



**Monday, April 11, 2022
Board of Education Meeting (revised)**

**APPLETON AREA SCHOOL DISTRICT
BOARD OF EDUCATION MEETING
Time: 6:00 PM**

The Board of Education will be meeting in the Scullen Leadership Center, 131 E. Washington Street, Suite 1A. Some individuals will be joining via zoom and the meeting will be livestreamed on YouTube. Beginning Monday, Monday, March 21, 2022, regular in-person attendance at Board of Education meetings will resume. We will provide distancing to the extent possible and may need to limit capacity and direct attendees to an overflow location. Members of the media or general public may continue to access meetings via a live stream broadcast on the Appleton Area School District YouTube Channel: <https://www.youtube.com/channel/UChO-l09YGgt4uKnCWYvt8Pw>. For remote attendance via telephone, please dial: 1-312-626-6799 Meeting ID: 998 4899 5092

This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. There is a time for public participation during the meeting as indicated in the agenda. Members of the public wishing to address the Board may speak during public input or provide written comments in accordance with the procedures posted on the District's website (http://www.aasd.k12.wi.us/district/board_of_education/public_input) and state law. The Wisconsin Open Meetings Law allows only brief discussion of topics that are not listed on the agenda. Therefore, the Board may not be able to fully address comments made during public input. When appropriate the Board may request the administration to reach out to a citizen regarding a concern they may have.

Any special needs or any requests for accommodations related to accessing the meeting should be sent to Clara Kopplinger, at kopplingerclar@asd.k12.wi.us or (920) 832-6126, at least 24-hours in advance of the meeting. This would include any person for whom it would be burdensome or infeasible to use the primary method(s) of remote access established by the District.

1. Meeting Opening

Subject	A. Roll Call
Meeting	Apr 11, 2022 - Board of Education Meeting (revised)
Category	1. Meeting Opening
Type	Procedural

Subject	B. Pledge of Allegiance
Meeting	Apr 11, 2022 - Board of Education Meeting (revised)
Category	1. Meeting Opening
Type	Procedural

2. Approval of Agenda (GC-2: Governing Commitments)

Subject **A. Board Member Request to Remove Consent Agenda Items(s) for Separate Consideration**

Meeting Apr 11, 2022 - Board of Education Meeting (revised)

Category 2. Approval of Agenda (GC-2: Governing Commitments)

Type Procedural

Subject **B. Approval of Agenda**

Meeting Apr 11, 2022 - Board of Education Meeting (revised)

Category 2. Approval of Agenda (GC-2: Governing Commitments)

Type Action, Procedural

3. Closed Session

Subject **A. Motion to go into Closed Session**

Meeting Apr 11, 2022 - Board of Education Meeting (revised)

Category 3. Closed Session

Type Action, Discussion

Subject **B. Wisconsin State Statute 19.85 (1)(c)(f) For the purpose of considering individual teacher contract matters and discussion of a leave of absence.**

Meeting Apr 11, 2022 - Board of Education Meeting (revised)

Category 3. Closed Session

Type Discussion, Information

Subject **C. Wisconsin State Statute 19.85 (1) (c) Considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility, for the purpose of discussing compensation for the following groups/individuals within said groups: Professional Educators, Administrators, Administrative Support, Maintenance, Secretaries and Paraprofessionals.**

Meeting Apr 11, 2022 - Board of Education Meeting (revised)

Category 3. Closed Session

Type Discussion, Information

Subject **D. Motion to Return to Open Session (Approximately 6:30 PM)**

Meeting Apr 11, 2022 - Board of Education Meeting (revised)

Category 3. Closed Session

Type Action, Procedural

4. Special Presentation

Subject **A. Student School Board Representative Report: Ryan Hanson, East High School**

Meeting Apr 11, 2022 - Board of Education Meeting (revised)

Category 4. Special Presentation

Type Information, Recognition

Student School Board Representative Ryan Hanson will provide updates from East High School.

5. Public Input (GC-3.3: Initiate and maintain effective communication with the citizens.)

Subject **A. Public Input**

Meeting Apr 11, 2022 - Board of Education Meeting (revised)

Category 5. Public Input (GC-3.3: Initiate and maintain effective communication with the citizens.)

Type Procedural

Public Input:

Members of the public wishing to address the Board may speak during public input or provide written comments in accordance with the procedures posted on the District's website and state law. The Wisconsin Open Meetings Law requires that Board of Education members do not discuss topics or respond to questions that are not listed on the agenda. The practice of the Board is to not respond to public comments during the meeting; however, when appropriate the Board may request the administration to reach out to a citizen regarding a concern they may have. Speakers will be bound by the guidelines and responsibilities outlined on the District's [website](#) and established in policy. The Board reserves the right to terminate remarks of any individual who does not adhere to established rules, whose comments are unduly repetitive of previous comments, who makes comments that are obscene, threatening, harassing, or defamatory, or whose conduct is otherwise disorderly. Comments that introduce complaints or concerns that are directed toward and that identify individual staff members or individual students are not permissible.

The Board reserves the right to amend and adjust processes and procedures relating to public input as necessary to accomplish the business of the Board, which includes the ability of the Board to limit (in a viewpoint-neutral manner) the total time allotted for public input or the amount of time allotted to individual topics.

Policy References:

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

[Board Policy 189 - Virtual Board Meetings in Emergency Situations](#)

Subject **B. On-site Speakers (No Pre-Registration Required)**

Meeting Apr 11, 2022 - Board of Education Meeting (revised)

Category 5. Public Input (GC-3.3: Initiate and maintain effective communication with the citizens.)

Type Procedural

Subject **C. Virtual Speakers (Registration Required)**

Meeting Apr 11, 2022 - Board of Education Meeting (revised)

Category 5. Public Input (GC-3.3: Initiate and maintain effective communication with the citizens.)

Type Procedural

Individuals wishing to provide virtual public input are required to register in advance during the registration window. Registrations will be accepted beginning at 9:00 AM on the Friday before the meeting and closing at 12:00 PM on the Monday of. For additional information or to register, please visit our website at http://www.aasd.k12.wi.us/district/board_of_education/public_input.

Subject D. Written Comments (Posted as Attachment)

Meeting Apr 11, 2022 - Board of Education Meeting (revised)

Category 5. Public Input (GC-3.3: Initiate and maintain effective communication with the citizens.)

Type Procedural

Written comments submitted as public input will not be read aloud during the meeting; rather, they will be shared publicly as a BoardDocs attachment prior to the meeting start time. Individuals wishing to provide written public input should submit their comments via the form available on the website. The comment form is available beginning at 9:00 AM on the Friday before the meeting and closing at 12:00 PM on the Monday of. Written comments received via email or outside of the comment window will still be shared with the Board; however, they may not be included in the published comments. For additional information or to submit your comments, please visit our website at http://www.aasd.k12.wi.us/district/board_of_education/public_input.

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

Subject A. None

Meeting Apr 11, 2022 - Board of Education Meeting (revised)

Category 6. Board Development (GC-2.2: The Board will assure that its members are provided with training and professional support necessary to govern effectively.)

Type Discussion, Information, Presentation

7. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)

Subject A. Business Services Update(s): Grants 2021-2022; AP Check Register March 2022; Redemption of Certain of the Taxable General Obligation Refunding Bonds, Dated February 25, 2021

Meeting Apr 11, 2022 - Board of Education Meeting (revised)

Category 7. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)

Type Discussion, Information, Report

Chief Financial Officer Greg Hartjes will update the Board on Business Services items for consideration.

File Attachments

[IFC - Resolution authorizing the redemption of certain of the taxable general obligation refunding bonds dated February 25, 2021.pdf \(6 KB\)](#)

Subject B. School/Student Services Update(s): Spanish Readers (2620/2630/2622) Materials Purchase; 8th Grade U.S. History (#3835) Materials Purchase; Start College Now/Early College Credit Program – 1st Semester/Lawrence Term 1/ 2022-23 Classes; Policy 426 - Homeless Education Program - Policy/Rule Update

Meeting Apr 11, 2022 - Board of Education Meeting (revised)

Category 7. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)

Type Discussion, Information, Report

File Attachments
[Board- WL readers_8th US Hist text \(4_11_22\).pdf \(95 KB\)](#)
[2022-23 SCN_ECCP - Board - SEM 1.pdf \(60 KB\)](#)

Subject C. Personnel Services Update(s): Professional Educator Hire(s), Contract Change(s), Resignation(s), and Leave of Absence; Administrative Hire(s); Compensation Increases for Administrators, Administrative Support Unit (ASU) Staff, Secretaries, Maintenance, and Paraprofessionals for 2022-2023; Professional Educator Wage Settlement and Compensation Increase for 2022-2023

Meeting Apr 11, 2022 - Board of Education Meeting (revised)

Category 7. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)

Type Discussion, Information, Report

Chief Human Resources Officer Julie King will update the Board on Personnel Services items for consideration.

8. Board's Consent Agenda (GC-2.4: The Board will use a consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss.)

Subject A. Board Meeting Minutes from March 21, 2022

Meeting Apr 11, 2022 - Board of Education Meeting (revised)

Category 8. Board's Consent Agenda (GC-2.4: The Board will use a consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss.)

Type Action, Minutes

Minutes aren't official until they are approved at the Board meeting.

9. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)

Subject A. Grants 2021-2022

Meeting Apr 11, 2022 - Board of Education Meeting (revised)

Category 9. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)

Type Action

Fiscal Impact Yes

Budgeted Yes

2021-2022 Grant Information

File Attachments

[IFC - Grants - 4-11-2022.pdf \(112 KB\)](#)

[Grant Supporting Documentation 4-11-22001.pdf \(2,397 KB\)](#)

Subject B. AP Check Register March 2022

Meeting Apr 11, 2022 - Board of Education Meeting (revised)

Category 9. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)

Type Action

Fiscal Impact Yes

AP Check Register for March of 2022

Subject C. World Language- Spanish Readers (2620/2630/2622) Materials Purchase

Meeting Apr 11, 2022 - Board of Education Meeting (revised)

Category 9. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)

Type Action

File Attachments

[Item for Consideration _ WL-Spanish \(2620_2630_2622\) Materials Purchase.pdf \(43 KB\)](#)

Subject D. 8th Grade U.S. History (#3835) Materials Purchase

Meeting Apr 11, 2022 - Board of Education Meeting (revised)

Category 9. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)

Type Action

File Attachments

[Item for Consideration _ 8th Grade U.S. History \(3835\) Materials Purchase.pdf \(42 KB\)](#)

Subject E. Start College Now/Early College Credit Program – 1st Semester/Lawrence Term 1/ 2022-23 Classes

Meeting Apr 11, 2022 - Board of Education Meeting (revised)

Category 9. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)

Type Action

File Attachments
[Item for Consideration - Term I- 2022-23 Start College Now Early College Credit Programs.pdf \(29 KB\)](#)
[2022-23 SCN_ECCP - Board - SEM 1.pdf \(60 KB\)](#)

Subject F. Policy 426 - Homeless Education Program - Policy/Rule Update

Meeting Apr 11, 2022 - Board of Education Meeting (revised)

Category 9. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)

Type Action

File Attachments
[Item for Consideration Revisions to the HomelessPolicy.pdf \(26 KB\)](#)
[HOMELESS EDUCATION PROGRAM POLICY.pdf \(68 KB\)](#)

Subject G. Professional Educator New Hire(s)

Meeting Apr 11, 2022 - Board of Education Meeting (revised)

Category 9. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)

Type Action

File Attachments
[IFC Professional Educator New Hires 4-11-22.pdf \(141 KB\)](#)

Subject H. Professional Educator Contract Change(s)

Meeting Apr 11, 2022 - Board of Education Meeting (revised)

Category 9. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)

Type Action

File Attachments
[IFC Professional Educator Contract Changes 4-11-22.pdf \(13 KB\)](#)

Subject I. Professional Educator Resignation(s)

Meeting Apr 11, 2022 - Board of Education Meeting (revised)

Category 9. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)

Type Action

File Attachments
[IFC Professional Educator Resignations 4-11-22.pdf \(112 KB\)](#)

Subject J. Professional Educator Leave of Absence

Meeting Apr 11, 2022 - Board of Education Meeting (revised)

Category 9. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)

Type Action

File Attachments
[IFC-Leaves of Absence Recommendation.pdf \(7 KB\)](#)

Subject K. Administrative Hire(s)

Meeting Apr 11, 2022 - Board of Education Meeting (revised)

Category 9. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)

Type Action

File Attachments
[IFC-Administrative Hire.pdf \(368 KB\)](#)

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

Subject A. School Services Report: Charter School Contract Renewal for Tesla Engineering School

Meeting Apr 11, 2022 - Board of Education Meeting (revised)

Category 10. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)

Type Discussion, Information, Presentation, Report

File Attachments
[Item of Information ~ Tesla Engineering Charter School Contract.pdf \(79 KB\)](#)
[Tesla Engineering Charter School Contract & Summary of Progress Made on Goals.pdf \(1,047 KB\)](#)

Subject **B. Business Services Report: Naming Request for Houdini Elementary Gymnasium in Honor of Mark Vivoda; Zion Lease Agreement**

Meeting Apr 11, 2022 - Board of Education Meeting (revised)

Category 10. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)

Type Information

Item of Information-Greg Hartjes will discuss Houdini Elementary Renaming Request and Zion Lease Agreement.

File Attachments

[IOI - Naming the Houdini Gymnasium in honor of Mr. Mark Vivoda.pdf \(131 KB\)](#)

[IOI - Zion lease 2022 \(1\).pdf \(108 KB\)](#)

11. Board Business

Subject **A. Redemption of Certain of the Taxable General Obligation Refunding Bonds, Dated February 25, 2021 - for Consideration**

Meeting Apr 11, 2022 - Board of Education Meeting (revised)

Category 11. Board Business

Type Action

Fiscal Impact Yes

Budgeted Yes

AASD Resolution

File Attachments

[Appleton Area, SD of - 2022 Defeasance - Redemption Resolution.pdf \(14 KB\)](#)

[IFC - Resolution authorizing the redemption of certain of the taxable general obligation refunding bonds dated February 25, 2021.pdf \(6 KB\)](#)

Subject **B. Compensation Increase for 2022-2023 for Administrators - for Consideration**

Meeting Apr 11, 2022 - Board of Education Meeting (revised)

Category 11. Board Business

Type Action, Discussion, Information

File Attachments

[IFC-Compensation Increase 2022-23 \(Admn\).pdf \(8 KB\)](#)

Subject **C. Professional Educator Wage Settlement and Compensation Increase for 2022-2023 - for Consideration**

Meeting Apr 11, 2022 - Board of Education Meeting (revised)

Category 11. Board Business

Type Action, Discussion, Information

File Attachments
[IFC-Professional Educator Settlement 2022-23.pdf \(152 KB\)](#)

Subject **D. Compensation Increase for the 2022-2023 School Year for Administrative Support Unit (ASU) Staff, Secretaries, Maintenance and Paraprofessionals - for Consideration**

Meeting Apr 11, 2022 - Board of Education Meeting (revised)

Category 11. Board Business

Type Action, Discussion, Information

File Attachments
[IFC-Compensation Increase 2022-23 \(ASU Sec Maint Para\).pdf \(8 KB\)](#)

Subject **E. Consent Agenda Item(s) Removed for Separate Consideration**

Meeting Apr 11, 2022 - Board of Education Meeting (revised)

Category 11. Board Business

Type Action, Discussion

Subject **F. Community Linkages Opportunity Planning Update - for Discussion**

Meeting Apr 11, 2022 - Board of Education Meeting (revised)

Category 11. Board Business

Type Discussion, Information

12. Items of Information

Subject **A. April 5, 2022 School Board Election Unofficial Results**

Meeting Apr 11, 2022 - Board of Education Meeting (revised)

Category 12. Items of Information

Type Information

File Attachments
[AASD Unofficial Election Night Results.pdf \(428 KB\)](#)

13. Future Meetings

Subject **A. Board Meeting: Monday, April 25, 2022, 6:00 PM**

Meeting Apr 11, 2022 - Board of Education Meeting (revised)

Category 13. Future Meetings

Type Information

Subject B. Board Work Session: Thursday, April 28, 2022, 7:30 AM

Meeting Apr 11, 2022 - Board of Education Meeting (revised)

Category 13. Future Meetings

Type Information

14. Adjourn

Subject A. Motion to Adjourn the Meeting

Meeting Apr 11, 2022 - Board of Education Meeting (revised)

Category 14. Adjourn

Type Action, Procedural

ITEM FOR CONSIDERATION

Topic: Resolution Authorizing the Redemption of Certain of the Taxable General Obligation Refunding Bonds, dated February 25, 2021

Background Information: This resolution is an official action to authorize the Appleton Area School District to call the \$1,602,000 portion of the 2026 maturity and all of the 2027 and 2028 maturities of the 2021 Bonds for redemption on May 16, 2022. The total cost to call (pre-pay) the debt is \$5,500,000, which was included in our 2021-2022 budget.

