

Minutes for Regularly Scheduled Board Meeting
To Be Held in the District Office Board Room
1055 Griffiths Lane
Ashwaubenon, WI 54304
(Phone: 920.492.2900)

Wednesday, June 8, 2022

6:30 p.m.

- A. Call to order:** President VanLaanen called the meeting to order at 6:30 pm
- B. Roll call:**
 - Board Members Present: VanLaanen, Vyskocil, Garrigan, VandeWalle, VanDeKreeke
 - Board Members Excused: all present
 - School Choice Advisory Representative: Matthew Rotter
 - Other Present: Kurt Weyers, Keith Lucius, Dirk Ribbens, Kaitlin Tauriainen, Andy Bake
- C. Declaration of quorum:** Quorum present
- D. Pledge of allegiance:** The pledge was recited
- E. Adoption of Agenda:** Moved Vyskocil, seconded by VanDeKreeke to adopt the agenda as presented. Aye 5 (VanLaanen, Vyskocil, Garrigan, VandeWalle, VanDeKreeke), Nay 0. Motion carried 5:0
- F. Citizens and/or delegations:**
 - 1. Public Forum** – no topics presented
- G. Consent Agenda:** Moved by Vyskocil seconded by VanDeKreeke to approve Consent Agenda items 1-4 as presented. Aye 5 (VanLaanen, Vyskocil, Garrigan, VandeWalle, VanDeKreeke), Nay 0. Motion carried 5:0
 - 1.** Minutes of the regular meeting held on Wednesday, May 11, 2022
 - 2.** The schedule of checks written 05/03/22 to 05/31/22
 - 3.** Staffing: hirings, resignations, retirements, leave of absences
 - 4.** Boards financial reports for April
- H. Superintendent’s Report (Special Recognition):**
 - **Graduations:** The district had another successful year of graduations at Pioneer, Valley View and Parkview. A special thank you to our school board members who were in attendance at these events. We are looking forward to our AHS graduation on Sunday, June 12th, at 1:30 pm.
 - **Career Signing Day:** On Monday, May 23rd, the district held its first Career Signing Day at AHS. Congratulations to Gabe Kershek, Nolan Munoz and Jerek DuBord on their commitment to job-based training and apprenticeships! We are proud of these three students and their dedication to their career pathways. Broadway Automotive donated a complete box of tools (\$10,000) to Nolan Munoz for his apprenticeship at Broadway. They are so impressed with his skill set that they purchased the tools for him.
 - **Cooking Competition:** Each year, the School Nutrition Association of Wisconsin holds an annual conference for any and all school nutrition staff. The conference includes educational seminars, food shows, and networking opportunities for directors and kitchen staff. This year, Fork Farms and NextGen FirstTasteTV are hosting their first ever live cooking competition. Three chefs from the area will compete to prepare the best school-nutrition-approved lunch with products that can be grown in flex farms. Chefs will include Ashwaubenon School District’s head cook, Lois Ludwig. Ms. Ludwig has

recruited our very own 8th grade student, Christopher Schmitz, who will be assisting her in the competition. The event will be held on June 22nd, 2022, at 9:30am at the KI Convention Center.

- **Jaguar Excellence:** 189 Jaguar Excellence awards were handed out for the month of May. As always, it was great to deliver all of these Jaguar Excellence awards to our amazing staff. This brings our yearly total for this school year to 1,305. This a new record for one school year.
- **School board retreat and administrative retreat:** The school board, Lucius and Weyers will be participating in a board retreat on Thursday, July 14th, from 5:00 - 9:00 pm, and Friday, July 15th, from 4:00 - 8:00 pm at the Ashwaubenon Community Center. Throughout the day on Monday, August 1st, the administrative team will participate in a retreat at the Green Bay Distillery. On Monday evening, August 1st, from 4:00-8:00, the school board and administrative teams will meet at the Ashwaubenon Community Center to share the results of their individual retreats and plan for the upcoming school year.
- **Spring Sports Re-cap:** 430 students participated in a sport this year. Weyers shared the highlights from the spring activities. He stated that for the 2021-22 year, the district had 82 All-Conference performers, 3 coaches of the year, and 2 players of the year in the FRCC.
- **Last Day of School / Summer School:** Great work by our teachers, support staff, students, and administrators on another very successful school year in the Ashwaubenon School District. Monday, June 13th, will be our first day of summer school. We are excited to announce that we have 1,304 students signed up for summer school. A tremendous amount of work happens behind the scenes to make summer school happen. Special thanks to Andy Bake, Doug Pieschek, Mandy Schroeder, Lisa Cook, and many others for providing a seamless transition into summer school.

I. Discussion/Presentation Items:

1. **Update on adding a course requirement for Financial Literacy:** Ribbens updated the board on expanding the Financial Literacy curriculum at AHS. Currently, all 9th grade students are required to take ACCFP. As 11th and 12th graders, they are able to take the Real World elective. The board asked AHS Administration to look for opportunities to include a financial literacy course as a requirement in 11th or 12th grade. Ribbens stated that as part of the Academic and Career Planning (ACP) curriculum update, a financial literacy piece will be included for seniors. Currently grade 6-12 meet 4 weeks a year as part of an ACP curriculum. Grade 9-11 are well laid out to cover topics like study skills, career planning, ACT prep, etc. Since most students have their post high school plans in place by grade 12, this tends to be the weakest year when it comes to curriculum. The ACP curriculum is going to be revamped to include an area of financial literacy for 12th grade. The ACP curriculum will include the use of a tool called Methodize. This tool grows with the student. Every senior will participate in this curriculum as part of ACP.

Discussion:

- Length of time ACP is taught? 4 weeks a year (equivalent to ½ a semester).
- Working with 6-12 teachers to make sure that portions of the curriculum are not being duplicated.
- Addressing financial literacy in higher grades is more relevant to where students are in their lives (working, saving for a car, saving for school, etc.).
- It was suggested possibly including this topic in part of the 11th grade ACP curriculum (i.e. not waiting for 12th grade to cover it all). Ribbens if we move forward with the plan being presented, the updated ACP curriculum can be started this fall.
- The board asked for an update at a future board meeting.

J. Action Items:

1. **Adoption of Annual Meeting and Budget Hearing Agendas:** Lucius presented the agendas for the Annual Meeting and Budget Hearing scheduled for 6:00 pm on July 13, 2022, at the district office. No changes here recommended. Moved by Garrigan, seconded by Vyskocil to adopt the agenda for the Annual Meeting as presented. Aye 5 (VanLaanen, Vyskocil, Garrigan, VandeWalle, VanDeKreeke), Nay 0. Motion carried 5:0. Moved by Vyskocil, seconded by Garrigan to adopt the agenda for the Budget

Hearing as presented. Aye 5 (VanLaanen, Vyskocil, Garrigan, VandeWalle, VanDeKreeke), Nay 0. Motion carried 5:0.

2. **Bylaw and Policy Updates - second read:** Weyers presented the changes to the latest bylaws and policies for a second read and approval. These changes include the change in definition to “voting” in bylaw 0100 as requested by the board. Moved by Vyskocil, seconded by VanDeKreeke to changes to the bylaws and policies as presented. Aye 5 (VanLaanen, Vyskocil, Garrigan, VandeWalle, VanDeKreeke), Nay 0. Motion carried 5:0.
3. **Meal Prices:** Tauriainen stated that the USDA Covid-19 waiver to provide free meals in schools has expired. Effective the 2022-23 school year, school districts will once again start charging for meals. Tauriainen stated that with rise in food costs and supply chain issues the district is recommending an increase in meal prices for the 2022-23 school year.

Discussion:

- ASD is the first in the area to come forward with a recommendation for increasing meal prices.
- The increase is an estimate as to what will be needed to sustain the food program. This is a smaller increase and will still maintain ASD as one of the lowest meal prices in the area.
- Tauriainen stated that parents need to complete the free/reduced lunch applications sooner than later. Completing the application for the start of school will help those that qualify from incurring a negative meal account balance.
- Families have been use to no charge for meals. This is going to be a big change in expenses for them. We need to help families and encourage those who may qualify to complete the application.
- The summer food program is government funded. The locations for meal distribution is based on income (i.e. those that qualify based on free and reduced applications). With meals being free over the last few years, less families have complete the applications skewing the eligibility results. Some district have found that the number of summer meal locations has been reduced due to lower numbers meeting the income requirements (i.e. less applications completed due to free meals).

Tauriainen recommended the new meal prices for 2022-23 be the following:

Lunch Prices:

- K-5: \$3.25
- 6-12: \$3.75

Breakfast prices:

- K-12 \$2.00

Moved by VanDeKreeke, seconded by Vyskocil to approve the change in meal prices as presented. Aye 5 (VanLaanen, Vyskocil, Garrigan, VandeWalle, VanDeKreeke), Nay 0. Motion carried 5:0.

K. Board & Superintendent Communications:

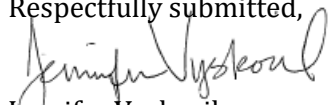
- Weyers shared a thank you for a couple of staff members who have experienced a loss of a family member. They expressed their gratitude for the support they have received from staff, administration, board members and community members.
- Garrigan inquired about receiving a mid-year update on building goals. She stated that usually the board receives an update in the spring. Weyers apologized for this oversight and suggested providing this information in a weekly Board Update prior to the annual meeting. The board could then review it and ask questions during the July meeting. He provided a brief update on the follow-up meeting Directors have been having with building administrators around their goals.

L. Future Board Meetings & Topics:

- The Annual Meeting/Budget Hearing is scheduled for **Wednesday, July 13, 2022, at 6:00 pm** in the District Office.
- The next board meeting is scheduled for **Wednesday, July 13, 2022, following the Annual Meeting/Budget Hearing** in the District Office.

Q. Adjournment: Moved by Vyskocil, seconded by VanDeKreeke to adjourn the meeting at 7:11 p.m. Aye 5
(VanLaanen, Vyskocil, Garrigan, VandeWalle, VanDeKreeke) Nay 0. Motion carried 5:0

Respectfully submitted,



Jennifer Vyskocil

CHECK NUMBER	COMMENT	CHECK DATE	COMMENT	VENDOR	AMOUNT
0		06/24/2022		SIGNARAMA	0.00
0		06/24/2022		ST JOHN THE BAPTIST	0.00
0		06/29/2022		AUTOMATED LOGIC CONTRACTING SERVICES	0.00
277		04/12/2022		CORP MASTERCARD	0.00
279		06/12/2022		CORP MASTERCARD	52,293.83
279		06/12/2022		CORP MASTERCARD	0.00
279		06/12/2022		CORP MASTERCARD	0.00
279		06/12/2022		CORP MASTERCARD	0.00
2022		07/05/2022		INTERNAL REVENUE SERVICE	1,975.32
2223		06/05/2022		BANK FIRST	209,533.10
2224		06/05/2022		WI DEPT OF REVENUE	33,596.53
2225		06/20/2022		BANK FIRST	253,333.56
2226		06/20/2022		WI DEPT OF REVENUE	33,919.38
2227		06/20/2022		WI DEPT OF REVENUE	525.54
2229		06/30/2022		METLIFE	11,136.07
2230		06/27/2022		WI RETIREMENT SYSTEM	232,529.30
2231		06/27/2022		VISION SERVICE PLAN	2,751.99
2232		07/05/2022		BANK FIRST	205,435.24
2233		07/05/2022		WI DEPT OF REVENUE	40,222.73
18059		06/23/2022		BAY PORT HIGH SCHOOL	550.00
18060		06/23/2022		NOTRE DAME ACADEMY	650.00
18061		06/23/2022		RIPON COLLEGE	600.00
18062		06/23/2022		SEYMOUR HIGH SCHOOL	160.00
18063		06/23/2022		ST NORBERT COLLEGE	350.00
18064		06/23/2022		WEST DE PERE HIGH SCHOOL	180.00
31136		05/31/2022		WEST DEPERE BASKETBALL	-480.00
31138		06/01/2022		COLLEGE BOARD	36,953.00
31139		06/01/2022		CONROY, ROXANNE	100.00
31140		06/01/2022		DES FOOD SERVICES, LLC	1,600.00
31141		06/01/2022		FASTSIGNS	95.00
31142		06/01/2022		HOISKA, CRAIG	315.00
31143		06/01/2022		KRUEGER, JAY	267.98
31144		06/01/2022		LOTTO, PAUL	62.11
31145		06/01/2022		NEFF CO	280.88
31146		06/01/2022		RADISSON HOTEL & CONFERENCE CENTER	7,025.37
31147		06/01/2022		RAY JOHNSON WEB DESIGN	20.00
31148		06/01/2022		VAUGHN, KENNETH	144.00
31149		06/01/2022		WEST DEPERE BASKETBALL	480.00
31150		06/02/2022		CISLER, PAUL	82.60
31151		06/02/2022		FISCH, NIKKI	66.96
31152		06/02/2022		NINEDORF, RYAN	82.60
31153		06/02/2022		BLACK WOLF RUN	210.00
31154		06/02/2022		SUNSET HILLS	50.00
31154		06/13/2022		SUNSET HILLS	-50.00
31155		06/09/2022		BROWN COUNTY GOLF COURSE	1,000.00
31156		06/09/2022		EQUAL RIGHTS DIVISION	210.00
31157		06/09/2022		FOLKMAN INC	475.00
31158		06/09/2022		GLEFFE, MURRAY	94.49
31159		06/09/2022		HEALY AWARDS INC	656.94
31160		06/09/2022		HEYRMAN & GREEN BAY BLUE	798.80
31161		06/09/2022		JIMMY O'S GOLF SHOP	400.00
31162		06/09/2022		JOHNSON, AMANDA	214.50
31163		06/09/2022		LASEE, MELANIE	38,585.00
31164		06/09/2022		PRIME TIME TIMING	2,380.84
31165		06/09/2022		RYCZKOWSKI, BRIAN	607.54
31166		06/09/2022		GRAPHIC EDGE	1,138.92

CHECK NUMBER	COMMENT	CHECK DATE	COMMENT	VENDOR	AMOUNT
31167		06/15/2022		SAM'S CLUB/SYCHRONY BANK	437.14
31168		06/15/2022		UHL, BRIAN	59.00
31169		06/15/2022		BOURASSA, MARK OR SHELLEY	190.00
31170		06/15/2022		BUEHLER, DENNIS	150.00
31171		06/15/2022		COX, JEREMY	599.00
31172		06/15/2022		CUPCAKE COUTURE	133.20
31173		06/15/2022		GUTIERRREZ, DANIEL	40.00
31174		06/15/2022		HERZOG, DAVID	599.00
31175		06/15/2022		HESS, ANDY OR KATIE	150.00
31176		06/15/2022		HOISKA, CRAIG	76.60
31177		06/15/2022		HUDECEK, MIKE	40.00
31178		06/15/2022		JOHNSON, JEREMY OR RACHEL	40.00
31179		06/15/2022		KOEHLER, SARA OR DAVID	35.00
31180		06/15/2022		KOSLOSKI, NICK	200.00
31181		06/15/2022		KRAMER, KRAIG OR BILLIE	40.00
31182		06/15/2022		LEE, HEATHER	140.00
31183		06/15/2022		MACLEAN, IAN	200.00
31184		06/15/2022		MARTINEZ, MIGUEL OR SEIBIT	40.00
31185		06/15/2022		MINER, BOBBI	80.00
31186		06/15/2022		MOON, ELLEN	106.42
31187		06/15/2022		PERRY, BEN	400.00
31188		06/15/2022		SONG, JOHN OR MEEGAN	40.00
31189		06/15/2022		TROPHIES ETC	315.00
31190		06/15/2022		VANDUYSE, SARA	69.73
31191		06/15/2022		WI SCHOOL MUSIC ASSN INC	2,475.00
31192		06/16/2022		COOTWAY, CURT	208.00
31193		06/17/2022		NATE, JASON	200.00
31194		06/29/2022		BANGEN, EMILY	561.56
31195		06/29/2022		BLOHOWIAK, THOMAS OR CARRIE	85.00
31196		06/29/2022		ECSELL SPORTS	4,050.00
31197		06/29/2022		FOX CITIES EMBROIDERY INC	570.00
31198		06/29/2022		GO ROUT	2,192.50
31199		06/29/2022		WANDER SPRINGS GOLF COURSE	945.00
31200		06/29/2022		ONE WISCONSIN	780.00
107927		06/01/2022		VILLAGE ROASTERS	1,914.00
107928		06/01/2022		NEW ZOO & ADVENTURE PARK	1,635.00
107929		06/01/2022		WI SUPPORT COLLECTION TRUST FUND	1,745.41
107930		06/02/2022		AMBROSIUS STUDIOS INC	28.00
107931		06/02/2022		GREEN BAY PACKERS	1,381.00
107932		06/03/2022		NEW ZOO & ADVENTURE PARK	1,280.00
107933		06/06/2022		ASHWAUBENON OPTIMISTS CLUB	58.00
107934		06/06/2022		BELONGIA, JAMES	130.00
107935		06/06/2022		BEYLON, STEVE	295.00
107936		06/06/2022		BIBLIOTHECA, LLC	1,749.00
107937		06/06/2022		BIELKE, KERRY	67.28
107938		06/06/2022		BROWN COUNTY TREASURER	1,891.82
107939		06/06/2022		DENMARK PUBLIC SCHOOL DISTRICT	40.00
107940		06/06/2022		ENCORE MUSIC LLC	60.00
107941		06/06/2022		ERCK, NATHAN	75.00
107942		06/06/2022		FIRE-PIXEL	30.00
107943		06/06/2022		FOLLETT SCHOOL SOLUTIONS LLC	6,057.60
107944		06/06/2022		GALE, KARI	425.12
107945		06/06/2022		HEISER, BLAISE	22.95
107946		06/06/2022		HONEYBAKED HAM CO & CAFE	64.45
107947		06/06/2022		ITSAVVY	14,580.00
107948		06/06/2022		MORRIS, DANIELLE	50.00

