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Question	Kay Eggert	Brian Farmer	Leah Olson
1. Please provide a brief introduction including your background and your interest in the School Board.	I am seeking re-election to the Appleton Area School District Board of Education. All children deserve a quality education and I believe public schools are the best means to reach this fundamental goal. A strong public education system is essential for our youth and for the vitality of our community. I am proud of the accomplishments of the Appleton Area School District, yet there is more to achieve. I am seeking re-election to continue building on the District's foundation of educational excellence to improve the quality of education for **all** students.	I grew up in Appleton, Wisconsin, went through the public school system, and graduated with honors from Lawrence University. I went on to earn a masters degree from the American Graduate School of International Management in Glendale, Arizona. After working as a credit analyst in the international division of Manufacturers Hanover Trust Company in New York City, I accepted an offer of employment at King Abdulaziz International Airport in Jeddah, Saudi Arabia, where I spent sixteen years working in the finance and procurement departments. In addition to Saudi Arabia, I have also resided in Germany and Japan. In Tokyo, I met my future wife, and we have been married since 2001. I presently work as a freelance researcher and writer. My interest in the Appleton School Board stems from an increasing concern over the decisions and actions taken by the School Board over the past several years, which were highlighted in a recent article published in *The Post-Crescent*: https://www.postcrescent.com/story/news/education/2018/02/16/appleton-school-policy-changes-draw-open-meetings-concerns/342915002/	I grew up in Appleton and graduated from North High School. My two boys attend schools in our district. One is at Edison Elementary and the other is at Kaleidoscope Academy. I became interested in the AASD School Board after serving on the PTA Board at Edison Elementary for several years. I was inspired by the commitment to public service of previous school board members, including Sharon Fenlon and John Mielke. When Dr. Mielke retired in June 2017, I applied for his position. In an open meeting, the Board interviewed nine candidates and I feel fortunate to have been selected. As a parent with young children who attend schools in our district, I feel I bring a unique perspective to the Board. I've enjoyed the work so far, and hope to continue.
2. Comment on the recent lawsuit for open meetings violation and the	The Supreme Court ruling on the open meetings lawsuit rests on a technicality of whether or not the AASD School Board directly created a committee to review	The Appleton School Board has violated a fundamental principle of American government, namely that our public officials are supposed to operate out in the open.	I believe in transparent governance. Boards and municipalities across the state are reviewing policy based on the recent ruling by the Wisconsin Supreme

subsequent policy change by the School Board.	some ninth grade language arts books. The Circuit Court and Court of Appeals agreed the Board intended the review of materials to be done by administration; the Supreme Court ruled a committee subject to open meetings law did the work. This confusion stresses the need to review, and in some cases, revise current board policies to clarify work of the Board, which is subject to open meeting laws, and work of administration, which is not. Work done by administration that is brought to the Board or Board subcommittees is open to the public.	Instead, our School Board has conducted meetings behind closed doors, in violation of the open meetings law. How are we supposed to hold our public servants accountable, if they refuse to allow us to see what they are doing? The Appleton School Board has also violated a fundamental principle of education, namely, that parents are ultimately responsible for the education of their children. By holding closed-door meetings, the School Board is denying parents the right to influence their children's education. The obvious question is, "Why?" The School Board was taken to court by a concerned parent. In trying to defend the indefensible, the school board lost, at a cost of hundreds of thousands of dollars to school district taxpayers, money that should have been used to educate our students. Having been chastened by the Wisconsin Supreme Court, one would think that the guilty members of the School Board would apologize and resign. Instead, they are doubling down and looking for ways to circumvent the court's decision. (See link to newspaper article above.)	Court. Our board is revising policy to clarify what is and always has been administrative work versus board work. Teachers and administrators have lots of meetings and do lots of work on a variety of issues, all in an effort to make our schools better. That work is not subject to the open meetings law. Any item of importance in our district is eventually brought before the board at a subcommittee meeting. Those meetings are noticed and include a period for public comment. We take a roll call vote on any item that necessitates a board decision, so there is complete transparency to our community. I am fully confident that our revised policies fulfill both the letter and spirit of the open meetings law.
3. What sources of information and experiences have/will you use to inform your decision-making process as a member of the AASD Board of Education?	Responsible decision-making requires consideration of pertinent information and viewpoints. I work to stay informed and current on federal, state and local issues that affect public schools. Attending school board conferences and workshops, reading a wide variety of materials, and interacting with stakeholders, including community members, legislators, staff, and students are important ways to obtain information.	Being a freelance researcher and writer with an interest in education, I have followed the development of Common Core in the both the mainstream media, which tends to promote it, and in alternative media, which describe the drawbacks of Common Core. I have written and publicly debated extensively on Common Core. (For example see: https://www.thenewamerican.com/culture/education/item/18437-common-core-is-rotten-to-the-core)	Certainly my direct experiences as a parent in our district inform my decision-making process, but I have worked very hard these last eight months to educate myself on the needs of all our students. This past fall I met with each one of our principals and asked for their opinions on the challenges and opportunities facing our district, and what they thought I should keep in mind when considering board policy. I've met with many parent

