



## Monday, May 12, 2025 Board of Education Meeting

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

Some participants may join remotely, and both members of the media and the public can attend the meeting in person or watch the live stream on the AASD website. Any special needs or any requests for accommodations related to accessing the meeting should be sent to Kayla Malott, at [malottkayla@asds.k12.wi.us](mailto:malottkayla@asds.k12.wi.us) or (920) 852-5300 ext.60111, at least 24-hours in advance of the meeting.

### 1. MEETING OPENING

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- A. Pledge of Allegiance

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

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

### 3. SPECIAL PRESENTATION

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- A. Band Trip Report
- B. 24/25 Student School Board Representatives Final Report: Anthony Lindenstruth (East), Olivia Feng (North), and Aubrey Detert (West)

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

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- A. Public Input

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

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- A. None

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

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- A. Business Services Update(s):
  - AP Check Register-April 2025
- B. School/Student Services Update(s):
  - English Language Arts (ELA) Materials Purchase (1070, 1120, and 1060)
  - Social Studies Material Purchase (3023)

*Attachments:* [IFC- ELA Materials Purchase \(1070, 1120, 1060\).](#)

*Attachments:* [KWKT- ELA 1070\\_1120\\_1060](#)

*Attachments:* [Public Input Received - ELA 1070, 1120, 1060](#)

*Attachments:* [IFC- Social Studies Materials Purchase \(3023\)](#)

*Attachments:* [KWKT- Social Studies/Criminal Justice](#)

*Attachments:* [Public Input Received - Social Studies/CJ](#)

C. Personnel Services Update(s):

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

*Attachments:* [5-12-25 IFC Professional Educator New Hires.pdf](#)

*Attachments:* [5-12-25 IFC Professional Educator Contract Changes .pdf](#)

*Attachments:* [5-12-25 IFC Professional Educator Resignations.pdf](#)

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

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A. Board Meeting Minutes from April 28, 2025

*Attachments:* [BOE Meeting minutes 4.28.25.PDF](#)

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

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A. English Language Arts (ELA) Materials Purchase (1070, 1120, and 1060)

*Attachments:* [IFC- ELA Materials Purchase \(1070, 1120, 1060\)](#)

*Attachments:* [KWKT- ELA 1070\\_1120\\_1060](#)

*Attachments:* [Public Input Received - ELA 1070, 1120, 1060](#)

B. Social Studies Material Purchase (3023)

*Attachments:* [IFC- Social Studies Materials Purchase \(3023\)](#)

*Attachments:* [KWKT- Social Studies/Criminal Justice](#)

*Attachments:* [Public Input Received -Social Studies/CJ](#)

C. Professional Educator New Hire(s)

*Attachments:* [5-12-25 IFC Professional Educator New Hires](#)

D. Professional Educator Contract Change(s)

*Attachments:* [5-12-25 IFC Professional Educator Contract Changes](#)

E. Professional Educator Resignation(s)

*Attachments:* [5-12-25 IFC Professional Educator Resignations](#)

**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.)**

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A. Business Services Report:

- Addressing AASD Budget Deficit

*Attachments:* [IOI- Budget Priorities & Addressing Budget Challenges 5.12.25](#)

B. School/Student Services Report:

- Referendum Project Updates
- Columbus/Edison Transition Update
- Science Materials Purchase- (4640) (4740), & (4840)

*Attachments:* [Referendum updates 5-12-25](#)

*Attachments:* [Columbus/Edison Transition 5-12-25](#)

Attachments: [IOI- Science \(4640, 4740, & 4840\)](#)

Attachments: [KWKT - Science Materials Purchase \(4640,4740,4840\)](#)

Attachments: [Public Input Received - Science, Middle School](#)

C. Personnel Services Report: None

## 10. BOARD BUSINESS

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A. Technology Services Temporary Lease Agreement

Attachments: [IOI- Tech Services Lease 5.12.25](#)

B. Tuition-Free Status for Pan Atlantic Foundation

Attachments: [IOI- Tuition-Free Status 5.12.25](#)

C. West High School Indoor PE/Practice Facility Naming Rights

Attachments: [IOI- West Indoor PE Practice Facility Naming Rights 5.12.25](#)

D. Board Policy Committee Updates

E. AP Check Register-April 2025

F. Policy Update: 453.4- Administration of Drug Products/Medication to Students

Attachments: [IFC-Policy 453.4 - Administration of Drug Products Medications to Student](#)

Attachments: [FINAL Administration of Drug Products 453.4](#)

G. Policy Update: 458- School Wellness

Attachments: [IFC- Policy Update- 458 School Wellness Policy](#)

Attachments: [FINAL School Wellness Policy 458 and 458-Rule](#)

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

## 11. ITEMS OF INFORMATION

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A. None

## 12. FUTURE MEETINGS

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A. Board Meeting: Monday, May 19, 2025 at 6:00PM

B. Board Work Session: Wednesday, May 21, 2025 at 7:30AM

C. Board Meeting: Monday, June 9, 2025 at 6:00PM

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

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

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

## 13. ADJOURN

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A. Motion to adjourn the meeting



## ITEM FOR CONSIDERATION

**Topic:** **English Language Arts:** Materials Purchase- Esperanza Rising by Pam Muñoz Ryan, ELA 7 (**1070**); The Anthropocene Reviewed by John Green, ELA 11 (**1120**); The Other Wes Moore by Wes Moore, The Marrow Thieves by Cherie Dimaline, Remarkable Bright Creatures by Shelby Van Pelt, and Patron Saints of Nothing by Randy Ribay, ELA 12 (**1060**).

**Background Information:** The English Language Arts- grade 6-12 courses are standards-based courses (SBC) in the Appleton Area School District. As part of the course instruction, students read a variety of texts to identify the key ideas and details, main idea, theme(s), event sequence(s), point of view, character development, and author's purpose. Additionally, students articulate their ideas in collaborative discussions and independent written reflections and/or reviews. Approval for these particular novels is coming from the grade 7 ELA teachers (for the narrative unit), grade 11 AP English Language, and grade 12 21st Century Literacy (for the first unit- personal narrative, and the fourth unit- novel studies).

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

**Fiscal Impact:** AC&I would be purchasing 210 total copies of each novel to be dispersed among the middle/high schools. The cost will be \$15,726.11. These instructional materials will be implemented during the 2025-26 school year.

**Administration Recommendation:** Approve as submitted.

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

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**English Language Arts:** Materials Purchase- *Esperanza Rising* by Pam Muñoz Ryan, ELA 7 (1070); *The Anthropocene* Reviewed by John Green, ELA 11 (1120); *The Other Wes Moore* by Wes Moore, *The Marrow Thieves* by Cherie Dimaline, *Remarkable Bright Creatures* by Shelby Van Pelt, and *Patron Saints of Nothing* by Randy Ribay, ELA 12 (1060).

<p><b>WHY</b> are varying levels of the secondary ELA department (grade 7, 11, and 12) looking for approval of additional novels?</p>	<p>The ELA department would like to ensure that materials:</p> <ul style="list-style-type: none"> <li>• Are current and appealing to promote a love of reading</li> <li>• Are consistent with the educational goals of the District</li> <li>• Are appropriate for the age, social development, and maturity of students</li> <li>• Meet high standards of quality in factual content</li> <li>• Have factual, aesthetic, literary, ethical, or social value</li> <li>• Are written by competent and qualified authors</li> <li>• Represent our pluralistic society</li> <li>• Foster respect for all groups of people who form our society</li> <li>• Represent varying levels of difficulty with diverse appeal and differing points of view</li> <li>• Incorporate <ul style="list-style-type: none"> <li>○ Critical thinking (about literature and their own lives)</li> <li>○ Cultural studies (windows and mirrors)</li> <li>○ Literature analysis</li> <li>○ Application to real-life</li> </ul> </li> </ul>
<p><b>WHAT</b> is important to know about this novel?</p>	<p>These novels:</p> <ul style="list-style-type: none"> <li>• Are award-winning</li> <li>• Encompass varying genres: contemporary, coming of age, realistic fiction, dystopian, science-fiction, memoir, storytelling traditions and motifs</li> <li>• Have varying themes: family life, grief, hope and resilience, inequality, hard work and sacrifice, identity and belonging, connections &amp; relationships, self-discovery, survival, community, memory, systemic barriers</li> <li>• Vary in reading lexiles</li> <li>• Are written by diverse authors/identities: Mexican American, Indigenous Canadian, Filipino-American, American, and African American</li> <li>• Are written in varying point of View: 1st person, 3rd person, dual narrative</li> <li>• Are relevant</li> </ul>

	<ul style="list-style-type: none"> <li>○ Integration: Social Studies (History, Civics, Psychology, Sociology, Criminal Justice), Art, Science (Environmental and Biology)</li> <li>○ Political/Historical/Social Contexts <ul style="list-style-type: none"> <li>■ Intergenerational Conflict</li> <li>■ Immigration</li> <li>■ Justice System</li> <li>■ War on drugs</li> <li>■ Human Rights</li> <li>■ Colonialism</li> <li>■ Socio-economic inequality</li> </ul> </li> </ul>
<b>HOW</b> was public input solicited prior to making the administrative recommendation to the Board?	<p>Copies of proposed instructional materials were made available to the public for over 30 days in order to submit written public input. Notification of requested feedback also publicized through the <a href="#">AASD website</a> as well as through the superintendent’s family communication letter.</p>
<b>HOW</b> will instruction benefit ?	<p>Instruction will benefit by:</p> <ul style="list-style-type: none"> <li>● Including literary devices (metaphors, similes, foreshadowing, irony, flashbacks, symbolism, dialogue, personification)</li> <li>● Allowing for varying engagement/assessment opportunities to ensure student comprehension: argumentative writing (Claim-Evidence-Reasoning), Socratic Seminars, Project-Based Learning, reflective essays, analytical responses, research papers, presentations, close reading, notice and note, and SWIRL (speaking, writing, interacting, reading, &amp; listening)</li> <li>● Encouraging discourse</li> <li>● Aligning to standards</li> <li>● Validating students’ own experiences and perspectives</li> <li>● Examining theme, point of view, main idea, argumentation, and character development.</li> <li>● Providing opportunities for feedback and to work and plan together through collaborative conversations.</li> <li>● Discovering powerful, relatable voices for students to listen to and learn from</li> </ul>

**English Language Arts:** Materials Purchase- *Esperanza Rising* by Pam Muñoz Ryan, ELA 7 (1070); *The Anthropocene* Reviewed by John Green, ELA 11 (1120); *The Other Wes Moore* by Wes Moore, *The Marrow Thieves* by Cherie Dimaline, *Remarkable Bright Creatures* by Shelby Van Pelt, and *Patron Saints of Nothing* by Randy Ribay, ELA 12 (1060).

Time Period of Public Input
02/04/25 - 03/17/25
Number and Breakdown of Responses Received (Supportive/Unsupportive)
0 Total Responses: 0 Supportive Responses/ 0 Responders Unsupportive



## ITEM FOR CONSIDERATION

**Topic:** **Social Studies:** Materials Purchase- Criminal Justice Textbook **(3023)**  
Cengage Learning: *Essentials of Criminal Justice 11th Edition*

**Background Information:** The Criminal Justice course is a Social Studies dual-credit option for junior and senior students in the Appleton Area School District. To offer this course, Fox Valley Technical College requires the district to utilize and be no more than 2 editions behind the text they are using on their campus. Additionally, this textbook fits the needs of the course competencies and further articulates skills that are introduced in written communication, such as interviewing and organization.

**Instructional Impact:** Classroom teachers of Criminal Justice will instruct Social Studies standards that align with the assessed FVTC competency standards: 1) understanding and comparing past and present crime in America, 2) understanding the different areas of criminal law, 3) identifying the purpose and organization of policing, 4) analyzing the legal aspects along with issues and challenges of policing, 5) explaining the history and functions of the court system, 6) explaining and understanding the juvenile justice system, 7) summarizing the different goals and methods of sentencing, and 8) investigating probation conditions. This edition provides a panoramic view of today's criminal justice system, along with clear learning objectives that reinforce students' understanding. Students will think critically and ethically as they engage in the interests, concepts, and theories that characterize criminal justice today.

**Fiscal Impact:** The cost is \$35,000.00 for a classroom set of soft cover texts for all high school instructors, as well as digital access to the text. The cost is within the dollars allocated in the 2024-25 AC&I budget. All instructional materials will be implemented during the 2025-26 school year.

**Administrative Recommendation:** Approve as submitted.

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

**BOE:** May 12, 2025

**Social Studies:** Materials Purchase- Criminal Justice Textbook (3023) Cengage Learning: *Essentials of Criminal Justice 11th Edition*

<p><b>WHY</b> would we like to purchase this textbook?</p>	<p>The purchase of this textbook will offer:</p> <ul style="list-style-type: none"> <li>• The needs of the FVTC course competencies</li> <li>• Innovative pedagogy</li> <li>• Contemporary content</li> <li>• A panoramic view of today's criminal justice system</li> <li>• The latest research in the field</li> </ul>
<p><b>WHAT</b> are some of the engaging contents found within the text?</p>	<p>The engaging contents of this edition include:</p> <ul style="list-style-type: none"> <li>• Magazine-style presentations</li> <li>• Vignettes from current headlines</li> <li>• Real examples of both criminal activity and the criminal justice system's response</li> <li>• Interests, concepts, and theories that characterize today's criminal justice system</li> <li>• Short audiocast episodes</li> <li>• Career decision-making scenarios</li> <li>• Riveting stories to reinforce concepts and techniques</li> <li>• Case discussions</li> <li>• Visual summaries</li> </ul>
<p><b>HOW</b> was public input solicited prior to making the administrative recommendation to the Board?</p>	<p>Copies of proposed instructional materials were made available to the public for over 30 days in order to submit written public input. Notification of requested feedback also publicized through the <a href="#">AASD website</a> as well as through the superintendent's family communication letter.</p>
<p><b>HOW</b> will this textbook be resourceful for the Senior Communication teachers ?</p>	<p>The textbook will be resourceful in offering:</p> <ul style="list-style-type: none"> <li>• Support content for lesson delivery (Lesson plans and slide decks)</li> <li>• Assessment resources (Evaluation tools)</li> <li>• Additional resources (guides, interdisciplinary and industry standards)</li> <li>• Companion resources (Test banks and flashcards)</li> </ul> <p>The textbook will allow teachers to:</p> <ul style="list-style-type: none"> <li>• Incorporate clear learning objectives</li> <li>• Engage students in thinking critically &amp; ethically</li> <li>• Distinguish the roles of courts and law enforcement agencies</li> <li>• Identify the purpose of law enforcement in American society</li> <li>• Embed professionalism and ethics relating to jobs in law enforcement</li> <li>• Compare adult and juvenile justice</li> <li>• Explain criminal law and sentencing</li> <li>• Correct students' misperceptions and biases</li> <li>• Assist students in applying their knowledge to real life scenarios</li> </ul>