CHECK NUMBER	COMMENT	CHECK DATE	COMMENT	VENDOR	AMOUNT
107949		06/06/2022		NATURE'S BEST FLORAL	171.00
107950		06/06/2022		NISSEN, CHRISTIAN	40.00
107951		06/06/2022		PEGUERO ALMONTE, RISSEL	570.00
107952		06/06/2022		POSITIVE PROMOTIONS INC	132.55
107953		06/06/2022		PRZYBELSKI, ZEKE	120.00
107954		06/06/2022		SCHROEDER, SHELLY	50.00
107955		06/06/2022		SCHWEITZER, MAUREEN	211.65
107956		06/06/2022		STADIUM BIKE EAST	159.42
107957		06/06/2022		SYBLE HOPP	22,100.00
107958		06/06/2022		SYSCO	2,999.14
107959		06/06/2022		TEAM APPAREL & SPECIALTIES INC	653.00
107960		06/06/2022		US MATH RECOVERY COUNCIL	5,970.00
107961		06/06/2022		WILLIAMS, WILLIAM PETER	760.00
107962		06/06/2022		ZIMONICK BROTHERS PRODUCE INC	873.05
107963		06/13/2022		ASHWAUBENON BOWLING ALLEY	846.00
107964		06/13/2022		ASHWAUBENON OPTIMISTS CLUB	25.00
107965		06/13/2022		ASHWAUBENON WATER & SEWER UTILITY	3,903.16
107966		06/13/2022		ASHWAUBENON PUBLIC SAFETY - FIRE INSPECT	75.00
107967		06/13/2022		B & H PHOTO VIDEO	1,150.65
107968		06/13/2022		BADGER LABORATORIES INC	69.00
107969		06/13/2022		BENO BETH	45.00
107970		06/13/2022		CEMAN MICHAEL	100.99
107971		06/13/2022		ELEVATE 97	1,982.71
107972		06/13/2022		G & O THERMAL SUPPLY COMPANY	443.50
107973		06/13/2022		GRAINGER INC	597.86
107974		06/13/2022		HAAPALA MICHELLE	167.58
107975		06/13/2022		KEY BENEFIT CONCEPTS LLC	8,250.00
107976		06/13/2022		LINDE GAS & EQUIPMENT INC	17.80
107977		06/13/2022		MIRACLE LEAGUE OF GREEN BAY	1,000.00
107978		06/13/2022		NEW PRECISION TECHNOLOGY LLC	716.54
107979		06/13/2022		PIESCHEK DOUG	1,128.50
107980		06/13/2022		PIONEER VALLEY BOOKS	5,287.00
107981		06/13/2022		QUADIENT FINANCE USA INC	4,000.00
107982		06/13/2022		REALLY GOOD STUFF	218.76
107983		06/13/2022		RIEMER MICHELLE	325.00
107984		06/13/2022		ROCHESTER 100 INC	1,087.50
107985		06/13/2022		ROUTE 41 PIZZA LLC - DOMINO'S	2,163.00
107986		06/13/2022		SAM'S CLUB/SYCHRONY BANK	281.49
107987		06/13/2022		SCHOOL HOUSE	122.88
107988		06/13/2022		SCHOOL SPECIALTY	541.32
107989		06/13/2022		SEYMOUR COMMUNITY SCHOOL DISTRICT	40.00
107990		06/13/2022		SUMMIT PRODUCTS	1,035.25
107991		06/13/2022		TEACHER DIRECT	400.48
107992		06/13/2022		TEAM APPAREL & SPECIALTIES INC	1,932.00
107993		06/13/2022		THOR, TRUMAN	125.00
107994		06/13/2022		THURLOFF, CHAD OR LORI	30.05
107995		06/13/2022		TRONE, DANIEL OR KATHERINE	63.20
107996		06/13/2022		VELICER SHANNON	628.88
107997		06/13/2022		VIKING ELECTRICAL SUPPLY INC	433.26
107998		06/13/2022		VILLAGE ROASTERS	58.00
107999		06/13/2022		WEBER, CASEY	86.39
108000		06/13/2022		WEST DE PERE SCHOOL DISTRICT	1,354.25
108001		06/13/2022		WI ASSN OF SCHOOL BUSINESS OFFICIALS	520.00
108002		06/13/2022		WI DEPT OF JUSTICE	70.00
108003		06/13/2022		WISCONSIN HERD	100.00
108004		06/13/2022		ZIMONICK BROTHERS PRODUCE INC	1,521.80

CHECK COMMENT	CHECK	COMMENT		
NUMBER	DATE	VENDOR		AMOUNT
108005	06/13/2022	ZUELKE KARCH, JACKIE		951.79
108006	06/15/2022	CELEBRATIONS EVENT RENTAL SERVICES		810.06
108007	06/15/2022	ASHWAUBENON EDUCATION FOUNDATION		10.00
108008	06/15/2022	SECURITY BENEFIT LIFE INSURANCE CO		8,112.48
108009	06/15/2022	SECURITY BENEFIT LIFE INS CO		30,542.27
108010	06/15/2022	SECURITY BENEFIT LIFE INS CO		28,525.41
108011	06/15/2022	UNITED WAY OF BROWN COUNTY INC		99.00
108012	06/15/2022	WI SUPPORT COLLECTION TRUST FUND		1,745.41
108013	06/20/2022	2ND WI VOLUNTEER INFANTRY ASSN INC		400.00
108014	06/20/2022	AIR FILTRATION SPECIALISTS LLC		8,686.50
108015	06/20/2022	ATIS ELEVATOR INSPECTIONS LLC		250.00
108016	06/20/2022	BETTER DAYS MENTORING LLC		4,750.50
108017	06/20/2022	BROWN COUNTY PUBLIC HEALTH DIVISION		2,680.00
108018	06/20/2022	CESA 2		5,615.00
108019	06/20/2022	COVINGTON VERNON OR LEWIS TRACY		50.00
108020	06/20/2022	DELL COMPUTER CORP		30,133.29
108021	06/20/2022	FISCH, JASON		52.87
108022	06/20/2022	GRAEF, JOELLEN		20.00
108023	06/20/2022	GREEN BAY CITY TREASURER		417.00
108024	06/20/2022	HEID MUSIC		34.99
108025	06/20/2022	HUTTO, LISA		417.45
108025	06/23/2022	HUTTO, LISA		-417.45
108026	06/20/2022	IMAGINE LEARNING LLC		19,315.00
108027	06/20/2022	INLAND FINANCE COMPANY		269.20
108028	06/20/2022	LARSEN, JENNIFER		1,520.00
108029	06/20/2022	LAYDEN, JENNIFER		187.25
108030	06/20/2022	NORTHERN METAL & ROOFING CO INC		273.20
108031	06/20/2022	NORTHERN SOUND & VIDEO LLC		3,242.93
108032	06/20/2022	OCLC INC (ONLINE COMPUTER LIBRARY CENTER		15.00
108033	06/20/2022	PREMIER DOOR AND SUPPLY INC		3,983.62
108034	06/20/2022	RGM ENTERPRISES LLC		848.00
108035	06/20/2022	ROUTE 41 PIZZA LLC - DOMINO'S		1,443.00
108036	06/20/2022	SELECT IMAGING LLC		6,458.00
108037	06/20/2022	SOLUTION TREE		2,500.00
108038	06/20/2022	SPRINKLER COMPANY INC		1,500.46
108039	06/20/2022	STAPLES BUSINESS CREDIT		64.75
108040	06/20/2022	SYSCO		4,339.15
108041	06/20/2022	TRUGREEN 4991		497.96
108042	06/20/2022	ZIMONICK BROTHERS PRODUCE INC		713.05
108043	06/23/2022	HUTTO, LISA		417.45
108044	06/23/2022	SIGNARAMA		5,892.06
108045	06/27/2022	ALBERS, MELISSA		13.45
108046	06/27/2022	ALLEN JEFFREY OR SARA		63.54
108047	06/27/2022	AMERICANA SOUVENIRS AND GIFTS		254.16
108048	06/27/2022	APPERSON		107.19
108049	06/27/2022	ASHWAUBENON WATER & SEWER UTILITY		1,979.24
108050	06/27/2022	ASHWAUBENON PUBLIC SAFETY - FIRE INSPECT		475.00
108051	06/27/2022	BADGER SPORTS PARK		2,574.00
108052	06/27/2022	BISHOP, RICHARD		28.15
108053	06/27/2022	BLIEK, THOMAS OR KARRI		19.25
108054	06/27/2022	BOURASSA, MARK OR SHELLEY		18.50
108055	06/27/2022	BRICE KELLEY JO		13.10
108056	06/27/2022	BRIGHTLY SOFTWARE INC		1,212.38
108057	06/27/2022	BROWN COUNTY PUBLIC HEALTH DIVISION		777.00
108058	06/27/2022	CAROLINA BIOLOGICAL		2,006.95
108059	06/27/2022	CELLCOM GREEN BAY MSA		1,124.59

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108060		06/27/2022		COLLINS, JERRY/ CHRISTINE	10.35
108061		06/27/2022		COMMITTEE FOR CHILDREN	4,078.50
108062		06/27/2022		CROWLEY, CHAD OR KATHLEEN	27.40
108063		06/27/2022		CZACHOR, LANCE	65.40
108064		06/27/2022		DART, AMANDA	13.65
108065		06/27/2022		DOUCETTE MICHAEL	3.55
108066		06/27/2022		DREWISKE SHANNON	40.90
108067		06/27/2022		DUDKA, COURTNEY	20.70
108068		06/27/2022		EXTREME ENTERTAINMENT	375.00
108069		06/27/2022		FORWARD EDGE, INC.	500.00
108070		06/27/2022		GALLAGHER, HEIDI	10.15
108071		06/27/2022		GAY STRAIGHT ALLIANCE FOR SAFE SCHOOLS I	902.00
108072		06/27/2022		GODDARD MONICA	101.60
108073		06/27/2022		GRAINGER INC	11.83
108074		06/27/2022		HALL, KRIS	22.75
108075		06/27/2022		HARKNER JAMIE	23.40
108076		06/27/2022		HELMRICH LEANNE	130.00
108077		06/27/2022		HENTGES, JACQUELINE	11.70
108078		06/27/2022		HEWITT, JENNIFER	5.40
108079		06/27/2022		HUBBARD, SARAH	22.05
108080		06/27/2022		HUMMEL PENNY	28.30
108081		06/27/2022		IMIG, JAKE	93.72
108082		06/27/2022		JARVI, JEFF OR TERRI	54.95
108083		06/27/2022		JAZGAR, CAROLYN	10.90
108084		06/27/2022		JF AHERN CO	310.00
108085		06/27/2022		JOHNSON, JEREMY OR RACHEL	76.80
108086		06/27/2022		JUNOT SANDRA	13.55
108087		06/27/2022		KIEFER SALLY	26.80
108088		06/27/2022		KLAUS, RUSSELL OR JENNIFER	10.55
108089		06/27/2022		KOBUSSEN BUSES LTD	1,900.12
108090		06/27/2022		KROMM, CALEB	331.30
108091		06/27/2022		KUPSH, AMY	113.82
108092		06/27/2022		KYLES, RACHEL	18.17
108093		06/27/2022		LIFE'S A STITCH	14,360.00
108094		06/27/2022		MALLELA SATISH	45.40
108095		06/27/2022		MARTINEZ IRMA	12.45
108096		06/27/2022		MARTINEZ EDY	38.00
108097		06/27/2022		MASSEY, JAMIE JOSEPHINE	14.40
108098		06/27/2022		MEJIA ALMA	10.00
108099		06/27/2022		MICOLICZYK, SHANE OR CHRISTEL	20.30
108100		06/27/2022		MILLER DAVID	15.70
108101		06/27/2022		MINER, BOBBI	22.45
108102		06/27/2022		MUNOZ, THERESA	37.25
108103		06/27/2022		MUSIC IN MOTION	81.95
108104		06/27/2022		NACKERS KIM	37.20
108105		06/27/2022		NATURE'S BEST FLORAL	146.00
108106		06/27/2022		NSIGHT TELSERVICES	1,386.21
108107		06/27/2022		NWTC BOOKSTORE	140.25
108108		06/27/2022		OVERDRIVE INC	1,310.62
108109		06/27/2022		PAMPERIN ALEXIS	18.75
108110		06/27/2022		PANUCE, NANCY OR DONALD	22.75
108111		06/27/2022		PLUDEMAN, STACY	48.15
108112		06/27/2022		PRATHIGUDUPU NARAHARI	22.95
108113		06/27/2022		PREMIER DOOR AND SUPPLY INC	1,387.93
108114		06/27/2022		READING READING BOOKS LLC	100.85
108115		06/27/2022		REALLY GOOD STUFF	297.32

CHECK NUMBER	CHECK COMMENT	CHECK DATE	COMMENT	VENDOR	AMOUNT
108116		06/27/2022		RENARD'S CATERING	3,458.51
108117		06/27/2022		ROUTE 41 PIZZA LLC - DOMINO'S	1,075.50
108118		06/27/2022		ROUTHEAU TOM OR CHRISTINE	17.00
108119		06/27/2022		SCHOLASTIC INC	60.30
108120		06/27/2022		SCHOLASTIC INC	4,699.30
108121		06/27/2022		SCHOOL HOUSE	90.13
108122		06/27/2022		SCHOOL SPECIALTY FURNITURE	6,581.63
108123		06/27/2022		SCHROEDER'S FLOWERS	140.95
108124		06/27/2022		SECOR, AMIE	27.40
108125		06/27/2022		STEEN MACEK PAPER COMPANY	174.96
108126		06/27/2022		T-MOBILE	640.00
108127		06/27/2022		TEACHER DIRECT	101.04
108128		06/27/2022		TEXTHELP	5,859.00
108129		06/27/2022		THOR, TRUMAN	125.00
108130		06/27/2022		TOVBIN MIKE	15.40
108131		06/27/2022		VAN ITEN DOUGLAS	55.00
108132		06/27/2022		VANBEEK BOBBIE	10.20
108133		06/27/2022		VELICER SHANNON	50.00
108134		06/27/2022		VILLA REAL	78.00
108135		06/27/2022		VILLAGE ROASTERS	144.00
108136		06/27/2022		VOLK, MICHELLE	83.15
108137		06/27/2022		WATTS CHERYL	20.30
108138		06/27/2022		WATTS, KIRK OR LORI	12.20
108139		06/27/2022		WI EDUCATORS RISK MGMT COOPERATIVE	3,653.47
108140		06/27/2022		WI NURSES ASSOCIATION	275.00
108141		06/27/2022		WI SCHOOL PUBLIC RELATIONS ASSN	99.00
108142		06/27/2022		YMCA CAMPING SERVICES	4,072.50
108143		06/27/2022		ZIMONICK BROTHERS PRODUCE INC	449.50
108144		06/27/2022		SECURITY BENEFIT LIFE INS CO	50,551.53
108144		06/27/2022		SECURITY BENEFIT LIFE INS CO	0.00
108145		06/27/2022		SECURITY BENEFIT LIFE INS CO	20,175.30
108146		06/27/2022		SECURITY BENEFIT LIFE INS CO	20,619.78
108147		06/27/2022		WEA TSA TRUST	13,365.36
108148		06/30/2022		FARAH, ELIZABETH	18.54
108149		07/01/2022		WI SUPPORT COLLECTION TRUST FUND	1,582.71
108150		07/05/2022		ACUITY	99,796.00
108151		07/05/2022		ACUTRANS	20.79
108152		07/05/2022		AEGIS CORP	1,996.00
108153		07/05/2022		AMBROSIUS SALES & SERVICE INC	259.91
108154		07/05/2022		ASHWAUBENON BUSINESS ASSN INC	195.00
108155		07/05/2022		ASSETWORKS RISK MANAGEMENT INC	8,500.00
108156		07/05/2022		ASSN OF WI SCHOOL ADMINISTRATORS	6,171.00
108157		07/05/2022		BARKE, LINDA	10.00
108158		07/05/2022		BECKER, JESSICA	10.00
108159		07/05/2022		BEREN, BRIANNA	10.00
108160		07/05/2022		BISICK, AARON	5.00
108161		07/05/2022		BOESEN, KURT	19.00
108162		07/05/2022		BROOKS, ALYSHA	60.38
108163		07/05/2022		COMMITTEE FOR CHILDREN	2,329.00
108164		07/05/2022		CPM EDUCATIONAL PROGRAM	3,661.05
108165		07/05/2022		DE PERE HIGH SCHOOL	1,220.48
108166		07/05/2022		DEGENEFFE, WHITNEY	19.00
108167		07/05/2022		FLICK, MINDY	5.00
108168		07/05/2022		GAGE, PAMELA	19.00
108169		07/05/2022		GODDARD MONICA	29.84
108170		07/05/2022		HEARTMATH INSTITUTE	1,971.55