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		Youtube.com has a number of great videos on Common Core by Dr. Duke Pesta, an English professor at UW-Oshkosh. A couple of excellent books that I have read recently, and would recommend to those who are interested in the state of American education, are *Saving K-12: What Happened to Our Public Schools? How Do We Fix Them?* and *Crimes of the Educators: How Utopians Are Using Government Schools to Destroy America's Children*. My experience as a reading tutor at Richmond Elementary School has given me some insight into the problems described in my research.	groups, members of the Appleton Education Association, and other community members. I spend a lot of time reading, both the materials that are prepared by staff for presentations to our board, and outside reading related to educational policy.
4. What impact do you see from using Public School tax money for funding private schools?	Any discussion of vouchers brings up the topic of choice; public school choice, and non-public or private school choice. Vouchers are used to support private school choice. There are three voucher programs in Wisconsin: Milwaukee, Racine and Statewide. I do not support expansion of the Statewide voucher program at the expense of funding public schools for several reasons. First, extensive research has not concluded voucher programs improve student outcomes. Secondly, funding for the Statewide program has changed. State aid is now transferred from the resident district to cover the cost of the voucher. Although the resident district can compensate for the lost aid by raising local property tax, this merely shifts the burden to taxpayers. I do support choice within the public schools; AASD offers many educational choices for parents and students.	Over the last few years, the nation has seen the rise of vouchers, to help parents fund the education of their children. Vouchers allow families to spend taxpayer dollars at schools of their choice, including private schools. Voucher programs are politically contentious. They often face harsh scrutiny from critics who say they blur the lines between church and state or destroy public education, because they drain resources from public schools and lack the oversight that exists in public institutions. Advocates contend that these programs provide families, especially those who cannot afford private school tuition, with alternatives when a school or school system fails. They also argue that parents should not have to pay for schooling twice (in both taxes and tuition). Also, vouchers are promoted as a way to improve public education by introducing competition. If one accepts the principle that parents are ultimately responsible for their children's education, then it seems logical that the	I do not support vouchers for two reasons. First, the most recent analysis of the Milwaukee voucher program (published January 2018 in the Wall Street Journal) showed that, on average, students in voucher schools perform the same as their peers. Second, 70% of students utilizing vouchers were already attending private schools. This means we are increasing the number of students receiving money from the state without increasing the number of dollars available for public education. So far, vouchers have cost tax payers $6 million in the Fox Cities. I think our legislature needs to be more forthright in discussions about the true cost of vouchers. Furthermore, I see no need for vouchers in our district. We have a tremendous amount of school choice. Parents can enroll their children at any one of our neighborhood schools or district charter schools.

		money should follow the student. However, I do not feel that vouchers should be available to everyone. They should be available only to those who can show financial need.	
5. Title IX is federal legislation that prohibits discrimination based on gender in educational programs. Title IX addresses sexual violence and requires schools to proactively address, remedy, and eliminate sexual violence on their campuses. Recent statements at the Department of Education would erode this legislation. What is your commitment to the spirit and intent of Title IX legislation?	While Title IX prohibits discrimination on the basis of sex in any federally funded education program, it does not define the term "sex." This omission has led to debate and litigation, most recently focused on sexual harassment and sex stereotyping. I support the "spirit and intent" of Title IX and am committed to the District's philosophy of a welcome, open and inclusive educational environment for all students.	I am opposed to discrimination based on sex. The Department of Education has stated that it will no longer investigate transgender students' claims that being forced to use school restrooms corresponding to their biological sex amounts to discrimination under Title IX of the Education Amendments of 1972. Title IX prohibits discrimination on the basis of sex, not gender identity. When students, including transgender students, are penalized or harassed for failing to conform to sex-based stereotypes, that is sex discrimination prohibited by Title IX. In the case of restrooms, however, longstanding regulations provide that separating facilities on the basis of sex is not a form of discrimination prohibited by Title IX. Under Title IX, the term "sex" is not defined as referring to gender identity. That is because nobody in 1972 had yet come up with the idea that a boy could become a girl, or vice versa, simply by claiming to be one. Everyone understood what "sex" meant. It seems perfectly reasonable that states and individual school districts should be able to determine how to accommodate transgender students, especially considering that the Constitution gives absolutely no authority to the federal government to regulate, manage, or administer education in America.	Title IX is important legislation protecting people from discrimination based on sex. I find the recent statements by the Department of Education disappointing. Our country still needs the Office of Civil Rights to investigate and enforce Title IX violations, as witnessed by the 137 K-12 school districts currently under investigation by the OCR for sexual violence complaints. Our district has a strong anti-discrimination policy. Although federal law does not require us to include "sexual identity" in that policy, we have chosen to do so. All of our students need to feel safe, welcome, and included in our schools.