Fiscal Note: Estimated savings of \$334,521

Administrative Recommendation: Approval

Instructional Impact: NA

Contact: Greg Hartjes, 997-1399 ext. 2029
Holly Burr, 997-1399 ext. 2034

Board Action: April 11, 2022



World Language: Materials Purchase- Spanish Readers (2620/2630/2622) *El Príncipe de la Niebla* by Carlos Ruiz Zafón, *El árbol de la rendición* by Margarita Engle, and *El Lazarillo de Tormes* (anonymous XVI century author)

<p>WHY would we like to purchase three Spanish readers for the advanced Spanish courses (AP/CAPP 204, Viva España, Level 6)?</p>	<p>The three novels will allow students to:</p> <ul style="list-style-type: none"> ● Dive deep into a compelling cultural themes embedded in the plot ● Build their language acquisition ● Open their minds to different cultural perspectives ● Compare and contrast the story to their own life
<p>WHAT will the engaging instruction include?</p>	<p>The instruction will include:</p> <ul style="list-style-type: none"> ● Cultural music related to the setting ● Cultural non-fiction video(s) to further comprehension ● Current events that tie to the theme ● Graphic organizers ● Student skits portraying different characters/reenacting different scenes ● Grammar in context ● Reading out loud ● Creating artwork ● Differentiation ● Connections to their local/global community ● Analyzing the theme ● interpreting/outlining the plot ● Describing the setting/characters ● Making predictions ● Retelling/summarizing portions of the novel
<p>HOW was public input solicited prior to making the administrative recommendation to the Board?</p>	<p>Copies of proposed instructional materials were made available to the public for 30 days in order to submit written public input. Notification of requested feedback was also publicized through the AASD website.</p>
<p>HOW will students improve within all three modes of communication, as well as language accuracy?</p>	<p>The novels will be help students make gains by incorporating:</p> <ul style="list-style-type: none"> ● High frequency structures/vocabulary (If someone knows 500 high frequency structures of a language, they can understand about 60% of written/spoken language.) ● Presentational writing assessments (book reviews-summary, reflection, new endings, recommendations, etc.) ● Interpersonal skill practice (Personalized Question and Answer/Discussion Prompts/Authentic pictures) ● Interpretive skill practice (reading/listening/viewing)



8th Grade U.S. History: Materials Purchase- 8th Grade U.S. History Textbook (#3835) Cengage National Geographic U.S. History American Stories, Survey

<p>WHY would we like to purchase a new U.S. History textbook for the 8th grade level?</p>	<p>This new textbook fits the needs of the course by:</p> <ul style="list-style-type: none"> ● Offering different perspectives on significant events, important people, critical movements, and historical trends. ● Following historical timelines and repeated historical themes ● Incorporating units of study that include Colonial Times, Civil War and Reconstruction, Twentieth Century Crisis, and Postwar America/America in a Changing World. ● Incorporating inquiry-based and standards-based learning
<p>WHAT does the text/purchase include?</p>	<p>The textbook/purchase includes:</p> <ul style="list-style-type: none"> ● Digital access to the text and workbook ● Integration with Canvas ● Assistance with Teacher Clarity ● Sourcing (Britannica database for primary resources, artifacts from museums, and digital field trips) ● Best Practice (modified text options, graphic organizers, literacy emphasis, and formative/summative assessments) ● Handbooks that address the development of state standards' content and skills
<p>HOW was public input solicited prior to making the administrative recommendation to the Board?</p>	<p>Copies of proposed instructional materials were made available to the public for 30 days in order to submit written public input. Notification of requested feedback was also publicized through the AASD website.</p>
<p>HOW does this textbook further develop student skills in the social sciences ?</p>	<p>Students will:</p> <ul style="list-style-type: none"> ● Distinguish fact and opinion ● Draw conclusions ● Evaluate ● Express ideas through speech ● Form and support opinions ● Identify problems and solutions ● Interpret charts, graphs, physical maps, political maps ● Identify main ideas and key details ● Make generalizations, inferences, predictions ● Pose and answer questions ● Sequence events ● Summarize ● Synthesize ● Take notes ● Write journal entries ● Write outlines for reports and comparisons

SCHOOL	COURSE	COLLEGE/ UNIVERSITY	CREDIT	HS CREDIT TO EARN	APPROVE	DENY	COMPARABLE COURSE
East	Calculus III	Lawrence	6 units	0.75	X		
eSchool	Beginning Intermediate Japanese	Lawrence	6 units	0.75	X		
eSchool	Beginning Japanese 1	Lawrence	6 units	0.75	X		
eSchool	Beginning Japanese 2	Lawrence	6 units	0.75	X		
eSchool	Intermediate Japanese 1	Lawrence	6 units	0.75	X		
North	Advanced Anatomy and Physiology	FVTC	4	1	X		
North	Culinary Applications	FVTC	2	0.5	X		
North	Developmental Psychology	FVTC	3	0.75		X	3300 Psychology 1, 3340 Psychology 2, 3320 AP Psychology
North	English Composition 1	FVTC	3	0.75		X	1270 AP English Lit & Comp
North	General Anatomy and Physiology	FVTC	4	1		X	4601 Anatomy & Physiology
North	Intro to Psychology	FVTC	3	0.75		X	3300 Psychology 1, 3340 Psychology 2, 3320 AP Psychology
North	Intro to Sociology	FVTC	3	0.75		X	3350 Sociology
North	Meat Identification	FVTC	1	0.25	X		
North	Microbiology	FVTC	4	1	X		
North	Nursing Assistant	FVTC	3	0.75	X		
North	Oral/Interpersonal Communication	FVTC	3	0.75		X	1250 Senior Communication
VNS	Automotive Maintenance & Light Repair 1	FVTC	4	1	X		7460 Auto Mechanics
VNS	Calculus III	UW-Oshkosh	4	1	X		
WCA	Basic Statistics	Madison Tech	4	1		X	9520 AP Statistics
WCA	Biological Concepts-Unity	UW Oshkosh	4	1		X	4180 AP Biology
WCA	Chemistry in Society	UW Oshkosh	4	1	X		
WCA	Chemistry in the Kitchen	UW Oshkosh	3	0.75	X		Food Science is a comparable course but does not run at any of our schools.
WCA	Computer Science 1	Madison Tech	3	0.75		X	9340 Intro to Computer Science, 9440 AP Computer Science Principles

SCHOOL	COURSE	COLLEGE/ UNIVERSITY	CREDIT	HS CREDIT TO EARN	APPROVE	DENY	COMPARABLE COURSE
WCA	Creative Writing/Fiction	Madison Tech	3	0.75		X	1300 Creative Writing 1, 1310 Creative Writing 2
WCA	Developmental Psychology	Western Technical College	3	0.75		X	3300 Psychology 1, 3340 Psychology 2, 3320 AP Psychology
WCA	Disasters-Living on the Edge	UW Oshkosh	4	1	X		
WCA	Disasters-Living on the Edge	UW Oshkosh	4	1	X		
WCA	Early Civilizations	UW Oshkosh	3	0.75		X	3150 AP World History, 3170 World History
WCA	Emergency Medical Tech 1	Madison College	2	0.5	X		
WCA	Ethical Issues in Healthcare	UW Milwaukee	3	0.75	X		
WCA	Ethics	UW Oshkosh	3	0.75	X		
WCA	Indigenous Wisconsin	UW Oshkosh	3	0.75	X		
WCA	Intro to Data Analytics	Madison Tech	3	0.75	X		
WCA	Intro to Film	Madison Tech	3	0.75		X	1400 Film Studies
WCA	Intro to French 1	UW Oshkosh	3	0.75		X	2180 French 1, 2190 French 2
WCA	Intro to Mass Communication	UW Oshkosh	3	0.75	X		
WCA	Intro to Philosophy: Reflections on the Human Condition	UW Milwaukee	3	0.75	X		
WCA	Intro to Programming in Python	Madison Tech	3	0.75		X	9340 Intro to Computer Science
WCA	Intro to Public Health	UW Milwaukee	3	0.75	X		
WCA	Intro to Public Speaking	UW Oshkosh	3	0.75	X		
WCA	Intro to Sociology	Western Technical College	3	0.75		X	3350 Sociology
WCA	Intro to Women & Gender Studies	UW Milwaukee	3	0.75	X		
WCA	Orientation to the Legal Profession	Madison College	1	0.25	X		
WCA	Personal Finance	UW Oshkosh	3	0.75		X	6300 Personal Financial Management, 6320 CAPP Personal Financial Management
WCA	Principles of Wildlife Management	UW Oshkosh	3	0.75	X		

SCHOOL	COURSE	COLLEGE/ UNIVERSITY	CREDIT	HS CREDIT TO EARN	APPROVE	DENY	COMPARABLE COURSE
WCA	Problem Solving and Programming Techniques in C++	UW Oshkosh	4	1	X		
WCA	Right and Wrong of Healthcare Science	UW Oshkosh	3	0.75	X		
WCA	Technology, Values, and Society	UW Oshkosh	3	0.75	X		
West	C# Intermediate Programming	FVTC	3	0.75	X		
West	C# Intro to Programming	FVTC	3	0.75	X		
West	Calculus III	UW-Oshkosh	4	1	X		
West	Cascading Style Sheets	FVTC	3	0.75	X		
West	Computer Basics for Design	FVTC	1		X		
West	Data Access for Programers	FVTC	3	0.75	X		
West	Drafting Skills for Interiors	FVTC	3	0.75	X		
West	Emergency Medical Technician Basic	North East Technical College	5	1	X		
West	German 1	FVTC	3	0.75		X	Student has already taken 80% comparable course through AASD
West	German 102	Lawrence	6 units	0.75	X		
West	German 2	FVTC	3	0.75		X	Student has already taken 80% comparable course through AASD
West	German 3	FVTC	3	0.75		X	Student has already taken 80% comparable course through AASD
West	German Conversation	FVTC	3	0.75	X		
West	HTML 5	FVTC	3	0.75	X		
West	Medical Terminology	FVTC	3	0.75	X		
West	Multivariable Calculus	Lawrence	6 units	0.75	X		
West	Network Essentials	FVTC	2	0.5	X		
West	Nursing Assistant	FVTC	3	0.75	X		
West	Nursing Assistant	FVTC	3	0.75	X		
West	Nursing Assistant	FVTC	3	0.75	X		
West	Nursing Assistant	FVTC	3	0.75	X		

SCHOOL	COURSE	COLLEGE/ UNIVERSITY	CREDIT	HS CREDIT TO EARN	APPROVE	DENY	COMPARABLE COURSE
West	Nursing Assistant	FVTC	3	0.75	X		
West	Nursing Assistant	FVTC	3	0.75	X		
West	Nursing Assistant	FVTC	3	0.75	X		

ITEMS FOR CONSIDERATION

Topic: 2021-2022 Grants

Background Information:

The Appleton Area School District has been awarded various grants for the 21-22 fiscal year. The name and amount of each grant is listed below:

Fund 21

Bike Safety and Learn to Bike	\$1,750.00
Culture and Community through Dance	\$3,000.00
Guest Technical Artist Installation & Training-ZFX Flying Effects	\$3,000.00
Sewing Club	\$3,000.00
Commissioned Musical Composition	\$1,500.00
Kids Club Regulation Stations	\$2,192.00

Administrative Recommendation: Approval

Bike Safety and Learn to Bike – The Appleton Education Foundation and Connie Pitt Memorial Fund awarded the Appleton Area School District-Janet Berry Elementary School, a grant in the amount of \$1,750. The purpose of this grant is to purchase bikes and balance bikes to provide an equitable biking experience for all students.

Culture and Community Through Dance – The Appleton Education Foundation awarded the Appleton Area School District a grant in the amount of \$3,000. The purpose of this grant is for cultural dance instructors to provide an opportunity for students to experience a better understanding of their identity and culture.

Guest Technical Artist Installation & Training-ZFX Flying Effects - The Appleton Education Foundation and Vira and Alan Stoner Education Fund awarded the Appleton Area School District-North High School a grant in the amount of \$3,000. The purpose of this grant is for ZFX Flying Effects to work with North HS crew training student technicians and performers to use flying equipment.

Sewing Club – The Appleton Education Foundation and Vira and Alan Stoner Education Fund awarded a grant to the Appleton Area School District-Wilson Middle School in the amount of \$3,000. The purpose of this grant is to purchase sewing machines and materials for Sewing Club.

Commissioned Musical Composition – The Appleton Education Foundation and Mile of Music Fund awarded the Appleton Area School District a grant in the amount of \$1,500. The purpose of this grant is for Carrie Lane Gruselle (Grey) to create a composition tailored for the specific needs of elementary strings students across the AASD.

Kids Club Regulation Stations – The Appleton Education Foundation and John Mielke and Sally Morey Mielke Education Fund awarded the Appleton Area School District-Appleton Public Montessori a grant in the amount of \$2,192. The purpose of this grant is to purchase materials to create self-regulation stations and lessons to help support social-emotional, physical & sensory needs during & after school.

Contact: Greg Hartjes, 997-1399 ext. 2029

Board Action: April 11, 2022



March 3, 2022

Lori Goudreau
AASD-Janet Berry Elementary School
3601 S. Telulah Ave.
Appleton, WI 54915-9371

MISSION
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education in our community.

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Scott Schewe
Kristin Schroeder
Joe Toonen
Amy Van Straten

EX-OFFICIO DIRECTORS
Judy Baseman
Kay Eggert

EXECUTIVE DIRECTOR
Julie Krause

Dear Lori:

The Appleton Education Foundation's board of directors has reviewed your grant application for *Bike Safety and Learn to Bike*. We are pleased to inform you that a grant has been approved from the Connie Pitt Memorial Fund and Appleton Education Foundation Fund as follows:

Grant Amount:	\$1,750.00; check has been forwarded to the AASD Business Office per district policy
Grant Purpose:	Purchase bikes and balance bikes to provide equitable biking experience for all students
Grant Start Date:	March 3, 2022
Final Report Due:	June 1, 2022

- **The funded program may be modified only with the Foundation's prior written approval.**
- Expenses charged to this grant may not be incurred prior to the start date or after the end date above.
- **The grantee shall return to the Foundation any unused funds** at the grant end date.

A final report is required as an additional condition of this grant. To complete, you may login to the AEF Grants Portal (apply.appletoneducationfoundation.org), click on Grant Applicant > My Awards. Open your proposal, click the Final Report link toward bottom of the page. The Foundation will send you a reminder with these instructions closer to the due date. Consideration for future funding from AEF is conditional upon receipt and acceptance of the final report.

For your publications and correspondence, please refer to this award as a grant from the Appleton Education Foundation. If you would like assistance in publicizing your project to the local media and/or if there are opportunities for the AEF to photograph your project in progress, please contact me at 832-1517 or jkrause@appletoneducationfoundation.org.

Thank you for your application and interest. We wish you every success as you implement this project.

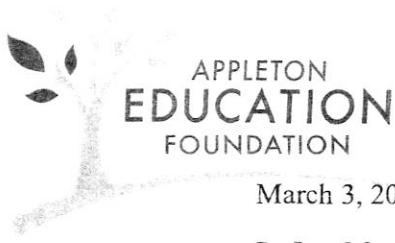
Sincerely,

Julie Krause
Executive Director

CC: Emily Behnke, Diane Wittman

71024

122 E. College Ave., Ste. 1B
Appleton, WI 54911
920-832-1517
AppletonEducationFoundation.org



March 3, 2022

Pa Lee Moua
AASD-Appleton Area School District
P.O. Box 2019
Appleton, WI 54912-2019

MISSION
To creatively enhance
education in our community.

Dear Pa Lee:

OFFICERS

David Platt
President

Zach Snell
Vice President

Kyle Tripp
Secretary

Abby Liebergen
Treasurer

The Appleton Education Foundation's board of directors has reviewed your grant application for *Culture and Community through Dance*. We are pleased to inform you that a grant has been approved from the Appleton Education Foundation Fund as follows:

- Grant Amount:** \$3,000.00; check has been forwarded to the AASD Business Office per district policy
- Grant Purpose:** Cultural dance instructors will provide opportunity for students to experience a better understanding of their identity and culture
- Grant Start Date:** March 3, 2022
- Final Report Due:** October 1, 2022

BOARD OF DIRECTORS

Mike Curry
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Gayle Hardt
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Nancy Johnshoy
Al Johnson
Shane Kohl
Tim McKeag
Bob Molitor
Edward Ruffolo
Aaron Sass
Scott Schewe
Kristin Schroeder
Joe Toonen
Amy Van Straten

- **The funded program may be modified only with the Foundation's prior written approval.**
- Expenses charged to this grant may not be incurred prior to the start date or after the end date above.
- **The grantee shall return to the Foundation any unused funds** at the grant end date.

A final report is required as an additional condition of this grant. To complete, you may login to the AEF Grants Portal (apply.appletoneducationfoundation.org), click on Grant Applicant > My Awards. Open your proposal, click the Final Report link toward bottom of the page. The Foundation will send you a reminder with these instructions closer to the due date. Consideration for future funding from AEF is conditional upon receipt and acceptance of the final report.

EX-OFFICIO DIRECTORS

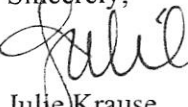
Judy Baseman
Kay Eggert

For your publications and correspondence, please refer to this award as a grant from the Appleton Education Foundation. If you would like assistance in publicizing your project to the local media and/or if there are opportunities for the AEF to photograph your project in progress, please contact me at 832-1517 or jkrause@appletoneducationfoundation.org.

