



**Monday, May 9, 2022
Board of Education Meeting**

**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: 948 2030 7259

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	May 9, 2022 - Board of Education Meeting
Category	1. Meeting Opening
Type	Procedural

Subject	B. Pledge of Allegiance
Meeting	May 9, 2022 - Board of Education Meeting
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**

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

Type Procedural

Subject **B. Approval of Agenda**

Meeting May 9, 2022 - Board of Education Meeting

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

Type Action, Procedural

3. Special Presentation

Subject **A. 2021-2022 Student School Board Representatives Final Report: Ryan Hanson (East), Kris Lee (North), and Sulia Chang (West)**

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Category 3. Special Presentation

Type Information, Report

Student School Board Representatives will be thanked for their service to the School Board in the 2021-22 school year.

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

Subject **A. Public Input**

Meeting May 9, 2022 - Board of Education Meeting

Category 4. 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)

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Category 4. Public Input (GC-3.3: Initiate and maintain effective communication with the citizens.)

Type Procedural

Subject C. Virtual Speakers (Registration Required)

Meeting May 9, 2022 - Board of Education Meeting

Category 4. 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)

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Category 4. 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.

5. 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

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Category 5. 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

6. 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): AP Check Register April 2022

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Category 6. 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.

Subject B. School/Student Services Update(s): Spanish Readers (2620/2630/2622) Materials Purchase; 8th Grade U.S. History (#3835) Materials Purchase; Overnight Trips

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Category 6. 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

Item for Consideration _ 8th Grade U.S. History (3835) Materials Purchase - Google Docs.pdf (91 KB)

Item for Consideration _ WL-Spanish (2620_2630_2622) Materials Purchase - Google Docs.pdf (120 KB)

Public Input Received - Spanish Readers & 8th-Grade U.S. History Materials.pdf (86 KB)

WL 8th Grade Materials KWKT.pdf (84 KB)

Overnight Trips.pdf (1,116 KB)

Subject C. Personnel Services Update(s): Professional Educator Hire(s), Contract Change(s), and Resignation(s); Administrative Transfer(s)

Meeting May 9, 2022 - Board of Education Meeting

Category 6. 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.

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

Subject A. Board Meeting Minutes from April 25, 2022

Meeting May 9, 2022 - Board of Education Meeting

Category 7. Board's Consent Agenda (GC-2.4: The Board will use a consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss.)

Type Action, Minutes

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

Subject B. R-03 Essential Life Skills - Interpretation and Indicators - for Consideration

Meeting May 9, 2022 - Board of Education Meeting

Category 7. Board's Consent Agenda (GC-2.4: The Board will use a consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss.)

Type Discussion, Information

File Attachments
[R.3 Essential Life Skills.pdf \(473 KB\)](#)

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

Subject A. AP Check Register April 2022

Meeting May 9, 2022 - Board of Education Meeting

Category 8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)

Type Action

April 2022 AASD AP Check Register

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

Meeting May 9, 2022 - Board of Education Meeting

Category 8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)

Type Action

File Attachments
[Item for Consideration _ WL-Spanish \(2620_2630_2622\) Materials Purchase - Google Docs.pdf \(120 KB\)](#)

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

Meeting May 9, 2022 - Board of Education Meeting

Category 8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)

Type Action

File Attachments
[Item for Consideration _ 8th Grade U.S. History \(3835\) Materials Purchase - Google Docs.pdf \(91 KB\)](#)

Subject D. 2021-22 Approval of Applications for Overnight Multi-Year Trips

Meeting May 9, 2022 - Board of Education Meeting

Category 8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)

Type Action

File Attachments
[2021-22 Approval of Applications for Overnight Multi-Year Trips.pdf \(1,116 KB\)](#)

Subject **E. 2021-22 Approval of an Application for an Overnight Trip Within the Contiguous 48 States and DC**

Meeting May 9, 2022 - Board of Education Meeting

Category 8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)

Type Action

File Attachments
[2021-22 Approval of an Application for an Overnight Trip Within the Contiguous 48 States and DC.pdf \(329 KB\)](#)

Subject **F. Professional Educator New Hire(s)**

Meeting May 9, 2022 - Board of Education Meeting

Category 8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)

Type Action

File Attachments
[IFC Professional Educator New Hires 5-9-22.pdf \(225 KB\)](#)

Subject **G. Professional Educator Contract Change(s)**

Meeting May 9, 2022 - Board of Education Meeting

Category 8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)

Type Action

File Attachments
[IFC Professional Educator Contract Changes 5-9-22.pdf \(13 KB\)](#)

Subject **H. Professional Educator Resignation(s)**

Meeting May 9, 2022 - Board of Education Meeting

Category 8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)

Type Action

File Attachments
[IFC Professional Educator Resignations 5-9-22.pdf \(11 KB\)](#)

Subject I. Administrative Transfer

Meeting May 9, 2022 - Board of Education Meeting

Category 8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)

Type Action

File Attachments
[IFC - Administrative Transfer.pdf \(256 KB\)](#)

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

Subject A. School Services Report: Policy Update - 345.61 Early Graduation; New Policy - 343.43 Work Experiences Credit; Charter School Contract Renewal for Renaissance School for the Arts

Meeting May 9, 2022 - Board of Education Meeting

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

Type Discussion, Information, Presentation, Report

File Attachments
[Item of Information - Early Graduation Policy 345.61 Policy Revision - BOE 5.9.22.pdf \(57 KB\)](#)
[Early Graduation - 345.61.pdf \(106 KB\)](#)
[Item of Information - Work Experience Policy 345.43 Policy Proposal - BOE 5.9.22.pdf \(59 KB\)](#)
[Work Experience Credit Policy 343.43.pdf \(116 KB\)](#)
[Item of Information ~ Renaissance School for the Arts Charter School Contract Five-Year Renewal.pdf \(132 KB\)](#)
[The Renaissance School for the Arts Charter School Contract.pdf \(845 KB\)](#)
[Renaissance Contract Renewal - Summary of Progress Made on Charter School Goals.pdf \(622 KB\)](#)

Subject B. Business Services Report: District Health Insurance Update

Meeting May 9, 2022 - Board of Education Meeting

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

Type Information

Chief Financial Officer Greg Hartjes will update the Board regarding the District's Health Insurance.

File Attachments
[IOI - Health Insurance update.pdf \(438 KB\)](#)

10. Board Business

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

Meeting May 9, 2022 - Board of Education Meeting

Category 10. Board Business

Type Action, Discussion

Subject **B. R-01 Mega Result - Final Draft - for Discussion**

Meeting May 9, 2022 - Board of Education Meeting

Category 10. Board Business

Type Discussion, Information

File Attachments

[R.1 Mega Result.pdf \(964 KB\)](#)

Subject **C. Review of the Board's First Community Café Linkage Event, Held on May 3, 2022 - for Discussion**

Meeting May 9, 2022 - Board of Education Meeting

Category 10. Board Business

Type Discussion, Information

11. Items of Information

Subject **A. Item of Information**

Meeting May 9, 2022 - Board of Education Meeting

Category 11. Items of Information

Type Information

12. Future Meetings

Subject **A. Board Meeting: Monday, May 23, 2022, 6:00 PM**

Meeting May 9, 2022 - Board of Education Meeting

Category 12. Future Meetings

Type Information

Subject **B. Board Retreat - Self-Assessment: Thursday, May 26, 2022, 7:30 AM**

Meeting May 9, 2022 - Board of Education Meeting

Category 12. Future Meetings

Type Information

13. Closed Session

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

Meeting May 9, 2022 - Board of Education Meeting

Category 13. Closed Session

Type Action, Discussion

Subject **B. Wisconsin State Statute 19.85 (1)(c) Considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility, for the purpose of discussing internal staff planning.**

Meeting May 9, 2022 - Board of Education Meeting

Category 13. Closed Session

Type Discussion, Information

Subject **C. Motion to Adjourn the Meeting**

Meeting May 9, 2022 - Board of Education Meeting

Category 13. Closed Session

Type Action, Procedural

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@asd.k12.wi.us
Steve Harrison, Ph.D., 920-832-6157 x2177, harrisonstepha@asd.k12.wi.us

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, Ph.D., 920-832-6157 x2177, harrisonstepha@asds.k12.wi.us

BOE: 05/09/22

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)

Time Period of Public Input	
03/09/22 - 04/22/22	
Number and Breakdown of Responses Received (Supportive/Unsupportive)	
<p>12 Total Responses: 12 Supportive Responses (1 Question; 1 Comment)/2 Responders Unsupportive</p> <ul style="list-style-type: none"> • Question: why only Spanish readers <ul style="list-style-type: none"> ○ Answer: French novels have already been approved in previous years, and the additions to French 3 will be done in literary circles, so students will have choice in what they are reading. The readers brought to the School Board for approval are for courses that will read the novel as an entire class. • Comment: Would like to see WL beginning in Kindergarten, 2x/week 	
Overall Themes Identified From Responses	
<ul style="list-style-type: none"> • Responses: Age appropriate and challenging; trust WL staff as experts 	

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

Time Period of Public Input	
02/25/22 - 04/22/22	
Number and Breakdown of Responses Received (Supportive/Unsupportive)	
<p>24 Total Responses: 22 Responders in Support/ 2 Responders Unsupportive</p>	
Overall Themes Identified From Responses	
<p>Themes From Responses in Support:</p> <ul style="list-style-type: none"> ○ Variety of instructional methods ○ Age appropriate ○ Engaging and informative ○ Great imagery and analysis ○ Tackles difficult topics ○ Multiple platforms ○ Historically accurate ○ Perspectives from all sides ○ Correlations between past and present ○ Virtual field trips ○ Critical thinking skills ○ Includes modern history ○ Diverse experiences ○ National Geographic as a resource 	<p>Themes From Responses Not in Support:</p> <ul style="list-style-type: none"> ○ Overall concern about CRT - Comments were not specific to the materials ○ This text pertains more to world history than US history. There are controversial topics.



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 deeply 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 may the engaging instruction include?</p>	<p>The instruction may 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 over 30 days in order to submit written public input. Notification of requested feedback also publicized through the AASD website as well as through the superintendent’s family communication letter.</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 over 30 days in order to submit written public input. Notification of requested feedback also publicized through the AASD website as well as through the superintendent's family communication letter.</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

ITEM FOR CONSIDERATION

Topic: 2021-22 Approval of Applications for Overnight Multi-Year Trips

Background Information:

Overnight trips, excursions and other travel are considered logical extensions of the educational experiences provided for students. These trips will be planned and conducted in accordance with procedures listed in the Field Trips, Co-Curricular Trips, and Excursions policy 352 and 352-Rule.

Multi-Year Trips are those trips that recur annually or biannually. Upon approval, these trips do not need to be re-approved in subsequent years, unless the length of the time of the trip, or the destination of the trip changes, in which case application must be resubmitted. However, the Board reserves the right to rescind approval if conditions change or the value of the trip becomes questionable.

School	Staff Member(s)	Class or Group	Destination	Month of Trip	School Days Missed	Approx. Cost Per Student
North High School	Steve Scheuerell	Varsity Girls Volleyball	Mequon, WI	August	0	\$0
North High School	Steve Scheuerell	Varsity Girls Volleyball	West Bend, WI	September	0	\$0
North High School	Steve Scheuerell	Varsity Girls Volleyball	Milwaukee, WI	September	0	\$0

Fiscal

Note: Fees for trips will vary from school-to-school. In most cases, parents, fundraising, grants, PTA, and environmental scholarships will help pay for costs.

Administrative

Recommendation: Approval of the attached applications for overnight multi-year trips.

Instructional

Impact: Trips must substantially contribute to the learning objectives of the curriculum or stated objectives of the group. The students will experience learning opportunities unavailable in the classroom.

Contact

Person: Mike Hernandez, hernandezmicha@asds.k12.wi.us, 997-1399 ext. 2027

APPLETON AREA SCHOOL DISTRICT
Application for
MULTI-YEAR TRIPS

Insert answers in blue shaded areas only.


School:	Appleton North	
Date of Application: (00/00/00)	03/16/22	
Staff member conducting the trip:	Steve Scheuerell	
1. Name of class or group:	Girls Varsity Volleyball	
2. Grade level(s):	9-12	
3. Destination:	Mequon, WI (Homestead High School)	
4. AASD curriculum standards that are addressed: <i>(May need attachment)</i>		
5. Month of Departure Date:	August	
<i>Place of Departure:</i>	Appleton North	
6. Month of Return Date:	August	
<i>Place of Return:</i>	Appleton North	
7. Total number of school days to be missed, if any:	0.0	
8. Will any substitutes be required because of the trip? (Yes or No)	No	
<i>If so, how many substitutes?</i>		
<i>How many days?</i>		
9. PROGRAM FEES PER PARTICIPANT:	List total/actual costs of each fee before factoring in donations, fundraising monies, etc.	List participant fee after factoring in donations, fundraising monies, etc.
<i>(Please break down by category.)</i>		
<i>Transportation</i>	\$33.33	\$0.00
<i>Lodging</i>	\$50.00	\$0.00
<i>Meals</i>	\$10.00	\$0.00
<i>Other expenses (explain below)</i>	\$0.00	\$0.00
<i>Additional monies needed (explain below)</i>	\$0.00	\$0.00
TOTAL PER PARTICIPANT:	\$93.33	\$0 (all costs covered by fundraising)

10. Will any adults receive free transports, tickets, and/or meals? (Yes or No) If so, how many?	Varsity Coaches
11. Will student fees subsidize adult expenses? (Yes or No) If Yes, to what extent?	No
12. How will funding be obtained for this trip? Describe any fundraising activities that are generally used:	Fundraiser
13. How are costs for needy students going to be addressed?	No issues
14. Travel arrangements by (name of agency): Regular Carrier (Yes or No) Charter Carrier (Yes or No)	Through AASD with Les Stumpf Ford
15. Anticipated number of students participating in the trips:	15
16. Anticipated number of chaperones:	
Staff	3-4
Volunteers	
Total Male Chaperones:	2
Total Female Chaperones:	2
TOTAL CHAPERONES:	4
17. Include a typical itinerary for this field trip.	
18. Attach any information you will use to communicate to parents and students to inform them of this trip.	

