Monday, August 11, 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@aasd.k12.wi.us or (920) 852-5300 ext. 60111 at least 24 hours before the meeting.

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

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

3. **SPECIAL PRESENTATION**
   A. None

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

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

6. **INFORMATION FOR BOARD DECISION PREPARATION** (OE-8.4: Assure that the Board had adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)
   A. Business Services Update(s):
      - AP Check Register-July 2025
   B. School/Student Services Update(s):
      - None
   C. Personnel Services Update(s):
      - Professional Educator New Hire(s)

- Professional Educator Contract Changes(s)
- Professional Educator Resignation(s)
- Internships
  Attachments: [IFC Professional Educator New Hires 8.11.25.pdf](#)
  Attachments: [IFC Professional Educator Contract Change(s) 8.11.25.pdf](#)
  Attachments: [IFC Professional Educator Resignations 8.11.25.pdf](#)
  Attachments: [IFC Internship(s) 8.11.25.pdf](#)

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

   A. Board Meeting Minutes from July 14, 2025
      Attachments: [BOE Meeting Minutes 7.14.25.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.)**

   A. Professional Educator New Hire(s)
      Attachments: [IFC Professional Educator New Hires 8.11.25.pdf](#)
   B. Professional Educator Contract Change(s)
      Attachments: [IFC Professional Educator Contract Change(s) 8.11.25.pdf](#)
   C. Professional Educator Resignation(s)
      Attachments: [IFC Professional Educator Resignations 8.11.25.pdf](#)
   D. Internship(s)
      Attachments: [IFC Internship(s) 8.11.25.pdf](#)

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

   A. Business Services Report:
   - None
   B. School/Student Services Report:
   - Health Services Update
   - World History (3170) Materials Purchase
      Attachments: [Health Services Update 2025.pdf](#)
      Attachments: [IOI - SS World History (3170) Materials Purchase.pdf](#)
      Attachments: [KWKT- World History 8.11.25.pdf](#)
      Attachments: [Public Input Received - World History (3170).pdf](#)
   C. Personnel Services Report:
   - None

10. **BOARD BUSINESS**

    A. Monitoring Revisions: OE 4- Personnel Administration
       Attachments: [(DRAFT) Monitoring Revisions: OE-4 Personnel Administration .pdf](#)
    B. Operational Expectation Revisions: OE-4 Personnel Administration
       Attachments: [(DRAFT) Expectation Revisions: OE-4 Personnel Administration.pdf](#)
    C. Monitoring Revisions: OE 11- Instructional Program
       Attachments: [(DRAFT) Monitoring Revisions: OE-11 Instructional Program.pdf](#)
    D. Operational Expectation Revisions: OE-11 Instructional Program

Attachments: [(DRAFT) Operational Expectation Revisions OE-11 .pdf](#)
   E. AP Check Register-July 2025
   F. Policy Adoption: 185- Board Committees
      Attachments: [IFC- Policy Adoption 185.pdf](#)
      Attachments: [FINAL- Policy 185.pdf](#)
   G. Results Monitoring: R-3 Essential Life Skills (2024-2025)
      Attachments: [(FINAL) R.3 Essential Life Skills.pdf](#)
   H. Results Monitoring: R-1 Mega Results (2024-2025)
      Attachments: [(FINAL) R.1 Mega Result 24-25.pdf](#)
   I. Monitoring: OE-2 Emergency Superintendent Succession
      Attachments: [(FINAL) OE-2 Emergency Superintendent Succession .pdf](#)

11. ITEMS OF INFORMATION

A. None

12. FUTURE MEETINGS

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

13. CLOSED SESSION

A. Motion to go into closed session
B. Wisconsin State Statute 19.85(1)(c)- Considering employment, promotion, compensation, or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility; for the purpose of discussing staff compensation.
C. 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):

Name	Position	Location	FTE
Allison L. Bayer	Special Ed-Cross Cat.	East	100%
Josie F. Behnke	Special Ed-Cross Cat.	Highlands	100%
Samantha L. Coonen	Special Ed-Cross Cat.	Einstein	100%
Emily A. Freeman	Kindergarten	Sandy Slope	100%
Elizabeth L. Koski	English Language Arts	WCA	100%
John P. Nonemaker	Special Ed-Cross Cat.	North	100%
Tamera M. Ridge	Special Ed-Cross Cat.	Highlands	100%
Sonja J. Schimmers-Wood	STEM	ABS/BAD/HUNT/TOA	100%
Courtney L. Timm	Grade 1	Edison	100%
Erin M. Timm	Grade 5	Foster	100%
Andrew M. Travieso	Grade 4	Highlands	100%
Kimberly L. Williams	School Counselor	Berry/Fox River	100%

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

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

**Administrative
Recommendation:** Approve as submitted.

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

BOE: August 11, 2025

ITEM FOR CONSIDERATION

Topic: Professional Educator Contract Change(s)

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

Name	_Position_	_Location_	_FTE_
Aaron C. Shoemaker	Dean of Students	Foster/Fox River	80% to 100%
Ava R. Somers	World Lang.-Spanish	Wilson	75% to 100%

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

**Fiscal
Impact:**   As indicated above.

**Administrative
Recommendation:** Approve as submitted.

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

BOE: August 11, 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:

Molly M. Dupont has been with the District for a combined total of seven and one-half years, most recently as an Elementary Math/Science Instructional Coach. Molly's resignation was effective at the close of the workday on Wednesday, August 6, 2025.

Patricia K. Israel has been with the District for two and one-half years, most recently as an English Language Arts Teacher at Fox Cities Leadership Academy and North High School. Patrica's resignation was effective at the close of the workday on Thursday, July 3, 2025.

Katherine G. Vander Velden has been with the District for three years, most recently as an Art Teacher at Edison Elementary School and Richmond Elementary School.

The following Professional Educator was a recent hire for the 2025-2026 school year, and has submitted a letter of resignation effective at the end of the resignation before the August 25, 2025, start date:

Mikayla R. Kewley - Grade 4/5 at Jefferson Elementary School.

Instructional Impact: Qualified replacements will be procured.

Fiscal Impact: Dependent on replacements.

Administrative Recommendation: Approve as submitted.

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

BOE: August 11, 2025

ITEM FOR CONSIDERATION

Topic: Internship(s)

Background
Information: The Appleton Area School District has applied annually for multiple internship positions to the Department of Public Instruction (DPI). The Wisconsin Internship Program (WIP) governed by DPI, is an effective strategy to develop talent for future positions. Interns are provided on-the-job training with cooperating teacher supervision and are compensated in the form of a stipend in accordance with DPI guidelines. The following internships are recommended for the first semester of the 2025-2026 school year, effective August 25, 2025:

Name	*Position*	*Location*
Martha M. Monroe	Grade 3	Horizons
Sarah R. Aeby	Special Education	West High

Instructional
Impact: These interns will learn teaching skills while providing students with quality instruction.

Fiscal
Impact: The total cost of the internship is $5,000, which includes $4,500 compensation stipend to the intern and a $500 professional development fee to DPI.

Administrative
Recommendation: It is recommended that these individuals are approved for internship positions for the first semester of the 2025-2026 school year.

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

BOE: August 11, 2025

Board of Education Minutes	Monday, July 14, 2025	6:00 PM

1) MEETING OPENING

1.A) Roll Call

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

Board member Edward Ruffolo was 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 agenda as presented.
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

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):**

2025-2026 Meal Price Increase
AP Check Register- June 2025
IFC-2025_2026 Meal Price Increase.pdf
Executive Director of Finance Holly Burr, presented the Business Services items for consideration.

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

English Language Arts/Social Studies (ELA) Materials Purchase (1060, 1070, 1080, SS 3740, 3835)
Social Studies Micro/Macroeconomics Materials Purchase (3460/3465)
2025-2026 Annual Notice of Academic Standards
IFC - ELA 1060, 1070, 1080, SS 3740, 3835 Materials Purchase.pdf
KWKT- ELA 1060, 1070, 1080, SS 3740, 3835.pdf
Public Input Received - ELA 1060, 1070, 1080, SS 3740, 3835.pdf
IFC-SS Micro/Macroeconomics (3460/3465) Materials Purchase.pdf
KWKT- Micro/Macroeconomics (3460/3465) .pdf
Public Input Received - Micro/Macroeconomics (3460/3465) .pdf
IFC- 25_26 Annual Notice of Academic Standards.pdf
Assistant Superintendent Mark McQuade, presented the School/Student Services items for consideration.

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

Professional Educator New Hire(s)
Professional Educator Contract Change(s)
Professional Educator Resignation(s)
IFC Professional Educator New Hires 7-14-25.pdf
IFC Professional Educator Contract Change 7-14-25.pdf
IFC Professional Educator Resignations 7-14-25.pdf
Chief Human Resources Officer Julie King, presented the Personnel Services items for consideration.

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

7.A) **Board Meeting Minutes from June 23, 2025**
BOE Meeting minutes 6.23.25.pdf
Motion to approve the Boards Consent Agenda item 7.A as presented.
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

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) **2025-2026 Meal Price Increase**
IFC-2025/2026 Meal Price Increase .pdf

8.B) **English Language Arts/Social Studies (ELA) Materials Purchase (1060, 1070, 1080, SS 3740, 3835)**
IFC - ELA 1060, 1070, 1080, SS 3740, 3835 Materials Purchase.pdf
KWKT- ELA 1060, 1070, 1080, SS 3740, 3835.pdf
Public Input Received - ELA 1060, 1070, 1080, SS 3740, 3835.pdf

8.C) **Social Studies Micro/Macroeconomics Materials Purchase (3460/3465)**
IFC-SS Micro/Macroeconomics (3460/3465) Materials Purchase.pdf
KWKT- Micro/Macroeconomics (3460/3465) .pdf
Public Input Received - Micro/Macroeconomics (3460/3465) .pdf

8.D) **2025-2026 Annual Notice of Academic Standards**
IFC- 25_26 Annual Notice of Academic Standards.pdf

8.E) **Professional Educator New Hire(s)**
IFC Professional Educator New Hires 7-14-25.pdf

8.F) **Professional Educator Contract Change(s)**
IFC Professional Educator Contract Change 7-14-25.pdf

8.G) **Professional Educator Resignation(s)**
IFC Professional Educator Resignations 7-14-25.pdf
Motion to approve the Superintendents Consent Agenda items 8.A through 8.G as presented.
Motion by Pheng Thao, second by Oliver Zornow.
Final Resolution: Motion Carried.
Aye: Kay Eggert, Kristine Sauter, Pheng Thao, Jason Kolpack, Nick Ross, Oliver Zornow

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

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

Addressing AASD Budget Deficit
AASD Budget Presentation -Part 3 7.14.25.pdf
REVISED-AASD Budget Presentation -Part 3 7.14.2025.pdf

Superintendent Greg Hartjes and Executive Director of Finance Holly Burr presented and discussed the AASD Budget Presentation, Part 3.

9.B) **School/Student Services Report:**
None

9.C) **Personnel Services Report:**
None

10) **BOARD BUSINESS**

10.A) **Policy Adoption: 185- Board Committees**
IOI- Policy Adoption 185.pdf
DRAFT- Board Committees - Policy 185.pdf

Members of the Board Policy Committee presented Policy adoption, Policy 185- Board Committees. This item will come back as an item for consideration at the next Board meeting scheduled for August 11, 2025.

