



Monday, June 9, 2025 Board of Education Meeting

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

Some participants may attend remotely. Members of the media and public are welcome to attend in person or view the live stream at www.aasd.k12.wi.us/boe. Accessibility requests should be directed to Kayla Malott at malottkayla@asd.k12.wi.us or (920) 852-5300 ext. 60111 at least 24 hours before the meeting.

1. MEETING OPENING

- A. Roll Call
- B. Pledge of Allegiance

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

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

3. SPECIAL PRESENTATION

- A. None

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

- A. Public Input

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

- A. None

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

- A. Business Services Update(s):
 - AP Check Register-May 2025
- B. School/Student Services Update(s): None
- C. Personnel Services Update(s):
 - Professional Educator New Hire(s)
 - Professional Educator Contract Change(s)

- Professional Educator Resignation(s)
- Administrative Hire(s)

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

Attachments: [IFC Professional Educator Contract Changes.pdf](#)

Attachments: [IFC Professional Educator Resignations.pdf](#)

Attachments: [IFC-Administrative Hire\(s\).pdf](#)

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

A. Board Meeting Minutes from May 19, 2025

Attachments: [BOE Meeting minutes 5.19.25.pdf](#)

B. Expulsion Meeting Minutes from May 20, 2025

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

A. Professional Educator New Hire(s)

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

B. Professional Educator Contract Change(s)

Attachments: [IFC Professional Educator Contract Changes.pdf](#)

C. Professional Educator Resignation(s)

Attachments: [IFC Professional Educator Resignations.pdf](#)

D. Administrative Hire(s)

Attachments: [IFC-Administrative Hire\(s\).pdf](#)

9. REPORTS (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts, and other information relevant to the Board's work.)

A. Business Services Report:

- Addressing AASD Budget Deficit

Attachments: [AASD Financial Strategy- Part 1 .pdf](#)

B. School/Student Services Report: None

C. Personnel Services Report:

- Experience-Based Learning

Attachments: [IOI-Experience-Based License.pdf](#)

10. BOARD BUSINESS

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

Attachments: [IOI- Policy Update 170.pdf](#)

Attachments: [DRAFT- Policy 170 Meetings of the School Board.pdf](#)

B. Policy Adoption: 345- Promotion of Students

Attachments: [IOI- Policy Adoption 345.pdf](#)

Attachments: [DRAFT- Promotion of Students Policy 345.pdf](#)

C. Policy Retirement: 345.4- Fourth Grade Promotion

Attachments: [IOI- Policy Retirement 345.4.pdf](#)

Attachments: [DRAFT Fourth Grade Promotion 345.4.pdf](#)

D. Policy Retirement: 345.41- Eighth Grade Promotion

Attachments: [IOI Policy Retirement345.41.pdf](#)

Attachments: [DRAFT Eighth Grade Promotion 345.41.pdf](#)

E. AP Check Register-May 2025

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

11. ITEMS OF INFORMATION

A. None

12. FUTURE MEETINGS

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

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

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

D. Board Work Session: Monday, July 14, 2025 at 4:00PM

E. Board Meeting: Monday, July 14, 2025 at 6:00PM

13. ADJOURN

A. Motion to adjourn the meeting



ITEM FOR CONSIDERATION

Topic: Professional Educator New Hire(s)

**Background
Information:**

The Professional Educators listed below are recommended for contractual positions for the 2025-2026 school year (effective August 25, 2025):

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>
Justin X. Brown	Adapt. Phy Ed/APE/SEL Health	Einstein	100%
Samantha M. Dettman	Dean of Students	Highlands	100%
Julie L. Handwerker	Music-Choir/General	Classical/Edison	80%
Sherry L. Johnson	Special Ed-Cross Cat.	Wilson	100%
Maggie C.D. Kettner	Special Ed-Cross Cat.	Badger	100%
Molly H. Logic-Moore	School Psychologist	Badger/Berry/APM	100%
Shelley A. Meyerhofer	Literacy-Interventionist	Berry	50%
Kali G. Pfannerstill	Kindergarten	Dunlap	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: June 9, 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>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>
Molly A. Conrad	Art	Einstein	40% to 69%
Kirsten J. Hedberg	World Lang.-French	Kaleidoscope	92% to 84%
Nicole M. Severing	World Lang.-Spanish	Kaleidoscope	92% to 100%
Alaina J. Varga	Occupational Therapist	TBD	50% to 75%

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: June 9, 2025



ITEM FOR CONSIDERATION

Topic: Professional Educator Resignation(s)

**Background
Information:**

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

Dakota L. Bartlett has been with the District for three years, most recently as a Special Education Teacher at Madison Middle School. Dakota's resignation is effective at the workday on Thursday, July 3, 2025.

Rachel G. Fisher has been with the District for ten years, most recently as a Special Education Teacher at Madison Middle School.

Hayden M. Hanson has been with the District for one year, most recently as a Technology Education Teacher at Wilson Middle School/Magellan Magnet School.

Amanda M. Menting has been with the District for eight and a half years, most recently as a Special Education Teacher at West High School.

Jordan M. Schaller has been with the District for three years, most recently as a Kindergarten Teacher at Huntley Elementary School.

Alyssa A. Schrimpf has been with the District for eleven years, most recently as an English Learner Teacher at McKinley Elementary School.

Kendra M. Winkel has been with the District for four and one-half years, most recently as a Kindergarten Teacher at McKinley Elementary School.

Instructional

Impact: Qualified replacements will be procured.

Fiscal

Impact: Dependent on replacements.

Administrative

Recommendation: Approve as submitted.

Contact

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

BOE: June 9, 2025



ITEM FOR CONSIDERATION

Topic:	Administrative Hire(s)
Background Information:	<p>The individual listed below has been recommended for a contractual position starting July 1, 2025.</p> <p>Elisa A. Paul is recommended for the Principal position at Ronald C. Dunlap Elementary. Mrs. Paul most recently served as a 3rd grade teacher at Ronald C. Dunlap Elementary.</p>
Instructional Impact:	The highly qualified candidate will ensure the continuation of quality instruction and student support.
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: June 9, 2025



1) **MEETING OPENING**

1.A) **Roll Call**

Present:

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

- Board members Oliver Zornow and Kristine Sauter are attending this meeting virtually. Board member Edward Ruffolo is absent but excused.

1.B) **Pledge of Allegiance**

The Pledge of Allegiance was recited by all.