A photocopy of each student's Student Health Certificate/Permission for Medical Care will be attached and taken on the trip.

The foregoing information is correct and I have read and agree to follow the Appleton Area School District Guidelines and Procedures for Overnight Trips, Policy 352.

SIGNATURES:

Staff Member Conducting Trip (electronic signature)	Steve Scheuerell
Date of application	03/16/22
Principal (electronic signature)	Ryan Peterson
Date of approval	04/25/22
Assistant Superintendent	
Date of approval	4-24-22

Date of School Board Action (office use only)

2022 Joust Tourney Info. @ Homestead High School

Leaving Time and Arrival Time

-Leaving at 1:30 PM from Appleton North High School and heading to Homestead High School.(It is about a two hour drive to get there.) This tournament takes place before the school year starts.

-Match Location

All matches will take place at Homestead High School 5000 West Mequon Road, Mequon WI.

Schedule for Friday/Saturday

-Friday night we will be in the gym until about 9:00PM. When done, we will head to our hotel, possibly picking up a late meal and head to our rooms and have a quick meeting and lights out at 10:30.

-Saturday we will be in the gym from 9am until 3-4PM. We may grab some dinner on the way home.

Hotel Info

We will be staying at the Holiday Inn Express Milwaukee N-Brown Deer/Mequon.

It is a 10 min drive from our play site! The phone number for the hotel is (414)-355-1300.

The address is 4443 West Schroeder, Brown Deer, Wisconsin, 53223.

APPLETON AREA SCHOOL DISTRICT
Application for
MULTI-YEAR TRIPS

Insert answers in blue shaded areas only.

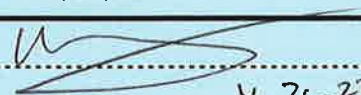
School:	Appleton North	
Date of Application: (00/00/00)	03/16/22	
Staff member conducting the trip:	Steve Scheuerell	
1. Name of class or group:	Girls Varsity Volleyball	
2. Grade level(s):	9-12	
3. Destination:	West Bend, WI (West Bend High School)	
4. AASD curriculum standards that are addressed: <i>(May need attachment)</i>		
5. Month of Departure Date:	September	
<i>Place of Departure:</i>	Appleton North	
6. Month of Return Date:	September	
<i>Place of Return:</i>	Appleton North	
7. Total number of school days to be missed, if any:	0.5	
8. Will any substitutes be required because of the trip? (Yes or No)	No	
<i>If so, how many substitutes?</i>		
<i>How many days?</i>		
9. PROGRAM FEES PER PARTICIPANT:	<i>List total/actual costs of each fee before factoring in donations, fundraising monies, etc.</i>	<i>List participant fee after factoring in donations, fundraising monies, etc.</i>
<i>(Please break down by category.)</i>		
<i>Transportation</i>	\$33.33	\$0.00
<i>Lodging</i>	\$50.00	\$0.00
<i>Meals</i>	\$10.00	\$0.00
<i>Other expenses (explain below)</i>	\$0.00	\$0.00
<i>Additional monies needed (explain below)</i>	\$0.00	\$0.00
TOTAL PER PARTICIPANT:	\$93.33	\$0 (all costs covered by fundraising)

10. Will any adults receive free transports, tickets, and/or meals? (Yes or No) If so, how many?	Varsity Coaches 3
11. Will student fees subsidize adult expenses? (Yes or No) If Yes, to what extent?	No
12. How will funding be obtained for this trip? Describe any fundraising activities that are generally used:	Fundraiser
13. How are costs for needy students going to be addressed?	No issues
14. Travel arrangements by (name of agency): Regular Carrier (Yes or No) Charter Carrier (Yes or No)	Through AASD with Les Stumpf Ford
15. Anticipated number of students participating in the trips:	15
16. Anticipated number of chaperones:	
Staff	3-4
Volunteers	
Total Male Chaperones:	2
Total Female Chaperones:	2
TOTAL CHAPERONES:	4
17. Include a typical itinerary for this field trip.	
18. Attach any information you will use to communicate to parents and students to inform them of this trip.	

A photocopy of each student's Student Health Certificate/Permission for Medical Care will be attached and taken on the trip.

The foregoing information is correct and I have read and agree to follow the Appleton Area School District Guidelines and Procedures for Overnight Trips, Policy 352.

SIGNATURES:

Staff Member Conducting Trip (electronic signature)	Steve Scheuerell
Date of application	03/16/22
Principal (electronic signature)	Ryan Peterson
Date of approval	04/25/22
Assistant Superintendent	
Date of approval	4-26-22

Date of School Board Action (office use only)

2022 Sprawl Tourney Info. @ West Bend High School

Leaving Time and Arrival Time

-Leaving at 1 PM from Appleton North High School and heading to West Bend High School. (It is about a two hour drive to get there.)

Schedule for Friday/Saturday

-Friday night we will be in the gym until about 8:30PM. When done, we will head to our hotel, possibly picking up a late meal and head to our rooms and have a quick meeting and lights out at 10.

-Saturday we will be in the gym from 8am until 3. We may grab some dinner on the way home.

-We should arrive back at Appleton North High School around 5-6PM on Saturday.

Hotel Info

We will be staying at the Comfort Inn-Jackson. It is a 10 minute drive from our play site! The phone number for the hotel is (262)-677-1133. The address is 2433 W. Washington St., West Bend, WI 53095.

APPLETON AREA SCHOOL DISTRICT
Application for
MULTI-YEAR TRIPS

*Insert answers in **blue** shaded areas only.*


School:	Appleton North	
Date of Application: (00/00/00)	03/16/22	
Staff member conducting the trip:	Steve Scheuerell	
1. Name of class or group:	Girls Varsity Volleyball	
2. Grade level(s):	9-12	
3. Destination:	Milwaukee, WI (Milwaukee Sting Center)	
4. AASD curriculum standards that are addressed: <i>(May need attachment)</i>		
5. Month of Departure Date:	September	
<i>Place of Departure:</i>	Appleton North	
6. Month of Return Date:	September	
<i>Place of Return:</i>	Appleton North	
7. Total number of school days to be missed, if any:	0.5	
8. Will any substitutes be required because of the trip? (Yes or No)	No	
<i>If so, how many substitutes?</i>		
<i>How many days?</i>		
9. PROGRAM FEES PER PARTICIPANT:	List total/actual costs of each fee before factoring in donations, fundraising monies, etc.	List participant fee after factoring in donations, fundraising monies, etc.
<i>(Please break down by category.)</i>		
<i>Transportation</i>	\$33.33	\$0.00
<i>Lodging</i>	\$50.00	\$0.00
<i>Meals</i>	\$10.00	\$0.00
<i>Other expenses (explain below)</i>	\$0.00	\$0.00
<i>Additional monies needed (explain below)</i>	\$0.00	\$0.00
TOTAL PER PARTICIPANT:	\$93.33	\$0 (all costs covered by fundraising)

10. Will any adults receive free transports, tickets, and/or meals? (Yes or No) If so, how many?	Varsity Coaches
11. Will student fees subsidize adult expenses? (Yes or No) If Yes, to what extent?	No
12. How will funding be obtained for this trip? Describe any fundraising activities that are generally used:	Fundraiser
13. How are costs for needy students going to be addressed?	No issues
14. Travel arrangements by (name of agency): Regular Carrier (Yes or No) Charter Carrier (Yes or No)	Through AASD with Les Stumpf Ford
15. Anticipated number of students participating in the trips:	15
16. Anticipated number of chaperones:	
Staff	3-4
Volunteers	
Total Male Chaperones:	2
Total Female Chaperones:	2
TOTAL CHAPERONES:	4
17. Include a typical itinerary for this field trip.	
18. Attach any information you will use to communicate to parents and students to inform them of this trip.	

A photocopy of each student's Student Health Certificate/Permission for Medical Care will be attached and taken on the trip.

The foregoing information is correct and I have read and agree to follow the Appleton Area School District Guidelines and Procedures for Overnight Trips, Policy 352.

SIGNATURES:

Staff Member Conducting Trip (electronic signature)	Steve Scheuerell
Date of application	03/16/22
Principal (electronic signature)	Ryan Peterson
Date of approval	04/25/22
Assistant Superintendent	
Date of approval	4-24-22

Date of School Board Action (office use only)

2022 Eastbay Charger Challenge Info. @ Milwaukee Sting Center

Leaving Time and Arrival Time

- We will be leaving at 12:45 PM from the high school and getting back on Saturday around 6 PM.

-Facility Information

We will be playing at Milwaukee Sting Center. It is about a 2 hour drive to get there. Gym opens up at 3:30, I think. The address is N54 W13904 Northpark Dr., Menomonee Falls, WI 53051 . We will be there for both days.

Schedule for Friday/Saturday

On Friday we will play from 4-9PM and after check into the hotel with a possible late night snack and meeting before lights out at 10:30. We will play on Saturday from 9AM until about 4 PM and then head back to Appleton North High School.

Hotel Info

We will be staying at the Hilton Garden Inn Milwaukee Northwest Conference Center 11600 West Park Place Milwaukee WI 53224. It is about 5 min. drive from our play site. Phone--(414)359-9823

ITEM FOR CONSIDERATION

Topic: 2021-22 Approval of an Application for an Overnight Trip Within the Contiguous 48 States and DC

Background Information: Overnight trips, excursions and other travel are considered logical extensions of the educational experiences provided for students. These trips will be planned and conducted in accordance with procedures listed in the Field Trips, Co-Curricular Trips, and Excursions policy 352 and 352-Rule.

All overnight trip requests must be submitted and approved by the building principal at least six months in advance of the trip date.

School	Staff Member(s)	Class or Group	Destination	Dates of Trip	School Days Missed	Approx. Cost Per Student
North High School	Steve Scheuerell	Girls Varsity Volleyball	Omaha, Nebraska	10/07/22 – 10/09/22	1	\$0

Fiscal Note: Fees for trips will vary from school-to-school. In most cases, parents, fundraising, grants, PTA, and scholarships will help pay for costs.

Administrative Recommendation: Approval of the attached application for an overnight trip within the contiguous forty-eight states and DC.

Instructional Impact: Trips must substantially contribute to the learning objectives of the curriculum or stated objectives of the group. The students will experience learning opportunities unavailable in the classroom.

Contact Person: Mike Hernandez, hernandezmicha@asds.k12.wi.us, 997-1399 ext. 2027

APPLETON AREA SCHOOL DISTRICT

Application for

OVERNIGHT TRIPS WITHIN CONTIGUOUS 48 STATES AND DC

*Insert answers in **green** shaded areas only.*


School:	Appleton North High School	
Date of Application: (00/00/00)	03/16/22	
Staff member conducting the trip:	Steve Scheuerell	
1. Name of class or group:	Girl's Varsity Volleyball	
2. Grade level(s):	Freshmen-Seniors	
3. Destination:	Omaha, Nebraska (Skutt Catholic High School)	
4. AASD curriculum standards that are addressed: <i>(please state clearly and specifically)</i>	N/A	
5. Departure Date: (00/00/00)	10/7/2022	
<i>Place of Departure:</i>	Appleton North	
6. Return Date: (00/00/00)	10/9/2022	
<i>Place of Return:</i>	Appleton North	
7. Total number of school days to be missed, if any:	1.0	
8. Will any substitutes be required because of the trip? <i>(Yes or No)</i>	No	
<i>If so, how many substitutes?</i>		
<i>How many days?</i>		
9. PROGRAM FEES PER PARTICIPANT:	<i>List total/actual costs of each fee before factoring in donations, fundraising monies, etc.</i>	<i>List participant fee after factoring in donations, fundraising monies, etc.</i>
<i>(Please break down by category.)</i>		
<i>Transportation</i>	\$33.33	\$0.00
<i>Lodging</i>	\$100.00	\$0.00
<i>Meals</i>	\$20.00	\$0.00
<i>Other expenses</i> <i>(explain below)</i>	\$0.00	\$0.00
<i>Additional monies needed</i> <i>(explain below)</i>	\$0.00	\$0.00
TOTAL PER PARTICIPANT:	\$153.33	\$0 (all costs covered by fundraising)

10. Please list the names of those adults who will receive free transports, tickets, and/or meals:	
	Varsity Coaches
11. Will student fees subsidize adult expenses? (Yes or No) If Yes, to what extent?	No
12. Is fundraising being used? (Yes or No) Explain:	Yes
13 How are costs for needy students going to be addressed?	No Issues
14. Travel arrangements by (name of agency) : Regular Carrier (Yes or No) Charter Carrier (Yes or No)	AASD and Les Stumpf Ford
15. Anticipated number of students participating in the	15
16. Anticipated number of chaperones:	
Staff	3
Volunteers	0
Total Male Chaperones:	2
Total Female Chaperones:	1
TOTAL CHAPERONES:	3
17. Attach complete itinerary of student time. Indicate any times students will be unsupervised.	
18 Attach any information you will use to communicate to parents and students to inform them of this trip.	

A photocopy of each student's Student Health Certificate/Permission for Medical Care will be attached and taken on the trip.

The foregoing information is correct and I have read and agree to follow the Appleton Area School District Guidelines and Procedures for Overnight Trips, Policy 352.

SIGNATURES:

Staff Member Conducting Trip (electronic signature)	Steve Scheuerell
Date of application	03/16/22
Principal (electronic signature)	Ryan Peterson
Date of approval	04/25/22
Assistant Superintendent	
Date of approval	4-26-22

Date of School Board Action (office use only)

2022 SkyHawk Invite Info. @ Skutt Catholic

Leaving Time and Arrival Time

I am so excited for this tournament and the opportunity to play teams outside our state! We will be leaving Appleton North High School at 9am on Friday morning.

-Facility Information

We will be playing at Skutt Catholic High School. 3131 S. 156th Street, Omaha, NE 68130.

Schedule for Friday/Saturday/Sunday

Friday- We will be driving to Nebraska with a few stops for gas and dinner. We will check into our hotel around 7-8PM. Check in with the team at 9PM and lights out after.

Saturday we will be in the gym from 8AM until about 6PM.

-We should be done with the tourney around 6 and then we will get dinner and head to our hotel in Cedar Rapids. Sunday we will get on the road at about 8 and try to make it back to North by about 12.

