, Information

Members of the Community Linkages Committee will present a proposed linkage plan to the Board of Education for consideration.

File Attachments
[IFC - Community Linkages.pdf \(520 KB\)](#)
[Community Linkages Plan.pdf \(353 KB\)](#)

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

Meeting Feb 28, 2022 - Board of Education Meeting

Category 10. Board Business

Type Action, Discussion

11. Items of Information

Subject **A. None**

Meeting Feb 28, 2022 - Board of Education Meeting

Category 11. Items of Information

Type Information

12. Closed Session

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

Meeting Feb 28, 2022 - Board of Education Meeting

Category 12. 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 Feb 28, 2022 - Board of Education Meeting

Category 12. Closed Session

Type Discussion, Information

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

Meeting Feb 28, 2022 - Board of Education Meeting

Category 12. Closed Session

Type Action, Procedural

13. Future Meetings

Subject **A. Special Board Meeting: Superintendent First Interviews and Selection of Finalists - CLOSED SESSION, Wednesday, March 2, 2022, 1:00 PM**

Meeting Feb 28, 2022 - Board of Education Meeting

Category 13. Future Meetings

Type

Subject **B. Board Work Session: Monday, March 7, 2022, 4:00 PM**

Meeting Feb 28, 2022 - Board of Education Meeting

Category 13. Future Meetings

Type Information

Subject **C. Next Board Meeting: Monday, March 7, 2022, 6:00 PM**

Meeting Feb 28, 2022 - Board of Education Meeting

Category 13. Future Meetings

Type Information

ITEMS FOR CONSIDERATION

Topic: 2021-2022 Grants

Background Information:

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

Fund 21

Art Department Grant-James Madison Junior High	\$3,000.00
Arts Integration in 3D Grant	\$3,000.00
Life Tools Foundation Shoulders to Stand on Program Grant	\$3,000.00
Student-Centered Coaching Grant	\$1,600.00
Leadership & Empowerment Workshop/Seminar Grant	\$2,000.00

Administrative Recommendation: Approval

Art Department Grant – The Community Foundation for the Fox Valley Region has awarded a grant to the Art Department at James Madison Junior High in the amount of \$3000 as recommended by Joeleen Jeske.

Arts Integration in 3D Grant – The Appleton Education Foundation – Stan and Phyllis Thatcher Family Fund for STEM has awarded the Appleton Area School District – Badger Elementary, a grant in the amount of \$3,000. The purpose of this grant is for arts integration and 3D printing, through arts integration and technology.

Life Tools Foundation Shoulders to Stand on Program Grant - The Appleton Education Foundation has awarded the Appleton Area School District a grant in the amount of \$3,000. The purpose of this grant is for 1:1 academic tutoring, ACT test prep, and life skills mentoring.

Student-Centered Coaching Grant – The Appleton Education Foundation has awarded a grant to the Appleton Area School District in the amount of \$1,600. The purpose of this grant is to cover registration cost for 32 staff members to attend student-centered coaching.

Leadership & Empowerment Workshop/Seminar Grant – The Appleton Education Foundation has awarded the Appleton Area School District a grant in the amount of \$2,000. The purpose of this grant is to provide a one-time, half day workshop/seminar to awaken the leaders in the students, to empower them in their unique cultural identity.

Contact: Greg Hartjes, 997-1399 ext. 2029

Board Action: February 28, 2022

January 13, 2022

MISSION

We strengthen our community for current and future generations by helping people make a difference in the lives of others

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AND OFFICERS**

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Manny Vasquez

PRESIDENT/CEO

Curt S. Detjen (Ex-Officio)



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

Dear Eli:

The Board of Directors of the Community Foundation for the Fox Valley Region is pleased to inform you that a grant in the amount of \$3,000.00 has been awarded to your organization designated to the Art Department as recommended by Joeleen Jeske. A check is enclosed.

A letter of appreciation may be sent in care of the Community Foundation at the address below. The IRS stipulates that the donor may not receive any tangible goods or benefits from this charitable contribution.

The Community Foundation for the Fox Valley Region is committed to *helping donors share* in ways that are meaningful, efficient and effective. We are honored to be the vehicle through which the donor's charitable objectives are being met.