Time Period of Public Input
02/11/25 - 04/01/25
Number and Breakdown of Responses Received (Supportive/Unsupportive)
0 Total Responses: 0 Supportive Responses/ 0 Responders Unsupportive



## ITEM FOR CONSIDERATION

**Topic:** Professional Educator New Hire(s)

**Background  
Information:**

The Professional Educators listed below are recommended for contractual positions for the 2025-2026 school year (effective August 25, 2025), with the exception of Julie Ritter (effective December 19, 2025):

<b><u>Name</u></b>	<b><u>Position</u></b>	<b><u>Location</u></b>	<b><u>FTE</u></b>
Lindsay J. Bauer	Special Ed-Cross Cat	Highlands	100%
Evelin M. Bestul	Grade 1	Johnston	100%
Juliana F. Bowers	Special Ed-Cross Cat	TBD	100%
Lauren E. Brendel	Grade 2	Houdini	100%
Jennifer L. Freese	STEM	Classical	50%
Elizabeth M. Hansen	Grade 1/2	HAIS	100%
Rachel V. Lee	Special Ed-Cross Cat	Highlands	100%
Zay C. Lenaburg	Talented & Gifted	Odyssey	41%
Emily G. Messer	Special Ed-Cross Cat	Richmond	100%
Lacey C. Padgett	Special Ed-Cross Cat	TBD	100%
Makenzie G. Perry	Special Ed-Cross Cat	Huntley	100%
Benjamin E. Pershey	Special Ed-Cross Cat	TBD	100%
Hailey M. Rathman	Grade 5	Johnston	100%
Julie R. Ritter	Speech & Language	TBD	100%
Ava R. Somers	World Lang. - Spanish	Einstein/Madison/Wilson	75%

Samuel J. West	Physical Education	Johnston/TBD	100%
Ashley M. Whittington	Kindergarten	Johnston	100%
Sawyer J. Wittman	Special Ed-Cross Cat	RISE	100%

### **Instructional**

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

### **Fiscal**

**Impact:** Salary will be commensurate with education and experience.

### **Administrative**

**Recommendation:** Approve as submitted.

### **Contact**

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

**BOE:** May 12, 2025





## ITEM FOR CONSIDERATION

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

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

<u><b>Name</b></u>	<u><b>Position</b></u>	<u><b>Location</b></u>	<u><b>FTE</b></u>
Rebecca L. Buechler	Speech & Language	Berry	80% to 60%
Katie L. Johnson	School Nurse	TBD	60% to 80%
Kara J. Schroeder	School Nurse	TBD	80% to 60%
Laura J. Sprtel	School Nurse	TBD	40% to 45%

**Instructional Impact:** These assignment adjustments will meet student needs.

**Fiscal Impact:** As indicated above.

**Administrative Recommendation:** Approve as submitted.

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

**BOE:** May 12, 2025



## ITEM FOR CONSIDERATION

<b>Topic:</b>	Professional Educator Resignation(s)
<b>Background Information:</b>	<p>The following Professional Educators have submitted a letter of resignation effective at the end of the 2024-2025 school year:</p> <p><b>Molly G. Kuether</b> has been with the District for four years, most recently as a Library Media Specialist at Badger Elementary School and Wilson Middle School.</p> <p><b>Cambria C. Loomans</b> has been with the District for three years, most recently as a Special Education Teacher at West High School.</p> <p><b>Anne M. Luedtke</b> has been with the District for three years, most recently as a Special Education Teacher at North High School.</p> <p><b>Gina L. Plosczynski</b> has been with the District for four years, most recently as a School Social Worker at Berry Elementary School.</p> <p><b>Nicole M. Spomer</b> has been with the District for one year, most recently as a STEM Teacher at Appleton Bilingual School, Badger Elementary School, and Columbus Elementary School.</p> <p><b>Kailah B. Wolfrath</b> has been with the District for one and a half years, most recently as a Special Education Teacher at East High School.</p>
<b>Instructional Impact:</b>	Qualified replacements will be procured.
<b>Fiscal Impact:</b>	Dependent on replacements.
<b>Administrative Recommendation:</b>	Approve as submitted.
<b>Contact Person(s):</b>	Chief Human Resources Officer, Julie King, (920) 852-5302

**BOE:** May 12, 2025



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

**Board of Education Minutes**

**Monday, April 28, 2025**

**6:00 PM**

**1) MEETING OPENING**

**1.A) Roll Call**

**Present:**

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

**1.B) Pledge of Allegiance**

The Pledge of Allegiance was recited by all.

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

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

Board member, Oliver Zornow, requested to remove items 7.C & 9.D Professional Educator Contract(s)-Final Notices of Non-renewal to 11.G for Separate Consideration.

**2.B) Approval of Agenda**

*Motion to approve the agenda with moving items 7.C & 9.D Professional Educator Contract(s)-Final Notices of Non-renewals to 11.G for Separation Consideration.*


*Motion by Kristine Sauter, second by Jason Kolpack.*

*Final Resolution: Motion Carried.*

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

**3) BOARD REORGANIZATIONAL ITEMS**

**3.A) Board of Education Member Commitment**

[BOE Member Commitment.pdf](#) 

Members of the Board recited the Board of Education Member Commitment.

**3.B) Election of Officers of the Board**

**President:**

Kristine Sauter nominated Kay Eggert.

There were no other nominations.

Nominations were closed and a roll call vote was taken, with all members voting aye.

***Kay Eggert was elected Board President***

**Vice President:**

Edward Ruffolo nominated Kristine Sauter.

There were no other nominations.

Nominations were closed and a roll call vote was taken, with all members voting aye.

***Kristine Sauter was elected Board Vice President.***

**Treasurer:**

Pheng Thao nominated Edward Ruffolo.

There were no other nominations.

Nominations were closed and a roll call vote was taken, with all members voting aye.

***Edward Ruffolo was elected Board Treasurer.***


**Clerk:**

Nick Ross nominated Pheng Thao.

There were no other nominations.

Nominations were closed and a roll call vote was taken, with all members voting aye.

***Pheng Thao was elected Board Clerk.***

[Policy 141- Board Officers.pdf](#) 

**3.C) Appoint CESA 6 Representative**

Nick Ross was appointed as the District's CESA 6 Representative.

**3.D) Appoint WASB Delegate**

Jason Kolpack was appointed as the District's WASB Delegate.

**3.E) Reauthorization of the Board Ad Hoc Committee for Community Linkages**

Board members Edward Ruffolo, Kristine Sauter, and Nick Ross have agreed to continue serving on the Community Linkages Committee.

*Motion to approve the reauthorization of the Board Ad Hoc Committee for Community Linkages, for a period beginning Monday, April 28, 2025 and expiring on Sunday, April 26, 2026.*

*Motion by Jason Kolpack, second by Oliver Zornow.*

*Final Resolution: Motion Carried.*

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

**3.F) Reauthorization of the Board Ad Hoc Committee for Policy Review**

Board members Pheng Thao, Kay Eggert, and Nick Ross have agreed to continue serving on the Policy Review Committee.

*Motion to approve the reauthorization of the Board Ad Hoc Committee for Policy Review, for a period beginning Monday, April 28, 2025 and expiring on Sunday, April 26, 2026.*

*Motion by Kay Eggert, second by Oliver Zornow.*

*Final Resolution: Motion Carried.*

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

**4) SPECIAL PRESENTATION**

**4.A) Classical Band Performance**

Music Teacher Julie Brown and her students from Classical Charter School performed three musical songs.

**4.B) Student School Board Representative Report**

Student School Board Representative, Anthony Lindenstruth, provided updates from East High School.

**4.C) Staff Appreciation**

Board President, Kay Eggert, presented the 2025 Staff Appreciation Resolution.

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

5.A) **Public Input**

*The following individuals addressed the Board of Education during Public Input regarding the topic on the agenda under 11.F- Paid Time Off (PTO):*

1. Chad Endres (Appleton, WI)
2. Corey Otis (Appleton, WI)

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


6.A) **None**


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

7.A) **Business Services Update(s): None**

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

**Start College Now/Early College Credit (SCN/ECCP)**

[SCN\\_ECCP for Fall 2025 for BOE .pdf](#) 

[SCN\\_ECCP for Fall 2025 \(REVISED\).pdf](#) 

Assistant Superintendent, Mark McQuade reported on the Start College Now/Early College Credit (SCN/ECCP) item for consideration.

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

**Professional Educator New Hire(s)**


**Professional Educator Contract Change(s)**

**Professional Educator Contract(s) ? Final Notices of Non-renewal**

**Professional Educator Resignation(s)**

**Administrative Hire(s)**


**Administrative Transfer(s)**

[IFC Professional Educator New Hires 4.28.25.pdf](#) 

[IFC Professional Educator Contract Change\(s\) 4.28.25.pdf](#) 

[IFC Professional Contract\(s\)- Final Notices of Non-renewal 4.28.25.pdf](#) 

[IFC Professional Educator Resignations 4.28.25.pdf](#) 

[IFC Administrative Hire\(s\) 4.28.25.pdf](#) 


[IFC Administrative Transfer\(s\) 4.28.25.pdf](#) 

Chief Human Resources Officer, Julie King reported on the Personnel Services Updates items for consideration. Item 7.C has been moved to 11.G for further consideration and discussion.

8) **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.)**

8.A) **Board Meeting Minutes from March 31, 2025**

[BOE Meeting minutes 4.14.25.pdf](#) 

[BOE Meeting minutes 4.14.25 \(REVISED\).pdf](#) 


**8.B) Expulsion Meeting Minutes from April 21, 2025**

*Motion to approve the Board's Consent agenda as presented. Motion by Kristine Sauter, second by PhengThao.  
Final Resolution: Motion Carried.*


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


**9) 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.)**

**9.A) Start College Now/Early College Credit (SCN/ECCP)**


[IFC- Start College Now Early College Credit 4.28.25.pdf](#) 

[IFC- Start College Now Early College Credit 4.28.25 \(REVISED\).pdf](#) 

[SCN ECCP for Fall 2025 for BOE - Sheet1.pdf](#) 

[SCN ECCP for Fall 2025 \(REVISED\).pdf](#) 


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

[IFC Professional Educator New Hires 4.28.25.pdf](#) 

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

[IFC Professional Educator Contract Change\(s\) 4.28.25.pdf](#) 


**9.D) Professional Educator Contract(s) ? Final Notices of Non-renewal**

[IFC Professional Contract\(s\)-Final Notices of Non-renewal 4.28.25.pdf](#) 


**9.E) Professional Educator Resignation(s)**

[IFC Professional Educator Resignations 4.28.25.pdf](#) 

**9.F) Administrative Hire(s)**

[IFC Administrative Hire\(s\) 4.28.25.pdf](#) 

**9.G) Administrative Transfer(s)**

[IFC Administrative Transfer\(s\) 4.28.25.pdf](#) 

*Motion to approve the Superintendents Consent agenda with items 9.A through 9.C and 9.E through 9.G. as presented. Item 9.D was moved to 11.G for separate consideration.*

*Motion by Nick Ross, second by Jason*

*Kolpack. Final Resolution: Motion Carried.*

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

**10) 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.)**

**10.A) Business Services Report:**

**Columbus Repurposing Update**


Superintendent Hartjes provided an update on the Columbus repurposing efforts. While the District has received several proposals, due to the current financial climate, the immediate plan is to focus on expanding the RISE program. This topic will continue to be brought back to the Board for further updates and to consider any new ideas or proposals that may arise from the community.

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


**English Language Arts (ELA) Materials Purchase (1070, 1120, and 1060)**


**Social Studies Material Purchase (3023)**


**School Wellness Policy Evaluation Tool**

[IOI- ELA Materials Purchase \(1070, 1120, 1060\).pdf](#) 


Assistant Superintendent Mark McQuade and Director - ELA/SS (7-12), WL/LMS (K-12) Kelly Leopold presented the ELA Materials Purchases (1070, 1120, and 1060). This item will come back as an item for consideration at the next Board meeting scheduled for May 12, 2025.


[KWKT- ELA 1070 1120 1060.pdf](#) 


[Public Input Received - ELA 1070, 1120, 1060 \(04 28 25\).pdf](#) 

[IOI- Social Studies Materials Purchase \(3023\).pdf](#) 

Assistant Superintendent Mark McQuade and Director - ELA/SS (7-12), WL/LMS (K-12) Kelly Leopold presented the Social Studies Materials Purchase (3023). This item will come back as an item for consideration at the next Board meeting scheduled for May 12, 2025.

[KWKT- Social Studies \(3023\) Criminal Justice .pdf](#) 

[Public Input Received - 3023 Criminal Justice.pdf](#) 

[IOI- 458 Evaluation School Wellness Policy Implementation.pdf](#) 

[AASD Annual Wellness Report 2023-24.pdf](#) 


Assistant Superintendent Mark McQuade, Director-STEM (7-12) / HHP (K-12) Jennifer Bault, and Phy Ed Program Leader Mikki Duran presented the yearly AASD Wellness Report for the 23/24 school year.

#### **10.C) Personnel Services Report: None**

### **11) BOARD BUSINESS**

#### **11.A) Policy Update: 458- School Wellness**

[IOI- Policy Update- 458 School Wellness Policy .pdf](#) 

[DRAFT School Wellness Policy 458 and 458-Rule.pdf](#) 

Director-STEM (7-12) / HHP (K-12) Jennifer Bault, discussed the changes and updates for Policy 458- School Wellness Policy. This item will come back as an item for consideration at the next Board meeting scheduled for May 12, 2025.

#### **11.B) Policy Update: 453.4 - Administration of Drug Products/Medications to Students**


[IOI Administration of Drug Products Medications to Students 453.4 pdf](#) 

[DRAFT Policy of Medication Admin Policy 453.4.pdf](#) 

Executive Director of Student Services, Laura Jackson, presented Policy Update 453.4- Administration of Drug Products/Medication to Students. This item will come back as an item for consideration at the next Board meeting scheduled on May 12, 2025.