10.B) AP Check Register-June 2025

Motion to approve the AP Check Register-June 2025 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, Oliver Zornow

10.C) Monitoring: OE 10- Learning Environment/Student Behavior

FINAL OE-10 Learning Environment/Student Behavior .pdf 🔗
Motion to approve the monitoring report of OE-10 Learning Environment/Student Behavior as presented.
Motion by Oliver Zornow, second by Kristine Sauter.
Final Resolution: Motion Carried.
Aye: Kay Eggert, Kristine Sauter, Pheng Thao, Jason Kolpack, Nick Ross, Oliver Zornow

10.D) Monitoring: OE 11- Instructional Program

FINAL OE-11 Instructional Program.pdf 🔗
Motion to approve monitoring report of OE-11 Instructional Program as presented.
Motion by Jason Kolpack, second by Nick Ross.
Final Resolution: Motion Carried.
Aye: Kay Eggert, Kristine Sauter, Pheng Thao, Jason Kolpack, Oliver Zornow, Nick Ross

10.E) 2025-2026 Annual Work Plan

Annual 25/26 Work Plan.pdf 🔗
Motion to approve the Annual 25/26 Work Plan as presented.
Motion by Pheng Thao, second by Jason Kolpack.
Final Resolution: Motion Carried.
Aye: Oliver Zornow, Nick Ross, Kay Eggert, Kristine Sauter, Jason Kolpack, Pheng Thao

10.F) 2025-2026 Authorized Depository Resolution

IFC-2025-2026 Authorized Depository Resolution.pdf 🔗
2025-2026 Authorized Depository Resolution.pdf 🔗
Motion to approve the 2025-2026 Authorized Depository Resolution as presented.
Motion by Nick Ross, second by Kristine Sauter.
Final Resolution: Motion Carried.
Aye: Jason Kolpack, Pheng Thao, Oliver Zornow, Kay Eggert, Kristine Sauter, Nick Ross

10.G) Consent Agenda Item(s) Removed for Separate Consideration
None

11) ITEMS OF INFORMATION

11.A) None

12) FUTURE MEETINGS
A. Board Work Session: Monday, July 14, 2025 at 4:00PM
B. Board Meeting: Monday, July 14, 2025 at 6:00PM
C. Board Retreat: Wednesday, July 16, 2025 from 8:00AM-12:00PM
D. Board Work Session: Monday, August 11, 2025 at 4:00PM
E. Board Meeting: Monday, August 11, 2025 at 6:00PM

13) <u>**ADJOURN**</u>

      13.A) <u>**Motion to adjourn the meeting**</u>
            Motion to adjourn the meeting at 7:10pm.
            Motion by Oliver Zornow, second by Pheng Thao.
            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: The Professional Educators listed below are recommended for contractual positions for the 2025-2026 school year (effective August 25, 2025):

Name	*Position*	*Location*	*FTE*
Allison L. Bayer	Special Ed-Cross Cat.	East	100%
Josie F. Behnke	Special Ed-Cross Cat.	Highlands	100%
Samantha L. Coonen	Special Ed-Cross Cat.	Einstein	100%
Emily A. Freeman	Kindergarten	Sandy Slope	100%
Elizabeth L. Koski	English Language Arts	WCA	100%
John P. Nonemaker	Special Ed-Cross Cat.	North	100%
Tamera M. Ridge	Special Ed-Cross Cat.	Highlands	100%
Sonja J. Schimmers-Wood	STEM	ABS/BAD/HUNT/TOA	100%
Courtney L. Timm	Grade 1	Edison	100%
Erin M. Timm	Grade 5	Foster	100%
Andrew M. Travieso	Grade 4	Highlands	100%
Kimberly L. Williams	School Counselor	Berry/Fox River	100%

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

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

Administrative Recommendation: Approve as submitted.

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

BOE: August 11, 2025

ITEM FOR CONSIDERATION

Topic: Professional Educator Contract Change(s)

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

Name	*Position*	*Location*	*FTE*
Aaron C. Shoemaker	Dean of Students	Foster/Fox River	80% to 100%
Ava R. Somers	World Lang.-Spanish	Wilson	75% to 100%

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

**Fiscal
Impact:** As indicated above.

**Administrative
Recommendation:** Approve as submitted.

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

BOE: August 11, 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:

Molly M. Dupont has been with the District for a combined total of seven and one-half years, most recently as an Elementary Math/Science Instructional Coach. Molly's resignation was effective at the close of the workday on Wednesday, August 6, 2025.

Patricia K. Israel has been with the District for two and one-half years, most recently as an English Language Arts Teacher at Fox Cities Leadership Academy and North High School. Patrica's resignation was effective at the close of the workday on Thursday, July 3, 2025.

Katherine G. Vander Velden has been with the District for three years, most recently as an Art Teacher at Edison Elementary School and Richmond Elementary School.

The following Professional Educator was a recent hire for the 2025-2026 school year, and has submitted a letter of resignation effective at the end of the resignation before the August 25, 2025, start date:

Mikayla R. Kewley - Grade 4/5 at Jefferson Elementary School.

Instructional Impact: Qualified replacements will be procured.

Fiscal Impact: Dependent on replacements.

Administrative Recommendation: Approve as submitted.

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

BOE: August 11, 2025

ITEM FOR CONSIDERATION

Topic: Internship(s)

**Background
Information:**   The Appleton Area School District has applied annually for
                     multiple internship positions to the Department of Public
                     Instruction (DPI). The Wisconsin Internship Program (WIP)
                     governed by DPI, is an effective strategy to develop talent for
                     future positions. Interns are provided on-the-job training with
                     cooperating teacher supervision and are compensated in the
                     form of a stipend in accordance with DPI guidelines. The
                     following internships are recommended for the first semester
                     of the 2025-2026 school year, effective August 25, 2025:

Name	*Position*	*Location*
Martha M. Monroe	Grade 3	Horizons
Sarah R. Aeby	Special Education	West High

**Instructional
Impact:**   These interns will learn teaching skills while providing students
                     with quality instruction.

**Fiscal
Impact:**   The total cost of the internship is $5,000, which includes
                     $4,500 compensation stipend to the intern and a $500
                     professional development fee to DPI.

**Administrative
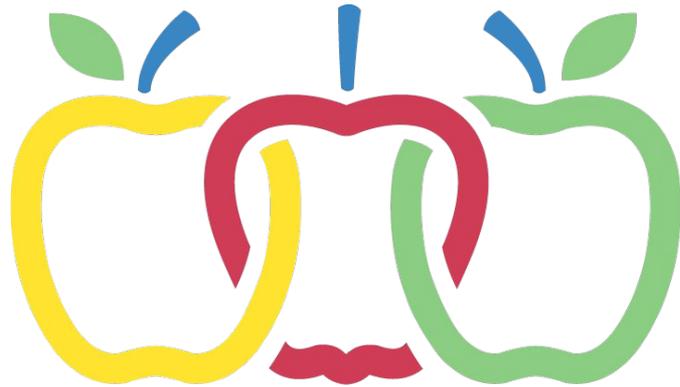Recommendation:**   It is recommended that these individuals are approved for
                     internship positions for the first semester of the 2025-2026
                     school year.

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

BOE: August 11, 2025

Health Services Update

2024-2025 AASD Health Services Team

14 Bachelor of Science prepared Registered Nurses
12.0 FTE = Approx 1:1300 student to nurse ratio
Lead by Laura Jackson

School health services act as the connecting link between health care and education, bridging the gap to ensure students are healthy, safe, and ready to learn.

Health Services Model

Education Model

THE TEAM APPROACH
"Partners at the table"

School Health Services Includes:

✓ **Assess student's physical and mental health**

✓ **Immunization compliance**

✓ **Control communicable diseases**

✓ **Coordinate referrals for health care and community services**

✓ **Collaborate with physicians to develop individual plans of care**

✓ **Partner with community organizations to increase school safety**

✓ **Provide student screenings and follow up**

✓ **Provide student and staff consultations and education**

✓ **Ensure safe medication administration**

✓ **Provide emergency care and training**

✓ **Serve on site SST and attendance teams**

✓ **Serve on district work groups and committees**

    ○ **Benefits, Wellness, Crisis Response, Attendance, Summer School, Sandy Slope**

✓ **Student Services Work Groups**

✓ **Policy revision, development and implementation**

HOW MANY HATS ARE TOO MANY HATS?

I'M ASKING FOR A FRIEND.
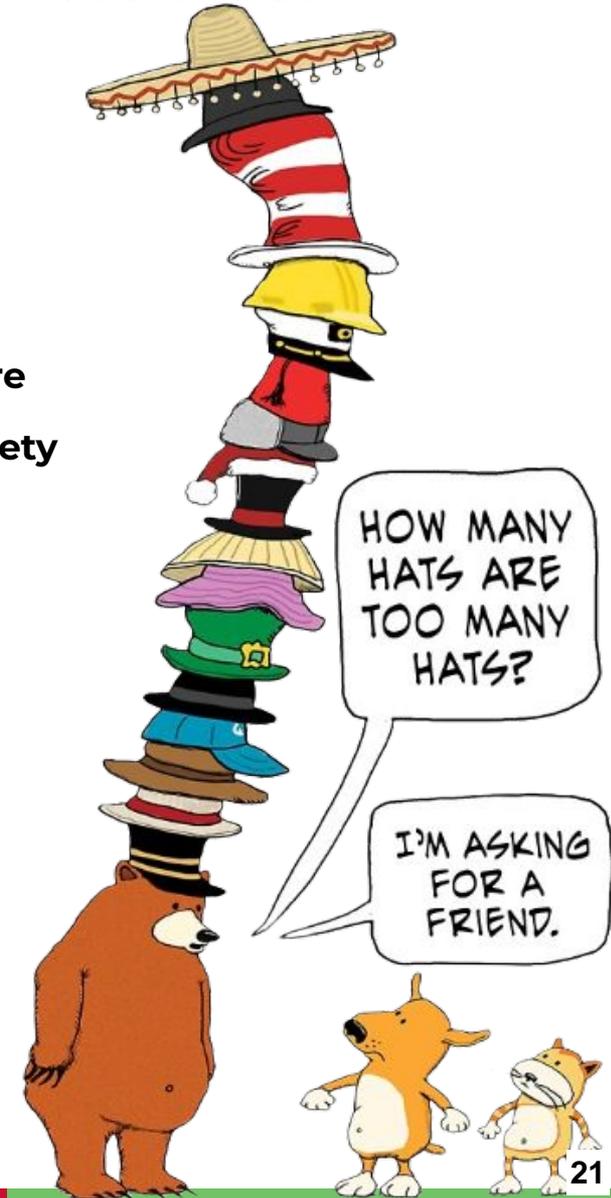
2024-2025 AASD Health Conditions

Life threatening food & insect allergic disorder: **600**
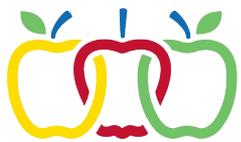
Asthma: **915**

Diabetes: **55**

Seizure disorder: **158**

Mental Health: **2,641**

ALL health conditions: **8,336**
(including above)

Emergency Training of Unlicensed Personnel

Site Emergency Providers

✓ Historically every site had 2 staff members, but last year we converted to an enrollment plus square footage model. The result of this is safer school environments. For example, North now has 5 EP's

✓ **78** AASD staff were trained in CPR and AED use

✓ Trained to administer epinephrine (allergic reaction), inhalers (asthma attack), diastat (seizure) and glucagon (diabetic emergency), Narcan (narcotic overdose), all other oral medications, Life Vac (choking emergency)

✓ Receive a **$250 stipend** per school year
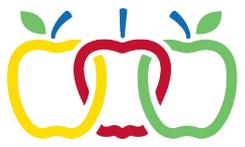
Emergency Training of Unlicensed Personnel

Site Project Adam Teams

✓ The school nurses provide staff trainings and run ongoing cardiac emergency response (AED) drills. The AED drill is an exercise that helps us to measure our preparedness and identify opportunities for improvement in our process

✓ 32 sites are designated Heart Safe School with Project ADAM

✓ **334 AASD volunteer** staff members are CPR/AED trained and serve on this team

✓ Should the State of WI institute a bill requiring Wisconsin school districts to have a cardiac emergency response plan, the AASD is prepared and compliant with this potential requirement

Emergency Training of Unlicensed Personnel

Student Specific Procedures

Unlicensed assistive personnel (UAP) are members of the school community that are trained to provide care/procedures to students, as defined in the student's health plan developed by the school nurse, in conjunction with the guardian and health care provider.

- Diabetic Care
- G-tube bolus or pump
- Oral suctioning
- Straight catheterization, emptying of catheter bag
- Emptying of ostomy bag
- Vagal nerve stimulation (VNS)
- Pulse ox checks, oxygen administration
- Student specific emergency medication

2024-2025 School Year - 61 different students required one or more of the above services. 184 staff members were trained to provide these services.