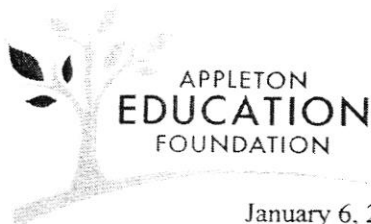
If you have any questions, please contact me at 920.702.7622 or mlippart@cffoxvalley.org. Thank you for the difference your organization makes in the lives of others. Together, we are strengthening your community for current and future generations.

Cordially,

Michelle Lippart Hardwick

Michelle Lippart Hardwick
Director of Gift Planning

CFGF 70426



January 6, 2022

Stephanie Gallagher
AASD-Badger Elementary School
501 S. Bluemound Dr.
Appleton, WI 54914-4163

MISSION

To creatively enhance
education in our community.

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Kay Eggert

EXECUTIVE DIRECTOR

Julie Krause

Dear Stephanie:

The Appleton Education Foundation's board of directors has reviewed your grant application for *Arts Integration in 3D*. We are pleased to inform you that a grant has been approved from the Stan and Phyllis Thatcher Family Fund for STEM Fund as follows:

Grant Amount: \$3,000.00; check has been forwarded to the AASD Business Office per district policy
Grant Purpose: Arts integration and 3D printing, through arts integration and technology.
Grant Start Date: January 6, 2022
Final Report Due: January 10, 2023

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

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

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

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

Sincerely,

Julie Krause
Executive Director

CC: Anne Marie Werley-Gonzalez, Diane Wittman

70300

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



January 6, 2022

Julie Bargholtz
AASD-Appleton Area School District
P.O. Box 2019
Appleton, WI 54912-2019

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Zach Snell
Amy Van Straten

EX-OFFICIO DIRECTORS
Judy Baseman
Kay Eggert

EXECUTIVE DIRECTOR
Julie Krause

Dear Julie:

The Appleton Education Foundation's board of directors has reviewed your grant application for *Life Tools Foundation Shoulders to Stand On Program*. We are pleased to inform you that a grant has been approved from the Appleton Education Foundation Fund as follows:

Grant Amount: \$3,000.00; check has been forwarded to the AASD Business Office per district policy
Grant Purpose: LTF provides 1:1 academic tutoring, ACT test prep, and life skills mentoring.
Grant Start Date: January 6, 2022
Final Report Due: June 1, 2022

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

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

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

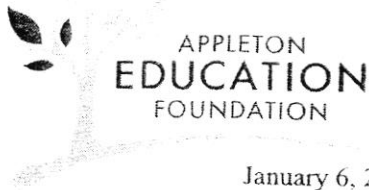
Sincerely,

Julie Krause
Executive Director

CC: Nan Bunnow, Diane Wittman

70312

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



January 6, 2022

Kelly Leopold
AASD-Appleton Area School District
P.O. Box 2019
Appleton, WI 54912-2019

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Zach Snell
Amy Van Straten

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Judy Baseman
Kay Eggert

EXECUTIVE DIRECTOR

Julie Krause

Dear Kelly:

The Appleton Education Foundation's board of directors has reviewed your grant application for *Student-Centered Coaching*. We are pleased to inform you that a grant has been approved from the Appleton Education Foundation Fund as follows:

Grant Amount: \$1,600.00; check has been forwarded to the AASD Business Office per district policy
Grant Purpose: Cover registration cost for 32 staff members to attend student-centered coaching (32 x \$50 = \$1,600)
Grant Start Date: January 6, 2022
Final Report Due: June 1, 2022

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

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

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

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

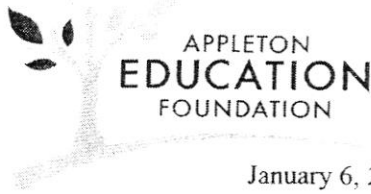
Sincerely,

Julie Krause
Executive Director

CC: Steve Harrison, Diane Wittman

70346

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



January 6, 2022

Kikelomo Tomori
AASD-Appleton Area School District
P.O. Box 2019
Appleton, WI 54912-2019

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Zach Snell
Amy Van Straten

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Judy Baseman
Kay Eggert

EXECUTIVE DIRECTOR

Julie Krause

Dear Kike:

The Appleton Education Foundation's board of directors has reviewed your grant application for *Leadership & Empowerment Workshop/Seminar*. We are pleased to inform you that a grant has been approved from the Appleton Education Foundation Fund as follows:

Grant Amount: \$2,000.00; check has been forwarded to the AASD Business Office per district policy
Grant Purpose: One time half day workshop/seminar to awaken the leaders in the students, to empower them in their unique cultural identity
Grant Start Date: January 6, 2022
Final Report Due: December 1, 2022