#### **11.C) Policy Update: 453.1- Emergency Nursing Services**

[IFC- Emergency Nursing Services Policy 453.1.pdf](#) 

[FINAL 453.1 Emergency Nursing Services Policy.pdf](#) 

*Motion to approve Policy Update to Policy 453.1-Emergency Nursing Services as presented.*

*Motion by Kristine Sauter .*

*Final Resolution: Motion Carried.*

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

#### **11.D) Policy Update: 453.3 - Communicable Diseases**

[IFC Communicable Disease Policy 453.3 .pdf](#) 

[FINAL 453.3 Communicable Disease Policy.pdf](#) 


*Motion to approve Policy Update of Policy 453.3-Communicable Diseases as presented.*


*Motion by Kristine Sauter, second by Kay Eggert.*

*Final Resolution: Motion Carried.*

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

#### **11.E) Policy Retirement: 453.6 Rule- First Aid**

[IFC First Aid 453.6 4.28.25.pdf](#) 

[FINAL First Aid-453.6 .pdf](#) 


*Motion to approve Policy Retirement of Policy 453.6 Rule-First Aid as presented.*


*Motion by Oliver Zornow, second by Kristine Sauter.*

*Final Resolution: Motion Carried.*

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

**11.F) Paid Time Off (PTO)**

[IFC PTO Leave Model 4.28.25.pdf](#) 

[Handbook Language Paid Time Off \(PTO\) -2025 \(BOE 4-28-25\).pdf](#) 

Board member Nick Ross recused himself and moved to the audience due to a potential conflict of interest.

*Motion to approve the Paid Time Off (PTO) plan as presented.*

*Motion by Kay Eggert, second by Oliver Zornow.*

*Final Resolution: Motion Carried.*

*Aye: Kay Eggert, Edward Ruffolo, Pheng Thao, Jason Kolpack, Oliver Zornow*

*Nay: Kristine Sauter*

*Abstain: Nick Ross*

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

*Motion to approve item 7.C/9. D as presented.*

*Motion by Nick Ross, second by Jason Kolpack.*

*Final Resolution: Motion Carried.*

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

*Recusal: Oliver Zornow*

**12) ITEMS OF INFORMATION**

**12.A) 2025-2026 Board of Education Meeting and Work Session Schedules**

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

**13) FUTURE MEETINGS**

A. Board Work Session: Monday, May 12, 2025, at 4:00 PM

B. Board Meeting: Monday, May 12, 2025, at 6:00 PM

C. Board Meeting: Monday, May 19, 2025, at 6:00 PM

D. Board Work Session: Wednesday, May 21, 2025, at 7:30 PM

**14) ADJOURN**

**14.A) Motion to adjourn the meeting**

*Motion to adjourn the meeting at 9:26 PM.*

*Motion by Nick Ross, second by Kristine Sauter.*

*Final Resolution: Motion Carried.*

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



## ITEM FOR CONSIDERATION

**Topic:** **English Language Arts:** Materials Purchase- Esperanza Rising by Pam Muñoz Ryan, ELA 7 (**1070**); The Anthropocene Reviewed by John Green, ELA 11 (**1120**); The Other Wes Moore by Wes Moore, The Marrow Thieves by Cherie Dimaline, Remarkable Bright Creatures by Shelby Van Pelt, and Patron Saints of Nothing by Randy Ribay, ELA 12 (**1060**).

**Background Information:** The English Language Arts- grade 6-12 courses are standards-based courses (SBC) in the Appleton Area School District. As part of the course instruction, students read a variety of texts to identify the key ideas and details, main idea, theme(s), event sequence(s), point of view, character development, and author's purpose. Additionally, students articulate their ideas in collaborative discussions and independent written reflections and/or reviews. Approval for these particular novels is coming from the grade 7 ELA teachers (for the narrative unit), grade 11 AP English Language, and grade 12 21st Century Literacy (for the first unit- personal narrative, and the fourth unit- novel studies).

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

**Fiscal Impact:** AC&I would be purchasing 210 total copies of each novel to be dispersed among the middle/high schools. The cost will be \$15,726.11. These instructional materials will be implemented during the 2025-26 school year.

**Administration Recommendation:** Approve as submitted.

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

**BOE:** May 12, 2025

**English Language Arts:** Materials Purchase- *Esperanza Rising* by Pam Muñoz Ryan, ELA 7 (1070); *The Anthropocene* Reviewed by John Green, ELA 11 (1120); *The Other Wes Moore* by Wes Moore, *The Marrow Thieves* by Cherie Dimaline, *Remarkable Bright Creatures* by Shelby Van Pelt, and *Patron Saints of Nothing* by Randy Ribay, ELA 12 (1060).

<p><b>WHY</b> are varying levels of the secondary ELA department (grade 7, 11, and 12) looking for approval of additional novels?</p>	<p>The ELA department would like to ensure that materials:</p> <ul style="list-style-type: none"> <li>• Are current and appealing to promote a love of reading</li> <li>• Are consistent with the educational goals of the District</li> <li>• Are appropriate for the age, social development, and maturity of students</li> <li>• Meet high standards of quality in factual content</li> <li>• Have factual, aesthetic, literary, ethical, or social value</li> <li>• Are written by competent and qualified authors</li> <li>• Represent our pluralistic society</li> <li>• Foster respect for all groups of people who form our society</li> <li>• Represent varying levels of difficulty with diverse appeal and differing points of view</li> <li>• Incorporate <ul style="list-style-type: none"> <li>○ Critical thinking (about literature and their own lives)</li> <li>○ Cultural studies (windows and mirrors)</li> <li>○ Literature analysis</li> <li>○ Application to real-life</li> </ul> </li> </ul>
<p><b>WHAT</b> is important to know about this novel?</p>	<p>These novels:</p> <ul style="list-style-type: none"> <li>• Are award-winning</li> <li>• Encompass varying genres: contemporary, coming of age, realistic fiction, dystopian, science-fiction, memoir, storytelling traditions and motifs</li> <li>• Have varying themes: family life, grief, hope and resilience, inequality, hard work and sacrifice, identity and belonging, connections &amp; relationships, self-discovery, survival, community, memory, systemic barriers</li> <li>• Vary in reading lexiles</li> <li>• Are written by diverse authors/identities: Mexican American, Indigenous Canadian, Filipino-American, American, and African American</li> <li>• Are written in varying point of View: 1st person, 3rd person, dual narrative</li> <li>• Are relevant</li> </ul>

	<ul style="list-style-type: none"> <li>○ Integration: Social Studies (History, Civics, Psychology, Sociology, Criminal Justice), Art, Science (Environmental and Biology)</li> <li>○ Political/Historical/Social Contexts <ul style="list-style-type: none"> <li>■ Intergenerational Conflict</li> <li>■ Immigration</li> <li>■ Justice System</li> <li>■ War on drugs</li> <li>■ Human Rights</li> <li>■ Colonialism</li> <li>■ Socio-economic inequality</li> </ul> </li> </ul>
<b>HOW</b> was public input solicited prior to making the administrative recommendation to the Board?	<p>Copies of proposed instructional materials were made available to the public for over 30 days in order to submit written public input. Notification of requested feedback also publicized through the <a href="#">AASD website</a> as well as through the superintendent’s family communication letter.</p>
<b>HOW</b> will instruction benefit ?	<p>Instruction will benefit by:</p> <ul style="list-style-type: none"> <li>● Including literary devices (metaphors, similes, foreshadowing, irony, flashbacks, symbolism, dialogue, personification)</li> <li>● Allowing for varying engagement/assessment opportunities to ensure student comprehension: argumentative writing (Claim-Evidence-Reasoning), Socratic Seminars, Project-Based Learning, reflective essays, analytical responses, research papers, presentations, close reading, notice and note, and SWIRL (speaking, writing, interacting, reading, &amp; listening)</li> <li>● Encouraging discourse</li> <li>● Aligning to standards</li> <li>● Validating students’ own experiences and perspectives</li> <li>● Examining theme, point of view, main idea, argumentation, and character development.</li> <li>● Providing opportunities for feedback and to work and plan together through collaborative conversations.</li> <li>● Discovering powerful, relatable voices for students to listen to and learn from</li> </ul>

**English Language Arts:** Materials Purchase- *Esperanza Rising* by Pam Muñoz Ryan, ELA 7 (1070); *The Anthropocene* Reviewed by John Green, ELA 11 (1120); *The Other Wes Moore* by Wes Moore, *The Marrow Thieves* by Cherie Dimaline, *Remarkable Bright Creatures* by Shelby Van Pelt, and *Patron Saints of Nothing* by Randy Ribay, ELA 12 (1060).

Time Period of Public Input
02/04/25 - 03/17/25
Number and Breakdown of Responses Received (Supportive/Unsupportive)
0 Total Responses: 0 Supportive Responses/ 0 Responders Unsupportive

## ITEM FOR CONSIDERATION

**Topic:** **Social Studies:** Materials Purchase- Criminal Justice Textbook **(3023)**  
Cengage Learning: *Essentials of Criminal Justice 11th Edition*

**Background Information:** The Criminal Justice course is a Social Studies dual-credit option for junior and senior students in the Appleton Area School District. To offer this course, Fox Valley Technical College requires the district to utilize and be no more than 2 editions behind the text they are using on their campus. Additionally, this textbook fits the needs of the course competencies and further articulates skills that are introduced in written communication, such as interviewing and organization.

**Instructional Impact:** Classroom teachers of Criminal Justice will instruct Social Studies standards that align with the assessed FVTC competency standards: 1) understanding and comparing past and present crime in America, 2) understanding the different areas of criminal law, 3) identifying the purpose and organization of policing, 4) analyzing the legal aspects along with issues and challenges of policing, 5) explaining the history and functions of the court system, 6) explaining and understanding the juvenile justice system, 7) summarizing the different goals and methods of sentencing, and 8) investigating probation conditions. This edition provides a panoramic view of today's criminal justice system, along with clear learning objectives that reinforce students' understanding. Students will think critically and ethically as they engage in the interests, concepts, and theories that characterize criminal justice today.

**Fiscal Impact:** The cost is \$35,000.00 for a classroom set of soft cover texts for all high school instructors, as well as digital access to the text. The cost is within the dollars allocated in the 2024-25 AC&I budget. All instructional materials will be implemented during the 2025-26 school year.

**Administrative Recommendation:** Approve as submitted.

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

**BOE:** May 12, 2025

**Social Studies:** Materials Purchase- Criminal Justice Textbook (3023) Cengage Learning: *Essentials of Criminal Justice 11th Edition*

<p><b>WHY</b> would we like to purchase this textbook?</p>	<p>The purchase of this textbook will offer:</p> <ul style="list-style-type: none"> <li>• The needs of the FVTC course competencies</li> <li>• Innovative pedagogy</li> <li>• Contemporary content</li> <li>• A panoramic view of today's criminal justice system</li> <li>• The latest research in the field</li> </ul>
<p><b>WHAT</b> are some of the engaging contents found within the text?</p>	<p>The engaging contents of this edition include:</p> <ul style="list-style-type: none"> <li>• Magazine-style presentations</li> <li>• Vignettes from current headlines</li> <li>• Real examples of both criminal activity and the criminal justice system's response</li> <li>• Interests, concepts, and theories that characterize today's criminal justice system</li> <li>• Short audiocast episodes</li> <li>• Career decision-making scenarios</li> <li>• Riveting stories to reinforce concepts and techniques</li> <li>• Case discussions</li> <li>• Visual summaries</li> </ul>
<p><b>HOW</b> was public input solicited prior to making the administrative recommendation to the Board?</p>	<p>Copies of proposed instructional materials were made available to the public for over 30 days in order to submit written public input. Notification of requested feedback also publicized through the <a href="#">AASD website</a> as well as through the superintendent's family communication letter.</p>
<p><b>HOW</b> will this textbook be resourceful for the Senior Communication teachers ?</p>	<p>The textbook will be resourceful in offering:</p> <ul style="list-style-type: none"> <li>• Support content for lesson delivery (Lesson plans and slide decks)</li> <li>• Assessment resources (Evaluation tools)</li> <li>• Additional resources (guides, interdisciplinary and industry standards)</li> <li>• Companion resources (Test banks and flashcards)</li> </ul> <p>The textbook will allow teachers to:</p> <ul style="list-style-type: none"> <li>• Incorporate clear learning objectives</li> <li>• Engage students in thinking critically &amp; ethically</li> <li>• Distinguish the roles of courts and law enforcement agencies</li> <li>• Identify the purpose of law enforcement in American society</li> <li>• Embed professionalism and ethics relating to jobs in law enforcement</li> <li>• Compare adult and juvenile justice</li> <li>• Explain criminal law and sentencing</li> <li>• Correct students' misperceptions and biases</li> <li>• Assist students in applying their knowledge to real life scenarios</li> </ul>

Time Period of Public Input
02/11/25 - 04/01/25
Number and Breakdown of Responses Received (Supportive/Unsupportive)
0 Total Responses: 0 Supportive Responses/ 0 Responders Unsupportive



## ITEM FOR CONSIDERATION

**Topic:** Professional Educator New Hire(s)

**Background Information:** The Professional Educators listed below are recommended for contractual positions for the 2025-2026 school year (effective August 25, 2025), with the exception of Julie Ritter (effective December 19, 2025):

<b><u>Name</u></b>	<b><u>Position</u></b>	<b><u>Location</u></b>	<b><u>FTE</u></b>
Lindsay J. Bauer	Special Ed-Cross Cat	Highlands	100%
Evelin M. Bestul	Grade 1	Johnston	100%
Juliana F. Bowers	Special Ed-Cross Cat	TBD	100%
Lauren E. Brendel	Grade 2	Houdini	100%
Jennifer L. Freese	STEM	Classical	50%
Elizabeth M. Hansen	Grade 1/2	HAIS	100%
Rachel V. Lee	Special Ed-Cross Cat	Highlands	100%
Zay C. Lenaburg	Talented & Gifted	Odyssey	41%
Emily G. Messer	Special Ed-Cross Cat	Richmond	100%
Lacey C. Padgett	Special Ed-Cross Cat	TBD	100%
Makenzie G. Perry	Special Ed-Cross Cat	Huntley	100%
Benjamin E. Pershey	Special Ed-Cross Cat	TBD	100%
Hailey M. Rathman	Grade 5	Johnston	100%
Julie R. Ritter	Speech & Language	TBD	100%
Ava R. Somers	World Lang. - Spanish	Einstein/Madison/Wilson	75%



Samuel J. West	Physical Education	Johnston/TBD	100%
Ashley M. Whittington	Kindergarten	Johnston	100%
Sawyer J. Wittman	Special Ed-Cross Cat	RISE	100%