2023-2024 School Year - 140 staff members trained on one or more for 52 different students

**All trained staff work under the nurses licence

Emergency Training of Unlicensed Personnel

Health Room

Health room paras and administrative assistants are trained UAP who:

- follow best practice guidelines for medication administration
- know and understand students' health conditions.
- identify and respond to health situations, following WISHES Protocol and call for help when necessary.
- document in Infinite Campus all health office visits and contact guardian when appropriate.
- communicate closely with site school nurse

2024-2025: 97,470 health office visits
2023-2024: 93, 897 health office visits
**inclusive of injury, illness, medication admin

Classroom Teachers

Due to the volume of emergency medications that need to be taken on and potentially used on a field trip, the site nurse trains all teachers in elementary and middle school on epinephrine for allergic reactions (food and insect stings) as well as inhalers (asthma attack).
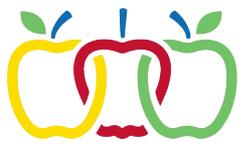
2024-2025 Vision/Hearing Screening

Nurses work with the Appleton Lions Club to provide student vision screening

- SPOT visioned screened **6,475 AASD students**

- **931 (14%) students** were referred for further eye evaluation by a licensed provider

AASD has 12 audiometers that nurses can use to provide student hearing screening

- **112 AASD students** were screened

- **32 (29%) students** were referred for further hearing evaluation
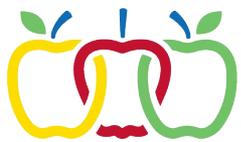
City of Appleton Health Department

Laura Jackson and the school nurse team works closely with the Appleton Health Department to prevent and respond to communicable diseases.

2024-2025 School Year

- **Pertussis**
  - a family may or may not report symptoms or testing to a school site, but if a positive result is found, the health department will contact AASD.
  - a process was developed for internal communication as we had 7 positive cases across 5 school sites in September.

- **Measles**
  - due to the increase in measles cases across the country, we met with the health department last summer and this spring to discuss a proactive plan to respond if an outbreak occurs.
   -currently 9 active cases in Oconto County

Stop The Bleed

The Appleton Fire Department actively promotes **Stop the Bleed** training to the public. They emphasize that even bystanders can play a vital role in emergency situations and encourage everyone to learn basic bleeding control techniques.

- AASD School Nurses participated in this training during an August 2024 PD Day.

- In May, 2025, The Lundgaard Love Foundation, created in memory of Mitch Lundgaard, donated 25 bleeding control kit cabinets to all the schools in the Appleton Area School District.

- Each box contains a bag with six bleeding control kits.
  - Materials include a tourniquet, gauze and other items which can be used to stop life-threatening blood loss before first responders arrive to a scene.
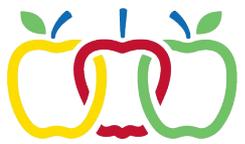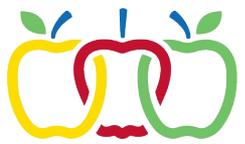
Tackling Period Poverty

The **Monthlies Project** is a community initiative, through Feeding American, that provides menstrual care products to all of our school sites.

- Not only does period poverty negatively impact physical, mental, and emotional health, it can create a barrier to equal opportunity in education.

- Public assistance programs designed to help those facing financial hardships, such as SNAP and WIC, are not permitted to be used to purchase menstrual health products.

- Lack of access to menstrual health products can cause school-aged students with periods to miss or be late to class or feel anxious about period care, which can affect achievement in school and lead to educational inequity.

- Every 3 months the school nurses place orders for pads, tampons, leggings and period underwear.

  - These can be placed in the school bathrooms, health rooms, classrooms and school offices for all students to utilize.
  - AASD nurses received close to 40,000 individual products to distribute for students in need throughout the 24-25 school year.

WOMEN'S fund
for the fox valley region, inc.

Donors support fund at the
Women's Fund

SCHOOL

Schools apply for
period products

FEEDING
AMERICA
Eastern Wisconsin

Feeding America Eastern Wisconsin
procures and delivers products

Young menstruators have
access to much needed items

Immunization Compliance

To protect our children, Wisconsin law requires all students to do one of the following to be considered compliant:

✔ Show proof they got required vaccines.

✔ Provide a waiver (for medical, religious, or personal conviction reasons) signed by a parent or guardian.

✔ Public school districts and private schools with less than 99.00% of students in compliance during the previous school year are required to consider exclusion of non-compliant students during this coming school year.

****For the 2024–25 school year, a meningococcal (MenACWY-containing) vaccine was added to the requirements for students entering seventh grade, and a booster dose was required for eligible students entering 12th grade.

Immunization Compliance

## 2024-2025 School Year Immunization Compliance Rate

Appleton Area School District

- Fully immunized according to the law: **89%**

- 1 or more waivers (religious, medical, personal conviction) signed: **5%**

- Non-compliant: **6%**

State of Wisconsin

- WI students who are fully immunized according to the law: **86%**

- WI students who have 1 or more waivers (religious, medical, personal conviction) signed: **7%**

- Non-compliant: **7%**

Decreasing vaccination coverage and increasing exemptions increases the risk for vaccine-preventable disease outbreaks. Efforts by health departments, schools, and providers are needed to ensure that students begin school fully vaccinated. (NASN)
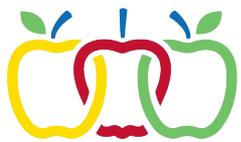
AASD Staff Model for Health Services

Brief Descriptor of Level of Care Level of care and acuity increases as one moves left to right			
Health Concerns	**Medically Complex**	**Medically Fragile**	**Nurse Dependent**
Currently uncomplicated and predictable. **Staffing considerations**: Require health needs to be reviewed at least once a school year by the registered nurse at the beginning of the school year or at the time of diagnosis. Reassessment occurs as the condition requires and the nurse's judgment determines.	Complex and/or unstable physical and/or social-emotional condition that requires daily treatment. **Staffing considerations:** Requires a registered nurse in the building a full day a week for assessment. RN is available on a daily basis when not in the school building and has delegated to and trained a UAP.	Complex health care needs in this category face daily the possibility of a life-threatening emergency requiring the skill and judgment of a professional nurse. **Staffing considerations:** Requires a full-time nurse in the building everyday. The nurse is on the premises, is quickly and easily available and the student has been assessed by the licensed registered nurse prior to the delegation of the duties to any caregiver.	Require 24 hours/day, frequently one-to-one, skilled nursing care for survival. **Staffing considerations:** Immediate availability of the nurse (registered nurse or licensed practical nurse as determined by the R.N.) On the premises and is within audible and visual range of the student and the student has been assessed by the registered nurse prior to the delegation of duties to any care giver.

Other Items Considered When Determining School Nursing Needs

- Social determinants of health

- Homelessness

- Poverty

- EL status

- Special Education and Section 504 needs

- Site enrollment

- Acuity of care

2024-2025
Nurse Team Committee Involvement

"Student well-being is not isolated but is deeply intertwined with the well-being of the entire school ecosystem and broader community. Recognizing and addressing this interconnection is crucial for developing effective strategies to improve overall well-being for all stakeholders in the educational environment."

National Association of School Nurses, Feb 2025

ITEM OF INFORMATION

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

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

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

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

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

BOE: August 11, 2025

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

WHY will this textbook be an appropriate instructional resource for the high school World History teachers?	The textbook offers: • Inquiry-based instruction • Compelling questions, timelines, visuals, interactive maps, checks for understanding, and application • Connections to today • Understanding multiple perspectives • Writing and reading like a historian • Engaging, enriching, and relevant content • Integration with our learning management system (Canvas) • Primary and secondary sources • Strategies for differentiation • Modified text options for reading level and language (including text to speech) • Thematic or Chronological options • Standards alignment • Social and Emotional learning • Culturally Responsive Connections
WHAT are the skills scaffolded throughout the text?	The skills include: • Activating prior knowledge • Understanding key historical concepts, ideas, people, and events • Analyzing and annotating primary and secondary sources • Stating a claim • Supporting the claim with contextual evidence • Taking informed action • Self-assessment
HOW was public input solicited prior to making the administrative recommendation to the Board?	Copies of proposed instructional materials were made available to the public for over 30 days in order to submit written public input. Notification of requested feedback also publicized through the AASD website as well as through the superintendent's family communication letter.
HOW will this benefit students in becoming future-ready citizens?	The textbook: • Empowers students to make connections between the past and present • Facilitates choice (personalized learning opportunities) • Inspires students to experience history through multiple lenses • Incorporates all elements of an inquiry arc • Practices civil discourse • Emphasizes cause and effect relationship, as well as continuity and change in history • Sparks curiosity

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

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

Success for Every Student, Every Day

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

SUPERINTENDENT CERTIFICATION:

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

_____   **Compliant**

_____   **Compliant with the exceptions noted:**

_____   **Non-Compliant**

Compliant Indicators	Noncompliant Indicators
Total Indicators: ~~20~~ 19	

Executive Summary/Analysis:

_____
_____

Notes or exceptions, if any:

_____
_____

Signed: _____   Date: _____
                         Superintendent

BOARD ACTION:

With respect to Operational Expectations Policy OE-4, Personnel Administration, the Board finds that the district is:

_____ Compliant

_____ Compliant with the exceptions noted:

_____ Non-Compliant

Summary Statements of the Board, if any:

_____

_____

Signed: _____ Date: _____

                        Board President

Document submitted: _____Re-submitted: _____

OE – 4 Personnel Administration
The Superintendent shall assure the recruitment, retention, employment, development, evaluation, and compensation of district employees in a manner necessary to enable the district to achieve its **_Results_** policies and legal compliance.

SUPERINTENDENT Interpretation:

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

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

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

SUPERINTENDENT Interpretation:

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


SUPERINTENDENT Indicators of Compliance: We will know we are compliant when:	In Compliance	Not in Compliance

4.1.1- 100% of new employees hired have successfully cleared all applicable background checks and inquiries prior to their start date, as documented by HR records. **4.1.2-** Satisfactory background checks are completed for all volunteers who have unsupervised contact with AASD students, as documented by School Services records.		
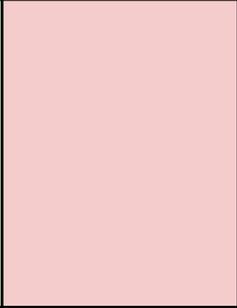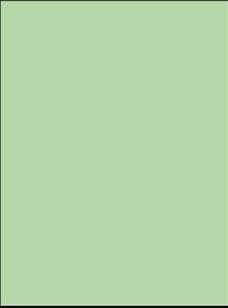
SUPERINTENDENT Evidence of Compliance:

- **4.1.1** -

- **4.1.2-**

~~OE – 4.2   The Superintendent will assure that no all volunteers that have unsupervised contact with students without first must clearing reasonable background checks.~~

~~SUPERINTENDENT Interpretation:~~

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

~~SUPERINTENDENT Indicators of Compliance:~~ ~~We will know we are compliant when:~~	~~In Compliance~~	~~Not in Compliance~~
~~**4.2.1-** Satisfactory background checks are completed for all volunteers who have unsupervised contact with AASD students, as documented by School Services records.~~		

~~SUPERINTENDENT Evidence of Compliance:~~

- ~~**4.2.1-**~~

OE – 4.3 4.2 The Superintendent will recruit and select only highly qualified and the best-suited candidates for all positions.

SUPERINTENDENT Interpretation:

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

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: 4.3.1 **4.2.1** The internal process for hiring includes the following performance data inputs: application, credentials (resume, letters of reference, or certifications), screening process, interview, and reference checks as documented through HR records.	**In Compliance**	**Not in Compliance**

SUPERINTENDENT Evidence of Compliance:

- 4.3.1 **4.2.1**

OE – 4.4 4.3 The Superintendent will actively develop strategies to recruit employees who reflect the diversity student population.

SUPERINTENDENT Interpretation:

- Actively recruit shall mean advertising positions and outreach designed to attract diverse candidates.
- Diversity of **Student population** shall mean the characteristics in terms of gender, sexual orientation, race, age, ability, socioeconomic status, and language represented in the Appleton Area School District student population.