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

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

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

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

Sincerely,

Julie Krause
Executive Director

CC: Pa Lee Moua, Diane Wittman

70308

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

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>
Miranda M. Cisneros	English Learner	APM/Classical/WCA	50%	\$9,919	2/14/22
Julie M. Hannus	English Learner	Einstein/Houdini	100%	\$25,039	2/14/22
Kelly M. Lefevre	English Learner Coach	Berry	50%	\$9,162	3/4/22

Miranda M. Cisneros received her Master of Science degree from UW-Green Bay with a major in Leadership for Teaching and Learning with a minor in English as a Second Language. Ms. Cisneros is being hired as a “Temporary Employee” for the remainder of the 2021-2022 school year. Most recently, she served the Howard-Suamico School District as a Substitute Teacher.

Julie M. Hannus received her Master of Arts degree from University of Minnesota-Twin Cities with a major in English as a Second Language. Ms. Hannus is being hired as a “Temporary Employee” for the remainder of the 2021-2022 school year. Most recently, she served the Green Bay Area Public School District as an English as a Second Language Teacher.

Kelly M. Lefevre received her Master of Education degree from Marian University with a major in Educational Technology. Ms. Lefevre is being hired as a “Temporary Employee” for the remainder of the 2021-2022 school year. Most recently, she served the Neenah Public Library as a Library Assistant.

BACKGROUND INFORMATION: The professional educators listed below are recommended for contractual positions for the 2022-2023 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>	<u>Salary</u>	<u>Effective Date</u>
Dakota L. Bartlett	Special Ed	TBD	100%	\$43,600	8/29/22
Chelsea R. Lehman	Special Ed	TBD	100%	\$48,150	8/29/22

Dakota L. Bartlett will receive his Bachelor of Science in Education degree from UW-Stevens Point with a dual major in Elementary and Special Education. Most recently, he served the District as a Wisconsin Improvement Program (WIP) Intern at McKinley Elementary School.

Chelsea R. Lehman received her Bachelor of Science in Education degree from UW-Stevens Point with a dual major in Elementary and Special Education. Most recently, she served the Wittenberg-Birnamwood School District as a Special Education Teacher

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)

2/28/22

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>
Leah E. Dreyer	English Language Arts	North	80% to 90%	1/18/22
Curtis M. Salm	Social Studies	North	100% to 120%	1/18/22
Steven M. Sugrue	Science	North	100% to 120%	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)

2/28/22

ITEM FOR CONSIDERATION

TOPIC: Professional Educator Retirement(s)

BACKGROUND INFORMATION: The following Professional Educators have submitted letters of retirement effective the end of the 2021-2022 school year, unless otherwise noted.

Lori E. Adams has been with the District for thirty-two years, most recently as a Speech & Language Pathologist at Madison Middle School.

Roberta L. Baker has been with the District for twenty-three years, most recently as a Business Education Teacher at North High School.

Diane M. Barnett has been with the District for thirty-six years and one-half years, most recently as a Special Education Teacher at Dunlap Elementary School.

Laura R. Barnett-Kasperek has been with the District for twenty-three years, most recently as a Grade 3 Teacher at Horizons Elementary School.

Mary H. Bend has been with the District for twenty-two years, most recently as a Library Media Specialist at East High School.

Lori A. Bjelde has been with the District for fourteen years, most recently as a Special Education Teacher at Edison Elementary School.

JoAnn M. Boisen has been with the District for fourteen years, most recently as a Special Education Teacher at the Community Early Learning Center and Program Leader for Early Childhood Special Education. Ms. Boisen's retirement is effective at the end of the Friday, June 10, 2022 workday.

Laurie A. Burns has been with the District for thirty-two years, most recently as a Grade 1 Teacher at Richmond Elementary School.

Brenda K. Christman has been with the District for thirty-six years, most recently as a Grade 3 Teacher at Richmond Elementary School.

Ruth E. Coughlin has been with the District for twenty-eight years, most recently as an Occupational Therapist at Badger, Dunlap and Highlands Elementary Schools.

Vicki A. DePasse has been with the District for thirty-one years, most recently as a Music Teacher at Houdini Elementary School.

Brent P. Engen has been with the District for sixteen and one-half years, most recently as a Special Education Teacher at West High School.

Michael J. Froehlke has been with the District for twenty-four years, most recently as a English Language Arts Advisor at Valley New School.