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

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

None

2.B) **Approval of Agenda**

Motion to approve the Board Agenda as presented.

Motion by Jason Kolpack, second by Nick Ross.

Final Resolution: Motion Carried.

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

Absent: Oliver Zornow

3) **SPECIAL PRESENTATION**

3.A) **None**

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

4.A) **Public Input**

None


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


5.A) **None**

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

6.A) **Business Services Update(s):**

Gifts/Donations to the District (January-April 2025)

IFC-Gifts/Donation (Jan-April 2025) 

Donations Jan-Apr 2025 

Executive Director of Finance, Holly Burr, presented the Business Services item for consideration.


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

Tuition-Free Status for Pan Atlantic Foundation

IFC- Tuition-Free Status 

Assistant Superintendent, Mike Hernandez, presented the Tuition-Free Status for Pan Atlantic Found item for consideration.

Science Materials Purchase- (4640, 4740, and 4840)

IFC- Science (4640, 4740, & 4840) 

KWKT - Science 4640,4740,4840 

Public Input Received - Science 4640,4740,4840 


Assistant Superintendent, Mark McQuade, presented the Science Materials Purchase item for consideration.

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

Professional Educator New Hire(s)

Professional Educator Contract Change(s)

Professional Educator Resignation(s)

5-19-25 IFC Professional Educator New Hires 


5-19-25 IFC Professional Educator Contract Changes 

5-19-25 IFC Professional Educator Resignations 

Chief Human Resources Officer, Julie King, presented the Personnel Services items for consideration.

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

7.A) **Board Meeting Minutes from May 12, 2025**

BOE Meeting Minutes 5.12.25 

Motion to approve the Board's Consent Agenda as presented.

Motion by Pheng Thao, second by Kristine Sauter.

Final Resolution: Motion Carried.


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


Absent: Oliver Zornow

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

required by law to be approved by the Board.)

8.A) Gifts/Donations to the District (January-April 2025)


IFC-Gifts/Donation(Jan-April 2025) 


Donations Jan-Apr 2025 


8.B) Tuition-Free Status for Pan Atlantic Foundation

IFC- Tuition-Free Status 

8.C) Science Materials Purchase- (4640, 4740, and 4840)

IFC- Science (4640, 4740, & 4840). 


KWKT - Science 4640,4740,4840 

Public Input Received - Science 4640,4740,4840 


8.D) Professional Educator New Hire(s)

5-19-25 IFC Professional Educator New Hires 

8.E) Professional Educator Contract Change(s)

5-19-25 IFC Professional Educator Contract Changes 

8.F) Professional Educator Resignation(s)

5-19-25 IFC Professional Educator Resignations 

Motion to approve the Superintendent's Consent Agenda items 8.A through 8.F as presented.

Motion by Jason Kolpack, second by Nick Ross.

Final Resolution: Motion Carried.

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


Absent: Oliver Zornow

9) REPORTS (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts, and other information relevant to the Board's work.)

9.A) Business Services Report: None

9.B) School/Student Services Report:

2024 Graduation Rates


Graduation presentation - BOE May 2024 


Superintendent Hartjes, Assistant Superintendents Mark McQuade and Mike Hernandez, reported on the 2024 Graduation rates.


9.C) Personnel Services Report: None

10) BOARD BUSINESS

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

Promotion Policy 345 

IOI- Policy Adoption 345 



DRAFT Policy 345 

Assistant Superintendent Mark McQuade presented a slideshow outlining the proposed updates to Policy 345 – Promotion of Students. He provided a detailed explanation of the changes and the rationale behind policy retirements of 345.4 and 345.41 and the combined adoption of policy 345. This item will come back as an item for consideration at the next Board meeting scheduled for June 9, 2025.

10.B) Policy Retirement: 345.4- Fourth Grade Promotion


Assistant Superintendent Mark McQuade presented the policy retirement of Policy-345.4 Fourth Grade Promotion. This item will come back as an item for consideration at the next Board meeting scheduled for June 9, 2025.

10.C) Policy Retirement: 345.41- Eighth Grade Promotion


IOI Policy Retirement 345.41 
DRAFT Eighth Grade Promotion 345.41 

Assistant Superintendent Mark McQuade presented the policy retirement of Policy-345.41 Eighth Grade Promotion. This item will come back as an item for consideration at the next Board meeting scheduled for June 9, 2025.


10.D) Monitoring Report: OE 8- Communicating with the Board

FINAL OE-8 Communicating With and Support for the Board 
Motion to approve.
Motion by Jason Kolpack, second by Nick Ross.
Final Resolution: Motion Carried.
Aye: Kay Eggert, Kristine Sauter, Pheng Thao, Jason Kolpack, Nick Ross
Recusal: Oliver Zornow


10.E) Monitoring Report: OE 9- Communicating with the Public

FINAL OE-9 Communicating with the Public 
Motion to approve.
Motion by Pheng Thao, second by Jason Kolpack.
Final Resolution: Motion Carried.
Aye: Kay Eggert, Kristine Sauter, Pheng Thao, Jason Kolpack, Nick Ross
Recusal: Oliver Zornow

10.F) West High School Indoor PE/Practice Facility Naming Rights

IFC-West Indoor PE Practice Facility Naming Rights 
Motion to approve.
Motion by Jason Kolpack, second by Kristine Sauter.
Final Resolution: Motion Carried.
Aye: Kay Eggert, Kristine Sauter, Pheng Thao, Jason Kolpack, Nick Ross, Oliver Zornow

10.G) Technology Services Temporary Lease Agreement

IFC- Tech Services Lease 
Motion to approve .
Motion by Nick Ross, second by Pheng Thao.
Final Resolution: Motion Carried.
Aye: Kay Eggert, Kristine Sauter, Pheng Thao, Jason Kolpack, Nick Ross, Oliver Zornow

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

None

11) ITEMS OF INFORMATION

11.A) None

12) FUTURE MEETINGS

- A. Board Work Session: Wednesday, May 21, 2025 at 7:30AM
- B. Board Meeting: Monday, June 9, 2025 at 6:00PM
- C. Board Work Session: Wednesday, June 18, 2025 at 7:30AM
- D. Board Work Session: Monday, June 23, 2025 at 4:00PM
- E. Board Meeting: Monday, June 23, 2025 at 6:00PM

13) ADJOURN

13.A) Motion to adjourn the meeting

Motion to adjourn the meeting the meeting at 7:40 PM.

Motion by Pheng Thao, second by Jason Kolpack.