EXECUTIVE DIRECTOR

Julie Krause

Thank you for your application and interest. We wish you every success as you implement this project.

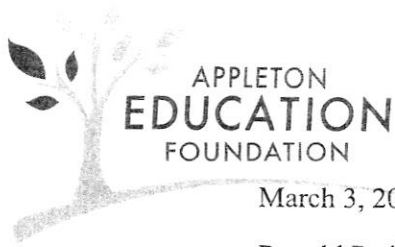
Sincerely,

Julie Krause

Executive Director

CC: Michael Hernandez, Diane Wittman

71027

122 E. College Ave., Ste. 1B
Appleton, WI 54911
920-832-1517
AppletonEducationFoundation.org



March 3, 2022

Ronald Parker
AASD-Appleton North High School
5000 N. Ballard Rd.
Appleton, WI 54913-8942

MISSION
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education in our community. **Dear Ronald:**

OFFICERS
David Platt
President

Zach Snell
Vice President

Kyle Tripp
Secretary

Abby Liebergen
Treasurer

BOARD OF DIRECTORS

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Shane Kohl
Tim McKeag
Bob Molitor
Edward Ruffolo
Aaron Sass
Scott Schewe
Kristin Schroeder
Joe Toonen
Amy Van Straten

EX-OFFICIO DIRECTORS
Judy Baseman
Kay Eggert

EXECUTIVE DIRECTOR
Julie Krause

The Appleton Education Foundation's board of directors has reviewed your grant application for *Guest Technical Artist Installation & Training - ZFX Flying Effects*. We are pleased to inform you that a grant has been approved from the Vira and Alan Stoner Education Fund as follows:

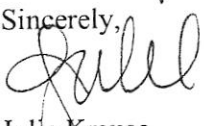
Grant Amount: \$3,000.00; check has been forwarded to the AASD Business Office per district policy
Grant Purpose: ZFX Flying Effects will work with North HS crew training students technicians and performers to use flying equipment
Grant Start Date: March 3, 2022
Final Report Due: June 1, 2022

- **The funded program may be modified only with the Foundation's prior written approval.**
- Expenses charged to this grant may not be incurred prior to the start date or after the end date above.
- **The grantee shall return to the Foundation any unused funds** at the grant end date.

A final report is required as an additional condition of this grant. To complete, you may login to the AEF Grants Portal (apply.appletoneducationfoundation.org), click on Grant Applicant > My Awards. Open your proposal, click the Final Report link toward bottom of the page. The Foundation will send you a reminder with these instructions closer to the due date. Consideration for future funding from AEF is conditional upon receipt and acceptance of the final report.

For your publications and correspondence, please refer to this award as a grant from the Appleton Education Foundation. If you would like assistance in publicizing your project to the local media and/or if there are opportunities for the AEF to photograph your project in progress, please contact me at 832-1517 or jkrause@appletoneducationfoundation.org.

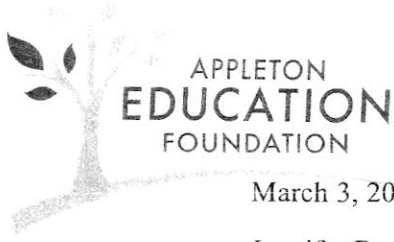
Thank you for your application and interest. We wish you every success as you implement this project.

Sincerely,

Julie Krause
Executive Director

CC: Ryan Peterson, Diane Wittman

71022

122 E. College Ave., Ste. 1B
Appleton, WI 54911
920-832-1517
AppletonEducationFoundation.org



March 3, 2022

Jennifer Berndt
AASD-Wilson Middle School
225 N. Badger Ave.
Appleton, WI 54914-3832

MISSION
To creatively enhance
education in our community.

Dear Jennifer:

OFFICERS
David Platt
President
Zach Snell
Vice President
Kyle Tripp
Secretary
Abby Liebergen
Treasurer

The Appleton Education Foundation's board of directors has reviewed your grant application for *Sewing Club*. We are pleased to inform you that a grant has been approved from the Vira and Alan Stoner Education Fund as follows:

Grant Amount: \$3,000.00; check has been forwarded to the AASD Business Office per district policy
Grant Purpose: Purchase sewing machines and materials for Sewing Club
Grant Start Date: March 3, 2022
Final Report Due: June 1, 2022

BOARD OF DIRECTORS
Mike Curry
Yvette Dunlap
Gayle Hardt
Don Hietpas
Nancy Johnshoy
Al Johnson
Shane Kohl
Tim McKeag
Bob Molitor
Edward Ruffolo
Aaron Sass
Scott Schewe
Kristin Schroeder
Joe Toonen
Amy Van Straten

- **The funded program may be modified only with the Foundation's prior written approval.**
- Expenses charged to this grant may not be incurred prior to the start date or after the end date above.
- **The grantee shall return to the Foundation any unused funds** at the grant end date.

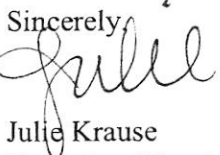
A final report is required as an additional condition of this grant. To complete, you may login to the AEF Grants Portal (apply.appletoneducationfoundation.org), click on Grant Applicant > My Awards. Open your proposal, click the Final Report link toward bottom of the page. The Foundation will send you a reminder with these instructions closer to the due date. Consideration for future funding from AEF is conditional upon receipt and acceptance of the final report.

For your publications and correspondence, please refer to this award as a grant from the Appleton Education Foundation. If you would like assistance in publicizing your project to the local media and/or if there are opportunities for the AEF to photograph your project in progress, please contact me at 832-1517 or jkrause@appletoneducationfoundation.org.

EX-OFFICIO DIRECTORS
Judy Baseman
Kay Eggert

Thank you for your application and interest. We wish you every success as you implement this project.

EXECUTIVE DIRECTOR
Julie Krause

Sincerely,

Julie Krause
Executive Director

CC: Kristin Ruhsam Tegelman, Diane Wittman

71023

122 E. College Ave., Ste. 1B
Appleton, WI 54911
920-832-1517
AppletonEducationFoundation.org



March 3, 2022

Anastassia Leavitt
AASD-Appleton Area School District
P.O. Box 2019
Appleton, WI 54912-2019

MISSION
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education in our community.

Dear Anastassia:

OFFICERS
David Platt
President
Zach Snell
Vice President
Kyle Tripp
Secretary
Abby Liebergen
Treasurer

The Appleton Education Foundation's board of directors has reviewed your grant application for *Commissioned Musical Composition*. We are pleased to inform you that a grant has been approved from the Mile of Music Fund and Appleton Education Foundation Fund as follows:

Grant Amount:	\$1,500.00; check has been forwarded to the AASD Business Office per district policy
Grant Purpose:	Carrie Lane Gruselle (Grey) will create a composition tailored for the specific needs of elementary strings students across AASD
Grant Start Date:	March 3, 2022
Final Report Due:	January 1, 2023

BOARD OF DIRECTORS
Mike Curry
Yvette Dunlap
Gayle Hardt
Don Hietpas
Nancy Johnshoy
Al Johnson
Shane Kohl
Tim McKeag
Bob Molitor
Edward Ruffolo
Aaron Sass
Scott Schewe
Kristin Schroeder
Joe Toonen
Amy Van Straten

- **The funded program may be modified only with the Foundation's prior written approval.**
- Expenses charged to this grant may not be incurred prior to the start date or after the end date above.
- **The grantee shall return to the Foundation any unused funds** at the grant end date.

A final report is required as an additional condition of this grant. To complete, you may login to the AEF Grants Portal (apply.appletoneducationfoundation.org), click on Grant Applicant > My Awards. Open your proposal, click the Final Report link toward bottom of the page. The Foundation will send you a reminder with these instructions closer to the due date. Consideration for future funding from AEF is conditional upon receipt and acceptance of the final report.

EX-OFFICIO DIRECTORS
Judy Baseman
Kay Eggert

For your publications and correspondence, please refer to this award as a grant from the Appleton Education Foundation. If you would like assistance in publicizing your project to the local media and/or if there are opportunities for the AEF to photograph your project in progress, please contact me at 832-1517 or jkrause@appletoneducationfoundation.org.

EXECUTIVE DIRECTOR
Julie Krause

Thank you for your application and interest. We wish you every success as you implement this project.

Sincerely,

Julie Krause
Executive Director

CC: Renee Ulman, Diane Wittman

71018

122 E. College Ave., Ste. 1B
Appleton, WI 54911
320-832-1517
AppletonEducationFoundation.org



March 3, 2022

Elizabeth Bur
AASD-Appleton Public Montessori
1545 E. Broadway Dr.
Appleton, WI 54913-8959

MISSION
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education in our community.

Dear Elizabeth:

OFFICERS
David Platt
President
Zach Snell
Vice President

The Appleton Education Foundation's board of directors has reviewed your grant application for *Kids Club Regulation Stations*. We are pleased to inform you that a grant has been approved from the John Mielke and Sally Morey Mielke Education Fund and the Appleton Education Foundation Fund as follows:

Kyle Tripp
Secretary
Abby Liebergen
Treasurer

Grant Amount: \$2,192.00; check has been forwarded to the AASD Business Office per district policy
Grant Purpose: Purchase materials to create self-regulation stations and lessons to help support social-emotional, physical & sensory needs during & after school
Grant Start Date: March 3, 2022
Final Report Due: February 1, 2023

BOARD OF DIRECTORS
Mike Curry
Yvette Dunlap
Gayle Hardt
Don Hietpas
Nancy Johnshoy
Al Johnson
Shane Kohl
Tim McKeag
Bob Molitor
Edward Ruffolo
Aaron Sass
Scott Schewe
Kristin Schroeder
Joe Toonen
Amy Van Straten

- **The funded program may be modified only with the Foundation's prior written approval.**
- Expenses charged to this grant may not be incurred prior to the start date or after the end date above.
- **The grantee shall return to the Foundation any unused funds** at the grant end date.

A final report is required as an additional condition of this grant. To complete, you may login to the AEF Grants Portal (apply.appletoneducationfoundation.org), click on Grant Applicant > My Awards. Open your proposal, click the Final Report link toward bottom of the page. The Foundation will send you a reminder with these instructions closer to the due date. Consideration for future funding from AEF is conditional upon receipt and acceptance of the final report.

EX-OFFICIO DIRECTORS
Judy Baseman
Kay Eggert

For your publications and correspondence, please refer to this award as a grant from the Appleton Education Foundation. If you would like assistance in publicizing your project to the local media and/or if there are opportunities for the AEF to photograph your project in progress, please contact me at 832-1517 or jkrause@appletoneducationfoundation.org.

EXECUTIVE DIRECTOR
Julie Krause

Thank you for your application and interest. We wish you every success as you implement this project.

Sincerely,

Julie Krause
Executive Director

CC: Cassie Guilbeault, Diane Wittman

71020

122 E. College Ave., Ste. 1B
Appleton, WI 54911
920-832-1517
AppletonEducationFoundation.org

ITEM FOR CONSIDERATION

Topic: World Language- Spanish Readers (2620/2630/2622) Materials Purchase- *El Príncipe de la Niebla* by Carlos Ruiz Zafón, *El árbol de la rendición* by Margarita Engle, and *El Lazarillo de Tormes* (anonymous XVI century author).

Background Information: World Language classrooms have been using many different authentic resources in their individual classrooms. Some even have built extensive libraries to encourage students to further develop their interpretive skills. As the department incorporated standards-based assessment and curriculum over the past five years, questions surfaced around equity of authentic materials for teachers and equity of instruction for students. Spanish/French level 1 students (both at the middle school and high school) and level 2 students will be reading Scholastic articles that are of high interest for a wide range of students, tie in well with assessments, and are at an appropriate reading level for the students. The level 3 and 4 students will have a choice of readers and take part in literary circles. The advanced French courses already incorporate short stories, novels and plays; however, there is still a need for the Spanish courses. The readers for the advanced levels are at a higher reading level and will be read as an entire class.

Fiscal Note: The cost is \$1,977.39 for 108 copies of *El Príncipe de la Niebla* to be distributed for the AP/CAPP 204 Spanish courses at Appleton East, North, and West, for a classroom set of *El árbol de la rendición* for the level 6 district Spanish course, and for a classroom set of *El Lazarillo de Tormes* for the Viva Espana semester Spanish course. The cost is within the dollars allocated in the 2021-2022 AC&I budget. All instructional materials will be implemented during the 2022-23 school year.

Instructional Impact: Students will be highly engaged in the instruction. Students will further develop their language acquisition and cultural competencies. World Language teachers will incorporate practice and assessment in all three modes of communication, as well as the usage of high frequency structures and vocabulary.

Administrative Recommendation: Approve as submitted.

Contact Person(s): Kelly Leopold, 920-832-6157 ext. 2179, leopoldkelly@asds.k12.wi.us
Steve Harrison, 920-832-6157 x2177, harrisonstepha@asds.k12.wi.us

BOE: 04/11/22

ITEM FOR CONSIDERATION

Topic: 8th Grade U.S. History (#3835) Materials Purchase- Cengage National Geographic U.S. History American Stories, Survey

Background Information: This U.S. History course is the Social Studies course for all eighth grade students in the Appleton Area School District. As the PLC team of teachers continue refining their standards-based course (SBC) instruction, this textbook fits the needs of the course offering different perspectives on the significant events, important people, critical movements, and historical trends. The units of study follow historical timelines, as does the textbook, with themes intertwined throughout. Students will be able to successfully explain how our country came into existence, how it grew, the problems and struggles of our country as a group, how history applies to us today, and our civic rights. The periods of study include: Colonial Times, Civil War and Reconstruction, Twentieth Century Crisis, and Postwar America/America in a Changing World. Not only does the text include essential content, it will be a resource for teachers to engage students through both inquiry-based learning and standards-based learning (argumentation, sourcing, historical thinking, and communicating learning). The text includes digital access to text and a workbook, integration with Canvas, assistance with Teacher Clarity, sourcing (Britannica database for primary resources, artifacts from museums, and digital field trips), and best practice (modified text options (both for TAG and accommodations), graphic organizers, literacy emphasis (reading, writing, vocabulary), and formative/summative assessments).

Fiscal Note: The cost is \$94,270.00 for classroom sets of the hard cover text and 6-year access to the individual interactive online edition, along with the homework and activities' book. The cost is within the dollars allocated in the 2021-2022 AC&I budget. All instructional materials will be implemented during the 2022-23 school year.

Instructional Impact:

Students in grade 8 U.S. History will learn Social Studies standards that include the following skills:

- Distinguishing fact and opinion
- Drawing conclusions
- Evaluating
- Expressing ideas through speech
- Forming and supporting opinions
- Identifying problems and solutions
- Interpreting charts, graphs, physical maps, political maps
- Identifying main ideas and key details
- Making generalizations, inferences, predictions
- Posing and answering questions
- Sequencing events
- Summarizing
- Synthesizing
- Taking notes
- Writing journal entries
- Writing outlines for reports and comparisons

The text also includes handbooks for:

- Citizenship
- Primary and Secondary Sources
- Geography and the Environment
- World Religions
- Economics and Government
- U.S. Presidents
- Supreme Court Cases
- 50 States
- Financial Literacy

Administrative Recommendation: Approve as submitted.

Contact Person(s): Kelly Leopold, 920-832-6157 ext. 2179, leopoldkelly@asds.k12.wi.us
Steve Harrison, 920-832-6157 x2177, harrisonstepha@asds.k12.wi.us

BOE: 04/11/22

Item for Consideration

Topic: Start College Now/Early College Credit Program – 1st Semester/Lawrence Term 1/ 2022-23 Classes

Background Information:

The Start College Now/Early College Credit Program (SCN/ECCP) allows students in grades 11 and 12 to take courses at institutions of higher learning at district expense to a maximum of 18 post-secondary credits. SCN/ECCP students typically apply for access to multiple courses (and multiple institutions) to improve chances of a successful class match. Student options are in practice limited based on postsecondary criteria (e.g. space in class, pre-testing qualification, schedule). While students may apply to multiple institutions, they may, by statute, attend only one institution per term. Students approved for courses at district expense must be accepted and registered at the institution of higher education. Grades must become part of high school transcript and GPA.

Curriculum administrators have reviewed and either approved or denied the requested courses as eligible for enrollment under the revised Youth Options program; input was solicited from staff.

Fiscal Note:

As determined by Wis. Stat. § 118.55(5), the funding for successfully completed Early College Credit courses consists of the District ultimately paying 75% of the course tuition, fees, and course materials after a 25% tuition reimbursement coming from the Department of Workforce.

As determined by Wis. Stat. § 38.12(14), the district shall pay only such tuition, fees, and course materials costs as are required by law for Start College Now.

Administrative Recommendation:

Approve payment for student requests for post-secondary courses. This approval is for the 1st semester/term 1 of 2022-23.

Instruct the Assistant Superintendent of ACI to notify involved parents and students of this action by May 15, 2022 as per state statute.

Instructional Impact:

The district will be in compliance with Wisconsin Act 39. Students will be able to expand their postsecondary program options while still in high school.