Chris A. Heller has been with the District for thirty-six years, most recently as a Math Teacher at West High School.

Laura A. Heller has been with the District for thirty-six years, most recently as a Curriculum Support Specialist and an English Language Arts/Social Studies Teacher at West High School.

Dorene A. Henrikson has been with the District for fourteen years, most recently as a Grade 2 Teacher at Houdini Elementary School.

Jacqueline M. Herrmann has been with the District for thirty-four years, most recently as an Elementary Math Coach for the District. Ms. Herrmann's retirement is effective at the end of the Monday, August 22, 2022 workday.

Vicki J. Justman has been with the District for thirty-seven years, most recently as a Literacy Interventionist at Dunlap and Jefferson Elementary Schools.

Gina M. Kluge has been with the District for twenty-two years, most recently as a Grade 4 Teacher at Johnston Elementary School.

Wanda J. Krueger has been with the District for thirty years, most recently as a Physical Education Teacher at Madison Middle School.

Ava H. Marks has been with the District for thirty-three years, most recently as a Grade 2 Teacher at McKinley Elementary School.

Jan L. Marnocha has been with the District for ten years, most recently as a Grade 6 English Language Arts/Social Studies Teacher at Kaleidoscope Academy.

Steven P. Mattioli has been with the District for thirty-three and one-half years, most recently as a Math Teacher at Wilson Middle School.

Denise M. McQuillen has been with the District for twenty-one years, most recently as a Science Teacher at Wilson Middle School.

Jon S. Meidam has been with the District for twenty-four years, most recently as a School Counselor at West High School.

Elizabeth A. Mleziva has been with the District for twenty-seven years, most recently as a Grade 6 Teacher at Ferber Elementary School.

Patricia K. Murphy has been with the District for thirty-two years, most recently as a Health Teacher at East High School.

Julie E. Osborne-Hurley has been with the District for thirty-one years, most recently as a Speech & Language Pathologist at Houdini Elementary School.

Tracy D. Peterson has been with the District for twenty-four years, most recently as an English Learner Teacher at Madison Middle School.

Lisa K. Sackman has been with the District for eighteen years, most recently as a Grade 6 Math/Science Teacher at Kaleidoscope Academy.

Kam M. Simonis has been with the District for ten years, most recently as a Library Media Specialist at North High School.

Suzette M. Stewart has been with the District for thirty-six years, most recently as a Speech & Language Pathologist at Highlands Elementary School/Odyssey Magnet School.

Diane M. Strick has been with the District for twenty-eight years, most recently as a Literacy Interventionist at Highlands Elementary School/Odyssey Magnet School.

Pamela S. Vande Hei has been with the District for twenty-three years, most recently as a Grade 3 Teacher at Houdini Elementary School.

Thomas M. Wanamaker has been with the District for thirty-two years, most recently as a Science Teacher at East High School.

Claire E. Williamson has been with the District for twenty-two years, most recently as a Dance/Theater Teacher at Kaleidoscope Academy and Renaissance School of the Arts.

Elizabeth C. Wulf has been with the District for twenty-four and one half years, most recently as a Kindergarten Teacher at Huntley Elementary School.

FISCAL NOTE: Dependent upon replacements.

ADMINISTRATIVE RECOMMENDATION: Approval.

INSTRUCTIONAL IMPACT: Qualified replacements will be procured.

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

2/28/22

ITEM FOR CONSIDERATION

TOPIC: Professional Educator Resignation(s)

BACKGROUND INFORMATION: The following Professional Educators have submitted a letter of resignation effective at the end of the 2021-2022 school year, unless otherwise noted.

Andrea E. Amel has been with the District for eighteen and a half years, most recently as a World Language-Spanish Teacher at Kaleidoscope Academy. Ms. Amel's resignation is effective at the end of the Tuesday, January 25, 2022 workday.

Kelly L. Berlick has been with the District for ten years, most recently as a Grade 1 Teacher at Edison Elementary School.

Peggy B. Brinkmann has been with the District for six and one-half years, most recently as a Mental Health Navigator and Attendance and Engagement Coordinator. Ms. Brinkmann's resignation is effective at the end of the Friday, February 18, 2022 workday.

Alisha K. Calewarts has been with the District for seven years, most recently as a School Counselor at Johnston Elementary School.