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108171		07/05/2022		HELLAND, KYLE	5.00
108172		07/05/2022		HENLEY, SHAWN	20.00
108173		07/05/2022		HOUGHTON MIFFLIN HARCOURT	42,724.40
108174		07/05/2022		ILLUMINATE EDUCATION INC	13,352.04
108175		07/05/2022		JUSTMAN, KATIE	10.00
108176		07/05/2022		KELSEY COATINGS INC	168.50
108177		07/05/2022		LAPLANTE, CHER	19.00
108178		07/05/2022		LOWE, AMANDA	20.00
108179		07/05/2022		LUESKOW, BRIAN	19.00
108180		07/05/2022		MACUK, ANN	20.00
108181		07/05/2022		MASSART, ELYSE	19.00
108182		07/05/2022		MCARTHUR, VIRGINIA	10.00
108183		07/05/2022		METHENY, MELISSA	10.00
108184		07/05/2022		MUDDY PAWS SALON	45.00
108185		07/05/2022		MUSICIANS FRIEND INC	244.75
108186		07/05/2022		NASSP	385.00
108187		07/05/2022		NATIONAL RAILROAD MUSEUM INC	138.00
108188		07/05/2022		NEWMAN, JEREMIAH	10.00
108189		07/05/2022		OVERDRIVE INC	1,192.15
108190		07/05/2022		POWERSCHOOL GROUP LLC	29,134.53
108191		07/05/2022		ROCKET ALUMNI SOLUTIONS INC	1,999.00
108192		07/05/2022		ROUTE 41 PIZZA LLC - DOMINO'S	1,665.00
108193		07/05/2022		RSCHOOL TODAY	650.00
108194		07/05/2022		SCHALLER, SARAH	10,000.00
108195		07/05/2022		SCHOOL HOUSE	72.10
108196		07/05/2022		SCHOOL HEALTH CORPORATION	500.00
108197		07/05/2022		SCHOOL OUTFITTERS	9,251.87
108198		07/05/2022		SEASONAL HARVEST LLC	182.50
108199		07/05/2022		SMET, LISA	5.00
108200		07/05/2022		SMITH, HOLLY	20.00
108201		07/05/2022		STEEN, AARON	19.00
108202		07/05/2022		VOLK, MICHELLE	264.13
108203		07/05/2022		WHITNEY, DYAN	20.00
108204		07/05/2022		WI ASSN OF SCHOOL BOARDS INC	8,435.00
108205		07/05/2022		WI ASSN OF SCHOOL DISTRICT ADMINISTRATOR	578.00
108206		07/05/2022		WI SCHOOL PUBLIC RELATIONS ASSN	99.00
212201647		06/01/2022		AMENSON, MARY	64.68
212201648		06/01/2022		BSN SPORTS LLC	3,906.12
212201649		06/01/2022		GLOBAL RECOGNITION INC	59.80
212201650		06/01/2022		PENZA, KEVIN	61.69
212201651		06/01/2022		PFLUGER, KRISTEN	143.98
212201652		06/06/2022		ALPHA BAKING COMPANY	367.13
212201653		06/06/2022		APPLE COMPUTER INC	12,748.00
212201654		06/06/2022		AUTOMATED LOGIC CONTRACTING SERVICES	7,560.00
212201655		06/06/2022		BARNHART, THOMAS	140.94
212201656		06/06/2022		BELLIN HEALTH	17,134.94
212201657		06/06/2022		BIRDSEYE DAIRY INC	497.75
212201658		06/06/2022		CINTAS CORPORATION	190.29
212201659		06/06/2022		CONRADT, SCOTT	56.72
212201660		06/06/2022		COOK, FRANCINE	294.38
212201661		06/06/2022		CRISIS PREVENTION INSTITUTE INC	200.00
212201662		06/06/2022		DECLEENE, AUTUMN	250.00
212201663		06/06/2022		ENTERPRISE RENT-A-CAR	175.33
212201664		06/06/2022		FISHER, SHANA	64.93
212201665		06/06/2022		FOOTE, CARLA	248.96
212201666		06/06/2022		GENOVESE, KRISTIN	164.13

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212201667		06/06/2022		GLANDT, JENNIFER	413.21
212201668		06/06/2022		HANSEN, COLLEEN	117.68
212201669		06/06/2022		HEID MUSIC CO	203.75
212201670		06/06/2022		LAMERS BUS LINES INC	1,902.94
212201671		06/06/2022		LOHRENTZ, KELLY	308.29
212201672		06/06/2022		LYNC ACADEMY LLC	1,435.00
212201673		06/06/2022		MARCO	2,601.00
212201674		06/06/2022		MENARDS INC	389.92
212201675		06/06/2022		NASSCO INC	286.31
212201676		06/06/2022		NDSM HOLDINGS, LLC	3,053.93
212201677		06/06/2022		OBERSTADT, MEGAN	23.46
212201678		06/06/2022		PAVLIK, JANIS	55.05
212201679		06/06/2022		PEPSI COLA OF GREEN BAY	1,437.33
212201680		06/06/2022		PERFORMANCE FOODSERVICE	13,627.89
212201680		06/06/2022		PERFORMANCE FOODSERVICE	0.00
212201681		06/06/2022		QUILL CORP	500.56
212201682		06/06/2022		SCHOOL SPECIALTY LLC	443.38
212201683		06/06/2022		SEVEN UP BOTTLING CO INC	40.50
212201684		06/06/2022		TREML, AMANDA	129.87
212201685		06/06/2022		WI DOCUMENT IMAGING LLC	1,261.78
212201686		06/06/2022		WI PUBLIC SERVICE CORP	40,132.02
212201686		06/06/2022		WI PUBLIC SERVICE CORP	0.00
212201687		06/06/2022		WILLS, RENEE	576.00
212201688		06/06/2022		YUREK, MICHELLE	20.00
212201689		06/08/2022		TRUE NORTH ENERGY	13,432.50
212201690		06/09/2022		ALBRENT, DANIEL	499.20
212201691		06/09/2022		BECKER, ERICA	75.00
212201692		06/09/2022		BIOPURE GREEN BAY	300.00
212201693		06/09/2022		COOK, FRANCINE	620.93
212201694		06/09/2022		HOISKA, CRAIG	611.83
212201695		06/09/2022		LOTTO, PAUL	72.85
212201696		06/09/2022		MATHU, NADINE	60.00
212201697		06/09/2022		SWANSON, MISHELLE	289.97
212201698		06/09/2022		WP BEVERAGES LLC - PEPSI COLA OF GREEN B	198.24
212201699		06/13/2022		ALPHA BAKING COMPANY	267.84
212201700		06/13/2022		AMA HEATING & AIR CONDITIONING INC	339.90
212201701		06/13/2022		BERNATH, JAMIE	46.76
212201702		06/13/2022		BIRDSEYE DAIRY INC	418.67
212201703		06/13/2022		CARRICO AQUATIC RESOURCES INC	3,552.60
212201704		06/13/2022		CDW GOVERNMENT	371.76
212201705		06/13/2022		CESA 7	31,659.50
212201706		06/13/2022		CINTAS CORPORATION	143.84
212201707		06/13/2022		COENEN, ALAN	73.32
212201708		06/13/2022		CURIEL MELI, SARAH	40.00
212201709		06/13/2022		DAVIS AND KUELTHAU	708.00
212201710		06/13/2022		FOX SPECIALTY CO LLC	253.98
212201711		06/13/2022		HALLAM, DIANN	12.15
212201712		06/13/2022		HANSEN, COREY	2,077.39
212201713		06/13/2022		HIBBARD, JOEL	87.90
212201714		06/13/2022		JANQUART, KERRY	250.74
212201715		06/13/2022		KALLIES, JAMIE	22.49
212201716		06/13/2022		KASTER, MEEGAN	12.29
212201717		06/13/2022		LAFORCE HARDWARE INC	81.00
212201718		06/13/2022		LAMERS BUS LINES INC	68,975.15
212201719		06/13/2022		LASEE, JAMIE	99.88
212201720		06/13/2022		LAYDEN, PHILIP	42.98

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212201721		06/13/2022		MAC GILL	328.92
212201722		06/13/2022		MARCO	120.00
212201723		06/13/2022		MENARDS INC	717.65
212201724		06/13/2022		MOODY, BRYANNA	147.90
212201725		06/13/2022		MULTI MEDIA CHANNELS LLC	363.28
212201726		06/13/2022		NDSM HOLDINGS, LLC	3,224.54
212201727		06/13/2022		PEPSI COLA OF GREEN BAY	1,342.15
212201728		06/13/2022		PERFORMANCE FOODSERVICE	12,655.44
212201729		06/13/2022		POOL WORKS INC	349.89
212201730		06/13/2022		QUILL CORP	263.91
212201731		06/13/2022		RATZ, DAWN	67.86
212201732		06/13/2022		SCHOOL SPECIALTY LLC	2,937.48
212201733		06/13/2022		SHERWIN WILLIAMS COMPANY	180.22
212201734		06/13/2022		ST JOHN THE BAPTIST	317.38
212201735		06/13/2022		SYSTEMS FURNITURE LLC	12,426.00
212201736		06/13/2022		TACKMIER, TATUM	45.63
212201737		06/13/2022		TAURIAINEN, KAITLIN	69.56
212201738		06/13/2022		WEIGMAN, CARRI	31.63
212201739		06/13/2022		WERNER ELECTRIC SUPPLY CO	119.08
212201740		06/13/2022		WI PUBLIC SERVICE CORP	1,518.64
212201741		06/13/2022		ZARNOTH BRUSH WORKS INC	997.50
212201742		06/15/2022		HOISKA, CRAIG	398.95
212201743		06/15/2022		JIMOS, MARC	164.78
212201744		06/15/2022		PENZA, KEVIN	226.64
212201745		06/15/2022		SENGER, NICHOLAS	74.17
212201746		06/15/2022		WEA TSA TRUST	73,949.60
212201747		06/20/2022		ALBRENT, DANIEL	156.49
212201748		06/20/2022		ALPHA BAKING COMPANY	190.61
212201749		06/20/2022		AMA HEATING & AIR CONDITIONING INC	773.10
212201750		06/20/2022		AMAZON CAPITAL SERVICES	2,433.31
212201751		06/20/2022		AMERICAN WELDING & GAS INC	976.62
212201752		06/20/2022		BIRDSEYE DAIRY INC	136.99
212201753		06/20/2022		BRECKLIN, RENEE	110.52
212201754		06/20/2022		CAMERA CORNER INC	294.00
212201755		06/20/2022		CARRICO AQUATIC RESOURCES INC	1,715.25
212201756		06/20/2022		CESA 6	4,831.15
212201757		06/20/2022		CINTAS CORPORATION	143.84
212201758		06/20/2022		COMPASS GROUP	62,204.00
212201759		06/20/2022		COOK, TASHA	46.50
212201760		06/20/2022		DEHNEL, LYNN	490.76
212201761		06/20/2022		DEMCO INC	531.38
212201762		06/20/2022		DIEDRICK, MEGAN	349.42
212201763		06/20/2022		FOX SPECIALTY CO LLC	345.60
212201764		06/20/2022		GEHRING, LORI	61.52
212201765		06/20/2022		GFL ENVIRONMENTAL USA INC	2,357.30
212201766		06/20/2022		IEI GENERAL CONTRACTORS INC	182,742.22
212201767		06/20/2022		INFO MART INC	153.00
212201768		06/20/2022		JW PEPPER & SONS INC	298.38
212201769		06/20/2022		KAHLER, JENNIFER	17.55
212201770		06/20/2022		KELLY, ANGELA	17.71
212201771		06/20/2022		LAMERS BUS LINES INC	97,713.94
212201772		06/20/2022		LYNC ACADEMY LLC	4,065.00
212201773		06/20/2022		MACHT VILLAGE PROGRAMS LLC	1,040.00
212201774		06/20/2022		MADISON, JODIE	100.32
212201775		06/20/2022		MARCO	19.57
212201776		06/20/2022		MILLER, ERIC	52.46

CHECK NUMBER	COMMENT	CHECK DATE	COMMENT	VENDOR	AMOUNT
212201777		06/20/2022		NDSM HOLDINGS, LLC	2,512.17
212201778		06/20/2022		OBERSTADT, MEGAN	12.28
212201779		06/20/2022		PACKERLAND GLASS INC	359.00
212201780		06/20/2022		PEPSI COLA OF GREEN BAY	247.80
212201781		06/20/2022		PERFORMANCE FOODSERVICE	6,851.48
212201782		06/20/2022		SEVEN UP BOTTLING CO INC	45.00
212201783		06/20/2022		SKYWARD	15,169.00
212201784		06/20/2022		STEIN, RENEE	129.21
212201785		06/20/2022		TREML, KIMBERLY	33.30
212201786		06/20/2022		USIC LOCATING SERVICES INC	259.70
212201787		06/20/2022		WI SCHOOL MUSIC ASSN INC	213.10
212201788		06/27/2022		ALPHA BAKING COMPANY	82.23
212201789		06/27/2022		AMAZON CAPITAL SERVICES	1,288.15
212201790		06/27/2022		AMBROSIUS STUDIOS INC	210.00
212201791		06/27/2022		AMERICAN WELDING & GAS INC	495.23
212201792		06/27/2022		APPLE COMPUTER INC	749.00
212201793		06/27/2022		ARMSTRONG, MICHELLE	70.36
212201794		06/27/2022		BAER PERFORMANCE MARKETING	750.00
212201795		06/27/2022		BEINING, MARY JO	23.76
212201796		06/27/2022		BOYS & GIRLS CLUB OF GREATER GREEN BAY	70,000.00
212201797		06/27/2022		CAMERA CORNER INC	11,387.00
212201798		06/27/2022		CESA 7	150.00
212201799		06/27/2022		CINTAS CORPORATION	120.46
212201800		06/27/2022		CONSTELLATION NEWENERGY-GAS DIV LLC	6,378.55
212201801		06/27/2022		DIEDRICK, MEGAN	18.02
212201802		06/27/2022		DILLENBERG, AMY	40.72
212201803		06/27/2022		ENTERPRISE RENT-A-CAR	3,173.83
212201804		06/27/2022		FISCHER, JOHN	720.61
212201805		06/27/2022		HANSEN, COREY	617.96
212201806		06/27/2022		KASTER, MEEGAN	9.96
212201807		06/27/2022		KIRST, MELISSA	26.47
212201808		06/27/2022		LAFORCE HARDWARE INC	883.68
212201809		06/27/2022		LAMERS BUS LINES INC	3,119.33
212201810		06/27/2022		LASEE, MELANIE	92.23
212201811		06/27/2022		LUBINSKI, LAUREN	198.45
212201812		06/27/2022		LYNC ACADEMY LLC	2,765.00
212201813		06/27/2022		MACHT VILLAGE PROGRAMS LLC	65.00
212201814		06/27/2022		MARCO	195.00
212201815		06/27/2022		MENARDS INC	392.25
212201816		06/27/2022		NASSCO INC	151.09
212201817		06/27/2022		NDSM HOLDINGS, LLC	2,996.77
212201818		06/27/2022		NORTHEAST WI TECHNICAL COLLEGE	16,243.75
212201819		06/27/2022		OBERSTADT, MEGAN	76.75
212201820		06/27/2022		PATTERSON, DEBRA	194.77
212201821		06/27/2022		PENZA, KEVIN	76.99
212201822		06/27/2022		PERFORMANCE FOODSERVICE	7,968.12
212201823		06/27/2022		PHILLIPS, BRENDA	226.70
212201824		06/27/2022		QUILL CORP	1,607.41
212201825		06/27/2022		RAMER, CHARITY	378.24
212201826		06/27/2022		RUPP-KILGORE, ROBERT	107.76
212201827		06/27/2022		STATHAS, SHERYL	35.69
212201828		06/27/2022		SULLIVAN, EVAN	69.50
212201829		06/27/2022		TACKMIER, TATUM	213.66
212201830		06/27/2022		TREML, KIMBERLY	51.60
212201831		06/27/2022		TWAROSKI, KATHY	24.59
212201832		06/27/2022		UNITED MAILING SERVICES INC	379.29