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6. What limitations does the separation of church and state place on AASD public schools?	The Establishment Clause of the First Amendment prohibits the government from establishing an official religion, or favoring one religion over another, or favoring religion over non-religion. Schools, as governmental institutions, must remain neutral between religion and religion, or religion and non-religion. If this question is specific to prayer, schools are not allowed to lead students in prayer, however students are allowed to pray in school.	The "separation of church and state" is grossly misunderstood. The expression "separation of church and state" appears nowhere in any of our nation's founding documents. It appears in a private letter that Thomas Jefferson sent to the Baptists of Danbury, Connecticut, assuring them that the First Amendment would protect their religious freedom against interference from the federal government. With the passage of time, the meaning of that phrase has been turned completely upside down. We are now supposed to believe that religion should have no role to play in public life, and that public institutions should follow a rigid, dogmatic, anti-religion agenda. I was recently told about an assignment in an Appleton classroom that asked students to write about the most significant person in history or in their life, or something to that effect. The student wrote about Jesus Christ and was informed that the essay was not acceptable. Whether true or not, that is an example of a limitation that "separation of church and state" does not impose on a public school classroom. If the student had written about the Buddha or Mohammed, would that have been forbidden? This is an example not of education, but of indoctrination.	This issue usually comes up when people are discussing prayer in schools. I support free speech, and I appreciate the importance of faith in many people's lives. We identify faith in our Sources of Strength program. I personally know many educators and administrators in our district who take an active role in their church. There is no problem with a student praying silently in school, praying with other students before or after school, or discussing religion and faith with her peers. However, the U.S. Supreme Court ruled in 1962 that school-led prayer is unconstitutional. There is no place for school-led prayer in our public schools.
7. By what criteria do you evaluate how well the school district is doing—what to celebrate and what to improve? What's the role of	The District uses a variety of assessments to gather data to provide a comprehensive picture of student achievement. Some assessments, such as standardized tests, are required by state law and give snapshot information. Other assessments are on-going and frequent, providing immediate feedback to help determine instructional	To evaluate how well the school district is doing, it seems logical to study the report card issued by the Wisconsin Department of Public Instruction. An examination of that report card informs the reader that less than half of Appleton Area School District students are proficient in reading and math, an obviously unacceptable state of affairs. Specifically, the	Standardized testing is one measure that can give useful data about a student's instructional needs, however it is only one measure. I do feel the school report cards are a useful data source, particularly as the revised report cards attempt to account for additional factors that may impact test scores, such as

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standardized testing?	practices and are beneficial in evaluating academic growth. Data from assessments is important for determining how individual students and the District is doing. The District has a well-established culture of continuous improvement and is always seeking ways to improve what is done for students. The data is just part of the picture though. The District's many educational options, rigorous and wide-ranging curriculum, extensive extracurricular opportunities, and career-based learning all add to the development of students and their future success.	2016-17 report card reveals that proficiency ratings for district students are 41.6% for English Language Arts and 42.7% for Math. Deteriorating student performance is highlighted by the district's overall score of 66.9, down from 70.9 in 2015-16. Standardized testing is designed to objectively measure what students know, which allows for comparisons to be made among schools, school districts, and states, in regard to student achievement. Standardized testing also ensures accountability for teachers, administrators, and school boards. The results of standardized testing provide feedback to the educational establishment, which allows it to know what to celebrate and what to improve.	socioeconomic status. I like that the report cards also look at student growth and closing gaps. The data lets us look at trends, and examine whether a particular high-achieving school or district has things to teach us. It's important to remember that data can be misleading. For example, my son attends Kaleidoscope Academy, which scored "meets few expectations" on the last state report card. The school was penalized ten points because so many parents opted their children out of the state Forward exam. Without this penalty, Kaleidoscope would have received a score of "exceeds expectations". Finally, there is much more to school than math and English language arts. Please see my answer to question #17.
8. What is your position on guns in the AASD schools?	I do not support arming staff with guns. Currently per board policy, law enforcement and military personnel acting in their official capacity, and off-duty law enforcement, are allowed to possess firearms in District schools and on school grounds. I do not support expanding these guidelines.	I have some concerns with the idea of arming teachers, which has been put forward, in response to multiple school shootings over the past few years. It should be self evident that we have a right to self defense and an obligation to protect our children. So, how do we deal with an armed intruder who has gotten inside of a school, despite all of the steps taken to prevent that? In such a situation, a gun-free zone has now become a free-fire zone, unless the armed intruder can be neutralized. Logically, that can only occur if there is a good guy in the building who is also armed, since first responders probably won't be able to get there in time to prevent a mass shooting. If a teacher is	I understand and appreciate parent and student concerns about safety. After seeing recent headlines in the Post-Crescent, my eight-year-old asked me if I would buy him a bullet proof vest. That being said, I continue to support our district's policy of gun free zones at schools and school events. I do not support arming teachers. Our district works hard to ensure the safety of our students. A few examples include: monitoring school guests, providing anonymous reporting systems for all students, conducting ALICE training for staff and students, supporting School Resource Officers, and conducting threat

