

**Appleton School Board – Voter Guide 2019**  
**Vote for 2 of the 3**

	 <p align="center"><b>Tim McKeag</b></p>	 <p align="center"><b>Deb Truymen</b></p>	 <p align="center"><b>Jim Bowman</b></p>
<p>1.Introduce yourself, giving background and your interest in running for the school board.</p>	<p>Hi. I’m Tim McKeag and I am seeking re election to the School Board. I am now completing my first term. I’ve been an Appleton resident for 24 years. I grew up in Oshkosh where both my parents were teachers in the public school system. I’ve been married for 35 years and have two married daughters- both of who went through the Appleton Public School system (Highlands, Wilson, West) then to UW-Madison. My oldest daughter is a Middle school Spanish teacher in the Sun Prairie public school system and my youngest is an attorney in Brisbane, AU. Career wise I’ve been a Commercial lending Officer for 35 years. I feel my background in finance and in dealing with organizational issues of many different types of businesses gives me a unique perspective to share with the other Board members. In addition I have a</p>	<p>My name is Deb Truymen and I am running for the AASD school board because of my sincere interest in fulfilling the District motto of “preparing our students for their future: every child every day.” I am a wife, a mother of four grown children, grandmother of nine with five enrolled in Appleton public schools and an Appleton resident for 26 years. I have been an educator in public schools for the past 21 years, including eight years as reading specialist at Badger Elementary School. I have classroom teaching experience as well as administrative experience and will put all of this, along with my strong work ethic, love of learning and a willingness to work with other board members, administrators, and community members to provide the best education possible for the 16,000 students in the district.</p>	<p>I am Jim Bowman and I’m running for re-election to the AASD School Board. My formal education is in engineering, statistics and business. At Thilmany, I served as Manager, Training &amp; Development, and later as Director, Quality Assurance. In the Appleton area, I coached youth soccer for 12 years and served as mission outreach coordinator for my church for 15 years. I have served on the AASD School Board for 6 years.</p> <p>I believe that different children learn differently. My son and daughter received an excellent education in the AASD. But the results were very different.</p> <p>My daughter achieved excellent grades and built healthy relationships with other students. My son struggled. In 6<sup>th</sup> grade, it was clear that his classmates were maturing at a faster rate than my son. By</p>

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	passion for keeping our public education strong.		8 <sup>th</sup> grade, he was eating lunch alone in the school cafeteria. I want every kid to graduate, prepared for the future. Those who struggle may need special assistance and I want them to receive it.
	<b>Tim McKeag</b>	<b>Deb Truymen</b>	<b>Jim Bowman</b>
2.What do you think is expected of you as a board member? Why are school boards necessary? What are the leadership responsibilities of school board members?	A Board by definition should be oversight over the Administration and be policy setting/approving. Boards are necessary to make sure Administration is accountable and doing what they’re supposed to be doing. Boards are responsible for challenging Administration to continue to improve. Lucky for us in Appleton we have a very strong Superintendent and Administrators. That makes the Board’s job easier.	As a board member I am expected to interpret the educational needs of the community and meet them by formulating policies which stimulate the learner and the learning process, to oversee and evaluate the school system in accordance with Board policy, to ensure the goals and objectives of the school system can be effectively carried out, and to maintain two-way communication with publics served by the schools. School boards are necessary because they – first and foremost- look out for the children in the school district. The Board of Education is the advocate for our community when decisions are made about our children’s education. It represents the public’s voice in public education and sets the standard for achievement. It also ensures that taxpayers get the most for their tax dollars. Leadership responsibilities include upholding the laws and Constitutions of the Unites States and the State of Wisconsin and serving the best educational interests of this community and its students.	Our job is to reach decisions that enable the district to achieve its vision while minimizing cost. The vision calls for students, families, school staff and the community to work together to prepare students for success, academically, socially and emotionally. We are also the “voice of the community” in the AASD. Since we are elected, our decisions need to reflect the interests of our community.
	<b>Tim McKeag</b>	<b>Deb Truymen</b>	<b>Jim Bowman</b>
3.AASD Mission is “Preparing our	As a finance professional I can say that Appleton School District does an excellent	There are many things that AASD does well; I will focus on charter schools. The School	One area in which we do well: We offer a wide variety of academic courses and co-