Siri M. Dobbe Whitcomb has been with the District for five months, most recently as a Special Education Teacher at Ferber Elementary School. Ms. Dobbe Whitcomb's resignation is effective at the end of the Monday, January 24, 2022 workday.

Jennifer E. Freienmuth has been with the District for one year, most recently as a Special Education Teacher at Wilson Middle School. Ms. Freienmuth's resignation is effective at the end of the Friday, February 4, 2022 workday.

Megan M. Novak has been with the District for ten years, most recently as a Grade 6 Teacher at Johnston Elementary School.

Susan J. Prince has been with the District for six years, most recently as a Special Education Teacher at Horizons Elementary School.

Rebecca J. Spencer-Foley has been with the District for five years, most recently as a Science Teacher at East High School.

Rachel R. Zingler has been with the District for fourteen years, most recently as an Instructional Coach at Badger Elementary School.

FISCAL NOTE: Dependent upon replacements.

ADMINISTRATIVE RECOMMENDATION: Approval.

INSTRUCTIONAL IMPACT: Qualified replacements will be procured.

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

2/28/22

ITEM FOR CONSIDERATION

TOPIC: Administrative Retirement

BACKGROUND INFORMATION: The following administrator has submitted a letter of retirement effective June 30, 2022.

Karen K. Brice has been with the District for twenty-eight years, most recently as the Principal of Horizons Elementary School.

FISCAL NOTE: None.

ADMINISTRATIVE RECOMMENDATION: Approval.

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

2/28/22

ITEM OF INFORMATION

Topic: 2021-2022 Achievement Gap Reduction (AGR) Mid-Year Report

**Background
Information:**

The Achievement Gap Reduction (AGR) Program, formerly known as Student Achievement Guarantee in Education (SAGE), was established in the 2015-16 school year by the Wisconsin Department of Public Instruction. The AGR program allows a participating school to meet the obligations of its five-year contract by implementing one of three strategies, or a combination of these strategies, in every kindergarten through grade three classroom:

- one-to-one tutoring provided by a licensed teacher;
- instructional coaching for teachers provided by a licensed teacher; or
- maintaining 18:1 or 30:2 classroom ratios and providing professional development on small group instruction.

The following schools in the Appleton Area School District participate in the AGR program: Badger, Columbus, Dunlap, Edison, Foster, Horizons, and Jefferson.

The AGR program requires a participating school to create performance objectives, focusing on reducing the achievement gap for low-income students. AGR aid payments are based on the number of low-income students enrolled at the school in grade Kindergarten, Grade 1, Grade 2, and Grade 3 on the third Friday in September.

The AGR program also requires school board review of implementation and progress toward achieving annual performance objectives at the end of every semester.

**Contact
Persons:**

Nan Bunnow , 920- 832-6301 , bunnownanette@asds.k12.wi.us
Karen Brice, 920-832-4600, bricekaren@asds.k12.wi.us
Steve Harrison, 920-832-2177, harrisonstepha@asds.k12.wi.us

ITEM FOR CONSIDERATION

TOPIC: Board of Education Community Linkages Plan

BACKGROUND INFORMATION: At the board meeting of November 22, 2021, the Board of Education approved the creation of an ad-hoc committee for the purpose of developing a plan for Community Linkages as part of our continued work in implementing a Coherent Governance model for the District, and out of a desire to continue to build strong relationships with our community.

The Board of Education believes Community Linkages will assist the Board in strengthening our schools and increasing student opportunities and achievement, gathering diverse opinions from a wide variety of stakeholders to inform board decisions, understanding the full impact of Board decisions on stakeholders, and gathering quantitative and qualitative data by engaging with stakeholders.

Committee members Ed Ruffolo, Deb Truymen, and James Bacon met several times to discuss and create a proposed purpose, vision, and plan for successfully implementing Community Linkage opportunities.

FISCAL NOTE: Minimal, but varied dependent upon activity.

INSTRUCTIONAL IMPACT: Raising student achievement, strengthening the whole student, and strengthening communities and schools.

COMMITTEE RECOMMENDATION: Approval.

CONTACT PERSON(S): Ed Ruffolo, (920) 738-6877
Deb Truymen, (920) 358-7212
James Bacon, (920) 278-9796

Board Action: 02/28/2022

Purpose of Community Linkages:

- Strengthen our schools and increase student opportunities and achievement
- Foster gathering diverse opinions from a wide variety of stakeholders to inform Board decisions
- Understand the full impact of Board decisions on stakeholders
- Gather quantitative and qualitative data by engaging with stakeholders

To accomplish our stated purpose of community linkages, the following goals and objectives have been established.