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		armed, first responders could mistake the teacher for the intruder and shoot the teacher. An on-site, uniformed police officer would more easily be identified as the good guy. Hence, that seems to me to be the best solution.	assessments with help from the Appleton police department. When my children go to school in the morning, I feel they are safe.
9. What policies will you consider to improve mental health services for students and respond to the new information brain development and the effect of trauma in early years on children?	The District has a number of initiatives aimed at addressing mental health needs of students including, mental health screenings, offering mental health services through licensed providers at school sites, teaching social and emotional skills, and addressing behavioral concerns through PBIS. Sources of Strength, an evidence-based program aimed at increasing resiliency and reducing depression in students has just been launched this school year. With depression being the number one cause of suicide, and youth in the tri-county region attempting suicide at two times the state average, the interest in initiating this program is high. In addition, research indicates a strong relationship between adverse childhood experiences, substance abuse and behavioral and mental health issues. Staff members are receiving professional development in Trauma Sensitive Practices as another avenue to meet the needs of students. The last state budget provides specific funds to hire additional social workers to work directly with students; I would support this. The mental health of students is fundamental to learning and requires attention and resources.	With the passage of time, public schools are being called upon to do far more than educate students. In effect, the schools are now supposed to provide healthcare services, as well. I have been following *The Post-Crescent* "Kids in Crisis" series and have been attending the town hall meetings in our area. Unfortunately, some of the causes behind mental health problems cannot be prevented by the schools, because some problems start long before students enter school. Based on the "Kids in Crisis" series, the most important policy I would consider would be expediting the hiring of mental health professionals. As for brain development, there is a policy that we can change. The "Educational Establishment" suggested changing the way children are taught to read. The "experts" downplayed the traditional phonics method of instruction and imposed a whole-word method that forces children to read English as if it were Chinese. Brain scans have shown that the whole-word method fosters dyslexia and functional illiteracy by forcing children to use their right brains to perform functions that their left brains are designed to do. Being an elementary school reading tutor, I see that the whole-word method is in partial use in district schools.	Staff at many school sites are trained in trauma-sensitive care. All our staff understand the impact of ACEs on a students's physical and emotional well-being. All three high schools have implemented Sources of Strength, an evidence-based suicide prevention program. The PATH program, with funding from United Way, provides in-school counseling at our high schools and middle schools and select elementary schools. The administration is looking at new grant sources to expand those services. The most recent state budget included matching funds for new social worker positions, and the district plans to take advantage of those funds.

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10. Wisconsin universities require education majors to have extensive clinical hours in classrooms- complete with passing a Foundations of Reading Test (phonics) and the EdTPA (Teacher Performance Assessment) and student teach to get licensed. American Board Certification for teaching educators can start any time, no classes, no semesters and finish in 10 weeks and are <u>not</u> required to pass EdTPA to get a license. As an AASD Board member which prospective teachers will you hire and why?	Research indicates teacher quality and effectiveness impact student outcomes. Given the current trend that fewer are pursuing education as a career, some teaching positions are difficult to fill, and our state legislature has made changes to the licensing process, I consider recruiting and retaining highly qualified staff a priority. As a board member, I support mentoring for new staff members, as well as providing meaningful professional development that will help teachers grow in competency and effectiveness.	The American Board for Certification of Teacher Excellence was launched with a federal grant from the U.S. Department of Education in 2001. The organization's mission is to certify experts in certain subjects, experienced professionals, career changers, and military veterans as teachers. The online certification program has been approved in twelve states, apparently to address teacher shortages in certain subjects, particularly science and math. The program is entirely online and self-paced. Candidates have twelve months to complete the program, though the average amount of time it takes most candidates is between seven and ten months. A bachelor's degree is required for acceptance into the American Board teaching certification program, and participants must pass a background check. Candidates enrolled in the program study for and take two certification exams, one that covers Professional Teaching Knowledge and one that covers subject area knowledge. Wisconsin is not one of the twelve states that approve American Board Certification. As long as there is no critical shortage of teachers in Wisconsin, I see no need to hire teachers outside the present certification system.	I don't know much about the American Board Certification program, but I would prefer that new hires in our district have completed clinical hours and student teaching. I am committed to hiring quality educators because better teachers give better outcomes for students. Our district is committed to providing educators with professional development opportunities, as well as more formal support and training for new teachers. A teacher's learning and development does not end when he or she receives a license—it continues over the course of his or her career. As a district, we need to support our educators and staff.
11. What are you views on a year-round calendar for AASD students (such as every 3rd	The current research on year-round school is inconclusive regarding a positive impact on students. Recognizing there are pros and cons to the topic, any consideration of moving to year-round school in the AASD	I would be receptive to this idea, if it could be shown to be better than the system that we have now. As it turns out, having lived in Germany and Japan, I have some familiarity with the educational systems of those	Summer learning loss is a significant concern for all our students. For that reason, the district has continued to expand and strengthen its summer school programs at all grade levels. I

month off for the students and staff) for learning retention?	would require extensive study and work with all stakeholders. I do not see this in the near future. The District does recognize the opportunity for extended learning during the summer months and offers academic coursework for students needing or desiring additional educational experiences.	countries. Summer vacations for students are significantly shorter than in the United States. A Pew Research Center article reported on the average scores of 15-year-olds across the world who took the 2015 Program for International Student Assessment. It revealed that U.S. students ranked way behind both Japan and Germany. That looks pretty convincing to me.	know that our district leadership team will continue to review a variety of instructional models with an emphasis on the needs of our students. The district did investigate year round school several years ago, and was unable to find comparable districts who implemented a year round model and didn't abandon it after a few years. At this time, year round school is not a direction we are headed.
12. What do you see as the greatest challenges to AASD and what do you propose to deal with them?	Achievement and success for **all** students is at the core of the District mission and certainly an ongoing priority. Meeting the educational needs of all students is a big job, and entails creating safe and welcoming learning environments, implementing and assessing best teaching practices, addressing student social, emotional and mental health concerns, and recruiting and retaining high quality staff.	Having been found guilty of violating the open meetings law, the Appleton School Board is now working to circumvent the court's decision. If elected, I would work to stop that, and I would work to open up meetings to parents, so that they can participate in the handling of issues relating to the education of their children. In general, I would work to make activities of the School Board more transparent, in order to foster public trust. The Appleton School Board seems to be operating according to the principle that "It is easier to believe a credible lie than an incredible truth." The credible lie is that the School Board is doing a good job overseeing the education of our children. The incredible truth is that the School Board is actually doing a terrible job. If a private corporation received a report card like the one our school district has received, heads would roll. If elected, I would insist that the district administration improve those performance results within a specific time frame (determined by the board) and, if the goals were not achieved, I would advocate for replacing the district	The primary focus of the school board is student achievement. (Please see my answer to #7 and #14). We will continue to uphold high standards for all our students, while focusing particular attention on addressing known opportunity gaps. I think a key component of student achievement is family engagement. While all our staff tries their absolute best to engage our families, I think new models of parent engagement are an area where we might focus more attention. I've been impressed with Lincoln Elementary's Academic Parent Teacher Teams, and I hope aspects of that model can be implemented at our other elementary schools.