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when:	**In Compliance**	**Not in Compliance**

4.4.1 ~~4.3.1-~~ HR records show evidence of ~~advertisements and outreach to diverse candidates~~ implemented recruitment strategies for candidates reflective of the student population. ~~4.4.2- The number of diverse candidates will increase to better reflect the AASD school community as evidenced by HR records.~~		

SUPERINTENDENT Evidence of Compliance:

- ~~4.4.1~~ **4.3.1-**

OE – ~~4.5~~ 4.4   The Superintendent will administer clear personnel rules and procedures for employees.

SUPERINTENDENT Interpretation:

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

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: ~~4.5.1~~ **4.4.1-** 95% of employees annually acknowledge their understanding and review of the Employee Handbook that details and communicates personnel rules and procedures, as evidenced through HR records.	**In Compliance**	**Not in Compliance**

SUPERINTENDENT Evidence of Compliance:

- ~~4.5.1~~ **4.4.1-**

OE – ~~4.6~~ 4.5 ~~The Superintendent will effectively handle formal complaints and concerns.~~ The Superintendent will maintain a process to ensure formal complaints and concerns are addressed.

SUPERINTENDENT Interpretation:

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

	In Compliance	Not in Compliance
SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: **4.5.1-** A procedure is maintained to ensure formal complaints and concerns. ~~4.6.2~~ **4.5.2-** 100% of formal written employee complaints and grievances are resolved or handled in accordance with District policy and associated Employee Handbook policies as documented in HR records. ~~4.6.3~~ **4.5.3-** No administrative or judicial entity with the authority to make rulings in personnel cases finds the District in violation of the Equal Employment Opportunity Commission (EEOC) or the District's personnel rules and procedures, as evidenced by records kept by the Superintendent's office. ~~4.6.4~~ **4.5.4-** If the District is directed to take corrective action by the Equal Employment Opportunity Commission (EEOC)~~,~~ completion of the requirement(s) will be documented by the Human Resources Office.		

SUPERINTENDENT Evidence of Compliance:

- ~~4.6.1~~ **4.5.1-**

- ~~4.6.2~~ **4.5.2-**

- ~~4.6.3~~ **4.5.3-**

- **4.5.4-**

OE – ~~4.7~~ **4.6** The Superintendent will maintain adequate job descriptions for all staff positions.

SUPERINTENDENT Interpretation:

- **Maintain** shall mean to keep current, accurate, and available.

- **Adequate** shall mean job descriptions reflect the essential functions, knowledge, skills, and abilities of the responsibilities and tasks performed.

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: ~~4.7.1~~ **4.6.1-** All job descriptions are accessible internally via the intranet and externally attached to job postings as documented through HR records.	In Compliance	Not in Compliance

SUPERINTENDENT Evidence of Compliance:

- ~~4.7.1~~ **4.6.1-**

OE – ~~4.8~~ 4.7 The Superintendent will protect confidential information.

SUPERINTENDENT Interpretation:

- **Protect** shall mean to secure, keep safe, and preserve employee confidential information. Access to employee information follows federal and state laws, including the Health Insurance Portability and Accountability Act (HIPAA).
- **Confidential** shall mean protected District or personal information related to staff not typically expected to be shared for any reason.

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: ~~4.8.1~~ **4.7.1-** All documented reports of breach of confidentiality by any District staff member have been investigated and appropriate action taken as documented through HR records.	In Compliance	Not in Compliance

SUPERINTENDENT Evidence of Compliance:

- ~~4.8.1~~ **4.7.1-**

OE – ~~4.9~~ 4.8 The Superintendent will assure that compensation and benefit plans attract and retain high-quality employees by compensating employees, within available resources, in a manner consistent with the applicable marketplace, including but not limited to organizations of comparable size and type.

SUPERINTENDENT Interpretation:

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

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: 4.9.1 4.8.1- The District is competitive in the benefit package offered when compared to surrounding districts, as evidenced by HR Benefits Study documents. 4.9.2 4.8.2- The District maintains competitive compensation when compared to surrounding districts, as evidenced by HR Compensation Study documents.	In Compliance	Not in Compliance

SUPERINTENDENT Evidence of Compliance:

- ~~4.9.1~~ **4.8.1**-

- ~~4.9.2~~ **4.8.2**-

OE – ~~4.10~~ **4.9** ~~The Superintendent will be consistent with their own evaluation, evaluating all employee performance, including according to their contribution toward achieving the Board's Results policies and their compliance with the Board's Operational Expectations policies.~~

The Superintendent will ensure all employees will receive a performance evaluation according to Board policy, including their contribution towards achieving the Board's Result Policies and compliance with the Board's Operational Expectations.

SUPERINTENDENT Interpretation:

- ~~**Consistent with Superintendent Evaluation** shall mean that all employees are evaluated as aligned with the Results policies and in adherence to Operational Expectations.~~
- **Evaluating** shall mean assessing employee performance through observations, goal setting, and progress monitoring.
- **Compliance** shall mean that district employees are assessed using appropriate evaluation instruments that include a focus on applicable Operational Expectations and Results.

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: ~~4.10.1~~ **4.9.1-** ~~100% of~~ All personnel are evaluated on a cycle in accordance with AASD evaluation documents and Board policy.	In Compliance	Not in Compliance

SUPERINTENDENT Evidence of Compliance:

- ~~**4.10.1**~~ **4.9.1-**

OE – ~~4.11~~ 4.10   The Superintendent will assure that all staff members are ~~qualified and~~ trained and provided professional development to perform the responsibilities assigned to them.

SUPERINTENDENT Interpretation:

- ~~**Qualified** shall mean that district employees will meet district-determined criteria and that employees maintain the license, certification, or skills required by the position.~~
- **Trained** shall mean employees are prepared to accomplish work-related tasks and that employees will work to continuously improve their knowledge, skills, and ability to perform their assigned position.

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: ~~4.11.1~~ **-4.10.1-** All professional educators and administrators will be appropriately licensed by the Wisconsin Department of Public Instruction (DPI) as evidenced by HR records.	In Compliance	Not in Compliance

SUPERINTENDENT Evidence of Compliance:

- ~~4.11.1~~ **4.10.1-**

OE – ~~4.12~~ **4.11** ~~The Superintendent will maintain an organizational culture that positively impacts the ability of staff to responsibly perform their jobs and allows them to work in an environment of professional support and courtesy.~~

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

SUPERINTENDENT Interpretation:

- ~~**Maintain** shall mean faithfully encourage and foster.~~
- **Organizational culture** shall mean the system of shared beliefs, values, and norms that influence employee behavior in the District.
- ~~**Responsibly**~~ **Perform their jobs** shall mean fulfilling their obligations and responsibilities outlined in the job description and meet the expectations of their supervising administrator.
- ~~**Professional support and courtesy** shall mean a respectful workplace free of hostility and void of harassment and discrimination.~~

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: ~~4.12.1~~ **4.11.1-** Employee Engagement Survey results show that 70% of staff respondents agree that their principal/supervisor provides them with good processes and resources to do their jobs. ~~4.12.2~~ **4.11.2-** Employee Engagement Survey results show that 70% of staff respondents agree that their principal/supervisor provides them with the support needed to accomplish their work objectives.	**In Compliance**	**Not in Compliance**

SUPERINTENDENT Evidence of Compliance:

- ~~4.12.1~~-**4.11.1-**

- ~~4.12.2~~-**4.11.2-**

OE – ~~4.13~~ **4.12** The Superintendent will reasonably include personnel in decisions that affect them.

SUPERINTENDENT Interpretation:

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

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: 4.13.1 4.12.1- ~~70% of employees respond that they feel they have been included in decisions that affect them on the Employee Engagement Survey.~~ Strategies and processes are defined to appropriately include employees in decisions that affect them.	In Compliance	Not in Compliance

SUPERINTENDENT Evidence of Compliance:

- 4.13.1 **4.12.1-**

OE – 4.14 4.13 The Superintendent will establish reduction in force procedures that provide for attrition as the first line of staff reduction, provided that essential programs are not negatively impacted.

SUPERINTENDENT Interpretation:

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

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: 4.14.1 4.13.1- There are written procedures that provide for attrition as the first line of staff reduction, as documented in HR records.	In Compliance	Not in Compliance

SUPERINTENDENT Evidence of Compliance:

- ~~4.14.1~~ 4.13.1-

~~OE – 4.15   The Superintendent may not retaliate against any employee for initiating a legitimate complaint based upon an alleged **violation of Board governing policy.**~~

~~**SUPERINTENDENT Interpretation:**~~
- ~~**Initiating** shall mean bringing a written complaint.~~
- ~~**Retaliate** shall mean to act in revenge.~~
- ~~**Legitimate complaint** shall mean a written statement of all claims that is neither fictitious nor false.~~
- ~~**Alleged violations** shall mean a claim of an infringement of policy or law that has not been confirmed or proven.~~
- ~~**Board governing policy** shall mean written Board/District/School policies~~

~~SUPERINTENDENT Indicators of Compliance:~~ ~~We will know we are compliant when:~~	~~In Compliance~~	~~Not in Compliance~~
~~4.15.1- All formal written employee complaints reported (according to the district policies and procedures) to the Office of the Superintendent are investigated without any retaliation toward the reporting employee as evidenced by HR records.~~		

~~**SUPERINTENDENT Evidence of Compliance:**~~
- ~~4.15.1~~

Policy Type: Operational Expectations

Personnel Administration

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

The Superintendent will:

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

2.   ~~Assure that no all volunteer that have has unsupervised contact with students without first must clearing reasonable background checks.~~

~~3~~. 2.   Recruit and select only highly qualified and the best-suited candidates for all positions.

~~4~~. 3.   ~~Actively~~ Develop strategies to recruit employees who reflect the ~~diversity~~ student population.

~~5~~. 4.   Administer clear personnel rules and procedures for employees.

~~6~~. 5.   ~~Effectively handle formal complaints and concerns.~~ Maintain a process to ensure formal complaints and concerns are addressed.

~~7.~~ 6.   Maintain adequate job descriptions for all staff positions.

~~8.~~ 7.   Protect confidential information.

~~9.~~ 8.   Assure that compensation and benefit plans attract and retain high-quality employees by compensating employees, within available resources, in a manner consistent with the applicable marketplace, including but not limited to organizations of comparable size and type.

~~10.~~ 9.   ~~Consistent with the Superintendent's own evaluation, evaluate all employee performance according to their contribution toward achieving the Board's~~ ***Results*** ~~policies and their compliance with the Board's~~ ***Operational Expectations*** ~~policies.~~ Ensure all employees will receive a performance evaluation according to Board policy, including their contribution towards achieving the Board's Result Policies and compliance with the Board's Operational Expectations.

~~11.~~ 10.   Assure that all staff members are ~~qualified and~~ trained and provided professional development to perform the responsibilities assigned to them.

~~12.~~ 11.   ~~Maintain an organizational culture that positively impacts the ability of staff to responsibly perform their jobs and allows them to work in an environment of professional support and courtesy.~~ Evaluate organizational culture and develop plans to promote a positive work environment that allows staff to perform their jobs effectively.

~~13.~~ 12. Reasonably include personnel in decisions that affect them.

~~14.~~ 13.   Establish reduction in force policies that provide for attrition as the first line of staff reduction, provided that essential programs are not negatively impacted.

The Superintendent may not:

15. Retaliate against any employee for initiating a legitimate complaint based upon an alleged violation of Board governing policy.