Contact Person:

Steve Harrison, Assistant Superintendent for ACI
harrisonstepha@asds.k12.wi.us; 832-6157 ex 2177

BOE: 4/11/2022

SCHOOL	COURSE	COLLEGE/ UNIVERSITY	CREDIT	HS CREDIT TO EARN	APPROVE	DENY	COMPARABLE COURSE
East	Calculus III	Lawrence	6 units	0.75	X		
eSchool	Beginning Intermediate Japanese	Lawrence	6 units	0.75	X		
eSchool	Beginning Japanese 1	Lawrence	6 units	0.75	X		
eSchool	Beginning Japanese 2	Lawrence	6 units	0.75	X		
eSchool	Intermediate Japanese 1	Lawrence	6 units	0.75	X		
North	Advanced Anatomy and Physiology	FVTC	4	1	X		
North	Culinary Applications	FVTC	2	0.5	X		
North	Developmental Psychology	FVTC	3	0.75		X	3300 Psychology 1, 3340 Psychology 2, 3320 AP Psychology
North	English Composition 1	FVTC	3	0.75		X	1270 AP English Lit & Comp
North	General Anatomy and Physiology	FVTC	4	1		X	4601 Anatomy & Physiology
North	Intro to Psychology	FVTC	3	0.75		X	3300 Psychology 1, 3340 Psychology 2, 3320 AP Psychology
North	Intro to Sociology	FVTC	3	0.75		X	3350 Sociology
North	Meat Identification	FVTC	1	0.25	X		
North	Microbiology	FVTC	4	1	X		
North	Nursing Assistant	FVTC	3	0.75	X		
North	Oral/Interpersonal Communication	FVTC	3	0.75		X	1250 Senior Communication
VNS	Automotive Maintenance & Light Repair 1	FVTC	4	1	X		7460 Auto Mechanics
VNS	Calculus III	UW-Oshkosh	4	1	X		
WCA	Basic Statistics	Madison Tech	4	1		X	9520 AP Statistics
WCA	Biological Concepts-Unity	UW Oshkosh	4	1		X	4180 AP Biology
WCA	Chemistry in Society	UW Oshkosh	4	1	X		
WCA	Chemistry in the Kitchen	UW Oshkosh	3	0.75	X		Food Science is a comparable course but does not run at any of our schools.
WCA	Computer Science 1	Madison Tech	3	0.75		X	9340 Intro to Computer Science, 9440 AP Computer Science Principles

SCHOOL	COURSE	COLLEGE/ UNIVERSITY	CREDIT	HS CREDIT TO EARN	APPROVE	DENY	COMPARABLE COURSE
WCA	Creative Writing/Fiction	Madison Tech	3	0.75		X	1300 Creative Writing 1, 1310 Creative Writing 2
WCA	Developmental Psychology	Western Technical College	3	0.75		X	3300 Psychology 1, 3340 Psychology 2, 3320 AP Psychology
WCA	Disasters-Living on the Edge	UW Oshkosh	4	1	X		
WCA	Disasters-Living on the Edge	UW Oshkosh	4	1	X		
WCA	Early Civilizations	UW Oshkosh	3	0.75		X	3150 AP World History, 3170 World History
WCA	Emergency Medical Tech 1	Madison College	2	0.5	X		
WCA	Ethical Issues in Healthcare	UW Milwaukee	3	0.75	X		
WCA	Ethics	UW Oshkosh	3	0.75	X		
WCA	Indigenous Wisconsin	UW Oshkosh	3	0.75	X		
WCA	Intro to Data Analytics	Madison Tech	3	0.75	X		
WCA	Intro to Film	Madison Tech	3	0.75		X	1400 Film Studies
WCA	Intro to French 1	UW Oshkosh	3	0.75		X	2180 French 1, 2190 French 2
WCA	Intro to Mass Communication	UW Oshkosh	3	0.75	X		
WCA	Intro to Philosophy: Reflections on the Human Condition	UW Milwaukee	3	0.75	X		
WCA	Intro to Programming in Python	Madison Tech	3	0.75		X	9340 Intro to Computer Science
WCA	Intro to Public Health	UW Milwaukee	3	0.75	X		
WCA	Intro to Public Speaking	UW Oshkosh	3	0.75	X		
WCA	Intro to Sociology	Western Technical College	3	0.75		X	3350 Sociology
WCA	Intro to Women & Gender Studies	UW Milwaukee	3	0.75	X		
WCA	Orientation to the Legal Profession	Madison College	1	0.25	X		
WCA	Personal Finance	UW Oshkosh	3	0.75		X	6300 Personal Financial Management, 6320 CAPP Personal Financial Management
WCA	Principles of Wildlife Management	UW Oshkosh	3	0.75	X		

SCHOOL	COURSE	COLLEGE/ UNIVERSITY	CREDIT	HS CREDIT TO EARN	APPROVE	DENY	COMPARABLE COURSE
WCA	Problem Solving and Programming Techniques in C++	UW Oshkosh	4	1	X		
WCA	Right and Wrong of Healthcare Science	UW Oshkosh	3	0.75	X		
WCA	Technology, Values, and Society	UW Oshkosh	3	0.75	X		
West	C# Intermediate Programming	FVTC	3	0.75	X		
West	C# Intro to Programming	FVTC	3	0.75	X		
West	Calculus III	UW-Oshkosh	4	1	X		
West	Cascading Style Sheets	FVTC	3	0.75	X		
West	Computer Basics for Design	FVTC	1		X		
West	Data Access for Programers	FVTC	3	0.75	X		
West	Drafting Skills for Interiors	FVTC	3	0.75	X		
West	Emergency Medical Technician Basic	North East Technical College	5	1	X		
West	German 1	FVTC	3	0.75		X	Student has already taken 80% comparable course through AASD
West	German 102	Lawrence	6 units	0.75	X		
West	German 2	FVTC	3	0.75		X	Student has already taken 80% comparable course through AASD
West	German 3	FVTC	3	0.75		X	Student has already taken 80% comparable course through AASD
West	German Conversation	FVTC	3	0.75	X		
West	HTML 5	FVTC	3	0.75	X		
West	Medical Terminology	FVTC	3	0.75	X		
West	Multivariable Calculus	Lawrence	6 units	0.75	X		
West	Network Essentials	FVTC	2	0.5	X		
West	Nursing Assistant	FVTC	3	0.75	X		
West	Nursing Assistant	FVTC	3	0.75	X		
West	Nursing Assistant	FVTC	3	0.75	X		
West	Nursing Assistant	FVTC	3	0.75	X		

SCHOOL	COURSE	COLLEGE/ UNIVERSITY	CREDIT	HS CREDIT TO EARN	APPROVE	DENY	COMPARABLE COURSE
West	Nursing Assistant	FVTC	3	0.75	X		
West	Nursing Assistant	FVTC	3	0.75	X		
West	Nursing Assistant	FVTC	3	0.75	X		

ITEM FOR CONSIDERATION

Topic: AASD HOMELESS EDUCATION PROGRAM POLICY 426-Rule

**Background
Information:**

The Homeless Education Program was last amended and approved by the Board of Education in January 2017. In a review of policy with Christi DeChamps (Homeless/Foster Care Support) and our DPI consultants the highlighted revisions were made in order to be in compliance with the law under McKinney-Vento.

Fiscal Note: There is no fiscal impact with these changes.

**Instructional
Impact:**

Instructional impact for students experiencing homelessness are indicated within the revisions currently proposed.

**Administrative
Recommendation:**

Approve as submitted.

**Contact
Persons:**

Pamela Franzke, AASD Title I, Birth-Five Outreach, Even Start Family Literacy Coordinator; Homeless/Foster Care Director (920) 832-6321; franzkepamela@asd.k12.wi.us

Steve Harrison, Assistant Superintendent of Assessment, Curriculum and Instruction, (920) 832-6157 x2177, harrisonstepha@asd.k12.wi.us

BOE: *April 11, 2022*

HOMELESS EDUCATION PROGRAM POLICY (Revisions as of 2/1/2022)

Students of homeless individuals and unaccompanied homeless youth (youth not in the physical custody of a parent/guardian) residing in the Appleton Area School District (AASD) shall have equal access to the public school educational programs and services that allow them to meet the same challenging state academic standards to which all students are held. Homeless students and youth shall not be required to attend a separate school or program for homeless students and shall not be stigmatized by school personnel.

Definition of Homeless Students and Unaccompanied Youths

The term “homeless students and unaccompanied youths” means individuals who lack a fixed, regular and adequate nighttime residence due to loss of housing, economic hardship, or similar reason. It includes students and youths (preschool-grade 12) who are:

- Living in an emergency shelter or transitional housing.
- Living in motels, hotels, trailer parks or campgrounds due to lack of alternative adequate accommodations.
- Living in cars, parks, public or private spaces not designed for humans to live, abandoned buildings, substandard housing, bus or train stations or similar settings.
- “Doubled up” by living with friends or family.
- Unsuitable living conditions, such as lack of utilities, mold, infestations, or dangers.

Migratory students and unaccompanied youth (youth not in the physical custody of a parent/ guardian) may be considered homeless if they meet the above definition.

Homeless status is determined in cooperation with the parent/guardian or in the case of unaccompanied youth, the local educational agency liaison or through direct contact with AASD staff. Homeless status is documented in the AASD student information system, or a variety of AASD forms, such as the Wisconsin Department of Public Instruction PI-Q03-8 Rev. 10/10 or through direct contact with AASD staff.

The Appleton Area School District does not discriminate against students on the basis of sex, race, color, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression, or physical, cognitive, emotional or learning disability or handicap in its education programs or activities. Discrimination complaints shall be processed in accordance with established procedures.

- Cross Reference:** Student Nondiscrimination, 411.2 and 411.2 Rule
School Admissions, 420 and 420 Rule
- Legal References:** Wisconsin State Statute 118.13 PI9,
Wisconsin Administrative Code Title IX,
Education Amendment of 1972 Title VI,
Civil Rights Act of 1964 Section 504,
Rehabilitation Act of 1973
American with Disabilities Act of 1990
Individuals with Disabilities Education Act Civil Rights Act of 1991
McKinney-Vento Homeless Education Assistance Act

Adoption Date: February 23, 2009

Amended Date: --, 2022

HOMELESS EDUCATION PROGRAM POLICY

Procedure

School Selection

Placement in a school shall be in the student's best interest.

- The student's education may continue in the school of origin for the duration of homelessness and/or in any case in which a family becomes homeless between academic years or during an academic year, or for the duration of the academic year, if the student becomes permanently housed during an academic year.
- The student may enroll in a school that non-homeless students who live in the attendance area in which the student is actually living are eligible to attend.

The school of origin means the school that the student attended **when last permanently housed** or the school in which the student was last enrolled **and attending**, including a preschool and including the designated receiving school at the next grade level for feeder schools.

In determining the best interests of the student to the extent feasible, the student will be kept in the school of origin, except when doing so is contrary to the wishes of the student's parent/ guardian, for the duration of the homelessness. Student-centered factors will be considered, including the impact of mobility on achievement, education, health, and safety.

In the case of unaccompanied youth, the local educational agency liaison or designee will assist in placement or enrollment decisions considering the requests of such unaccompanied youth.

If the District determines that it is not in the student's best interest to attend the school of origin or the school requested by the parent/guardian or youth, the District shall provide a written explanation of the reason(s) for its determination, in a manner and form understandable to such parent/guardian, or unaccompanied youth, including information regarding the right to appeal.

Enrollment

The school shall immediately enroll the student/youth, even if the student lacks required documents, has missed application or enrollment deadlines, has outstanding fees, fines, or absences, or applies without a parent/guardian.

The term "enroll" and "enrollment" are defined to mean attending school and participating fully in school activities.

A school chosen on the basis of a best interest determination must immediately enroll the homeless student, even if the student does not have the documentation typically necessary for enrollment, such as immunization and other required health records, proof of residency, proof of guardianship, birth certificate or previous academic records.

Residency

A homeless student is a resident if the student is personally present somewhere within the district with a purpose to remain but not necessarily to remain permanently. The student shall be considered a resident when living with a parent/guardian, or person in loco parentis not solely for school purposes or for participation in extracurricular activities. Homeless students who do not live with their parent/guardian may enroll themselves in school.

The address listed on the enrollment forms **becomes documentation proof of** residency. If residency is questioned by the District, immediate enrollment will occur with follow up **to clarify confirm** residency.

Comparable Services

Each homeless student or youth shall be provided services comparable to services offered to other students in the school selected, such as:

- **Early Childhood** preschool programs
- Transportation services
- Educational services for which the student meets eligibility criteria such as ELL or special education programs
- Programs for at-risk students
- Programs and courses for talented and gifted students
- School nutrition programs
- Title I services
- Before and after-school programs
- Tutoring programs
- Summer school programs
- Online learning
- Extracurricular activities

Transportation and School Meals

Transportation support needs will be assessed by the Homeless Liaison and provided by the District to ensure that transportation needs are not a barrier to attending school. Parent/guardian request of the parent/guardian or the unaccompanied youth, requests and/or student best interest will be considered. Transportation will be provided by the District for the homeless student(s) to and from the school of origin for the duration of homelessness and for the remainder of the academic year even if the child, youth, or unaccompanied homeless youth becomes permanently housed. until the end of the school year when the student obtains permanent housing. Permanent housing is defined as any signed lease or long term approved living situation. The LEA providing transportation will ensure homeless students are receiving transportation comparable to non-homeless peers students.

Once permanent housing is found, the family has a choice to stay in the school of origin or attend the school in the attendance area where they found housing. If a family chooses to stay in the school of origin, transportation will be provided until the end of that given school year.

In the case where the school of origin and current residence are located in different Local Educational Agencies, the two school districts will agree on a method for transportation and share costs.

Homeless students are automatically eligible for free school meals for the remainder of that given school year.

Homeless Liaison or Designee

The District will designate a McKinney-Vento liaison. The homeless liaison or designee shall ensure that:

- Homeless students are voluntarily identified by school personnel and through coordination with other entities and agencies.
- Homeless students enroll in and have a full and equal opportunity to succeed in schools in the district.
- Homeless families/students receive educational services for which they are eligible and referrals to other appropriate services.
- The parent/guardian of homeless students and any unaccompanied homeless youth are informed of the educational and related opportunities available to them and are provided with meaningful opportunities to participate in the education of the student/youth.
- Public notice of the educational rights of homeless students is disseminated in such public places as schools, meal sites, shelters and other locations frequented by low-income families.

- There is compliance with all policies and procedures and mediates enrollment disputes.
- The parent/guardian of homeless students or youth and unaccompanied youth are informed of all transportation services, including transportation to the school of origin.
- Ensures the coordination of services between the District and other homeless family service providers.
- Assistance is provided to students who do not have immunizations or immunization medical records to obtain them.
- Students are not segregated on the basis of their status as homeless.
- Programs for homeless students are coordinated with other federal and local programs.
- There is support for academic success, including credit accrual and transition to higher education.

Dispute Resolution ** (This whole section was revised to meet DPI compliance)

Homeless Liaison will assist the family in the dispute resolution process. Appeals will go first to the Homeless Director and then to the Superintendent of Schools or his/her designee. The parent/guardian or unaccompanied youth shall be provided with a written explanation of the appealed decision regarding school selection/enrollment, including the rights of the parent/guardian, or youth to appeal the decision to the State Superintendent of Public Instruction at the Wisconsin Department of Public Instruction.

Parent/guardian or unaccompanied youth have the right to dispute:

- School selection
- Eligibility
- Enrollment

The school assignment at the time of school enrollment is determined by the District, the student shall be immediately enrolled in the school in which enrollment is sought pending final resolution of the dispute (including all appeals). Disputes should not delay the immediate enrollment in school and disputes shall be resolved as expeditiously as possible.

Cross Reference: Student Nondiscrimination, 411.2 and 411.2-Rule
School Admissions, 420 and 420-Rule

Legal References: Wisconsin State Statute 118.13 PI9,
Wisconsin Administrative Code
Title IX, Education Amendment of 1972
Title VI, Civil Rights Act of 1964
Section 504, Rehabilitation Act of 1973
American with Disabilities Act of 1990
Individuals with Disabilities Education Act
Civil Rights Act of 1991
McKinney-Vento Homeless Education Assistance Act

ITEM FOR CONSIDERATION

TOPIC: Professional Educator New Hire(s)

BACKGROUND INFORMATION: The professional educators listed below are recommended for contractual positions for the 2022-2023 school year effective August 24, 2022:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>	<u>Salary</u>
Yazmin Alvarez	English Learner	North	100%	\$43,600
Aubrey P. Barker	Speech & Language	TBD	100%	\$50,600
Niles L. Clark	Business Education/PFM	East/North/West	100%	\$45,600
Megan L. Cotter	Family & Consumer Science	East	100%	\$43,600
Johanna M. Driessen	Special Ed-ID	Berry	100%	\$46,600
Wendy L. Falk	Counselor	West	100%	\$61,100
Mackenzie C. Gora	Counselor	East/West	100%	\$48,600
Rebecca N. Graham	English Learner	East/Wilson	80%	\$45,200
Julie M. Hannus	English Learner	Kaleidoscope	100%	\$62,600
Melissa H. Hernandez	Elementary	TBD	100%	\$62,600
Shawna J. Janota	Family & Consumer Science	Kaleidoscope	26%	\$12,636
Abigail L. Karrels	Science	Wilson	100%	\$44,600
Sarah E. Lane	Literacy-Interventionist	ABS	50%	\$24,400
Abigail G. Laumer	Science	East	100%	\$48,600
Avery R. Leidall	English Language Arts	WCA	100%	\$48,150
Emma C. Mitchell	Speech & Language	TBD	100%	\$50,600
Brittany E. Morien	Special Ed-I4K	CELC	100%	\$48,150
Anna M. Nelson	Speech & Language	TBD	100%	\$61,100
Anna M. Peck	Music-General	Berry	80%	\$42,480
Gina L. Ploszczyński	Social Worker	APM/Einstein	50%	\$27,400
Parker E. Rudie	Math	East/West	100%	\$43,600
Maggie A. Schwanke Velicer	Grade 2/3	Richmond	100%	\$53,100

Yazmin Alvarez received her Bachelor of Science in Education degree from UW-Oshkosh with a major in Spanish. Most recently, she served the District as a temporary employee in a similar role at North High School.