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		administrators with others who could get the job done.	
13. Since you represent the entire school district community—parents, schools and children—list how you will reach out to <u>understand</u> these communities? How will you demonstrate your commitment?	Communication is the foundation for understanding all of the stakeholders. I attend school events and speak with parents, students and school staff. I am also active in the community and interact with others at community events. The Board allows time at each board meeting to hear from constituents, as well as from student delegates representing each high school. I also support the District's initiative to improve cultural and linguistic understanding and responsiveness. I have participated in some of the professional development offered by Dr. Sharroky Hollie and I am committed to personally develop my skills in this area to more effectively interact with all members of the community.	The best way to understand those communities is to go out and talk with them and to listen to their concerns. Getting to know parents is something that I have been doing all my life, as I have watched my friends bring up their children. I would visit the schools and talk with the principals, teachers, and on-site administrators. I am presently a reading tutor at Richland Elementary School, so, I am gaining some insight about the children. I would demonstrate my commitment to those communities by standing up to any special interests that do not make the welfare of students, parents, schools, and taxpayers their first priority.	This past fall I toured all of our schools and spent an hour with each principal, learning about his or her school community. I've also visited with many parent groups and plan to continue that work. I've had private conversations with parents on issues that are important to their families, such as the needs of students with disabilities. If elected, I hope to spend the bulk of next year visiting with teachers and paraprofessionals in their schools, as well as visiting with our cultural support specialists to learn more. I also support the use of district wide parent and student engagement surveys, and hope our district will implement normed surveys in the near future.
14. With increasing expectations of teachers, what will you do as a Board member to support teachers, yet ensure that parents play an involved and equal role in the education of their children?	Parents are a child's first teachers and need to continue playing a key role in the education process. A supportive home environment is beneficial for students. I believe all efforts aimed at welcoming parents into the schools and encouraging open communication are important and will build trust and positive relationships so that parents are more likely to stay engaged with their child's education. I also believe teachers need professional development and time for collaboration to support their efforts in meeting the needs of students.	First, I would advocate for giving teachers greater autonomy in deciding what teaching materials they want in their classrooms. Second, I would advocate for allowing teachers to choose from a wider array of options for their training. Third, I would advocate for greater publicity of teachers' success stories, so that the community can see the encouraging things that are happening in teachers' classrooms. Fourth, I would advocate for giving teachers more time to do essential tasks, such as lesson planning, and lighten the burden of less essential tasks. Finally, I would advocate for allowing teachers greater freedom to innovate, without running	Whenever a new policy or initiative is proposed that will impact teachers, I think it is important to ask what kind of impact that policy or initiative will have on a teacher's workload. Time is a limited resource. Rather than ask teachers to do everything, we need to focus on what is most important. The way to determine what is most important is through ongoing dialogue between all stakeholders—family, teachers, administrators, board. I've been very impressed with Lincoln Elementary's Academic Parent Teacher Team model and think it has great promise. That was not a board or district initiative. It was an

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		the risk of a poor evaluation or loss of employment. As for the parents, I would advocate for giving them greater access to meetings, for reasons described in questions 2 and 12.	initiative that Lincoln teachers chose to implement on their own. We need to make sure that teachers and parents are equal partners in the conversation.
15. The Wisconsin State Constitution makes the promise to fund public education. Why is public education import to you? To our community? Our country?	I believe public education is a promise to provide a quality tuition-free education to all children. With 87% of all school-age children in public schools, it is critical we have strong public education systems. Our children deserve it; our communities, and society as a whole, will thrive because of it!	Public education is important to me, because I went through the public school system and benefitted enormously from it. Public education is important to our community and country, because many parents cannot afford to send their children to private schools. And, while homeschooling is becoming increasingly popular, many parents do not have the time or the inclination to educate their children at home	To me, public education is the cornerstone of our democracy. It is a place, sometimes the only place, where we meet people with different backgrounds and life experiences and we learn how to get along. Public education inspires me because it is a shared project. We all have role to play—educators, parents, community members, taxpayers. We all work together to support our kids. I'm very proud that our state has a constitutional commitment to funding equitable public education. I think that is one of Wisconsin's greatest achievements.
16. What recommendations do you have for the Blue Ribbon Commission on School Funding (March 26th in DePere and April 23 in Oshkosh)?	The Blue Ribbon Commission is tasked with looking the State funding system for education. I would like the commission to think of funding for students with a lens of equity, rather than equality. Given the diverse needs of students, addressing these individual needs requires providing different supports and services. I would be interested in how the state formula could foster equity of educational opportunities for students.	The Wisconsin Department of Public Instruction publishes school district profiles that provide general financial information. Each school district also publishes its own budget information. However, the available finance data is not provided in a central database, is not broken down at the student level, and is not user friendly. Furthermore, public information is not available regarding school district financial management practices. I would recommend greater transparency on such matters. Currently, Wisconsin schools are funded by a complex set of formulas that only a handful of people in the entire state fully understand.	The school funding formula has not been revisited in over twenty years. The Commission will likely look at a variety of issues including revenue limits, the rise in categorical aid, declining enrollment in many districts, vouchers, as well as the additional costs associated with the education of English language learners, special education students and students who live in poverty. My three recommendations would be as follows: 1. We have a constitutional commitment to providing equal educational experiences across our districts, and we must remember that in every