Final Resolution: Motion Carried.

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

Board President: _____



ITEM FOR CONSIDERATION

Topic: Professional Educator New Hire(s)

**Background
Information:**

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Samantha M. Dettman	Dean of Students	Highlands	100%
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Sherry L. Johnson	Special Ed-Cross Cat.	Wilson	100%
Maggie C.D. Kettner	Special Ed-Cross Cat.	Badger	100%
Molly H. Logic-Moore	School Psychologist	Badger/Berry/APM	100%
Shelley A. Meyerhofer	Literacy-Interventionist	Berry	50%
Kali G. Pfannerstill	Kindergarten	Dunlap	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: June 9, 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>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>
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Nicole M. Severing	World Lang.-Spanish	Kaleidoscope	92% to 100%
Alaina J. Varga	Occupational Therapist	TBD	50% to 75%

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: June 9, 2025



ITEM FOR CONSIDERATION

Topic: Professional Educator Resignation(s)

**Background
Information:**

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

Dakota L. Bartlett has been with the District for three years, most recently as a Special Education Teacher at Madison Middle School. Dakota's resignation is effective at the workday on Thursday, July 3, 2025.

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Jordan M. Schaller has been with the District for three years, most recently as a Kindergarten Teacher at Huntley Elementary School.

Alyssa A. Schrimpf has been with the District for eleven years, most recently as an English Learner Teacher at McKinley Elementary School.

Kendra M. Winkel has been with the District for four and one-half years, most recently as a Kindergarten Teacher at McKinley Elementary School.

Instructional

Impact: Qualified replacements will be procured.

Fiscal

Impact: Dependent on replacements.

Administrative

Recommendation: Approve as submitted.

Contact

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

BOE: June 9, 2025



ITEM FOR CONSIDERATION

Topic:	Administrative Hire(s)
Background Information:	<p>The individual listed below has been recommended for a contractual position starting July 1, 2025.</p> <p>Elisa A. Paul is recommended for the Principal position at Ronald C. Dunlap Elementary. Mrs. Paul most recently served as a 3rd grade teacher at Ronald C. Dunlap Elementary.</p>
Instructional Impact:	The highly qualified candidate will ensure the continuation of quality instruction and student support.
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: June 9, 2025

Part 1

Budget Prioritization

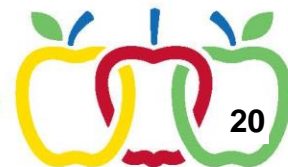
Exploring Revenue Options

Holly Burr, Executive Director of Finance



Why a Financial Strategy Matters

- Sustainable funding is essential for maintaining and improving student outcomes.
- Rising costs and evolving educational demands require proactive planning.
- State Aid continues to fall short of inflationary cost increases.
- Additional funding through ESSER has ended and we are nearing the end of our discretionary fund balance dollars.
- The first step is to evaluate options to generate additional revenue for long-term financial health.



What Are Our Revenue Sources?

- State Aid
 - Equalization
 - Categorical
- State and Federal Grants
- Local Sources
 - Open Enrollment
 - Other Sources (Gifts/Donations, Local Grants, Partnerships, Fees)
 - Local Taxes
 - Fund 80
 - Operating Referendum



State Aid

- **Equalization Aid**: Balances funding across districts based on property wealth
2024-25 total Aid = **\$114,883,926**
 - **Pros:**
 - Core component of district revenue – 53.4% of revenues
 - May increase with enrollment or need (prior year use of funds)
 - **Cons:**
 - Subject to Revenue Limits
 - Subject to state budgeting and political climate
 - **Decreases if enrollment declines**
- **Categorical Aid**: Targeted funding for specific programs
2024-25 total Aid = **\$24,135,755**
 - **Per Pupil Aid** - \$742/member 2024-25 = \$10.4 million
 - **Special Education Aid** – Prior year expense reimbursement
– 2024 Rate = 32.4% 2024-25=\$11.6 million
 - **Other Categorical Aids**: Transportation, School Mental Health Programs, WI Common School Funds (Library Aid), High-Cost Special Ed Aid.
2024-25= \$2.1 million
 - **Pros:**
 - Outside of Revenue Limits
 - May increase with enrollment or need
 - **Cons:**
 - Subject to state budgeting and political climate
 - Limited flexibility in use



State Aid

- Projected Revenue Limit Increase:
 - \$325/member = \$4,733,000
 - Which is a 2.7% increase over current
- Per Pupil Aid
- Special Education Aid:
 - 30% = \$11,615,000
 - 45% = \$17,422,500
 - 60% = \$23,230,000
 - Sum certain vs sum sufficient

Advocacy: Engage in advocacy efforts at the state level to influence policy discussions and potential revisions to the aid formula & Categorical Aid allocations



State and Federal Grants

- Grant Sources: Wisconsin DPI, Federal (Titles I, II, III, IV, ESSA, IDEA, Medicaid)
 - \$15.5 million
- **Pros:**
 - Funding for innovation and program enhancement
 - Offsets local tax burden
- **Cons:**
 - Competitive and time-intensive
 - Often non-recurring and restrictive in scope



Other Local Revenue Sources

Open Enrollment (net) - \$6.4 million

- **Pros:**

- Allows students/families choice – we are positively aided (we have more students enrolling in than our district residents enrolling out)
- Positive community image

- **Cons:** Reimbursement is at a lesser rate than in-District students who are counted and aided through the equalization formula

Other:

- Gifts/Donations/Grants - \$2.5 million
 - Split between District (general) and site specific is about equal
- Student fees - \$1.3 million
- Other Misc. revenues - \$500,000

- **Pros:**

- Additional funding outside of revenue limits – eases tax burden

- **Cons:**

- Resources to manage the use of the funding
- Generally one-time amounts (small in scale)



Local Taxes - Fund 80

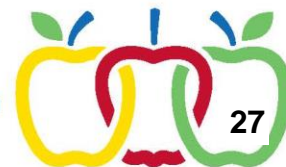
- [Fund 80](#) Definition: A school district may establish and maintain community education, training, recreational, cultural or athletic programs and services, outside of its regular curricular and extracurricular programs for pupils.
- Current Fund 80:
 - Budget \$2,839,000
 - Tax Impact = \$.23 of mill rate
 - Uses - Community use of buildings, pools, and ropes course, three Community Schools programs, Before/After school programs, community programs & event partnerships, ACT-Prep course, Birth-Five and Evenstart programs, safety/security programs (SRO and crossing guards).
- [Exclusions](#) –
- Potential tax impact - \$500,000 = \$.04



Local Taxes – Referendum

Operational Referendum: Increases revenue limit = increases the tax levy to local taxpayers.