**Instructional**

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

**Fiscal**

**Impact:** Salary will be commensurate with education and experience.

**Administrative**

**Recommendation:** Approve as submitted.

**Contact**

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

**BOE:** May 12, 2025



## ITEM FOR CONSIDERATION

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

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

<u><i>Name</i></u>	<u><i>Position</i></u>	<u><i>Location</i></u>	<u><i>FTE</i></u>
Rebecca L. Buechler	Speech & Language	Berry	80% to 60%
Katie L. Johnson	School Nurse	TBD	60% to 80%
Kara J. Schroeder	School Nurse	TBD	80% to 60%
Laura J. Sprtel	School Nurse	TBD	40% to 45%

**Instructional Impact:** These assignment adjustments will meet student needs.

**Fiscal Impact:** As indicated above.

**Administrative Recommendation:** Approve as submitted.

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

**BOE:** May 12, 2025



## ITEM FOR CONSIDERATION

<b>Topic:</b>	Professional Educator Resignation(s)
<b>Background Information:</b>	<p>The following Professional Educators have submitted a letter of resignation effective at the end of the 2024-2025 school year:</p> <p><b>Molly G. Kuether</b> has been with the District for four years, most recently as a Library Media Specialist at Badger Elementary School and Wilson Middle School.</p> <p><b>Cambria C. Loomans</b> has been with the District for three years, most recently as a Special Education Teacher at West High School.</p> <p><b>Anne M. Luedtke</b> has been with the District for three years, most recently as a Special Education Teacher at North High School.</p> <p><b>Gina L. Plosczynski</b> has been with the District for four years, most recently as a School Social Worker at Berry Elementary School.</p> <p><b>Nicole M. Spomer</b> has been with the District for one year, most recently as a STEM Teacher at Appleton Bilingual School, Badger Elementary School, and Columbus Elementary School.</p> <p><b>Kailah B. Wolfrath</b> has been with the District for one and a half years, most recently as a Special Education Teacher at East High School.</p>
<b>Instructional Impact:</b>	Qualified replacements will be procured.
<b>Fiscal Impact:</b>	Dependent on replacements.
<b>Administrative Recommendation:</b>	Approve as submitted.
<b>Contact Person(s):</b>	Chief Human Resources Officer, Julie King, (920) 852-5302

**BOE:** May 12, 2025



## ITEM OF INFORMATION

**Topic:** Addressing AASD Budget Deficit

**Background  
Information:**

In 2023-2024, the District approved a deficit budget, knowing we had fund balance to use. The actual deficit for last year was over \$12 million. For the current year, 2024-2025, we again approved a deficit budget of \$11 million. It has also been discussed that these are short-term solutions. The Fund balance can not sustain continued use due to deficit budgets.

With the current unknowns with State and Federal funding, we need to start prioritizing programs, as we no longer have a large fund balance to use to close the annual budget deficit.

Attached is a memo to use as a starting point for discussions on our options for balancing our budget in the next two fiscal years. [Guiding questions](#)

**Contact**

**Person(s):** Executive Director of Finance, Holly Burr  
[burrholly@aasd.k12.wi.us](mailto:burrholly@aasd.k12.wi.us)

**BOE:** May 12, 2025

May 12th, 2025

# Referendum Project Updates

**Ray Przekurat**

Executive Director  
of  
Facilities & Operations



# Classical School



# Classical School



# Classical School

Three classrooms in the basement will be remodeled this summer

**Band - Choir - STEM**



# East High School



# East High School



# East High School



# East High School

New Schaefer Street parking lot

# West High School





# West High School



# West High School



# West High School

A new parking lot will be constructed next summer, increasing capacity from 25 to 78 spaces behind the school near the tennis courts



# North High School

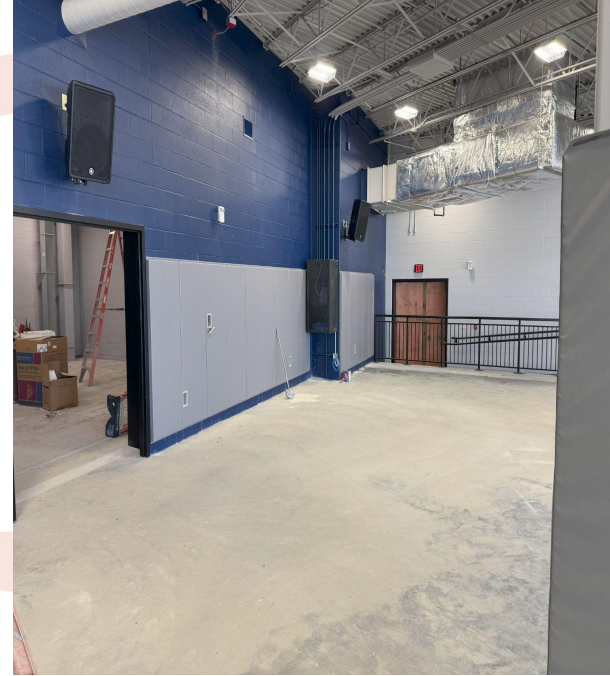
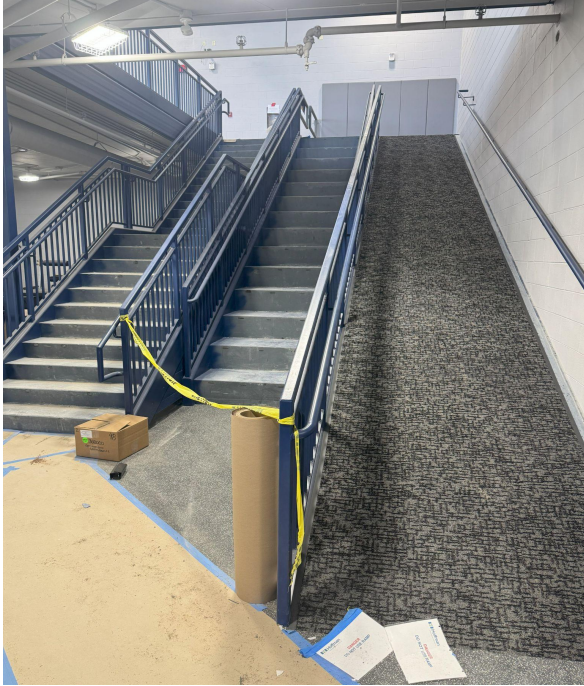


# North High School





# North High School



# North High School



Existing Areas being remodeled this summer include:

- At left, Biology Lab and Chemistry Lab are underway
- Tech Center (Fabrication Lab and Computer Lab)
- Multipurpose Room
- Large PE Classroom



# Sandy Slope Elementary



# Sandy Slope Elementary





# Sandy Slope Elementary



# Sandy Slope Elementary





# Sandy Slope Elementary



# Sandy Slope Elementary



# Houdini & Ferber

**Security Upgrades  
&  
STEM**



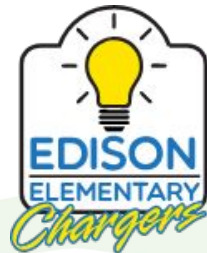
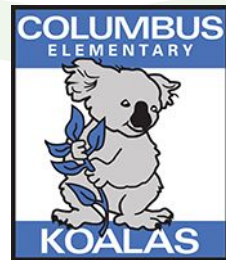
# STEM

**15** classrooms being remodeled  
Construction begins June 9th

# Questions?

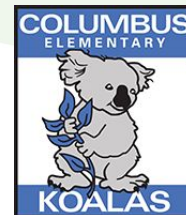
Monday, May 12, 2025

# Columbus/Edison Transition Update



# Columbus/Edison Transition Team

Administrators	District Staff	Building Staff	Parents	Community
Nan Bunnow	Sarah Pierce	Alex Allinger	Laney French	Andrew Dane
Joel Cannon	<p><i><b>This team is dedicated to ensuring a smooth transition and unification of two school communities.</b></i></p>	Lauren Davis	Shannon French	Brianne Connelly
Katie Schmeltzer		Janine Jung	Brittany Lamers	Nate Fietzer
		Jen Lehl	Molly Leschke	
		Mike Mangian	Sarah Reimer	
		Marni Mahoney	Kari Sturtevant	
		Amy Nelson	Hannah Sullivan	
		Carrie Plaster	Anna Troge	
		Hilda Santos	Oliver Zornow	
		Melissa Snyder		



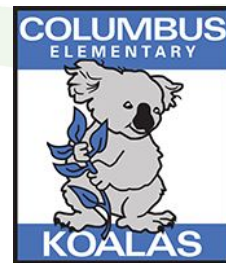
# Columbus/Edison Transition Team

## Expected Outcomes

1. Ensure Academic Continuity for all Students
2. Promote Collaborative & Inclusive Social Integration for all Students
3. Ensure Family Engagement in the Transition Process & Beyond to Build a Strong School Culture
4. Build Capacity in Edison Staff to Achieve Transition Mission

## Guidelines for Decision Making





1. Need to prioritize activities that are low effort, high benefit
2. Not all Columbus students will be attending Edison
3. Want to finish strong at Columbus; timing to begin transition activities
4. We move forward with a completed plan/roadmap rather than individual, random transition activities

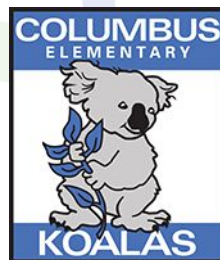




# Columbus/Edison Transition Team Projects

## Columbus/Edison Transition Project List, May 2025

WORK GROUP ASSIGNMENTS			
Project	Current & Potential Tasks	Coordinator/Lead	Team Members
Edison Family Welcome Event: Tuesday, May 6; 3:45-4:45 PM	<ul style="list-style-type: none"> <li>Have an event where just Columbus kids and parents can visit and tour without all Edison kids present</li> <li>Welcome families</li> </ul> <p>  Columbus Family Transition Event: 5-6   <a href="#">Flyer.pdf</a>   <a href="#">Pamphlet</a>   Columbus Family Transition Event Agenda                 </p>	Alex Allinger Hannah Sullivan	<ul style="list-style-type: none"> <li>Brittany Lamers</li> <li>Brianne Connelly</li> <li>Edison staff</li> <li>Center for Grieving Children</li> </ul>
Columbus Students Orientation	<p>Transition Day: Wednesday, May 14; 12:30-2:30 PM</p> <ul style="list-style-type: none"> <li>Complete                             <ul style="list-style-type: none"> <li><a href="#">Transition Day Event Agenda</a></li> <li><a href="#">Scavenger Hunt</a></li> </ul> </li> <li>To Do:                             <ul style="list-style-type: none"> <li>Plan an activity for students at Columbus who are not attending Edison next year</li> </ul> </li> </ul> <p>Videos</p> <ul style="list-style-type: none"> <li>All videos will be complete by the end of August 2025</li> <li>Video 1 - Edison Elementary School Showcase                             <ul style="list-style-type: none"> <li>Walking tour; posted on Canvas</li> </ul> </li> <li>Video 2 - Get to Know Edison Staff                             <ul style="list-style-type: none"> <li>Short vignettes linked to Staff Directory</li> </ul> </li> </ul> <p>Meeting Notes</p> <ul style="list-style-type: none"> <li><a href="#">Notes</a></li> </ul>	Sarah Pierce Mike Mangian	<ul style="list-style-type: none"> <li>Matt Troge</li> <li>Alex Allinger</li> <li>Allison Karolewicz</li> <li>Hilda Santos</li> <li>Sarah Reimer</li> </ul>

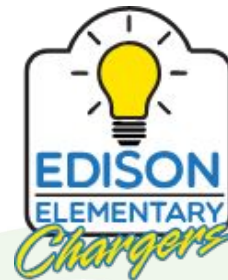
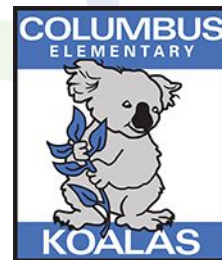


# Columbus Family Transition Event: Tuesday, May 6


## ENROLLMENT

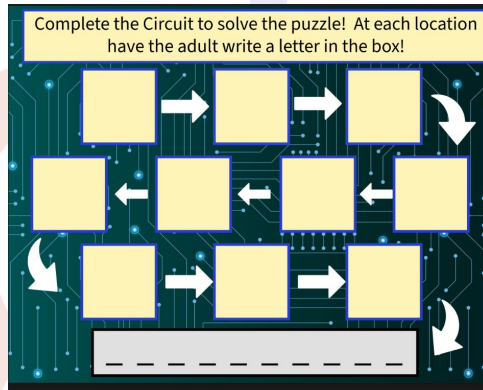
- 34 current K-4 Columbus students will attend Edison in 2025-26
- 25 current K-4 Columbus students will attend a different school/school district in 2025-26

Orientation and Tour  
10 families and 18 students attended.  
Huge success!

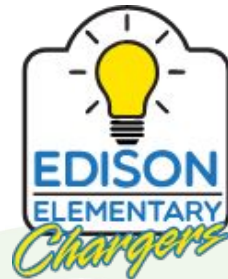
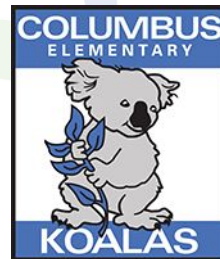


# Columbus Student Transition Day: Wednesday, May 14

<div> <div>COLUMBUS - EDISON TRANSITION DAY</div> <div>  </div> </div>	
TIME	ACTIVITY
12:00-12:30	Columbus students walk to Edison
12:30-1:15	Welcome to Edison! assembly
1:15-1:45	Scavenger Hunt with Edison Circuit Crew
1:50-2:10	Recess Choose from 3 games!
2:10-2:30	Closing Connection Activity Rock Painting



Forms, Band-Aids and Mrs. Schmeltzer Live here.  
If you need a place to talk, go here.  
15 Minutes in this room goes a long way.  
Intermediates use this to get to recess.  
\_\_\_\_\_ is a portal to adventure.  
The main place to up stairs.  
Om Nom NOM!  
Lego have some fun in this room.  
Paint, Draw, and Create something beautiful.  
Dance to the beat of your drum.



# Edison Charger Circuit Program



## Chargers!

Want to help your school grow and shine bright? Current 3rd and 4th graders can become members of the **Charger Circuit** a group dedicated to welcoming new students to Edison!



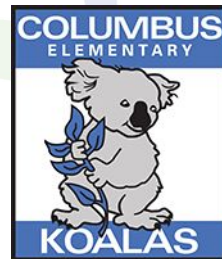
**Charger Circuit** members will welcome new students to Edison, assist at recess, and mentor new students about our school.

If you are interested in joining the **Charger Circuit**, have an adult sign this form and return it to school!

Due Date: \_\_\_\_\_

I, \_\_\_\_\_, agree to let my student, \_\_\_\_\_, join the **Charger Circuit** which may involve changing their schedule or missing some class time.