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<p>students for their future: Every Child, Every Day”. What is one thing you think AASD does well? What is one thing you think AASD should improve?</p>	<p>job of managing its limited resources. We have the highest credit rating given. We have prepaid over \$1,000,000 in debt - saving over \$500,000 in interest, and have kept the Mill rate steady to slightly declining. All good things for the tax payer. As a District we need to continue our efforts on the Achievement Gap. Though many efforts are underway this is a complex problem that will take time, money and cooperation of many stakeholders to remedy.</p>	<p>District currently operates 14 successful charter schools with an enrollment of approximately 3,000 students. The AASD recognized the need for charter schools through conversations with various publics and the knowledge that the traditional classroom does not always meet the needs of all students. Our community deserves the alternative choices in learning provided by AASD.</p> <p>One thing the District should improve is the means by which truancy is addressed and handled. The truancy court was suspended in January after an evaluation by an outside consultant showed the results of the court have led to many students being given consequences that will have long term effects on their future employment/ continuing education. I will work as a member of the School Board to ensure that any policy to address truancy uses current research on brain development and the effect of childhood trauma on youth behavior in its development.</p>	<p>curricular options, such as sports, music, art and theatre, which build academic knowledge, leadership and interpersonal skills. This training helps students become economically self-sufficient following graduation.</p> <p>One area in which we need to improve: Some of our students struggle and we are not yet enabling all of them to succeed. For the 2017-18 school year, 35.8% of our students came from economically disadvantaged families. Research suggests that this population needs special assistance. The AASD and its Board are learning how to identify and provide the assistance that these students need.</p>
	<p><b>Tim McKeag</b></p>	<p><b>Deb Truymen</b></p>	<p><b>Jim Bowman</b></p>
<p>4.(Abbreviated Appleton West question-Jacob Royster) With Appleton West ACT scores declining by 5%, the majority of the blame has been placed on both the</p>	<p>I do not believe that Appleton West is on the decline. West does have a more diverse student population than East or North. This might make West look to be underachieving compared to those schools. However, this would be an apples to oranges comparison. If you compare the top 20% in each school- which would be a more appropriate comparison- I believe that West compares equally.</p>	<p>Placing blame on anyone or anything does nothing to solve a problem. Before West High School can move forward, the data must be reviewed and defining questions asked and answered. Has the decline in scores been ongoing for several years? Is this an anomaly? Have there been curricular changes that need to be addressed? Is the decline among all students or specific groups of students? I would recommend that a focus group be</p>	<p>The first step is to better understand the decline in the school’s ACT score by analyzing data. I would like to know if the change is an anomaly or a trend. I would like to know if the change occurred in the scores of most students or a specific population.</p> <p>In general, learning takes place when students, teachers, families and the community work together to help the</p>

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<p>administration's ability to lead and the motivation of our student body. What do you believe are the primary causes of West High's decline and what actions would you take to change their and minds of student and faculty alike to a more positive outlook on our education future?</p>		<p>established, to include administration, staff members, student and parents at which key questions are posed to the group, data (both statistical and anecdotal) be shared and analyzed and steps to move forward are put into place. Review after one or two years is critical to determine if the plan is having the desired effect.</p>	<p>student succeed. This learning needs to begin early in a child's life, perhaps at age 2-3.          At the center of the collaboration is the student. The second step in the analysis of the issue, therefore, is to interview students and ask them a series of probing questions designed to expose and clarify issues or obstacles that they are encountering.</p>
	<b>Tim McKeag</b>	<b>Deb Truymen</b>	<b>Jim Bowman</b>
<p>5.(Abbreviated Appleton East question-Erin Gretzinger) To make up for snow days, the first and last class period was increased 5 minutes and 10 minutes to our homeroom period. Being an AP student needing every minute of my advanced classes, I am of the opinion that this solution was not in the spirit of</p>	<p>The number of minutes a school is required to be in session each year is dictated by DPI. I saw that Neenah Public Schools has experimented with using Chrome books to make up time caused by inclement weather. I think this is a really good idea and would like to see the results of this.</p>	<p>I appreciate Erin's "take" on this situation. As a former educator who has experienced this type of situation, I believe there needs to be discussion on alternatives to the present practice of adding minutes to random periods of the school day. While I understand the need to get a specified number of minutes in as well as bell schedules, lunch times, dismissal times, etc. I don't believe we are doing justice to those students who need the face time with the teachers. The answer could be in the increased use of online learning so students can still attend class at home on days when classes are cancelled. As a board member, I would like to work with a group of teachers, parents and students to research other alternatives to the extended school day or the addition of school days at the end of the year.</p>	<p>According to the Wisconsin Department of Instruction, each school board shall annually schedule and hold at least 437 hours of direct pupil instruction in kindergarten, at least 1,050 hours in grades 1 through 6, and at least 1,137 hours in grades 7 through 12. When school must be cancelled, districts either add time to each of the remaining days or add days at the end of the school year.          I would like to see all options for making up lost time with an evaluation of each. That evaluation would address the expected effect on student learning, on cost, and on family schedules.          The list of options should include "Chromebook days" in which instruction continues at home during school</p>