Goals and expectations:

The community linkages plan, as part of coherent governance, seeks to address how the Board:

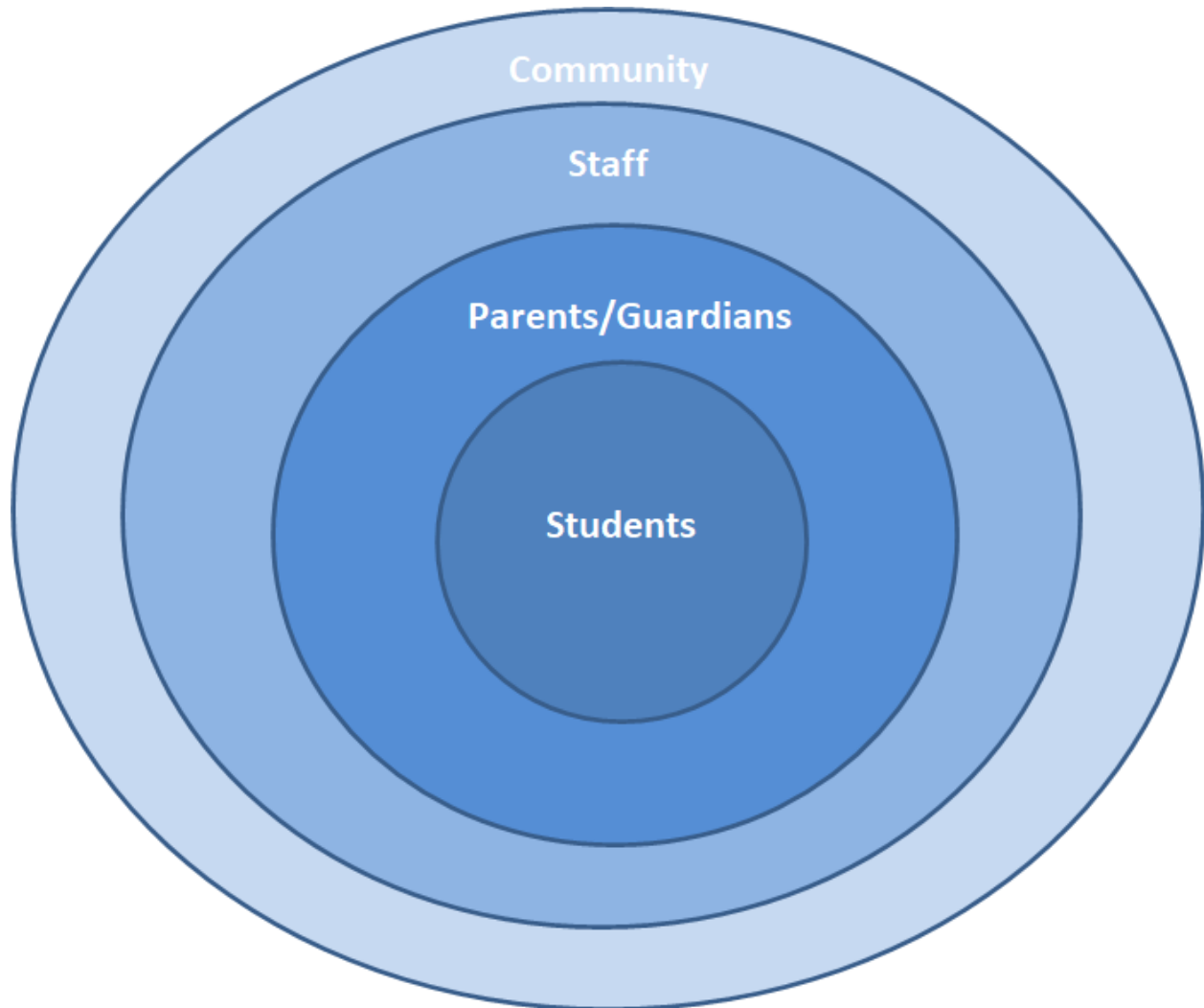
- Consistently and deliberately engages with community stakeholders on topics of concern and interest.
- Proactively engages with the community on an ongoing and planned basis to understand concerns and expectations. Ensures stakeholders' viewpoints are obtained in a timely manner and are valued and respected.
- Strives to gather broad, diverse opinions from a variety of stakeholders to inform Board decision making.
- Provides opportunities for the Board to communicate their collective vision for the district and provide for the rationale of decisions and policies. Assists in understanding the impact of the Board's decisions based on the impact on stakeholders.
- Builds trust between the Board and the community through consistent and meaningful engagement.