Aubrey P. Barker will receive her Master of Science degree from Minot State University with a major in Communication Disorders. Most recently, she is completing her clinical placement with the District at Richmond Elementary School.

Niles L. Clark received his Bachelor of Science degree from North Carolina State University with a major in Sport Management. Mr. Clark is being hired under a one-year license with stipulations. Most recently, he served the District as a dedicated substitute at Kaleidoscope Academy.

Megan L. Cotter will receive her Bachelor of Science degree from UW-Stout with a major in Family & Consumer Sciences. Most recently, she served the District as a Wisconsin Improvement Program (WIP) Intern at East High School.

Johanna M. Driessen received her Bachelor of Arts degree from Central College with a major in Elementary Education. Most recently, she served the District as a Special Education Paraprofessional at Berry Elementary School.

Wendy L. Falk received her Master of Arts degree from Lakeland College with a major in Counseling. Most recently, she served the Weyauwega-Fremont School District as a School Counselor.

Mackenzie C. Gora received her Master of Arts degree from Northeastern Illinois University with a major in School Counseling. Most recently, she completed her internship with the Leyden High School District 212 in Northlake, Illinois.

Rebecca N. Graham received her Master of Science in Education degree from University of Southern Maine with a major Literacy Education with a concentration in English as a Second Language. Most recently, she served the District as a temporary employee in a similar role at East High School and Wilson Middle School.

Julie M. Hannus received her Master of Arts degree from University of Minnesota-Twin Cities with a major in English as a Second Language. Most recently, she served the District as a temporary employee in a similar role at Houdini Elementary School and Einstein Middle School.

Melissa H. Hernandez received her Master of Education degree from Chapman University with a major in Curriculum and Instruction. Most recently, she served the Madison Metropolitan School District as an Elementary Teacher.

Shawna J. Janota received her Master of Education degree from South Dakota State University with a major in Human Sciences/Family and Consumer Sciences. Ms. Janota is being hired as a “Temporary Employee” for the 2022-2023 school year. Most recently, she served the District as a temporary employee in a similar role at Kaleidoscope Academy.

Abigail L. Karrels received her Bachelor of Science in Education degree from UW-Oshkosh with a major in Secondary Broadfield Science. Most recently, she served the Franklin Joint School District as a Science Teacher.

Sarah E. Lane received her Master of Education degree from University of Illinois-Chicago with a major in Instructional Leadership with a concentration in Literacy, Language and Culture. Most recently, she served the District as a temporary employee in a similar role at Appleton Bilingual School.

Abigail G. Laumer will receive her Master of Science degree from UW-Madison with a major in Curriculum and Instruction. Most recently, she is completing her student teaching with the Madison Metropolitan School District.

Avery R. Leidall received her Bachelor of Arts degree from St. Norbert College with a major in Secondary English Education. Most recently, she served the Hortonville Area School District as an English Teacher.

Emma C. Mitchell will receive her Master of Science degree from UW-Whitewater with a major in Communication Sciences and Disorders. Most recently, she is completing her clinical placement with the Walworth County Public School District.

Brittany E. Morien received her Bachelor of Arts degree from UW-Stevens Point with a dual major in Early Childhood Education and Early Childhood Special Education. Most recently, she served the District as a temporary employee in a similar role with Appleton Community 4K at Bridges Enrichment Center.

Anna M. Nelson received her Master of Science degree from UW-Milwaukee with a major in Communication Sciences and Disorders. Most recently, she served the Denver Public Schools as a Speech & Language Pathologist.

Anna M. Peck received her Bachelor of Music degree from Viterbo University with a major in Music Education. Ms. Peck is being hired as a “Temporary Employee” for the 2022-2023 school year. Most recently, she served the Waunakee Community School District as a General Music Teacher.

Gina L. Ploszynski received her Master of Social Work degree from UW-Green Bay with a major Social Work. She continued her education to receive her School Social Worker certification through UW-Green Bay. Most recently, she served the District as a temporary employee in a similar role at Appleton Public Montessori and Einstein Middle School.

Parker E. Rudie will receive his Bachelor of Science in Education degree from UW-Oshkosh with a major in Secondary Mathematics. Most recently, he is completing his student teaching with the District at Einstein Middle School.

Maggie A. Schwanke Velicer received her Bachelor of Arts degree from St. Norbert College with a major in Early Childhood Education. Most recently, she served the School District of West De Pere as an Elementary Teacher.

FISCAL NOTE: As indicated above

ADMINISTRATIVE RECOMMENDATION: Approval

INSTRUCTIONAL IMPACT: The candidates listed above have been recommended by the administrator to whom they will report as the best candidates for the positions.

CONTACT PERSON: Julie King, (920) 997-1399 (ext. 2042)

4/11/22

ITEM FOR CONSIDERATION

TOPIC: Professional Educator Contract Change(s)

BACKGROUND INFORMATION: Contract changes for the following individuals are recommended for the 2022-2023 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>	<u>Effective Date</u>
Mikayla M. Bauman	Special Ed-Vision	District	50% to 100%	8/24/22
Laurie L. Brewton	W Lang-Spanish	East	60% to 40%	8/24/22
PaNihia Chang	Art	Highlands/Johnston	100% to 80%	8/24/22
Kristeen E. Jahner	Art	Horizons	100% to 70%	8/24/22
Michelle M. Kaczorowski	School Nurse	4K	100% to 40%	8/24/22
Alma Lopez Lara	English Learner	APM/CCS/WCA	100% to 50%	8/24/22
Stephanie M. Mullen	Science	East	80% to 40%	8/24/22
Kathryn R. Rosenbaum	Special Ed-Vision	West/Wilson	100% to 80%	8/24/22
Kara J. Schroeder	School Nurse	McKinley/Johnston	100% to 60%	8/24/22

FISCAL NOTE: As indicated above

ADMINISTRATIVE RECOMMENDATION: Approval

INSTRUCTIONAL IMPACT: These assignments will meet the needs of students.

CONTACT PERSON: Julie King, (920) 997-1399 (ext. 2042)

4/11/22

ITEM FOR CONSIDERATION

TOPIC: Professional Educator Resignation(s)

BACKGROUND INFORMATION: The following Professional Educators have submitted their letter of resignation effective the end of the 2021-2022 school year, unless otherwise noted.

Anna L. Cihlar has been with the District for sixteen years, most recently as a World Language-Spanish Teacher at Classical School.

Allison N. Dahlke has been with the District for one year, most recently as a Special Education Teacher at West High School.

Kathleen M. Grube has been with the District for fourteen and one-half years, most recently as a Special Education Teacher at McKinley Elementary School.

Kathryn J. Hopper has been with the District for one and one-half years, most recently as a Math Teacher at West High School.

Tara L. Kraft Mahnke has been with the District for twenty-three years, most recently as a Grade 3 Teacher at Wisconsin Connections Academy.

Nicole R. Olivas Dimmer has been with the District for twenty-one years, most recently as a Special Education Teacher at Madison Middle School. Ms. Olivas Dimmer's resignation is effective at the end of the Wednesday, March 18, 2022 workday.

Samantha L. Wojnowski has been with the District for one year, most recently as a Special Education Teacher at Madison Middle School.

FISCAL NOTE: Dependent upon replacements

ADMINISTRATIVE RECOMMENDATION: Approval

INSTRUCTIONAL IMPACT: Qualified replacements will be procured

CONTACT PERSON: Julie King, 920-997-1399 (ext. 2042)

4/11/22

ITEM FOR CONSIDERATION

TOPIC: Professional Educator Leave of Absence

BACKGROUND INFORMATION: The professional educator listed below is being recommended for an unpaid leave of absence exceeding one year for the 2022-23 school year:

<u>Name</u>	<u>Position</u>	<u>FTE</u>	<u>Location</u>
Ellie S. Dietzen	Special Ed-Early Childhood	100%	McKinley

FISCAL NOTE: As indicated below

INSTRUCTIONAL IMPACT: None

ADMINISTRATIVE RECOMMENDATION: Approval

CONTACT PERSON: Julie King, 997-1399, (ext. 2042)

4/11/22

ITEM FOR CONSIDERATION

TOPIC: Administrative Hire

BACKGROUND INFORMATION: The individual listed below has been recommended for a contractual position for the 2022-2023 school year:

Jake R. Larsh is recommended for the Associate Principal / Athletic Director position at Kaleidoscope Academy, effective August 5, 2022, under a 215-day contract. Mr. Larsh most recently served as a Social Studies teacher at Appleton West High School.

FISCAL NOTE: Salary will be commensurate with education and experience

ADMINISTRATIVE RECOMMENDATION: It is recommended that this individual receive a contract for the 2022-2023 school year.

CONTACT PERSON: Julie King, 920-997-1399 (ext. 2042)

4/11/22

ITEM OF INFORMATION

Topic: Tesla Engineering Charter Renewal

Background Information:

The concept that Tesla Engineering Charter School is built on started decades ago with the Fox Cities Chamber of Commerce and Industry Alliance for Education's exploration of the feasibility of a regional technical high school. The result of their work is Tesla Engineering Charter School. This school aims to produce high school graduates who excel in STEM skills and are well prepared for post-secondary education and experiences. The mission of Tesla Engineering Charter School is to integrate a broad exposure to the field of engineering and technology with a balanced high school experience, and to prepare those with the aptitude and passion to pursue post-secondary education and careers in science, technology, engineering and math (STEM).

Tesla was first granted charter status in spring, 2002 and has been a charter school located within Appleton East High School since. Tesla currently serves approximately 155 students in grades 9-12.

Proposed Timeline

April 11 – Item of Information for the Board of Education

April 21 – Item for Consideration for the Board of Education

Instructional Impact:

Charter schools help to provide another educational option to meet the individualized needs of each student. This STEM school offers students an opportunity to explore the world of science, technology, engineering, and math through contextual, hands-on learning. It is uniquely connected to a supportive community of businesses, post-secondary education, parents and professional groups. Tesla Engineering Charter School offers a challenging curriculum to students who have an interest in and passion for exploration, discovery, and the creation of something new and innovative. Tesla is able to provide students with a 9-12 educational experience.

Contact

Person(s):

Jacque Smedberg, 920-832-6212, smedbergjacqu@aad.k12.wi.us

Nick German, 920-832-6211, germannicholas@aad.k12.wi.us

Matt Zimmerman, 920-832-6142, zimmermanmatth@aad.k12.wi.us

Mike Hernandez, 920-832-6142, hernandezmicha@aad.k12.wi.us

**CHARTER SCHOOL CONTRACT BETWEEN
THE APPLETON AREA SCHOOL DISTRICT AND THE TESLA ENGINEERING CHARTER SCHOOL
GOVERNANCE BOARD**

THIS AGREEMENT is made by and between the Board of Education of the Appleton Area School District (“AASD”), 131 E. Washington St., Suite 1A, Appleton, WI 54911 and Tesla Engineering Governance Board (“Tesla”), 2121 E Emmers Drive, Appleton, Wisconsin, 54914

WHEREAS, the Board of Education is authorized pursuant to Wisconsin Statute 118.40(2m)(a), to contract with an individual or group to operate a school as a charter school; and,

WHEREAS, the Board of Education wishes to grant to Tesla a charter to operate as a charter school pursuant to Wisconsin Statute §118.40(2m)(a),

NOW, THEREFORE, the parties agree as follows:

1. Definitions.

When used in this Agreement, the following definitions shall apply:

- a. “Host School”: means a public school in the AASD that allows Tesla to use its classrooms and other educational facilities for the purpose of educating Tesla’s students
- b. “Home School”: means the school the students enrollment falls per their geographical location or school of choice
- c. “Partner School”: means a public or private school with which FRA students participate in co-curricular activities and student events.
- d. “PLTW”: means Project Lead the Way, a national pre-engineering curriculum developed and supported by business, industry, and post-secondary institutions
- e. “STEM”: mean Science, Technology, Engineering, and Mathematics, as it relates to a wide range of educational opportunities and career fields.
- f. “Tesla”: means Tesla Engineering Charter School.
- g. “Tesla Governance Board”: means the governing body of Tesla Engineering Charter School.

2. Establishment. The entity seeking to establish the Charter School is the Tesla Governance Board.

3. Administrative Services. At its sole cost and expense, AASD will provide administrative services to support all School District employees and all enrolled pupils at Tesla in the same manner as other AASD schools, including but not limited to: purchasing, accounts payable, accounting,

bookkeeping, risk management, auditing, cash management, payroll, benefits administration, pupil services, recordkeeping, reporting and other compliance monitoring and fulfillment, building and grounds maintenance, and testing of students. To the extent that AASD requires information maintained only by Tesla to complete the reporting and compliance monitoring requirements hereunder, AASD will, no later than June 15 prior to the start of any school year, provide Tesla with a list of all information required and Tesla will provide full and accurate responses no later than September 1. AASD will at all times remain the sole employer of all personnel engaged in providing administrative services. All services set forth/outlined not in the budget will be provided by the AASD in a like manner as provided to the other schools.

4. **Instrumentality.** Tesla will be an instrumentality of the AASD.

5. **Educational Program.** The following is a description of the Tesla educational program of the school and methods used to enable pupils to attain the educational goals under Wis. Stat. § 118.01. Tesla shall notify the AASD in a timely manner in the event of a change in instruction method.

- a. The mission of Tesla Engineering Charter School is to integrate a broad exposure to the field of engineering and technology with a balanced high school experience, and to prepare those students with the aptitude and passion to pursue post-secondary education and careers in STEM.
- b. The primary focus of the school will be mechanical, electrical, and civil engineering, however, other fields of STEM will also be explored. In addition, students will learn the teamwork, creativity, problem-solving skills, curriculum skills, and knowledge that apply to a broad spectrum of STEM-related careers.
- c. Students who enroll in Tesla will participate in educational coursework that is career focused and coordinates academic and technical learning. Knowledge and skills will be taught in content using multiple approaches to team-based, interdisciplinary, student-centered learning, coupled with practical, real-world, open-ended problems and experiences.
- d. A difference between Tesla and the traditional high school is that Tesla students participate in classes as a cohort of students making up a small learning community with an interest in STEM fields. As students move up the grade levels, they are induced to a variety of STEM career fields and opportunities, are regularly guided and mentored toward making sound career and post-secondary decisions based on their passions, abilities, and marketplace demand.
- e. Tesla will employ the PLTW curriculum for the technical coursework within the school and will adapt the existing AASD curriculum for math, science, and English Language Arts to meet the specific needs of Tesla students. PLTW curriculum uses an Activity-Project-Problem approach to learning that empowers students to develop essential skills in problem-solving, critical and creative thinking, communication, collaboration, and perseverance.

- f. Blended learning will be used to leverage the best of both face-to-face learning and online learning, pursuing the goal of serving each student’s individual learning needs.

The Tesla Governance Board will review the Tesla curriculum at least annually to re-evaluate courses, content, delivery and methods of training. Updates will be made at the recommendation of the Tesla Governance Board and will be implemented as soon as practicable.

6. Methods of Measuring Student Progress. Tesla shall use the following local measures, assessments and standardized tests to measure pupil progress. Tesla will participate in the District’s Continuous School Improvement Planning (CSIP) and reporting process.

- a. Student Goal 1--Increase student achievement in state standardized assessments.
 - (1) Objective: Tesla students will score at or above the state average of student scoring proficient or advanced in reading assessments.
Assessment: ACT Aspire and ACT or any future state assessments
 - (2) Objective: Tesla students will score at or above the state average of students scoring proficient or advance in mathematics assessments.
Assessment: ACT Aspire and ACT or any future state assessments
 - (3) Objective: Tesla students will score at or above the state average of students scoring proficient or advance in STEM assessments.
Assessment: ACT Aspire and ACT or any future state assessments
- b. Student Goal 2—Other assessments specific to the charter school.
 - (1) Objective: By the end of each academic year, 80% of students will score an A & B or better in each of the Tesla courses.
Assessment: Course summative assessment
- e. Tesla shall report progress on IEPs in accordance with the IDEA and AASD administrative practices.
- f. Tesla shall administer other assessments as required under state and federal law, and as directed by AASD.
- g. Tesla shall provide AASD records as required to document compliance with state and federal law.