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<p>learning, but rather the mindset of getting the minutes in. This solution did not add additional days to the school year which has its benefits. Given Wisconsin's turbulent winters and the prospect of having a situation like this in the future, what decision would you make in your position to meet the requirements of the state while maintaining the spirit of education and the learning environment?</p>			<p>cancellations. Teachers and students would connect via the internet. The Neenah School District is currently pilot testing this option. Our evaluation of it could benefit from their experience.</p>
	<b>Tim McKeag</b>	<b>Deb Truymen</b>	<b>Jim Bowman</b>
<p>6.(Abbreviated from Appleton North question-Sarah Fleming) Due to the rise in school shootings across the nation, the AASD has added some safety measures (shooter response practice,</p>	<p>Appleton was in front of the rest of the state in that we had money put into our budget - via the last referendum- to have police officers at each High school; each Middle School; and a part time officer's position in each Elementary school. We also have cameras, shatter proof glass, Alice- training if intruders are in the building and have been making the security stronger at each entry way. We feel - although not perfect-we have done a lot to</p>	<p>I think you made a great connection between mental wellness and safety in schools. Earlier this year AASD was awarded \$767,207 in grants through the Wisconsin Department of Justice School Safety Grant program. This will be spent on building safety improvements, as well as training for faculty and staff. Many of these improvements are already in place. AASD staff also take part in multiple professional development initiatives supporting the mental health of our students.</p>	<p>Since we cannot predict what action a potential shooter might take, the district has taken a variety of measures to prevent injury or loss of life to students and staff. Those measures include:          - Facility improvements like moving front offices to school entrances so staff can observe incoming persons. Other improvements include shatter-proof glass and additional security cameras.</p>

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<p>security cameras, awareness programs about mental health and well-being, etc.) Still, over half of school shootings since 1970 were carried out by current students of that school. Given this, how would you continue to ensure safety in schools, as well as focus on mental wellness?</p>	<p>secure the schools. Arming the teachers has been a suggestion for a further safety measure. However this is an option I would not be in favor of.</p>	<p>The next step is to provide resources such as nurses, school counselors and psychologists to students and staff to identify potential students at risk. As a Board member I will work to help develop policies that address treating mental health issues early as this cost would be significantly less than waiting until someone has a crisis.</p>	<ul style="list-style-type: none"> <li>- ALICE training for staff that prepares them to respond if a shooter appears.</li> <li>- Relationship-building between staff, students and School Resource Officers.</li> <li>- Gun-free zones for schools and school grounds.</li> <li>- Emotional health awareness and training to prepare students and staff for the stress that comes with anticipation of a violent act.</li> </ul> <p>I endorse these actions and I want to add another item: student activism. At Marjory Stoneman Douglas High School in Parkland, Florida, 14 students and three school staff were killed by an expelled student. In the wake of the shooting, students and student groups have organized to influence lawmakers on ways to reduce gun violence.</p>
	<p><b>Tim McKeag</b></p>	<p><b>Deb Truymen</b></p>	<p><b>Jim Bowman</b></p>
<p>7.What are your views of truancy court or how to deal with truancy?</p>	<p>An issue was brought to the Board last Spring. I am proud of the professional way our District handled this. We hired an independent investigator. The report was made directly to the Board. Based on the report we set up an independent task force – made up of many stakeholders- to review the report and then to make its recommendations to the Board. Once the task force’s recommendations are made all options will be weighed and action will be taken. A feature I will look to in the final decision will be to incorporate a monitoring mechanism of some kind to help us keep on top of this going forward.</p>	<p>I believe that the action taken by the Appleton Area School Superintendent in January to suspend the truancy court was overdue. A recent evaluation of the court by an outside consultant showed the results of the truancy court have led to many students being given consequences that will have long terms effects on their future with regards to employment and continuing education. I will work as a member of the School Board to ensure that any policy to address truancy uses current research on brain development and the effect of childhood trauma on youth behavior in its development. The new truancy policy will be monitored on a regular basis to make certain</p>	<p>I have observed two effects emanating from AASD’s nine-year experience with the Truancy Court.</p> <ol style="list-style-type: none"> <li>a. Students, parents and attorneys have reported arrogance, bullying and abusive treatment of students in the Court. This behavior undermines the district’s commitment to preparing students for academic, social and emotional success in life. Since not all students report this treatment, it appears that the Court has treated students unequally. Unequal treatment of truants suggests</li> </ol>