Our plan for community linkages includes:

1. Engagement target, defining who we intend to engage
2. Tools and methodologies we will use to conduct community linkages
3. Specific examples of how we intend to use the tools and methodologies to engage the community

1. Engagement target:

Developing our approach to coherent governance community linkages will need to address each of the following engagement groups:



Students, as our primary clients and focus for all policies and decision making, are a key engagement group. The Board will target specific community engagement tools to establish two-way communication between the Board and the district's primary clients.

Parents/guardians have a unique role as the district's key partners in meeting the educational needs of the students. By collaboratively developing policies and educational approaches that are fully supported and re-enforced by parents/guardians, student achievement is enhanced. Establishing a strong partnership where educators and parents/guardians work towards common, and well supported objectives can greatly increase the outcomes for students.

Staff members work closely and interact with our students daily, and as such can provide important guidance as to the real-world, day-to-day impact of Board policies. The linkages to staff members will respect organizational structure and communications. The Board will take great care not to interfere with organizational structure and relationships that are designed to maximize performance and professional development. Our staff members have a high degree of education, training, and experience that is critical for the Board to consider when formulating and evaluating policies and results.

Community members are the owners of the district and represent a wide range of interests and encompasses students, parents, taxpayers, and many other community members. Actively engaging the overall community can encourage greater understanding and support for educational programs and policies.

As we consider engaging our target stakeholders, we intend to adhere to the values of:

- **Respect for diverse opinions:** Our community engagement will ensure that there is equity of access and opportunity for the different stakeholder groups to voice their opinions, whether in support of in opposition to Board policies and decisions. The Board will consistently seek all opinions, including any voices that may not appear to be represented. The Board may need to find creative approaches to ensure equal representation of all stakeholder groups.
- **Respect for stakeholder access:** The Board will ensure venues are equitable overall for stakeholders across the entire district, and ensure all areas of the district are represented, especially considering options for those who may have transportation challenges and language barriers. The Board will ensure that reasonable accommodations are made for any community member.
- **Respect for stakeholders' time:** The Board will ensure that our engagement activities are predictable, planned carefully, and widely communicated so Board members and stakeholders can schedule well in advance to increase participation. Ensuring that follow-up communication is provided timely is a critical element to respecting stakeholders' time and is especially true for the more formal community linkages events.
- **Respect for sharing information:** The Board representatives should share their engagement experiences with the full Board in an efficient way such that all Board members benefit from the engagement, even when not personally participating. A recurring agenda item for sharing community linkages information will facilitate sharing of information amongst Board members.
- **Respect for Board governance:** The Board functions as a single unit. The opinions and personal strengths of individual members will be used to the Board's best advantage, but the Board will faithfully make decisions as a group, by formal vote. During all community engagement activities, Board members will adhere to these principles and ensure that all participants understand that Board members may not conduct business, obligate the

Board, take actions on behalf of the Board, or make decisions outside of Board meetings, and represent the best interest and integrity of the Board as a whole.

2. Community linkages tools and methodology: The Board's responsibility is to represent, lead and serve the residents and students of the district and to govern the district by establishing expectations for student achievement results, expectations for quality operational performance, and monitoring actual performance against those expectations. The Board welcomes comments and correspondence directly from the community. Community members may write or email the Board, with responses provided by the Board president or designee. Individual Board members do not speak on behalf of the entire Board. Written public comments and in person public comments are also welcomed at all Board meetings. The Board, however, recognizes that additional opportunities and methodologies to inform the Board are necessary and beneficial. The use of independent facilitators during community linkages activities can help to ensure successful and effective events.
 1. **Informal engagement**, which provides a forum for community stakeholders to dialogue with Board members on any topic or question. For example, Board members are periodically available for community stakeholders to provide their point of view, ask questions and engagement with Board members. Operational questions or concerns that may not be appropriate for the Board to initially address, will be referred to the proper staff member in the district. Because informal engagements do not have a formal agenda, the number of Board members participating cannot constitute a quorum. To facilitate attendance and availability, informal engagements can be conducted at various community settings and not necessarily at school facilities. Informal engagement is designed to generate ideas and capture concerns of stakeholders as well as to support existing stakeholder engagement, such as emails to the Board, public comment, and other Board member contacts. Board members will take care not to conduct Board business during informal engagement or problem solve, but rather will gather information and hear concerns. The results of informal engagement may generate focus groups, community conversations or other Board activities.
 2. **Focus group engagement**, which is a targeted group with a specific objective and work plan that are created and managed by the Board. The invited attendees have specific knowledge or experience that are highly relevant to the stated objective and work plan. Focus groups have a specific objective and topics to be addressed and are time-bound. The results of the focus group are shared formally with the Board at a regular Board meeting. The topics of the focus group should align with the Board annual workplan or Board result policies.