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		For example, the school choice programs are funded differently, with the Milwaukee voucher program being funded differently from the statewide program. I would recommend simplifying the funding process. State law puts voucher and charter schools at a competitive disadvantage, by not giving them equal access to resources that are available to their peers in the public schools for such things as facilities, busing, and libraries. I would recommend that students at public charter schools and private schools in the parental choice programs be given equal access to educational resources for facilities, transportation, and library materials.	conversation we have about school funding. 2. Children with additional needs are more expensive to educate, and in order to give them an equal educational opportunity, we need to commit to full funding. As an example, school districts are reimbursed thirty-one cents for every dollar spent on special education funding. We need to have a conversation about the true costs of educating all our students. 3. We need to have a more transparent discussion about the costs of our voucher system. Please see my answer to question #4.
17. What are your views on the arts in education and its importance in K-12 curriculum?	The District and community at large place high value on the arts. This is embedded in district course offerings and demonstrated by the requirement to obtain a credit in fine arts in order to graduate. I support arts in education.	Students come to school with a wide variety of natural talents. Our educational system should provide opportunities for students to develop their talents, whatever those talents may be. While it is vital to teach reading, writing, and arithmetic, it is also important for students to practice art, music, and sports.	I support our district's commitment to educating the whole child. To me, that means we must always remember that music, fine arts, physical education, as well as co-curriculars, are as fundamental to a quality education as math and English language arts.
18. Do you or have you had children in the Appleton School District? Has this given you the motivation to be a member of the School Board?	All four of my children graduated from the District. My interest in serving on the Board grew directly from my volunteer activities in the schools and at the district level. I am steadfast in my belief in public education and want to continue to serve to build on the strong foundation in the Appleton Area School District.	I got married very late in life, so, I do not have children who are or were in Appleton Area School District schools. My motivation for wanting to be on the School Board stems from my own notable experience in Appleton schools. Recent developments indicate that the wholesome environment that I experienced is being degraded. For example, a book titled *The Body of Christopher Creed* was approved for use in a freshman communication course. The book is laced with profanity, images of illicit sex, and references to suicide.	I have two children in the district, and that was a big motivation for me to become a member. I am so honored to support our staff because I see firsthand how hard they are working and how much they care for all the kids in their classroom. Our schools are amazing. As a mother, I feel lucky that my kids attend public schools in Appleton.

		Concerned parents wrote to *The Post-Crescent* editors and cited passages from the book to back up their objections. The P-C refused to publish the excerpts, indicating the vile and despicable nature of those passages. If we want to improve the culture, do we do that by filling the minds of our young people with that kind of pollution? Is the School Board acting responsibly, when it approves such a book for our school classrooms? That is the kind of thing that is motivating me to run for a seat on the School Board.	
19. Please address closing the achievement gap.	Most recent data indicates the District is doing better than the state average in closing Mathematics achievement gaps, but is a bit lower in closing English Language Arts and Graduation rates gaps. The District continues to address these gaps. Efforts involve deep analysis of the data to identify root barriers to learning for individual students and then addressing those individual needs.	The achievement gap that separates economically disadvantaged students from their more affluent peers adversely impacts minority students in particular, and that gap has been the focus of discussion, research, and controversy for more than 40 years. While the gap between black and white students narrowed considerably from the 1950s to the 1980s, that gap has not been reduced any further since then. Some research suggests that the achievement gap separating wealthy and poor students is actually widening. Sub-par achievement of minority and economically disadvantaged students is obviously one of the most disturbing problems in education. Some states (including Wisconsin) have established task forces to review policies that could lessen the effect of the achievement gap and help students from all schools succeed. One recommendation calls for creating programs to recruit and retain teachers of color. Another recommendation calls for expanding early education programs. Yet	Wisconsin's ESSA (Every Student Succeeds Act) Plan has the goal of cutting the achievement gap in half in six years for all subgroups of students in ELA, mathematics, and graduation rates. The important thing to remember about the state plan is that it focuses on local strategies. I support the work the district has done to become more culturally and linguistically responsive in order to better engage all our students. I think it is equally important that we continue to maintain high standards for all our students. Personally, I think the only way we will accomplish this goal is by more fully engaging with all our families. Parents have more of an impact on their child's academic success than any other factor. Please see my answer to question #14.