7. Governance Structure.

- a. Governance Board. A Governance Board consisting of staff, parents, and community members will govern the school (the “Tesla Governance Board”). The Tesla Governance Board will determine and oversee the mission and strategic plan, coordinate public relations strategies, establish policies as well as, oversee and approve the budget of the school subject to the terms of this Agreement and specific authorization by AASD. No

individual member of a Charter School Governance Board has the right or authorization to individually exercise the rights listed below.

The Governance Board has the rights, subject to the terms and limitations of this Charter Agreement, necessary pursuant to state law to carry out the terms of this Charter Agreement, including:

- 1) to determine and oversee the mission and strategic plan;
- 2) to set the educational philosophy of Tesla;
- 3) to establish and oversee curriculum;
- 4) to establish and oversee school guidelines and policies not to exceed its authority granted herein;
- 5) to oversee and approve the school budget not to exceed its authority granted herein;
- 6) to coordinate public relations strategies;
- 7) to make recommendations related to employment decisions within the current supervision and evaluation process for AASD employees;
- 8) to ensure compliance with this Agreement not to exceed its authority granted herein;
- 9) to appoint the requisite number of Tesla members to its committees, in accordance with Tesla bylaws;
- 10) to receive and disburse funds, subject to Section 13 of this Agreement;
- 11) to secure appropriate insurance, which it has done pursuant to Section 18 of this Agreement;
- 12) to enter contracts for technical or financial assistance, academic support, curriculum review or other services, which it has done and is subject to Section 13 of this Agreement;
- 13) to incur debt in reasonable anticipation of funds, subject to Section 13 of this Agreement;
- 14) to pledge, assign or encumber its assets to be used for loans, subject to Sections 13, 18 and 19 of this Agreement;
- 15) to solicit and accept gifts or grants for school purposes, subject to Sections 13 and 18 of this Agreement;
- 16) to acquire real property for its use, subject to Sections 13, 18 and 19 of this Agreement; and
- 17) to sue and be sued in its own name, subject to limitations under this Agreement and state law.

- 18) Such other matters as the Tesla may deem necessary or appropriate with regard to the operations or affairs of Tesla, but not to exceed the authority granted by the AASD under the terms of this Agreement and state and federal law.
- b. Lead Teacher. Tesla will be a teacher led school. The lead teacher will coordinate and oversee the daily operation of the school and will work closely with the Tesla Governance Board to ensure that the educational goals of the school are met. Communications from AASD needed for procedural purposes will go to the Tesla Lead Teacher as well as the Tesla Principal. The Tesla Lead Teacher will meet regularly (minimum once per month) with the assigned principal to provide consistent and collaborative communication.
- c. Principal. A principal will be assigned to Tesla by AASD. AASD will appoint the principal in collaboration with the Tesla Governance Board. The Tesla principal will demonstrate an interest and a commitment to the students as well as the mission and vision of the school. The Tesla principal will be appropriately licensed, pursuant to state law.
- d. Governance Board Constitution. Other than issues specifically addressed in this Agreement regarding the Tesla Governance Board, the size, method of appointment and constitution of the Tesla Governance Board will be as stipulated in the Tesla Governance Board's by-laws. Total membership of the Tesla Governance Board shall be comprised of fewer than 50% AASD employees. AASD administrators and AASD Board of Education members will not serve on the Tesla Governance Board.
- e. Officers. Election of officers is detailed in the by-laws of the Tesla Governance Board.
- f. Meetings. Meetings will be held Tesla times per year (as outlined in the bylaws). A quorum, consisting of a majority of the Voting Members of the Tesla Governance Board must be present. Of the members present, fewer than 50% can be AASD employees before business can be transacted. A majority vote of the Voting Members then serving is sufficient for any action, including election of Board Officers. Meetings are open to all staff, parents, students, and community members and participation on standing committees is encouraged.
- g. Annual Report. AASD will create an Annual Report for DPI requirements as the authorizer. The Annual Report may include:
- (1) state testing results
 - (2) enrollment data
 - (3) attendance data
 - (4) student parent satisfaction survey results
 - (5) financial report
 - (6) student academic progress
 - (7) post-graduation data (as it is available)
 - (8) Other _____

The Charter School may provide the district additional data the Governance Board may feel pertinent. Furthermore, this annual report will be available to the Board of Education and the community.

8. Parental and Community Involvement.

The Tesla Governance Board will organize and instruct parents to take an active role in the school and create a supportive parent network through the following activities:

Parents/guardians will be involved in the Tesla by having representation on the Tesla Governance Board. Parents/guardians will also serve on Tesla Governance Board committees such as enrollment, by-laws, curriculum and facilities. Parents will be an integral part of instructional delivery as they will be encouraged to share their expertise and interests related to the studies at Tesla.

- a. Tesla will provide numerous opportunities for meaningful parent/community involvement. The community service requirement, the use of community members as primary sources in research, the opportunity to develop mentor relationships, and student end-of-year/capstone projects all serve to encourage students and parents to become concerned and contributing members of their communities on local, state, national and international levels.
- b. For the period that Tesla is housed within a Host School, students will be able to participate in the after school activities available to the students of the Host School. If Tesla students meet the age range for afterschool programs, Tesla students will be able to attend these programs at the Host School.
- c. Tesla will enrich the opportunities for students and staff at the Host School in a variety of ways as well. Speakers and programs brought in by Tesla will be made available to the Host School's students, parents, and staff. Donations that are given to Tesla are given with the stipulation that the equipment purchased with the funds will be owned by Tesla. The understanding with donors is that the equipment/services will be used by other Tesla and the host schools staff and students; however, if Tesla should change locations, the equipment would move with the school
- d. Parents will receive mid-quarter and quarterly reports on student progress at Tesla. Parent-teacher conferences will be held at the close of the first and third quarters. Additional parent-teacher conferences, electronic mail, print correspondence, and telephone contacts will be used on an individual basis to communicate student progress when the parents or teachers feel it is appropriate.
- e. Students from the 9th through 12th grades will: have email accounts assigned by AASD; and will be able to fully utilize available technology under the supervision and website administration of Tesla teachers.
- f. Parental issues, concerns, questions, and complaints will be handled following these steps:

- (1) Contact the classroom teacher.
- (2) If resolution has not been reached, or if the concern is school wide, the Tesla lead teacher will be contacted.
- (3) If resolution is still not reached, the principal will be contacted.
- (4) If resolution is still not reached and based on the issue, the charter school principal will contact the Tesla Governing Board or AASD Assistant Superintendent.
- (5) Unresolved issues may be appealed the Superintendent of Schools.
- (6) The final step in the District appeal process is to contact the Board of Education.

9. Faculty Qualifications.

- a. Describe qualifications: Individuals who have a desire to teach at Tesla will be teachers who are appropriately licensed pursuant to state law. The positions will be posted to indicate that candidates should demonstrate an interest and a commitment to the students as well as the mission and vision of the school. They should also have knowledge or a desire to acquire knowledge in STEM Education and a willingness to conduct integrated lessons with other content areas within Tesla. All provisions of the Employee Handbook for posting and selection of teaching staff will be followed.
- b. Teachers who work at Tesla will be employees of the AASD and will be entitled to all rights and privileges afforded other teachers in the District.
- c. Salary and benefits will be structured according to the Pay and Benefits Plan for Professional Employees as established by the AASD Board of Education.
- d. Open positions for Tesla will be posted and filled through the staffing process as outlined in the AASD Employee Handbook.
- e. Tesla and Principal have discretion on which AASD meetings/trainings teachers will attend, with the exception of mandatory meetings/trainings designated by AASD.

10. Student Health and Safety. All federal, state and local health and safety regulations and building code standards will be followed at all AASD locations at which Tesla may be located. In addition, the health and safety policies applicable to all other non-charter schools in the AASD shall apply equally to Tesla.

11. Recruitment and Means of Achieving Racial/Ethnic Balance

- a. Tesla prohibits discrimination and will not discriminate against students on the basis of sex, race, color, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression or physical, cognitive, emotional or learning disability in its education programs or activities or any

other classification protected by law. Tesla official non-discrimination policy will be applied in all operations. Access to Tesla will also not be restricted or enhanced by the following: family income, academic performance, English language proficiency, or athletic ability. Equal access will be provided to all students.

- b. Tesla will monitor the demographic make-up of the student population. If specific groups are under-represented, outreach efforts will be further customized to raise awareness and generate interest. Examples include holding informational meetings in special locations, providing additional translation or interpretation services, and expanding services to accommodate people with disabilities. Translations and interpretation services will be provided to ensure equal access to all students under the law.

12. Admission Requirements.

- a. Tesla is open to all students of the AASD as well as students applying through the Wisconsin Inter-District Open Enrollment process. Application to and attendance at Tesla is voluntary and no tuition is charged. Students who do not wish to attend or are not admitted to Tesla may attend their neighborhood schools or seek enrollment in another AASD school per AASD Board policy.
- b. Parents will enroll their children by written or electronic registration form. A parent/guardian is encouraged to attend one informational meeting or visit Tesla in order to assure understanding of the nature and work of the school.
- c. If the number of applicants exceeds available positions, a lottery will be employed. The names of students on the waiting list will be recorded in the order in which they were drawn. The waiting list does not roll over from year to year.
- d. Tesla will give enrollment preference to current students at Tesla. This group will be exempt from the lottery. Siblings of current students will be given preference in the lottery.
- e. Children of Tesla full-time staff and governing board members may be given a preference for enrollment but must be limited to no more than 10% of Tesla's total enrollment.
- f. Students may enroll and attend Tesla at any point during the school year as space permits in accordance with Tesla lottery procedures and guidelines.
- g. Students must be enrolled in or open-enrolled in the AASD.
- h. Special needs of students will be met according to the goals of their IEP. The AASD will provide required special education services as appropriate, given the needs of each student's IEP.
- i. Students with an IEP who apply by the deadline and are selected through the lottery will be enrolled unless FAPE (Free Appropriate Public Education) cannot be provided within

the charter program with accommodations and modifications, pursuant to state and federal law.

13. Budget Responsibilities of AASD and the Charter School.

- a. Equal Funding: Tesla understands that AASD support will not be greater or less than the same support given to other AASD schools. As an instrumentality, the AASD will be responsible for salaries and benefits of staff, as well as the lease and associated expenses of Tesla space. In addition, Tesla receives funding based on the per-pupil formula applied to all schools in the AASD. The Tesla Governance Board will oversee, modify, and approve the site budget. All AASD or private contract services will be covered by the AASD with the exception of transportation.
- b. Purchases: Tangible materials/equipment purchased by Charter Schools with grants or donor dollars will be the property of the Charter School and the AASD and will be labeled as such. If the materials/equipment purchased becomes outdated or inoperable, it will be the Charter School's responsibility to maintain and/or replace this material/equipment according to the District's specifications. If the Charter dissolves, the property reverts to AASD ownership.

All Charter Schools will receive the same level of support for materials/equipment. As such, when the District updates old technology or teaching materials with more current items, the District will do so for the Charter Schools at the same rate as all other schools in the District. Example: If a Charter School purchases additional computers beyond the District's allocation for the building, it is the responsibility of the Charter School to maintain and/or replace them when they become incompatible with the District's operating programs.

- c. Personnel: Full-time Teacher Equivalent (FTE's) will be allocated to Tesla in the same manner as it does for all AASD schools. As the school's enrollment grows, the necessary FTE's will increase, based on what are current AASD class ratios. Specialists will be allocated by AASD formula as well.
- d. Administration: Administrative services will be provided in the same manner as other AASD schools, including but not limited to: accounting, bookkeeping, risk management, auditing, cash management, payroll, benefits, administrations, labor relations, enrollment pupil services, record keeping, and general testing of students.
- e. Curriculum: Curriculum will be developed with input and/or assistance of environmental foundations and university personnel. A quality curriculum at Tesla will be sustained through AASD textbook replacement/adoption funds. Other expense incurred through the curriculum development process will be offset by alternate sources of funding, i.e. those not covered in technology upgrades or other curricular purchases.
- f. Liability Insurance: As an instrumentality of the AASD, the Tesla will fall under the umbrella of the AASD's liability insurance.

- g. Co-curricular Activities: All Tesla students may participate in co-curricular activities at their home school or at their host school but must conform to WIAA regulations.
- h. Food Services: Food service will be provided through the AASD's food service program assigned to the school's facility.
- i. Pupil Services: Pupil services will be provided through AASD staff assigned to the school's facility and subject to paragraph 21 herein.
- j. Custodial Services: Custodial and maintenance services will be provided by the AASD at the school's facility.
- k. Testing and Assessment: State and Federal testing and assessment that is administered by the AASD will be the same for Tesla students as is given to students at other AASD schools.
- l. Grant Funds: Grant funds will be used to support travel and professional development budget for Tesla to attend STEM workshops and other professional development conferences that are aligned to the mission and goals of Tesla.
- m. Health and Safety: Tesla will rely upon AASD nursing staff and trained staff to provide the necessary resources. Tesla will abide by all local, state, and federal laws regarding health and safety standards.

14. Student Behavior and Discipline Model.

- a. The discipline system for Tesla will consist of the following steps:
 - 1) Student contact within the classroom that will immediately address the inappropriate behavior.
 - 2) Student meeting after school or during recess to address the behavior and discuss appropriate alternative behaviors.
 - 3) Meet with student and parents to discuss continuing behavioral problems and potential solutions.
- b. The Tesla Governance Board reserves the right to create and/or approve a Tesla Code of Conduct Policy.
- c. Behaviors that require suspension, removal from class (according to AASD procedures and guidelines), and expulsion will be referred to the Tesla principal (or Host School administrator) and all AASD expulsion policies and procedures will be followed.

15. Public School Alternatives. No student will be required to attend Tesla. Students, who do not elect to attend Tesla, may attend a school within the AASD in conformance with the enrollment policy of the AASD Board of Education.

16. **Tuition.** Tesla shall not charge any tuition. Tesla may charge “activity fees” provided the AASD Board of Education has approved the activities and corresponding fees in advance.

17. **Audits.** The AASD usual and annual audit will include Tesla. The scope of the annual audit will be determined by the AASD and conducted at the expense of the AASD. Tesla will participate in all financial audits and comply with all audit procedures and requirements of the AASD audit team as contracted by the AASD Board of Education.

In conformance with the “Governmental Accounting Standards Board Statement No. 39,” funds provided by or procured from Tesla as an instrumentality and component unit of the AASD are subject to the AASD fiscal accounting procedures, including audits, and will be included in the AASD financial statements as determined by the AASD audit team as contracted by the AASD Board of Education.

Annually AASD Charter School Committee may review progress toward performance goals.

18. **School Facilities and Liability Insurance.**

- a. **Facilities.** Tesla is currently located at Appleton East High School, Appleton, Wisconsin, 54915. The AASD will ensure that the building(s) in which the Charter School program is located meet(s) all building codes and other building requirements for a public school facility.
- b. **Liability Insurance.** The AASD shall insure all ordinary and reasonably foreseeable risks related to operation of Tesla including liability, property, worker’s compensation, errors and omissions, and comprehensive coverage (\$10,000,000/occurrence).

19. **Indemnification and Limitation on Liability.**

- a. **Indemnification of District.**
 - 1) Subject to the limitations and immunities set forth in Section 893.80 of the Wisconsin Statutes and all similar laws, to the extent applicable under law, Tesla Governance Board agrees to indemnify, defend and hold AASD and its Board of Education, officers, administrators, agents and employees harmless from and against, any and all liabilities, losses, costs, expenses (including, without limitation, reasonable actual attorneys’ fees and expenses) and damages (collectively, “Losses”) arising out of any “Indemnity Claim,” which means any action, cause of action, suit, proceeding, claim, or demand of any third party that, if true, would establish:
 - a) Breach by Tesla of any provision of this Agreement;
 - b) Failure by Tesla Governance Board to comply with all applicable law, relating to this Agreement or operation of Tesla, and state and/or federal laws concerning the establishment or operation of a charter school, or identification, admission, access, and/or evaluation of, and/or provision

of services and/or accommodations to and/or prohibition of discrimination against students or employees with known or suspected disabilities or any other discrimination as prohibited by applicable law against students or employees; or

- c) Any negligent or willful act or omission of Tesla Governance Board, or its employees or agents in connection with the performance of the obligations of Tesla Governance Board under this Agreement. The obligation of Tesla Governance Board to indemnify and hold harmless under this Section 19 with respect to any Indemnity Claim will be reduced to the comparative extent, as established by a judgment entered in a court of competent jurisdiction after any appeals, that such Indemnity Claim arises out of acts of fraud, willful misconduct, or acts in breach of this Agreement on the part of AASD or its Board of Education, officers, administrators, agents and employees. The obligations set forth in this Section 19, survive the termination of this Agreement.

b. Indemnification of Tesla Governance Board

- 1) Subject to the limitations and immunities set forth in Section 893.80 of the Wisconsin Statutes and all similar laws, to the extent applicable under law, AASD agrees to indemnify, defend and hold Tesla Governance Board and its directors, officers, agents and employees harmless from and against, any and all liabilities, losses, costs, expenses (including, without limitation, actual reasonable attorneys' fees and expenses) and damages (collectively, "Losses") arising out of any "Indemnity Claim," which means any action, cause of action, suit, proceeding, claim, or demand of any third party that, if true, would establish:
 - a) Breach by AASD of any provision of this Agreement; or
 - b) Any negligent or willful act or omission of AASD, the AASD Board of Education or its employees or agents in connection with the performance of the obligations of AASD under this Agreement and/or applicable law.