- Recurring: A one-time referendum
 - Approved amount is added to the per-pupil base moving forward
 - **Pro:** One-time cost of running a referendum
 - **Cons:**
 - If low revenue ceiling is increased by the state – referendum approved increase is overridden
 - Flat amount each year
- Non-Recurring: Operating Referendum for a set number of years.
 - Approved amount is added to the revenue limit annually for each year approved.
 - **Pro:** Option of using a phased model (step model)
 - **Cons:**
 - Only continues for the number of years it is approved
 - Cost of running referendums every xx years.
 - Program cuts if future referendum not approved
- Estimated tax (mill rate) impact



Key Considerations

- What are our current and projected financial gaps?
- How do we ensure sustainability?
- What mix of funding supports our mission?
- How can we involve stakeholders?

Questions & Discussion

- Which options are most promising for AASD?
- How do we prepare for referendum and grant cycles?
- What support do we need from the community?

Next Steps for AASD

- Continue revenue analysis
- Identify grant and aid opportunities
- Explore referendum timing and outreach
- Foster partnerships and new revenue streams



ITEM OF INFORMATION

Topic: Experience-Based License

**Background
Information:**

Finding licensed teachers in technical education and vocational subjects has been difficult. Often, the cost of additional schooling prevents experienced professionals in these fields from pursuing a teaching career.

However, Wisconsin State Statute 118.191(2)(a)(b) allows the Department of Public Instruction (DPI) to grant a teaching license in technical education or vocational subjects to individuals with relevant experience who meet specific [eligibility criteria](#) (as outlined in Statute 118.19(4)). This pathway requires the individual to complete a curriculum determined by the local school board within a three-year licensure period.

To support employees pursuing this route, the Department of Assessment, Curriculum and Instruction, and the Human Resources Department have developed the [Experience-Based Licensure Curriculum](#) Plan. This plan outlines the support and learning opportunities tailored to each applicant's unique experience and training, focusing on any necessary content or teaching methods.

Prior to the expiration of the initial three-year license, candidates must complete the Experience-Based Licensure Curriculum plan, and the District (Board member or designated administrator) must verify completion for the license to be renewed.

**Instructional
Impact:**

Supporting the experience-based licensure program allows the district to secure talent for hard-to-fill positions. Furthermore, the program's curriculum plan provides teachers with the necessary support to develop strong teaching skills, ultimately ensuring high-quality instruction for our students.

**Contact
Person(s):**

Chief Human Resource Officer, Julie King, (920) 852-5300

BOE: June 9, 2025



ITEM OF INFORMATION

Topic: Policy Update: 170- Meetings of the School Board

**Background
Information:**

As of April 1, 2025, we have transitioned away from using BoardDocs for Board agenda preparation and public notices. With the planned discontinuation of the program, it became necessary to update our policies that referenced its use. All Board meeting materials and notices are now available through our district website, ensuring easier and more direct access for our community members.

Also, in alignment with the WASB's updated policies, we are revising Policy 170 with the recommended language.

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

**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 staff and students.

**Fiscal
Note:**

N/A

**Contact
Person(s):**

Superintendent, Greg Hartjes, (920) 852-5300, ext. 60111, superintendent@asds.k12.wi.us

BOE: June 9, 2025

MEETINGS OF THE SCHOOL BOARD

Public Notice:

~~All meetings of the Board shall be preceded by appropriate notice, in accordance with State law requirements. Meeting agendas are available on the District's website via BoardDocs before each meeting and hard copies are available at the meeting.~~

Regular School Board Meetings:

~~Official business of the~~ Regular School Board ~~meetings~~ shall be transacted at least once a ~~regular~~ monthly ~~meetings and at such other meetings of the Board as are~~ authorized by law (Wisconsin State Statute 120.11).

~~The School Board shall annually determine its meeting schedule and share those dates, times, locations as an Item of Information on a School Board meeting agenda. They will be scheduled on at least one day each month.~~ The current meeting schedule, including dates, times, locations, and any changes, can be found on the District's website. Each meeting will be properly noticed as per Wisconsin State Statute 985.01.

~~School Board meetings may be moved to a larger space within the District when the Superintendent or Board President become aware that a larger crowd may be in attendance than can be accommodated in the scheduled location.~~

All regular meetings shall be open to the public, except as specifically provided by State Statute. Only those items of business included on the properly noticed agenda shall be discussed and/or acted upon by the Board at the meeting. ~~Board agendas are developed by the Superintendent in collaboration with the Board President. Any Board member may request that an item be considered for a future agenda by contacting the Superintendent and/or Board President.~~

~~When the School Board receives public input on topics/issues that are not part of the properly noticed meeting agenda, Board members shall not engage in any extensive discussion or debate on any such topic/issue, and shall not take any action addressing the merits of any such topic/issue.~~

~~Minutes of each meeting shall be recorded, and the proceedings of each meeting shall be [posted or published, (per the requirements of section 120.11(4) of Wisconsin State Statute as applied to the District)] within 45 days of each board meeting.~~

~~The Board, with the assistance of the District Business Services office, shall ensure that a detailed record of receipts and expenditures is available to the public for inspection at one Board meeting each month.~~

~~Meetings may be adjourned to a specific date for the consideration of unfinished business.~~

Board Subcommittee Meetings:

~~Subcommittees of the Board typically include, but are not limited to Business Services, Personnel Services, Policy Review, and Programs and Services are held at the Scullen Leadership Center.~~

~~The current Subcommittee meeting schedules, including dates, times, and any changes, can be found on the District's website. Each meeting will be properly noticed as per Wisconsin State Statute 985.01.~~

Public Hearings:

~~Public Hearings of the Board are held to discuss items such as the annual budget.~~

Additional Other Meetings:

~~Additional Other~~ meetings can be scheduled outside of the regularly scheduled School Board meetings to approve timely items. ~~These other board meetings shall be held upon the call of the school board president or upon the filing of a request with the school board clerk signed by a majority of the school board members.~~ Notice requirements pursuant to State Statute will be followed.

Provisions Applicable to All Board Meetings:

The Board President, or, in the President's absence, the Vice President, shall serve as the presiding officer of each Board meeting. In the absence of both such officers, another Board officer present shall preside over the meeting. Every Board meeting shall initially be convened in open session, although the Board may thereafter convene and hold a closed session to the extent permitted by law and consistent with applicable legal requirements.