Signed: \_\_\_\_\_







# Safe Routes to School

- **March**

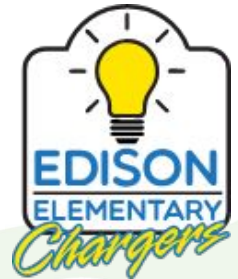
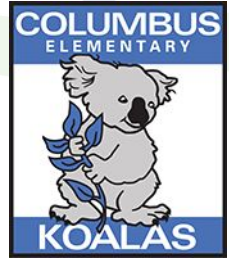
- Meeting with Safe Routes to School Team at Facilities Building
- Established purpose and scope of work; updated SR team on our journey so far and reviewed maps of new Edison neighborhood

- **April**

- SR team conducted evaluations of routes with input from about a dozen residents in the Edison neighborhood

- **May**

- Review results of evaluation
- Identify the multiple pathways available to families for getting to/from Edison
- Determine resources needed for recommended routes





# Safe Routes to School

- **June & July**

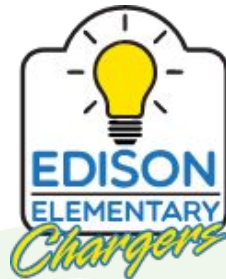
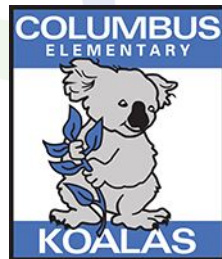
- Plan & Promote Neighborhood Painting Event
- Plan & Promote Safeways to School Event for Edison Neighborhood

- **August**

- Host Neighborhood Painting Event - Early August
- Host Safeways to School Event for Edison Neighborhood - Mid-August

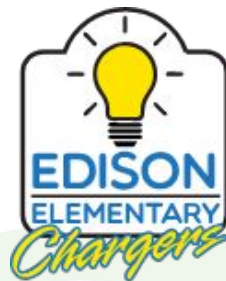
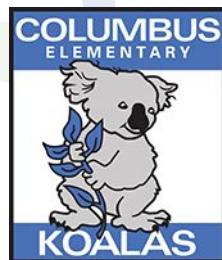
- **Fall**

- In collaboration with Safe Routes to School, AASD, and City of Appleton begin evaluating the motorized drop-off and pick-up procedures around Edison. Conduct observations, assessments, and make recommendations for safer and more efficient procedures.



# Columbus/Edison Task Assignments

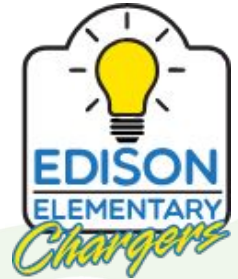
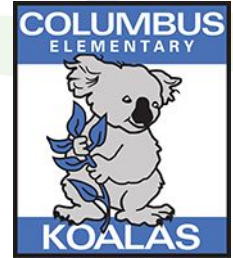
TASK ASSIGNMENTS			
Columbus	Administrative	Community Schools Resource Coordinator	Edison PTO
<ul style="list-style-type: none"> <li>Allow all Columbus students to ring the bell at the end of this year.</li> <li>Columbus Building Commemoration</li> <li>Koala Kids Success Fund</li> </ul>	<ul style="list-style-type: none"> <li>Make an asset inventory for Columbus (furniture, tradition); it helps to determine what comes over to Edison.</li> <li>Determine the new location of the community garden currently at Columbus</li> <li>Are there visuals/identity from Columbus that can be brought into Edison (using Dunlap- Home of the Lincoln Lions). Jointly identify markers- bringing the Columbus building into the Edison building. Can the Columbus bell come to Edison?</li> <li>Edison Staffing Proposal</li> <li>Edison Facility Proposal</li> <li>Edison Staff Professional Development</li> <li>Summer retreat</li> <li>Develop a program for the culture of learning at Edison (especially in those first 6 weeks). Provide extended opportunities for teaching school and classroom expectations in the fall</li> <li>Explore starting a Safety Patrol co-curricular at Edison</li> <li>Conduct classroom meetings to discuss the upcoming transition with all students at EDI and COL (Center for Grieving Children?)</li> <li>COL and EDI teachers meet by grade level to discuss each transitioning student (May 21)</li> <li>Put together and share the list of current supports Edison already has in place.</li> <li>Schoolwide reading program (Anne from the children's area at APL; Laura Gretzinger)</li> </ul>	<ul style="list-style-type: none"> <li>Columbus utilizes NeighborEd; how do we have this continue?</li> <li>Community Focused Enhanced Meet and Greet</li> <li>Summer Meet-ups at surrounding playgrounds</li> <li>Connection with the APL</li> </ul>	<ul style="list-style-type: none"> <li>Invite Columbus Families to Edison end-of-year events                             <ul style="list-style-type: none"> <li>Fun Run, May 17</li> <li>World Exploration Night, May 20</li> </ul> </li> </ul>



# Columbus Commemoration

Thursday, May 29th from 5:00 to 7:00 PM

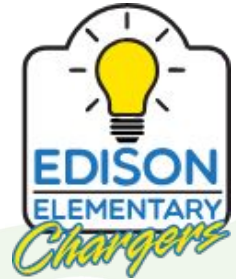
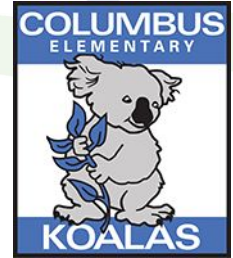
- Planning team, made up of AASD staff & community members, has met three times
- Outside: **Dedication**
  - Outside with school as backdrop
- Gymnasium: **Social**
  - Cookies and/or cake
  - Refreshments
  - Tables for Conversation
  - Memory Station
- Front Foyer: **Tours**
  - Ring Bell to Begin Tour
- Art Room: **Legacy Activity**
  - Compassion Tiles
- LMC: **History on Display**
  - Archives and Collections on Display





# Edison Staff Preparation

- Columbus/Edison Staff Transition Meetings
- Summer Professional Development Opportunities
- Summer Retreat: Change and Innovation
- Culture of Learning/Expectation Focus in Fall

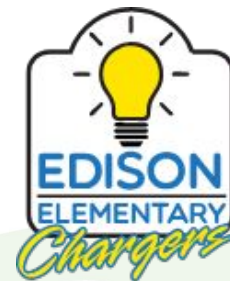
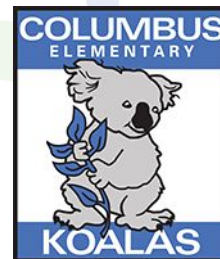


# Community Schools Resource Coordinator

Welcome Jennie Micke!

## Spring 2025 Tasks

- Establish Community Schools Resource Room at Edison.
- Connect with Edison & Columbus staff, students, & families.
- Plan for summer/fall transition events for Columbus students & families.
- Identify current and potential community partnerships for Edison.



# Invitation to Edison End-of-Year Events

**REGISTER TODAY!**

JOIN US FOR OUR 10TH ANNUAL  
**EDISON FAMILY FUN RUN**

**SATURDAY, MAY 17 AT EDISON ELEMENTARY**

**CHECK-IN STARTS 10:00AM**  
**RUN STARTS 11:00AM**

*Events*

- 2-mile Run/Walk
- Obstacles
- Bounce House
- Food Trucks
- Raffle Baskets

*Registration*

- Suggested donation \$10 per participant
- T-Shirt included
- All proceeds go directly to Edison PTO
- Everyone is welcome!

Register HERE!



[tinyurl.com/edisonfunrun](http://tinyurl.com/edisonfunrun)


**Thank you to our Sponsors!**



EDISON ELEMENTARY'S

## WORLD EXPLORATION NIGHT

CELEBRATE THE MANY DIFFERENT CULTURES WITHIN OUR SCHOOL & COMMUNITY!

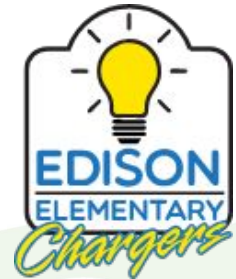
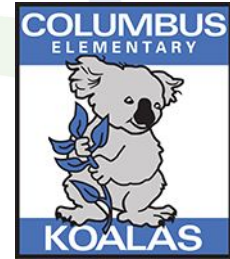


**Many Cultures, One World**

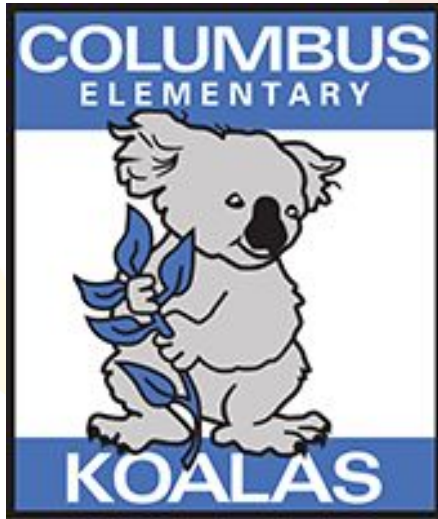
<b>MAY 20 2025</b>	Edison Multi-Purpose Room & Playground	<b>Event 5 - 7 PM</b> Performances 5 - 5:30 PM
--------------------	----------------------------------------	---------------------------------------------------

INCLUDES FREE TRADITIONAL FOOD, DANCING, MUSIC, EDUCATIONAL BOOTHS, GAMES & MORE

Print Donated by Graphic Composition



# Questions?





## ITEM OF INFORMATION

<b>Topic:</b>	<b>Science:</b> Middle School: Materials Purchase- SEPUP/LabAids: Issues and Science 3rd Ed. Grade 6: <i>Earth Science</i> (4640), Grade 7: <i>Life Science</i> (4740), & Grade 8: <i>Physical Science</i> (4840).
<b>Background Information:</b>	<p>StemScopes was previously used in the district. The subscription/materials adoption of StemScopes ends on 6/30/2025. Teachers and students will no longer have access to the online materials/textbooks. In a year-long process, a work group was selected representing each middle school and each grade level and a deep-dive into the options available for 6-8 science materials ensued. Eight vendors presented their materials and two vendors were selected by the work group to present to the entire 6-8 science staff. A group of teachers participated in a site visit to John Long MS in Grafton (who are in their 5th year of implementation with SEPUP) to see the materials in use with students and to ask questions of their teachers. Following these presentations and site visit, SEPUP/LabAids was overwhelmingly supported by the staff (96.2%) to move forward through the adoption process. Teachers preferred this set of materials for the hands-on components, the real-world storyline basis and the clear lab set-ups and videos for students. The teachers also strongly supported a move to discrete courses. SEPUP/Lab-Aids is set-up well for discrete courses, is aligned to WI Model Academic Standards for Science (which are based off of NGSS), and boasts authentically embedded science practices and performance and standards-based assessments. Additionally, this materials adoption offers the teachers the capabilities of supporting diverse learners through language modification, strategies to support students with special needs and strategies for academically gifted students, and support for visual vocabulary and audio options. New common district assessments will be developed based upon the new discrete course sequence. The units of study connect content knowledge with real-world phenomena-based and inquiry instruction.</p>
<b>Fiscal Note:</b>	<p>The adoption will be rolled out over three years and paid for over five years. The purchase will include digital access for six years, classroom sets of each text book (15 per class), all teacher resources, lab/activity materials (durable &amp; initial consumables) and professional development for teachers/administrators. The cost will average \$145, 660 per year for the next five years which includes all consumable materials to be phased in over time.</p>
<b>Instructional Impact:</b>	<p>The instructional impact will allow for students to not just learn about science but actually be doing science. Students will spend about 70% of their time in science with hands-on activities and labs. Students will engage in real-world phenomena-based investigations and inquiry-driven storylines through labs,</p>

readings, role plays, modeling, projects, problem solving, computer simulations, view & reflect activities, and field studies. Students will work with Science and Engineering Practices through the context of Disciplinary Core Ideas and Crosscutting Concepts. Students will have the opportunity to use their voices in proposing solutions and ideas and to construct explanations for relevant phenomena. The unit storylines capture student interest and engage students through the creation of personal connections which provides motivation throughout the learning cycle and enhance student understanding of scientific principles and the role of evidence in forming solid reasoning and informed decision making. SEPUP also supports literacy skill development for all students through embedded sensemaking and literacy strategies to deepen student learning. The change to discrete courses will allow for our teachers to develop content specific & deeper expertise than the current integrated model. Students will gain greater depth of knowledge in each area and will enhance their scientific understanding and preparation as they move to high school courses.

### **Course Overview Documents:**

- All will need to be re-written following the approval of the discrete course sequence. Order of Units to be determined.
  - Earth Science (6th) Units of Study:
    - Earth's Resources
    - Geological Processes
    - Land, Water, and Human Interactions
    - Solar System and Beyond
    - Weather and Climate
  - Life Science (7th) Units of Study:
    - Body Systems
    - Ecology
    - Evolution
    - From Cells to Organisms
    - Reproduction
    - Biomedical Engineering\* (option unit)
  - Physical Science (8th) Units of Study:
    - Chemical Reactions
    - Chemistry of Materials
    - Energy
    - Fields and Interactions
    - Force and Motion
    - Waves

### **Contact**

#### **Person(s):**

Jennifer Bault, 920-852-5300 x60173 , [baultjennifer@aasd.k12.wi.us](mailto:baultjennifer@aasd.k12.wi.us)  
Assistant Superintendent, Mark McQuade, Ed.D., 920-852-5300 x60121, [mcquademark@aasd.k12.wi.us](mailto:mcquademark@aasd.k12.wi.us)

**BOE:** May 12, 2025



**Science:** Middle School: Materials Purchase- SEPUP/LabAids: Issues and Science 3rd Ed. Grade 6: *Earth Science* (4640), Grade 7: *Life Science* (4740), & Grade 8: *Physical Science* (4840)

**WHY** will this materials adoption be an appropriate instructional resource for the middle school science courses?

The materials adoption offers:

- A fully integrated learning system
  - Texts, lab equipment, activity materials, online resources
- Scope and Sequence that allows for flexibility
- Teacher Clarity
  - Essential questions & learning outcomes
  - Relevancy (project-based learning and cross-curricular projects to connect themes)
  - Academic vocabulary
  - Formative and Summative assessments
- Differentiation & Accessibility (Special Education and EL Supports and Resources)
- Digital Resources for teachers and students (videos, photos, simulations, textbook access, editable slide decks, Labsent, card sorts, interactive tools for students allowing the ability to draw, add color, & create tables).
- Skill Development that aligns to the Wisconsin State Science Standards/NGSS
- Real-life phenomena & inquiry-based instruction
- Integration with Canvas
- Engaging storylines, case studies, & anchoring phenomena
  - Current and relevant issues that capture student interest
  - Thematic continuity
  - Powerful illustrations & diagrams to deepen understanding & increase retention
  - Engaging students in data collection and analysis, sensemaking, and scientific reasoning
  - Critical thinking problem requiring application of the three dimensions (CCCs, DCIs, SEPs) of science to propose solutions.
  - Driving question boards to engage even reluctant learners
- Collaboration and diverse perspectives
  - Respect for students' diverse backgrounds and cultural identities
  - Lab materials are geared toward student collaboration and discussion
  - Strategies for inclusion and to meet student needs (MLL, SPED, Academically Gifted)
- Videos & digital simulations, Labsent for absent students or for pre-activation & front loading