Hotel Info

Friday Night--We will be staying at the Fairfield Inn and Suites by Marriott Omaha West, 17240 Wright Street, Omaha, NE 68130. It is about 2 miles from our play site

Phone--(833)483-0681

Saturday Night--We will be staying in Cedar Rapids Iowa at the Best Western Plus Longbranch Hotel & Convention Center. 90 Twixt Town Road North East, Cedar Rapids, IA.

****We will be getting dinner for the girls on Friday night and Saturday night. We will have free breakfast in each hotel. So the only meals they will need to worry about is lunch on Friday and Saturday.**

Success for
Every Student,
Every Day



**Appleton Area School District
Results Interpretation & Indicators Document
R-3 Essential Life Skills**

SUPERINTENDENT CERTIFICATION:

With respect to Results Policy 3 Essential Life Skills, I certify the proceeding interpretations and indicators to be accurate and complete and reasonable.

Executive Summary/Analysis:

The interpretations and indicators, as submitted below, will provide evidence to the Board that the District provides instructional programming that supports students in acquiring the developmental skills necessary to lead healthy, satisfying, self-directed, and productive lives. The proposed measures have been selected due to the demonstration of their:

- **validity** (assessments are designed for the purpose for which we use them),
- **reliability** (assessments are shown to return consistent results at statistically acceptable levels),
- and **normative data** (results are routinely calibrated against a national sample size in order to verify accuracy of scale scores).

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

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Results Policy 3 Essential Life Skills, the Board:

_____ **Accepts the Superintendent's interpretation and indicators as reasonable**

_____ **Accepts the Superintendent's interpretation and indicators as reasonable, with noted exceptions**

_____ Finds the Superintendent's interpretation and indicators to be not reasonable

Commendations and/or Recommendations, if any:

Signed: _____ Date: _____
Board President

Document submitted: _____

Re-submitted: _____

R-3 Results Policy: Essential Life Skills

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

- 3.1. Cognitive development, including critical, analytical, and creative thinking.
- 3.2. Physical wellness development including the ability to make healthy lifestyle choices.
- 3.3. Communications development, including the ability to listen and express themselves effectively.
- 3.4. Social development, including the ability to establish and maintain positive relationships with others, to function as members of teams and to contribute to the common good.
- 3.5. Moral and ethical character development, including respect, empathy, and compassion for others and accountability for their own actions.
- 3.6. Psychological development, including resilience, adaptability, the ability to manage their own emotions and to maintain positive self-worth.
- 3.7. Career development, including exploring and identifying aptitudes, interests, passions, and understanding of career expectations.

SUPERINTENDENT Interpretation:

- **Cognitive development** shall mean the development of knowledge, skills, problem solving and dispositions, which help students to think about and understand the world around them.
- **Physical wellness development** shall mean ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person
- **Communications development** shall mean learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics using authentic resources (such as informational texts, fictional texts, conversations and discussions).
- **Social development** shall mean the change over time in an individual's understanding of, attitudes concerning, and behavior toward others.

- **Moral and ethical character development** shall mean the development of respectful, compassionate, and empathetic attitudes and understanding of behaviors towards all people in society based on social and cultural norms, rules, and laws.
- **Psychological development** shall mean the development of an individual's cognitive, emotional, intellectual, and social capabilities and functioning from early childhood through adulthood.
- **Career development** shall mean a student-driven, adult-supported process that allows students to discover, learn, explore, and apply interests, skills and knowledge to their post secondary plans.

Indicators to be Used:

- [Panorama](#) captures student perceptions using the featured topics. All students in Grades 3-12 take the survey in the fall and spring. [Topics](#) include student competencies and school climate areas.
- [WI Youth Risk Behavior Survey \(YRBS\)](#) - monitors categories of health-related behaviors that contribute to social problems and the leading causes of death and disability among youth, including: (1) mental health, (2) bullying, (3) suicide and help seeking, (4) screen use and online behavior, (5) school safety, (6) sexual and dating violence, (7) tobacco and electronic smoking devices, (8) housing and neighborhood, (9) sexual behaviors, alcohol and other drugs, (10) traffic safety, (11) nutrition, and (12) physical health. The data is used to address content-learning outcomes in health. The survey is given every two years in the spring semester to middle school and high school students.
- [Action for Healthy Kids - School Health Index](#) – The School Health Index is an evaluation tool based on the CDC’s research-based guidelines to identify and reduce health risk behaviors in youth. Health and Human Performance (HHP) would utilize the health and physical education components of the index to help determine program effectiveness. The survey is completed every spring by all schools in the district as a part of our Wellness Policy.
- (Starting in Spring 2023) [AASD CBL/ACP Summative Survey](#) - 6th-12th grade students are given this survey in the Spring to capture their progress specific to their individual Academic and Career Planning. This survey specifically measures grade-level [Academic and Career Planning outcomes](#) relating to career exploration, career interests, action steps taken towards completing their Academic Career Plan and participation in career planning experiences.

Definition of Terms:

- **Learning Strategies** - A measurement of how well students deliberately use strategies to manage their own learning processes generally.
- **Self-Management** - A measurement of how well students manage their emotions, thoughts, and behaviors in different situations.
- **Social Awareness** - A measurement of how well students consider the perspectives of others and empathize with them.
- **Social Perspective** - A measurement of the extent to which students consider the perspectives of others
- **ACP - Academic Career Plan** - is a student-driven, adult-supported process. Students create their own unique vision for post-secondary success. This is achieved through self-exploration, career exploration, and the development of career planning skills.
- **CBL - Career Based Learning** - the Academic and Career Planning business-connected experiences and opportunities that allow K-12 students to participate in career awareness, career exploration, or career development.

SUPERINTENDENT Targets for Reasonable Progress:

We will know we have made reasonable progress when:

(Cognitive Development)

Panorama: Learning Strategies

We will **increase the percentage of students who scored favorably on** how well they used strategies for managing their own learning processes for each school level (elementary/middle/high) by **3%**.

Learning Strategies		
Grade Band	Percentage Scoring Favorably (Score of 3, 4, or 5)	
	Fall 2021	Spring 2022
Grades 3-6	68%	%
Grades 7-12* <small>*KA 6th-grade data included</small>	57%	%

Panorama: Self-Management

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

Self-Management		
Grade Band	Percentage Scoring Favorably (Score of 3, 4, or 5)	
	Fall 2021	Spring 2022
Grades 3-6	76%	%
Grades 7-12* <small>*KA 6th-grade data included</small>	76%	%

(Physical Wellness Development)

Action for Healthy Kids - School Health Index (SHI): Program Analysis by School Level

We will **increase** the **average SHI** for each school level (elementary/middle/high) by **1%**.

SHI Score in Percentages				
School Level	Average SHI Score 2020-21 (Baseline)		Average SHI Score 2021-22	
	Health Education	PE & Physical Activity	Health Education	PE & Physical Activity
Elementary Schools	94.3%	87.82%	%	%
Middle Schools	84.62%	76.11%	%	%
High Schools	89.23%	77.33%	%	%

We will **increase the average SHI Accountability Ratings** for each school level from Good to Excellent by 1% to level off at 100% Excellent Accountability Rating.

SHI Accountability Ratings in Percentages

School Level	Average Excellent Rating 2020-21	Average Excellent Rating 2021-22
Elementary Schools	84%	%
Middle Schools	100%	%
High Schools	100%	%

AASD Youth Risk Behavior Survey (YRBS): Program Analysis by School Level

We will **decrease the percentage of students** by X% who **demonstrate Higher Risks Y** as identified through the **AASD YRBS**.

School Level	% of Students Demonstrating Higher Risks for "Behavior Y" 2021-22	% of Students Demonstrating Higher Risks for "Behavior Y" 2022-23
Middle Schools	2021-22 YRBS Baseline	%
High Schools	2021-22 YRBS Baseline	%

We will **increase the percentage of students** by X% who **demonstrate the ability to Access Valid Health Information (mental health/bullying)** as indicated by the **AASD YRBS**.

School Level	% of Students Demonstrating Ability to Access Valid Health Information (2021-22 YRBS Baseline)	% of Students Demonstrating Ability to Access Valid Health Information (2022-23 YRBS)
Middle Schools	Spring 2022 Baseline	%
High Schools	Spring 2022 Baseline	%

(Communications & Social Development)

Panorama: Social Awareness

We will **increase** the **percentage of students who scored favorably on** the extent to which students consider the perspectives of others and empathize with them (elementary/middle/high) by **3%**.

Social Awareness		
Grade Band	Percentage Scoring Favorably (Score of 3, 4, or 5)	
	Fall 2021	Spring 2022
Grades 3-6	72%	%
Grades 7-12* <small>*KA 6th-grade data included</small>	67%	%

(Moral & Ethical Character Development)

Panorama: Social Awareness

We will **increase** the **percentage of students who scored favorably on** the extent to which they were respectful of others who had different views (elementary/middle/high) by **3%**.

Social Awareness		
Grade Band	Percentage Scoring Favorably (Score of 3, 4, or 5)	
	Fall 2021	Spring 2022
Grades 3-6	77%	%
Grades 7-12* <small>*KA 6th-grade data included</small>	75%	%

(Psychological Development)

Panorama: Social Perspective

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

Social Perspective		
Grade Band	Percentage Scoring Favorably (Score of 3, 4, or 5)	
	Fall 2021	Spring 2022
Grades 7-12* <small>*KA 6th-grade data included</small>	58%	%

(Career Development)

Panorama: Self-Management

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

Self-Management		
Grade Band	Percentage Scoring Favorably (Score of 3, 4, or 5)	
	Fall 2021	Spring 2022
Grades 3-6	76%	%
Grades 7-12* <small>*KA 6th-grade data included</small>	76%	%

AASD CBL/ACP Summative Survey

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

Post-Secondary College/Career Plans

Grade Band	Spring 2021	Spring 2022
11th-grade	29%	%
12th-grade	%	%

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

Grade Band	Spring 2022	Spring 2023
12th-grade	%	%

We will **increase the percentage of students who** indicate their ACP experiences in the AASD are preparing them for college, career, and life after high school by **X%**. (*"My ACP experiences in the Appleton Area School have been preparing me for college, career, and life after high school"*)

Preparation for College, Career, and Life

Grade Band	<u>NEW</u> for Spring 2023	Spring 2024
6th-grade	Baseline TBD%	%
7th-grade	Baseline TBD%	%
8th-grade	Baseline TBD%	%
9th-grade	Baseline TBD%	%
10th-grade	Baseline TBD%	%
11th-grade	Baseline TBD%	%
12th-grade	Baseline TBD%	%

We will **increase the percentage of students who** indicate their ACP experiences in the AASD are preparing them to LEAD, CARE, and CONTRIBUTE by **X%**.

Preparation to independently Lead, Care, and Contribute

Grade Band	<u>NEW</u> for Spring 2023	Spring 2024
% of JUNIORS indicating they are prepared to LEAD by example through critical thinking, problem-solving, and effective communication.	Baseline TBD	%
% of JUNIORS indicating they are prepared to CARE for themselves, others, and their community through empathy, compassion, and respect.	Baseline TBD	%

<p>% of JUNIORS indicating they are prepared to CONTRIBUTE to their classrooms, schools, and communities through self-direction, productivity, and accountability.</p>	<p>Baseline TBD</p>	<p>%</p>
<p>% of SENIORS indicating they are prepared to LEAD by example through critical thinking, problem-solving, and effective communication.</p>	<p>Baseline TBD</p>	<p>%</p>
<p>% of SENIORS indicating they are prepared to CARE for themselves, others, and their community through empathy, compassion, and respect.</p>	<p>Baseline TBD</p>	<p>%</p>
<p>% of SENIORS indicating they are prepared to CONTRIBUTE to their classrooms, schools, and communities through self-direction, productivity, and accountability.</p>	<p>Baseline TBD</p>	<p>%</p>
<p>SUPERINTENDENT Evidence of Reasonable Progress:</p>		
<p>Board Comments:</p>		

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, Ph.D., 920-832-6157 x2177, harrisonstepha@asds.k12.wi.us

BOE: 05/09/22

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@asd.k12.wi.us
Steve Harrison, Ph.D., 920-832-6157 x2177, harrisonstepha@asd.k12.wi.us

ITEM FOR CONSIDERATION

Topic: 2021-22 Approval of Applications for Overnight Multi-Year Trips

Background Information:

Overnight trips, excursions and other travel are considered logical extensions of the educational experiences provided for students. These trips will be planned and conducted in accordance with procedures listed in the Field Trips, Co-Curricular Trips, and Excursions policy 352 and 352-Rule.

Multi-Year Trips are those trips that recur annually or biannually. Upon approval, these trips do not need to be re-approved in subsequent years, unless the length of the time of the trip, or the destination of the trip changes, in which case application must be resubmitted. However, the Board reserves the right to rescind approval if conditions change or the value of the trip becomes questionable.

School	Staff Member(s)	Class or Group	Destination	Month of Trip	School Days Missed	Approx. Cost Per Student
North High School	Steve Scheuerell	Varsity Girls Volleyball	Mequon, WI	August	0	\$0
North High School	Steve Scheuerell	Varsity Girls Volleyball	West Bend, WI	September	0	\$0
North High School	Steve Scheuerell	Varsity Girls Volleyball	Milwaukee, WI	September	0	\$0

Fiscal

Note: Fees for trips will vary from school-to-school. In most cases, parents, fundraising, grants, PTA, and environmental scholarships will help pay for costs.

Administrative

Recommendation: Approval of the attached applications for overnight multi-year trips.

Instructional

Impact: Trips must substantially contribute to the learning objectives of the curriculum or stated objectives of the group. The students will experience learning opportunities unavailable in the classroom.

Contact

Person: Mike Hernandez, hernandezmicha@asds.k12.wi.us, 997-1399 ext. 2027

APPLETON AREA SCHOOL DISTRICT
Application for
MULTI-YEAR TRIPS

Insert answers in blue shaded areas only.