Adopted: June 14, 2021

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

Monitoring Method: Internal report
Monitoring Frequency: Annually

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

Success for Every Student, Every Day

APPLETON AREA
SCHOOL DISTRICT

Appleton Area School District
Operational Expectations Monitor Report
OE-11 Instructional Program

SUPERINTENDENT CERTIFICATION:

With respect to Operational Expectations Policy OE- 11, Instructional Program, the Superintendent certifies that the following information is accurate and complete, and the district is:

_____ **Compliant**

_____ **Compliant with the exceptions noted**

_____ **Non-Compliant**

Compliant Indicators	Noncompliant Indicators
Total Indicators: 25 27	

Executive Summary/Analysis:

_____

_____

Notes or exceptions, if any:

_____

_____

Signed: _____ Date: _____

                        Superintendent

BOARD ACTION:

With respect to Operational Expectations Policy OE-11, Instructional Program, the Board finds that the district is:

_____ **Compliant**

_____ **Compliant with the exceptions noted**

_____ **Non-Compliant**

Summary Statements of the Board, if any:

_____

_____

Signed: _____ Date: _____
                        Board President

Document submitted: _____Re-submitted: _____

OE - 11: Instructional Program

The Superintendent shall provide a guaranteed and viable curricular program that offers challenging and relevant opportunities for all students to achieve the outcomes defined in the Board's *Results* policies.

SUPERINTENDENT Interpretation:

The Board of Education values all students having access to programs that are rigorous and designed to ensure high levels of achievement as measured by the Board's Academic Achievement Results policies.

- **Guaranteed** shall mean that every student is provided the opportunity to learn a core curriculum which provides them with the probability of success in school.
- **Viable curricular program** shall mean that the necessary time is available and protected so students will be able to learn the guaranteed curriculum.
- **Challenging** shall mean that students are provided with rigorous coursework that pushes individuals to meet and/or exceed course standards.
- **Relevant opportunities** shall mean the courses offered to students are meaningful to their lives and desired in the current and future economies.
- The Board's **Results** policies shall mean AASD Coherent Governance Policies R-1 (Mega Result), R-2 (Academic Achievement), and R-3 (Essential Life Skills).

OE – 11.1 The Superintendent will assure that instructional programs are culturally responsive and accommodate the different needs, abilities, interests, and personal goals of individual students.

SUPERINTENDENT Interpretation:

The Board of Education values instructional programs that are designed to be responsive to the individual needs, abilities, interests, and personal goals of all learners. The Board of Education values a culturally responsive school experience that supports success for each student in achieving their goals.

- **Instructional programs** shall mean new and existing courses, instructional resources, and digital as well as non-digital programs used to differentiate and enhance student learning.
- **Culturally responsive** shall mean to validate and affirm the home (indigenous) culture and language of students for the purposes of building and bridging students to success in the culture of academia and mainstream society.
- **Accommodate** shall mean to proactively adjust either curriculum, teaching methods, resources, learning activities, or student products to address the needs, abilities, interests and personal goals of individual students and/or small groups of students in order to maximize the learning opportunities for each student in the classroom.

SUPERINTENDENT Indicators of Compliance:	**In Compliance**	**Not in Compliance**
We will know we are compliant when:		
11.1.1- 100% of students identified as having disabilities will have an Individualized Educational Plan (IEP) that is updated at least annually based upon current present levels of performance.		
11.1.2- Interventions will be documented within eduCLIMBER for all students receiving either tier 2 or tier 3 academic interventions.		
11.1.3- The district will annually assess all English Language (EL) students via the ACCESS test and report on the percentage of EL students exiting the EL program each year.		
11.1.4- Data will be collected annually to evaluate the number of elementary and secondary students who indicate: ● "**I see people who are different from me** in the books/materials used in my classroom." ● "**I see myself** in the materials/books used in the classroom."		

SUPERINTENDENT Evidence of Compliance:

- **11.1.1 -**

- **11.1.2-**

- **11.1.3-**

- **11.1.4-**

OE – 11.2   The Superintendent will assure that all curricular programs are aligned to district-adopted learning standards and are effective in assisting all students to meet or exceed performance expectations as defined by *Results* policies.

SUPERINTENDENT Interpretation:

The Board of Education values course curriculum for each grade and/or class being based upon district-adopted standards.

- **Effective in assisting** shall mean to demonstrate a positive impact on student outcomes relating to student performance on AASD's Academic Standards.
- **All students** shall mean every student who is enrolled in the Appleton Area School District and participates in the Wisconsin State Accountability System (WSAS) assessments.
- **Curricular programs** shall mean the Appleton Area School District's (AASD) entire instructional program, including resources, programs, assessments, and assessment practices.
- **District-adopted learning standards** shall mean the common understanding of what students are expected to know, understand, and be able to do based upon the AASD's Academic Standards and any other modifications approved by the AASD's Board of Education.
- **Meet or exceed performance expectations** shall mean proficient/advanced, on/above grade level, ready/exceeding, or competent/mastery as outlined within the various AASD R-2 policies.

SUPERINTENDENT Indicators of Compliance We will know we are compliant when:	In Compliance	Not in Compliance
11.2.1- All (100%) curriculum documents are directly aligned to district-adopted standards and are posted for teacher and public accessibility, as determined by a review of the scope and sequence through the Assessment, Curriculum & Instruction (ACI) Department.		
11.2.2- All (100%) academic subject area curriculum documents have resources that are aligned to district-adopted standards embedded into the curriculum, as determined by a review of the scope and sequence through the Assessment, Curriculum & Instruction (ACI) Department.		

SUPERINTENDENT Evidence of Compliance:

- **11.2.1-**

- **11.2.2-**

OE – 11.3   The Superintendent will ~~effectively~~ accurately assess each student's academic performance and identify~~ing and appropriately addressing~~ significant inequities and gaps in achievement outcomes.

SUPERINTENDENT Interpretation:

The School Board values assessing student achievement with reliability and validity to measure progress toward meeting or surpassing identified standards.

- **~~Effectively~~ Accurately assess each student's academic performance** shall mean to use common reliable, and valid assessment tools, ~~common~~ across ~~all schools by level,~~ the District to determine students' progress in achieving the Board's Results policies.
- ~~**Appropriately addressing** shall mean meeting targets in reducing inequities and gaps as outlined in the Board's Academic Achievement Results Policies.~~
- **Significant inequities and gaps** shall mean significant and persistent disparity in academic performance or educational attainment between different groups of students as evident within the Board's Academic Achievement Results Policies.

SUPERINTENDENT Indicators of Compliance	In Compliance	Not in Compliance
We will know we are compliant when:		
11.3.1- 100% of the progress monitoring assessments used within the Board's Academic Achievement Policies are reliable and valid assessments of academic competency as determined by the technical assistance manuals for each assessment used.		
11.3.2- ~~100% of the district common assessments required within the Results policies are calibrated minimally once per year within district professional learning communities as evidenced by documentation of annual program reviews.~~ 100% of the district common assessments required within the Results policies are annually calibrated within district professional learning communities under the direction of its respective Coordinator or Director.		

SUPERINTENDENT Evidence of Compliance:

- **11.3.1-**

- **11.3.2-**

OE – ~~11.5~~ 11.4   The Superintendent will regularly evaluate and modify instructional programs for continuing effectiveness and encourage programs as appropriate to address identified data/student needs, including gaps in achievement outcomes, as necessary to achieve *Results.*

SUPERINTENDENT Interpretation:

The Board of Education values the encouragement of new and innovative programs that align with the Board's Academic Achievement policies and to evaluate the effectiveness of all programs.

- **Regularly evaluate and modify** shall mean a comprehensive review scheduled no less than every six years to:
  - compare student performance data results from district, state, and national assessments.
  - determine the effectiveness of the academic resources and services implemented.
  - aid the delivery of content or to improve instruction.
  - make recommendations based on student data results

- **Instructional programs** shall mean new and existing courses, instructional resources, and digital as well as non-digital programs used to differentiate and enhance student learning.
- **Encourage** shall mean that the district values and expects teachers to look for new and effective ways to meet the values for student achievement in the Results policies.
- **New and Innovative approaches** shall mean programs in existing schools that are district-approved and aligned to the Board's Academic Achievement Results policies and provide alternatives to traditional school structures and models.
- **Gaps in Achievement Outcomes** shall mean meeting targets in reducing inequities and gaps as outlined in the Board's Academic Achievement Results Policies.
- **Results** shall mean AASD Coherent Governance Policies R-1 (Mega Result), R-2 (Academic Achievement), and R-3 (Essential Life Skills).

SUPERINTENDENT Indicators of Compliance We will know we are compliant when:	**In Compliance**	**Not in Compliance**
~~11.5.1~~- **11.4.1** The Assessment, Curriculum & Instruction Department conducts a program evaluation of all programs, minimally every six years, as evidenced by the department's published report and identified action steps.		

~~11.5.2~~- **11.4.2** The District adopts programs as appropriate to address identified data/student needs as evidenced by:
 	
    ○ the department's published report.
 	
    ○ solicited input from professional educators and administrators.		

○ Plan Do Study Act (PDSA) inquiry cycles in partnership with professional educators and administrators **11.4.3-** Each academic Results Monitoring Report summarizes the plan to reduce identified learning gaps.		

SUPERINTENDENT Evidence of Compliance:

- **11.4.1-**

- **11.4.2-**

- **11.4.3-**

OE – ~~11.4~~ 11.5 The Superintendent will assure that the instructional program includes opportunities for all students to develop talents, skills, and interests. ~~in their specialized areas of interest.~~

SUPERINTENDENT Interpretation:

The Board of Education values students being offered, as part of the school day, an opportunity to pursue and excel in specialized areas of interest or talent.

- **Instructional programs** shall mean new and existing courses, instructional resources, and digital as well as non-digital programs used to differentiate and enhance student learning.
- **Opportunities for all students** shall mean course offerings in the elective areas at both elementary and secondary levels.
- **Develop talents, skills, and interests ~~in their specialized areas of interest~~** shall mean that students have the opportunity to enroll and participate in specials at the elementary level or in elective areas at the secondary level (middle school and high school) in each of the career clusters.

SUPERINTENDENT Indicators of Compliance We will know we are compliant when ~~11.4.1~~ **11.5.1-** A course guide outlining academic opportunities will be distributed or made available online to all students and families at the secondary level. ~~11.4.2~~ **11.5.2 -** An academic and career planning process is utilized for all students in grades 6-12. ~~11.4.3~~- **11.5.3-** 100% of students are provided access to and participate in Art, PE, and music programs at 100% of	**In Compliance**	**Not in Compliance**

elementary schools or in accordance with their Individualized Education Plan (IEP).

11.4.4- **11.5.4-** The District provides students with opportunities for Dual Enrollment and Post-secondary credit options.

11.4.5 **11.5.5-** The District offers electives in a variety of areas at the secondary level that provide opportunities for students to fulfill their graduation requirements in the non-core academic areas.

11.4.6 **11.5.6-** The District will annually monitor the demographic breakdown of students enrolled in World Languages, Career & Technical Education, and Fine Arts courses in grades 9-12 in order to evaluate representation and participation.

11.5.7- The District will monitor use of FTE and enrollment in SCN/ECC to assure equitable access to courses within each of the Career Clusters.

SUPERINTENDENT Evidence of Compliance:

- **11.5.1-**

- **11.5.2-**

- **11.5.3 -**

- **11.5.4-**

- **11.5.5-**

- **11.5.6 -**

- **11.5.7-**

OE – 11.6 The Superintendent will monitor and control student use of technology and provide adequate appropriate student access to technology.

SUPERINTENDENT Interpretation:

The Board of Education values utilization of the Technology Use Agreement for all students to use electronic information and curriculum, and to install and monitor appropriate filters and mechanisms to assure no students gain access to dangerous or confidential information.

- **Monitor** shall mean staff will supervise students while using electronic devices during instruction.
- **Control** shall mean students will have age-appropriate restrictions on their district email and internet access while on the school district network.
- **Student use of technology** shall mean use of the internet, electronic devices, or software/applications issued by the district for instruction.

- ~~Adequate~~ **Appropriate student access** shall mean ensuring all students who are required to use a device or software/application to engage in learning are able to do so.

SUPERINTENDENT Indicators of Compliance We will know we are compliant when:	**In Compliance**	**Not in Compliance**
11.6.1- 100% of district-owned and student-bought devices and used within the district network are protected using reliable safety measures, and the firewall security and content filter are Children's Internet Protection Act (CIPA) compliant. **11.6.2-** 100% of identified internet sites and information attempted to be accessed by students, on district-owned devices, were flagged and blocked by the district's filters. **11.6.3-** 100% of students receive access to district-provided devices per the current established ratio for their grade level.		