	<ul style="list-style-type: none"> <li>Standards-based assessment items and scoring rubrics for monitoring and facilitating student progress</li> </ul>
<p><b>WHAT</b> are the Science &amp; Engineering Practices, Cross-Cutting Concepts, and supports that are scaffolded throughout the texts?</p>	<p>The Science &amp; Engineering Practices include:</p> <ul style="list-style-type: none"> <li>Planning &amp; Carrying out investigations</li> <li>Analyzing &amp; Interpreting Data</li> <li>Constructing Explanations &amp; Designing Solutions</li> <li>Developing &amp; Using Models</li> <li>Connecting to the Nature of Science</li> <li>Using Mathematics and Computational Thinking</li> <li>Asking Questions &amp; Defining Problems</li> <li>Engaging in Argument from Evidence</li> <li>Obtaining, Evaluating, and Communicating Information</li> </ul> <p>The Cross-Cutting Concepts include:</p> <ul style="list-style-type: none"> <li>Cause and Effect</li> <li>Connections to Engineering, Technology, and Applications of Science</li> <li>Connections to the Nature of Science</li> <li>Energy and Matter</li> <li>Patterns</li> <li>Structure and Function</li> <li>System and System Models</li> <li>Stability and Change</li> <li>Scale, Proportion, and Quantity</li> </ul> <p>The supports include:</p> <ul style="list-style-type: none"> <li>Visual vocabulary/Word walls</li> <li>Sensemaking &amp; literacy strategies such as KWL, Word Sorts, Driving Question Boards</li> <li>Review and extension activities</li> <li>Embedded literacy skills</li> <li>Guided questions</li> <li>Lab videos for front-loading</li> </ul>
<p><b>HOW</b> was public input solicited prior to making the administrative recommendation to the Board?</p>	<p>Copies of proposed instructional materials were made available to the public for over 30 days in order to submit written public input. <a href="#">Notification of requested feedback</a> was publicized through the AASD website as well as through the superintendent's family communication letter.</p>
<p><b>HOW</b> will this benefit students in becoming future-ready citizens?</p>	<p>The SEPUP/LabAids Materials:</p> <ul style="list-style-type: none"> <li>Develop Scientific Literacy for Informed Decision-Making.</li> <li>Foster Scientific and Engineering Practices that help students learn to ask questions, develop and use models, plan and carry out investigations, analyze and interpret data, construct explanations, and design solutions.</li> <li>Empower students to activate their prior knowledge and make connections with new learning in the context of real</li> </ul>



world investigations and phenomena.

- Inspire students to use their voice in proposing solutions & ideas.
- Incorporate an inquiry-based approach to learning science.
- Encourage discussion & collaboration.
- Spark curiosity & captures interest.

**Middle School Science:** *Issues and Earth Science Series, Third Edition; Issues and Life Science Series, Third Edition; Issues and Physical Science, Third Edition. Lab-Aids. The Lawrence Hall of Science, University of California, Berkeley.* [Link to feedback notification.](#)

Time Period of Public Input
03/28/2025-05/09/2025
Number and Breakdown of Responses Received (Supportive/Unsupportive)
0 Total Responses: 0 Supportive Responses/ 0 Responders Unsupportive (As of 5/9/2025 11:00 am - Any response after this time will be updated on Monday)



## ITEM OF INFORMATION

- Topic:** 6-month Lease Agreement with Pfefferle - Temporary warehouse space for Technology Services
- Background** The Technology Services Department is requesting to lease short-term warehouse space to address immediate logistical needs related to an upcoming project. Technology Services is replacing all of the interactive flat panels across the district (1,140) this summer. This equates to 228 pallets, and we do not have room to store them without significantly impacting school operations. A short-term warehouse would allow us to streamline distribution, improve coordination across departments, and avoid placing materials in inappropriate or unsecured areas. The space we are recommending has a loading dock and a drive-in dock, which will make the transportation of the panels much more efficient. We will need to receive and store all of the panels during the installation process. We also have to store all of the old panels as they are taken down until we can ship them out all at once. This project will take the entire summer.
- Information:** Property is located at 620 N. Lynndale Drive, Appleton. Approximately 5,350 Square Feet of warehouse space. The landlord is MJL. Term is May 15, 2025, through November 15, 2025. Includes a forklift for our use.
- Fiscal Note:** \$32,100 due upon occupancy. This will be covered from the current tech services budget allocation, as we are receiving a significant discount for taking immediate delivery (\$163,169). There is also an unknown savings for avoiding potential tariffs.
- Instructional Impact:** None
- Contact Person(s):** Director of Technology Services, Scott Werfal, 920-852-5300 ext. 63184

**BOE:** May 12, 2025



## ITEM OF INFORMATION

**Topic:** Tuition-Free Status for **Pan Atlantic Foundation**

**Background  
Information:**

Pan Atlantic Foundation has requested the placement of a high school student in the AASD for the 2025-26 school year. Pan Atlantic Foundation is not currently on the District's approved list of International Exchange Sponsoring Organizations. It is, however, listed on the Advisory List of the Council on Standards for International Educational Travel (CSIET). As per AASD Board Policy 422.1 and 422.1-Rule, International Exchange, student exchange organizations not currently on the AASD's approved list may be granted a school year trial period and tuition-free status.

**Fiscal  
Note:**

When Pan Atlantic Foundation is given tuition-free status, the District receives state aid as the exchange student is counted as a resident.

**Instructional  
Impact:**

Both exchange students and AASD students benefit greatly by learning about each other's cultures.

**Contact  
Person(s):**

Assistant Superintendent, Mike Hernandez, 920-852-5300 ext. 60112 [hernandezmicha@aasd.k12.wi.us](mailto:hernandezmicha@aasd.k12.wi.us)

**BOE:** May 12, 2025



## ITEM OF INFORMATION

**Topic:** West High School Indoor PE/Practice Facility Naming Rights

**Background Information:** Per Board Policy 851.1 & 851.1-Rule, the Board encourages sponsorships to help support District buildings, grounds, programs, and services. A “sponsorship” means any contribution of money, goods, and/or services in exchange for the District or school acknowledging the sponsor’s contribution. Specific to “naming rights”, Board policy states that sponsorships that are to be acknowledged through the naming of District facilities, programs, endowed positions, or other recurring costs will require Board approval. The Board will consider the size of the contribution and the longevity terms.

West High School administration has been working to improve its physical education (PE)/athletic facilities and raise funds to complete several projects. Former West educator, Claudine Happel, is willing to contribute \$250,000 to West’s fundraising efforts. To recognize this generous contribution, West High School requests the naming of the new indoor PE/practice facility to be the "Claudine and Jim Happel Indoor Sports Facility" for a period of Twenty-Five (25) years.

**Fiscal Note:** Revenue increase of \$250,000

**Instructional Impact:** None

**Contact Person(s):** Executive Director of Finance, Holly Burr  
[burrholly@asds.k12.wi.us](mailto:burrholly@asds.k12.wi.us)

**BOE:** May 12, 2025



## ITEM FOR CONSIDERATION

**Topic:** Policy Update: 453.4- Administration of Drug Products/  
Medications to Students

**Background Information:** Currently, Policy 453.4 and the related 453.4 Rule allow for the administration of emergency epinephrine through an auto-injector or EpiPen. Emergency epinephrine is now available for administration nasally. It is recommended that the policy be revised to state emergency epinephrine and not exclusively mention an auto-injector, which will allow for nasal administration.

Wisconsin State Statute 118.295 allows for the administration of undesignated albuterol in situations where appropriate. Policy revisions recommended provide the opportunity for the district to have this available.

Additions to the policy include a statement that acknowledges the district will maintain undesignated albuterol, stock epinephrine, and stock naloxone when we are able to obtain this at no cost to the district.

Recommended edits to remove outdated language and reference the medication disposal protocol are also included in this revision.

**Instructional Impact:**

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

**Fiscal Impact:** N/A

**Administrative Recommendation:** Approve as submitted.

**Contact**

**Person(s):** Laura Jackson, Executive Director of Student Services, (920) 852-5317, [jacksonlaura@aasd.k12.wi.us](mailto:jacksonlaura@aasd.k12.wi.us)

**BOE:** May 12, 2025

## **ADMINISTRATION OF DRUG PRODUCTS/MEDICATIONS TO STUDENTS**

Drug products/medications are given to students in the school setting, including alternative placements, to continue or maintain a medical therapy that promotes health, prevents disease, relieves symptoms of illness, or aids in diagnosis. Parent(s)/guardian(s) should administer medications to students outside of the school day whenever possible.

The Appleton Area School District (AASD) shall administer medication in accordance with Wisconsin State Statutes §§ 118.29, 118.291, 118.292, 121.02(1)(g), and 939.25(1). The District may administer prescription medication to a student in compliance with the written instruction of a licensed practitioner, as defined by Statute § 118.29, and written consent from the student's parent/guardian.

Administration of nonprescription medication requires the written instruction and consent of the student's parent/guardian. A request to administer a nonprescription medication in a dosage other than the recommended age-based dosing must also be accompanied by the written approval of a licensed practitioner.

For the safety and protection of all students, substances that are not United States Food and Drug Administration (FDA)-approved will not be administered in the school setting.

Students with asthma may possess and self-administer a metered dose or dry powder inhaler with the written approval of a licensed practitioner and parent/guardian.

Students with epinephrine may possess and self-administer for the purpose of treating a severe allergic reaction to include anaphylaxis, with the written approval of a licensed practitioner and parent/guardian.

Two doses of adult stock epinephrine and two doses of pediatric stock epinephrine will be available at each school location. Epinephrine will be available at each school location, not including community 4K sites. The stock epinephrine must remain on school grounds and will not be taken off campus (i.e., field trips). If an individual appears to be experiencing a severe allergic reaction, dial 911 or the emergency medical service provider. Any individual who is trained on the proper administration of epinephrine may administer epinephrine to the individual experiencing a severe allergic reaction. Individuals receiving the epinephrine should be transported to the local emergency department by ambulance.

Naloxone nasal spray will be available at each school location, not including community 4K sites. The naloxone will remain on school grounds and will not be taken off campus (i.e., field trips). If an individual shows signs of an opioid overdose or

if an overdose is suspected, immediately dial 911 for emergency services. Any AASD staff member who is properly trained following a Department of Public Instruction-approved training in the administration of naloxone spray may administer naloxone to the individual who is showing signs of an opioid overdose.

A school administrator will authorize in writing any school employee to administer oral and non-oral prescription or nonprescription medication to students. With the exception of stock epinephrine administration of non-oral medication or medication by means other than ingestion, may be done by any school employee with proper training and evaluation. Determining such individuals will be the joint responsibility of the building administrator and the school nurse. Employees, other than health care professionals, who are authorized to give non-oral medication, will receive training approved by the District and the Department of Public Instruction (DPI).

School employees, other than school nurses, who are authorized and trained to administer medication are immune from civil liability for his or her acts or omissions in administering medication to a student unless the act or omission constitutes criminal negligence which is defined in state law as a “high degree of negligence” (§ 939.25 (1), Wis. Stats). School nurses are regulated by Chapter 441, the Nurse Practitioner Act.

The school administrator who authorizes an employee to administer oral medication and who has received required training for administering non-oral medications will be immune from civil liability for the action authorized, unless a court determines that the action constitutes criminal negligence which is defined in state law as a “high degree of negligence” (§ 939.25 (1), Wis. Stats).

Procedures for obtaining and filing written instructions and consents for medication administration, and the protocols for storage, administration, and documentation are delineated in this policy’s Administrative Rule.

**Legal References:** Wisconsin State Statutes 118.29, 118.291, 118.295, 118.292, 121.02(1)(g), and 939.25(1)  
Wisconsin Administrative Code N. 6.03(3); Chapter 441

**Adoption Date:** May 9, 1994

**Amended Dates:** April 24, 2000; March 14, 2011; August 27, 2012; November 10, 2014; October 24, 2016; April 25, 2022; April 24, 2023; May 12, 2025



## **ADMINISTRATION OF DRUG PRODUCTS/MEDICATIONS TO STUDENTS Procedures**

### **I. Training of Designee**

A school administrator will authorize in writing any school employee to administer oral and non-oral prescription or nonprescription medication to students in compliance with Wisconsin State Statutes §§ 118.29 and 118.291. Employees, other than school nurses, who are authorized to administer non-oral medications to students will receive training approved by the District and DPI, when available. Administration of non-oral medication or medication by means other than ingestion may be done by any school employee with proper training and evaluation. Determining such individuals will be the joint responsibility of the building administrator and the school nurse.

School personnel should complete the knowledge portion of the medication administration training for required routes (non-oral) at least every 4 years and more frequently if needed, as provided on the DPI website. Skill training for the required routes of administration must occur at initiation of the medication assignment and should be repeated annually thereafter. This training is provided by the District.

### **II. Consent to Administer**

#### **A. Prescription Medications**

Parent/guardian is responsible for providing the school with a completed medication form for each medication administered at school (forms HS-017, HS-018). The statement must include:

- Student name, date of birth
- Medication name, dose, route, frequency, time/conditions, duration, directions
- Reason for medication
- Precautions, possible untoward reactions, and/or interventions
- Name of licensed practitioner
- Parent/guardian signature, licensed practitioner signature, date

Requests must be renewed each school year or more often if changes occur. The required forms must be completed and submitted each school year, even if no changes in medication or dosing have occurred. The prescribing licensed practitioner may be notified by school personnel when the parent/guardian requests the discontinuation of any medication at school. Medications must be supplied by the parent/guardian in the original pharmacy-labeled package and the package name of the student, prescriber, prescription drug product, dose,

effective date, and the directions in a legible format. All controlled substances must be delivered to the school by a parent/guardian or other adult.

The school nurse shall be informed by school personnel of all students receiving medication and any changes in dosage. The school nurse will review the medication record periodically and use professional judgment in contacting the practitioner, school personnel, or parent/guardian to resolve inconsistencies in administration directions.