School:	Appleton North	
Date of Application: (00/00/00)	03/16/22	
Staff member conducting the trip:	Steve Scheuerell	
1. Name of class or group:	Girls Varsity Volleyball	
2. Grade level(s):	9-12	
3. Destination:	Mequon, WI (Homestead High School)	
4. AASD curriculum standards that are addressed: <i>(May need attachment)</i>		
5. Month of Departure Date:	August	
<i>Place of Departure:</i>	Appleton North	
6. Month of Return Date:	August	
<i>Place of Return:</i>	Appleton North	
7. Total number of school days to be missed, if any:	0.0	
8. Will any substitutes be required because of the trip? (Yes or No)	No	
<i>If so, how many substitutes?</i>		
<i>How many days?</i>		
9. PROGRAM FEES PER PARTICIPANT:	List total/actual costs of each fee before factoring in donations, fundraising monies, etc.	List participant fee after factoring in donations, fundraising monies, etc.
<i>(Please break down by category.)</i>		
<i>Transportation</i>	\$33.33	\$0.00
<i>Lodging</i>	\$50.00	\$0.00
<i>Meals</i>	\$10.00	\$0.00
<i>Other expenses (explain below)</i>	\$0.00	\$0.00
<i>Additional monies needed (explain below)</i>	\$0.00	\$0.00
TOTAL PER PARTICIPANT:	\$93.33	\$0 (all costs covered by fundraising)

10. Will any adults receive free transports, tickets, and/or meals? (Yes or No) If so, how many?	Varsity Coaches
11. Will student fees subsidize adult expenses? (Yes or No) If Yes, to what extent?	No
12. How will funding be obtained for this trip? Describe any fundraising activities that are generally used:	Fundraiser
13. How are costs for needy students going to be addressed?	No issues
14. Travel arrangements by (name of agency): Regular Carrier (Yes or No) Charter Carrier (Yes or No)	Through AASD with Les Stumpf Ford
15. Anticipated number of students participating in the trips:	15
16. Anticipated number of chaperones:	
Staff	3-4
Volunteers	
Total Male Chaperones:	2
Total Female Chaperones:	2
TOTAL CHAPERONES:	4
17. Include a typical itinerary for this field trip.	
18. Attach any information you will use to communicate to parents and students to inform them of this trip.	

A photocopy of each student's Student Health Certificate/Permission for Medical Care will be attached and taken on the trip.

The foregoing information is correct and I have read and agree to follow the Appleton Area School District Guidelines and Procedures for Overnight Trips, Policy 352.

SIGNATURES:

Staff Member Conducting Trip (electronic signature)	Steve Scheuerell
Date of application	03/16/22
Principal (electronic signature)	Ryan Peterson
Date of approval	04/25/22
Assistant Superintendent	
Date of approval	4-24-22

Date of School Board Action (office use only)

2022 Joust Tourney Info. @ Homestead High School

Leaving Time and Arrival Time

-Leaving at 1:30 PM from Appleton North High School and heading to Homestead High School.(It is about a two hour drive to get there.) This tournament takes place before the school year starts.

-Match Location

All matches will take place at Homestead High School 5000 West Mequon Road, Mequon WI.

Schedule for Friday/Saturday

-Friday night we will be in the gym until about 9:00PM. When done, we will head to our hotel, possibly picking up a late meal and head to our rooms and have a quick meeting and lights out at 10:30.

-Saturday we will be in the gym from 9am until 3-4PM. We may grab some dinner on the way home.

Hotel Info

We will be staying at the Holiday Inn Express Milwaukee N-Brown Deer/Mequon.

It is a 10 min drive from our play site! The phone number for the hotel is (414)-355-1300.

The address is 4443 West Schroeder, Brown Deer, Wisconsin, 53223.

APPLETON AREA SCHOOL DISTRICT
Application for
MULTI-YEAR TRIPS

Insert answers in blue shaded areas only.

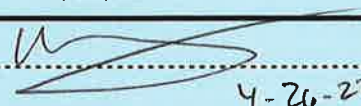
School:	Appleton North	
Date of Application: (00/00/00)	03/16/22	
Staff member conducting the trip:	Steve Scheuerell	
1. Name of class or group:	Girls Varsity Volleyball	
2. Grade level(s):	9-12	
3. Destination:	West Bend, WI (West Bend High School)	
4. AASD curriculum standards that are addressed: <i>(May need attachment)</i>		
5. Month of Departure Date:	September	
<i>Place of Departure:</i>	Appleton North	
6. Month of Return Date:	September	
<i>Place of Return:</i>	Appleton North	
7. Total number of school days to be missed, if any:	0.5	
8. Will any substitutes be required because of the trip? (Yes or No)	No	
<i>If so, how many substitutes?</i>		
<i>How many days?</i>		
9. PROGRAM FEES PER PARTICIPANT:	<i>List total/actual costs of each fee before factoring in donations, fundraising monies, etc.</i>	<i>List participant fee after factoring in donations, fundraising monies, etc.</i>
<i>(Please break down by category.)</i>		
<i>Transportation</i>	\$33.33	\$0.00
<i>Lodging</i>	\$50.00	\$0.00
<i>Meals</i>	\$10.00	\$0.00
<i>Other expenses (explain below)</i>	\$0.00	\$0.00
<i>Additional monies needed (explain below)</i>	\$0.00	\$0.00
TOTAL PER PARTICIPANT:	\$93.33	\$0 (all costs covered by fundraising)

10. Will any adults receive free transports, tickets, and/or meals? (Yes or No) If so, how many?	Varsity Coaches 3
11. Will student fees subsidize adult expenses? (Yes or No) If Yes, to what extent?	No
12. How will funding be obtained for this trip? Describe any fundraising activities that are generally used:	Fundraiser
13. How are costs for needy students going to be addressed?	No issues
14. Travel arrangements by (name of agency): Regular Carrier (Yes or No) Charter Carrier (Yes or No)	Through AASD with Les Stumpf Ford
15. Anticipated number of students participating in the trips:	15
16. Anticipated number of chaperones:	
Staff	3-4
Volunteers	
Total Male Chaperones:	2
Total Female Chaperones:	2
TOTAL CHAPERONES:	4
17. Include a typical itinerary for this field trip.	
18. Attach any information you will use to communicate to parents and students to inform them of this trip.	

A photocopy of each student's Student Health Certificate/Permission for Medical Care will be attached and taken on the trip.

The foregoing information is correct and I have read and agree to follow the Appleton Area School District Guidelines and Procedures for Overnight Trips, Policy 352.

SIGNATURES:

Staff Member Conducting Trip (electronic signature)	Steve Scheuerell
Date of application	03/16/22
Principal (electronic signature)	Ryan Peterson
Date of approval	04/25/22
Assistant Superintendent	
Date of approval	4-26-22

Date of School Board Action (office use only)

2022 Sprawl Tourney Info. @ West Bend High School

Leaving Time and Arrival Time

-Leaving at 1 PM from Appleton North High School and heading to West Bend High School. (It is about a two hour drive to get there.)

Schedule for Friday/Saturday

-Friday night we will be in the gym until about 8:30PM. When done, we will head to our hotel, possibly picking up a late meal and head to our rooms and have a quick meeting and lights out at 10.

-Saturday we will be in the gym from 8am until 3. We may grab some dinner on the way home.

-We should arrive back at Appleton North High School around 5-6PM on Saturday.

Hotel Info

We will be staying at the Comfort Inn-Jackson. It is a 10 minute drive from our play site! The phone number for the hotel is (262)-677-1133. The address is 2433 W. Washington St., West Bend, WI 53095.

APPLETON AREA SCHOOL DISTRICT

Application for

MULTI-YEAR TRIPS

*Insert answers in **blue** shaded areas only.*


School:	Appleton North	
Date of Application: (00/00/00)	03/16/22	
Staff member conducting the trip:	Steve Scheuerell	
1. Name of class or group:	Girls Varsity Volleyball	
2. Grade level(s):	9-12	
3. Destination:	Milwaukee, WI (Milwaukee Sting Center)	
4. AASD curriculum standards that are addressed: <i>(May need attachment)</i>		
5. Month of Departure Date:	September	
<i>Place of Departure:</i>	Appleton North	
6. Month of Return Date:	September	
<i>Place of Return:</i>	Appleton North	
7. Total number of school days to be missed, if any:	0.5	
8. Will any substitutes be required because of the trip? (Yes or No)	No	
<i>If so, how many substitutes?</i>		
<i>How many days?</i>		
9. PROGRAM FEES PER PARTICIPANT:	List total/actual costs of each fee before factoring in donations, fundraising monies, etc.	List participant fee after factoring in donations, fundraising monies, etc.
<i>(Please break down by category.)</i>		
Transportation	\$33.33	\$0.00
Lodging	\$50.00	\$0.00
Meals	\$10.00	\$0.00
Other expenses <i>(explain below)</i>	\$0.00	\$0.00
Additional monies needed <i>(explain below)</i>	\$0.00	\$0.00
TOTAL PER PARTICIPANT:	\$93.33	\$0 (all costs covered by fundraising)

10. Will any adults receive free transports, tickets, and/or meals? (Yes or No) If so, how many?	Varsity Coaches
11. Will student fees subsidize adult expenses? (Yes or No) If Yes, to what extent?	No
12. How will funding be obtained for this trip? Describe any fundraising activities that are generally used:	Fundraiser
13. How are costs for needy students going to be addressed?	No issues
14. Travel arrangements by (name of agency): Regular Carrier (Yes or No) Charter Carrier (Yes or No)	Through AASD with Les Stumpf Ford
15. Anticipated number of students participating in the trips:	15
16. Anticipated number of chaperones:	
Staff	3-4
Volunteers	
Total Male Chaperones:	2
Total Female Chaperones:	2
TOTAL CHAPERONES:	4
17. Include a typical itinerary for this field trip.	
18. Attach any information you will use to communicate to parents and students to inform them of this trip.	

A photocopy of each student's Student Health Certificate/Permission for Medical Care will be attached and taken on the trip.

The foregoing information is correct and I have read and agree to follow the Appleton Area School District Guidelines and Procedures for Overnight Trips, Policy 352.

SIGNATURES:

Staff Member Conducting Trip (electronic signature)	Steve Scheuerell
Date of application	03/16/22
Principal (electronic signature)	Ryan Peterson
Date of approval	04/25/22
Assistant Superintendent	
Date of approval	4-24-22

Date of School Board Action (office use only)

2022 Eastbay Charger Challenge Info. @ Milwaukee Sting Center

Leaving Time and Arrival Time

- We will be leaving at 12:45 PM from the high school and getting back on Saturday around 6 PM.

-Facility Information

We will be playing at Milwaukee Sting Center. It is about a 2 hour drive to get there. Gym opens up at 3:30, I think. The address is N54 W13904 Northpark Dr., Menomonee Falls, WI 53051 . We will be there for both days.

Schedule for Friday/Saturday

On Friday we will play from 4-9PM and after check into the hotel with a possible late night snack and meeting before lights out at 10:30. We will play on Saturday from 9AM until about 4 PM and then head back to Appleton North High School.

Hotel Info

We will be staying at the Hilton Garden Inn Milwaukee Northwest Conference Center 11600 West Park Place Milwaukee WI 53224. It is about 5 min. drive from our play site. Phone--(414)359-9823

ITEM FOR CONSIDERATION

Topic: 2021-22 Approval of an Application for an Overnight Trip Within the Contiguous 48 States and DC

Background Information: Overnight trips, excursions and other travel are considered logical extensions of the educational experiences provided for students. These trips will be planned and conducted in accordance with procedures listed in the Field Trips, Co-Curricular Trips, and Excursions policy 352 and 352-Rule.

All overnight trip requests must be submitted and approved by the building principal at least six months in advance of the trip date.

School	Staff Member(s)	Class or Group	Destination	Dates of Trip	School Days Missed	Approx. Cost Per Student
North High School	Steve Scheuerell	Girls Varsity Volleyball	Omaha, Nebraska	10/07/22 – 10/09/22	1	\$0

Fiscal Note: Fees for trips will vary from school-to-school. In most cases, parents, fundraising, grants, PTA, and scholarships will help pay for costs.

Administrative Recommendation: Approval of the attached application for an overnight trip within the contiguous forty-eight states and DC.

Instructional Impact: Trips must substantially contribute to the learning objectives of the curriculum or stated objectives of the group. The students will experience learning opportunities unavailable in the classroom.

Contact Person: Mike Hernandez, hernandezmicha@asds.k12.wi.us, 997-1399 ext. 2027

APPLETON AREA SCHOOL DISTRICT

Application for

OVERNIGHT TRIPS WITHIN CONTIGUOUS 48 STATES AND DC

*Insert answers in **green** shaded areas only.*


School:	Appleton North High School	
Date of Application: (00/00/00)	03/16/22	
Staff member conducting the trip:	Steve Scheuerell	
1. Name of class or group:	Girl's Varsity Volleyball	
2. Grade level(s):	Freshmen-Seniors	
3. Destination:	Omaha, Nebraska (Skutt Catholic High School)	
4. AASD curriculum standards that are addressed: <i>(please state clearly and specifically)</i>	N/A	
5. Departure Date: (00/00/00)	10/7/2022	
<i>Place of Departure:</i>	Appleton North	
6. Return Date: (00/00/00)	10/9/2022	
<i>Place of Return:</i>	Appleton North	
7. Total number of school days to be missed, if any:	1.0	
8. Will any substitutes be required because of the trip? <i>(Yes or No)</i>	No	
<i>If so, how many substitutes?</i>		
<i>How many days?</i>		
9. PROGRAM FEES PER PARTICIPANT:	<i>List total/actual costs of each fee before factoring in donations, fundraising monies, etc.</i>	<i>List participant fee after factoring in donations, fundraising monies, etc.</i>
<i>(Please break down by category.)</i>		
<i>Transportation</i>	\$33.33	\$0.00
<i>Lodging</i>	\$100.00	\$0.00
<i>Meals</i>	\$20.00	\$0.00
<i>Other expenses</i> <i>(explain below)</i>	\$0.00	\$0.00
<i>Additional monies needed</i> <i>(explain below)</i>	\$0.00	\$0.00
TOTAL PER PARTICIPANT:	\$153.33	\$0 (all costs covered by fundraising)

10. Please list the names of those adults who will receive free transports, tickets, and/or meals:	
	Varsity Coaches
11. Will student fees subsidize adult expenses? (Yes or No) If Yes, to what extent?	No
12. Is fundraising being used? (Yes or No) Explain:	Yes
13 How are costs for needy students going to be addressed?	No Issues
14. Travel arrangements by (name of agency) : Regular Carrier (Yes or No) Charter Carrier (Yes or No)	AASD and Les Stumpf Ford
15. Anticipated number of students participating in the	15
16. Anticipated number of chaperones:	
Staff	3
Volunteers	0
Total Male Chaperones:	2
Total Female Chaperones:	1
TOTAL CHAPERONES:	3
17. Attach complete itinerary of student time. Indicate any times students will be unsupervised.	
18 Attach any information you will use to communicate to parents and students to inform them of this trip.	