The Board President and Clerk shall ensure that minutes of each Board meeting are recorded, approved, signed, and filed in the Board records. To the extent required by law, the proceedings of Board meetings shall be publicly disseminated within 45 days after the meeting.

Legal References: Wisconsin State Statute 19.81(2), 19.83, 19.84, 19.85, 120.11(2), 120.11(4), 985.01

Cross References: [Agenda Preparation and Dissemination, 171.2](#)

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

[Virtual Meetings and Board Member Participation in Meetings via Technology, 188](#)

Adoption Date: September 14, 1987

Amended Date: May 21, 2018, and [June 23, 2025](#)



ITEM OF INFORMATION

Topic: Policy Adoption: 345 - Promotion of Students Grades 3, 4, and 8

**Background
Information:**

The 2023 Wisconsin [ACT 20](#) requires the Board of Education to adopt a written policy specifying criteria under which students may be promoted from 3rd to 4th grade by July 1, 2025, under Wisconsin State Statute [118.33\(6\)\(a\)3](#).

The District currently has Policy 345.4, Fourth Grade Promotion, and Policy 345.41, Eighth Grade Promotion.

The Wisconsin Association of School Boards (WASB) recommends that all promotion policies be combined into one policy, with specific grade-level promotion criteria and procedures related to promotion decisions being defined by rules. Policy 345, "Promotion of Students-Grades 3, 4, and 8," will follow this recommendation.

**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. The addition of a 3rd grade promotion policy will assure that measures are in place to support student reading development for struggling readers. Combining our promotion policies into one policy will provide greater clarity for families and educators, resulting in greater accountability for student achievement.

**Contact
Person(s):**

Assistant Superintendent of AC&I, Mark McQuade, Ed.D.,
920-852-53007 x60121,
mcquademark@aasd.k12.wi.us

BOE: June 9, 2025

PROMOTION OF STUDENTS

GRADES 3, 4, AND 8

This policy addresses end-of-year grade promotion decisions that are made in grades 3, 4, and 8, pursuant to Wisconsin State Statutes 118.24 and 118.33. This policy does not address grade-level acceleration decisions or any decision to adjust the initial grade-level placement of a newly-enrolled student during the student's first school year of attendance in a District school or program.

The administration is expected to implement this policy and, in conjunction with other instructional staff members, make the promotion decisions for individual students. If a student's parent or guardian disagrees with a District decision regarding promotion, the parent or guardian may submit a written request for reconsideration to the Superintendent or designee. Except as otherwise required by law, the decision of the Superintendent or designee following such a request shall be final.

For students in grades 3, 4, and 8, the Board directs the administration to develop and implement a process for annual promotion decisions that initially identifies students who are at risk of possible retention.

When a student is having very significant academic difficulty in one or more areas and is at risk of possible retention, it is the Board's judgment that no single measure or description of the student's academic progress, knowledge, and skills is sufficient to determine whether the student should be retained or promoted. Accordingly, before making a final decision to promote a student who the District has identified as being at risk of retention, the administration and instructional staff will use a team-based approach to review and consider, at a minimum, the following information about the student's academic progress in relation to established promotion criteria:

1. The two most recent state assessment results (or results from an alternate assessment, if applicable).
2. The results of the current available District-provided academic assessments and screeners.
3. The student's summative grades and teachers' summative evaluations of the student's academic skills; and
4. Evidence indicating the extent to which the student has made progress with respect to individual goals that the District established for the student.

Additional information about the student's academic progress may also be considered if the team determines it helpful in making the promotion decision. For example, the team could consider information from a relevant out-of-district source, the results from specific classroom assignments, projects, or tests, specific samples of the student's work, and/or other teacher recommendations relating to the student's skills and progress that add greater overall context to the team's decision-making process.

For each student identified as being at risk of retention, the team shall recommend, with final decision-making authority resting with the building principal or his/her designee, either that:

1. the student should be promoted in combination with the identification of individualized goals and the use of available intervention strategies that are intended to enhance the student's overall development, alleviate an identified barrier that may be inhibiting the student's learning, improve the student's level of engagement with school, and/or provide the student with opportunities to reduce observed gaps in the student's learning relative to grade-level standards; or
2. the student should be retained in combination with the identification of individualized goals and the use of appropriate intervention strategies.

The District's specific grade-level promotion criteria and other procedures related to promotion decisions will be defined by rule. The rule and criteria shall strongly disfavor any use of retention.

Nothing in this policy or in the related criteria and procedures shall be interpreted in a manner that would interfere with or detract from a student's or parent's rights under any applicable state or federal law. For example, in regard to any student who has been referred for a special education evaluation or who is receiving special education and/or related services under an individualized education program (IEP), nothing in this policy or in its implementation shall detract from the authority of the student's IEP team.

Legal Reference: Wisconsin State Statute 118.33

Adoption Date: June 23, 2025

THIRD GRADE PROMOTION

The Appleton Area School District adopts this 3rd grade Rule as of June 9, 2025, beginning with the 3rd grade class, effective September 2027. For any student who has not exited their personal reading plan by the end of the student's 3rd grade year, the district/school will engage in a process to determine whether to promote that student to the 4th grade or not. This process will carefully consider all relevant factors that contributed to the student not completing their personal reading plan and alternatives to retention that can help support the student to achieve reading proficiency. This process will be described in the AASD Family Policy Manual and Handbook. Additional details about the determination process are found in Section 2. Good cause exceptions and post-promotion mandates are found in Section 3 of this Rule.

Section 2: Process for Making Promotion Determinations

For any student who has not exited their personal reading plan by the end of the student's 3rd grade year, the district/school will engage in a process to determine whether to promote that student to the 4th grade or not. This process will carefully consider all relevant factors that contributed to the student not completing their personal reading plan and alternatives to retention that can help support the student to achieve reading proficiency. This process will be described in the AASD Family Policy Manual and Handbook and include, at a minimum, the following elements:

- A team of individuals will engage in the determination process, which shall include but is not limited to the student's parent(s)/ guardian(s) as defined by Wis. Stat. §.115.76(12) and school/district representatives who have knowledge of the reading instruction and interventions provided to the student, as well as how the student responded to both instruction and intervention. School representatives may include, but are not limited to: the school principal, the teacher(s) of record, the district/school literacy interventionist, a staff member who has provided additional reading support and conducted progress monitoring, and a student services professional(s) with knowledge of the social and emotional implications of grade retention;
- Representatives from the school/district will determine whether the student is eligible for a good cause exception and communicate that to the parent or guardian.
- If the student has an individualized education program (IEP) in an area of reading or is an English learner with a language acquisition plan, the school/district representatives will review the student's progress towards those goals and communicate that to the parent or guardian.