SUPERINTENDENT Evidence of Compliance:

- **11.6.1-**

- **11.6.2-**

- **11.6.3-**

OE – 11.7   The Superintendent will protect the instructional time provided for all students during the academic day. ~~by prohibiting unnecessary interruptions or intrusions.~~

SUPERINTENDENT Interpretation:

The Board of Education values maximum time being used for student instruction by setting expectations for practices that minimize interruptions of classroom teaching. The School Board also expects all reasonable efforts to be made to minimize teachers being pulled away from their teaching responsibilities.

- **Instructional time** shall mean the time devoted to instruction in classrooms from the beginning to the end of the school day.
- **Academic day** shall mean days in which school is scheduled to be in session.
- ~~**Unnecessary interruptions or intrusions** shall mean activities unrelated to the social, emotional, or academic needs of students, including field trips and assemblies unrelated to curricular content.~~

SUPERINTENDENT Indicators of Compliance	In Compliance	Not in Compliance
We will know we are compliant when: **11.7.1-** 90% of staff development activities or building activities are limited to non-student contact time and 90% of instructional time is reserved entirely for instruction as evidenced by review of building calendars and schedules. **11.7.2-** 100% of elementary schools implement a daily reading block as part of the overall 120-minute (5K) and 130-minute (grades 1-6) ELA instructional block as evidenced by review of building calendars and schedules. **11.7.3-** 100% of elementary schools implement a daily 75-minute math block as evidenced by review of building calendars and schedules. **11.7.4-** 100% of secondary schools implement at minimum a daily 47-minute uninterrupted core academic instructional block for (Reading/Language Arts/English, Math, Science, and Social Studies) as evidenced by reviewing building calendars and schedules.		

SUPERINTENDENT Evidence of Compliance:

- **11.7.1**-
- **11.7.2**-
- **11.7.3**-
- **11.7.4**-

OE – 11.8 The Superintendent will ~~NOT~~ bring all recommended changes to the District's graduation requirements for Board approval.

SUPERINTENDENT Interpretation:

The Board of Education values the obtaining of Board approval for any alteration or reconfiguration of graduation requirements.

- **District's graduation requirements** shall mean the requirements established within Policy 345.6 (AASD Graduation Requirements).

SUPERINTENDENT Indicators of Compliance	In Compliance	Not in Compliance

We will know we are compliant when: **11.8.1-** Every change in graduation requirements will be based on a Board vote for approval as documented in the Board minutes.		

SUPERINTENDENT Evidence of Compliance:

- **11.8.1-**

OE – 11.9   The Superintendent will ~~NOT~~ bring all recommended changes to the District's ~~realign~~ attendance boundaries for Board approval.

SUPERINTENDENT Interpretation:

The Board of Education values the obtaining of Board approval for any alteration or reconfiguration of lines drawn for school attendance boundaries.

- **Attendance boundaries** shall mean geographical map lines that delineate a section of the district and that define a student's home school assignment.

SUPERINTENDENT Indicators of Compliance	In Compliance	Not in Compliance
We will know we are compliant when: **11.9.1-** Every school attendance boundary change will be based on a Board vote for approval as documented in board minutes.		

SUPERINTENDENT Evidence of Compliance:

- **11.9.1-**

Policy Type: Operational Expectations

Instructional Program

The Superintendent shall provide a guaranteed and viable curricular program that offers challenging and relevant opportunities for all students to achieve the outcomes defined in the Board's **Results** policies.

The Superintendent will:

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

2. Assure that all curricular programs are aligned to district adopted learning standards and are effective in assisting all students to meet or exceed performance expectations as defined by **Results** policies.

3. ~~Effectively~~ Accurately assess each student's academic performance, identify~~ing and appropriately addressing~~ significant inequities and gaps in achievement outcomes.

~~5~~. 4. Regularly evaluate and modify instructional programs for continuing effectiveness and encourage programs as appropriate to address identified data/student needs, including gaps in achievement outcomes, as necessary to achieve **Results**.

~~4.~~5. Assure that the instructional program includes opportunities for all students to develop talents, skills, and interests. ~~in their specialized areas of interest.~~

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

7. Protect the instructional time provided for all students during the academic day. ~~by prohibiting unnecessary interruptions or intrusions.~~

~~**The Superintendent may not:**~~

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

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

Adopted: June 14, 2021

Revised: October 23, 2023 & August 25, 2025

Monitoring Method: Internal report
Monitoring Frequency: Annually

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

ITEM FOR CONSIDERATION

Topic: Policy Adoption: 185- Board Committees

**Background
Information:**   The Wisconsin Association of School Boards (WASB) was contracted to conduct a comprehensive policy audit. The audit identified policies that require creation or revision. Responsibility for this work is assigned to administrators overseeing the respective policy areas, with the board of education retaining the authority to revise policies as appropriate. These administrators rely on WASB's recommended sample policies, conduct research on practices in other districts, or seek legal counsel when necessary, depending on the complexity of the policy.

The District currently does not have a Policy 185. It is recommended that this policy be adopted in accordance with WASB guidelines.

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:**   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
Note:**   N/A

**Administrative
Recommendation:** Approve as submitted.

**Contact
Person(s):**   Superintendent, Greg Hartjes, (920) 852-5300, ext. 60111, superintendent@aasd.k12.wi.us

BOE: August 11, 2025

BOARD COMMITTEES

There are circumstances where school boards are required to appoint a committee or group of individuals to advise the school board on specific matters of school district interest or concern. For example, school boards are required by section 118.019 of the state statutes to appoint a committee to advise the board on human growth and development instruction. Similarly, the federal law governing school nutrition programs requires school boards to develop school wellness policies with the involvement of the school board, school administrators, school food service representatives, physical education teachers, school health professionals, students, parents, and the public.

This general policy is not intended to inhibit the ongoing operation or future establishment of any District committees that may be expressly defined in a separate District policy, rule/procedure, or plan document. Further, where any such District policy, rule, or plan establishes or provides for a specific-purpose committee (e.g., a stakeholder advisory group on a specific topic), the provisions found in such specific-purpose policy, rule, or plan shall govern in the event of any conflict with this general policy.

Board Appointed Ad Hoc Committees

At its discretion, the School Board may establish ad hoc committees to perform a specific function determined by the Board. An ad hoc committee under this policy shall have a defined membership and may include, exclude, or consist entirely of individuals who are not Board members. This policy is not intended to apply to groups with effectively unlimited participation, loosely constituted groups having a fluid and undefined membership, or to work teams or similar groups created or called together at the discretion of the administration as part of the day-to-day work of the operation of the District.

A chairperson and alternate chairperson for each ad hoc committee will normally be expressly designated in the committee appointment process. However, if no chairperson and/or alternate has been designated, the committee shall select its own chairperson and/or alternate at its first meeting. Except as otherwise specified by the Board in connection with a specific committee, it shall be the responsibility of the committee chair to plan the meeting agendas with assistance from the committee's administrator advisor, if any, and with the input of other committee members. The chair shall also be responsible for ensuring that the minutes and

other official records of all committee meetings are recorded and maintained, and for working with the District Office staff to ensure that notice is given for all meetings of the ad hoc committee in accordance with state law and Board policy.

Members of an ad hoc committee will be appointed by the Board by a standard majority vote presented as a slate, except where a different process is expressly established by law, by Board policy, or by a Board decision at the time the Board creates the committee. Prior to making appointments, the Board may request nominees from one or more sources. The Board retains discretion to add, remove, or change appointees to any ad hoc committee at any time. The Board similarly retains discretion to either fill or not fill any vacancy on an ad hoc committee. Unless expressly appointed to a date-bound term of office that expires prior to the committee being dissolved, appointees to an ad hoc committee will normally serve until the committee is dissolved.

An ad hoc committee is dissolved upon the earlier of (1) reaching any dissolution date established by the Board; (2) the completion of the committee's assigned task(s) and the delivery of any final report or recommendation to the Board; or (3) any decision of the Board that otherwise dissolves the committee.

In connection with creating an ad hoc committee that includes appointed members who are not Board members, the Board or its designee shall provide each person appointed to the committee with guidelines that will include at least the following:

1. A statement of the charge of the ad hoc committee and the services the Board wishes the committee to render (e.g., identifying any known deliverable(s) or specific recommendation(s) that the Board expects the committee to produce);

2. A clarification as to whether the specific committee's role is solely deliberative and advisory (e.g., researching an issue, identifying and evaluating options, and/or formulating a recommendation), or whether the Board has expressly delegated some other specific authority to the committee that allows the committee to take some official action on the Board's behalf;

3. The identification of an approximate timeline for the completion of tasks and for the delivery of any interim progress reports; and

4. A notice that such committees are subject to the Wisconsin Open Meetings Law, and that the records of the committee are subject to possible public inspection to the extent provided by Public Records Law.

Notice of ad hoc committee meetings shall be issued in accordance with state law requirements and any applicable Board policy. When appropriate, such notice shall include a statement to reflect that a quorum of the Board may be present at the committee meeting, that such committee meeting may, therefore, also constitute a meeting of the Board for purposes of the Open Meetings Law, but that the Board will take no action as a governmental body at such committee meeting.

Cross References: Public Input at School Board and Board Subcommittee
Meetings, 187 and 187-Rule
Virtual Meetings and Board Member Participation in Meetings
via Technology, 188
Agenda Preparation and Dissemination, 171.2
Closed Session, 173
GC-5 Board Committees

Legal References: Wisconsin State Statutes 19.83, 19.84, 19.85, and 19.89

Adoption Date: August 11, 2025

Appleton Area School District
2024-25 Results Monitoring Report
R-3 Essential Life Skills

SUPERINTENDENT CERTIFICATION:

With respect to Results Policy 3 Essential Life Skills, the Superintendent certifies that the information is accurate and complete and that the district is:

_____   Making Reasonable Progress

_X__   Making Reasonable Progress with noted exception(s): See Executive Summary below

_____   Failing to make Reasonable Progress

Key:

██ = indicator achieved **(10)**

██ = indicator not achieved as outcome remained the same as the year before or improved, but not to the desired level **(9)**

██ = indicator not achieved as the outcome was lower than the year before **(10)**

Executive Summary/Analysis:

The evidence submitted provides assurance to the Board that the District provides students access to opportunities for learning and developing skills needed to lead healthy, satisfying, self-directed, and productive lives in the following domains: Cognitive Development, Financial Literacy, Communications Development, Social Development, Moral and Ethical Character Development, Psychological Development, and Career Development. Essential Life Skills support the District's Continuous School Improvement Process.

Essential Life Skills data is measured primarily through student perception surveys. This data provides the district with information to develop and guide our instruction, as we know that the Essential Life Skills are a foundation for developing the whole child.

Notes or exceptions, if any:

We made reasonable progress based on the cumulative results of the goals attained, with improvements in 16 of the 29 measures. Additionally, some of the perception survey data results that did not meet our goals still exceeded national benchmarks.

Signed: _____   Date: _____
                                    Superintendent

BOARD ACTION:

With respect to Results Policy 3 Essential Life Skills, the Board finds that the district is:

_____   Making Reasonable Progress

_____   Making Reasonable Progress with noted exception(s):

_____   Failing to make Reasonable Progress

Summary Statements of the Board, if any:

_____

_____

_____

Signed: _____   Date: _____
                                Board President

Document submitted: _____   Re-submitted: _____

R-3 Results Policy: Essential Life Skills

Students will acquire the developmental skills necessary to lead healthy, satisfying, self-directed, and productive lives in the following domains:

3.1.   Cognitive development, including critical, analytical, and creative thinking.
3.2.   Financial literacy shall mean the ability to understand, evaluate, and communicate information about money and financial services.
3.3.   Communications development, including the ability to listen and express themselves effectively.
3.4.   Social development, including the ability to establish and maintain positive relationships with others, to function as members of teams, and to contribute to the common good.
3.5.   Moral and ethical character development, including respect, empathy, and compassion for others and accountability for their own actions.
3.6.   Psychological development, including resilience, adaptability, the ability to manage their own emotions, and to maintain positive self-worth.
3.7.   Career development, including exploring and identifying aptitudes, interests, passions, and understanding of career expectations.