A photocopy of each student's Student Health Certificate/Permission for Medical Care will be attached and taken on the trip.

The foregoing information is correct and I have read and agree to follow the Appleton Area School District Guidelines and Procedures for Overnight Trips, Policy 352.

SIGNATURES:

Staff Member Conducting Trip (electronic signature)	Steve Scheuerell
Date of application	03/16/22
Principal (electronic signature)	Ryan Peterson
Date of approval	04/25/22
Assistant Superintendent	
Date of approval	4-26-22

Date of School Board Action (office use only)

2022 SkyHawk Invite Info. @ Skutt Catholic

Leaving Time and Arrival Time

I am so excited for this tournament and the opportunity to play teams outside our state! We will be leaving Appleton North High School at 9am on Friday morning.

-Facility Information

We will be playing at Skutt Catholic High School. 3131 S. 156th Street, Omaha, NE 68130.

Schedule for Friday/Saturday/Sunday

Friday- We will be driving to Nebraska with a few stops for gas and dinner. We will check into our hotel around 7-8PM. Check in with the team at 9PM and lights out after.

Saturday we will be in the gym from 8AM until about 6PM.

-We should be done with the tourney around 6 and then we will get dinner and head to our hotel in Cedar Rapids. **Sunday** we will get on the road at about 8 and try to make it back to North by about 12.

Hotel Info

Friday Night--We will be staying at the Fairfield Inn and Suites by Marriott Omaha West, 17240 Wright Street, Omaha, NE 68130. It is about 2 miles from our play site

Phone--(833)483-0681

Saturday Night--We will be staying in Cedar Rapids Iowa at the Best Western Plus Longbranch Hotel & Convention Center. 90 Twixt Town Road North East, Cedar Rapids, IA.

****We** will be getting dinner for the girls on Friday night and Saturday night. We will have free breakfast in each hotel. So the only meals they will need to worry about is lunch on Friday and Saturday.

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>
Jennifer L. Biese	Family & Consumer Science	East	100%	\$45,200
Olivia K. Breckheimer	Science Gr. 7	Einstein	100%	\$45,200
Kathleen M. Endter	Elementary	TBD	100%	\$45,200
Gregory M. Hall	Math Gr. 8	Kaleidoscope	100%	\$58,150
Jacqueline F. Kimball	Elementary	TBD	100%	\$45,200
Lillie N. Lee	Special Ed-EBD/SLD	Edison	100%	\$45,200
Kelly M. Lefevre	Library Media Specialist	Kaleidoscope/Huntley	100%	\$58,550
Kathryn A. Massot	Elementary	TBD	100%	\$46,200
Valerie A. Moseng	Kindergarten	Houdini	100%	\$55,000
Rachel L. O'Brien	Special Ed-AUT	Richmond	100%	\$45,200
Amanda M. Scherer	Grade 5	Houdini	100%	\$47,200
Linda J. Stichman	Speech & Language	TBD	100%	\$64,900
Emily A. Thorpe	Grade 1/2	Huntley	100%	\$46,200
Lucy D. Turner	Elementary	TBD	100%	\$55,000
Burke A. Wallace	Advisor	Valley New School	100%	\$64,900
Emily M. Wolff	Speech & Language	TBD	100%	\$52,450

Jennifer L. Biese received her Bachelor of Science degree from UW-Green Bay with a major in Human Development. Ms. Biese is being hired under a one-year license with stipulations. Currently, she is serving the District as a temporary employee in a similar role at East High School.

Olivia K. Breckheimer will receive her Bachelor of Science in Education degree from UW-Oshkosh with a major in Elementary Education. Most recently, she is serving the District as a Wisconsin Improvement Program (WIP) Intern at Kaleidoscope Academy.

Kathleen M. Endter will receive her Bachelor of Science in Education degree from UW-Oshkosh with a major in Early Childhood and Elementary Education. Most recently, she is completing her student teaching with the Oshkosh Area School District.

Gregory M. Hall received his Bachelor of Science in Education degree from UW-Eau Claire with a major in Elementary Education. Most recently, he served the Hortonville Area School District as a middle school Science and Math Teacher.

Jacqueline F. Kimball will receive her Bachelor of Science in Education degree from UW-Stevens Point with a major in Elementary Education. Most recently, she is serving the Hortonville Area School District as a Wisconsin Improvement Program (WIP) Intern.

Lillie N. Lee received her Bachelor of Science in Education degree from Marian University with a dual major in Elementary and Special Education. Currently, she is serving the District as a temporary employee in a similar role at Edison Elementary School.

Kelly M. Lefevre received her Master of Education degree from Marian University with a major in Educational Technology. She is continuing her education to receive her Masters in Library and Information Science degree from the University of Missouri. Ms. Lefevre is being hired under a one-year license with stipulations. Most recently, she served the District as a temporary employee as an English Language Learner Coach at Berry Elementary School.

Kathryn A. Massot received her Bachelor of Arts degree from University of Northern Iowa with a major in Elementary Education. Most recently, she serviced the Neenah Joint School District as an Elementary Teacher.

Valerie A. Moseng received her Bachelor of Science in Education degree from UW-Oshkosh with a dual major in Elementary and Special Education. Most recently, she serviced the Neenah Joint School District as an Elementary Teacher.

Rachel L. O'Brien received her Bachelor of Liberal Studies degree from UW-Oshkosh with a major in Liberal Studies. Ms. O'Brien is being hired under a one-year license with stipulations. Currently, she is serving the District as a Paraprofessional at Richmond Elementary School.

Amanda M. Scherer received her Bachelor of Science in Education degree from UW-Eau Claire with a major in Elementary Education. Most recently, she served the Oshkosh Area School District as an Elementary Teacher.

Linda J. Stichman received her Master of Science degree from UW-Oshkosh with a major in Speech and Language Pathology. Most recently, she served Chilton Public Schools as a Speech and Language Pathologist.

Emily A. Thorpe received her Bachelor of Science in Education degree from UW-La Crosse with a major in Elementary Education. Most recently, she serviced the Manitowoc Public School District as an Elementary Teacher.

Lucy D. Turner received her Bachelor of Arts degree from St. Norbert College with a major in Elementary Education. Most recently, she served the Flowing Wells Unified District in Tucson Arizona as an Elementary Teacher.

Burke A. Wallace received his Doctorate of Education degree from The University of the Cumberland with a major in Educational Leadership. Most recently, he served as the Executive Director of Academics with Innovative Educational Management Charter Schools.

Emily M. Wolff will receive her Master of Science degree from UW-Eau Claire with a major in Communication Sciences and Disorders. Most recently, she completed her Speech and Language Pathologist Externship with the District at Highlands Elementary School.

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)

5/9/22

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 effective August 24, 2022:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>
Nancy Aguilar de Enriquez	English Learner	Columbus	50% to 100%
Corrina A. Albright	Music-General/Stings	APM/Badger/Dunlap	40% to 60%
Kelly A. Blair	W Lang-Spanish	Madison	84% to 100%
Lori L. Goudreau	Physical Education	Berry	100% to 80%
Danielle E. Kaspar	Art	Houdini	100% to 80%
Krista M. Meneghini	Art	West	100% to 80%
Sarah T. Phelps	Music-General	Badger	60% to 100%
Jamie A. Reichelt	Instructional Coach	McKinley	100% to 80%
Melissa M. Sanders	Instructional Coach	Madison	100% to 80%
Sarah J. Vissers	Business/Marketing	North	70% to 60%

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)

5/9/22

ITEM FOR CONSIDERATION

TOPIC: Professional Educator Resignation(s)

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

Kara A. Buxton has been with the District for nine years, most recently as a Grade 1 Teacher at Jefferson Elementary School.

Alma L. Cendejas Ruiz has been with the District for eight years, most recently as a Dean of Students and Bilingual Instructional Coach at Appleton Bilingual School.

Melissa M. Ernst has been with the District for sixteen years, most recently as an Alternative Education Teacher at Wilson Middle School.

Pierson J. Kohrell has been with the District for four years, most recently as a Grade 3/4 Teacher at Columbus Elementary School.

Jeffrey A. LeMahieu has been with the District for twenty years, most recently as a Dean of Students at Wisconsin Connections Academy.

Lori A. Noto has been with the District for two years, most recently as an English Language Arts Teacher at Wisconsin Connections Academy.

Travis D. Olsen has been with the District for eight years, most recently as Math/Science Teacher at Kaleidoscope Academy.

Brandon M. Reichenberger has been with the District for three years, most recently as a Technology Education Teacher at East and North High Schools.

Allison L. Ross has been with the District for one and one-half years, most recently as a Grade 1 Teacher at Columbus Elementary School.

Sarah S. Stassi has been with the District for three years, most recently as a Special Education Teacher at North High School.

Kayla R. Van Asten has been with the District for seven years, most recently as a School Psychologist at Berry and McKinley Elementary Schools.

Lesley A. Vogel has been with the District for six years, most recently as a Literacy Interventionist and Alternative Education Teacher at Wilson Middle School.

Sarah A. Wilterdink has been with the District for twenty-one years, most recently as a Math and Literacy Interventionist at Wilson Middle School.

Emily E. Woller has been with the District for two years, most recently as a Family & Consumer Science Teacher at North High School.

Benjamin G. Wood has been with the District for eleven years, most recently as a Special Education Teacher at Madison Middle School.

BACKGROUND INFORMATION: The following Professional Educator has submitted a letter of resignation prior to the 2022-2023 school year.

Megan L. Cotter was recently hired by the District as a Family and Consumer Science Teacher at East High 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)

5/9/22

ITEM FOR CONSIDERATION

TOPIC: Administrative Transfer

BACKGROUND INFORMATION:

Corene L. Strohfeldt has been awarded the Principal position at Huntley Elementary School effective July 1, 2022, under a 260-day contract. Ms. Strohfeldt has been with the District for seven years, most recently as the Associate Principal at Huntley Elementary School.

FISCAL NOTE: Dependent upon replacement

ADMINISTRATIVE RECOMMENDATION: Approval

INSTRUCTIONAL IMPACT: A qualified replacements will be procured

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

5/9/22

ITEM OF INFORMATION

Topic: Early Graduation Policy 345.61 Revision

Background Information: During the 1988-89 school year, the AASD Board of Education Approved the adoption of the Early Graduation Policy 345.61. Since the implementation of the policy, additional clarity to language and practices listed within the policy and its rule are being requested at this time.

Fiscal Note: None

Instructional Impact: Students will be provided with early opportunities to engage in post-secondary college, career, and community opportunities plans following successful completion of district graduation requirements.

Administrative Recommendation: Approve as submitted.

Contact Person(s): Steve Harrison, Ph.D., 920 832-6157, harrisonstepha@asd.k12.wi.us

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

EARLY GRADUATION

The Board will permit any student to graduate prior to the student's ~~his/her class's~~ normally scheduled graduation date if the student meets the ~~course~~ credit requirements set by the State of Wisconsin and the Board of Education, and has the approval of the school's principal. Any student desiring early graduation must notify the school ~~his/her~~ principal, or principal's designee, through completion and submission of the Early Graduation Application, by October 1st of the school year desired for early graduation. ~~at least one semester before the student's anticipated graduation date.~~

Cross References: Early Graduation, 345.61-Rule
Graduation Requirements, 345.6 & 345.6-Rule

Legal References: Wisconsin State Statute 118.33
Wisconsin Administrative Code PI 18

Adoption Date: January 23, 1989
Amended Date: May 23, 2022

EARLY GRADUATION

Procedures

Any student considering graduation prior to his/her the students' class's regular graduation time will contact his/her the appropriate school counselor as soon as he/she makes that decision, but at least a semester before the proposed graduation date, and begin the following steps:

1. The student must plan to earn the minimum credits for graduation, per the Board of Education Graduation policy, and fulfill any other graduation requirements as outlined in Graduation Requirement Policy 345.6 . The student will review his/her the proposed plan with the building principal, or the principal's designee.
- ~~2. The student must have successful participation in physical education while in attendance, or until the required physical education classes are completed.~~
3. The student will arrange a conference among the student's his/her parents, counselor, principal, and the student himself/herself prior to about two months before his/her the proposed date of graduation to consider the following:
 - a. Progress of the early-graduation plan
 - b. Staff recommendations of his/her social and academic maturity
 - c. Other options to early graduation
 - d. Parental consent

Adoption Date: January 23, 1989

Amended Date: May 23, 2022

Early Graduation Application/Agreement



Initial Date of Application: _____

Current Grade: _____

School Year Planning to Graduate Early: _____

Planning to Graduate:

After Semester 1 of Grade 12

End of School Year of Grade 11

Student ID #: _____ Student Name: _____

Date of Birth: _____ Credits Completed: _____ Balance of Credits to be completed: _____

- 1. I plan to attend the graduation ceremony. Yes No
- 2. I have ordered a cap/gown. Yes No
- 3. I understand that all fees/fines must be paid and all textbooks returned, and I will be responsible for the amount owed. Cap/gowns & yearbooks will be held until all fees/fines are paid. Yes No
- 4. I understand that if I do not participate in the graduation ceremony, I may not pick up my diploma until the Monday after graduation at my school's Main Office Yes No
- 5. I ordered a yearbook Yes No

Appleton East/North/West High School will be sending you/parents information regarding practices, ceremony, graduation party, and other events.

Preferred method of communication:

Email: _____

Home Address: _____

Parent Permission (Required):

This Early Graduation Application/Agreement requires parent input and approval.