CHECK NUMBER	COMMENT	CHECK DATE	COMMENT	VENDOR	AMOUNT
212201833		06/27/2022		VOS ELECTRIC INC	2,020.34
212201834		06/27/2022		WEX BANK	1,079.87
212201835		06/27/2022		WISNET	1,560.00
212201836		06/27/2022		WEA TSA TRUST	161,720.05
212201836		06/27/2022		WEA TSA TRUST	0.00
212201836		06/27/2022		WEA TSA TRUST	0.00
212201836		06/27/2022		WEA TSA TRUST	0.00
212201837		06/28/2022		ST JOHN THE BAPTIST	384.50
222300001		07/05/2022		ALPHA BAKING COMPANY	21.03
222300002		07/05/2022		AMAZON CAPITAL SERVICES	95.81
222300003		07/05/2022		AMBROSIUS STUDIOS INC	70.00
222300004		07/05/2022		ARMSTRONG, MICHELLE	55.77
222300005		07/05/2022		BATTERIES PLUS LLC	30.32
222300006		07/05/2022		BELLIN HEALTH	17,646.63
222300007		07/05/2022		BIRDSEYE DAIRY INC	359.23
222300008		07/05/2022		BLINDAUER, JOLENE	321.64
222300009		07/05/2022		CAMERA CORNER INC	380.50
222300010		07/05/2022		CDW GOVERNMENT	74,084.00
222300011		07/05/2022		CINTAS CORPORATION	50.63
222300012		07/05/2022		CRISIS PREVENTION INSTITUTE INC	6,998.00
222300013		07/05/2022		CRUTCHER, CLAIRE	54.19
222300014		07/05/2022		DAVIS AND KUELTHAU	1,753.00
222300015		07/05/2022		GEHRING, LORI	558.18
222300016		07/05/2022		HALLAM, DIANN	42.50
222300017		07/05/2022		HEID MUSIC CO	35.27
222300018		07/05/2022		HUCEK, KRISTINE	131.28
222300019		07/05/2022		JW PEPPER & SONS INC	296.87
222300020		07/05/2022		KUMHALA, CRISTINE	463.18
222300021		07/05/2022		LAMERS BUS LINES INC	34,345.63
222300021		07/05/2022		LAMERS BUS LINES INC	0.00
222300021		07/05/2022		LAMERS BUS LINES INC	0.00
222300022		07/05/2022		LUBINSKI, LAUREN	72.89
222300023		07/05/2022		LYNC ACADEMY LLC	1,887.50
222300024		07/05/2022		MADISON NATL LIFE INSURANCE CO	9,900.31
222300025		07/05/2022		MARCO	3,674.07
222300026		07/05/2022		MEAL MAGIC CORPORATION	4,995.00
222300027		07/05/2022		NDSM HOLDINGS, LLC	1,252.95
222300028		07/05/2022		PERFORMANCE FOODSERVICE	734.57
222300029		07/05/2022		PHILLIPS, BRENDA	116.28
222300030		07/05/2022		SCHOOL SPECIALTY LLC	209.82
222300031		07/05/2022		SULLIVAN, EVAN	10.00
222300032		07/05/2022		TACKMIER, TATUM	71.60
222300033		07/05/2022		WEYERS, KURT	838.18
222300034		07/05/2022		WHITNEY, DYAN	1,625.56
222300035		07/05/2022		WI DOCUMENT IMAGING LLC	1,198.30
222300036		07/05/2022		WILLS, RENEE	205.58

Totals for checks

3,112,568.09

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	General Fund	1,100,374.03	60.00	1,408,959.69	2,509,393.72
21	Gifts & Donations	281.76	1,367.19	167,591.56	169,240.51
27	Special Education	168,425.24	0.00	135,193.44	303,618.68
49	Referendum 2020	0.00	0.00	-26,780.60	-26,780.60
50	Food Service	17,952.90	1,282.54	86,901.42	106,136.86
80	Community Service Fund	7,562.51	20.00	30,945.43	38,527.94
81	Ashwaubenon PAC	8,626.81	0.00	3,804.17	12,430.98
***	Fund Summary Totals ***	1,303,223.25	2,729.73	1,806,615.11	3,112,568.09

***** End of report *****

APPOINTMENTS

PROFESSIONAL / ADMINISTRATION STAFF - HIRES

Name	FTE	Position	School	Compensation	Effective Date	Reason for request
Kaiser, Kristie	1.0 FTE	School Counselor	Valley View	Step 7 Lane F Lifetime Licensed Educator	The start of the 2022- 23 school year.	This position is due a staff vacancy.
Tackmier, Tatum	1.0 FTE	Cross Categorical Instructor	Pioneer	Step 5 Lane A Provisional Licensed Educator	The start of the 2022- 23 school year.	This position is due to a staff vacancy.
Hendricks, Shalin	1.0 FTE	Grade 7/8 Instructor	Parkview	Step 5 Lane A Provisional Licensed Educator	The start of the 2022- 23 school year.	This position is due to a staff vacancy.
LaFleur, Heather	1.0 FTE	Language Arts/Theater Arts Instructor	AHS	Step 11 Lane F Lifetime Licensed Educator	The start of the 2022- 23 school year.	This position is due to a staff vacancy.

NON-TEACHING STAFF - HIRES

Name	FTE	Position	School	Compensation	Effective	Reason for request
Pink, Cassondra	1.0 FTE	Administrative Associate – Elementary Secretary	Valley View	Entry Level (Support Staff 12 month Administrative Associate – Elementary Secretary)	July 6, 2022	This position is due to a staff vacancy.
Daul, Pamela	1.0 FTE	Educational Associate – Special Education Aide	Pioneer	2 nd year Level (Support Staff 9-month Educational Associate – Special Education Aid)	The start of the 2022- 23 school year.	This position is due to a staff vacancy. Pam is currently a part time Library Aide at Pioneer.

RESIGNATIONS/RETIREMENTS/LAYOFFS

NON-TEACHING STAFF - RESIGNATIONS/RETIREMENTS/LAYOFFS

Name	FTE	Position	School	Notes
Gallegos, Christopher	1.0 FTE	Educational Associate – Special Ed Aide	Pioneer	Resignation is effective the end of the 2021-22 school year.

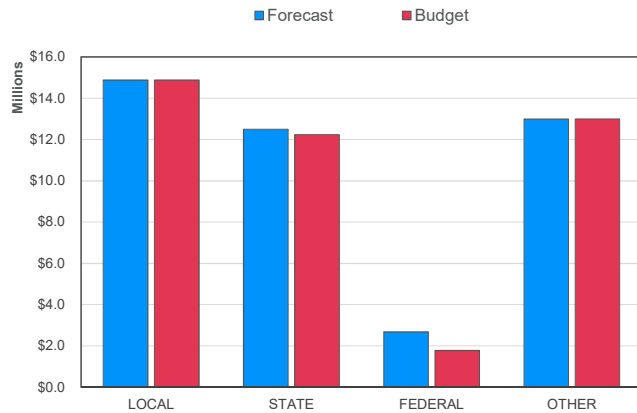
Last Name	First Name	School	Position	Board Approval
Conradt	Scott	PV	Athletic Director - Middle School	13-Jul
Borchardt	Morgan	AHS	Cheer/Stunt Head Coach	13-Jul
Kromm	Caleb	AHS	Cross Country- Coach	13-Jul
Imig	Jake	AHS	Cross Country - Co-Assistant Coach	13-Jul
Meinel	Andrew	AHS	Advisor/Choreographer	13-Jul
Anderson	Rodney	AHS	Dance Team - Pom Pon /Dance Advisor/Choreographer	13-Jul
DeCleene	Chase	AHS	Football (Freshman Assistant Coach)	13-Jul
Kryzanski	Kameron	AHS	Football (Freshman Assistant Coach)	13-Jul
Dudyrev	Timothy	AHS	Football (Freshman Assistant Coach)	13-Jul
Anderson	James	AHS	Football (Freshman Assistant Coach)	13-Jul
Mellinger	Tannor	AHS	Football (Freshmen Assistant Coach)	13-Jul
Wehausen	George	AHS	Football (Freshmen Assistant Coach)	13-Jul
Oroyan	William	AHS	Football (Freshmen Head Coach)	13-Jul
Brenwall	Mike	AHS	Football (JV/ Varsity Assistant Coach)	13-Jul
Cootway	Curt	AHS	Football (JV/ Varsity Assistant Coach)	13-Jul
Collins	Calvin	AHS	Football (JV/Varsity Assistant Coach)	13-Jul
Steinhorst	Jeff	AHS	Football (JV/Varsity Assistant Coach)	13-Jul
Campbell	Trevor	AHS	Football (Varsity Assistant Coach)	13-Jul
Marcks	Jay	AHS	Football (Varsity Assistant Coach)	13-Jul
Velicer	Ted	AHS	Football (Varsity Assistant Coach)	13-Jul
Weber	Casey	AHS	Football (Varsity Assistant Coach)	13-Jul
Witt	Jashawn	AHS	Football (Varsity Assistant Coach)	13-Jul
Ryczkowski	Brian	AHS	Football (Varsity Head Coach)	13-Jul
Fisch	Jason	AHS	Golf - Girls (Assistant Coach) - grant position	13-Jul
Penza	Kevin	AHS	Golf - Girls (Coach)	13-Jul
Williams	Meghanne	PV	Jaguaress Dance Coach 21-22	13-Jul
Shimanek	Ashley	PV	Jaguaress Dance Coach 21-22	13-Jul
Stroud	Dave	AHS	Soccer - Boys (JV Coach)	13-Jul
Vaughn	Ken	AHS	Soccer - Boys (Varsity Head Coach)	13-Jul
McGowan	Jennifer	AHS	Swim - Girls Assistant Coach	13-Jul
Klecza	Kari	AHS	Swim - Girls Coach	13-Jul
Wingert	Raelynn	AHS	Tennis - Girls Head Coach	13-Jul
Swin	James	AHS	Volleyball - Varsity Head Coach	13-Jul
Senger	Katie	AHS	Volleyball - JV2 Head Coach	13-Jul

General and Special Education Funds | Financial Forecast

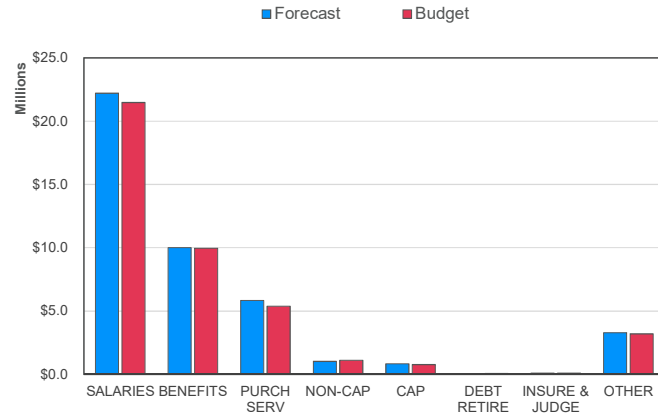
For the Period Ending May 31, 2022

	Prior YTD	Current YTD	Add: Anticipated Revenues / Expenses	Annual Forecast	Annual Budget	Variance Favorable / (Unfavorable)
REVENUES						
Local	\$11,734,741	\$12,498,766	\$2,376,776	\$14,875,542	\$14,876,195	(\$653)
State	\$8,360,745	\$8,671,051	\$3,820,942	\$12,491,994	\$12,231,126	\$260,868
Federal	\$842,756	\$2,299,940	\$372,743	\$2,672,683	\$1,776,975	\$895,708
Other	\$68,481	\$58,551	\$12,930,330	\$12,988,882	\$12,996,112	(\$7,230)
TOTAL REVENUE	\$21,006,723	\$23,528,309	\$19,500,792	\$43,029,101	\$41,880,408	\$1,148,693
EXPENDITURES						
Salaries	\$16,606,505	\$17,539,512	\$4,661,604	\$22,201,116	\$21,470,402	(\$730,714)
Benefits	\$6,938,559	\$7,868,551	\$2,139,755	\$10,008,306	\$9,956,566	(\$51,740)
Purchased Services	\$3,108,477	\$3,595,020	\$2,242,268	\$5,837,287	\$5,383,704	(\$453,584)
Non-Cap Objects	\$1,061,198	\$759,152	\$273,264	\$1,032,416	\$1,113,900	\$81,484
Capital Objects	\$242,770	\$350,247	\$481,134	\$831,381	\$775,724	(\$55,657)
Debt Retirement	\$33,278	\$18,039	\$23,248	\$41,287	\$65,000	\$23,713
Insurance and Judgements	\$105,575	\$83,404	\$3,358	\$86,761	\$95,000	\$8,239
Other Objects/Transfers	\$60,981	\$51,087	\$3,241,099	\$3,292,185	\$3,193,028	(\$99,157)
TOTAL EXPENDITURES	\$28,157,344	\$30,265,009	\$13,065,731	\$43,330,740	\$42,053,323	(\$1,277,416)
SURPLUS / (DEFICIT)	(\$7,150,620)	(\$6,736,700)	\$6,435,062	(\$301,639)	(\$172,915)	(\$128,723)
ENDING FUND BALANCE	(\$1,809,942)	(\$1,634,430)		\$4,800,632	\$4,929,355	(\$128,723)

Revenues by Source | Forecast vs. Budget



Expenditures by Object | Forecast vs. Budget



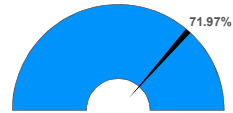
General and Special Education Funds | Expenditure Dashboard

For the Period Ending May 31, 2022

Projected Year End Fund Balance as % of Budgeted Expenditures



Actual YTD Total Expenditures



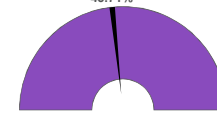
Projected YTD Total Expenditures
72.67%

Actual YTD Salaries / Benefits



Projected YTD Salaries / Benefits
79.50%

Actual YTD Other Objects

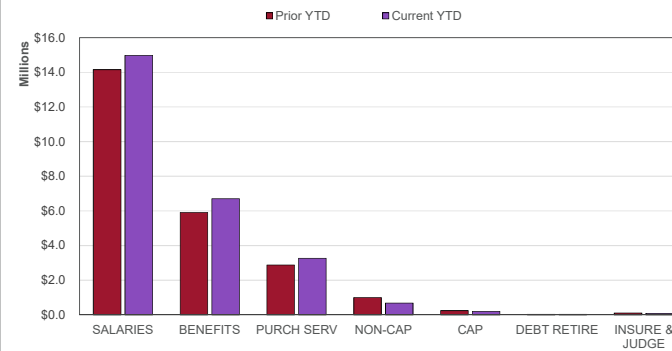


Projected YTD Other Objects
52.48%

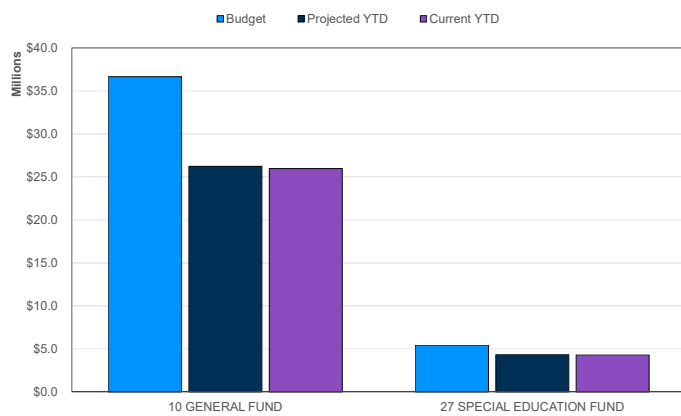
Top 10 Expenditures by Function (Year-to-Date)