- Representatives from the school/district will consider all available data demonstrating the student's response to reading instruction and intervention and data demonstrating the student's progress towards meeting personal reading plan goals. This data may include, but is not limited to, the most recent and previous universal reading screener data, diagnostic reading assessment data, progress monitoring data, classroom data, and observations and data related to the student's social, emotional, and behavioral functioning;
- Representatives from the school/district will communicate long-term risks of retention to the student's parent or guardian.
- Representatives from the school/district will consider alternatives to retention available to the student in the district/school and communicate these alternatives to the student's parent or guardian;
- The district/school will not deny any student advancement to 4th grade based solely on the student's performance in reading on the 3rd grade state summative assessment or the universal reading screener;
- The district/school will not deny any English learner advancement to 4th grade solely based on level of language proficiency (Wis. Admin. Code §13.09(1)(b)); Wisconsin Department of Public Instruction, December 2024 6);
- The team may conclude that promotion (with applicable services/supports) is in the best interest of a student even if the team also concludes, based on clear documentation, that the student was unable to complete their personal reading plan primarily due to the student's lack of reading proficiency.
- After reviewing all data and considerations named above, representatives from the school/district will make a recommendation of promotion or retention to the student's parent or guardian; and
- If the representatives from the school/district recommend retention, those representatives will identify and communicate the following to the student's parent or guardian:
 - Supports that will be provided to the student that will mitigate the harm that is likely to occur as a result of retention, including social stigmatization, loss of friendships, damaged self-esteem, and other mental health impacts; and
 - The additional academic services and support that will be provided to the student as they repeat 3rd grade to ensure they reach grade level proficiency by the time they complete 3rd grade the second time.

Based on the holistic evaluation described above, the entire team will make one of the following choices.

1. Promotion to 4th grade (with applicable services/supports) is more appropriate than retention in 3rd grade, and the student is promoted.
2. The student's noncompletion of the personal reading plan was not primarily due to the student's lack of reading proficiency and the student is promoted to the 4th grade.

3. The parents or guardians and school/district representatives agree that retention in the 3rd grade (with applicable services/supports) is more appropriate than promotion to 4th grade, and the student's parent or guardian gives written consent to retention.
4. The school/district representatives recommend retention in the 3rd grade but the student's parent or guardian does not consent to retention. Regardless of any other facts, circumstances, or analysis, the student is promoted to 4th grade.

Any student who enrolls as a 3rd grade student late in the school term without any accompanying record of a personal reading plan (i.e., after the final annual administration of the universal screening assessment and, potentially, also after the 3rd grade Forward Exam) shall be promoted to 4th grade under the criteria that the student did not have a personal reading plan in effect at the end of 3rd grade.

If a student transfers into a school enrolled as a 4th grade student and the provided records indicate the student may have met requirements to be retained in 3rd grade, the school district will provide adequate and necessary supports, including but not necessarily limited to the intensive instructional services, supports, progress monitoring, and parent notification referenced under Wis. Stat. §118.33(5m)(a).

Section 3: Post Promotion Mandates and Exceptions

Per Wis. Stat. §118.33(5m)(a), any student promoted to 4th grade after the determination process will be provided with all of the following:

1. Intensive instructional services, progress monitoring, and supports to remediate the identified areas of deficiency;
2. Notification to the student's parent or guardian, in writing, that the student pupil did not complete the personal reading plan and includes a description of the intensive instructional services and supports that will be provided to the student pupil to remediate the identified areas of reading deficiency; and
3. An intensive summer reading program each summer until the student scores at grade level in reading on a summative assessment.

The following are good cause exceptions. Any student who meets one or more of the following good cause exceptions may be exempt from the promotion policy, the intensive summer reading program, and/or the intensive reading intervention requirements:

1. The student is identified as a "Limited-English proficient pupil" as that term is defined under Wis. Stat. §115.955(7);
2. The student has an individualized education plan (IEP) that indicates that neither taking the universal reading screener nor the state summative assessment in reading is appropriate for the pupil;

3. The student scores as proficient in reading on the alternative statewide standardized summative assessment (i.e., Dynamic Learning Maps);
4. The student has an IEP or a plan to provide accommodations or services under section 504 of the federal Rehabilitation Act of 1973 that indicates that the student has received intensive intervention in reading for more than 2 years, continues to demonstrate a deficiency in reading, and was previously retained in 5K, grades 1, 2, or 3.

Regardless of these good cause exceptions, the district is responsible for providing instruction that meets all state and federal requirements, including, but not limited to Wis. Stat. §121.02(1)(L)4 for school districts and Wis. Stat. §§118.01(2)(c)7 and 8 for school districts and independent charter schools, often known together as Act 31.

If promoted to 4th grade and if a “good cause” exception applies to the student under Wis. Stat. §118.33(5m)(b), then the school district/school will provide adequate and necessary support, including but not necessarily limited to the intensive instructional services, supports, progress monitoring, and parent notification referenced under Wis. Stat. §118.33(5m)(a).

FOURTH GRADE PROMOTION

Students in 4th grade in the Appleton Area School District have access to curriculum and instruction that is grounded in State and District standards. Students in grade four will be expected to successfully complete the course of study as outlined by Board-approved curriculum, English Learner programming, or Individualized Education Program. Beginning on September 1, 2002, no student may be promoted from the 4th to the 5th grade unless the student successfully completes the 4th grade course of study and satisfies the criteria for promotion as established by the Board and listed in this policy.

The following criteria are to be considered in determining whether to promote a student from the 4th to the 5th grade:

1. Score an “approaching” or higher on the most recent State assessment results that are available for the student.
2. Should a student NOT successfully achieve a score of “approaching” or higher as indicated in #1, then the student must successfully complete the grade level coursework in the assessed areas. Successful completion will be determined by the student’s primary 4th-grade teacher.
3. Should a student NOT meet the criteria identified in #1 or #2 above, a site Student Support Team or the student’s IEP team will determine if that student has fulfilled sufficient criteria to be granted a grade promotion.