Yes - I support and agree with the Early Graduation Application/Agreement plan and approve my student's request to graduate early

No - I do not want my student to pursue early graduation.

Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date: _____

Early Graduation: Informed Consent

Policies and Timelines



A. School Board Policy 345.61

The Board will permit any student to graduate prior to the student's normally scheduled graduation date if the student meets the credit requirements set by the State of Wisconsin and the Board of Education, and has the approval of the school's principal. Any student desiring early graduation must notify the school principal, or principal's designee through completion and submission of the Early Graduation Application, by **October 1st** of the school year desired for early graduation.

B. Timeline

The student must plan to earn the minimum credits for graduation, per the Board of Education Graduation policy, and fulfill any other graduation requirements as outlined in Graduation Requirement Policy 345.6. The student will review the proposed plan with the building principal, or the principal's designee. The student will arrange a conference among the student's parents, counselor, and the student prior to the proposed date of graduation to consider the following:

- ▣ AASD Early Graduation Application

Terms of Early Graduation:

Early graduates are not eligible for...	Parent initials required below
Financial aid until semester after official graduation date	Initial here: _____
Participation in High School co-curricular activities including athletics	Initial here: _____
Scholarships/awards that require 7th and/or 8th semesters. Including but not limited to: <ul style="list-style-type: none"> • Wisconsin Academic Excellence • Best of Class • Gold Cord/recognition 	Initial here: _____
Early College Credit Program or Start College Now programs	Initial here: _____

Early graduates are eligible to:

- | |
|--|
| <ul style="list-style-type: none"> • Graduate and participate in the graduation ceremony with my class on the assigned graduation date • Attend graduation festivities (luncheon, ceremony, after party) • Attend Prom and after bash • Attend school events with student ID |
|--|

Student Signature Date

Counselor Signature Date

Parent/Guardian Signature Date

Principal Signature Date

ITEM OF INFORMATION

Topic: Work Experience Credit Program Policy 343.43 Proposal

Background Information: The Board of Education recognizes that in order to be prepared for life after high school, students need to be prepared for college, career and community. Work Experience offers students the opportunity to develop skills that will assist them in career decision making and appropriate work behavior. The learn-on-the-job format will help students progress toward post-high school education and career goals.

Fiscal Note: None

Instructional Impact: Students will be provided with early opportunities to earn up to four elective credits as allowable by the Department of Public Instruction while engaging in work experience opportunities.

Administrative Recommendation: Approve as submitted.

Contact Person(s): Steve Harrison, Ph.D., 920 832-6157, harrisonstepha@asd.k12.wi.us
Mike Hernandez, 920 832-6142, hernandezmicha@asd.k12.wi.us

WORK EXPERIENCE CREDIT PROGRAM

The Board of Education recognizes that in order to be prepared for life after high school, students need to be prepared for college, career and community. Work Experience offers students the opportunity to develop skills that will assist them in career decision making and appropriate work behavior. The learn-on-the-job format will help students progress toward post-high school education and career goals.

Supervised work experiences may also be a means by which students can earn elective credits. The following procedures shall be followed when awarding high school credit to students for engaging in work experience opportunities.

Cross References: Equal Opportunity, 411
Student Nondiscrimination, 411.2
School Entrance Ages and Early Admission, 421 and 421-Rule Student Attendance, 430 and 430-Rule
Early College Credit Program 343.46 and 343.46-Rule

Legal References: Wisconsin Statutes Section 106.07; 106.13; 115.28(59); 118.34; 118.56; 121.02(1)(L)2; 121.02(1)(m)

Adoption Date: **May 23, 2022**

WORK EXPERIENCE CREDIT PROGRAM**Procedures****PROCEDURE FOR WORK EXPERIENCE CREDIT**

1. Students engaging in District-approved, work experience learning may earn up to 4 elective credits required for graduation from high school. Students receiving special education services may have the ability to exceed 4 credits per their Individualized Education Plan (IEP). In order to earn elective credits, the student must:
 - a. obtain a work permit, if appropriate;
 - b. obtain employment with an approved employer;
 - c. provide copies of all pay-stubs and/or other documentation to confirm actual hours of student engagement and completion of the AASD Work-Volunteer Experience Log;
 - d. complete any required academic assignments related to the experience
2. A student will not be excused from scheduled classes in order to participate in work experience.
3. School work must be maintained at an acceptable level. If the school work should fall below the acceptable level, the student may be removed from the work experience opportunity.
4. Employment must not exceed the hours acceptable under current Child Labor Laws.
5. Work Experience credit will not apply to early graduation unless the school offers an upgraded occupational skill development program, as developed by qualified staff and approved by the Principal.
6. Students enrolled in Work Based Learning (Youth Apprenticeship, Internship, etc.) may not use hours for Work Experience credit.
7. A student is not to change from one job or location to another without the approval of her/his principal and/or designated person in each school, and s/he is to notify her/his principal and/or the designated person in each school immediately when s/he quits a position or is released from a position.
8. Students may accumulate work hours across multiple semesters and school years.
 - Students may continue to accumulate work hours in the summer with no additional requirements.
 - Students may accumulate work hours from any/all verified places of employment.
9. Any student who does not meet the total program requirements will not receive work experience credit.

343.43-RULE (cont.)

10. Students who are either enrolled in the District’s alternative programs or have Individual Educational Plans (IEP) shall follow the guidelines established by the programs or the student’s IEP to meet individual student needs.

Number of Credits	Student Requirements
0 - 2.0 Credits	Every 180 hours students will receive a 0.5 elective credit
2.5 - 4.0 Credits	Additional documentations for elective hours and completion of the <u>Advanced Work Experience Expectations</u>

11. Attendance is not a factor when calculating work hours for students who attend school on a regular basis. Students who have demonstrated a pattern of truancy as defined by AASD Board Policy (430 - Student Attendance) will require an additional plan that will focus on increasing school attendance to earn maximum work experience hours.

Cross References: Equal Opportunity, 411
Student Nondiscrimination, 411.2
School Entrance Ages and Early Admission, 421 and 421-Rule Student Attendance, 430 and 430-Rule
Early College Credit Program, 343.46 and 343.46-Rule

Legal References: Wisconsin Statutes Section 106.07; 106.13; 115.28(59); 118.34; 118.56; 121.02(1)(L)2; 121.02(1)(m)

WORK EXPERIENCE CREDIT EXPECTATIONS

Advanced Work Experience Credit Expectations

Earning credit is contingent upon successful completion of required Xello components, student reflection and approval of the schools attendance team.

- Understand Career Demands and apply learning to their career interests.
- Analyze their interests, skills and personality in relation to their career interests.
- Understand workplace skills and attitudes Employers value.
- Understand the job application process.
- Demonstrate how to properly conduct an interview.
- Develop a resume that can be used to apply for a job.
- Identify and create your career plan.

XELLO	REFLECTION
<ul style="list-style-type: none"> ● About Me (matchmaker, learning styles and skills quizzes) (25 Minutes) 	<ul style="list-style-type: none"> ● Optional: Discuss their results from surveys and how they relate to their current employment.
<ul style="list-style-type: none"> ● *Workplace Skills & Attitudes Lesson - (20-30 minutes) 	<ul style="list-style-type: none"> ● Optional: Discuss their skills and set goals to work on in their current work
<ul style="list-style-type: none"> ● *Career Demand Lesson (45 Minutes) 	<ul style="list-style-type: none"> ● Optional: Complete a entry level career job application (Plexus as an example)
<ul style="list-style-type: none"> ● *Job Interview Lesson (30-40 Minutes) 	<ul style="list-style-type: none"> ● Optional - mock interview with District Staff/ Business Partner to practice skills with follow up steps of a Thank you note.
<ul style="list-style-type: none"> ● *Defining Success (20-30 minutes) 	<ul style="list-style-type: none"> ● Optional: Discuss their definition of success.
<ul style="list-style-type: none"> ● *Create Resume (30 minutes) 	<ul style="list-style-type: none"> ● Optional: Write Thank you note, cover letter, address an envelope

Note: To complete Xello Lessons students must save 3 Careers within Xello.

* = required

*FINAL REFLECTION

- Identify your career plan and options within your plan
 - How will you take your current work experience and apply it to your future career plan?
 - What skills do you have that will help you? What skills do you need to grow to achieve your goals?

WORK EXPERIENCE CREDIT APPLICATION

Course: Work Experience #9900 Grade "P"

**The following information is to be completed by the instructor and returned to the Associate Principal for Curriculum and Instruction for processing along with the student's work experience log and copies of their pay slips.

Student Name:						
Student ID #:						
School Attending:	A. Central	EHS	NHS	WHS	High Grd	Other:
Grade:						
Staff Member:						
Program:	90 hrs per ½ Credit			180 hrs per ½ Credit		

Date Submitted:			
Credit Completion Verification:	Attendance%: _____ Date Attendance Team Approved: _____ Xello Completion Date: _____ Reflection Completion Date: _____		
Semester:	1 st Semester	2 nd Semester	Summer
Credits:			

Staff's Signature: _____

Principal's Signature: _____

Date entered on Transcript: _____

**Place the credit completion form, log and copies of paystubs in the student's cumulative file.

WORK EXPERIENCE LOG

APPLETON AREA SCHOOL DISTRICT					
WORK/VOLUNTEER EXPERIENCE LOG					
Student Name:					
Staff Member:			School:		
School Year:			Rate:	90/Half Credit 180/Half Credit	
Pay Period Dates	Organization	HOURS WORKED	% ATTENDANCE	HOURS AWARDED	Total

Adoption Date: May 23, 2022

ITEM OF INFORMATION

Topic: Renaissance School for the Arts Charter School Contract Five-Year Renewal

Background Information: The Renaissance School for the Arts is an arts-based high school that is not only committed to developing accomplishment in the visual arts, film, theatre, music, writing, and dance, but also to nurturing curiosity and creativity, while inspiring a passion for community engagement.

Instructional Impact: The curriculum and delivery are designed for the divergent and creative thinker and promote excellence and growth. Each semester students are encouraged to enroll in classes that engage them in four of the six artistic fields (visual arts/fashion; dance; music; theater; film/video; creative writing).

The educational program of The Renaissance School for the Arts consists of these main features:

- Students who wish to experience expanded opportunities in the arts will find a “community of artists” in this charter school through which they can not only develop their art, but learn other subjects through an arts focus.
- While the AASD has an excellent Fine Arts program, the Renaissance School is designed for students who have a passion for one or more of the arts and want to immerse themselves daily in the arts in order to grow artistically and intellectually.
- Students will have the opportunity to work with artists-in-residence (guest artists) who are working artists in the world/community at large.
- Courses and curriculum are created each semester to reflect student and parent needs along with artists’ recommendations with as many as 40 or more new courses each semester.
- The delivery of curriculum in the Renaissance School for the Arts can be characterized by the following terms: innovation, experimentation and intellectualism

Contact

Persons: John Richards, 920-832-6219, richardsjohn@asd.k12.wi.us
Christine deBoer, 920-832-6219, deboerchristine@asd.k12.wi.us
Matthew Zimmerman, 920-832-6142, zimmermanmatth@asd.k12.wi.us
Michael Hernandez, 920-832-6142, hernandezmicha@asd.k12.wi.us

**CHARTER SCHOOL CONTRACT BETWEEN
THE APPLETON AREA SCHOOL DISTRICT AND RENAISSANCE SCHOOL FOR THE ARTS**

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 The Renaissance School for the Arts Governance Board (“RSA”), 610 N. Badger Ave., 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 RSA 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. “Artist-in-residence”: A working artist from the community that will be hired to facilitate a class in their area of expertise.
- b. “Winter and Spring Arts Festival”: The demonstration of learning and assessment method for classes facilitated by an artist-in-residence.
- c. “Department Director”: An identified AASD teacher that holds a minimum of a .4 FTE teaching contract with RSA.
- d. “School Director”: An identified AASD teacher that holds a minimum of a 1.0 FTE teaching contract with RSA. (Lead Teacher).
- e. “Home School”: Refers to the school in which a student attends as their geographical school or school of choice (i.e. Appleton West, Appleton North, Appleton East)
- f. “Host School”: Refers to the school building/campus in which RSA exists.

2. Establishment. The entity seeking to establish the Charter School is RSA 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 RSA 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 RSA 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 RSA with a list of all information required and RSA 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.** RSA will be an instrumentality of the AASD.

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

The educational program of RSA will consist of these main features:

- Students who wish to experience expanded opportunities in the arts will find a “community of artists” in this charter school through which they can not only develop their art, but learn other subjects *through* an arts focus.
 - While the AASD has an excellent Fine Arts program RSA is designed for students who have a passion for more of the arts and wants to immerse themselves daily in the arts in order to grow artistically and intellectually.
 - Students will have the opportunity to work with artists-in-residence who are working artists in the world/community at large.
 - Courses and curriculum are created each semester to reflect student and parent needs along with artist’s recommendations with as many as 40 or more new courses each semester.
 - Students will take their Math and Science requirements through their home school.
 - The delivery of curriculum in RSA can be characterized by the following terms: innovation, experimentation and intellectualism.
- a. The curriculum and delivery are designed for the college bound divergent and creative thinker and promote both academic and artistic excellence and growth. Each semester students are encouraged to enroll in classes that engage them in four of the six artistic fields (visual arts/fashion; dance; music; theater; film/video; creative writing).
- Students must schedule their English/Language Arts, Social Studies and may schedule their Physical Education requirements grades 9 – 12 at RSA including Advanced Placement U.S. History, Advanced Placement English Language and Composition.
 - All academic and arts courses will meet state and district standards where they apply.

- All artists-in-residence will submit a syllabus and work with an AASD RSA department head to ensure district and state standards are met or exceeded where they apply.
 - Highly experienced artists-in-residence/clinicians provide instruction in their areas of expertise utilizing the best practices of the specific art form.
 - Students will be offered an exciting and flexible schedule with staff working together in a collaborative teaching model.
- b. All academic courses are taught as college preparatory courses in honors or advanced placement due to the nature of the seminar style teaching.
 - c. Classes are “block-scheduled” with each block consisting of 75-85 minutes depending on the day of the week.
 - d. Academic classes are scheduled in a college seminar style i.e. classes meet once, twice or three times per week. Emphasis in seminar style teaching is on writing, discussion in small and large groups, and creative, in-depth projects where students combine their arts experience with their intellectual knowledge and research.
 - e. English/Language Arts and Social Studies courses will integrate an arts approach in focus and assessment as far as possible.