		another recommendation calls for exploring alternative ways to discipline students, since suspensions and expulsions disproportionately affect students of color. I'm in favor of studying policies that have been implemented in various states to address the achievement gap, in order to find out which policies have proven to be the most effective.	
20. While improving, AASD still has a large number of incidents of seclusion and restraint and it falls mostly on students with disabilities. What will you do to reduce these incidents and ensure that seclusion and restraint are used appropriately?	It is true that most incidents of seclusion and restraint involve students with disabilities. It is also accurate that the District is making strides, primarily through a number of efforts. All new teachers are being trained regarding seclusion and restraint and more staff, including paraprofessionals, are receiving non-violent crisis intervention training. The data regarding seclusion and restraint is being monitored more frequently to allow more responsiveness to concerns. In addition, there is great emphasis on building relationships with students and the school resource officers, fostering positive handling of situations. The District will continue to work to improve in this area.	I would look at the reports of such incidents, to find out what happened and why seclusion and/or restraint were implemented to deal with those situations. I would look to see whether such actions were justified, and to see whether some less extreme action could have been taken.	The board gets a yearly report on the number of seclusions and restraints in our district. Those numbers have been declining. The two main ways we can continue to decrease those numbers is through staff training and building relationships. Staff are trained in non-violent crisis intervention. Our trainer checks back with every school monthly, and is also on call if a particular school needs extra support. All new teachers are also trained, and we have expanded training to include professional development for paraprofessionals. Every instance of seclusion or restraint is recorded, and our district leadership team looks at that data quarterly. They watch for trends so that they can respond proactively and provide students and staff additional support if needed. I've toured all our schools, and I've been impressed with the care and understanding given to all our students, even if that student is having a tough day. Multiple principals have told me, "We love our special education students. We are glad they are here. They are an

			important part of our community." That attitude is also key.
21. With the new pending legislation to make integrated employment the first choice for students with disabilities, what new programs are you considering?	Schools are required to develop a transition plan for students with an IEP by the age of 14. While the transition planning is not a new regulation, it often did not lead to meaningful opportunities for students after graduation. Currently there is strong emphasis on strengthening that component of the IEP and improving outcomes for students. Funding is being made available for grants to school districts to develop partnerships and connections in the community and create opportunities to integrate students with disabilities into the workforce after graduation. I am not aware of specific programs being considered at this point, but I support the District pursuing development of integrated employment.	The ideal outcome for integrated employment is real work for real pay in jobs that align the employment goals of the students with the students' disabilities. I believe that it would be a good idea to contact employment agencies, offer them resumes of soon-to-be-graduating students, and see if matches could be achieved with local employers. I would also advocate for studying what other states have done on this matter, in order to discover policies that have proven to be successful	I am happy to see both the federal and state government placing a greater emphasis on integrated employment. Meaningful work is an important part of adult life. Currently, IEPs require the district to create a transition plan for students by the age of 14. In order to turn those plans into reality for our students, we will need to educate area employers on integrated employment and combat misconceptions they might have about students with disabilities and their ability to contribute to our workforce. The state has started to make grant money available for these efforts, and our district is pursuing that funding. I think we're still in the beginning stages, which means we need to focus on building partnerships and building capacity in our community. I'd be happy to hear from any community member who has ideas on this topic.
22. What is your position on sex education in the schools?	I believe human growth and development is important in schools as a part of the health curriculum. The Board recently approved an updated K – 9 Health curriculum that will be implemented in the 2018 -2019 school year. As per state statue, the curriculum update involved an advisory committee to provide feedback on the human growth and development aspect of the curriculum. The biggest change to the curriculum will be the delivery model, as it	Less than half of U.S. schools meet the Center for Disease Control's recommendations for sexual education, and 70 percent of parents say that they are uncomfortable talking about sex with their children. As a result, most young people are left wanting more information about sex. So, where are they going to get it? Given the unacceptably large number of out-of-wedlock pregnancies and the huge number of cases of sexually transmitted diseases occurring every year in	Our district recently adopted a revised K9 health curriculum. The committee that put together the curriculum included educators and a variety of community members including healthcare providers and clergy members. It is a comprehensive curriculum, not "sex education". It covers the following topics: Nutritional and Physical Activity, Growth, Development, and Sexual Health, Injury Prevention and Safety,

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	is focused on students gaining skills in decision-making and self-advocacy. It will continue to be abstinence-based.	America, it is obvious that young people need more information about sex. But what kinds of information should be taught? There is talk of introducing sex education as early as second or third grade. That is way too early. The American College of Pediatricians has described such an approach as little more than child abuse. This is where we need to hear from both parents and students. What do parents want their children to be taught, and what kinds of information do young people need and want to learn?	Alcohol, Tobacco and Other Drugs, Mental, Emotional and Social Health, and Personal and Community Health. I think it's an excellent curriculum. Parents are always informed beforehand that sensitive topics will be covered in class. Parents have the option of opting their children out of classes on human growth and development, and I support any parent who chooses to do so.
23. Would you support the district observing Martin Luther King, Jr. Day as many cities do across the country? Why or why not?	I am in full support of honoring the legacy of Martin Luther King, Jr., but I do not believe school needs to be out of session to do that. Actually, I feel the day presents a great opportunity for students to learn about King and his work and celebrate his impact on all of us. Certainly parents are free to excuse their children for the day.	I would be willing to support such an idea, because the Appleton Area School District is becoming increasingly diverse. We as a community need to be increasingly sensitive to the interests of minorities, as they become a larger proportion of the population in our school district. The logical follow-up question would be: How should Martin Luther King, Jr. Day be observed? I would not be in favor of giving students a vacation day but, rather, use the day as an opportunity to learn about why MLK is such an important figure in American history. On the other hand, if students wanted to attend a major event in, for example, Madison or Milwaukee, then a note from the parents requesting an excused absence should be honored.	This is a very good question, and something I wondered about before becoming a board member. Our district leadership team feels that the best way to observe Martin Luther King, Jr. Day is to hold school and commemorate the day with our students. This year a message was shared with all students explaining Dr. King's legacy and asking students to think about the ways they could honor the work of civil rights advocates through their own actions. Additionally, many schools ran specific projects and events on that day to further teach students. Therefore, I think our district does observe MLK Day, though I acknowledge we need to do more to explain our efforts to parents and community members.
24. Should a teacher be fired/forced to resign without the board hearing	An employee facing termination does have a right to ask for a hearing before the Board. A voluntary resignation would not involve a hearing.	In America, we are supposed to be operating under the principle that a person is innocent until proven guilty. Hence, it would seem unfair to fire a teacher or to force a teacher to	The board approves staff hires and resignations. However, we do not play an active role in that process, with the exception of the superintendent. In