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		<p>that we are seeing the intended results- that students stay in school and graduate, ready for the next step in their lives. The balance of working to determine the underlying causes of truancy and having some deterrent so students attend school is crucial.</p>	<p>unequal justice, a severe problem in a court system.</p> <p>b. The AASD’s Truancy Court first convened in 2009. Since then, truancy has declined by over 20%</p> <p>A task team will recommend a new course of action for addressing truancy. I would like to see a process that:</p> <p>a. Treats students fairly and provides assistance to those with mental and emotional health issues.</p> <p>b. Provides a deterrent to those students who are inclined to skip class now and again.</p>
	<p><b>Tim McKeag</b></p>	<p><b>Deb Truyman</b></p>	<p><b>Jim Bowman</b></p>
<p>8.The Wisconsin Parental Choice Program has cost Fox Cities public school over #13.3 million from 2013-2018. How has this diversion of funding impacted public schools in Appleton?</p>	<p>The cost to Appleton tax payers was about \$1,800,000 last year alone and it’s been increasing over the last 3 years. That’s money that went to private schools. Schools that don’t have to follow the same rules as the public schools. For example the public schools are required to provide for Special Education need. However are only reimbursed at 24.6% (unfunded mandate). With a Special Education budget of over \$30,000,000 this puts quite a burden on the public schools without impacting the private schools. Public schools also are subject to Federal discrimination laws that the Private schools are not. Due to these unfair advantages provided via vouchers - not to mention the impact on the tax payers- I am opposed to vouchers in Wisconsin.</p>	<p>This diversion of funding has decreased the amount of money available to the public schools for use with students, staff, and facilities which has impacted programming. Because of the Wisconsin Parental Choice Program, AASD has several options to maintain their needed revenue:</p> <ul style="list-style-type: none"> <li>• Option 1: Increase property taxes to replace the loss of state school aids in order to maintain existing student educational programs.</li> <li>• Option 2: Use fund balance or some other source of revenues to replace the loss of state school aids to maintain current programs.</li> <li>• Option 3: Reduce current district expenditures equal to the state aids deduction.</li> </ul>	<p>There are two significant effects of the Parental Choice Program in the Fox Cities:</p> <p>1.Taxpayers are shouldering the burden. Virtually all of the cited #13.3 million has been passed on to property taxpayers.</p> <p>Currently, 273 vouchers have been issued to residents of the AASD. The cost this year, \$1.8 million, is being paid by property taxpayers. For an owner of a \$200,000 home in the AASD, the voucher tax is \$46. Based on state-wide data, the great majority of the vouchers go to families whose students were already enrolled at a private school.</p>