Undifferentiated Curriculum	\$8,153,895.75
Regular Curriculum	\$5,132,034.93
Business Administration	\$4,027,578.02
Special Education Curriculum	\$3,083,766.63
School Building Administration	\$1,841,656.00
Pupil Services	\$1,679,619.58
Other Support Services	\$1,492,707.11
Instructional Staff Services	\$1,133,196.22
Vocational Curriculum	\$1,094,651.08
Physical Curriculum	\$825,403.37
Percent of Total Expenditures Year-to-Date	94.05%

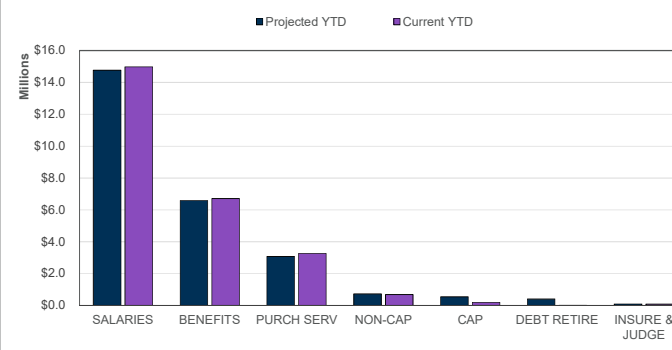
Expenditures by Object



Total Expenditures



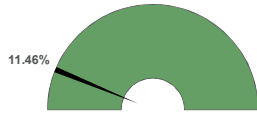
Expenditures By Object



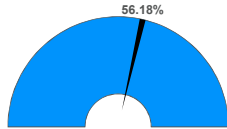
General and Special Education Funds | Revenue Dashboard

For the Period Ending May 31, 2022

Projected Year End Fund Balance as % of Budgeted Revenues

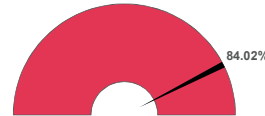


Actual YTD Total Revenues



Projected YTD Total Revenues
50.99%

Actual YTD Local Sources



Projected YTD Local Sources
72.75%

Actual YTD State Sources

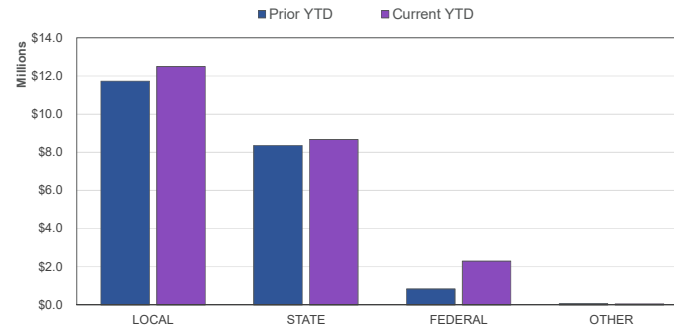


Projected YTD State Sources
69.14%

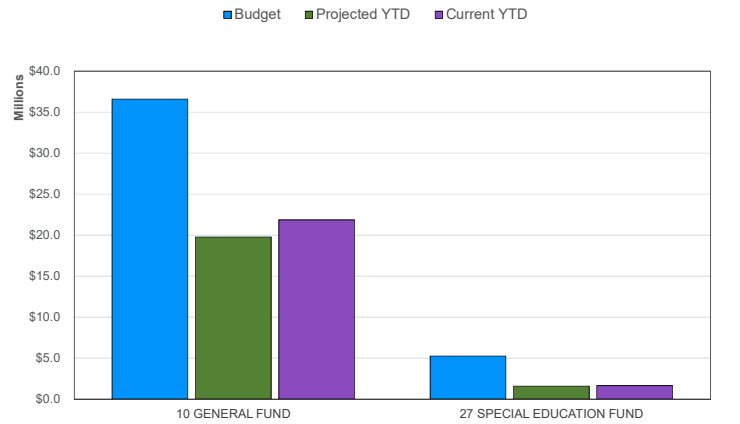
Top 10 Sources of Revenue (Year-to-Date)

Property Tax	\$12,270,456.04
Equalization Aid	\$5,653,975.00
Federal Special Projects Aid Transited Through Dpi	\$1,668,298.34
Per Pupil Aid	\$1,619,044.00
Special Education State Aid	\$961,709.00
Federal Aid Received Through State Agencies Other Than Dpi	\$381,336.95
Esea Title L	\$218,055.18
State Tax Exempt Aids	\$207,891.57
Student Fees	\$122,986.56
Library (Common School Fund) Aid	\$105,412.00
Percent of Total Revenues Year-to-Date	98.64%

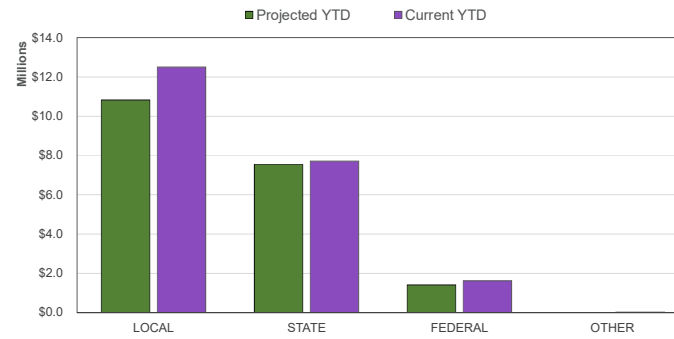
Revenues by Source



Total Revenues



Revenues by Source



Action Item: 1

Ashwaubenon School Board

Meeting Date:	July 13, 2022
Issue:	Support of AB805 – Wisconsin Healthy School Meals for All Act
Requested By:	Kaitlin Tauriainen
Attachments:	See attached Resolution
Financial and/or Staffing Implications:	Staffing and financial implications would not be affected by this resolution. The financial burden would be put on the state rather than the school district.
Funding Source:	State of Wisconsin
Explanation:	<p>AB805 is an assembly bill that would allow free school meals for all students in the state of Wisconsin. The bill would still encourage families to complete free or reduced meal applications in order to maximize federal reimbursement. The state would then assume the rest of the cost, ensuring free meals for all students in Wisconsin, eliminating lunch shaming and financial concerns of families.</p> <p>The assembly bill was introduced in 2021, but did not make it to the assembly floor for discussion. At the time the bill was introduced, the state legislature assumed that the federal government would take care of the issue. Publicly supporting this bill will allow it more traction with state legislators.</p>
Recommendation:	Please consider adopting the Resolution in Support of AB805 – Wisconsin Healthy School Meals for All Act

Resolution in Support of AB805 - Wisconsin Healthy School Meals for All Act

WHEREAS, the Covid-19 pandemic and subsequent closing of schools for in-person learning highlighted just how much families rely on school meals to keep their children fed: and

WHEREAS, offering universal school meals benefits students and their parents, teachers, and schools as multiple studies show that students with access to free breakfast have improved attendance rates, perform better in school, have improved participation rates, fewer behavioral incidents, lower suspension rates and better health outcomes; and

WHEREAS, universal meals will reduce financial stress for students and families. Parents should not be required to do burdensome paperwork to prove they qualify to get free meals or subjected to burdensome debt when they can't pay; and

WHEREAS, since the United States Department of Agriculture (USDA) extended their Seamless Summer Option (SSO) that provides one free breakfast and one free lunch daily to all students in our district through the 2021 - 2022 school year, the District has seen an almost 250% increase in breakfasts served daily from pre-pandemic; and

WHEREAS, if a family with one child in the school district paid to eat breakfast and lunch every day in the district, they would be paying \$28.75 a week (\$1,035.00/school year). With the USDA SSO, that money is able to be spent on other essentials or spent in the community thus helping local businesses thrive; and

WHEREAS, if the state passed and implemented the Wisconsin Healthy Schools Meals for All Bill and continued to cover the cost of free breakfast and free lunch, it would provide much-needed financial relief for families, communities, and school districts. In the district, this would look like more than \$2 million that could be returned to the local economy; and

WHEREAS, with the knowledge of how important a role nutrition plays in meeting student's basic needs and to better prepare them socially and emotionally for academics, the district made the decision to make sure that all students received school breakfast and lunch no matter their circumstances and ending "lunch shaming" in the school district: and

WHEREAS, this decision was made because the district School District Board of Education, administrators, faculty, and staff know that children learn best with food in their stomach and it is not their fault if their parents/caregivers cannot afford to pay for it; and

NOW THEREFORE IT BE RESOLVED that the district School District Board of Education fully supports the Wisconsin Healthy School Meals for All Act (AB805) so that all kids throughout the state of Wisconsin can receive the food they need to be successful in school and further work to remove the stigma of poverty that has always existed in the school meals program.

MAY IT BE FURTHER RESOLVED that the district Board of Education calls upon our fellow elected officials to support this act by passing resolutions in favor at the local level, co-sponsoring it at the state level, and advocating for kids across the state to access the healthy food they need during the school day.

Action Item: 2

Ashwaubenon School Board

Meeting Date:	July 13, 2022
Issue:	Grades 5K-5 Social Studies Curriculum Update and Material Approval
Requested By:	Andrew Bake (Jill Kieslich)
Attachments:	Executive Summary - ASD 5K-Grade 5 Social Studies Curriculum Review
Financial and/or Staffing Implications:	The costs have been factored into the curriculum budget.
Funding Source:	The costs for the materials will come from the curriculum budget.
Explanation:	<p>The elementary curriculum review and selection of materials for Social Studies was put on hold in 2017 due to the curricular demands at the elementary level. The challenges of COVID also added to a delay in this work.</p> <p>The elementary curriculum team has come together, studied the new Wisconsin Social Studies Standards, conducted a crosswalk between the old and new, written essential standards, and reviewed available resources. The team has completed their work and is looking for approval of the revised elementary curriculum and their recommendation for materials to support the standards.</p>
Recommendation:	Approve the curriculum revision and materials selection from Houghton Mifflin Harcourt's <i>Into Social Studies</i> for grades 2, 3 and 5 and book sets from various vendors for grades 5K, 1 and 4.

Executive Summary
Ashwaubenon 4K - Grade 5 Social Studies Curriculum Review
July, 2022

Introduction

In February 2017 and again in May of 2022, a committee of 4K - Grade 5 teachers representing these grade levels and administrators convened to begin an audit of the current 4K-Grade 5 Social Studies program. This review committee has been charged with working through the instructional improvement process. Its tasks have included:

Phase 1: Self Study & Review

This committee began their work conducting a review of our current 4K-12 program as well as reviewing the current research and best practices in instruction. The following tasks were also completed:

- In 2017 Reviewed a vision for the program as an entire 4K-Grade 12 team.
- Conducted a study of the philosophy of instructional practices within the newly revised Wisconsin Social Studies Standards and determined its implications for curriculum design.
- Participated in work with CESA 7 in the standards roll out in 2018 and with CESA 7 in May through July of 2022.
- Began analysis of a component of the Social Studies Framework: The Inquiry Arc

Phase 2: Curriculum/Goal Development

This phase involved the study of State Standards.

- Current scope and sequence and course offerings were reviewed for all elementary grade levels and a crosswalk created connecting previous content to new standards.
- Curriculum was revised to meet the State Standards as well as additional district level expectations.
- An instructional delivery model was selected.

Phase 3: Resources

- The committee made resource selections based on the expectation of the State for the Social Studies; the recommended DPI Scope and Sequence; and the instructional delivery model which supports the Ashwaubenon School District mission and vision of developing students who are high-achieving lifelong learners and contributing world citizens.

Phase 4: Implementation

This phase involves the design of a professional development plan for our teachers, support staff, and administrators.

- Revisions of report cards and assessments are under consideration based on the district's newly adopted Standards Based Grading (Grading for Learning) practices.
- Parents and the Ashwaubenon Community will be notified of changes via on-line tools.

The major findings and recommendations for each area of the audit follow.

Phase 1: Self Study & Review

Vision of the Ashwaubenon School District: To achieve world class excellence in education so each child can reach his or her full potential.

Mission of the Ashwaubenon School District: Partnering with our community, to develop students who are high achieving lifelong learners and contributing world citizens.

The goal of the 4K-12 Social Studies Curriculum team was to create a program that supported the vision and mission of the district—"lifelong learners and contributing world citizens". The team also reflected on expectations from the state of Wisconsin to create students who were "college, career and community ready". Through our study we came to learn that this charge forms the backbone of the National Social Studies C3 framework, "College, Career, and Civic Life".

Summary of Data Findings:

The Review Committee analyzed the following data sources:

- Grade 4 Forward Data
- Scope and Sequence Crosswalks
- The work of the surrounding school districts

Survey Results (if used) and Recommendations

We did not use any parent or staff surveys. The major work of the curriculum review was completed as a team in 2017. We reviewed those findings as we began our study. We also discussed input gathered from other school districts' curriculum directors currently working within the Social Studies standards.

Phase 2: Curriculum Review

The formal curriculum review process began prior to the 2017 school year. Frustrated with the timeline for standards review, the team decided that work needed to be completed to update our resources to better reflect national and global changes. The current Model Academic Social Studies Standards were developed in 1998 and contained benchmarks for grades 4, 8 and 10, the grade levels in which the Social Studies Standards would be assessed via state testing. There was no clear guidance from the DPI which meant local school districts were determining when to teach concepts. Questions of equity across communities and schools brought the district team together to take action.

A review of the district data from the Forward exam indicated no glaring areas for improvement. Item analysis on the tests determined that students needed to be good readers, as the answers to test questions were often embedded in the test questions. Additionally, there were test questions which focused on basic recall of specific facts, evaluated students' map reading skills and also the ability to interpret data analysis from charts and graphs. Faced with the types of test questions that didn't get to the heart of the district vision and mission and the lack of clarity within the standards, the team enlisted the learning support of Kristin McDaniels, Social Studies Consultant for the DPI to discuss what possibilities existed within the area of Social Studies. Kristin provided valuable information and it was clear that she, too, was ready for a change. Based on our learning it was at that point that the curriculum team decided to utilize national standards from the National Council for the Social Studies (NCSS).

During our review of the curriculum and the scope and sequence across grades 5K through grade 5 in

2017, the members discovered that there was a great deal of repetition at the elementary level. For example, “wants and needs” from the Economic Strand was covered with very little variation between grades 5K through grade 2. Our discussion of the format of the current standards and the lack of distinction of what was to be taught at each grade level created the situation where it was not clear as to what was to be taught in which year. Based on the lack of direction, the textbook adopted in 2009 dictated the content to be covered. It was clear that established standards at each grade were needed.

The elementary team recognized the amount of work ahead and expressed concern regarding implementations that were already taking place in science, math and literacy. The addition of Social Studies seemed overwhelming based on the work ahead. This was discussed as an entire curriculum team and it was decided that the Social Studies curriculum work would begin two years later in 2019. This decision was also timed to coordinate with the release of the revised Wisconsin Social Studies Standards.

Following the starts and stops of teaching and learning due to COVID beginning with the 2019-20 school year, the 4K-Grade 5 curriculum team began in earnest during the 2020-21 school year. The team spent 2 full days deepening their understanding of the revised standard and studying the instructional framework of inquiry. Their culminating work was to create crosswalks of current standards/learning expectations to the new Wisconsin Social Studies Standards. These crosswalks were then shared with all grade level teams.

Perhaps the most exciting and challenging changes to the revised standards were the additional content areas of study and a suggested DPI Scope and Sequence. The content areas added to the standards include: economics, social sciences, behavioral science and political science. These content areas of focus articulate the vision for Wisconsin Social Studies by the State Superintendent’s Social Studies Advisory Committee:

Wisconsin students will become civically-engaged problem-solvers who critically examine their roles in local, regional, state, national, and global communities. Through the study and application of the individual disciplines of Social Studies (behavioral sciences, economics, geography, history, and political science), students become lifelong learners able to collaborate and thrive in our interdependent world.