Information considered by the site Student Support Team or the student's IEP team for possible recommendation for promotion may include, but is not limited to:

- Development of a portfolio that illustrates proficiency and growth
- Attainment of District academic standards
- Verification of a student's ability to be successful at the next grade level of education
- Testimony to a student's success in classwork, co-curriculars, and community service
- Completion of a course sequence
- Demonstration of career and life skills
- Student's annual IEP goals

School administrators and staff shall help prepare students to satisfy the criteria, consistent with established District policies and procedures. The school principal (and student's IEP team, if the student has an identified disability) shall provide for a regular review of a student's progress toward meeting the established grade promotion criteria and shall keep students and their parents/guardians informed of the student's progress.

Before a student is promoted to 5th grade, the school principal (and the student's IEP team, if the student has an identified disability) shall determine whether the student has satisfied the grade promotion criteria outlined in the policy and any other District policy applicable to grade promotion.

The policy and its implementation procedures shall be published annually in the AASD Family Policy Manual and Handbook.

EIGHTH GRADE PROMOTION

Students in 8th grade in the Appleton Area School District have access to curriculum and instruction that is grounded in State and District standards. Students in grade eight will be expected to successfully complete the course of study as outlined by the Board-approved curriculum. Beginning on September 1, 2002, no student may be promoted from the 8th to the 9th grade unless the student successfully completes the 8th grade course of study and satisfies the criteria for promotion as established by the Board and listed in this policy.

The following criteria are to be considered in determining whether to promote a student from the 8th to the 9th grade:

1. Score an “approaching” or higher on the most recent State assessment results that are available for the student.
2. Should a student NOT successfully achieve a score of “approaching” or higher as indicated in #1, then the student must successfully complete the grade level coursework in the assessed areas. Successful completion will be determined by the student’s primary 8th-grade teachers.
3. Should a student NOT meet the criteria identified in #1 or #2 above, a site Student Support Team or the student’s IEP team will determine if that student has fulfilled sufficient criteria to be granted a grade promotion.

Information considered by the site Student Support Team or the student’s IEP team for possible recommendation for promotion may include, but is not limited to:

- Development of a portfolio that illustrates proficiency and growth
- Attainment of District academic standards
- Verification of a student’s ability to be successful at the next grade level of education
- Testimony to a student’s success in classwork, co-curriculars, and community service
- Completion of a course sequence
- Demonstration of career and life skills
- Student’s annual IEP goals

School administrators and staff shall help prepare students to satisfy the criteria, consistent with established District policies and procedures. The school principal (and student’s IEP team, if the student has an identified disability), shall provide for a regular review of a student’s progress toward meeting the established grade promotion criteria and shall keep students and their parents/guardians informed of the student’s progress.

Before a student is promoted to 9th grade, the school principal (and the student’s IEP team, if the student has an identified disability) shall determine whether the student has satisfied the grade advancement criteria outlined in the policy and any other District policy applicable to grade promotion.

The policy and its implementation procedures shall be published annually in the AASD Family Policy Manual and Handbook..

Legal Reference: Wisconsin State Statutes 118.33 and 118.24(2)(a)

Adoption Date: April 23, 2001

Amended Dates: May 14, 2007, October 27, 2014, April 20, 2020, June 23, 2025



ITEM OF INFORMATION

Topic: Policy Retirement: 345.4- Fourth Grade Promotion

**Background
Information:**

The 2023 Wisconsin [ACT 20](#) requires the Board of Education to adopt a written policy specifying criteria under which students may be promoted from 3rd to 4th grade by July 1, 2025, under Wisconsin State Statute [118.33\(6\)\(a\)3](#).

The District currently has Policy 345.4, Fourth Grade Promotion, and Policy 345.41, Eighth Grade Promotion.

The Wisconsin Association of School Boards (WASB) recommends that all promotion policies be combined into one policy, with specific grade-level promotion criteria and procedures related to promotion decisions being defined by rules.

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. Combining our promotion policies into one policy will provide greater clarity for families and educators, resulting in greater accountability for student achievement.

Contact

Person(s):

Assistant Superintendent, Mark McQuade, Ed.D., 920-852-5300 x60121, mcquademark@asds.k12.wi.us

BOE: June 9, 2025

FOURTH GRADE PROMOTION

~~In accordance with State law 118.33, beginning on September 1, 2002, no student shall be promoted from the fourth to the fifth grade unless the student satisfies the specific criteria for promotion. Other District policies relating to the promotion of students apply if they are not inconsistent with this policy.~~

~~The following criteria are to be considered in determining whether to promote a student from the fourth to the fifth grade:~~

- ~~1. Score a “Basic”/level 2 or higher on the grade 4 State-required assessments that comprise the Wisconsin Student Assessment System.~~

~~OR~~

- ~~2. Successfully complete grade-level coursework and/or other academic criteria based on Board-approved standards and curriculum in the assessed areas.~~

~~OR~~

- ~~3. Have the recommendation of the site Student Support Team.~~

~~OR~~

- ~~4. Demonstrate reasonable progress in meeting IEP goals as determined by the student’s Individual Education Program (IEP) team. Meeting this requirement supercedes all other requirements.~~

~~Legal Reference: Wisconsin State Statute 118.33~~

~~Adoption Date: April 23, 2001~~

~~Amended Dates: May 14, 2007 and October 27, 2014~~

~~FOURTH GRADE PROMOTION~~

~~Procedures~~

~~Students in fourth grade in the Appleton Area School District have access to curriculum and instruction that is grounded in State and District standards. Students in grade four will be expected to successfully complete the course of study as outlined by Board-approved curriculum, English Language Learners' programming, or Individualized Education Program. Beginning on September 1, 2002, no student may be promoted from the fourth to the fifth grade unless the student successfully completes the fourth grade course of study and satisfies the criteria for promotion as established by the Board and listed in this policy.~~

~~The following criteria are to be considered in determining whether to promote a student from the fourth to the fifth grade:~~

- ~~1. Score a "Basic"/level 2 or higher on the grade 4 State required assessments that comprise the Wisconsin Student Assessment System.~~
- ~~2. Should a student NOT successfully achieve a score of "Basic"/level 2 as indicated in #1, then:~~
 - ~~a. the student must successfully complete the grade level coursework in the assessed areas. Successful completion will be determined by the student's primary fourth grade teacher.~~
 - ~~OR~~
 - ~~b. the student shall score a "Basic"/level 2 or higher on the Wisconsin Student Assessment System required grade 3 assessments.~~
- ~~3. Should a student NOT meet the criteria identified in #1 or #2 above, a site Student Support Team or the student's IEP team will determine if that student has fulfilled sufficient criteria to be granted grade advancement.~~