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		<p>Since private schools do not need to follow the same laws as public schools (ie: students with special needs), I believe it leads to discrimination of some students and am grateful that the AASD has an excellent program to educate all students.</p>	<p>2. Twenty-eight percent of students with vouchers transfer from a public to a private school. Large-scale, rigorous studies in Milwaukee, Ohio, Washington DC, Louisiana and Indiana confirm that students who transfer do not learn more in the voucher school than they would have in the public school that they left.</p> <p>The Fox Cities is fortunate to have excellent public and parochial schools. Both the Xavier System schools and Fox Valley Lutheran High School offer an excellent education.</p> <p>I endorse school choice without the taxpayer subsidy.</p>
	<b>Tim McKeag</b>	<b>Deb Truymen</b>	<b>Jim Bowman</b>
<p>9. As a school board member, you'll be asked to make many important school finance decisions. Provide us with some general thoughts on your approach to school budgets, what experience have you had with large budgets? Would you advocate for an operating referendum to avoid cuts in school services or program?</p>	<p>As a Banker I am very familiar with the Budgeting process. When I first got on the Board I asked the then CFO how they could create a budget when the funding amount wasn't known until October? This is problematic when the school year starts in late August. This is why one of the Board's recommendations to the Blue Ribbon Commission is to make the numbers available well in advance and indexed to inflation. By doing so the District can properly budget. Another recommendation to the Commission is to provide adequate funding for the Special Needs student. Presently the District's budget for Special Needs students is \$30,000,000 and the District is being reimbursed at 24.6%. Obviously this leaves</p>	<p>This is one area that I will need to study but I know that school districts need to work within limits. I recently attended a meeting at which the Chief Financial Officer for the district reported on the finances and heard that AASD is in great financial shape. Resources, financial and human, are carefully considered and well-managed. Sustainable funding from the Blue Ribbon Commission as well more resources for mental health programs are important. Should it come to an operating referendum to avoid cuts, I would support it because of all that was mentioned above.</p>	<p>The AASD operating budget is about \$209 million. The school board, Superintendent, and Chief Financial Officer are responsible for allocating these funds so that student learning is maximized. We are currently pilot-testing Student Weighted Funding. This innovative approach provides flexibility in funding to each school. The money flows to the school based on its needs. This technique has significant potential.</p> <p>In my career, I worked for large private sector firms including Packaging Corporation of America, Baxter-Travenol Laboratories, and Thilmany, a division of International Paper. All operated with large budgets. At Thilmany, I led a cost management process that looked for cost</p>



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	a shortfall that comes out of the General Operating Budget. Even a 1 % increase would be a big help.		savings while maintaining product quality. In one year, we documented \$9 million in savings. Operating referendums should be a last resort. The school board first needs to determine that revenues are being spent as wisely and prudently as possible.
	<b>Tim McKeag</b>	<b>Deb Truyman</b>	<b>Jim Bowman</b>
10. Without repeating one already mentioned, what recommendation coming out of the Blue Ribbon Commission would benefit the AASD?	See # 9 above	One recommendation coming out of the Blue Ribbon Commission that would benefit the AASD is that the Legislature will consider providing additional funding for mental health programs and services. Recent research indicates that as many as 40% of high school students are experiencing anxiety. This anxiety becomes a barrier to learning and general enjoyment of daily life. This additional funding can be used to provide more staff training, counselors and other staff necessary to maintaining healthy school climates.	Of the Blue Ribbon Commission’s recommendations, the increase in special education funding would bring the most benefit to the AASD. Currently only 25% of special education cost is reimbursed by the state. To make up the difference, school district transfer funds from general education to the special ed account. This year, the transfer for the AASD totaled \$24 million. Governor Evers’ proposed budget calls for special education reimbursement to increase to 30% in year 1 of the budget and 60% in year 2. With this increase, the AASD could fund general education more adequately. I would like to see class sizes reduced in grades 1-3. Research suggests that when student learning improves in the early grades, that those students are likely to do better in later grades.
	<b>Tim McKeag</b>	<b>Deb Truyman</b>	<b>Jim Bowman</b>
11. How will you build consensus and support in the community around	There are many stakeholders in a community. It is important to listen to all view points. Also to share your viewpoint with others. It’s all about building	I will build consensus and support around the work of the school district by ensuring that the board, administrators, teachers, parents and students have a voice in deciding the work	At Baxter-Travenol Laboratories, I helped to conduct a 5 day “live-in” workshop in conflict resolution. My co-presenter was an industrial psychologist.