The suggested Social Studies Scope and Sequence is the change that is causing many school districts across the state with frustration and concern.

The Suggested Scope and Sequence document is exceptional. This document includes:

- Topics for each grade level; 5K has five and grade five has nine.
- Essential questions and focusing questions for each topic to guide lesson planning and classroom discussion
- Standards and indicators of success with each topic and
- Terms and considerations for the topic such as vocabulary and new concepts (money for grade one)

The Suggested Scope and Sequence document is also concerning. The topics listed at grade level are not aligned to any of the major publishers of elementary Social Studies materials. We were quick to

discover that as we moved to programming and resource collection. Ongoing conversations with area curriculum directors who were approaching this work indicated that this was also a challenge outside of Ashwaubenon.

Phase 3: Programming and Resource Selection

Based on the Phase 1 and 2 findings the committee determined that once the essential standards and topics are identified for each grade level, materials to support the content would be necessary. To begin the process a Request for Proposal (RFP) was sent to the major textbook publishers and a few small companies that had gained the notice of the Department of Instruction in late June, 2021. Some of the criteria for consideration included a recent publishing date, material that could be delivered in print or technology based on the grade level, an inquiry strand, a variety of assessments, and alignment to Wisconsin Standards. The RFP included questions that would help us decide which materials to review. The committee reviewed the following materials:

- *My World Interactive*, Savvas Publishing Company
- *Into Social Studies*, Houghton Mifflin Harcourt
- *National Geographic Panorama: Reading Through the Lens of Social Studies*, National Geographic Cengage
- *Inquiry Journeys*, InquirED
- *Impact Social Studies*, McGraw Hill

The curriculum team met for two full days in July to review the requested materials and compare each text using the Ashwaubenon *Social Studies Text Evaluation Checklist*. This resource was based on the following sources:

- *Gateway Social Studies Evaluation Tool, CESA 8*
- *State of Tennessee Textbook Evaluation Checklist*
- *Culturally Responsive Curriculum Scorecard developed by NYU Mentor Center for Research on Equity and the Transformation of Schools*
- *EJ-ROC Education Justice Research and Organizing Collaborative*

The team met with the various vendors via video conferencing. Based on this work the team decided to conduct a full pilot of *Into Social Studies* by Houghton Mifflin Harcourt. Houghton Mifflin Harcourt student materials were presented in a magazine format which allowed for materials to be shared across grade levels based on the established scope and sequence. The teachers liked the flexibility that program offered.

The materials from *My World Interactive* from Savvas would be reviewed with no pilot conducted. The student materials were presented in a workbook form and the team felt that reviewing the student materials, studying the teacher materials and unit and lesson format would be needed.

It is also important to note that in May, 2021 six members of the 6-12 Social Studies curriculum team reviewed the materials from Houghton Mifflin Harcourt, Savvas, and McGraw Hill. All six felt that the Houghton Mifflin Harcourt materials were the most accurate, engaging and more closely aligned with the text. The remaining two programs were very similar in content and based off of the 1998 Social Studies Standards.

Prior to the pilot of the Houghton Mifflin Harcourt Program (HMH), *Into Social Studies*, meetings were held with members of the curriculum team and HMH staff to provide teachers with the tools necessary to pilot the program. Teachers were familiar with the electronic portion of the program due to our work with the Math Expressions program, also an HMH product. Additional meetings were held with an

education rep from HMH and the Director of Instruction to monitor progress of the pilot. Throughout the pilot, each grade level curriculum member would provide information to their colleagues and gather feedback regarding the materials under review.

Following a 3 month pilot, there were mixed results regarding the program. Initially, grades 5K, 1 and 2 felt that the delivery of content via magazines were distracting to the students. All three grade level teachers expressed desire to remain with their current materials, although out of date (2009) as these resources provided the best match to the standards. Their current materials, along with the Scholastic News, supported what was to be covered. Grade 4 teachers felt that the magazine content did not match the grade level suggested scope and sequence of the DPI nor did the materials address the grade level standards. Only the pilot teachers in grades 3 and 5 found the HMH materials clearly connected to the Wisconsin Social Studies Standards.

The materials from *My World Interactive* from Savvas were reviewed by the teachers. One teacher made the comment that the material covered in the text was very similar to what was currently used in the classroom - with an updated cover and more recent photographs. The teachers liked the “quest” that was offered at the beginning of each unit, however, the delivery form of the workbook was found to be too “scripted” with a large number of “fill in the blank ” type activities.

Based on the feedback of the team it was decided that grades 5K, 1, and 2 would create units based off of the new standards and the identified essential standards for their grade level. The teachers would work closely with the District Literacy Coordinator, Sheryl Stathas, to find non-fiction book sets to be used during lessons to support content. The book sets would include a number of texts at various readability levels within each subject to allow most, if not all, students the ability to approach text at their reading level. Once the unit design began and resources were requested, grade 2 teachers discovered that they continually referred back to the Houghton Mifflin *Into Social Studies* Materials. As a result, grade 2 would join grades 3 and 5 with the adoption of the resource.

Grade 4 teachers would utilize the current text, *Wisconsin: Our State, Our Story*, 2nd Edition from the Wisconsin Historical Society. Additionally, units would be written to cover the standards/essential standards. Materials for these units would come from two sources — purchased book sets and also book sets from the Literacy *Units of Study*. There is shared content within the Revolutionary War.

Grades 2, 3 and 5 have recommended the adoption of the Houghton Mifflin Harcourt, *Into Social Studies* program. Units will be written with this program providing the core method of delivery.

The identification of essential standards, the gathering of text and the writing of units took place in April and May, 2022.

Phase 4: Implementation

A professional development plan is in the process of development to give all teachers the learning opportunities and resources needed to accomplish their goal of improving student achievement through a relevant and engaging education. The training, which is job embedded, will continue throughout the implementation process. It will involve opportunities for planning, practice, dialogue, and reflection. Likewise, a communication plan is also being created to explain the program changes to students, parents and community members.

Members of the curriculum committee have concluded that successful implementation requires:

- the use of technology to advance art learning experiences
- training in best practices
- ongoing study of student data and staff feedback to determine enrollment trends that lead to more student participation with potential career connections to the C3 Framework and Wisconsin's goal

of all students to be College, Career and Community ready upon graduation from high school

- implementation of the Wisconsin State Standards to create and adapt curriculum that includes an emphasis on inquiry based learning
- staff engagement in conversation with other academic instructors to ensure an interdisciplinary curricular approach occurs when appropriate.

Based on the nature of Social Studies Standards, study and training around the Inquiry Arc, as presented in the standards, will need to be completed. Members of the curriculum team have been invited to attend a summer boot camp in July 2022 which is sponsored by the DPI. The entire training will focus on the development of inquiry. Houghton Mifflin Harcourt training in the navigation of resources may also be incorporated.

Conclusion

The revision of the Wisconsin Social Studies Standards has been long overdue. The updated standards focus on inquiry, the specific disciplines within the standards, and its focus on content and skills. The standards include learning priorities and performance indicators which align nicely with our Professional Learning Community (PLC) work; the “what” students are to know and be able to do and “how” do we know that students have learned. The delay in the elementary adoption of new materials, while not ideal, has allowed our teachers to better understand the new standards and select resources that are best suited to what we are looking for versus what a publisher determines is important.

The clear articulation of essential standards, the development of units with clearly identified activities and assessments will help keep the curriculum “tight” by providing a guaranteed and viable curriculum. Teachers will need time to collaborate regarding the standards and the assessments and time to reflect on classroom instructional practice. Conversations need to take place regarding pacing and core instruction.

Staff development to support inquiry as an approach to learning will be important within the implementation of social studies at the elementary level. Why is inquiry so important? We want to develop the skills of thinking, problem solving, and the asking of questions. The social studies standards develop this thoroughly through the Inquiry Practices and Processes strand. This strand provides students with the “opportunity to investigate questions in a deep and engaging manner, and offers our students the opportunity to work collaboratively, as well as individually, on significant questions within the social studies disciplines.” (DPI, 2018).

Tony Evers, the former State Superintendent of Schools, publicly announced the adoption of the Wisconsin Standards for Social Studies. His introductory statements articulate the importance of the implementation of a solid social studies curriculum.

Social Studies is composed of deep and enduring understandings, content, inquiry, concepts, and skills from the fields of geography, history, political science and civics, economics, and the behavioral sciences. Social studies prepares our young people to be college, career, and community ready. The knowledge and skills described in the new standards provide guidance to educators across the state regarding what students should know and be able to do in each of the four grade bands (K-2, 3-5, 6-8, 9-12). These standards emphasize the concept of inquiry in the social studies classroom, and encourage teachers and districts to provide meaningful ways for students to be civically engaged in their communities.

Tony Evers PhD, State Superintendent

Grade Level Overviews: Standards are ongoing throughout the entire school year. There are multiple cross curricular connections in literacy, science, and ENCORE classes (music, art, physical education, and World Language). There are also connections to the schoolwide PBIS programs.

Course Social Studies

Grade 5K

Textbook/Resources: *Then and Now* (Newbridge), *Communities Then and Now* (Lerner), *Where Families Live* (Sparks),

Essential Standards	Performance Indicators	Classroom Assessments
<p>(SS.PS1. a. K-1) I can explain how rules are important at home and school and show respect to others.</p> <p>I can identify and show respect symbols and songs that make our country special.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> identifies and demonstrates expected behaviors for classroom and school rules. shows respect to others. identifies and shows respect symbols and songs that make our country special (US Flag recognition, National Anthem, the bald eagle, the Pledge of Allegiance). 	<p>Teacher observation of student in various environments (classroom, playground, music, phy ed., lunchroom)</p> <p>Teacher observation in discussion (can include through demonstrated behaviors)</p>
<p>SS. Econ1.a.1) I can distinguish the difference between a “want” and a “need” and describe resources that are important or useful.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> categorizes wants and needs. 	<p>Teacher Observations</p> <p>Sorting activities of family and types of shelters</p>
<p>Hist3.a. Describe a person or event from the past that reflects your own life in some way.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> describes a person or an event from the past that is reflected in their own lives in some way. 	<p>Teacher observation of student connections during read-aloud discussion.</p> <p>Texts to consider: <i>Johnny Appleseed</i> and <i>Then and Now</i>.</p>

Course Social Studies

Grade 1

Textbook/Resources: *All About American Symbols* series (Enslow Publishers), *Famous American Landmarks* (Rosen), *American Symbols* (Capstone), *Symbols of American Freedom* series (Bellwether Media), *The Bald Eagle: Our National Emblem* (PowerKids Press), *The Bald Eagle* (Coughlin Publishing), *Liberty Bell* (Rourke Educational Media), *Meet Lady Liberty* (Teacher Created Materials), *What is a Community?* (Britannica), *Map It!* (Teacher Created Materials), *Civics* series (Teacher Created Materials), *History* series (Teacher Created Materials)

Essential Standards	Performance Indicators	Classroom Assessments
(SS.PS2.a1-2, SS.PS2.c.1-2, SS.PS3.b.e, SS.PS3.c.1, SS.Econ4.b.1) I know my rights and responsibilities as a citizen (Home, School, Community) and the elected or appointed leaders of a community and roles that they play.	Performance will be satisfactory when the student: <ul style="list-style-type: none"> identifies rights and expectations as a citizen in various environments (home, school and community). identifies the roles of the elected or appointed leaders in a community. explains and shows an understanding of how their actions affect others 	Teacher observation of student in various environments (classroom, playground, music, phy ed., lunchroom) Teacher observation in discussion (can include through demonstrated behaviors)
(SS.Ps1.a.K-1) I can describe symbols, songs, traditions and people that make our state and country important.	Performance will be satisfactory when the student: <ul style="list-style-type: none"> identifies, describes, and discusses people, songs, traditions, and symbols that are important to our country (examples: Statue of Liberty, Mt. Rushmore, the Packers. Badgers, Dairy State, Violet). 	Teacher observations and discussions of symbols and traditions
(SS.Geog1.c.1) I can use cardinal directions to create a map of a familiar place that I know (bedroom, classroom, playground) using symbols.	Performance will be satisfactory when the student: <ul style="list-style-type: none"> knows an environment and gives directions. 	Creation of a map of a familiar location
(SS.Geog1.a.1, SS.Geog1.b.1-2, SS.Geog4.a.2) I can use a map or globe to identify places, landforms, water, and physical characteristics.	Performance will be satisfactory when the student: <ul style="list-style-type: none"> describes different landforms and what they are used for. 	Landform activity
(SS.Geog2.a.K-1, SS.Geog2.d.1) I can compare and contrast different types of	Performance will be satisfactory when the student: <ul style="list-style-type: none"> describes what a community (rural, urban, suburban) looks like. 	Community type assessment

<p>communities (rural, suburban, urban, or tribal) and why people live there and how the environment changes over time.</p>	<ul style="list-style-type: none"> describes how communities have changed over time. 	
<p>SS.Econ1.a.1 - I can tell the difference between a “want” and a “need”.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> creates a list of wants and needs that are important to themselves, their family, and their community. 	<p>List</p>

Course Social Studies
Grade 2

Textbook/Resources: *Into Social Studies (Houghton Mifflin Harcourt)*, *One World Many Cultures* series (Sundance), *Wants and Needs* (Sundance), *Money Basics* series (Cloverleaf Books), *What Do I Want? What Do I Need?* (Crabtree Publishing), *Goods and Services* (PowerKids Press), *Primary Source Documents: Diaries, Letters, Journals, and More!* (Capstone)

Essential Standards	Performance Indicators	Classroom Assessments
(SS.Econ3.a.1, 3.b.1, 4.d.1, 1.b.2, 2.b.2, 2.c.2, 4.a.2, 4.c.2, 4.e.2) I can classify goods and services and the role they play within my life and the community.	Performance will be satisfactory when the student: <ul style="list-style-type: none"> identifies goods and services within their community. explains the role they play as a consumer. 	Students will create a diagram/flowchart showing the process of farm to table within our community.
(SS.Geog2.b.2, 2.c.2, 3.b.2, 5.b.2) I can predict and infer how communities change.	Performance will be satisfactory when the student: <ul style="list-style-type: none"> explores the community and understands changes (population, transportation, movement) that have occurred. identifies natural resources and how we use them. 	Students will describe how their community has changed over time (cause and effect). Students identify a natural resource and explain how it is used.
Essential Standards	Performance Indicators	Classroom Assessments
(SS.BH3.a.2, SS.BH4.a.e, SS.Inq1.b.e, SS.Inq2.a.e, SS.Inq2.b.e, SS.Inq4.a.e) I can compare and contrast cultures.	Performance will be satisfactory when the student: <ul style="list-style-type: none"> collects and displays research of a given culture/country to showcase similarities and differences. 	Research project: Students will research and explore the culture of a country. Students will create a nonfiction "ALL ABOUT" book. Students will present information learned to others.
(SS.PS2.b.2) I understand that I have rights, freedoms and responsibilities.	Performance will be satisfactory when the student: <ul style="list-style-type: none"> develops an opinion about an issue in the school or community. identifies rights and responsibilities in different situations. 	Students will verbally share an opinion about a right or responsibility they have at school. Students will make a poster/graphic organizer comparing responsibilities at home, school, and community.
(SS.BH1.a.2, SS.BH1.b.2) SEL - I can identify situations and places that	Performance will be satisfactory when the student: <ul style="list-style-type: none"> Demonstrates an understanding of how to 	Students will identify emotions within different situations.

impact emotions.	regulate emotions in different situations.	
(SS.Hist4.c.e, SS.Hist4.d.e) I can create a primary source.	Performance will be satisfactory when the student: <ul style="list-style-type: none"> identifies and creates a primary source. 	Students will create a personal narrative. (Cross curricular connection with reading).