## B. Nonprescription Medications

Nonprescription medication (over-the-counter), which is FDA approved, can be administered at school (refer to Section V. for all field trip and activities off school premises). A written, signed statement from the parent/guardian must be on file at the school authorizing school personnel to administer a nonprescription medication.

Nonprescription medication must be supplied in the original manufacturer's package by the parent/guardian. The package must list the ingredients and recommended age-based dosing in a legible format with the student's name affixed.

If a nonprescription medication is requested to be administered in a dosage other than the recommended age-based dosing or is intended for long-term use on a daily basis, it must be accompanied by the written approval of a licensed practitioner.

A limited amount of stock medications will be available in the health room for students in grades 6-12 with the approval of the District Medical Advisor. These medications are acetaminophen, ibuprofen, diphenhydramine, and calcium carbonate. If a parent/guardian wishes for their student to receive as-needed medications from this supply, they will be required to give consent through online registration or in writing using the following form: "Consent for Administering Stock Medications at School."

## C. Alternative Medication

For the safety and protection of all students, alternative medications (i.e., food supplements and natural products) will not be given in the school setting.

## D. Antineoplastics, Oral Chemotherapeutic Agents, and Other Hazardous Drugs

Permission to administer medications in these drug categories may be granted upon review by the building administrator and school nurse in consultation with the District medical advisor after consideration of safe handling and disposal precautions.

## E. Research Medication

Medication prescriptions that do not fall within the established FDA guidelines for pediatric use and/or dosing may fall into the following two categories:

- Off-label medications are those FDA-approved medications prescribed for non-approved indications in children.
- Pediatric experimental or investigational drugs are those medications currently involved in clinical trials. These medications are undergoing formal study to determine the efficacy and safety of pediatric dosing, but they do not have FDA approval.

Requests to administer research medication in school will be evaluated on an individual basis by the school nurse. The following materials will be required from the prescribing licensed practitioner:

1. Information regarding the protocol or a study summary from the research organization
2. Signed parent/guardian permission
3. Reporting requirements
4. Any follow-up required nursing actions to be taken at school
5. Additional information/documentation may be requested as needed

Permission to administer medications in these drug categories may be granted upon review by the building administrator and school nurse in consultation with the District medical advisor. The District reserves the right to refuse to administer the medication.

## F. Stock Epinephrine

Stock Epinephrine will be available in District school buildings for the health and safety of all individuals with known and unknown allergic reactions to foods or other environmental items. The District supply of stock epinephrine section of the policy will void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for stock epinephrine from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for stock epinephrine.

A stock epinephrine should be retrieved for use when symptoms of anaphylaxis are identified:

- Difficulty swallowing or tightening of the throat
- Difficulty breathing
- Nausea and vomiting

- Swelling of the face or extremities
- Skin rash, hives

Two doses of adult stock epinephrine and two doses of pediatric stock epinephrine will be available at each school location. If an individual appears to be experiencing a severe allergic reaction, the protocol is to dial “911” or the emergency medical service provider. Any individual who is trained to administer epinephrine may do so to the individual experiencing a severe allergic reaction. Individuals receiving the epinephrine should be transported to the local emergency department by ambulance.

#### G. Stock Naloxone Nasal Spray

Stock naloxone nasal spray will be available in District School Buildings for the safety of all individuals. Naloxone is a medication that is an opioid antagonist that rapidly reverses an opioid-related drug overdose and has no effect on someone who does not have opioids in their system. The District supply of stock naloxone section of the policy will void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for stock naloxone from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District’s prescription for stock naloxone.

Stock naloxone nasal spray should be retrieved for use when the symptoms of an opioid-related drug overdose are identified:

- Unconsciousness
- Very small pupils
- Slow or shallow breathing
- An inability to speak
- Faint heartbeat
- Limp arms and legs
- Pale skin
- Purple lips and fingernails
- Vomiting

If an individual appears to be experiencing an opioid-related drug overdose, the protocol is to dial 911. An individual trained to administer naloxone through a DPI-approved training may do so to the individual who is showing signs of an opioid-related drug overdose. Individuals receiving naloxone should be transported to the local emergency room by ambulance.

#### H. Undesignated Albuterol

The District shall provide or administer the medication as necessary, as defined in WI Statute 118.2915 (1)(i). Undesignated albuterol means an albuterol prescribed in the name of the District or one of its schools. A school nurse or trained personnel may administer an undesignated albuterol to a

person when they, in good faith, believe a person is experiencing respiratory distress. Respiratory distress may be characterized as mild-to-moderate or severe. Each building administrator and/or school nurse shall maintain the names of trained personnel.

Undesignated albuterol will be available at each school location, not including community 4K sites. The albuterol will remain on school grounds and will not be taken off campus (i.e., field trips). If an individual shows signs of respiratory distress, follow the undesignated albuterol protocol. Any AASD staff member who is properly trained following a Department of Public Instruction-approved training in the administration of albuterol may administer albuterol to the individual who is showing signs of respiratory distress.

The District Supply of Undesignated albuterol section of the policy will void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated albuterol from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school albuterol.

Upon any administration of an undesignated albuterol, the Superintendent or designee(s) must ensure all notifications required by State law and administrative procedures occur.

District supply of undesignated albuterol will be stored in a secure location in the health room or (school-designated location) with other locked medications.

Upon implementation of this policy, the protections from liability and hold-harmless provisions applicable under State law apply. No one, including, without limitation, parents/guardians of students, should rely on the District for the availability of undesignated medication. This policy does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medications(s).

### III. Self-Administered Medications

- A. Students with asthma may possess and self-administer metered dose inhalers or dry powder inhalers for the purpose of preventing or alleviating the onset of asthmatic symptoms. The student must have the written approval of a licensed practitioner and the written approval of the student's parent/guardian. A copy of this approval will be present in the student's school and maintained in the behavioral record (Wisconsin State Statute § 118.291).
- B. Students may possess and self-administer a prescription medication upon the written approval of a licensed practitioner and the written approval of the



student's parent/guardian. A copy of this approval will be present in the student's school and maintained in the behavioral record. The student will possess no more than the daily supply of the medication at a time, and the medication must be in the original pharmacy-labeled package.

- C. A student may possess and self-administer an epinephrine for the purpose of treating a severe allergic reaction, including anaphylaxis, that requires the administration of epinephrine to avoid severe injury or death. The student must have written approval of a licensed practitioner and written approval of the student's parent/guardian. A copy of this approval will be present in the student's school and maintained in the behavioral record (Wisconsin State Statute § 118.292). If a student administers epinephrine, dial "911" or an emergency medical service provider.
- D. A student may possess and self-administer nonprescription medications. A written statement identifying the medication and granting permission for self-administration is to be signed by the parent/guardian and maintained in the behavioral file.

Factors to be considered will be:

- Type of medication
- Reason for medication
- Age of the student

#### IV. Expired Medications

Parents/guardians are strongly encouraged to supply a medication that will not expire during the school year. For the safety of our students, expired medications should not be administered at school.

#### V. Administration of Medications for Field Trips

Field trips may include school-sponsored activities off school grounds, athletics, student groups or clubs, and any overnight events/field trips where a student has a medication on file that may need to be given. If a student is receiving medication at school on a daily basis, or an as-needed basis, it is the responsibility of the staff person who is organizing the field trip to ensure that the student receives the medication per the parent/guardian/physician consents, and as indicated by the parent on the field trip permission form. All information regarding student medication administration is confidential and must be protected accordingly.

The procedures below outline steps to ensure that students receive their required medications.

##### A. Field Trips – Regular School Day

###### Prior to the field trip

- A minimum of one staff person who is attending the field trip must have successfully completed the applicable DPI-approved training, depending on the medication needs of the students and the AASD skills training checklist with the school nurse. Current training documentation must be on file with the District prior to the date of the field trip.
- The staff person organizing the field trip must provide a list of participating students to the school secretary or designee prior to the event. The school secretary or designee will review the list of students and determine which students have medications at school.
- Parents/guardians are required to complete the medication portion of the field trip permission slip, indicating if medications are required.

#### Day of the field trip

- The medication will be prepared by the school secretary or designee. The daily medication dose will be put into a white envelope or Ziploc bag with the student's name, the organizing staff person's name, and the time to be given. The envelope or bag will include a field trip medication form with the student's name, name of medication, dose, and time to be given, special instructions, and a place for the organizing staff person to sign that the medication was administered.
- It is the responsibility of the organizing staff person to see that the medication is given on time and that the student takes the medication. The organizing staff person will sign the form to document the time the medication was administered. "As needed" medications, such as asthma inhalers, if used by the student, will follow the same procedure.

#### After the field trip

- The organizing staff person will return all forms and all medication to the school secretary or designee promptly upon return from the event.
- The school secretary or designee will document on the medication record that the medication was administered, sign their initials and the initials of the staff person who administered the medication, and note the time the medication was administered. The field trip medication form may be stapled to the medication record.

### B. Field Trips – Extended Beyond Regular School Day

Field trips that extend beyond the regular school day may require more doses of a medication to be administered that are not normally given during the school day. If additional medications and/or doses are required, consent for those medications must be on file prior to departure.

- The parent/guardian must provide the medication in a pharmacy-labeled bottle (prescription) or over-the-counter packaging (non-prescription). The required paperwork must be completed, indicating all doses and times the medication is to be administered. Only the amount of medication needed on the field trip should be sent.

- The school secretary or designee may consult with the school nurse regarding questions/organization of the medication.
- It is the responsibility of the organizing staff person to see that the medication is administered on time and that the student successfully takes the medication. The staff person administering the medication on the field trip will document on the field trip medication form all doses of medication that are administered. The Regular School Day “Prior to the field trip” protocols (detailed above) must be completed prior to the trip.
- Emergency medications (i.e., asthma inhalers, epinephrine, glucagon) should be accessible to the student while on a field trip.
- Upon return from the field trip, forms and medication will be returned to the school secretary or designee.
- The school secretary or designee will document on the medication record that the medication was administered, sign their initials and the initials of the staff person, and note the time the medication was administered. The field trip medication form may be stapled to the medication record.

## VI. Medication Storage

Medication will be stored in a secure location. Medication that needs to be accessible to the student will be stored in an appropriate location per student need (i.e., emergency medications) and stored to maintain quality (i.e., refrigeration). For the safety of our students, the AASD will not store and administer extra medications for instances when a dose was missed at home.

Building stock epinephrine and stock naloxone will be stored in or near the AED cabinet, will not leave the school grounds, and will be checked and documented monthly by the staff person completing the AED check. The staff person will also maintain a schedule for tracking stock epinephrine and naloxone status and expiration dates.

The parent/guardian or student with parent/guardian permission shall pick up unused portions of medication within seven days after the completion of the school year, when a student transfers out of the district, or when medications have been discontinued. Unused portions of controlled substances may not be transported by students. Anytime after seven days and documentation of written or verbal notification to the parent/guardian, medications will be disposed of according to the medication disposal protocol.

## VII. Medication Disposal

The safe disposal of medication can prevent diversion and protect the environment. If at all possible, medications should be returned to the student's parent/guardian who has the prescription for the medication. When returning the medication is not possible, the school must assume responsibility for managing the pharmaceutical waste. Schools must follow state law for businesses and institutions for managing waste.

There are four categories of medications for the management of disposal:

1. Controlled Substances (e.g., narcotic pain medication and stimulant medications): per the Medication Disposal Protocol
2. Hazardous Medication Waste: schools may take advantage of the state hazardous waste contract to manage hazardous waste medications. The building engineers should be contacted for this disposal.
3. Infectious Medication Waste (e.g., Sharps containers): Contact the Building Engineer to properly dispose of Sharps containers.
4. Non-hazardous Medication Waste (e.g. Tylenol, antibiotics etc.): May be disposed of at a designated pharmaceutical drop-off site.

## VIII. Documentation

An accurate individual student record of administered medication will include:

- Demographic data such as name, birthdate, grade, and school year.
- Medication name, dose, date/time given, date of expiration if applicable.
- Signature of the person administering.
- Dose changes will be dated, with the signature of the designee, and reviewed by the school nurse.
- Exceptions (i.e., absent, no school, refused) will be documented on the individual student record.
- Errors (i.e., wrong student, wrong time, wrong medication, wrong dose, wrong route) will be documented on the Medication Incident Review Form (HS-019)
- For controlled substances, school office personnel shall verify the amount of the medication delivered by counting and documenting individual units of medication in the presence of the parent/guardian, adult who delivers it or another staff person. Two adults verify the medication count by initialing the medication administration form.

Situations that are not considered medication errors include: students who refuse to consume or are unable to tolerate the medication, a lack of supply of the medication from the parent/guardian, and a medication held by a parent. These situations are documented in the medication log, and the parent/guardian is notified.

The Student Medication Record, including consent forms, will be maintained per AASD Student Records policy 347 after discontinuation of the medication.

## IX. Allergy Environment

The District cannot guarantee an allergy-free environment, but recognizes that the risk of accidental exposure to allergens can be reduced in the school setting.

The District is committed to working cooperatively with students, parents/guardians, and medical providers to minimize accidental exposure to known allergens and improve safety in the learning environment.

The focus of allergy management will be on prevention, education, awareness, communication, and emergency response. The District will ensure that interventions and individual health care plans for students with allergies are based on medically accurate information to the extent information is known to the District and evidence-based practices.

## X. Rights and Responsibilities

Authorized school personnel have the responsibility to:

- See that the medication is given within 30 minutes before or after the time specified by the parent/guardian and the prescribing licensed practitioner.
- Maintain the medication administered at school in a secure place that also maintains medication quality (i.e., refrigeration for liquid antibiotics).
- Report to the school nurse any dose changes, inconsistencies, medication side effects, or medication errors. In the event of a drug administration error, the parent/guardian and the school nurse will be notified, and the licensed practitioner notified if the parent/guardian or the school nurse determines it is required or necessary under the circumstances. The Medication Incident Review Form shall be completed by the employee involved within 24 hours of the incident.
- Have access to the Administration of Drug Products/Medications to Students Policy 453.4 for immediate reference. Document all medication administered or the reason medication was not administered (i.e., absent, refusal, error).
- Respect confidentiality. Student medication administration information is confidential and must be protected accordingly.

Authorized school personnel have the right to refuse to administer medication to students when the medication administration procedures, as described in Section II above, have not been completed.

The school nurse has the responsibility to:

- Review medications and any changes in medications administered at school when informed by designated school personnel of new medication or of any changes.
- Use professional judgment in carrying out the policy.
- Verify skills competency for the administration of non-oral medications.