The obligation of AASD to indemnify and hold harmless under this Section 19 with respect to any Indemnity Claim will be reduced to the comparative extent, as established by a judgment entered in a court of competent jurisdiction after any appeals, that such Indemnity Claim arises out of acts of fraud, willful misconduct, or acts in breach of this Agreement on the part of Tesla Governance Board or its agents and employees. The obligations set forth in this Section 19 survive the termination of this Agreement.

- c. Indemnification Procedure. Any Party entitled to indemnification under this Section 19 (each an "Indemnified Party") agrees to give the Party required to indemnify such Party hereunder (each an "Indemnifying Party") prompt written notice of any Indemnity Claim as to which it intends to request indemnification hereunder. The Indemnifying Party will have the right to direct, through counsel of its own choosing, the defense or

settlement of any Indemnity Claim at its own expense. The Indemnified Party may participate in such defense at its own expense.

- d. If the Indemnifying Party fails to defend or, if after commencing or undertaking any such defense, fails to prosecute or withdraws from such defense, the Indemnified Party will have the right to undertake the defense or settlement thereof, at the Indemnifying Party's expense. If the Indemnified Party assumes the defense of any such Indemnity Claim pursuant to this Section 19 and proposes to settle such Indemnity Claim prior to a final judgment thereon or to forego any appeal with respect thereto, then the Indemnified Party will give the Indemnifying Party prompt written notice thereof and the Indemnifying Party will have the right to participate in the settlement or assume or reassume the defense of such Indemnity Claim. Notwithstanding anything contained in this Section 19 to the contrary, the Indemnifying Party will not, without the prior written consent of the Indemnified Party (which consent will not be unreasonably withheld or delayed), agree to a settlement of any such Indemnity Claim.
- e. Limitation of Indemnity by AASD. The obligation of AASD to indemnify Tesla is limited by the provisions of Section 893.80 of the Wisconsin Statutes to the full extent such statute affords limitations or immunities to AASD, AASD not intending to waive any such provisions.

20. Non-Sectarian Status. Tesla shall be non-sectarian in its programs, admissions, policies, employment practices and all other operations.

21. Local Educational Agency Responsibilities. AASD is the Local Education Agency (LEA) for Tesla for purposes of all state and federal laws, codes, rules and regulations pertaining to LEA duties, rights and responsibilities, including, but not limited to, the Americans with Disabilities Act (ADA), 42 U.S.C. §1210, Section 504 of the Rehabilitation Act of 1973, (Sec. 504), 29 U.S.C. §794, the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §1400 *et seq.*, No Child Left Behind Act, 20 U.S.C. § 6301 *et seq.*, and the Asbestos Hazard Emergency Response Act (AHERA), 15 U.S.C. §2641 *et seq.*, Title II, 28 CFR Part 35 (implementing regulations of the Americans with Disabilities Act) and Wis. Stat. Chapter 115, subchapter V.

Tesla staff shall participate in staff development opportunities provided by AASD pertaining to IDEA, ADA, Section 504, NCLB, AHERA and other related training provided for the implementation of educational services. The AASD policies governing the implementation of educational services for students with disabilities are applicable to Tesla. Tesla will follow the AASD policy and state law governing seclusion and restraint.

The implementation of the IDEA requirements by Tesla shall be according to the following process:

- a. AASD will provide employees to provide required IEP services to Tesla.

- b. Tesla shall implement IEP services as determined by the LEA through the IEP and IDEA referral and evaluation process, to include assurances of providing the special education instructional time as required by the IEP and document progress on IEP goals at least as often as documenting progress for students without disabilities.
- c. Tesla shall document the interventions as required through the Response to Intervention Process for use and consideration in all referrals under the IDEA.
- d. Tesla will cooperate with the LEA in all initial evaluation and re-evaluation processes.
- e. Tesla will assist in obtaining any required parental consents under the IDEA on behalf of the LEA in fulfillment of its duties under the IDEA, including parental consent for school-based therapy reimbursement and documentation for such reimbursement.
- f. Tesla will provide the LEA with any required data for IDEA self-assessment process in a timely fashion.
- g. Tesla shall provide appropriate notification to parents of all the LEA notices and procedural safeguards.
- h. Tesla's implementation of the student IEPs shall follow the LEA AASD calendar, which will be provided to the Tesla annually. If the Tesla school calendar does not follow the LEA AASD calendar, IEP implementation shall follow the Tesla calendar.
- i. The parties shall engage in regular participation in annual and periodic IEP meetings for the implementation of IEPs and IDEA processes. The parties agree to meet periodically to address IDEA implementation.
- j. Daily attendance records shall be maintained by Tesla in accordance with state requirements and sent upon request.
- k. Tesla will assist in the provision of information requested by the Department of Public Instruction (DPI) or the Office of Civil Rights if so requested due to compliance complaints or investigations.
- l. All special education staff providing special education services shall participate in joint training and professional development for purposes of delivery of special education service. All special education staff will be available for meetings outside of school hours, none of which shall be paid for by the AASD.
- m. Tesla will ensure that all employees have completed the DPI training related to mandatory reporting of abuse or neglect and the use of seclusion and restraint pursuant to state law.
- n. CPR and First Aid trained staff shall be available during Program hours.
- o. The District will keep Tesla in CPI: Nonviolent Crisis Intervention Training rotation schedule.
- p. The District will invite Tesla special education staff to any District-wide special education professional development opportunities.

- q. The District has the right to inspect the charter school facilities and records with reasonable notice.

22. Term, Renewal and Termination of this Contract.

- a. Term. Consistent with the provisions of §118.40(3)(b), Wis. Stats., the term of this Contract (“Term”) shall be for five (5) years commencing on the first day of the 2022-2023 school year, and shall expire at midnight, on June 30, 2027, unless terminated or extended pursuant to the terms hereof.
- b. Renewal. Pursuant to §118.40(3)(b), Wis. Stats., upon expiration of the initial Term, the AASD Board of Education and Tesla may mutually agree to renew this Contract for such additional terms for up to five (5) years each as the Boards of the AASD and Tesla deem appropriate.
- c. Termination by Board of Education. This Contract may be terminated by the AASD Board of Education if it finds that:
 - (1) Tesla has insufficient enrollment to successfully operate a charter school,
 - (2) If Tesla fails to comply with generally accepted accounting principles and standards of fiscal management,
 - (3) If the students of Tesla have not shown sufficient academic progress using multiple measures. Students enrolled at Tesla for two or more consecutive years will perform at or above AASD average on WSAS or longitudinal assessments of mathematics and reading and local authentic assessment measures agreed upon jointly by the Tesla Governance Board and AASD.
 - (4) If students enrolled in Tesla have failed to make sufficient progress toward attaining the educational goals of their curriculum. If an extension of time to attain such goals is requested by the Tesla Governance Board and/or Administration in writing, such request shall include a written plan acceptable to the AASD. This plan will set out the additional steps Tesla will take to attain such educational goals within a reasonable timeframe. If the AASD Board accepts the written plan, or a modified plan, Tesla shall be allowed a reasonable time in which to correct the progress deficiencies.
 - (5) The Tesla Governance Board, Board Members, employees, or agents provide the AASD Board of Education false or intentionally misleading information or documentation in the performance of this Contract, or
 - (6) Tesla has failed materially to comply with Applicable Law,
 - (7) Any director, members, employee, or agent of Tesla has knowingly violated any statute, ordinance or Board policy with respect to the operation of the Charter School,
 - (8) Tesla knowingly violates Section 118.40 of the Wisconsin Statutes governing charter schools,

- (9) Tesla defaults materially in any of the terms, conditions, promises or representations contained in or incorporated into this Contract, unless otherwise required by law or addressed herein, if AASD asserts a material default on the part of Tesla, the AASD will provide written notice of the specific material default asserted and afford Tesla 60 calendar days in which to cure the asserted material default. This does not apply as to student progress or compliance with the IDEA, Sec. 504 or law directing educational services.
- d. Notice. Written notice of such termination shall be provided to Tesla via certified or registered mail, return receipt requested, and shall include the stated reasons for the termination and its effective date. The AASD will issue a provisional notice of termination on or before July 1 to be effective the subsequent July 1. During the interim school year, the AASD may require that Tesla undertake corrective and remedial actions identified by the AASD. Termination of this Contract may be suspended by AASD upon compliance by Tesla with the corrective and remedial measures identified by the AASD. Unless otherwise suspended, the provisional notice of termination will be effective on the date set forth in the provisional notice. In the event of termination, materials and equipment purchased with AASD funds of any character will remain the property of AASD. Funds raised by non-school groups through fundraising activities and directed to individual schools or school organizations, shall be considered gifts to the District and all gifts and bequests shall become property of the School District.
- e. Emergency Termination or Suspension. If the AASD Board of Education determines that any of the causes for termination set forth in Subsection c., above, have occurred and AASD reasonably determines that the health or safety of the students of Tesla is put at actual risk thereby, the AASD Board of Education shall provide Tesla written notice of such cause for termination and, upon delivering such notice, (i) may either terminate this Contract immediately or (ii) may exercise superintending control of Tesla pending further action.
- f. Termination by Tesla Governance Board. This Contract may be terminated by Tesla Governance Board if Tesla finds that any of the following have occurred:
- (1) Tesla has insufficient enrollment to successfully operate a public school;
 - (2) The AASD Board of Education defaults materially in any of the terms or conditions contained in this Contract.
 - (3) AASD willfully provides Tesla false or intentionally misleading information or documentation in the performance of this Contract, or
 - (4) AASD defaults materially in any of the terms, conditions, promises or representations contained in or incorporated into this Contract.

Tesla shall provide notice of termination effective June 30 of any year upon written notice to the Board of Education prior to January 31. When Tesla asserts a material default on the part of the AASD, Tesla will provide written notice of the specific material default asserted and afford the AASD 60 calendar days in which to cure the asserted material default.

- g. Final Accounting. Upon termination of this Contract, Tesla shall assist the AASD Board of Education in conducting a final accounting of Tesla by making available to the AASD Board of Education all books and records that have been reviewed in preparing Tesla annual audits and statements under Section 17 of this Contract.
- h. Equipment Disposition. Tesla will respond to requests from the AASD Board of Education and Department of Public Instruction for inventory of equipment purchased with state or federal funds, including federal charter school funds, and the disposition of any individual item of equipment worth \$300 or more.
- i. Funds raised by non-school groups through fundraising activities and directed to Tesla, Tesla School, or school organizations, shall be considered gifts to Tesla School. All gifts and bequests become property of Tesla and Tesla School, but may be used to offset any debt owed to AASD upon the final accounting.

23. Autonomy.

- a. Tesla will be exempt from all state educational laws and policies to which it is entitled to exemption in the Wisconsin State Charter School law (Wisconsin Statute §118.40).
- b. Particularly, Tesla and the Tesla Governance Board will have autonomy related to:
 - 1) Curriculum Development
 - 2) Educational Materials Selection
 - 3) Professional Staff Development
 - 4) School Day Schedule
 - 5) School Calendar
 - 6) Longitudinal Assessment
 - 7) Other District Wide Assessments
 - 8) Course Offerings
 - 9) Tesla Grade Promotion—Tesla Governance Board to establish criteria
 - 10) Tesla Graduation Requirements—Tesla Governance Board to establish criteria

24. Transportation. Transportation is not provided for students who choose to attend AASD Charter Schools.

25. Notices. Whenever this Contract provides that notice must or may be given or that information must or may be provided, notice and information shall be provided in the following manner.

To AASD: Board President

Appleton Area School District
131 E Washington Street, Suite 1A
Appleton, Wisconsin 54911

With a copy to: Superintendent of Schools
Appleton Area School District
131 E Washington Street, Suite 1A
Appleton, Wisconsin 54911

To Jake Zwayer: Board President
Tesla Engineering Charter School
2121 E Emmers Drive
Appleton, WI 54915

With a copy to Jacqueline Smedberg: Principal
Tesla Engineering Charter School
2121 E Emmers Drive
Appleton, WI 54915

Notice hereunder shall be effective if made by hand delivery or by United States Mail, postage prepaid, certified with return receipt requested. Notices shall be effective (i) when actually received by the addressee, if made by hand delivery, or (ii) 2 days after delivering the pertinent notice to the control of the United States Postal Service, if made by certified mail with return receipt requested.

26. AASD and Charter School Liability. The parties agree that the establishment of Tesla shall have no effect on the liability of AASD other than those obligations specifically undertaken by AASD under this Contract. The parties agree that the establishment of Tesla shall have no effect on the liability of Tesla other than those obligations specifically undertaken by Tesla under this Contract.

27. Miscellaneous.

- a. Governing Law. This Contract shall be governed by, and construed and interpreted under the laws of the State of Wisconsin.
- b. Application of Statutes. If, after the effective date of this Contract, there is a change in applicable law which alters or amends the responsibilities or obligations of any of the parties to this Contract, this Contract shall be altered or amended by the parties to conform to the change in existing law as of the effective date of such change.

- c. Enrollment. Total full-time equivalent pupil enrollment at the School shall not be increased by a net change of more than seventy-five (75) students per academic year based on the prior academic year's highest total without Tesla's consent. Within the five (5) year period following the effective date of this Contract, Tesla shall seek to achieve full capacity of 225 full-time equivalent students.
- d. Entire Agreement. This Contract sets forth the entire Agreement between the parties with respect to the subject matter of this Contract. All prior applications, agreements or contracts, representations, statements, negotiations, understandings and undertakings are superseded by this Contract.
- e. Severability. If any provision of this Contract is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the provisions of this Contract. If any provision of this Contract shall be or be determined to be in violation of any federal, state or local law, such provision shall be considered null and void, and all other provisions shall remain in full force and effect.
- f. Modifications. No modification to this Contract shall be effective unless the same is in writing and signed by authorized representatives of both parties. During any year of this Contract, either party may request to amend a provision of this Agreement. A request for amendment will be presented in writing before March 30 of each year and identify the terms of the proposed amendment. Thereafter, the parties will promptly meet and confer in good faith with respect to the proposed amendment. Neither party shall be obligated to accept any request for amendment. Any amendment which is agreed upon will be effective July 1 or on such other date as the parties may agree.
- g. Assignment. This Contract is not assignable.
- h. Counterparts: Signature by Facsimile. This Contract may be signed in counterparts, which shall together constitute the signed original Contract. A signature delivered by facsimile or electronic mail shall be considered an original for purpose of this Contract.

IN WITNESS WHEREOF, the parties have caused this Contract to be executed by their duly authorized representatives as of the date written below. Through their signatures the representatives of the parties confirm that they have full authority to execute this Contract.

APPLETON AREA SCHOOL DISTRICT:

By: _____

Kay S. Eggert
President, Board of Education

Date: _____

ATTEST:

Deborah C. Truymen
Board of Education Clerk

Date: _____

Tesla Engineering Charter School

By: _____

Jake Zwyer
Governance Board President

Date: _____

ATTEST:

Nick Luther
Governance Board Secretary

Date: _____

Summary of Proposed Changes for

Tesla Engineering Charter School

No Changes

Directions: For each proposed revision, complete each column of the table below. More rows may be added if needed. Underline proposed language you are adding, strike through language you are proposing be removed. Be clear with the section and pages of the contract.

➤ **Charter schools renewing their five-year charter contract must also include a *Summary of the Charter School Goals* included in the last charter school contract. The summary should be attached to this *Summary of Proposed Changes Chart*.**

Item #	Section and Page(s) of contract	Proposed Contract Revisions	Rationale <i>(Be specific, you must identify the Law, Policy, Bargaining agreement, or current practice the justifies the need for the revision)</i>	Lead Person Requesting Change	Notes
Sample	p.16 #13. f	Eliminate language regarding food service	Virtual school does not need a lunch program	Charter Board President	
1					
2					
3					
4					

Tesla Charter School

2017-2022 Data

Goal: **Student Goal 1**—Increase/maintain student achievement in state standardized assessments.

Objective: Tesla students will score at or above the state average of students scoring proficient or advanced in reading assessments.

Assessment: ACT Aspire and ACT or any future state assessments

Objective: Tesla students will score at or above the state average of students scoring proficient or advanced in mathematics assessments.

Student Goal 1 - Reading			Goal Met	Student Goal 1 - Math			Goal Met
Year / Assessment	State Average	Tesla Score		Year	State Average	Tesla Score	
2017 - ASPIRE	44.5	70.3	Yes	2017 - ASPIRE	41	75.7	Yes
2017 - ACT	36.6	83.3	Yes	2017 - ACT	37.2	79.2	Yes
2018 - ASPIRE	41.6	57.1	Yes	2018 - ASPIRE	41.1	70.1	Yes
2018 - ACT	38.4	66.7	Yes	2018 - ACT	31.5	73.3	Yes
2019 - ASPIRE	No Data	No Data	COVID 19	2019 - ASPIRE	No Data	No Data	COVID 19
2019 - ACT	38.6	66.7	Yes	2019 - ACT	36.5	77.8	Yes
2020 - ASPIRE	33.1	60.2	Yes	2020 - ASPIRE	30.6	60.2	Yes
2020 - ACT	35.9	72.4	Yes	2020 - ACT	29.7	58.6	Yes

Summary - Each year Tesla has met and exceeded the goal of scoring at or above the state average, other than the year state assessments were not given due to the COVID 19 pandemic.