Course Social Studies
Grade 3

Textbook/Resources: *Into Social Studies (Houghton Mifflin Harcourt)*

Essential Standards	Performance Indicators	Classroom Assessments
<p>SS.Geog2.a.3, Geog4.a.4, Geog2.d.4-5</p> <p>I can compare and contrast groups of people that live in different types of communities (rural, urban, suburban, tribal) and in different places (community, state, region, country or nation).</p> <p>I can identify the positive and negative views of living in different places.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> creates a Google Slides presentation showing the similarities and differences between different types of communities. using a pros/cons structure (t-chart), compares and contrasts the different perspectives. 	<p>Choosing 1 other community, students will write how their life would be the same and different to where they currently live (compare and contrast)</p>
<p>Geog1.b.i</p> <p>I can identify and explain differences among maps, globes, aerial photographs, charts, and satellite images.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> using multiple visual tools, shows a location (map, globe, photo, satellite) and then explains the purpose of each. accurately answers questions using maps and different visual tools. 	<p>Matching activity where students match an image with correct definition and creation of a map using parts of a map.</p>
<p>PS3.a.4-5, Econ1.b.4</p> <p>I can interpret my role as a citizen in my community (local, state, tribal, federal).</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> participates in an election activity that demonstrates their rights as a citizen in the community. identifies activities that members of the community do that promote good citizenship. 	<p>Participation in a Simulation Activity (class president, donations, fundraiser)</p> <p>Summarize the purpose of an election.</p>
<p>Geog5.a.3-4, Econ1.a.3</p> <p>I can investigate how people change the environment (pros/cons) and how it affects our limited resources. (natural, renewable/nonrenewable, land)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> given a topic, investigates the cause/effect of human actions on the physical environment. 	<p>Given a topic, students will develop a logical argument, cite evidence and formulate a possible solution</p>

<p>Econ2.a.3-4, Econ3.a.4, Econ2.c.3, Econ4.a.3, BH4.a, SS.Econ2.b.4-5</p> <p>I can compare goods/technologies and analyze the cost and the skills necessary for production and how the good/technology affects the consumer.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> traces the chain of supply for a needed product/service. summarizes labor, capital, skill and entrepreneurship for a given product/service. 	<p>Students will create a Google Slide, map, or poster to demonstrate their knowledge.</p>
<p>BH1.a, BH2.a, BH2.b</p> <p>I can differentiate how people from different cultures solve common problems (shelter, food), develop different values and how it affects relationships and environments.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> identifies different elements of cultures compares and contrasts, using Cinderella tales from different cultures (culture, shelter, food, relationships, social interactions). 	<p>Students will create a culture trading card (readwritethink) that will show food, clothing, music, art, location, language, fun facts, etc...</p>

Course Social Studies
Grade 4

Textbook/Resources: *A Kid's Life During the Westward Expansion* (PowerKids Press), *The True Story of Lewis and Clark* (PowerKids Press), *My Wagon Train Adventure* (Gareth Stevens Publishing), *Americans Weren't the First to Live on the Frontier: Exposing Myths About the American Frontier* (Gareth Stevens Publishing), *If You Were a Kid on the Oregon Trail* (Scholastic), *The Buffalo Storm* (Houghton Mifflin Harcourt), *My Life as an Early Settler* (Rourke Media), *My Life as an Immigrant* (Rourke Media), *Watch the Stars Come Out* (Penguin), *Immigration Through Ellis Island* (Jump! Publishing), *Buttons for George Washington* (Lerner Publishing), *Secret Weapons: A Tale of the Revolutionary War* (Stone Arch Books), *Would You Risk the Revolution?* (Enslow Publishers), *Would You Join the Fight?* (Enslow Publishing), *The Revolutionary War* (Children's Press), *Life During the American Revolution* (Gareth Stevens Publishing), *Ride Along with Paul Revere* (Gareth Stevens Publishing), *Jackie Robinson: He Led the Way* (Random House), *The Civil Rights Movement* (Jump! Publishing), *Freedom Summer* (Simon & Schuster)

Essential Standards	Performance Indicators	Classroom Assessments
SS.Geog1 I can create and label a map of Wisconsin.	Performance will be satisfactory when the student: <ul style="list-style-type: none"> ● given an outline of the United States, can locate Wisconsin's position in relation to the country. ● creates a map of Wisconsin from memory, labeling the major cities, lakes and regions. 	The completed map would be used to assess understanding. (The US template with Wisconsin's location identified and student constructed map of WI)
SS.Hist4 I can evaluate primary and secondary sources.	Performance will be satisfactory when the student: <ul style="list-style-type: none"> ● identifies a source as being primary or secondary when researching a given topic. ● uses a process to analyze a source by asking questions such as: <ul style="list-style-type: none"> ○ What do I notice? ○ What type of document is it? ○ Who created it? ○ When and where was it created? ○ Why was it created? (intended audience and purpose) 	CFA used in conjunction with unit 3 reading/writing units of study - Students will analyze a given source (fits with reading session 7).
SS.PS4.a I can compile relevant information to form a political argument taking other points of view into account.	Performance will be satisfactory when the student: <ul style="list-style-type: none"> ● will compile relevant information to form a political argument taking other points of view into account. (complete debate planning 	Debate Planning sheet containing 2 reasons & 2 pieces of supporting evidence for each reason.

	sheet/notecard stating position, identifying reasons, and gathering multiple pieces of evidence from research notes/materials).	
<p>SS.Hist1 I can use historical evidence to draw conclusions about probable causes and effects of historical events and problems.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> given a historical event/problem, summarizes causes and why the events were the results of the given cause. 	<p>Chapter 4 assessment, Informational Books (All About and Essay chapters), Chapter 5 assessment</p>
<p>SS.Hist2 I can analyze individuals, groups, and events to understand why their contributions are important to historical change or continuity.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> compares events in Wisconsin history to a current issue or event. identifies influential people related to the founding of the U.S. and draws conclusions as to why these individuals are important. 	<p>Summative: Chapter Assessments 2-5</p> <p>UoS of student project/informational book Chapters 2 & 4</p>
<p>SS.Econ 4.e.3 I can compare and contrast specialization in two or more regions (e.g. Midwest & Northeastern United States)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> recognizes the impact entrepreneurs have on a region. explains how resource providers, businesses, and consumers are interdependent. applies understanding of entrepreneurship and resources to create a plan for a new business. 	<p>Junior Achievement: Our Region final project</p>

Course Social Studies

Grade 5

Textbook/Resources: *Into Social Studies* (Houghton Mifflin Harcourt)

Essential Standards	Performance Indicators	Classroom Assessments
SS.Hist3.c I can explain how historical events have possible implications on the present.	Performance will be satisfactory when the student: <ul style="list-style-type: none"> Identifies how it would impact our country if the constitution wasn't amendable. Discusses the impact World War I had on global conflict that has followed. 	Various quizzes throughout year
PS2.a, PS2.c: I can investigate and summarize the actions of people and groups that have advanced civil rights for people.	Performance will be satisfactory when the student: <ul style="list-style-type: none"> Can create an infographic that shows the evolution and development of the women's suffrage movement. 	Infographic that shows the evolution and development of the women's suffrage movement
Geog3.a I can analyze the impact of using renewable and nonrenewable resources at local, national and global level.	Performance will be satisfactory when the student: <ul style="list-style-type: none"> writes to a representative on which energy options they feel are the best fit for their community, citing specific reasons and rationales. 	Letter
Geog2b-c. I can explore and describe factors that impact population change in our state and country over time.	Performance will be satisfactory when the student: <ul style="list-style-type: none"> identifies why people settled in certain regions based on beliefs, climate, and better opportunities. 	Westward Expansion Quiz
PS2.b I can compare and contrast being a citizen to principles of good citizenship and understand the process for legal citizenship.	Performance will be satisfactory when the student: <ul style="list-style-type: none"> identifies civic responsibilities. understands the process to become a citizen. can identify purposes and contents of the Bill of Rights and US Constitution 	Brochure on how to become a legalized citizen of the United States, sharing qualities of being a good citizen
BH3.a I can inspect how interpretations of similarities and differences between and among cultures may lead to (mis)understandings.	Performance will be satisfactory when the student: <ul style="list-style-type: none"> Identifies similarities and differences between their culture and another culture. Identifies 2-3 ways cultural differences could lead to misunderstandings or disagreements. 	Written reflection: How would you feel if you were new to a new country and faced cultural differences (Kek & Ganwar)

<p>Econ4.b I can assess the role of economic institutions in helping individuals and society.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none">• compares two rates and how much more someone pays over the course of 30 years.	<p>Written reflection following the mortgage rate activity</p>
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APPENDIX

[DPI Wisconsin K-5 Suggested Scope and Sequence](#)

[Wisconsin Social Studies Standards](#), 2018

National Council for the Social Studies (NCSS). *Social Studies for the Next Generation: Purposes, Practices, and Implications for the College, Career, and Civic Live (C3) Framework for Social Studies State Standards*, NCSS Bulletin 113, 2013.

DuFour, DuFour, Eaker, Many, Mattos. *Learning by Doing. A Handbook for Professional Learning Communities at Work, 3rd Edition*. Solution Tree Press, 2016.

Hattie, John. *Visible Learning: A Synthesis of Over 800 Meta Analyses Related to Student Achievement*, Routledge Publishing, 2008.

Hattie, John. *Visible Learning for Teachers: Maximizing Impact on Learning*. Routledge Publishing, 2012.

Mattos, Mike. Essential Standards Template, Solution Tree

[Social Studies Text Evaluation Checklist LINK](#)

- *Gateway Social Studies Evaluation Tool, CESA 8*
- *State of Tennessee Textbook Evaluation Checklist*
- *Culturally Responsive Curriculum Scorecard developed by NYU Mentor Center for Research on Equity and the Transformation of Schools*
- *EJ-ROC Education Justice Research and Organizing Collaborative*

Action Item: 3

Ashwaubenon School Board

Meeting Date:	July 13, 2022
Issue:	Approval of Standards used in the Ashwaubenon School District
Requested By:	Andrew Bake
Attachments:	none
Financial and/or Staffing Implications:	none
Funding Source:	n/a
Explanation:	<p>Section 120.12 (13) of the state statutes requires each school board to include an item on the agenda of the first board meeting of each school year that clearly identifies the student academic standards that will be in effect for the school year for mathematics, science, reading and writing, geography and history.</p> <p>Also included in this section is that parents and guardians of students enrolled in the district are to be notified regarding the standards used.</p> <p>Wisconsin students' academic success is measured using the Wisconsin State Standards. Math, literacy, and Social Studies, have been revised within the last 3 years and reflect the national standards for each area.</p> <p>We utilize all of the Wisconsin Model Academic Standards to develop and revise our curriculum.</p>
Recommendation:	Approve the Wisconsin Standards as the standards that will be in effect for the 2022-23 school year.



Standards Utilized in Curriculum Work

Wisconsin Model Academic Standards

Art and Design/Visual Arts
Business
Computer Science
Early Learning Standards*
English Language Arts
Family and Consumer Science*
Health Education
Information Technology
Literacy in All Subjects*
Marketing, Management, and Entrepreneurship
Mathematics
Music
Personal Finance
Physical Education
Science
Social Studies
Technology and Engineering*
World Language
Social and Emotional Learning Competencies

* Standards currently under review by the Wisconsin DPI

National Standards

American School Counseling Association National Standards (ASCA)
National Council of the Social Studies (NCSS)
Science Next Generation Science Standards (NGSS)

National Guidelines

American Council on the Teaching of Foreign Language
ACTFL Proficiency Guidelines

Action Item: 4

Ashwaubenon School Board

Meeting Date:	July 13, 2022
Issue:	Possible referendum in April 2023
Requested By:	Kurt Weyers and Keith Lucius
Attachments:	
Financial and/or Staffing Implications:	Possible additional resources needed for the 2023-24 and future budgets
Funding Source:	Tax Levy
Explanation:	<p>The 2022-23 budget was very challenging to balance. Included in the budget is ESSER funds that will not be available in future budgets. In addition, there are no building maintenance project and very little technology equipment replacement. The maintenance budget and technology budget will need to return to their normal annual amounts to maintain our buildings and technology resources.</p> <p>When the State legislators passed the State budget for 2021-22-23 they did not include any increase in revenue limit, per pupil aid, or other resources that increased our budget. Their direction to schools was to use ESSER funds to balance our budget. That is what we did for 2022-23.</p> <p>There has been little public discussion from State level elected officials about providing increases in the school funding formulas to offset the significant cost increases that school have seen. No increase in school funding will leave the District in a very bad budget position for 2023-24 and going forward. We are suggesting that the District consider a 5 year nonrecurring referendum for operational expenditures. Our proposal would be that the School Board would only use the additional revenue limit authority if the State does not provide significant increases in the school funding formula (at least enough to cover inflation of 4.7% this year and possible 8% next school year).</p> <p>This would be a challenging referendum because explaining the</p>

	<p>situation to the public is the key. It is also important to convince the residents that the Board will only levy the approved amount if the State does not provide a sufficient increase in the school funding formulas. As a first step, we feel that a community survey should be developed to help residents understand the situation and gauge the support for the referendum. As we did for our 2020 referendum, we feel that School Perceptions should be hired to help develop a community survey and help us to interpret the responses. The estimated cost for School Perceptions is \$10,000 (see attached proposal).</p>
Recommendation:	<p>We recommend the School Board approve hiring School Perceptions to help us to investigate the possibility of an April 2023 operating referendum.</p>



Ashwaubenon School District

COMMUNITY SURVEY PROPOSAL

June 17, 2022



Contact: Bill Foster
262.299.0329
bfoster@schoolperceptions.com

SCH%**L**
PERCEPTIONS
Measuring what matters

262.644.4300 | schoolperceptions.com



Project Overview

The Ashwaubenon School District serves approximately 3,200 students in prekindergarten through 12th grade and employs about 310 staff. The District is interested in surveying parents, staff, and the community as they plan and explore options to funding options to maintain current programs and services, which may include pursuing an operational referendum.

To accomplish these goals, we do not advocate random sampling, a process that, by definition, excludes most members of the community. Instead, School Perceptions specializes in a process that includes every member of the community. With this approach, each community member is educated about the needs and challenges of the District. We have found that a community survey is a critical first step. By administering a community survey, your district will be able to:

- ✓ Educate your community members on the needs of your district.
- ✓ Gather data on community members' educational priorities.

Our process begins with the mailing of a paper survey to all district households. A cover letter explains the nature of the survey and encourages the respondent to participate either online or on paper. Additionally, our methodology supports survey administration in multiple languages.

Our proprietary software generates a one-time use access code, which ensures no one can take the survey more than once. The paper survey can be completed and mailed back to School Perceptions for data entry. Once the survey process is completed, our software will break down the results based on key community subgroups.

After completing more than 850 community projects over the past 20 years, the School Perceptions methodology has proven to be highly predictive.

About Us

School Perceptions LLC is a Wisconsin-based, independent educational research firm that works with school districts, regional service agencies, as well as state and national organizations. Over 10,000 schools have used School Perceptions to collect millions of survey responses from students, staff, parents, non-parents, and community stakeholders.

For 20 years, our mission has never changed:

We help educational leaders gather, organize, and use data to make strategic decisions.

Meet Your Account Team

Bill Foster will work with you to develop and deploy your community survey.

Bill graduated from the University of Wisconsin-Platteville with dual degrees in Engineering and Business Administration. Early in his career, he served the Kelch Corporation as Vice President and General Manager. During this time, Bill volunteered at a local high school, first working with special needs students and later designing and teaching an entrepreneurship class for high school seniors. It was during these experiences that Bill developed an appreciation and passion for education.



Dr. Rob DeMeuse is the Research Director and a Project Manager at School Perceptions. Rob will work with you to develop and deploy your community survey. He also works with districts to administer student, parent, and staff surveys and regularly reviews each survey to ensure content is current with up-to-date research.

A proud product of rural Wisconsin, Rob earned his Ph.D. from the University of Wisconsin, where he researched school finance and the factors that influence school referenda. Prior to graduate school, Rob was a high school social studies teacher in Evansville, WI.



Daren Sievers will be joining School Perceptions in July 2022 and will be involved in your project. Daren worked for the Slinger School District for the past 27 years in a variety of roles, including the last nine as Superintendent of Schools. Under Daren's leadership, the Slinger School District consistently ranked in the top 10% in Wisconsin academically and in the bottom 10% in terms of spending on a cost-per-student basis. Daren has bachelor degrees in Business Management and Psychology and master's degrees in K-12 School Counseling, K-12 School Leadership, and District Administration.



Cari Udermann is a Project Implementation Manager and works with you to coordinate survey administration. She attended St. Cloud State University and Syracuse University, earning degrees in Psychology and Nursing, respectively. Cari has worked in both the medical and education fields. While working in schools, she became aware of the importance a healthy school climate has on students' ability to learn.



Why School Perceptions?