SUPERINTENDENT Interpretation:

- **Cognitive development** shall mean the development of knowledge, skills, problem-solving solving and dispositions, which help students to think about and understand the world around them.
- **Financial literacy development** shall mean having a basic grasp of money matters and its four fundamental pillars: debt, budgeting, saving, and investing.
- **Communications development** shall mean learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics using authentic resources (such as informational texts, fictional texts, conversations, and discussions).
- **Social development** shall mean the change over time in an individual's understanding of, attitudes concerning, and behavior toward others.
- **Moral and ethical character development** shall mean the development of respectful, compassionate, and empathetic attitudes and understanding of behaviors towards all people in society based on social and cultural norms, rules, and laws.
- **Psychological development** shall mean the development of an individual's cognitive, emotional, intellectual, and social capabilities and functioning from early childhood through adulthood.
- **Career development** shall mean a student-driven, adult-supported process that allows students to discover, learn, explore, and apply interests, skills, and knowledge to their post-secondary plans.

Indicators to be Used:

- **Panorama** captures student perceptions using the featured topics. All students in Grades 3-12 take the survey in the fall and spring. **Topics** include student competencies and school climate areas.
- **AASD CBL/ACP Summative Survey** - 6th-12th-grade students are given this survey in the Spring to capture their progress specific to their individual Academic and Career Planning. This survey specifically measures grade-level Academic and Career Planning outcomes relating to career exploration, career interests, action steps taken towards completing their Academic Career Plan, and participation in career planning experiences.

Definition of Terms:

- **Learning Strategies** - A measurement of how well students deliberately use strategies to manage their own learning processes, generally.

- **Self-Management** - A measurement of how well students manage their emotions, thoughts, and behaviors in different situations.
- **Social Awareness** - A measurement of how well students consider the perspectives of others and empathize with them.
- **Social Perspective** - A measurement of the extent to which students consider the perspectives of others
- **Reality Check Common Summative Assessment** - Application and reflection of personal financial theories and vocabulary to economic scenarios given to AASD students each semester in grades 10-12 within the following courses:
  o Personal Financial Management
  o Intro to Economics
  o e-School Personal Financial Management.
- **ACP** - **Academic Career Plan** - is a student-driven, adult-supported process. Students create their own unique vision for post-secondary success. This is achieved through self-exploration, career exploration, and the development of career planning skills.
- **CBL** - **Career-Based Learning** - the Academic and Career Planning business-connected experiences and opportunities that allow K-12 students to participate in career awareness, career exploration, or career development.

SUPERINTENDENT Evidence of Reasonable Progress:

We will know we have made reasonable progress when:

(Cognitive Development, R-3.1)

Panorama: Learning Strategies

We will **increase** the **percentage of students who scored favorably on** how well they used strategies for managing their own learning processes for each school level (elementary/middle/high) by **3%**.				
Learning Strategies				
Grade Band	**Percentage Scoring Favorably (Score of 4 or 5)**			
	Spring 2022	**Spring 2023**	**Spring 2024**	**Spring 2025**
Grades 3-5	63%	65%	67%	==67%==
Grades 6-12	54%	53%	58%	==59%==

Panorama: Self-Management

We will **increase** the **percentage of students who scored favorably on how** students manage their emotions, thoughts, and behaviors in different situations (elementary/middle/high) by **3%**.				
Self-Management				
Grade Band	**Percentage Scoring Favorably (Score of 4 or 5)**			
	Spring 2022	**Spring 2023**	**Spring 2024**	**Spring 2025**
Grades 3-5	76%	73%	74%	==76%==
Grades 6-12	65%	69%	72%	71%

(Financial Literacy Development, R-3.2)
AASD Reality Check Summative Assessment - Grades 10-12 (Program Analysis)

We will **increase the percentage** of students **scoring Competent/Mastery** in **grades 10-12** on the **AASD Reality Check Summative Assessment by 1%**.		
Course(s)	**2023-24 % Competent/Mastery (baseline)**	**2024-25 % Competent/Mastery**
Personal Financial Management	87%	81%
Intro to Economics		

We will **maintain the percentage** of students **scoring Beginning** in **grades 10-12** on the **AASD Reality Check Summative Assessment. This goal will be adjusted if the percentage rises above 10%**.		
Course(s)	**2023-24 % Beginning (baseline)**	**2024-25 % Beginning**
Personal Financial Management	2%	5%
Intro to Economics		

(Communications & Social Development, R-3.3, R-3.4)
Panorama: Social Awareness (Overall)

We will **increase** the **percentage of students who scored favorably on** the extent to which students consider the perspectives of others and empathize with them (elementary/middle/high) by **3%**.			
Social Awareness			
Grade Band	**Percentage Scoring Favorably (Score of 4 or 5)**		
	Spring 2022	**Spring 2023**	**Spring 2024**	**Spring 2025**
Grades 3-5	68%	69%	70%	65%
Grades 6-12	65%	62%	65%	62%

(Moral & Ethical Character Development, R-3.5)
Panorama: Social Awareness (Targeted Question)

We will **increase** the **percentage of students who scored favorably on** the extent to which they were respectful of others who had different views (elementary/middle/high) by **3%**.			
Social Awareness			
Grade Band	**Percentage Scoring Favorably (Score of 4 or 5)**		
	Spring 2022	**Spring 2023**	**Spring 2024**	**Spring 2025**
Grades 3-5	72%	74%	74%	73%
Grades 6-12	65%	67%	71%	69%

(Psychological Development, R-3.6)

Panorama: Social Perspective

We will **increase** the **percentage of students who scored favorably on** the extent to which they try to understand others' point of view (middle/high) by **3%**.

Social Perspective				
Grade Band	**Percentage Scoring Favorably (Score of 4 or 5)**			
	Spring 2022	**Spring 2023**	**Spring 2024**	**Spring 2025**
Grades 6-12	51%	50%	56%	**59%**

(Career Development, R-3.7)

Panorama: Self-Management

We will **increase** the **percentage of students who scored favorably on** the extent to which they manage their emotions, thoughts, and behaviors in different situations (elementary/middle/high) by **3%**.

Self-Management				
Grade Band	**Percentage Scoring Favorably (Score of 4 or 5)**			
	Spring 2022	**Spring 2023**	**Spring 2024**	**Spring 2025**
Grades 3-5	72%	73%	74%	**76%**
Grades 6-12	72%	69%	72%	**71%**

AASD CBL/ACP Summative Survey

(NEW Question in CBL/ACP Survey for 2022-23) We will **decrease** the **percentage of 11th-grade students who** indicate they do **not** have post-secondary plans for either college or career by **1%**.

Post-Secondary College/Career Plans				
Grade Band	**Spring 2022**	**Spring 2023**	**Spring 2024**	**Spring 2025**
11th-grade	29.0%	23.1%	21.8%	**15.5%**
12th-grade	31.9%	9.0%	7.9%	**9.4%**

We will **decrease** the **percentage of 12th-grade students who** indicate they do **not** have a backup plan if their first choice of a career plan falls through by **3%**.

Post-Secondary College/Career Plans				
Grade Band	**Spring 2022**	**Spring 2023**	**Spring 2024**	**Spring 2025**
12th-grade	30.1%	28.8%	18.9%	**21.7%**

We will **increase** the **percentage of students who** indicate that their ACP experiences in the AASD are preparing them for college, career, and life after high school by **3%**. *("My ACP experiences in the Appleton Area School have been preparing me for college, career, and life after high school")*			
Preparation for College, Career, and Life			
Grade Band	**Spring 2023**	**Spring 2024**	**Spring 2025**
6th-grade	93%	96%	**95%**
7th-grade	77.9%	81.1%	**76%**
8th-grade	78.6%	84.7%	**86%**
9th-grade	81.8%	72.5%	**85%**
10th-grade	77.4%	81.4%	**84%**
11th-grade	80.2%	77.2%	**83%**
12th-grade	71.8%	81.0%	**86%**

We will **increase** the **percentage of students who** indicate their ACP experiences in the AASD are preparing them to LEAD, CARE, and CONTRIBUTE by **3%**.			
Preparation to Independently Lead, Care, and Contribute			
Grade Band	**NEW for Spring 2023 (baseline)**	**Spring 2024**	**Spring 2025**
% of JUNIORS indicating they are prepared to LEAD by example through critical thinking, problem-solving, and effective communication.	54.8%	57.5%	**57.5%**
% of JUNIORS indicating they are prepared to CARE for themselves, others, and their community through empathy, compassion, and respect.	73.4%	74.9%	**76.3%**

% of JUNIORS indicating they are prepared to CONTRIBUTE to their classrooms, schools, and communities through self-direction, productivity, and accountability.	66.8%	64.9%	**70.0%**
% of SENIORS indicating they are prepared to LEAD by example through critical thinking, problem-solving, and effective communication.	56.6%	69.3%	**68.9%**
% of SENIORS indicating they are prepared to CARE for themselves, others, and their community through empathy, compassion, and respect.	71.8%	81.6%	**83.7%**
% of SENIORS indicating they are prepared to CONTRIBUTE to their classrooms, schools, and communities through self-direction, productivity, and accountability.	65.3%	73.5%	**77.1%**

Success for Every Student, Every Day

Appleton Area School District
2024-25 Results Monitoring Report
R-1 Mega Result

SUPERINTENDENT CERTIFICATION:

With respect to Results Policy 1 Mega Result, the Superintendent certifies that the information is accurate and complete and that the district is:

____   Making Reasonable Progress

__X__   Making Reasonable Progress with noted exception(s): (See Report Below)

____   Failing to make Reasonable Progress.

■ = indicator achieved (11)

■ = indicator not achieved as outcome remained the same as the year before or improved, but not to the desired level (6)

■ = indicator not achieved as the outcome was lower than the year before (6)

In addition, the proposed measures directly support the District's Continuous School Improvement Process as illustrated through the annual AASD Scorecard.

Executive Summary/Analysis:

The evidence submitted assures the Board that the District provides instructional programming that supports students in acquiring the developmental skills necessary to graduate academically, socially, and emotionally prepared for success in their personal lives, careers, and continuing education; additionally, the information provides evidence that our graduates are committed to lead, care for, and contribute to their community. These measures directly support the District's Continuous School Improvement Process. Notably, four-year graduation rates have met the goal growth for all students.

Notes or exceptions, if any:

As a District, we made reasonable progress with exceptions in our Academic Achievement (R-2) areas of English Language Arts (R-2.1.1), mathematics (R-2.1.2), and Civics and Social Studies (R-2.1.4). We failed to meet reasonable progress in science (R-2.1.3), and there is a plan in place to improve our science progress.

We also made reasonable progress with exceptions in our Essential Life Skills Policy (R-3) in two areas (Cognitive Development and Financial Literacy) and reasonable progress in two areas (Psychological Development and Career Development). We failed to meet reasonable progress in three areas (Communications Development, Social Development, and Moral & Ethical Character Development).

Signed: _____   Date: _____

　　　　　　　　Superintendent

BOARD ACTION:

With respect to Results Policy 1 Mega Result, the Board finds that the district is:

_____   Making Reasonable Progress

_____   Making Reasonable Progress with noted exception(s):

_____   Failing to make Reasonable Progress

Summary Statements of the Board, if any:

_____

_____

_____

Signed: _____   Date: _____
                          Board President

Document submitted: _____Re-submitted: _____

R-1 Mega Result

Students will graduate academically, socially, and emotionally prepared for success in their personal lives, careers, and continuing education, and committed to lead, care for, and contribute to their community.

SUPERINTENDENT Interpretation:

The Mega Result statement clarifies our definition of a student's educational experience and is the overarching reason the Appleton Area School District exists. Representing the community's values, the Board expects each student to graduate prepared to be successful in the next phase of life, whether that be college or career, or both. In addition, the Board desires that in addition to academic and skill readiness, students graduate with attitudes, abilities, and dispositions that will support them in leading happy, productive lives and making a positive contribution to the world in which they live.