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<p>the work of the school district? Who do you bring with you to the table? Please describe your past experience with conflict resolution and consensus building.</p>	<p>relationships and trust, and really listening to what the other party wants. Once you really listen and understand the others point of view positive discussions can follow. I follow this process daily in my normal work routine.</p>	<p>that is to be done. Each of these groups may view things differently and it is by listening and sharing ideas that we become a strong community of learners. In the past I have had resolve conflicts among coworkers and found it best to get the involved parties around a table with an idea of what will be discussed, have all parties there share their thoughts and ideas and eventually come up with a plan to move forward. I bring an open mind, a base of knowledge, a willingness to listen and learn and a commitment to building consensus.</p>	<p>At Thilmany, I facilitated a mill-wide quality improvement initiative. At that time, the organization consisted of 1500 employees. The initiative called for a reliance on teamwork in every department. In K-12 education as in the private sector, a consensus is best built for a specific goal or project. In our quest to improve student outcomes in academics, social skills, and emotional health, for example, the key stakeholders are the student, teacher, family and community. The first three constitute a triad and it is fundamental to student success. Strengthening relationships so that the student, teacher and family operate as a collaborative team will help students and the district succeed.</p>
	<p><b>Tim McKeag</b></p>	<p><b>Deb Truymen</b></p>	<p><b>Jim Bowman</b></p>
<p>12.How should teacher performance be measured? How should the district balance using evaluations for accountability and using them to help teachers improve?</p>	<p>Measuring teacher’s performance is very difficult. My daughter who is a public school teacher reminds me that a teacher in a school with diverse student populations has a much harder job of teaching than a teacher in a more affluent less diverse school. So it’s very difficult to compare due to these different variables. The only way I see as a fair way to measure performance is for the teacher to sit down annually with their Principal to discuss objectives for the year. Then meet again during the year and at the end of the year to discuss what objectives were met and why.</p>	<p>Teacher performance should be measured by the progress made toward the achievement of goals that have been established by the teacher and his administrator. Using data and upfront conversations, teacher strengths can be discussed, and it can then be determined what the teacher will do to continue to grow in his profession. Keys to this type of evaluation are strong working relationships between teacher and administrator as well as open communication throughout the evaluation period.</p>	<p>I support Educator Effectiveness, the state-wide system for continually improving the effectiveness of teachers. Teachers set performance goals, are assessed annually, and receive feedback. The assessment is based on a structured framework that represents all aspects of a teacher’s responsibilities including:</p> <ul style="list-style-type: none"> <li>a. Planning and Preparation - how the teacher organizes the content that students are to learn and how the teacher designs instruction.</li> <li>b. Classroom Environment – classroom interaction, non-instructional routines</li> </ul>

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			<p>and procedures, student behavior, and the physical environment.</p> <p>c. Instruction - advancing student learning with components that represent distinct aspects of instructional skill.</p> <p>d. Professionalism - skills ranging from self-reflection to contributions to students, families, school, district and community.</p> <p>Based on the results of this assessment, a professional development plan can be drafted that's specific to every educator.</p>
	<b>Tim McKeag</b>	<b>Deb Truymen</b>	<b>Jim Bowman</b>
<p>13. How can the school district strengthen its partnership with parents and the community to help children reach their full potential?</p>	<p>The number one criteria for student achievement is parental involvement. I like the program being piloted at Lincoln Elementary. It's basically a game to get parents involved in their child's education. Parents and their children are given flip cards for reading and math and they learn by playing games quizzing each other. This strengthens the parent involvement and makes learning fun. The parental involvement is a key here.</p>	<p>Collaboration between teachers, parents, and students is crucial. The district can continue to keep the District website as informative as possible and use other social media to promote district events. Programs are being piloted to have parents and students come together at school to explore fun learning activities which strengthens the bond between home and school. One recent example of a successful partnership between parents and the community was the celebration of Martin Luther King, Jr. This day brought many parents, students and community organizations together for a time of learning and fun.</p>	<p>The first step in building a partnership is to set a goal. Lincoln Elementary, for example, is completing a pilot test of an innovative process called Academic Parent-Teacher Teams. Their goal is to improve math and reading outcomes for every child.</p> <p>Parents come to the school 3 times a year to participate in a group session. In the session that I attended, parents reviewed the scores of their child in math. They saw the actual score along with a recommended level. Then the teacher provided materials for a math game to every parent and they played the game. After questions were answered, the process was repeated for reading. At the conclusion of the 1 ½ hour session, parents were prepared to play games in math and reading with their child. The games are designed to help kids learn in a fun activity.</p>