Over the past 20 years, School Perceptions has developed a reputation for excellence and reliability. The following is a summary of factors that uniquely position School Perceptions to meet the needs of the Ashwaubenon School District.

- 1) **An objective and unbiased process:** Often, surveys designed and administered by a district are perceived as biased by survey-takers. Consequently, results are questioned, trust is broken, and the entire process is undermined. By using School Perceptions, an objective, independent firm, your approach, results, and plans moving forward are viewed credibly.
- 2) **An emphasis on you:** Every school district has unique challenges. Therefore, we never treat a project with a cookie-cutter approach. We listen to you, we work with you, and we customize your project to meet your needs.
- 3) **Cost-effective:** School districts use community surveys to help shape plans that will impact their communities for generations – plans that often amount to millions of dollars. School Perceptions understands the resource challenges schools face. We are confident that our services will be a good investment as you develop your long-term, continuous improvement projects.
- 4) **Research-based and applicable:** The quality of our work will never waver. We combine extensive research reviews with our decades of experience to help you get accurate, trustworthy, and dependable data.
- 5) **Comparison data:** If 80% of your community believes you are keeping the public informed, is that good? Or do you have a problem? By using our benchmarks, we can provide satisfaction question-level comparisons to similar schools. Rest assured; individual school names are never shared. Our software also calculates longitudinal changes to quantify growth on a year-over-year basis.
- 6) **Proprietary survey software:** Our survey system is custom designed to meet the unique needs of schools and proven to be extremely user-friendly and reliable. We continually review security protocols to ensure that your data is always protected and backed up. Additionally, our system includes a survey access control system to ensure that an individual can only take the survey once. A paper version of the survey is also available for those without internet access.
- 7) **Stakeholder engagement:** Our work together has a twofold purpose. Surveys help you collect the perceptions data you need for continuous improvement and serve as a tool to help the community understand your needs. Our experience has shown that asking the *right* questions in the *right* way is central to the success of a project.
- 8) **Ongoing support:** Gathering good data is only half of the challenge. Our team of experts will help you make sense of your data and develop a realistic plan of action.
- 9) **Dedication to service:** Technology and information specialists are available Monday-Friday, 8 am-5 pm CT. We also provide 24-hour, 365-days-per-year real-time monitoring of company servers. Our staff is dedicated and ready to help your team through each step of the process.

Process & Investment

Phase 1 – Strategy Development: \$1,800

- ✓ Identify overall project goals
- ✓ Define options for testing support (if applicable)
- ✓ Develop the project timeline with key milestones and assignments
- ✓ Assist with pre-survey communications planning

Phase 2 – Survey Design: \$2,600

- ✓ Gather key district stakeholder input in the planning process
- ✓ Draft the survey with content specific to your project/community
- ✓ Facilitate survey approval process with district leadership
- ✓ Send the draft to a professional proofreader and generate a print-ready version of the survey
- ✓ Program customized content into the School Perceptions proprietary software system

Phase 3: Survey Administration: \$2,700

- ✓ Secure mailing lists
- ✓ Assist in sourcing the cost-effective survey printer option
- ✓ Coordinate printing and mailing logistics *
- ✓ Assist with communications plan to promote awareness and participation per district plans
- ✓ Coordinate production and distribution of each survey instrument to target groups
- ✓ Generate unique survey access codes or kiosk codes
- ✓ Launch electronic survey to staff and parent groups
- ✓ Send staff and parent survey reminders via email
- ✓ Monitor live survey data, systems and perform daily data and software back-up

Phase 4: Results Reporting: \$2,300

- ✓ Provide access to all data through the secure School Perceptions password-protected portal
- ✓ Produce and present a formal analysis report (assumes virtual presentation)
- ✓ Assist in understanding the data and providing realistic next steps based on the items tested

** Administration costs do not include printing or postage.*

Policies:

The School Perceptions Privacy Policy ensures that all email addresses provided will only be used for your district's contracted services. Our entire privacy policy can be found at www.schoolperceptions.com/files/SchoolPerceptionsPrivacystatement.pdf.

Data access is granted to the District's Custodian of Records with the ability to disaggregate all compiled data and authorize access to other district staff. Unless otherwise noted, School Perceptions will designate the Custodian of Records to be the signer of this proposal.

Optional Services

1. **Evening Meetings & Site Visits:** Our projects can be completed via online conferencing and phone. If requested, we can schedule evening meetings with your team and/or school board for planning or presentation services. Sites visits will be charged at \$800 per visit plus expenses. Evening virtual meetings will be charged at \$200. (Virtual results presentation is included in phase four of the proposal.)
2. **Prepaid Postage Envelopes:** School Perceptions can provide prepaid envelopes at the cost of \$0.05 each. This option allows respondents who choose to fill out a paper version of the survey to return it directly to School Perceptions for processing.
3. **Paper Survey Data Entry & Processing:** School Perceptions will enter all responses and comments for surveys mailed at a rate of \$1.80 per survey. If your district chooses to use the prepaid envelopes, return postage will be charged at the actual rate. The current business reply postal rate is \$0.638 for 1 ounce or less and \$0.76 for 2 ounces.
4. **Comment Analysis:** School Perceptions will read all the comments and identify the prevailing themes gathered via the community survey. A major theme is identified as a result of having multiple participants referencing similar issues or concerns. Supporting comments are included verbatim within each theme. (\$60 per hour; we will provide a cost estimate based on total comments collected before we begin.)
5. **Additional Data Analysis:** School Perceptions will disaggregate and create reports at \$60 per hour for any crosstabs produced by the survey and/or in-depth comment analyses.
6. **Non-English Translation Service:** School Perceptions will translate your survey at \$60 per hour to help ensure equitable access by your parents, students, and community members.

If this proposal is acceptable, please sign this page, scan, and email to sales@schoolperceptions.com.

Community Survey Proposal Accepted: **Ashwaubenon School District**

Signature: _____ Date: _____



References/Recent Clients

School Perceptions has conducted more than 800 community survey projects, helping school districts navigate the strategic planning and referendum processes. We have learned what works and where districts stumble. Below is a list of recent Wisconsin clients.

Hortonville Area School District
Phone: 920-779-7921

Contact: Todd Timm

Sturgeon Bay Schools
Phone: 920-746-2801

Contact: Dan Tjernagel

Seymour Community School District
Phone: 920-833-2304 x508

Contact: Peter Kempen

Swallow School District
Phone: 262-367-2000 x108

Contact: Melissa Thompson

New Glarus School District
Phone: 608-527-5516

Contact: Jennifer Thayer, Ph.D.

Lake Mills Area School District
Phone: 920-648-2215

Contact: Tonya Olson, Ed.D.

Oconto Falls School District
Phone: 920-848-4471

Contact: Dean Hess, Ed.D.

Central High School District of Westosha
Phone: (262) 843-2321 x222

Contact: John Gendron

Neenah Joint School District
Phone: 920-751-6800

Contact: Mary Pfeiffer, Ph.D.

Elkhart Lake-Glenbeulah School District
Phone: 920-876-3381

Contact: Ann Buechel Haack, Ed.D.

Nekoosa School District
Phone: 715-886-8000

Contact: Terry Whitmore

Coleman School District
Phone: 920-897-4011

Contact: Douglas Polomis

Sauk Prairie School District
Phone: 608-643-5990

Contact: Jeff Wright

Action Item: 5

Ashwaubenon School Board

Meeting Date:	July 13, 2022
Issue:	Transfer to Capital Improvement Fund (Fund 46)
Requested By:	Keith Lucius
Attachments:	
Financial and/or Staffing Implications:	For the 2021-22 school year our shared cost for State Equalization Aid is down due to the large amount of Federal aid received. This would result in a loss in State aid that would never be recovered if we do not increase our aidable cost for 2021-22. By transferring money to the Capital Project Fund (Fund 46) we will maximize our State aid for 2022-23. I recommend that the School Board authorize a transfer of \$200,000 to the Capital Improvement Fund (Fund 46). This money can only be used in the future for building maintenance projects, so the Fund 46 basically works like a savings account.
Funding Source:	Actual shared cost for the 2021-22 year will impact Equalization aid the following year.
Explanation:	<p>I know that the school aid formula is complicated, so I will provide a more detailed description of what is being proposed and why at the meeting.</p> <p>In case you don't remember, Fund 46 functions like a savings account for building maintenance projects. The fund allows districts to save money for future projects. All funds in Fund 46 are eligible to be spent now. Aid is calculated on the deposit to Fund 46, and there is no aid calculated when the money is spent. This allows us to keep our shared cost for aid purposes stable reducing year-to-year fluctuations in taxes.</p>
Recommendation:	We recommend that the Board authorize a transfer of \$200,000 to Fund 46 effective June 30, 2022.

Action Item: 6

Ashwaubenon School Board

Meeting Date:	July 13, 2022
Issue:	Cash-Flow Borrowing line of credit
Requested By:	Keith Lucius
Attachments:	
Financial and/or Staffing Implications:	
Funding Source:	
Explanation:	<p>Annually, the District borrows cash to cover expenditures until tax revenue and State aid are received. The District uses a revolving line of credit, which minimizes the days that interest is paid on borrowed money.</p> <p>We have worked with Bank First to establish a \$9,000,000 revolving line of credit to cover our cash shortages. The interest rate is fixed at 6.5%. There is no commitment fee or other fees. We feel this option is much less expensive than issuing a TRAN (Tax and Revenue Anticipation Note) because money is borrowed only when needed and is repaid as soon as tax or aid is received.</p> <p>We worked with Davis and Kuehlthau as our bond attorney. They have approved the legality of the borrowing and prepared the loan documents.</p> <p>The amount of the Line of credit is the same as last year. We do not expect to use the entire line amount. There is no additional cost for having a larger line, interest is only charged on the amount actually borrowed.</p>
Recommendation:	We recommend the Board approve the line of credit as presented.

RESOLUTIONS

We, being members of the Board of Education for the Ashwaubenon School District (the “District”), at a duly noticed, called and conducted meeting of the Board, hereby adopt the following resolutions:

WHEREAS, we have been advised of the District’s financial needs for the 2022-2023 school year, based on the estimated receipts and expenses for the operation and maintenance of the public instruction for the school year; and

WHEREAS, we have been advised that, from time to time, because of the timing of the District’s receipt of the funds required to operate and maintain the District’s public instruction, the District has a need to borrow money (the “Cash Flow Needs”); and

WHEREAS, we have been advised that the estimated receipts of the District are sufficient to repay all money borrowed to cover the Cash Flow Needs; and

WHEREAS, we have been presented with documentation in the form of a Taxable Tax and Revenue Anticipation Promissory Note (the “Note”), a form Borrowing Request and various other documents (together, the “Loan Documents”), by which BankFirst (the “Bank”) has proposed to provide the District a line of credit of up to Nine Million Dollars (\$9,000,000.00) (the “Loan”) to provide financing for the Cash Flow Needs; and

WHEREAS, we have thoroughly reviewed the Loan Documents;

WHEREAS, a tax for the operation of and maintenance of the District during the 2022-2023 school year based on the approved budget that included the amount required to pay all interest and principal under the Loan has been voted and shall remain irrevocable as long as the District’s payment obligations under the Loan remain outstanding;

NOW, THEREFORE, BE IT RESOLVED that, we determine it is in the best interests of the District to obtain the Loan from the Bank upon the terms and conditions set forth in the Loan Documents.

FURTHER RESOLVED, that, to the extent the District has a policy regarding borrowing with requirements that are not met with respect to the Loan, such policy requirements are hereby waived.

FURTHER RESOLVED, that Jay Van Laanen, District President, and Jennifer Vyskocil, District Clerk, or such persons who may then hold those offices, are hereby authorized and directed to execute and deliver to the Bank the Loan Documents and such other documents as they may deem necessary, appropriate or advisable and in the best interest of the District with respect to the Loan, their execution of the same in final form to be conclusive evidence that they deemed such

documents and any such changes to be necessary, appropriate and desirable and in the best interests of the District.

FURTHER RESOLVED, that the aforementioned District President and District Clerk are hereby authorized, empowered and directed to sign, execute, certify to, verify, acknowledge, deliver, accept, file and record any and all such instruments, agreements and documents and to take, or cause to be taken, any and all action in the name and on behalf of the District, as they shall deem necessary or desirable and in the best interests of the District in order to effect the Loan, and their signatures or such actions taken by them shall be conclusive evidence that they deemed the same to be necessary or desirable and in the best interests of the District in order to effect such purpose.

FURTHER RESOLVED, that at least one of the signatures of the District President and District Clerk on the Loan Documents must be an original signature.

FURTHER RESOLVED, that the Note shall remain valid and binding even if, after signature, but before delivery of the Note, one or both of the District officers whose signatures appear on the Note have ceased to be officers of the District.

FURTHER RESOLVED, that each and every action taken by the District President and District Clerk prior to the date of the meeting at which the borrowing under the Loan is hereby authorized has been ratified, approved, confirmed and adopted by the School Board.

FURTHER RESOLVED, the interest rate to be applied to the note shall be fixed at Six and One Half Percent (6.5%) at any time the Loan remains unpaid. Interest on the outstanding principal (amounts drawn and unpaid under the Loan) shall be payable on the first business day of the month.

FURTHER RESOLVED, that all money borrowed under the Loan shall be made pursuant to the Borrowing Request form included in the Loan Documents duly executed by an authorized representative of the District. Each Borrowing Request shall be signed by either the Superintendent of the District or the Assistant Superintendent of the District, who, as of the date of these Resolutions are Kurt Weyers and Keith Lucius, respectively (each an "Authorized Person").

FURTHER RESOLVED, that all of the proceeds of the Loan (the "Loan Proceeds") shall be used to operate and maintain the public instruction of the District in the 2022-2023 school year. None of the Loan Proceeds will be used (directly or indirectly) in a trade or business carried on by any person (other than by a governmental unit). None of the debt service on the Loan is or will be (directly or indirectly): (a) secured by any interest in property used or to be used for a trade or business carried on by any person (other than a governmental unit) or payments in respect of such property; or (b) derived from payments (whether to the District) in respect of property or borrowed money, used or to be used for a trade or business carried on by any person (other than a governmental unit).

FURTHER RESOLVED, that none of the Loan Proceeds will be used (directly or indirectly) to make or finance loans to persons other than governmental units.

FURTHER RESOLVED, that, under no circumstances shall the aggregate amount borrowed under the Loan exceed one-half of the anticipated receipts for the operation and maintenance of the District for the 2022-2023 school year, as certified by the District Clerk.

FURTHER RESOLVED, that no Borrowing Request shall be submitted to the Bank for an advance under the Loan to be received after June 30, 2023.

FURTHER RESOLVED, that all money borrowed under the Loan shall be paid into the treasury of the District, be entered in an account separate and distinct from all other funds of the District (the "Loan Fund"), the disbursements from which shall be for the purpose for which the Loan is made and for no other purpose, and disbursements from the Loan Fund shall be only upon orders or warrants charged to the Loan Fund and expressing the purpose for which they are drawn.

FURTHER RESOLVED, so long as the Loan, or interest thereon, remain unpaid, the aforesaid tax for operation and maintenance of the District (including the amount budgeted to pay interest on the Loan) shall be and continues irrevocable. The District shall segregate in a special fund, tax monies and other available revenues received for operation and maintenance of the District sufficient to pay the principal of and interest on the Loan as the same becomes due. That special fund shall be used for the sole purpose of paying the principal of and interest on the Loan. If there shall be insufficient sums in such special fund to meet such payments, the District shall promptly pay the same when due from other monies available in or attributable to the current school year. This covenant specifically includes monies (i.e. deferred tax and state aid payments) attributable to the current school year that are not received prior to the end of the current school year. The District complies with and covenants to continue to comply with the revenue limits set forth in Sections 121.91 and 121.92 of the Wisconsin Statutes.

FURTHER RESOLVED, that the Loan shall be pre-payable in whole or in part by the District at any time without premium or penalty.

FURTHER RESOLVED, that the District Clerk is hereby directed to keep separate records of the drawings, payments and balance outstanding under the Loan.

Adopted this 13th day of July, 2022.

[Signature page/certification follows.]

Signature page/Certification - Resolutions of the Board of Education for the Ashwaubenon School District

Re: Line of Credit for 2022-2023 School Year.

We hereby certify that the foregoing resolutions were duly adopted at a regularly scheduled and duly noticed meeting of the Board of Education of the Ashwaubenon School District on July 13, 2022.

Jay Van Laanen, District President

Jennifer Vyskocil, District Clerk