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their perspective?		resign, without first hearing from all of the parties involved in an incident.	general, personnel matters are an administrative matter. If an educator wishes to have a hearing before the board, they can request one. The educator also has support through the AEA.
25. How would you handle issues such as assignments where the educational value is unclear?	The Board approves curriculum, but does not monitor individual assignments. Any concerns with assignments should be brought first to the teacher and if there is not resolution to the concern, it should follow the District complaint procedure. The Board would be the last step in that process.	I would ask the parties concerned to explain the purpose of the assignment, to explain the motivation in making the assignment, and to justify the assignment's educational value.	That is an administrative issue and not something the board handles. However, I can speak to how I would handle that issue as a parent. My husband and I have chosen to opt out of two assignments over the course of our kids' eight years in the district. Both times I discussed the issue with the teacher, expressed our concerns, and proposed an alternative assignment. Both times I felt the teacher responded professionally, heard my concerns, and was supportive of our choice.
26. In regard to spending, are you open to considering alternatives to the pesticide use the district employs, potentially using those funds to hire more teachers to lower class sizes K-2?	I am not opposed to alternatives to pesticide use and I am open to ideas that save money.	I am not familiar with the details of the pesticide use policy in the Appleton Area School District. However, in general, I am open to considering any policy change that would give the district more bang for the taxpayer buck.	One of my children attends Edison Elementary. I know a parent there brought forward a plan to use pesticide alternatives on the field at Edison, and she was met with support by leadership and our maintenance staff. The district is currently piloting the effort at Edison. I don't know that it is going to save money, but if it is cost-effective the district might expand the effort. Please keep in mind that any pesticides to control weeds are used in the summer months, so our students are not exposed to harmful chemicals.
27. What percentage of 4-year-olds are enrolled in 4K?	The enrollment of 4K is about 80% of the enrollment in Kindergarten. The District's Birth-Five Outreach program offers	I was not able to find that information on the Appleton Area School District website. However, this webpage shows which schools	Roughly a thousand children were enrolled in our Community 4k program in 2016-2017. Our district has a Birth-to-

	What strategies are being used to get more student enrolled in 4K?	developmental screenings for 3 – 5 year olds, distributes information to families through medical providers, and holds a variety of events such as playgroups. The efforts are on-going and focused on reaching as many families as possible, encouraging them to participate in the events and enroll their children in the available programs.	have 4K programs: http://4k.aasd.k12.wi.us/UserFiles/Servers/Server_457656/File/18-19%204K%20Site%20List.pdf	Five Outreach Program, which focuses on creating strong connections with families in our district. Throughout the year, members of this program are present at multiple community events geared toward families with young children. The district holds 3-5 year old development screenings for ALL children at a variety of venues and times to increase accessibility. In partnership with many other community organizations, the program provides literacy bags to newborns. These are all examples of building relationships early on, so that parents are aware of our 4k program and understand its value.
28.	Of all the board policies and decisions, what issues (curriculum, working conditions, class size, etc.) are you hoping to change?	I do not have an agenda of what I want to change. Rather, I want to continue working collaboratively with my colleagues, administration and staff to assess progress, institute improvements, and advance what is done for **all** students, everyday, in the District.	Having been found guilty of violating the open meetings law, the Appleton School Board is now working to circumvent the court's decision. I would work to stop that, and I would work to open up meetings to parents, so that they can participate in the handling of issues relating to the education of their children. In general, I would work to make activities of the School Board more transparent, in order to foster public trust. The Appleton School Board seems to be operating according to the principle that "It is easier to believe a credible lie than an incredible truth." The credible lie is that the School Board is doing a good job overseeing the education of our children. The incredible truth is that the School Board is actually doing a terrible job. If a private corporation received a report card like the one our school district has received (see answer to question 7), heads would roll. I would insist that the district	As a district, we try to teach our students to be life-long learners. We model what we teach. There will always be more to learn on every issue touching public education, which means policy will continue to evolve on many fronts. Rather than any particular issue, I hope to contribute to our district's existing culture of continuous improvement. I think the best way I can do that is to build strong relationships with all stakeholders in our community, educate myself on the issues our community cares about, and ask challenging questions of our leadership team.

		administration improve those performance results within a specific time frame (determined by the board) and, if the goals were not achieved, I would advocate for replacing the district administrators with others who could get the job done.	