## XI. Distribution of Policy and Liability Waiver

- All school employees who are authorized and trained to administer medication



to a student shall have access to this policy and shall be advised that, pursuant to the provision in Wisconsin State Statutes §§ 118.29, 118.291, 118.292 that they are immune from civil liability for any acts or omissions in administering a prescription or nonprescription medication to a student in accordance with this policy unless he or she is a healthcare professional or the act or omission constitutes criminal negligence which is defined in state law as a “high degree of negligence” (§ 939.25 (1), Wis. Stats).

- The school administrator who authorizes an employee to administer a prescription or nonprescription medication to a student is immune from civil liability for the act of authorization unless it constitutes criminal negligence, which is defined in state law as a “high degree of negligence” (§ 939.25 (1), Wis. Stats).
- With the exception of the administration of emergency epinephrine, undesignated albuterol, and naloxone as outlined above, a person administering a medication by means other than ingestion to a student is not immune from civil liability if he or she has not received DPI-approved training. The authorizer is not immune from civil liability if he or she authorizes a person who has not received DPI-approved training to administer medication by means other than ingestion to a student.

Refer to DPI Medication Training and Resources and the accompanying District forms.

**Adoption Date:** May 9, 1994

**Amended Date:** April 24, 2000; March 14, 2011; August 27, 2012; November 10, 2014; October 24, 2016; April 25, 2022, April 24, 2023, June 24, 2024, May 12, 2025



## ITEM FOR CONSIDERATION

**Topic:** Policy Update: 458-School Wellness Policy

**Background  
Information:**

The Wellness Committee met on Feb. 20th, 2025, March 18th, 2025, and on April 2, 2025, to review and recommend revisions to the current Wellness Policy 458. Through the committee's work, several areas were identified for updating and alteration. The committee's proposal of changes to the Wellness Policy (458) was shared with the district administration.

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

**Instructional  
Impact:**

Following state and federal health recommendations and using the Action for Healthy Kids School Health Index (SHI) report, the committee came together to review the Wellness Policy and make recommendations that support and promote good nutrition and physical activity, allowing schools to contribute to the basic health status of children. Improved health optimizes student performance potential. The SHI score indicates if a school provides an environment where students are healthy, active, and ready to learn. Improving student health and safety can:

- Increase students' capacity to learn
- Reduce absenteeism
- Improve physical fitness and mental alertness

**Fiscal  
Impact:** N/A

**Administration**

**Recommendation:** Approve as submitted.

**Contact**

**Person(s):** Jennifer Bault, Director of STEM (6-12) and H/HP (K-12), 920-852-5320 x60173, [Baultjennifer@aasd.k12.wi.us](mailto:Baultjennifer@aasd.k12.wi.us)  
Dr. Mark McQuade, Assistant Superintendent of AC&I, 852-5320 x60121, [Mcquademark@aasd.k12.wi.us](mailto:Mcquademark@aasd.k12.wi.us)

**BOE:** May 12, 2025

## SCHOOL WELLNESS POLICY

The Appleton Area School District promotes a whole child approach, which establishes that each student is healthy, safe, engaged, supported, and challenged as part of the total learning environment. The District supports a healthy environment where children learn and participate in positive emotional, dietary, and lifestyle practices. By facilitating learning through the support and promotion of good nutrition and physical activity, schools contribute to the basic health status of children. Improved health optimizes student performance potential.

### **A. Provide a comprehensive learning environment for developing and practicing lifelong wellness behaviors**

The entire school environment, not just the classroom, shall be aligned with healthy school goals to positively influence a student's understanding, beliefs, and habits as related to good nutrition and regular physical activity. The District supports a comprehensive, standards-based curriculum approach to nutrition in Early Childhood through 12<sup>th</sup> grade. A culture of nutrition education will include enjoyable, developmentally appropriate, culturally relevant participatory activities within the AASD, such as taste testing, at least twice per year. Nutrition education will include age-appropriate, specific, behavior-focused skills, including but not limited to planning a healthy meal, understanding and using food labels, and critically evaluating nutrition information and commercial food advertising.

The AASD physical education program is aligned with the [four national standards](#), which are an essential component for all students to learn about and participate in an active and healthy lifestyle. Physical activity is included within a school's daily education program from grades Early Childhood through 12<sup>th</sup> grade. Physical activity includes regular instructional physical education, co-curricular activities, brain breaks, movement breaks, and elementary recess. Substituting any one of these components for the others is not appropriate. Schools are also encouraged to provide students with additional opportunities to be active in and out of the classroom.

### **B. Support and promote proper dietary habits contributing to students' health status and academic performance**

Foods and beverages served by the District and at school-sponsored activities during the instructional day will meet or exceed the AASD Student Nutrition Standards. A healthy school environment should not be dependent on revenue from high-fat, high-sugar, low-nutrient foods to support school programs. Emphasis will be placed on foods that are nutrient-dense per calorie. Foods will be served with consideration toward variety, appeal, taste, safety, and packaging to ensure high-quality meals. Access to plain, drinkable water throughout the school day will be available at no cost to students.

### **C. Provide nutritionally appropriate school meals**

The full meal school breakfast and lunch programs will continue to follow the USDA requirements for federal school meals programs. In addition, the guidelines for reimbursable school meals are not less restrictive than the guidelines issued by the U.S. Department of Agriculture (USDA). Salt shakers will not be put out for students. Schools in our system utilize electronic identification and payment systems; therefore, eliminating any stigma or identification of students eligible to receive free and/or reduced meals.

#### **D. Recognition for non-educational occasions without treats**

Recognitions for non-educational occasions (birthdays, holidays, etc.) during the school day (starting at midnight the day before through a half hour after students are dismissed for the day) will not include students bringing in snacks/treats from outside of the District for other students and will instead take place through non-food practices.

#### **E. Support student academic performance**

Educators, administrators, parents, healthcare providers, and community partners acknowledge the critical role student mental and physical health play in academic stamina and performance. The school environment is adapted to ensure students' basic nourishment and activity needs are met.

#### **F. Research supports the positive relationship between good nutrition, physical activity, and the capacity of students to develop and learn**

This research is emphasized promote widespread understanding of the benefits to healthy school environments. The diversity of the student population (e.g., economic, religious, minority, cultural, and medical) is considered at all times to ensure that all student needs are being met.

#### **G. Goal-setting based on wellness needs**

Based on wellness data, goal(s) will be created within the district and school sites to promote healthy lifestyles for students in accordance with the School Wellness Policy Implementation Checklist.

**Legal References:** Wisconsin Statutes Section 118.01(2)(d)2, 118.12

**Federal Laws & Regulations:** 42 U.S.C. §1758b , 42 U.S.C. Ch. 13 , 7 C.F.R. Part 210, 7 C.F.R. Part 220

**Adoption Date:** June 9, 2003

**Amended Date:** October 7, 2013, May 21, 2018, June 11, 2018, and May 12, 2025

## SCHOOL WELLNESS

### Procedures

The Appleton Area School District promotes healthy schools by supporting wellness, good nutrition, and regular physical activity as part of the total learning environment. The District supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. The Superintendent or designee will ensure compliance with established Districtwide nutrition and physical activity wellness policies. In each school, the principal or designee will ensure compliance with those policies in his/her school and will report on the school's compliance to the school District Superintendent or designee. Multiple measures will be used (school newsletter, school website, etc.) to inform families and the public each year of basic information about this policy, including its content, any updates to the policy, and implementation status. Prior to the start of the upcoming school year, the Director of Health & Human Performance shall submit to the Superintendent and Board his/her report in which he/she describes the environment and the implementation of the wellness policy in each school. An annual school wellness report will be provided to update the School Board, school personnel, parents, students, and community members. By facilitating learning through the support and promotion of good nutrition and physical activity, schools contribute to the basic health status of children. Improved health optimizes student performance potential.

#### Evaluation of School Wellness Policy

A school health index tool will be used annually by each school site (Early Childhood-high school) within the District as a means for evaluating the overall effectiveness of the AASD School Wellness Policy. Each school site will have a School Wellness Committee that will ensure the evaluation is completed and the results are reviewed annually. The annual school wellness report will include the school health index tool results, which will be provided to update the school board, school personnel, parents, students, and community members. In each school site, the principal or designee will ensure completion and review of the evaluation and will report on the site's compliance to the school District Superintendent or designee.

#### Hot Lunch/Breakfast Program

The full meal program will continue to follow the USDA Nutrition Standards for Foods in Schools and the AASD Student Nutrition Standards. The Hot Lunch/Breakfast provider will be expected to follow the AASD Student Nutrition Standards when determining the items in à la carte sales. Access to plain, drinkable water throughout the school day will be available at no cost to students.

#### Lunchroom Climate

A lunchroom environment that provides students with a relaxed, enjoyable climate is encouraged to have:

- adequate space to eat with clean and pleasant surroundings;

- adequate time for students to eat. At least 10 minutes will be provided for breakfast and 20 minutes for lunch. Students will be provided additional time when needed for completing breakfast and/or lunch; and
- convenient access to handwashing facilities before meals.

### Fundraising

All AASD and non-AASD fundraising projects are expected to follow the AASD Student Nutrition Standards, which include items being sold and consumed during the school day which is defined as the time period from midnight through 30 minutes after the end of the school day. The AASD Student Nutrition Standards will be attached to all fundraising project requests when submitted to principals. AASD parent organizations are encouraged to align fundraising projects to the AASD Student Nutrition Standards.

### Concessions/Vending

All AASD concessions/vending for sale at school activities during the school day, which is defined as the time period from midnight through 30 minutes after the end of the school day, are expected to follow the AASD Student Nutrition Standards. All AASD concessions sold during non-school hours are expected to provide a minimum of one healthy option that follows the AASD Student Nutrition Standards in each of the three categories: entrée, beverage, and snack. Healthier alternatives/versions of all concession options are also encouraged.

### Teacher-to-Student Incentive

Staff are discouraged from providing food-based items as student incentives. Should teachers feel compelled to utilize food items as student incentives, they are strongly encouraged to follow the AASD Student Nutrition Standards.

### Student Nutrition Education

The Appleton Area School District has a comprehensive curriculum approach to nutrition in Early Childhood through 9<sup>th</sup> grade. Schools are encouraged to integrate nutritional themes into daily lessons and schoolwide activities to emphasize health benefits of good nutrition, and to provide a healthy supportive school culture.

### Parent Education

Wellness education will be provided to parents at all educational levels. Examples may include handouts, AASD District website postings, and presentations that focus on nutritional value and healthy lifestyles. Public members seeking additional information and/or wishing to provide feedback/input relating to the District School Wellness Policy and/or Committee related to the policy may obtain this information through the District website or by contacting either the Director of Health & Human Performance or the Health & Human Performance Program Leader.

### AASD School Wellness Committee

AASD School Wellness Committee will meet at a minimum on an annual basis with the purposes of monitoring the implementation of this policy, evaluating policy progress, serving as a resource to school sites, and revising the policy as necessary. Committee membership is as follows:

- District Food Service Coordinator or designee
- Food Service Director or designee



- Dietitian
- AASD Health Services representative
- Parent representative from each school level
- Student representative from each District middle school and high school (with representation from each cluster if possible)
- Educator representative from each school level
- Administrative Representative, Co-Chair
- Health and Human Performance Program Leader, Co-Chair

Committee members who are parent and educator representatives shall serve a term no longer than 4 consecutive years.

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## AASD STUDENT NUTRITION STANDARDS

The Appleton Area School District requires foods for all school functions and activities (sale or distribution during the school day, which is defined as the time period from midnight through 30 minutes after the end of the school day), be nutrient dense and approved by the Smart Snack Calculator <https://foodplanner.healthiergeneration.org/calculator/> (exceptions listed below). Nutrient-dense foods are those foods that provide students with calories rich in the nutrient content needed to be healthy. In an effort to support the consumption of nutrient-dense foods in the school setting, the District has adopted the following AASD Student Nutrition Standards governing the sale and distribution of food and beverages on school grounds. Sites are expected to study the AASD Student Nutrition Standards and develop a building policy using the following AASD Student Nutrition Standards as minimal guidelines.

For All Students at All Times of the Day	Examples
<p>Fruits, vegetables, whole grains, combination products, fat-free and low-fat milk products, lactose-free and soy beverages, per portion as packaged:</p> <p>For Snacks &amp; Sides:</p> <ul style="list-style-type: none"> <li>• ≤ 200 calories</li> <li>• ≤ 35% of total calories from fat</li> <li>• &lt; 10% of calories from saturated fats</li> <li>• Zero trans fat (≤ 0.5 g per serving)</li> <li>• ≤ 35% of the weight from the total</li> </ul> <p>Sugars</p> <ul style="list-style-type: none"> <li>• ≤ 200 mg sodium</li> </ul> <p>For Entrees:</p> <ul style="list-style-type: none"> <li>• ≤ 350 calories</li> <li>• ≤ 35% of total calories from fat</li> <li>• &lt; 10% of calories from saturated fats</li> <li>• Zero trans fat (≤ 0.5 g per serving)</li> <li>• ≤ 35% of weight from total sugars</li> <li>• ≤ 480 mg sodium</li> </ul>	<ul style="list-style-type: none"> <li>• Individual fruits – apples, pears, oranges</li> <li>• Fruit cups packed in juice or water</li> <li>• Vegetables – baby carrots, broccoli, edamame</li> <li>• Dried or dehydrated fruits – raisins, apricots, cherries</li> <li>• 100% fruit juice or low-sodium 100% vegetable juice</li> <li>• Low-fat, low-salt, whole-grain crackers or chips</li> <li>• Whole-grain, low-sugar cereals</li> <li>• 100% whole-grain mini bagel</li> <li>• 8 oz servings of nonfat chocolate milk with ≤18 g of total sugars</li> <li>• Low-sodium, whole-grain bars containing sunflower seeds, almonds, or walnuts</li> <li>• Low-salt baked potato chips (≤200 mg of sodium), crackers, and pretzels</li> <li>• Low-sodium, raw/dry-roasted nuts and seeds are exempt from fat, saturated fat, and sugar standards</li> </ul>
Examples of Items that <b>DO NOT</b> Meet the Recommended Standards	
<ul style="list-style-type: none"> <li>• Potato chips or pretzels that contain too much sugar or salt (i.e., exceeding the values listed above)</li> <li>• Cheese crackers that contain too much fat or sodium</li> <li>• Breakfast or granola bars that contain too much fat or sugar</li> <li>• Ice cream products that contain too much fat or sugar.</li> <li>• Cakes, cupcakes, or cookies with too much sugar or salt.</li> <li>• Licorice or candy</li> <li>• Fruit smoothies with added sugar</li> <li>• Beverages or sodas for elementary &amp; middle school students with caffeine or artificial sweeteners. Beverages or sodas for high school students with artificial sweeteners and caffeine that exceed 100 mg.</li> </ul>	