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

- a. RSA students will perform at or above the state average for test scores in Reading and Writing, when comparing results for the ACT and ACT Aspire testing components.
- b. This is an arts-oriented approach to curriculum delivery which recognizes the uniqueness of the individual, while promoting artistic and academic excellence.
- c. Students in seminar courses facilitated by artist-in-residence will create a piece or performance that is linked to one of his/her elective classes. This linked arts experience will be a representation of all the art the student has created in a semester.
- d. Students will select an example of his/her work for presentation to faculty through the “Arts Festival” presentations. The following topics/questions will be kept in mind when choosing and preparing materials for the common experience presentations. On request of the school director or department director, students must be able to present/explain their:
 - Evidence – How do you know what you know?
 - Perspective – From whose viewpoint is this being presented?
 - Connection – How is this connected to other areas of study?
 - Supposition – What if things were different?

- Relevance – Why is this important?
 - Transition – What’s next?
- e. RSA shall report progress on IEPs in accordance with the IDEA and AASD administrative practices.
- f. RSA shall administer other assessments as required under state and federal law, and as directed by AASD.
- g. RSA 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 (RSA Governance Board”). RSA 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 RSA
- 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 RSA Charter Board members to its committees, in accordance with RSA 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 RSA may deem necessary or appropriate with regard to the operations or affairs of RSA but not to exceed the authority granted by the AASD under the terms of this Agreement and state and federal law.
- b. Lead Teacher (School Director). RSA will be a teacher led school. The lead teacher will coordinate and oversee the daily operation of the school and will work closely with RSA Governance Board to ensure that the educational goals of the school are met. Communications from AASD needed for procedural purposes will go to RSA Lead Teacher as well as RSA Principal. RSA 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 RSA by AASD. AASD will appoint the principal in collaboration with RSA Governance Board. RSA principal will demonstrate an interest and a commitment to the students as well as the mission and vision of the school. RSA principal will be appropriately licensed, pursuant to state law.
- d. Governance Board Constitution. Other than issues specifically addressed in this Agreement regarding RSA Governance Board, the size, method of appointment and constitution of the RSA Governance Board will be as stipulated in the RSA Governance Board's by-laws. Total membership of the RSA Governance Board shall be comprised of fewer than 50% AASD employees. AASD administrators and AASD Board of Education members will not serve on the RSA Governance Board.
- e. Officers. Election of officers is detailed in the by-laws of the RSA Governance Board.
- f. Meetings. Meetings will be held four times per year (as outlined in the bylaws). A quorum, consisting of a majority of the Voting Members of the RSA 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) Longitudinal assessment results (i.e., MAP, iReady, etc.)
 - (3) enrollment data
 - (4) attendance data
 - (5) financial report
 - (6) student academic progress

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

- a. RSA will enrich the opportunities for students and staff at West High School in a variety of ways as well. Speakers and programs brought in by RSA will be made available to the West students and staff.
- b. Parents will receive quarterly reports on student progress at RSA. 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.
- c. 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 RSA school director 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 RSA 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.

d. **Faculty Qualifications.**

- a. Describe qualifications: Individuals who have a desire to teach at RSA 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 and integrated arts education and seminar-style instruction at an honors or Advanced Placement level. All provisions of the Employee Handbook for posting and selection of teaching staff will be followed.
- b. Teachers who work at RSA 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 RSA will be posted and filled through the staffing process as outlined in the AASD Employee Handbook.
- e. RSA School Director and Principal have discretion on which AASD meetings/trainings teachers will attend, with the exception of mandatory meetings/trainings designated by AASD.

- e. **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 RSA may be located. In addition, the health and safety policies applicable to all other non-charter schools in the AASD shall apply equally to RSA.

f. **Recruitment and Means of Achieving Racial/Ethnic Balance**

- a. RSA 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. RSA official non-discrimination policy will be applied in all operations. Access to RSA 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. RSA 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.

g. **Admission Requirements.**

- a. RSA 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 RSA is voluntary and no tuition is charged. Students who do not wish to attend or are not admitted to RSA 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 RSA 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. RSA will give enrollment preference to current students at RSA. This group will be exempt from the lottery. Siblings of current students will be given preference in the lottery.
- e. Children of RSA full-time staff and governing board members may be given a preference for enrollment but must be limited to no more than 10% of RSA's total enrollment.
- f. Students may enroll and attend RSA at any point during the school year as space permits in accordance with RSA 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.

h. **Budget Responsibilities of AASD and the Charter School.**

- a. Equal Funding: RSA 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 RSA space. In addition, RSA receives funding based on the per-pupil formula applied to all schools in the AASD. The RSA 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 Equivalents (FTE's) will be allocated to RSA 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 the artist-in-residence. A quality curriculum at RSA 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 RSA will fall under the umbrella of the AASD's liability insurance.
- g. Co-curricular Activities: All RSA students may participate in co-curricular activities either at their home school or their host school, but not both. Students must conform to WIAA regulations for eligibility when participating in a school's athletic team.
- 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 RSA 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 RSA to attend arts and academic workshops and other professional development conferences that are aligned to the mission and goals of RSA.
- m. Health and Safety: RSA will rely upon AASD nursing staff and trained staff to provide the necessary resources. RSA 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 RSA will consist of the following steps:
 - 1) Student contact within the classroom that will immediately address the inappropriate behavior.
 - 2) Student meeting with the RSA School Director to address the behavior and discuss appropriate alternative behaviors.
 - 3) The School Director will meet with student and parents to discuss continuing behavioral problems and potential solutions.
- b. The RSA Governance Board reserves the right to create and/or approve an RSA 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 RSA principal and all AASD expulsion policies and procedures will be followed.

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

16. Tuition. RSA shall not charge any tuition. RSA 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 RSA. The scope of the annual audit will be determined by the AASD and conducted at the expense of the AASD. RSA 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 RSA 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. RSA is currently located at 610 North Badger Ave. Appleton, Wisconsin, 54914. 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 RSA 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, RSA 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 RSA of any provision of this Agreement;
 - b) Failure by RSA Governance Board to comply with all applicable law, relating to this Agreement or operation of RSA 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 RSA Governance Board, or its employees or agents in connection with the performance of the

obligations of RSA Governance Board under this Agreement. The obligation of RSA 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 RSA 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 RSA 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 RSA 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 RSA 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. RSA 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 RSA 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.

RSA 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 RSA. RSA will follow the AASD policy and state law governing seclusion and restraint.

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

- a. AASD will provide employees to provide required IEP services to RSA.
- b. RSA 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. RSA shall document the interventions as required through the Response to Intervention Process for use and consideration in all referrals under the IDEA.

- d. RSA will cooperate with the LEA in all initial evaluation and re-evaluation processes.
- e. RSA 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. RSA will provide the LEA with any required data for IDEA self-assessment process in a timely fashion.
- g. RSA shall provide appropriate notification to parents of all the LEA notices and procedural safeguards.
- h. RSA's implementation of the student IEPs shall follow the LEA AASD calendar, which will be provided to RSA annually. If the RSA school calendar does not follow the LEA AASD calendar, IEP implementation shall follow the RSA 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 the RSA in accordance with state requirements and sent upon request.
- k. The RSA 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. RSA 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 the RSA in CPI: Nonviolent Crisis Intervention Training rotation schedule.
- p. The District will invite the RSA 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

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 RSA 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 RSA deem appropriate.
- c. Termination by Board of Education. This Contract may be terminated by the AASD Board of Education if it finds that:
 - (1) RSA has insufficient enrollment to successfully operate a charter school,
 - (2) If RSA fails to comply with generally accepted accounting principles and standards of fiscal management,
 - (3) If the students of RSA have not shown sufficient academic progress using multiple measures. Students enrolled at RSA 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 RSA Governance Board and AASD.
 - (4) If students enrolled in RSA 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 RSA 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 RSA will take to attain such educational goals within a reasonable timeframe. If the AASD Board accepts the written plan, or a modified plan, RSA shall be allowed a reasonable time in which to correct the progress deficiencies.
 - (5) The RSA 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) RSA has failed materially to comply with Applicable Law,
 - (7) Any director, members, employee, or agent of RSA has knowingly violated any statute, ordinance or Board policy with respect to the operation of the Charter School,
 - (8) RSA knowingly violates Section 118.40 of the Wisconsin Statutes governing charter schools,
 - (9) RSA 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 RSA the AASD will provide written notice of the specific material default asserted and afford RSA 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 the RSA 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 RSA undertake corrective and remedial actions identified by the AASD. Termination of this Contract may be suspended by AASD upon compliance by RSA 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 RSA is put at actual risk thereby, the AASD Board of Education shall provide RSA 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 RSA pending further action.
- f. Termination by the RSA Governance Board. This Contract may be terminated by RSA Governance Board if RSA finds that any of the following have occurred:
- (1) RSA 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 RSA 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.

RSA shall provide notice of termination effective June 30 of any year upon written notice to the Board of Education prior to January 31. When RSA asserts a material default on the part of the AASD, RSA 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, RSA shall assist the AASD Board of Education in conducting a final accounting of RSA by making available to the AASD Board of Education all books and records that have been reviewed in preparing RSA annual audits and statements under Section 17 of this Contract.
- h. Equipment Disposition. RSA 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 RSA, RSA School, or school organizations, shall be considered gifts to RSA School. All gifts and bequests become property of RSA and RSA School, but may be used to offset any debt owed to AASD upon the final accounting.

23. Autonomy.

- a. RSA 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, The Renaissance School for the Arts and the RSA 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) RSA Grade Promotion— RSA Governance Board to establish criteria
 - 10) RSA Graduation Requirements—RSA 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 RSA: Board President
The Renaissance School for the Arts
610 N. Badger Ave.
Appleton, WI 54914

With a copy to: Principal
The Renaissance School for the Arts
610 N. Badger Ave.
Appleton, WI 54914

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 RSA 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 RSA shall have no effect on the liability of RSA other than those obligations specifically undertaken by RSA 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. The Renaissance School for the Arts will use a target enrollment of between 180 and 220 students annually. With a maximum of 55 students per grade.
- 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: _____

The Renaissance School for the Arts

By: _____

Joseph Santonato
Governance Board President

Date: _____

ATTEST:

Carleen Lawrynk
Governance Board Secretary

Date: _____

Summary of Proposed Changes for

The Renaissance School for the Arts

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					

Renaissance School for the Arts

Current Contract Language

Item 6. Methods of Measuring Student Progress

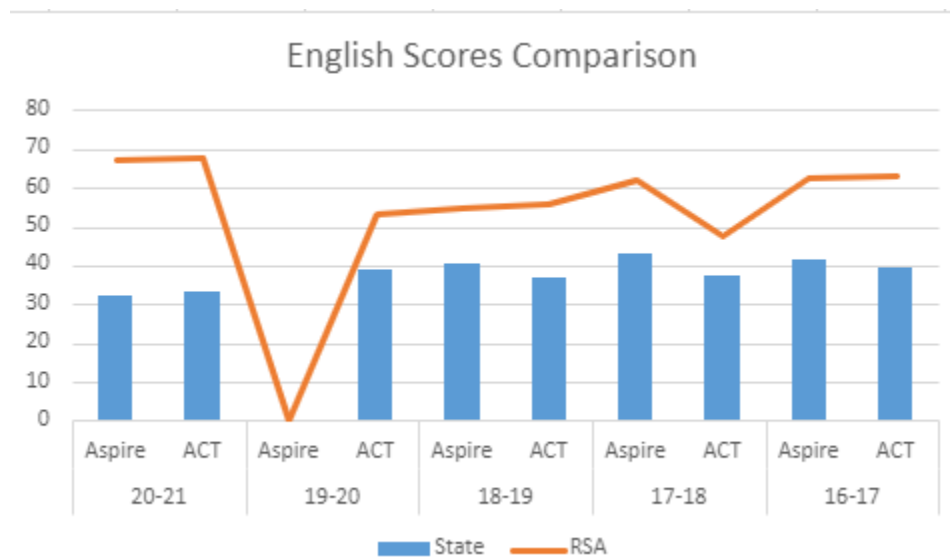
- a. RSA students will perform at or above the state average for test scores in Reading and Writing, when comparing results for the ACT and ACT Aspire testing components.

Proposed Contract Language

-None

RSA Historical State Testing Results

Note: No state or local ACT Aspire scores for 19-20 due to COVID



ITEM OF INFORMATION

Topic: Health Insurance Update

Background Information: The Appleton Area School District is committed to providing quality health care to employees and their families while also being fiscally responsible. Over the past several years, the District has changed carriers multiple times and continually adjusted insurance plan designs in response to increasing health care costs. In January of 2021, the District changed carriers from WCA – Group Health Trust to NeuGen.

The District's first year with NeuGen concluded at the end of the 2021 calendar year, and although both the District and the majority of employees experienced savings, there were many challenges to overcome as our staff and their families navigated a new insurance model. The new model allows for choice between two plans, with one plan having a select network (Health Tradition) and the other plan having a broad network (WEA Trust).

In January, the District started our second year being insured by NeuGen. Based on our claims experience through August of 2021, we received a renewal increase of 2.5% for Health Tradition and 14.9% for WEA Trust, resulting in a combined total increase of 7.8% for 2022.

We recently received a summary of the full 2021 plan year, which shows that we paid a total of \$28,734,981 in premiums. NeuGen paid \$35,308,934 in claims, which calculates to a loss ratio for NeuGen of 122.9%.

As we turn our attention to the 2023 plan year, we have three options to consider:

- Continue with NeuGen for a third year. We have renewal rate caps set at 8.5% and 10.5% for the two plans, so would anticipate a cost increase of approximately \$2,700,000.
- Go to market to look for a different carrier.
- Self-fund our health care costs. We are working with consultants on the viability of self-funding.