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			One outcome of the session was a stronger relationship between teacher and parents.
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14. On the curriculum, how should AASD address the views of special interest groups (such as the anti-science groups that oppose teaching climate change or evolution, for example)?	The DPI sets the curriculum for the state schools and schools must comply with very little variability. Locally the curriculum is administered by our District Administrators who are a very qualified/ professional group. Special interest groups would be a non starter for me. Education is about teaching both sides of an issue and deciding for yourself which is the correct side. This is opposed to Propaganda which looks at only one side of an issue. Educated thinking people are vitally important to our future.	Curriculum should be based on standards and consider community input. We have an excellent team of curriculum specialists in the district that keep our curriculum current yet standards-based. Curriculum should be based on research, with individual programs being piloted before a decision is made for the entire district.	<p>One way to address special interest groups in education is to separate fact from belief.</p> <p>The Merriam-Webster dictionary defines “fact” as something that has actual existence. Facts can be established by rational exploration and testing that is documented and peer-reviewed.</p> <p>A “belief” is defined as an acceptance that a statement is true. Beliefs can be established by trust, faith or confidence in someone or something.</p> <p>Both facts and beliefs can be presented to students as long as their foundation is explained. For climate change, for example, there is significant scientific, peer-reviewed evidence of global warming that is caused by multiple factors including human activity. In science class, this information should be presented as fact. Students and their parents are not required to agree with these facts but they need to recognize them as valid.</p> <p>In a similar way, beliefs can also be presented, clarified and discussed.</p>
	<b>Tim McKeag</b>	<b>Deb Truymen</b>	<b>Jim Bowman</b>

## Appleton School Board – Voter Guide 2019

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<p>15. Why should we vote for you for school board?</p>	<p>I am not a politician. I am a businessman. Since I am a businessman I bring a unique perspective to the Board. A Board benefits with many viewpoints. I am also pro public education with a strong family background in this arena. This combination makes me a strong candidate.</p>	<p>Vote for me for school board because, as an educator in public schools for the past 21 years, I am passionate about providing the best education to every student in the AASD. My experience in various leadership roles throughout the community, along with the volunteer work I do within the community have enabled me to be aware of a variety of factors that allow me to bring common sense and a fresh perspective to the school board. I will work with the board to approve a truancy plan that uses current research on brain development and the effect of childhood trauma on youth behavior. I will work to help develop policies that address treating mental health issues early, as this cost would be significantly less than waiting until someone has a crisis. I will be available to you and will promote transparency in the work I do for you.</p>	<p>I joined the AASD Board in 2013. In the last six years, I have met with teachers and administrators at every school to understand their role in challenging and engaging students. I have listened to parent and community groups to learn how they support learning.</p> <p>Working together, students, family, school staff, and the community can ensure that <b>every</b> student succeeds <b>academically, socially and emotionally</b>. I want our schools to lead this effort. In particular, I support policies that:</p> <ul style="list-style-type: none"> <li>• <b>Build Academic Knowledge</b> by providing a rigorous education that includes study skills taught at an early age, smaller class sizes in grades 1-3, and a wide variety of courses in middle and high school.</li> <li>• <b>Develop Social Skills</b> by providing opportunities for students to work together. Co-curricular options in sports, music, art and theatre promote teamwork and inclusion.</li> <li>• <b>Promote Emotional Health</b> by helping students learn to manage stress and cope with life’s challenges.</li> <li>• <b>Maintain Financial Discipline</b> by continually reviewing costs and seeking efficiencies.</li> </ul>
	<p><b>Tim McKeag</b></p>	<p><b>Deb Truymen</b></p>	<p><b>Jim Bowman</b></p>
<p>16. How do we find more money to increase the salaries</p>	<p>Obviously funding has been an issue since 2010. The District’s responses to The Blue Ribbon Commission if followed will add</p>	<p>Increasing salaries of valuable teachers needs to become a high priority for the district. An increasing number of teachers are leaving the</p>	<p>A useful goal in setting salaries and benefits is to ensure that they are competitive. At Packaging Corporation of</p>

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<p>of most valuable teachers?</p>	<p>additional money to the overall budget. A priority would be to increase the compensation to the teachers as quality teachers = quality education.</p>	<p>profession to work in private industry because of higher wages and less stress. The budget will need to be carefully reviewed and prioritized in order to maintain the high level of teachers now in the district as well as attract new educators. Depending on future funding, this may be something that goes to referendum. This would be an issue put to the public to get their thoughts and ideas.</p>	<p>America, I served as Compensation Manager for two years. There as in K-12 education, keeping salaries and benefits competitive enables an organization to attract and retain talent.</p> <p>If we pay above competitive levels, however, we are probably taking money away from academic programs and co-curricular activities that help kids grow and learn.</p>
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