~~Information considered by the site Student Support Team or the student's IEP team for possible recommendation for promotion may include but is not limited to:~~

- ~~▪ Development of a portfolio that illustrates proficiency and growth~~
- ~~▪ Attainment of District academic standards~~
- ~~▪ Verification of a student's ability to be successful at the next level of education~~
- ~~▪ Testimony to a student's success in classwork, co-curriculars, and community service~~
- ~~▪ Completion of a course sequence~~

- ~~Demonstration of citizenship qualities necessary for life in the community~~
- ~~Student's annual IEP goals~~

~~School administrators and staff shall help prepare students to satisfy the criteria, consistent with established District policies and procedures. The elementary school principal (and student's IEP team, if the student has an identified disability), shall provide for a regular review of a student's progress toward meeting the established grade advancement criteria and shall keep students and their parents/guardians informed of the student's progress.~~

~~Before a student is promoted to fifth grade, the elementary school principal (and student's IEP team, if the student has an identified disability) shall determine whether the student has satisfied the grade advancement criteria outlined in the policy and any other District policy applicable to grade advancement.~~

~~The elementary school principal shall be responsible for informing students and their parents/guardians of the requirements of this policy. The policy and its implementation procedures shall be published annually in the elementary school student and parent handbooks.~~

~~Legal Reference: Wisconsin State Statute 118.33~~

~~Adoption Date: April 23, 2001~~

~~Amended Dates: May 14, 2007 and October 27, 2014~~



ITEM OF INFORMATION

Topic: Policy Retirement: 345.41- Eighth Grade Promotion

**Background
Information:**

The 2023 Wisconsin [ACT 20](#) requires the Board of Education to adopt a written policy specifying criteria under which students may be promoted from 3rd to 4th grade by July 1, 2025, under Wisconsin State Statute [118.33\(6\)\(a\)3](#).

The District currently has Policy 345.4, Fourth Grade Promotion, and Policy 345.41, Eighth Grade Promotion.

The Wisconsin Association of School Boards (WASB) recommends that all promotion policies be combined into one policy, with specific grade-level promotion criteria and procedures related to promotion decisions being defined by rules.

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. Combining our promotion policies into one policy will provide greater clarity for families and educators, resulting in greater accountability for student achievement.

Contact

Person(s):

Assistant Superintendent, Mark McQuade, Ed.D., 920-852-5300 x60121, mcquademark@aasd.k12.wi.us

BOE: June 9, 2025

~~EIGHTH GRADE PROMOTION~~

~~In accordance with State law 118.33, beginning on September 1, 2002, no student shall be promoted from the eighth to the ninth grade unless the student satisfies the specific criteria for promotion. Other District policies relating to the promotion of students apply if they are not inconsistent with this policy.~~

~~The following criteria are to be considered in determining whether to promote a student from the eighth to the ninth grade:~~

- ~~1. Score a "Basic"/level 2 or higher on the grade 8 State-required assessments that comprise the Wisconsin Student Assessment System.~~

~~OR~~

- ~~2. Successfully complete grade-level coursework and/or other academic criteria based on Board-approved standards and curriculum in the assessed areas.~~

~~OR~~

- ~~3. Have the recommendation of the site Student Support Team.~~

~~OR~~

- ~~4. Demonstrate adequate progress in meeting IEP goals as determined by the student's Individual Education Program (IEP) team. Meeting this requirement supercedes all other requirements.~~

~~Legal Reference: Wisconsin State Statute 118.33~~

~~Adoption Date: April 23, 2001~~

~~Amended Dates: May 14, 2007 and October 27, 2014~~

~~EIGHTH GRADE PROMOTION~~

~~Procedures~~

~~Students in eighth grade in the Appleton Area School District have access to curriculum and instruction that is grounded in State and District standards. Students in grade eight will be expected to successfully complete the course of study as outlined by Board approved curriculum. Beginning on September 1, 2002, no student may be promoted from the eighth to the ninth grade unless the student successfully completes the eighth grade course of study and satisfies the criteria for promotion as established by the Board and listed in this policy.~~

~~The following criteria are to be considered in determining whether to promote a student from the eighth to the ninth grade:~~

~~- 1. Score a “Basic”/level 2 or higher on the grade 8 State required assessments that comprise the Wisconsin Student Assessment System.
- 2. Should a student NOT successfully achieve a score of “Basic”/level 2 as indicated in #1, then:
 ~~- a. the student must successfully complete the grade level coursework in the assessed areas. Successful completion will be determined by the student’s primary eighth grade teachers.
 - OR
 - b. the student shall score a “Basic”/level 2 or higher on the Wisconsin Student Assessment System grade 7 assessments.~~
- 3. Should a student NOT meet the criteria identified in #1 or #2 above, a site Student Support Team or the student’s IEP team will determine if that student has fulfilled sufficient criteria to be granted grade advancement.~~

~~Information considered by the site Student Support Team or the student’s IEP team for possible recommendation for promotion may include but is not limited to:~~

~~- Development of a portfolio that illustrates proficiency and growth
- Attainment of District academic standards
- Verification of a student’s ability to be successful at the next level of education
- Testimony to a student’s success in classwork, co-curriculars, and community service
- Completion of a course sequence~~

- ~~▪ Demonstration of citizenship qualities necessary for life in the community~~
- ~~▪ Student's annual IEP goals~~

~~School administrators and staff shall help prepare students to satisfy the criteria, consistent with established District policies and procedures. The middle school principal (and student's IEP team, if the student has an identified disability), shall provide for a regular review of a student's progress toward meeting the established grade advancement criteria and shall keep students and their parents/guardians informed of the student's progress.~~

~~Before a student is promoted to ninth grade, the middle school principal (and student's IEP team, if the student has an identified disability) shall determine whether the student has satisfied the grade advancement criteria outlined in the policy and any other District policy applicable to grade advancement.~~

~~The middle school principal shall be responsible for informing students and their parents/guardians of the requirements of this policy. The policy and its implementation procedures shall be published annually in the middle school student and parent handbooks.~~

~~Legal Reference: Wisconsin State Statute 118.33~~

~~Adoption Date: April 23, 2001~~

~~Amended Dates: May 14, 2007 and October 27, 2014~~