Specifically:

- **Students shall mean** every student in our district, including but not limited to: Hispanic, Black, Native American or Native Alaskan, Native Hawaiian or OtherPacific Islander, Asian, White, Two or More Races, Economically Disadvantaged, English Language Learners, and Students with Disabilities.
- **Academically prepared** shall mean readiness for post-secondary study without the need for remedial assistance upon enrollment.
- **Socially and emotionally prepared** shall mean the ability to apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others.
- **Success in their personal lives** shall mean the ability to reach one's personal goals in life, whatever those goals may be.
- **Success in their careers** shall mean a combination of achieving a reasonable level of financial stability while doing work that one enjoys.

- **Success in their continuing education** shall mean how well students are prepared to accomplish their current and future academic, personal, and professional goals through the development of knowledge, a sense of responsibility and self-reliance, and a connection to the college and wider community.
- **Committed to lead** shall mean all AASD students will lead by example through critical thinking, problem-solving, and effective communication.
- **Committed to care for** shall mean all AASD students will show care for themselves, others, and their community through empathy, compassion, and respect.
- **Committed to contribute** shall mean all AASD students will contribute to their classrooms, schools, and communities through self-direction, productivity, and accountability.

AASD GRADUATES

LEAD. CARE. CONTRIBUTE.

APPLETON AREA SCHOOL DISTRICT PORTRAIT OF A GRADUATE

Six Essential Traits of the AASD Portrait of a Graduate
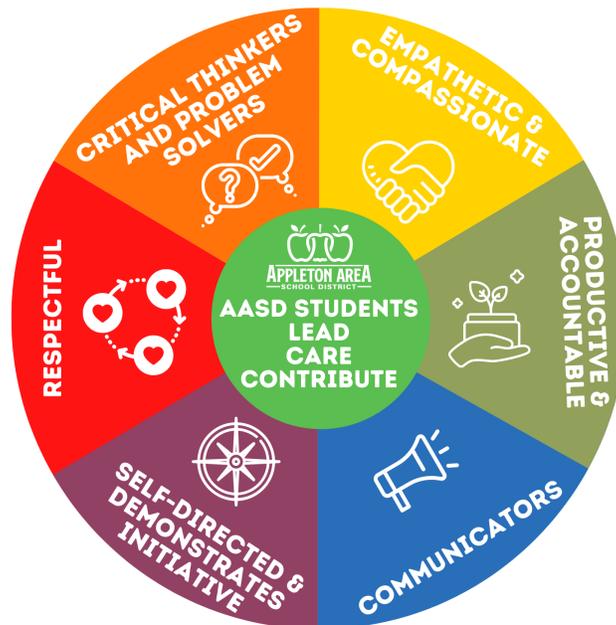
Indicators to be Used:

1. **AASD Academic Achievement (R-2) -** The AASD Academic Achievement Results Policies include established targets and progress monitoring measures that focus on the District goal of each student being literate, numerate, and able to integrate and apply the knowledge, skills, and competencies acquired across all academic disciplines. These policies support the goal of each student demonstrating personal growth and achievement in increasingly challenging levels of complexity, demonstrating the higher-order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation, and creativity when enrolled in disciplines, including:
   - **R-2.1.1 English Language Arts**
   - **R-2.1.2 Mathematics**
   - **R-2.1.3 Science**
   - **R-2.1.4 Civics and Social Studies**
2. **AASD Essential Life Skills (R-3) -** The AASD Essential Life Skills Policy includes established targets and progress monitoring measures that focus on the District goal of each student acquiring the developmental skills necessary to lead healthy, satisfying, self-directed, and productive lives in the following domains:
   - **R-3.1 Cognitive Development**
   - **R-3.2 Financial Literacy**
   - **R-3.3 Communications Development**
   - **R-3.4 Social Development**
   - **R-3.5 Moral and Ethical Behavior Development**
   - **R-3.6 Psychological Development**
   - **R-3.7 Career Development**
3. **Percent of AASD Students Graduating** - In addition to enrolled students making progress, it is essential that they remain in school and graduate, having successfully completed the graduation requirements defined by Board policy. This indicator also aims to reduce disparities in graduation rates among identified subgroups. While it is desirable for students to graduate "on time", Board values indicate that it is more important that students graduate, regardless of the timeframe needed (IEP determination, etc.). Therefore, this indicator must also reflect the percentage of students who graduate, whether that was within four years or not.
4. **Percent of AASD Students Indicating Readiness to LEAD, CARE, and CONTRIBUTE (CBL/ACP Summary) -** To ensure success for Every Student, Every Day in the Appleton Area School District, our Portrait of a Graduate brings clarity to what our community values most as outcomes of the Early Childhood through Grade 12 educational experience. We believe that graduates of the AASD should possess certain qualities that will ensure that they are college, career, and community ready. The AASD Portrait of a Graduate is a collective vision that articulates the community's aspirations for all students. The **AASD CBL/ACP Summative Survey** is used to capture students' progress specific to their individual Academic and Career Planning. This survey specifically measures grade-level **Academic and Career Planning Outcome**s relating to career exploration, career interests, action steps taken towards completing their Academic Career Plan, and participation in career planning experiences.

Definition of Terms:

- **Norm-referenced** - Assessments that are used to compare students' progress to others in their peer group. This group may contain students in the same grade across the state or nation, or other categories such as special education, disability status, English learners, gifted students, and more. Most commonly, norm-referenced tests use a national peer group.
- **Results Policies** - The previously Board-approved Coherent Governance Policies that establish indicators of success for successfully achieving identified Board goals within the areas of Student Academic Achievement and Essential Life Skills and that are monitored annually.
- **WISEdash Portal** - a data portal that uses "dashboards," or visual collections of graphs and tables, to provide certified multi-year education data about Wisconsin schools. Data on the portal are redacted and available by school, district, or State.

SUPERINTENDENT Evidence of Reasonable Progress:

Indicator 1: Reasonable progress on R-2.1 Academic Achievement Results Policies

We will make reasonable progress on each content area policy within the Academic Achievement Results Policy, as evidenced by the annual review of policies R-2.1 through R-2.4.

Academic Achievement Results Policy	Superintendent		
	Reasonable Progress	Reasonable Progress with Noted Exceptions	Reasonable Progress Not Made
R-2.1 English Language Arts		X	
R-2.2 Mathematics		X	
R-2.3 Science			X
R-2.4 Civics & Social Studies		X	

Indicator 2: Reasonable progress on R-3 Essential Life Skills Policy

We will make reasonable progress on the Essential Life Skills Results Policy as evidenced by the annual review of policy R-3.

R-3 Essential Life Skills Domain	Previous Dispositions of the Board of Education		
	Reasonable Progress	Reasonable Progress with Noted Exceptions	Reasonable Progress Not Made
R-3.1 Cognitive Development		X	
R-3.2 Financial Literacy		X	
R-3.3 Communications Development			X
R-3.4 Social Development			X
R-3.5 Moral & Ethical Character Development			X
R-3.6 Psychological Development	X		
R-3.7 Career Development	X		

Indicator 3: Graduation Rates of AASD Students

We will increase the 4-year graduation rate for all students, as well as within identified demographic groups, by 1% as evidenced by certified graduation data within the WISEdash portal.

	4-Year Graduation Rate			
	2021-22 Baseline	2022-23	2023-24	2024-25 (Not yet certified)
% of Students Graduating (All	86.5%	86.7%	88.1%	

Students)			
% of Students Graduating (Students with Disabilities)	60.4%	65.9%	**68.8%**	
% of Students Graduating (EL)	66.2%	60.4%	**71%**	
% of Students Graduating (Econ-D)	73.9%	77.3%	**79.4%**	
% of Students Graduating (Asian)	91.1%	88%	**89.4%**	
% of Students Graduating (Black)	68.8%	61.6%	**71.4%**	
% of Students Graduating (Hispanic)	75.4%	73.6%	**80.1%**	
% of Students Graduating (Two or More Races)	64.5%	73.7%	**77.8%**	

We will increase by 1% the rate of students who graduate within 7 years, as evidenced by certified graduation year cohort data within the WISEdash portal.

Percent of Students (By Graduation Year Cohort) Who Completed AASD Diploma Requirements Within 7 Years

By the end of 2018-2019	By the end of 2019-2020	By the end of 2020-2021	By the end of 2021-2022	By the end of 2022-2023	By the end of 2023-2024	By the end of 2024-2025 (not yet certified)
84.3% (Class of 2016)	92.3% (Class of 2017)	93.9% (Class of 2018)	92.1% (Class of 2019)	93.7% (Class of 2020)	91.8% (Class of 2021)	91.9%

Indicator 4: Percentage of Graduates Prepared to LEAD, CARE, and CONTRIBUTE.

We will **increase** the **percentage of 12th-grade students who** indicate they are ready to independently **Lead, Care, and Contribute** within the **CBL/ACP Summary** by **3%**.

	% of Graduates Ready to Lead, Care, and Contribute		
	Starting in 2022-23 Baseline	**2023-24**	**2024-25**
% of seniors indicating they are prepared to LEAD by example through critical thinking, problem-solving, and effective communication.	56.6%	69.3%	**68.9%**
% of seniors indicating they are prepared to CARE for themselves, others, and their community through empathy, compassion, and respect.	71.8%	81.6%	**83.7%**
% of seniors indicating they are prepared to CONTRIBUTE to their classrooms, schools, and communities through self-direction, productivity, and accountability.	65.3%	73.5%	**77.1%**

Appleton Area School District
Operational Expectations Monitoring Report
OE-2 Emergency Superintendent Succession

SUPERINTENDENT CERTIFICATION:

With respect to Operational Expectations Policy OE-2, Emergency Superintendent Succession, the Superintendent certifies that the following information is accurate and complete, and that the district is:

__X__   Compliant

_____   Compliant with the exceptions noted:

_____   Non-Compliant

Compliant Indicators	Noncompliant Indicators
1	0
Total Indicators: 1	

Executive Summary/Analysis:

The evidence, as submitted below, assures that I have made sufficient arrangements to provide for the safety and well-being of students and staff should I be unavailable due to an emergency.

Notes or exceptions, if any:

_____

_____

Signed: _____   Date: _____
                        Superintendent

BOARD ACTION:

With respect to Operational Expectations Policy OE-2, Emergency Superintendent Succession, the Board finds that the district is:

_____ **Compliant**

_____ **Compliant with the exceptions noted:**

_____ **Non-Compliant**

Summary Statements of the Board, if any:

_____

_____

Signed: _____ Date: _____
                       Board President

Document submitted: _____Re-submitted: _____

OE –2 Emergency Superintendent Succession
The Superintendent shall designate at least one other executive staff member who is familiar with the Board's governance process and issues of current concern and is capable of assuming Superintendent responsibilities on an emergency basis.
SUPERINTENDENT Interpretation: The board values having an administrator who can assume the Superintendent's role on a temporary basis that is knowledgeable about the challenges to the district and knows and understands how the board governs.   - An **executive staff member** shall mean a member of the District's Leadership Team.   **Familiar with the Board's governance process** shall mean an understanding of how the board governs and the expectations related to the monitoring and reporting process as outlined in the Board's Annual Work Plan.   **Emergency basis** shall mean a period of time when the Superintendent is not available by any means, and a decision that normally falls under the Superintendent's purview must be made to ensure the safety and welfare of students and District personnel, or should such a decision not be made during this period; the District's interests will be substantially damaged. The emergency would end upon the reestablishment of communication with the Superintendent, or, if the Superintendent is deemed by the School Board as incapable of resuming responsibilities, until the School Board appoints an interim Superintendent.

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: **2.1.1-** The Superintendent prepares an emergency succession list with two positions with superintendent certification that will step in for the Superintendent on a temporary emergency basis and presents such a list to members of the Board and members of the District Leadership Team.	In Compliance	Not in Compliance
	X	

SUPERINTENDENT Evidence of Compliance:

- Emergency Succession List:
    - Assistant Superintendent - School Services - Nan Bunnow
    - Assistant Superintendent - School Services - Mike Hernandez