Tesla Charter School

2017-2022 Data

Goal: ACT Aspire and ACT or any future state assessments

Student Goal 2—Other assessments specific to charter school.

Objective: By the end of the 2017-18 academic year, 50% of students will score one of the following, depending on the final assessment adopted by Tesla teachers:

A stanine score of 6 or higher on their PLTW End of Course Assessment given at the end of the academic year.

A score of 80% or better on each of the Tesla teacher-developed final course assessments.

Objective: By the end of the 2019-20 academic year, 60% of students will score one of the following, depending on the final assessment adopted by Tesla teachers:

A stanine score of 6 or higher on their PLTW End of Course Assessment given at the end of the academic year.

A score of 80% or better on the Tesla teacher-developed year-end assessment.

Score on Teacher Developed Course Summatives		Goal Met
Year	% of students with a score of 80% or higher	
2017 - 50%	66.56%	Yes
2018 - 50%	82%	Yes
2019 - 60%	76.98%	Yes
2020 - 60%	95.88%	Yes
2021 - 60%	73.76%	Yes

Credit/No Credit Option

Summary - Each year, the goal was met for students earning a score of 80% or better on the Tesla final course assessments. The PLTW assessments were not given during the pandemic years.

Tesla Charter School

2017-2022 Data

Goal: PLTW End of Course Assessment or Tesla teacher-develop year-end assessment.

Student Goal 3—Graduate students will have a well-thought out, well-researched, well-developed post-secondary plan.

Objective: One Hundred Percent (100%) of graduates will have identified a career field they are interested in focusing on for their post-secondary academic pursuits, and have developed a plan to achieve the necessary training and education for the career field.

Assessment: Student Academic and Career Plan on file for each student.

Year	Number of Seniors	Number of Seniors who met the Goal	Goal Met
2017	37	100%	Yes
2018	42	100%	Yes
2019	33	100%	Yes
2020	29	100%	Yes
2021	29	100%	Yes

Summary - All students have activities built into their courses that help them create and alter their post-secondary plan throughout their years at Tesla.

ITEM OF INFORMATION

Topic: Naming of the Houdini Elementary School Gymnasium in honor of Mr. Mark Vivoda

Background Information: District Policy 940 - Naming of School District Facilities:

A school community may wish to name or rename a part of their facility, such as an auditorium, a room, or an athletic field. If there is doubt as to whether an area proposed to be named or renamed should be considered a “major facility” and receive public input, the Superintendent shall bring that question to the Board. The Board will receive notification of the potential naming or renaming and the following procedure shall be followed:

- Proposals to name or rename a part of a facility shall be submitted in writing to the building principal (or Superintendent if the area is not in a school).
- The proposal will include rationale for the recognition/change.
- School community input will be sought and summarized as part of the proposal.
- The building principal, working in conjunction with the Superintendent or his/her designee (or the Superintendent) will evaluate the proposal according to the criteria referenced above and make a recommendation to the Board to either consider the proposed naming or renaming, or to take no action on the proposal. 940 (cont.)
- The Board will vote on the recommendation.
- Once named, an appropriate plaque should be placed onsite so that future generations of students, parents, staff members, and community members will understand and appreciate the dedication’s meaning.

The staff of Houdini Elementary School recommend naming the Houdini Elementary School gymnasium to honor Mr. Mark A. Vivoda in recognition of his outstanding contribution to the Houdini School community.

As a child, Mark attended school in the Appleton Area School District. Reflecting upon his time as a student, Mark recognized that school was challenging for him, but because a few of his teachers took a special interest in him, he was put on a path of success for life.

For thirty-nine and one-half years, Mark’s professional life was devoted to the Appleton Area School District. He served as the building engineer at Houdini Elementary School from the time the school opened in September 1988 until his retirement on February 28, 2022. Through times of change and transition, Mark was a stable and vital person at Houdini: the patriarch of the Houdini community. He created a welcoming, enjoyable, and safe school for everyone. One staff member shared, “He was the first Houdini colleague I officially met, and from our very first introduction, he has been one of the reasons I look forward to coming into the building each week. His hard work, kindness, sense of fun, and relationships with staff and students are second-to-none.” Mark was an outstanding role model for students. Whether he was demonstrating a strong work ethic, mentoring students, or participating in fun activities, students were always at the heart of everything he did.

Mark took great pride in the school and the work he did there. He maintained a facility that was always ready to service students by taking it upon himself to be an around the clock caretaker for the building. Mark consistently went above and beyond to design and make items for our school. He never turned down a request and worked to make everything functional for staff and kids.

Mark Vivoda is a pillar of the Houdini Elementary School community. He committed his life’s work to bettering Houdini School and the Houdini community. Policy 940 states that a District facility may be named for an individual person, and that person “should be of exemplary moral character, have made an outstanding contribution to education, humanity or the District’s community, have

displayed outstanding leadership, or be a person of historical significance.” Without question, Mark A. Vivoda meets the criteria for this honor.

Fiscal Note: Recognition signage will be provided by students from one of our high schools.

Contact: Dr. Judy Baseman, 997-1399 ext. 6126
Greg Hartjes, 997-1399 ext. 2029

Board Action: April 25, 2022

ITEM OF INFORMATION

Topic: Lease with Zion Lutheran Church (Zion) for space used by the Appleton Bilingual School (ABS)

Background Information: The District's current 5-year lease with Zion Lutheran Church terminates on August 31. We would like to enter into a new 2-year lease that would commence on the 1st day of September, 2022, and will terminate on August 31, 2024. The new lease will include a 4.7% rental rate increase in the first year of the lease and no increase in year two.

The enrollment of ABS has decreased from 177 students in 2018-2019 to 119 students this year. The declining enrollment causes uncertainty with the future space needs of ABS, thus it is at our request to sign a 2-year lease rather than a 5-year lease.

Fiscal Note: Annual rental cost will increase from \$88,380 to \$92,534.

Contact: Greg Hartjes, 997-1399 ext. 2029

Potential Board Action: April 25, 2022

RESOLUTION NO. ____

RESOLUTION AUTHORIZING THE REDEMPTION OF CERTAIN OF THE
TAXABLE GENERAL OBLIGATION REFUNDING BONDS, DATED FEBRUARY 25, 2021

WHEREAS, the Appleton Area School District, Outagamie, Calumet and Winnebago Counties, Wisconsin (the "District") has outstanding its Taxable General Obligation Refunding Bonds, dated February 25, 2021 (the "2021 Bonds");

WHEREAS, the School Board has determined that it is necessary and desirable to call the \$1,602,000 portion of the 2026 maturity and all of the 2027 and 2028 maturities of the 2021 Bonds for redemption on May 16, 2022 with funds of the District on hand;

NOW, THEREFORE, BE IT RESOLVED by the School Board of the District, that the \$1,602,000 portion of the 2026 maturity and all of the 2027 and 2028 maturities of the 2021 Bonds are called for prior payment on May 16, 2022 at the price of par plus accrued interest to the date of redemption.

The District hereby directs the District Clerk to work with Associated Trust Company, National Association, Green Bay, Wisconsin, to cause timely notice of redemption, in substantially the form attached hereto as Exhibit A and incorporated herein by this reference (the "Notice"), to be provided at the times, to the parties and in the manner set forth on the Notice.

Adopted, approved and recorded April 11, 2022.

Kay Eggert
District President

ATTEST:

Deborah Truymen
District Clerk

(SEAL)

EXHIBIT A

NOTICE OF PARTIAL CALL*

APPLETON AREA SCHOOL DISTRICT
OUTAGAMIE, CALUMET AND WINNEBAGO COUNTIES, WISCONSIN
TAXABLE GENERAL OBLIGATION REFUNDING BONDS
DATED FEBRUARY 25, 2021

NOTICE IS HEREBY GIVEN that the Bonds of the above-referenced issue which mature on the dates and in the amounts; bear interest at the rates; and have CUSIP Nos. as set forth below have been called for prior payment on May 16, 2022 at a redemption price equal to 100% of the principal amount thereof plus accrued interest to the date of prepayment:

<u>Maturity Date</u>	<u>Principal Amount</u>	<u>Interest Rate</u>	<u>CUSIP No.</u>
03/01/2026	\$1,602,000**	1.30%	038106SD3
03/01/2027	2,074,000	1.42	038106SE1
03/01/2028	1,887,000	1.58	038106SF8

Upon presentation and surrender of said Bonds to Associated Trust Company, National Association, Green Bay, Wisconsin, the registrar and fiscal agent for said Bonds, the registered owners thereof will be paid the principal amount of the Bonds plus accrued interest to the date of prepayment.

Said Bonds will cease to bear interest on May 16, 2022.

By Order of the
School Board
Appleton Area School District
District Clerk

Dated _____

* To be provided to Associated Trust Company, National Association, Green Bay, Wisconsin, at least thirty-five (35) days prior to May 16, 2022. The registrar and fiscal agent shall be directed to give notice of such prepayment by registered or certified mail at least thirty (30) days prior to May 16, 2022 to the registered owner of each Bond to be redeemed, in whole or in part, at the address shown on the registration book and to the MSRB electronically through the Electronic Municipal Market Access (EMMA) System website at www.emma.msrb.org.

**Represents a portion of the principal amount outstanding of this maturity.

ITEM FOR CONSIDERATION

Topic: Resolution Authorizing the Redemption of Certain of the Taxable General Obligation Refunding Bonds, dated February 25, 2021

Background Information: This resolution is an official action to authorize the Appleton Area School District to call the \$1,602,000 portion of the 2026 maturity and all of the 2027 and 2028 maturities of the 2021 Bonds for redemption on May 16, 2022. The total cost to call (pre-pay) the debt is \$5,500,000, which was included in our 2021-2022 budget.

Fiscal Note: Estimated savings of \$334,521

Administrative Recommendation: Approval

Instructional Impact: NA

Contact: Greg Hartjes, 997-1399 ext. 2029
Holly Burr, 997-1399 ext. 2034

Board Action: April 11, 2022

ITEM FOR CONSIDERATION

Topic: Compensation Increase for the 2022-2023 School Year for Administrators

Introduction: Given the current competitive labor market, the budget and savings from employees electing a lower cost health insurance option, a compensation increase for Administrators is recommended for the 2022-2023 school year.

Administrative

Recommendation: The total recommended compensation increase for all employee groups is 3.75%. To approve a compensation increase for the 2022-2023 school year for eligible Administrators who are active employees at the time of approval for the 2022-2023 school year to be distributed in the following manner:

- a. All eligible staff would advance a step/level or within their salary range effective July 1, 2022. The total cost of step/level increases would be approximately \$38,948.
- b. Each eligible staff member in the respective group above would receive a 3% compensation increase. The total cost of hourly wage increases would be \$223,515.

Fiscal Note: The total cost to the District will be approximately \$262,463.

Instructional Impact:

Maintaining competitive compensation is essential to retaining and attracting high-quality administrators.

Contact Person: Julie King (920-997-1399, ext. 2042) Greg Hartjes, 920-997-1399 (x2029)

Board Action: April 11, 2022

ITEM FOR CONSIDERATION

- Topic:** Professional Educator Wage Settlement and Compensation Increase for the 2022-2023 School Year
- Background:** A tentative Base Wage Agreement has been reached with the Appleton Education Association (AEA). The Agreement has been reached voluntarily in a spirit of cooperation between the AEA and the District negotiators. By state law, negotiations with the AEA have been limited to base wage increases. The total increase to the base wage is limited (by state law) to the increase in the Consumer Price Index (CPI). The base wage for AASD is the first level of the current Compensation Framework (\$43,600). For the current year the applicable CPI is 4.70%. Given the current competitive labor market, the budget, and savings from employees selecting a lower cost health insurance option, a compensation increase for Professional Educators is recommended for the 2022-2023 school year.
- Administrative Recommendation:** To approve a total wage increase of 4.7% of the base wage in the amount of \$2,696,747 to be distributed to active AASD Professional Educators at the time of approval for the 2022-2023 school year.
- All eligible Professional Educators would receive a minimum of a \$1,578 increase (prorated for less than full-time) to be distributed in the following manner:
- In lieu of level movement, a 3.63% compensation increase will be applied to each level of the Compensation Framework (*attached*).
 - The application of the 3.63% to the Compensation Framework will:
 - Provide a greater increase than level movement for all eligible educators
 - Support recruitment and retention of educators by raising the starting and top salaries
 - Increase the potential career earnings
- The outstanding working relationship between the District and our Professional Educators has continued.
- Fiscal Note:** The total cost to the District will be approximately \$2,696,747.
- Instructional Impact:** A competitive compensation framework is essential to retaining and attracting high quality professional educators.
- Contact Person(s):** Julie King, 920-997-1399 (2042) and Greg Hartjes, 920-997-1399 (2029)
- Board Action:** April 11, 2022

Professional Educator Compensation Framework Revision 2022-2023 School year

Professional Educator Salary Schedule				
	With Bachelors		With Masters	
	2021-2022	2022-2023	2021-2022	2022-2023
A	\$43,600	\$45,200	\$48,600	\$50,350
B	\$44,600	\$46,200	\$49,600	\$51,400
C	\$45,600	\$47,200	\$50,600	\$52,450
D	\$46,600	\$48,300	\$51,600	\$53,450
E	\$48,150	\$49,900	\$53,150	\$55,100
F	\$49,800	\$51,600	\$54,800	\$56,800
G	\$51,500	\$53,350	\$56,500	\$58,550
H	\$53,100	\$55,000	\$58,100	\$60,200
I	\$54,600	\$56,600	\$59,600	\$61,800
J	\$56,100	\$58,150	\$61,100	\$63,200
K	\$57,600	\$59,700	\$62,600	\$64,900
L	\$59,050	\$61,200	\$64,050	\$66,350
M	\$60,400	\$62,600	\$65,400	\$67,700
N	\$61,750	\$63,100	\$66,750	\$69,150
O	\$62,950	\$65,250	\$67,950	\$70,400
P	\$63,950	\$66,250	\$68,950	\$71,450
Q	\$64,950	\$67,300	\$69,950	\$72,500
R	\$65,950	\$68,350	\$70,950	\$73,500
S	\$66,950	\$69,400	\$71,950	\$74,550
T	\$67,950	\$70,400	\$72,950	\$75,600
U	\$68,950	\$71,450	\$73,950	\$76,600
V	\$69,950	\$72,500	\$74,950	\$77,650
W	\$70,950	\$73,500	\$75,950	\$78,700
X	\$72,950	\$75,600	\$77,950	\$80,800

ITEM FOR CONSIDERATION

Topic: Compensation Increase for the 2022-2023 School Year for Administrative Support Unit (ASU) staff, Secretaries, Maintenance and Paraprofessionals.

Introduction:

Given the current competitive labor market, the budget, and savings from employees selecting a lower cost health insurance option, compensation increases for Administrative Support Unit (ASU) staff, Secretaries, Maintenance, and Paraprofessionals are recommended for the 2022-2023 school year.

Administrative Recommendation:

The total recommended compensation increase for all employee groups is 3.75%. To approve a compensation increase for the 2022-2023 school year for eligible Administrative Support Unit (ASU) staff, Secretaries, Maintenance, and Paraprofessionals who are active employees at the time of approval for the 2022-2023 school year to be distributed in the following manner:

- a. All eligible staff would advance a step/level or within their salary range effective July 1, 2022. The total cost of step/level increases would be approximately \$135,325.
- b. Each eligible staff member in the respective groups above would receive a 3.63% compensation increase. This wage increase would be effective for the 2022-2023 school year and would carry forward into future years. The total cost of hourly wage increases would be \$642,547.

Fiscal Note: The total cost to the District will be approximately \$777,871.

Instructional Impact:

Maintaining competitive compensation is essential to retaining and attracting high-quality employees.

Contact Person(s): Julie King, 920-997-1399 (2042) and Greg Hartjes, 920-997-1399 (2029)

Board Action: April 11, 2022

**APPLETON AREA SCHOOL DISTRICT
SCHOOL BOARD SPRING ELECTION**

April 5, 2022

UNOFFICIAL ELECTION NIGHT RESULTS

<u>Candidate</u>	<u>Total Votes</u>
Nick Ross	4,728
Andrea D. Klitzke	5,877
Mike Schinke	5,663
Jason Kolpack	5,429
Pheng Thao	8,427
Deb Truymen	6,338
James Bacon	7,724
Jim Bowman	6,592

Official results will be posted following the Election Canvass. The four candidates who receive the highest number of votes will have been elected to the school board. Per Wisconsin State Statute, the two candidates who receive the highest number of votes will be elected to the regular three-year terms. The candidates receiving the third and fourth highest votes will be elected to the partial one-year terms.