3. **Community Conversation**, which provides a public forum for interested members of the community to have a conversation about a specific topic of interest or concern. If a large turn-out is anticipated, an independent facilitator can be beneficial as well as conducting the meeting at an offsite location. Community conversations can include key volunteer groups, community thought leaders, non-profit organizations, and the public. Community conversations can include expert forums, town hall style meetings, and listening sessions regarding a specific topic.

4. **Thought Leaders**, which gathers a group of community leaders who have a strong interest in public schools, to act as an advisory group to the Board. The Thought Leaders group is made up of representatives from key areas of the community that may include business leaders, elected officials, community organization leaders, educators from higher education, parents/guardians, and other key members of the community who are well-regarded for their role. Up-front planning is required to identify appropriate members for this group. Meeting with a consistent group of thought leaders periodically can facilitate understanding of challenges and goals. The thought leaders can provide counsel and insight as to how to manage challenges, offer insights as community leaders, as well as gain an understanding of the Board's goals and objectives for their support and advocacy. The Thought Leader group acts as an advisory committee to the Board with an emphasis on the future, and as such are expected to serve for a longer period. The Thought Leader group is tasked to consider the long-range future of the AASD and collaborate on new and innovative educational programs. The Thought Leader will further collaborate with the Board on addressing long-range educational and community challenges. Thought Leaders fulfill a key role in communicating Board vision to community stakeholders.

COMMUNITY LINKAGES

3. Examples of community engagement activities: Combining the engagement target groups and the engagement tools provides examples of community engagement that could be used in the future, including activities already in place:

	Students	Parents & Guardians	Community	Staff
Informal engagement	<ul style="list-style-type: none"> -Lunch with the Board -Visit classrooms to observe classes -School visit -Student representatives on Board 	<ul style="list-style-type: none"> -Conduct Board meetings at local schools -Visit PTO meetings -Parental surveys 	<ul style="list-style-type: none"> - "Coffee chats" - Community surveys - Attend school & community events 	<ul style="list-style-type: none"> - "Coffee chats" - Staff surveys - Attend school events -School visit
Focus group	<ul style="list-style-type: none"> - Recent graduates - Student target groups according to topic 	<ul style="list-style-type: none"> - Parent focus groups according to topic - Parents of students with disabilities - Parents of ELL students 	<ul style="list-style-type: none"> - Community partners - Non-profit groups - Educators & staff - People with disabilities - Diversity groups 	<ul style="list-style-type: none"> - Staff Thought Leader / Advisory Group -Curriculum Policies - Professional Development Policies -Staff Recruitment & Retention Policies
Community Conversation	<ul style="list-style-type: none"> - Town hall meetings - Expert forums - Listening sessions - Surveys 	<ul style="list-style-type: none"> - Town hall meetings - Expert forums - Listening sessions - Surveys 	<ul style="list-style-type: none"> - Town hall meetings - Expert forums - Listening sessions - Surveys 	<ul style="list-style-type: none"> - Town hall meetings - Expert forums - Listening sessions - Surveys

Through meaningful engagement with all our stakeholders, we seek to further the goals as outlined in the Board’s result & operational expectation policies including:

- **Raising student achievement:** By engaging parents, and other stakeholders in the community in defining academic goals, standards, curriculum and measures of progress, community engagement can be a powerful driver for raising student achievement.
- **Strengthening the whole student:** Focus and engage the community on the various social and health conditions that can impede successful learning to foster student achievement.
- **Strengthening communities and schools:** By convening the community around education issues, the school Board can take a leadership role in leading people to engage in activities that improve community life and our schools.
- **Achieving operational excellence and responsible stewardship of resources:** Engage community to align resources to district priorities to ensure student success with maximum efficiency and excellence.