Instructional Impact: N/A

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

Success for
Every Student,
Every Day



**Appleton Area School District
Results Interpretation & Indicators Document
R-1 Mega Result**

SUPERINTENDENT CERTIFICATION:

With respect to Results Policy 1 Mega Result, I certify the proceeding interpretations and indicators to be accurate and complete and reasonable.

Executive Summary/Analysis:

The interpretations and indicators, as submitted below, will provide evidence to the Board that the District provides instructional programming that supports students in acquiring the developmental skills necessary to graduate academically, socially, and emotionally prepared for success in their personal lives, careers, and continuing education; and committed to lead, care for, and contribute to their community.

The proposed measures have been selected due to the demonstration of their:

- **validity** (assessments are designed for the purpose for which we use them),
- **reliability** (assessments are shown to return consistent results at statistically acceptable levels),
- and **normative data** (results are routinely calibrated against a national sample size in order to verify accuracy of scale scores).

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

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Results Policy 1 Mega Result, the Board:

- Accepts the Superintendent's interpretation and indicators as reasonable**
- Accepts the Superintendent's interpretation and indicators as reasonable, with noted exceptions**
- Finds the Superintendent's interpretation and indicators to be not reasonable**

Commendations and/or Recommendations, if any:

Signed: _____ Date: _____
Board President

Document submitted: _____

Re-submitted: _____

R-1 Results Policy: Mega Result

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

SUPERINTENDENT Interpretation:

The Appleton Area School District's (AASD) vision and mission are grounded in the following four pillars:



MOTTO
SUCCESS FOR EVERY STUDENT,
EVERY DAY

VISION
WORKING TOGETHER,
STUDENTS, FAMILIES, STAFF,
AND COMMUNITY WILL ENSURE
THAT EACH GRADUATE IS
ACADEMICALLY, SOCIALLY,
AND EMOTIONALLY PREPARED
FOR SUCCESS IN LIFE. EVERY
STUDENT, EVERY DAY.

<p>INCLUSIVE & ENGAGING CULTURE TO SUPPORT TEACHING & LEARNING</p>	<p>STUDENT SUCCESS</p>	<p>FAMILY & COMMUNITY PARTNERSHIPS</p>	<p>RESOURCES & OPERATIONAL EXCELLENCE</p>
<p>ENSURE A SAFE, HEALTHY, AND WELCOMING SCHOOL ENVIRONMENT FOR ALL.</p>	<p>ENSURE EVERY STUDENT IS ACADEMICALLY, SOCIALLY, AND EMOTIONALLY SUCCESSFUL AND GRADUATES READY FOR COLLEGE/ CAREER AND THEIR COMMUNITY.</p>	<p>CREATE AND MAINTAIN STRONG FAMILY, COMMUNITY, AND BUSINESS PARTNERSHIPS TO ACCELERATE OUR COLLECTIVE IMPACT ON STUDENT SUCCESS.</p>	<p>ALIGN RESOURCES AND OPERATIONS DIRECTLY TO DISTRICT PRIORITIES THAT ENSURE THE SUCCESS OF ALL STUDENTS WITH MAXIMUM EFFICIENCY AND EXCELLENCE.</p>

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

Specifically:

- **Students shall mean** every student in our district, including but not limited to: Hispanic, Black, Native American or Native Alaskan, Native Hawaiian or Other Pacific Islander, Asian, White, Two or More Races, Economically Disadvantaged, English Language Learners, and Students with Disabilities.
- **Academically prepared** shall mean readiness for post-secondary study without the need for remedial assistance upon enrollment.
- **Socially and emotionally prepared** shall mean the ability to apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others.
- **Success in their personal lives** shall mean the ability to reach one's personal goals in life, whatever those goals may be.
- **Success in their careers** shall mean a combination of achieving a reasonable level of financial stability while doing work that one enjoys.
- **Success in their continuing education** shall mean how well students are prepared to accomplish their current and future academic, personal, and professional goals through the development of knowledge, a sense of responsibility and self-reliance, and a connection to the college and wider community.
- **Committed to lead** shall mean all AASD students will lead by example through critical thinking, problem-solving, and effective communication.
- **Committed to care for** shall mean all AASD students will show care for themselves, others, and their community through empathy, compassion, and respect.
- **Committed to contribute** shall mean all AASD students will contribute to their classrooms, schools, and communities through self-direction, productivity, and accountability.

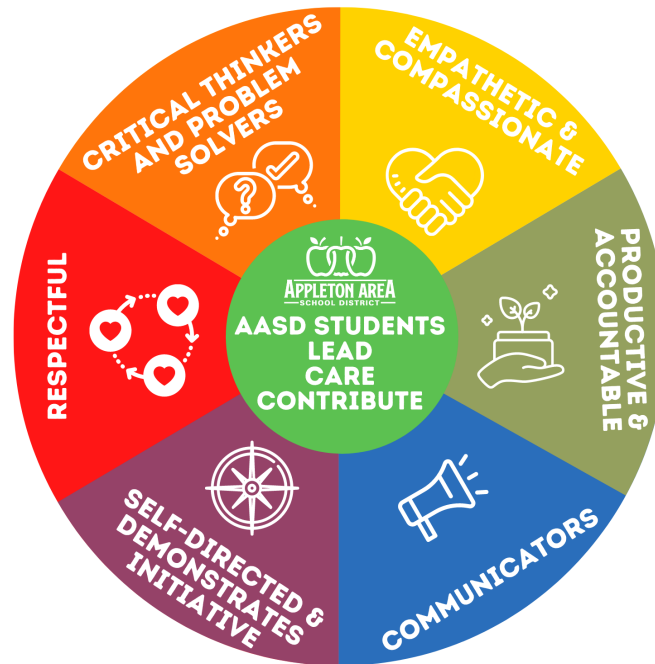
AASD GRADUATES



LEAD. CARE. CONTRIBUTE.

APPLETON AREA SCHOOL DISTRICT PORTRAIT OF A GRADUATE

Six Essential Traits of the AASD Portrait of a Graduate



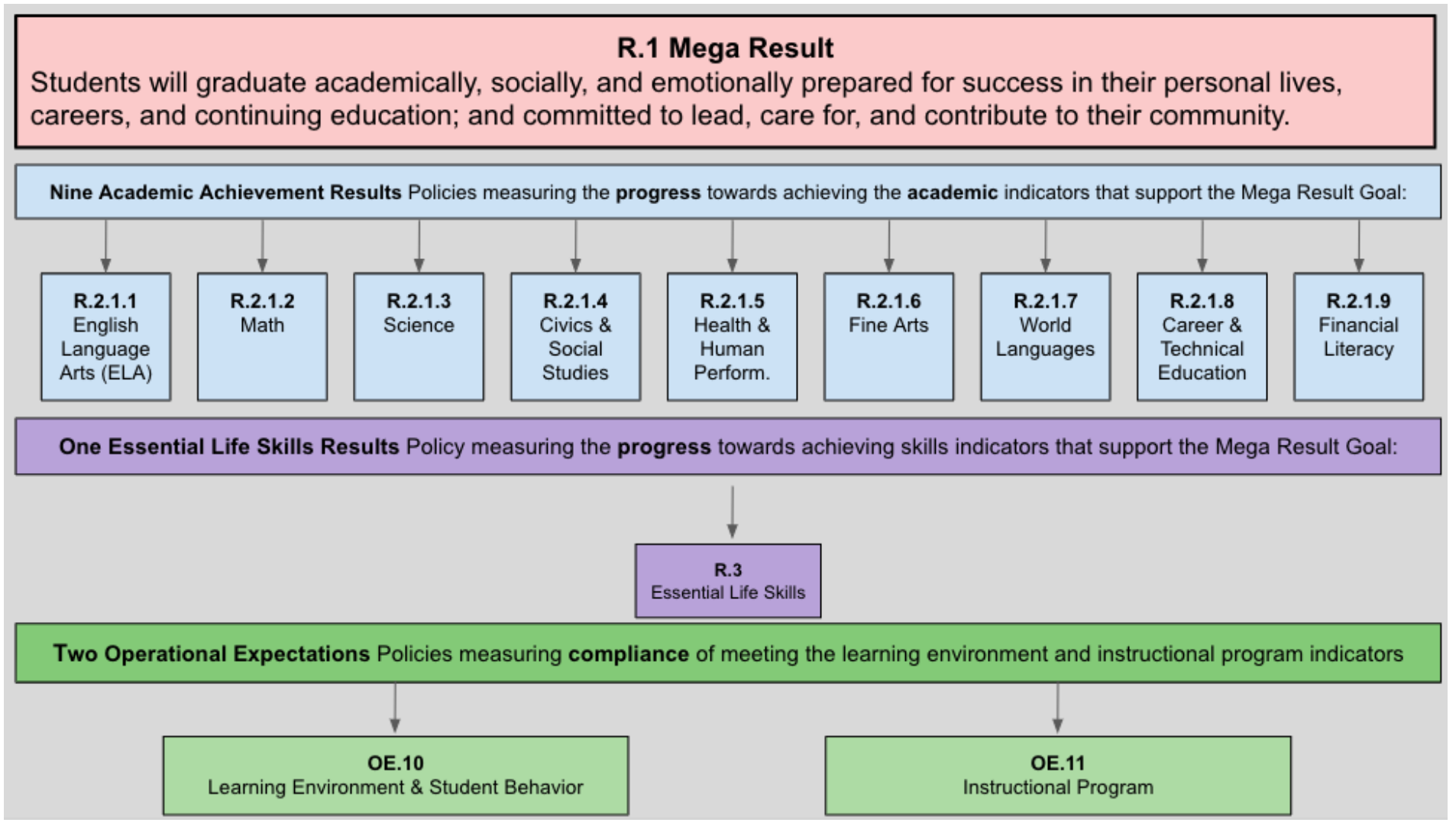
Indicators to be Used:

1. **AASD Academic Achievement (R.2)** - The AASD Academic Achievement Results Policies include established targets and progress monitoring measures that focus on the District goal of each student being literate, numerate, and able to integrate and apply the knowledge, skills, and competencies acquired across all academic disciplines. These policies support the goal of each student demonstrating personal growth and achievement in increasingly challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity when enrolled in disciplines, including:
 - **R.2.1.1 English Language Arts**
 - **R.2.1.2 Mathematics**
 - **R.2.1.3 Science**
 - **R.2.1.4 Civics and Social Studies**
 - **R.2.1.5 Health and Human Performance**
 - **R.2.1.6 Fine Arts**
 - **R.2.1.7 World Languages**
 - **R.2.1.8 Career and Technical Education**
 - **R.2.1.9 Financial Literacy**

2. **AASD Essential Life Skills (R.3)** - The AASD Essential Life Skills Policy includes established targets and progress monitoring measures that focus on the District goal of each student acquiring the developmental skills necessary to lead healthy, satisfying, self directed, and productive lives in the following domains:
 - **Cognitive Development**
 - **Physical Wellness Development**
 - **Communications Development**
 - **Social Development**
 - **Moral and Ethical Behavior Development**
 - **Psychological Development**
 - **Career Development**

3. **Percent of AASD Students Graduating** - In addition to enrolled students making progress, it is essential that they remain in school and graduate having successfully completed the graduation requirements defined by Board policy. This indicator also aims to reduce disparities in graduation rates among identified subgroups. **While it is desirable for students to graduate “on time”, Board values indicate that it is more important that students graduate, regardless of the timeframe needed (IEP determination, etc.). Therefore, this indicator must also reflect the percentage of students who graduate, whether that was within four years or not.**

4. Percent of AASD Students Indicating Readiness to LEAD, CARE, and CONTRIBUTE (CBL/ACP Summary) - To ensure success for Every Student, Every Day in the Appleton Area School District, our Portrait of a Graduate brings clarity to what our community values most as outcomes of the Early Childhood through Grade 12 educational experience. We believe that graduates of the AASD should possess certain qualities that will ensure that they are college, career, and community ready. The AASD Portrait of a Graduate is a collective vision that articulates the community's aspirations for all students. The [AASD CBL/ACP Summative Survey](#) is used to capture students' progress specific to their individual Academic and Career Planning. This survey specifically measures grade-level [Academic and Career Planning outcomes](#) relating to career exploration, career interests, action steps taken towards completing their Academic Career Plan and participation in career planning experiences.



Definition of Terms:

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

SUPERINTENDENT Targets for Reasonable Progress:

We will know we have made reasonable progress when:

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

We will make reasonable progress on each content area policy within the Academic Achievement Results Policy as evidenced by annual review of policies R.2.1.1 through R.2.1.9.

Academic Achievement Results Policy	Previous Dispositions of the Board of Education		
	Reasonable Progress	Reasonable Progress with Noted Exceptions	Reasonable Progress Not Made
R.2.1.1 English Language Arts			
R.2.1.2 Mathematics			
R.2.1.3 Science			
R.2.1.4 Civics & Social Studies			
R.2.1.5 Health & Human Performance			
R.2.1.6 Fine Arts			
R.2.1.7 World Languages			
R.2.1.8 Career & Technical Education			

R.2.1.9 Financial Literacy

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

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

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

Indicator 3: Graduation Rates of AASD Students

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

	4-Year Graduation Rate	
	2021-22 Baseline	2022-23 Results
% of Students Graduating (All Students)		%
% of Students Graduating (Students with Disabilities)		%

% of Students Graduating (Black Students)		%
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We will increase the rate of students by 1% who graduate within 7 years as evidenced by certified high school completion data within the data for expected graduation year cohort groups within the WISEdash portal.

	Percent of Students Who Have NOT Graduated and Are Completing Work Towards Graduating				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
% of Students Graduating Within 7 Years	89.7%	83.8%	91.9%	93.8%	%

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

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

	% of Graduates Ready to Lead, Care, and Contribute	
	Starting in 2022-23 Baseline	2023-24 Results
% of seniors indicating they are prepared to LEAD by example through critical thinking, problem-solving, and effective communication.	TBD	%
% of seniors indicating they are prepared to CARE for themselves, others, and their community through empathy, compassion, and respect.	TBD	%
% of seniors indicating they are prepared to CONTRIBUTE to their classrooms, schools, and communities through self-direction, productivity, and accountability.	TBD	%

SUPERINTENDENT Evidence of Reasonable Progress:

Board Comments: