



**Monday, May 23, 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: 943 8321 1649

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 23, 2022 - Board of Education Meeting
Category	1. Meeting Opening
Type	Procedural

Subject	B. Pledge of Allegiance
Meeting	May 23, 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**

Meeting May 23, 2022 - Board of Education Meeting

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

Type Procedural

Subject **B. Approval of Agenda**

Meeting May 23, 2022 - Board of Education Meeting

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

Type Action, Procedural

3. Special Presentation

Subject **A. None**

Meeting May 23, 2022 - Board of Education Meeting

Category 3. Special Presentation

Type

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

Subject **A. Public Input**

Meeting May 23, 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)**

Meeting May 23, 2022 - Board of Education Meeting
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 23, 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)

Meeting May 23, 2022 - Board of Education Meeting
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

Meeting May 23, 2022 - Board of Education Meeting
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): Grants 2021-2022; Gifts/Grants to the District

Meeting May 23, 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 Financial Officer Greg Hartjes will update the Board on Business Services items for consideration.

Subject **B. School/Student Services Update(s): Renaissance School for the Arts Charter Contract Renewal; Policy Update - 345.61 Early Graduation; New Policy - 343.43 Work Experiences Credit; Application for Foreign Travel**

Meeting May 23, 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

File Attachments

Item for Consideration ~ Renaissance School for the Arts Charter School Contract Renewal.pdf (132 KB)

Renaissance School for the Arts Charter Contract 2022-2027.pdf (687 KB)

Item for Consideration - Early Graduation Policy 345.61 Policy Revision - BOE 5.23.22.pdf (58 KB)

Early Graduation - 345.61.pdf (106 KB)

Item for Consideration - Work Experience Policy 345.43 Policy Proposal - BOE 5.23.22.pdf (60 KB)

Work Experience Credit Policy 343.43.pdf (116 KB)

Foreign Travel 2023.pdf (688 KB)

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

Meeting May 23, 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 May 9, 2022**

Meeting May 23, 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. Expulsion Hearing Meeting Minutes from May 3, 2022**

Meeting May 23, 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

Subject C. Expulsion Hearing Meeting Minutes from May 6, 2022

Meeting May 23, 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

Subject D. Expulsion Hearing Meeting Minutes from May 17, 2022

Meeting May 23, 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

Subject E. R-01 Mega Result - Interpretation and Indicators - for Consideration

Meeting May 23, 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

File Attachments R.1 Mega Result - Final.pdf (1,052 KB)
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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. Grants 2021-2022

Meeting May 23, 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

Fiscal Impact Yes

Submit 2021-2022 grant documentation for approval.

File Attachments
[IFC - Grants - 5-23-2022.pdf \(108 KB\)](#)
[Grant Supporting Docs 5-23-2022001.pdf \(693 KB\)](#)

Subject **B. 2021-22 Gifts/Grants to the District**

Meeting May 23, 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 05-23-22.pdf \(556 KB\)](#)
[Gift List 5-23-22.pdf \(142 KB\)](#)

Subject **C. Renaissance School for the Arts Charter Contract Renewal**

Meeting May 23, 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 ~ Renaissance School for the Arts Charter School Contract Renewal.pdf \(132 KB\)](#)
[Renaissance School for the Arts Charter Contract 2022-2027.pdf \(687 KB\)](#)

Subject **D. Policy Update - 345.61 Early Graduation**

Meeting May 23, 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 - Early Graduation Policy 345.61 Policy Revision - BOE 5.23.22.pdf \(58 KB\)](#)
[Early Graduation - 345.61.pdf \(106 KB\)](#)

Subject **E. New Policy - 343.43 Work Experiences Credit**

Meeting May 23, 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 - Work Experience Policy 345.43 Policy Proposal - BOE 5.23.22.pdf \(60 KB\)](#)

[Work Experience Credit Policy 343.43.pdf \(116 KB\)](#)

Subject F. Approval of an Application for Foreign Travel – Spring 2023

Meeting May 23, 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 ~ Approval of an Application for Foreign Travel - Spring 2023.pdf \(688 KB\)](#)

Subject G. Professional Educator New Hire(s)

Meeting May 23, 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.pdf \(133 KB\)](#)

Subject H. Professional Educator Contract Change(s)

Meeting May 23, 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\(s\).pdf \(9 KB\)](#)

Subject I. Professional Educator Resignation(s)

Meeting May 23, 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 Resignation\(s\).pdf \(270 KB\)](#)

Subject J. Administrative Transfer(s)

Meeting May 23, 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 \(256 KB\)](#)

Subject K. Administrative Resignation(s)

Meeting May 23, 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 Resignation.pdf \(81 KB\)](#)

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. Business Services Report: Potential Referendum Survey Results Update; School Resource Officer (SRO) Survey Results Update

Meeting May 23, 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 both the District's Referendum Survey and School Resource Officer (SRO) Survey Results.

File Attachments
[IOI - Potential referendum survey results.pdf \(409 KB\)](#)
[IOI - SRO survey results.pdf \(411 KB\)](#)

10. Board Business

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

Meeting May 23, 2022 - Board of Education Meeting
Category 10. Board Business
Type Action, Discussion

Subject B. Review of the Board's Community Café Linkage Event, Held on May 16, 2022 - for Discussion

Meeting May 23, 2022 - Board of Education Meeting
Category 10. Board Business
Type Discussion, Information

11. Items of Information

Subject A. None

Meeting May 23, 2022 - Board of Education Meeting
Category 11. Items of Information
Type Information

12. Future Meetings

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

Meeting May 23, 2022 - Board of Education Meeting
Category 12. Future Meetings
Type Information

Subject B. Board Work Session: Monday, June 13, 2022, 4:00 PM

Meeting May 23, 2022 - Board of Education Meeting
Category 12. Future Meetings
Type Information

Subject C. Board Meeting: Monday, June 13, 2022, 6:00 PM

Meeting May 23, 2022 - Board of Education Meeting
Category 12. Future Meetings
Type Information

13. Adjourn

Subject A. Motion to Adjourn the Meeting

Meeting May 23, 2022 - Board of Education Meeting
Category 13. Adjourn

Type

Action, Procedural

ITEM FOR CONSIDERATION

Topic:	Renaissance School for the Arts Charter School Contract Renewal
Background Information:	<p>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.</p> <p>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).</p> <p>The educational program of The Renaissance School for the Arts consists of these main features:</p> <ul style="list-style-type: none">• 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.
Fiscal Note:	As per the Board of Education practice, the per-pupil expenditure for charter schools will be the same as the per-pupil expenditure in a neighborhood school site.
Instructional Impact:	Charter schools help to provide another educational option for students and parents.
Administrative Recommendation:	Approval of the reauthorization of The Renaissance School for the Arts Charter School Contract as submitted.
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

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: _____

ITEM FOR CONSIDERATION

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 FOR CONSIDERATION

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

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

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 FOR CONSIDERATION

Topic: Approval of an Application for Foreign Travel – Spring 2023

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.

Foreign travel is defined as travel beyond the forty-eight contiguous states. Schools must submit all principal approved applications to the School Services office by March 1 of the calendar year prior to the scheduled trip departure date. Schools will also submit a five-year plan (updated annually) for foreign travel to the School Services office before the end of May each year. It is expected that foreign travel will be scheduled during student vacation periods or in the summer.

School	Staff Member(s)	Class or Group	Destination	Dates of Trip	School Days Missed	Approx. Cost Per Student
North High	Jessica Zitzelsberger	Art Department 10 th -12 th grade students	Scotland and England	04/01/23 – 04/09/23	0	\$3,955.00

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 application for foreign travel.

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

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

APPLETON AREA SCHOOL DISTRICT

Application for

FOREIGN TRAVEL

Insert answers in yellow shaded areas only.

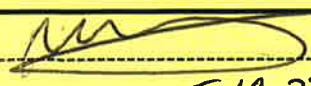
School:	North High School	
Date of Application: (00/00/00)	10/18/22	
Staff member conducting the trip:	Jessica Zitzelsberger	
1. Name of class or group:	Art Department	
2. Grade level(s):	10th-12th grade	
3. Destination:	Scotland and England	
4. AASD curriculum standards that are addressed: <i>(please state clearly and specifically)</i>	Standards: Reflect A. (Question and Explain) learning to think and talk with others about an aspect of one's work or working process and evaluate; B. Develop collaboration and communication skills necessary to express and articulate opinions about their own artwork and the artwork of others; C. Applying the skill: Students will analyze and discuss various artworks seen throughout tours. Standard: Understand the art World -Learning about art history and current practices and to interact as an artist with other Artists. Applying the skill: Through this experience, students will engage in a broad array of cultural works. Standard: Social Studies Goal-Recognize that history and culture influence a society, adopt a wider perspective, interpret visually-oriented content.	
5. Departure Date: <i>(00/00/00)</i>	04/01/23	
<i>Place of Departure:</i>	Appleton, WI	
6. Return Date: <i>(00/00/00)</i>	04/09/23	
<i>Place of Return:</i>	Appleton, WI	
7. Total number of school days to be missed, if any:	0.0	
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:	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>	\$3,745.00 (package)	\$0 - \$3,745.00 (package)
<i>Lodging</i>		
<i>Meals</i>		
<i>Other expenses (explain below)</i>		
<i>Additional monies needed (explain below)</i>	\$210.00	\$0 - \$210.00
<i>Passports \$110, Passport picture \$20, Lunch \$80</i>		
TOTAL PER PARTICIPANT:	\$3,955.00	\$0 - \$3,955.00

10. Please list the names of those adults who will receive free transports, tickets, and/or meals:	
Jessica Zitzelsberger (staff)	
Brett Zitzelsberger (volunteer)	
1 staff/chaperone trip included for every 6 students	
11. Will student fees subsidize adult expenses? (Yes or No)	Yes
If Yes, to what extent?	Every 6 students one staff member/chaperone included
12. Is fundraising being used? (Yes or No)	NO
Explain:	
13. How are costs for needy students going to be addressed?	Travel company offers a discount for students in need and a payment plan.
14. Travel arrangements by (name of agency) :	EF Tours
Regular Carrier (Yes or No)	Yes
Charter Carrier (Yes or No)	No
15. Anticipated number of students participating in the trip:	15
16. Anticipated number of chaperones:	
Staff	1
Volunteers	3 (one volunteer's trip will be paid)
Total Male Chaperones:	1
Total Female Chaperones:	3
TOTAL CHAPERONES:	4
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)	Jessica Zitzelsberger
Date of application	5/18/2022
Principal (electronic signature)	Ryan Peterson
Date of approval	5/18/2022
Assistant Superintendent	
Date of approval	5-18-22

Date of School Board Action (office use only)



Educational Tours

Watch videos, read
reviews and enroll on your
teacher's Tour Website

eftours.com/

This is also your tour number

ENGLAND & SCOTLAND

9 or 11 days | Scotland | England | Extension to France

How do two nations that share a border, an island, and a government maintain their own cultural identities? Though bonded politically by the United Kingdom and geographically by the island of Great Britain, England and Scotland each maintain their own distinct character. In Edinburgh, experience kilts, bagpipes, and haggis as you absorb proud Scottish history. At Windsor Castle and Oxford University, the English accent reveals its royal tradition.

YOUR EXPERIENCE INCLUDES:

-  **Full-time Tour Director**
-  **Sightseeing:** 3 sightseeing tours led by expert, licensed local guides (*4 with extension*); 3 sightseeing tours led by your Tour Director; 1 walking tour (*2 with extension*)
-  **Entrances:** Edinburgh Castle; York Minster; Gardens at Anne Hathaway's Cottage; Shakespeare's Birthplace; New College; Windsor Castle; theater performance; *With extension: Louvre; Notre-Dame Cathedral*
-  **weShare:** Our personalized learning experience engages students before, during, and after tour, with the option to create a final, reflective project for academic credit.
-   **All of the details are covered:** Round-trip flights on major carriers; Comfortable motorcoach; *Eurostar high-speed train with extension*; 7 overnight stays in hotels with private bathrooms (*9 with extension*); European breakfast and dinner daily (lunch instead of dinner on Day 6)
-  



Anyone can see the world.

YOU'RE GOING TO EXPERIENCE IT.

As you can see, your EF tour includes visits to the places you've learned about in school. That's a given. But it's so much more than that. Immersing yourself in new cultures—surrounded by the people, the language, the food, the way of life—creates inspirational moments that can't be listed in an itinerary. They can only be experienced.

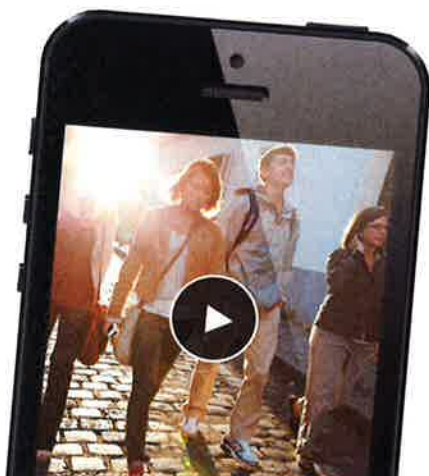
And the experience begins long before you get your passport stamped and meet your **Tour Director** in your arrival city. It begins the moment you decide to go. Whether it's connecting with other travelers on Facebook, Twitter or Instagram, or delving deeper into your destinations with our online learning platform, **weShare**, the excitement will hit you long before you pack your suitcase.

When your group arrives abroad, everything is taken care of so you can relax and enjoy the experience. Your full-time Tour Director is with your group around the clock, handling local transportation, hotels and meals while also providing their own insight into the local history and culture. **Expert local guides** will lead your group on sightseeing tours, providing detailed views of history, art, architecture or anything you may have a question about.

When your journey is over and you're unpacking your suitcase at home, you'll realize the benefits of your life-changing experience do not end. They have just begun.

@EFTours I attribute my college semester abroad to the love for travel I discovered on an EF Tour in high school #traveltuesday

— MELISSA, TRAVELLER



CHECK OUT WHAT A TOUR IS ALL ABOUT

Watch the videos at eftours.com/

Your Teacher's Tour Website



Buckingham Palace



Via Instagram

What you'll experience on your tour

Day 1: Fly overnight to Scotland

Day 2: Edinburgh

- Meet your Tour Director at the airport in Edinburgh, where Edinburgh Castle is the enduring symbol of Scotland's capital and site of many of the nation's storied events. Ownership of the fortress, perched atop an extinct volcano, changed hands many times over the centuries, from Scottish to English and back again. Mary, Queen of Scots, gave birth here to James VI of Scotland, who would later rule England as James I. In addition to the castle, you'll see the homes of Alexander Graham Bell and Robert Louis Stevenson. For a sense of what it was like to live in Edinburgh in centuries past, stroll down the Royal Mile through the Old Town, a romantic jumble of medieval buildings.
- Take a walking tour of Edinburgh.

Day 3: Edinburgh

- Take an expertly guided tour of Edinburgh.
- Visit Edinburgh Castle.
- Visit the National Museum of Scotland.
- See more of Edinburgh or [Specters of Scotland](#).

Day 4: Edinburgh | Yorkshire

- Travel to Yorkshire.
- Take a tour of York: Clifford's Tower.
- Visit York Minster.

Day 5: Yorkshire | Warwick | Stratford-upon-Avon | Birmingham region

- Travel to Warwick.
- Visit Warwick Castle.
- Continue to Stratford-upon-Avon.
- Take a tour of Stratford-upon-Avon and step back into the Elizabethan age. Here, you'll tour the half-timbered house where William Shakespeare was born. The playwright had an unmistakable influence on his hometown: today, Stratford is home to the Royal Shakespeare Theatre and a premier destination for theater lovers worldwide. You'll also visit Anne Hathaway's Cottage, a picturesque farmhouse where the Bard's wife spent her childhood.
- Visit the gardens at Anne Hathaway's Cottage.
- Visit Shakespeare's Birthplace.

Day 6: Birmingham region | Oxford | London

- Travel to Oxford.
- Take a tour of Oxford.
- Visit New College.
- Continue to London.

Day 7: London

- Welcome to London, a city of 8 million people that has become one of the world's great melting pots while maintaining a distinct character that's all its own. From the London Bridge to the Houses of Parliament, Great Britain's royal tradition and rich history greet you at every turn. Admire architectural marvels like the Baroque domes and spires of St. Paul's Cathedral, the 17th-century church designed by Sir Christopher Wren. Check out the lively five-way intersection at Piccadilly Circus as well as Hyde Park's urban greenery. You may even get a chance to witness the ceremonial Changing of the Guard. And don't forget to snap a picture of Big Ben from the banks of the River Thames.
- Take an expertly guided tour of Windsor Castle: St. George's Chapel; State Apartments.
- Take an expertly guided tour of London: Big Ben and Houses of Parliament; Piccadilly Circus; St. Paul's Cathedral; Changing of the Guard at Buckingham Palace (if scheduled).
- Attend an evening theater performance.

Day 8: London

- Full day to see more of London or [visit Stonehenge and Salisbury](#).
- Enjoy an authentic fish and chips dinner.

Day 9: Depart for home

2-DAY TOUR EXTENSION

Days 9-10: Paris

- Travel by Eurostar train to Paris.
- Take an expertly guided tour of Paris: Champs-Élysées; Eiffel Tower; Place de la Concorde; Arc de Triomphe; Les Invalides.
- Take a walking tour of Paris.
- Visit the Louvre.
- Visit Notre-Dame Cathedral.
- Enjoy a Seine River cruise.

Day 11: Depart for home

I traveled with EF Tours to England and Scotland. It was my first time out of the country, but it was also the best trip of my life. The experiences there created the best memories that I will never forget.

– LIBBY, TRAVELER



Scotland was by far the best part of the tour, filled with haggis, kilts, highland cows and castles. In the three days we spent in Edinburgh, we got the chance to visit the breathtaking Edinburgh Castle and Palace of Holyrood House as well as take part in a traditional Scottish dinner where we learned popular line dances and songs, and got to sample Scottish foods like haggis, neeps, and tatties.

– MOLLY, TRAVELER



TOP THREE THINGS I WILL SEE, DO, TRY OR EXPLORE

1. _____
2. _____
3. _____

— The easiest ways to —
ENROLL TODAY



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eftours.com/enroll



Enroll by phone
800-665-5364



Mail your Enrollment Form to:
EF Educational Tours
Two Education Circle
Cambridge, MA 02141

My daughter has gained such an amazing view of the world and history from this experience. She has not stopped talking since I picked her up at the airport. Thank you for all the organization, helpful hints, flexible payment plan and knowledgeable tour guides.

—CHARLOTTE, PARENT OF TRAVELER



THE WORLD LEADER IN INTERNATIONAL EDUCATION

For over 50 years EF has been working toward one global mission: Opening the World Through Education. Your teacher has partnered with EF because of our unmatched worldwide presence, our focus on affordability, and our commitment to providing experiences that teach critical thinking, problem solving, collaboration and global competence.

- **We always offer the lowest prices guaranteed** so more students can travel.
- **We're fully accredited, just like your school**, so you can earn credit while on tour.
- **All of our educational tours feature experiential learning activities** and visits to the best sites.
- **We're completely committed to your safety.** We have 500 schools and offices in over 50 countries around the world, so local EF staff members can react quickly and in person wherever you travel.
- **Your full-time Tour Director** is with your group every step of the way on tour, providing insight about your destinations as well as great local tips.



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.

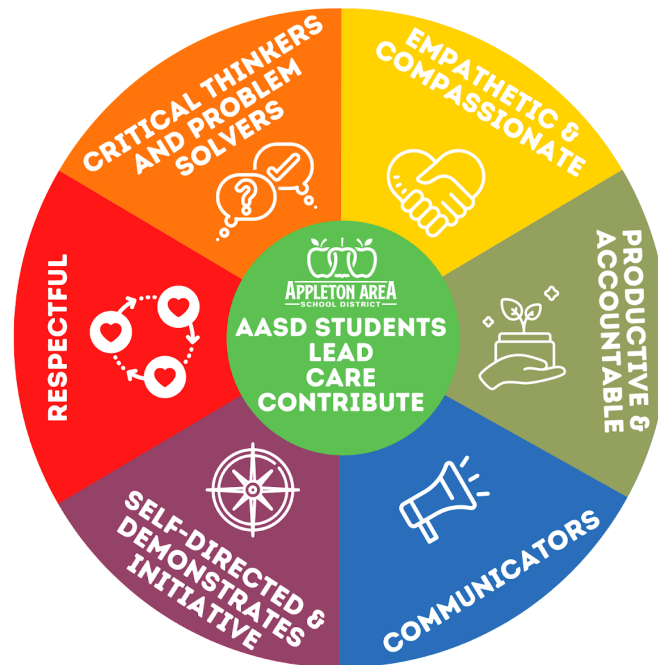
AASD GRADUATES



LEAD. CARE. CONTRIBUTE.

APPLETON AREA SCHOOL DISTRICT PORTRAIT OF A GRADUATE

Six Essential Traits of the AASD Portrait of a Graduate



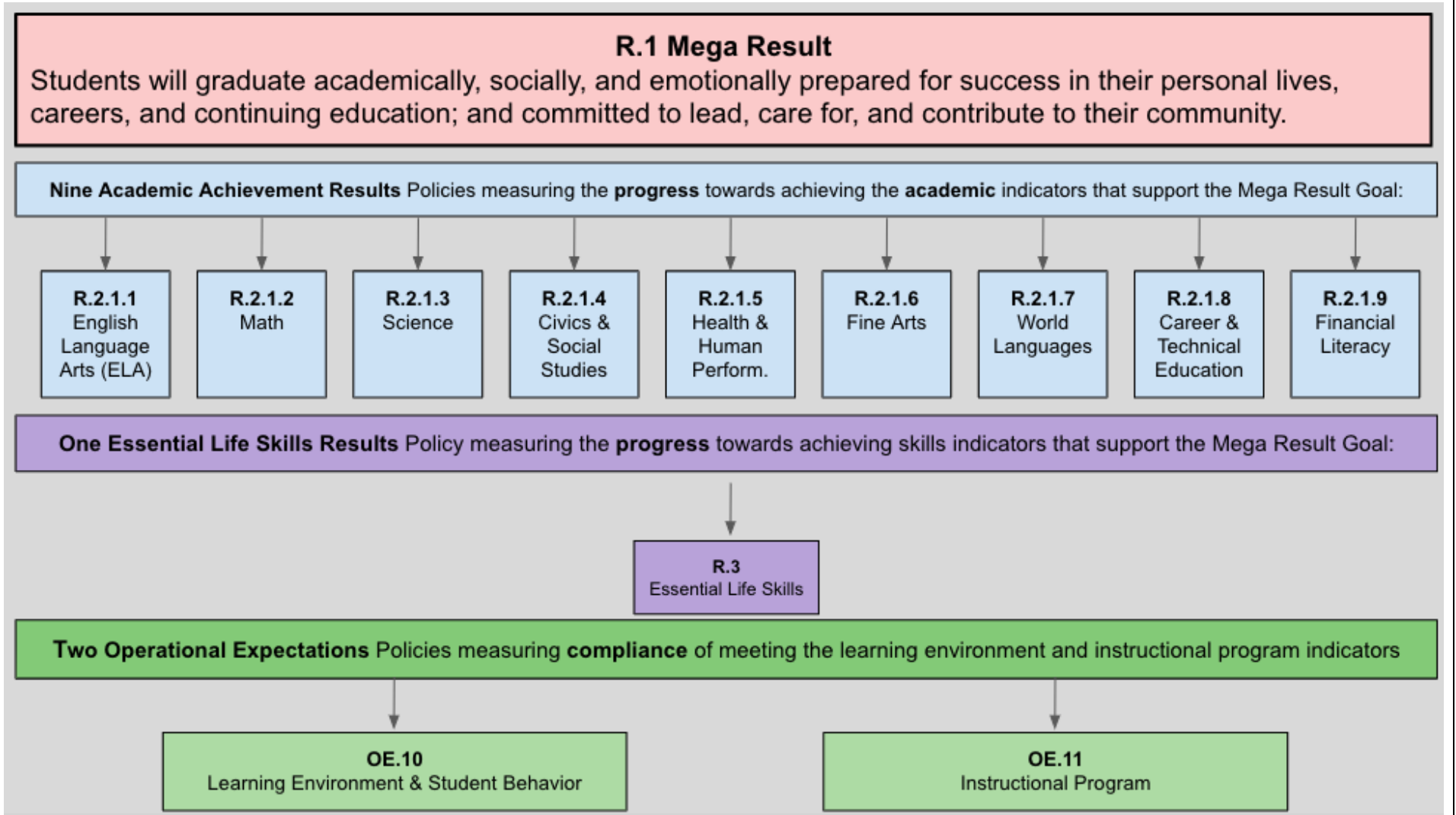
Indicators to be Used:

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)		%

We will increase by 1% the rate of students who graduate within 7 years as evidenced by certified graduation year cohort data within the WISEdash portal.

Percent of Students (By Graduation Year Cohort) Who Completed AASD Diploma Requirements Within 7 Years

By the end of 2017-2018	By the end of 2018-2019	By the end of 2019-2020	By the end of 2020-2021	By the end of 2021-2022
89.7% (Class of 2015)	83.8% (Class of 2016)	91.9% (Class of 2017)	93.8% (Class of 2018)	% (Class of 2019)

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:

ITEMS FOR CONSIDERATION

Topic: 2021-2022 Grants

Background Information:

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

Fund 21

Bright Idea Fund- Community Foundation	\$10,000.00
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Fund 50

School Breakfast Expansion Grant	\$73,145.00
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Administrative Recommendation: Approval

Bright Idea Fund- Community Foundation – The Community Foundation’s Bright Idea Fund approved a grant for the Appleton Area School District in the amount of \$10,000 to support “*Paint the City*” in the summer of 2022. Under the support of artist *Irineo Medina*, students from all three Appleton high schools will come together to paint a 100 ft. public mural in North Appleton.

School Breakfast Expansion Grant – The Wisconsin Department of Public Instruction has granted the Appleton Area School District a grant to be awarded in two allocations in the amount of \$75,145. The last day to obligate funds for the 2021-2022 school year is June 30, 2022. The second allocation will be distributed in July of 2022.

Contact: Greg Hartjes, 997-1399 ext. 2029

Board Action: May 23, 2022



WISCONSIN DEPARTMENT OF
Public Instruction

Jill K. Underly, PhD, State Superintendent

May 16, 2022

Darann Morgan, General Manager
Appleton Area School District
P.O. Box 2019
Appleton, WI 54912

Agency Code: 440147

Dear Darann Morgan:

Congratulations on your school food authority's (SFA's) selection to receive the School Breakfast Expansion Grant. School breakfast can significantly enhance the students' learning environment, allowing children to concentrate on graduating with the skills and knowledge they need to be successful in the workplace or with further studies, a primary goal of Every Child a Graduate.

This grant is awarded in two allocations and must be obligated in the school year in which it is received. The last day to obligate funds for the 2021-22 school year is June 30, 2022. The second allocation will be distributed in July 2022. The funds will appear in the STAR Aids Register as "EXPAN_SB: School Breakfast (SB) Program Expansion." The enclosed table specifies the amount of funding awarded for each allocation by site that is receiving the grant in your SFA.

Please note that progress reports for each school will be due to the DPI School Breakfast Specialists twice during the grant period. Additionally, completion of the Universal Free Breakfast Cost Analysis Tool is required in January 2023. You will receive further communications regarding these requirements.

Thank you for the initiative you have taken to expand school breakfast service to Wisconsin students. For questions pertaining to the award, contact the School Breakfast Specialists at DPISBP@dpi.wi.gov or call 608-267-9228.

Sincerely,


Jill K. Underly, PhD
State Superintendent

JKU:ens

Enclosure

C: Diane Wittman, Supervisor of Auxiliary Services

5/23/22

April 28, 2022

Kelsi VanFossen
Appleton East High School
2121 E. Emmers Dr.
Appleton, WI 54915-3802

MISSION

We strengthen our community for current and future generations by helping people make a difference in the lives of others

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Curt S. Detjen (Ex-Officio)



Dear Kelsi:

I'm pleased to let you know that a grant from the Community Foundation's *Bright Idea Fund* has been approved as follows:

Grant Amount: A check for \$10,000.00 is enclosed.
Grant Purpose: To support 'Paint the City' in summer 2022 which, under the guidance of artist Irineo Medina, brings together students from all three Appleton high schools to paint a 100 ft. public mural in North Appleton
Grant Start Date: 04/22/2022
Focus Area: Arts & Culture
Results Summary Due: 09/16/2022

- **The use of funds may be modified only with the Foundation's prior written approval.**
- Funding may not be used to participate or intervene in political campaigns or to support an attempt to influence legislation except to the extent that such activities are permissible under IRS rules for 501(c) (3) charitable organizations.
- **The grantee agrees to notify the Foundation immediately of any change in** (1) grantee's legal or tax status or (2) grantee's executive or key staff responsible for achieving the grant purpose(s) and (3) grantee's ability to expend the grant for the intended purpose.
- **The grantee shall return to the Foundation any unused funds** within 60 days of the event, or if the Foundation, in its sole discretion, determines the grantee has not performed as set forth herein, or if the grantee loses its status as a public charity.
- **The grantee shall give the Foundation reasonable access to the grantee's files** and records for the purpose of making such financial audits, verifications, and investigations as it deems necessary concerning the grant, and to maintain such files and records for a period of at least four years after completion or termination of the project.
- **The grantee shall deposit the grant check within 6 months of the check date.** Checks that are not cashed within 6 months will not be re-issued.
- **The grantee complies with the Community Foundation's Nondiscrimination Policy. To read the full policy go to - www.cffoxvalley.org/nondiscrimination**

ITEM FOR CONSIDERATION

TOPIC: 2021-22 Gifts/Grants to the District

BACKGROUND INFORMATION: The attached list has been designated as Gifts/Grants to the District.

FISCAL IMPACT: Cash contributions totaling \$184,427.21; Goods/Services contributions totaling \$31,003.16; total contributions in the amount of \$215,430.37.

ADMINISTRATIVE RECOMMENDATION: Acceptance of the gifts with gratitude. Letters will be sent from the Board President expressing appreciation.

CONTACT PERSON: Judy Baseman, 832-6126

BOE DATE: 05/23/22

Appleton Area School District

Board Meeting Date: May 23, 2022

Contributor	Recipient	Use	Cash	Goods/ Services	Total
Anonymous	Huntley Elementary	General school use	\$ 5,000.00		\$ 5,000.00
Anonymous	North High School	Baseball season supplies	\$ 3,000.00		\$ 3,000.00
Appleton Education Foundation	Wilson Middle School	Supplies for Dog Training Club for use with school's Therapy Dog	\$ 100.00		\$ 100.00
Appleton Education Foundation	Houdini Elementary	"Table in the Woods" presentation (guided meditation with instrumental accompaniment)	\$ 500.00		\$ 500.00
Appleton Education Foundation (M. Spieth Outdoor Classroom Fund)	Einstein Middle School	Support outdoor classroom	\$ 2,235.56		\$ 2,235.56
Appleton Education Foundation (Valley New School Fund)	Valley New School	General support for education at VNS	\$ 4,994.91		\$ 4,994.91
Appleton Education Foundation (Weight Room Improvement Fund)	East High School	Equipment for East weight room	\$ 1,077.27		\$ 1,077.27
Appleton Education Foundation (Erik Lang North High Business Education Fund)	North High School	Support student participation in DECA	\$ 2,330.95		\$ 2,330.95
Appleton Education Foundation (donor directed gift)	Jefferson Elementary	Support school playground and IMPACT program	\$ 2,238.00		\$ 2,238.00
Appleton Education Foundation (Thatcher Fund)	Houdini Elementary	Unlocking the Magic of STEM project	\$ 390.00		\$ 390.00
Appleton Education Foundation	AASD	Culture and Community through Dance project	\$ 3,000.00		\$ 3,000.00
Appleton Education Foundation	North High School	Post-It Notes mural project	\$ 675.00		\$ 675.00
Appleton Education Foundation (AEF Fund & Pitt Memorial Fund)	Berry Elementary	Bike Safety / Learn to Bike project	\$ 1,750.00		\$ 1,750.00
Appleton Education Foundation (Stoner Education Fund)	Wilson Middle School	Sewing Club	\$ 3,000.00		\$ 3,000.00
Appleton Education Foundation (Stoner Education Fund)	North High School	Guest Technical Artist - ZFX Flying Effects	\$ 3,000.00		\$ 3,000.00
Appleton Education Foundation (AEF Fund & Mile of Music Fund)	AASD	Commissioned Musical Composition	\$ 1,500.00		\$ 1,500.00
Appleton Education Foundation (AEF Fund & Mielke Ed. Fund)	Appleton Public Montessori	Kids Club Regulation Stations	\$ 2,192.00		\$ 2,192.00
Appleton Education Foundation (Gruner Family Fund)	Ferber Elementary	Life Skills Ninjas project	\$ 304.11		\$ 304.11
Appleton Education Foundation	Dunlap Elementary	Monarch Way Station	\$ 500.00		\$ 500.00
Appleton Education Foundation (Gruner Family Fund)	AASD	Learning through Play	\$ 500.00		\$ 500.00
Appleton Education Foundation	North High School	Wipebook Flipcharts	\$ 160.00		\$ 160.00
Appleton Education Foundation (A&M Rhoades Fund for A-Tech)	Appleton Technical Academy	Supplies for A-Tech	\$ 1,483.68		\$ 1,483.68
Appleton Education Foundation (NEW Apple Corp Robotics Fund)	East High School	Support expenses of Robotics Club	\$ 9,516.75		\$ 9,516.75

Board Meeting Date: May 23, 2022

Contributor	Recipient	Use	Cash	Goods/ Services	Total
Appleton Education Foundation (Moe Art Appreciation Fund)	Wilson Middle School	After school Art Club	\$ 275.00		\$ 275.00
Appleton Education Foundation (Moe Art Appreciation Fund)	Huntley Elementary	Light tablets and self portraits project	\$ 657.69		\$ 657.69
Appleton Education Foundation (Gruner Family Fund)	Appleton Central	3-D Puzzles	\$ 500.00		\$ 500.00
Appleton Education Foundation	AASD	Support Life Tools tutoring program	\$ 3,000.00		\$ 3,000.00
Appleton Education Foundation	AASD	Professional Development - Student Centered Coaching	\$ 2,390.00		\$ 2,390.00
Appleton Education Foundation (Thatcher Fund)	Badger Elementary	Arts Integration in 3D	\$ 3,000.00		\$ 3,000.00
Appleton Education Foundation (Gruner Family Fund)	Badger Elementary	Little Spot of Feelings books	\$ 271.16		\$ 271.16
Appleton Education Foundation	Berry Elementary	Materials to support phonemic awareness and phonics instruction	\$ 400.00		\$ 400.00
Appleton Education Foundation	AASD - Community Early Learning Center	Developmental Screening Welcome Table	\$ 250.00		\$ 250.00
Appleton Education Foundation (AEF Fund & Mielke Ed. Fund)	Columbus Elementary	Building Fact Fluency Toolkits	\$ 3,000.00		\$ 3,000.00
Appleton Education Foundation (Gruner Family Fund)	AASD - 4K Program	Co-regulation tools to support mental health in 4K classrooms	\$ 742.71		\$ 742.71
Appleton Education Foundation	East High School	Poetry workshop with Gaochi Vang	\$ 250.00		\$ 250.00
Appleton Education Foundation	Einstein Middle School	Taking Our Show on the Road project	\$ 1,000.00		\$ 1,000.00
Appleton Education Foundation (Scheuerman Family Fund)	Franklin Elementary	A Learning Spot for Everyone	\$ 500.00		\$ 500.00
Appleton Education Foundation	Highlands / Odyssey	Body Fat & Muscle Replicas to support learning in PE classes	\$ 400.00		\$ 400.00
Appleton Education Foundation	Houdini Elementary	Math Manipulatives	\$ 250.00		\$ 250.00
Appleton Education Foundation	Huntley Elementary	Sensory Bins	\$ 500.00		\$ 500.00
Appleton Education Foundation (AEF & Scheuerman Family Fund)	Jefferson Elementary	Musical Concepts Carpet	\$ 1,948.95		\$ 1,948.95
Appleton Education Foundation	Kaleidoscope Academy	Playground equipment	\$ 257.50		\$ 257.50
Appleton Education Foundation	Kaleidoscope Academy	School wide incentive program	\$ 300.00		\$ 300.00
Appleton Education Foundation	McKinley Elementary	Wisconsin Birds project	\$ 400.00		\$ 400.00
Appleton Education Foundation	AASD	Support Hmong Club	\$ 250.00		\$ 250.00
Appleton Education Foundation	Richmond Elementary	Backyard Games for physical education classes	\$ 500.00		\$ 500.00
Appleton Education Foundation (Stoner Education Fund)	West High School	Equipment to help more students learn set building during play/musical season	\$ 850.00		\$ 850.00
Appleton Education Foundation	West High School	Library subscription boxes	\$ 650.00		\$ 650.00
Appleton Education Foundation (Betsy Melzer Endowment Fund)	Wilson Middle School	Sensory tools for autism room	\$ 290.60		\$ 290.60
Appleton Education Foundation (Thatcher Fund)	Wilson Middle School	Strawbees STEAM hands-on kits	\$ 400.00		\$ 400.00

Board Meeting Date: May 23, 2022

Contributor	Recipient	Use	Cash	Goods/ Services	Total
Appleton Education Foundation (Heffron Family Fund)	Wilson Middle School	Headphones to support EL and SPED students in science and history classes	\$ 500.00		\$ 500.00
Appleton Education Foundation (Scheuerman Family Fund)	Wilson Middle School	Whiteboards for Math	\$ 80.00		\$ 80.00
Appleton Education Foundation	Wilson Middle School	First Chapter Fridays	\$ 300.00		\$ 300.00
Appleton Education Foundation	Richmond Elementary	Rug for new music room	\$ 419.99		\$ 419.99
Appleton Education Foundation	Edison Elementary	Create and enhance Calming Corners in classrooms	\$ 500.00		\$ 500.00
Appleton Education Foundation	Wilson Middle School	Headphones for Spanish and French classes	\$ 330.00		\$ 330.00
Appleton Education Foundation (golf outing)	Johnston Elementary	Adaptive Playground	\$ 300.00		\$ 300.00
Appleton Education Foundation	Johnston Elementary	Adaptive Playground	\$ 3,000.00		\$ 3,000.00
Appleton Education Foundation	Johnston Elementary	School's Beanstack Reading Log Program badges and rewards	\$ 250.00		\$ 250.00
Appleton Education Foundation	Johnston Elementary	Books for Book Club	\$ 300.00		\$ 300.00
Appleton Education Foundation	AASD Diversity Dept.	To organize Leadership & Empowerment Workshop for 6th Gr. Black/African Amer. students	\$ 2,000.00		\$ 2,000.00
Appleton Education Foundation	Wilson Middle School	Cooking Club	\$ 3,000.00		\$ 3,000.00
Baer, Greg	AASD Therapy & Sp. Phy. Ed. Dept.	AmTryke (Medium Size Adaptive Tricycle) for special ed. students to use at Einstein		\$ 1,400.00	\$ 1,400.00
Community Foundation - Ali Kuplic Memorial Fund	Ferber Elementary	Books for book vending machine	\$ 1,000.00		\$ 1,000.00
Court, Carol & Rice, Patti	Valley New School	Keyboard, guitar, bongo drum to enhance music projects		\$ 250.00	\$ 250.00
Dairy Farmers of Wisconsin - Fuel Up to Play 60	Richmond Elementary	Program enhancements	\$ 1,475.00		\$ 1,475.00
Dairy Farmers of Wisconsin - Fuel Up to Play 60	Huntley Elementary	Field trip to Farm Wisconsin Discovery Center	\$ 852.00		\$ 852.00
Derksen, Dr. Jon & Susan	North High School	Tennis court project	\$ 250.00		\$ 250.00
Dunlap, Yvette	AASD	T-shirts for Dunlap Award Winners	\$ 591.00		\$ 591.00
Eagle Performance Plastics	Appleton Technical Academy	Donation of materials		\$ 450.00	\$ 450.00
Fox Communities Credit Union	AASD Tough Kids Challenge	Supplies/Equipment for 22-23 Tough Kid Challenge	\$ 1,000.00		\$ 1,000.00
Gerard Machine	East/Tesla	240 pounds of brass, aluminum and steel round stock for student projects in the Manufacturing Lab (will be shared with West/A-Tech)		\$ 1,207.01	\$ 1,207.01
Grand Chute Lions	Badger, Columbus, Highlands	School supplies from "Jakes Network of Hope"		\$ 1,500.00	\$ 1,500.00
Great Lakes Coca Cola Bottling	AASD Tough Kids Challenge	Supplies/Equipment for 22-23 Tough Kid Challenge	\$ 500.00		\$ 500.00
Hallmark, Deedra & David	AASD Therapy & Sp. Phy. Ed.	P Pod Postural Support System		\$ 1,975.00	\$ 1,975.00

Board Meeting Date: May 23, 2022

Contributor	Recipient	Use	Cash	Goods/ Services	Total
Heckman, Bruce & Christine	AASD Birth - Five	Program donation	\$ 250.00		\$ 250.00
Her Estate LLC	AASD Diversity Dept.	Hmong student/family event at Highlands	\$ 250.00		\$ 250.00
Hoffman Planning, Design & Construction, Inc.	AASD Tough Kids Challenge	Supplies/Equipment for 22-23 Tough Kid Challenge	\$ 2,500.00		\$ 2,500.00
Huguet, Bo	AASD Diversity Dept.	Hmong student/family event at Highlands	\$ 200.00		\$ 200.00
IndUS of Fox Valley	AASD Birth - Five	Literacy bags for Even Start, PAT Home Visitors program, and 3-5 Year Dev. Screening attendees	\$ 1,000.00		\$ 1,000.00
Inmars Painting Solutions	North High School	Phy. Ed. Triathlon fitness event	\$ 1,000.00		\$ 1,000.00
Johnson, LeAnn	Houdini Elementary	Family Engagement supplies	\$ 1,000.00		\$ 1,000.00
Kimberly 6th Gr. Boys' Basketball Team	Wilson Middle School	Raider t-shirts for all students	\$ 375.00		\$ 375.00
Kimberly Clark Matching Program	Odyssey Magnet	Future Chromebooks	\$ 1,107.38		\$ 1,107.38
Miller Electric	East/Tesla	300 welding contact tips - consumable part of the GMAW welding torch for Manufacturing Lab		\$ 500.00	\$ 500.00
Miller Electric	East/Tesla	25 pairs of Miller welding gloves and Hobart Jackets and aprons		\$ 600.00	\$ 600.00
Miller Electric	East/Tesla	Qty 6, MDX-250,15',.035-.045" STD MIG torch, \$538 Each Qty 2, XR-A ALUMA-PRO 15', \$2,768 Each Qty 1, MULTIMATIC 220 AC/DC, \$3,849 Each Qty 1, RUNNING GEAR/CYLINDER RACK.STANDARD, \$278.35 Each		\$10,201.00	\$ 10,201.00
NeuGen	AASD Tough Kids Challenge	Supplies/Equipment for 22-23 Tough Kid Challenge	\$ 5,000.00		\$ 5,000.00
Northeast WI Hmong Professionals Inc.	AASD Diversity Dept.	Hmong student/family event at Highlands	\$ 300.00		\$ 300.00
Orthopedic & Sports Institute	AASD Tough Kids Challenge	Supplies/Equipment for 22-23 Tough Kid Challenge	\$ 500.00		\$ 500.00
Orthopedic & Sports Medicine Specialists	AASD Tough Kids Challenge	Supplies/Equipment for 22-23 Tough Kid Challenge	\$ 1,000.00		\$ 1,000.00
Primary Care Associates	AASD Tough Kids Challenge	Supplies/Equipment for 22-23 Tough Kid Challenge	\$ 500.00		\$ 500.00
Prince of Peace Lutheran Church	Berry, Foster, Horizons, Johnston, McKinley, Richmond, Madison, East	Food boxes for families and healthy snacks for students (deliveries Nov., Jan., March)		\$10,950.00	\$ 10,950.00
Pritzl, Brian & Mary Beth	West High School	For Library's Book Bounty program to promote reading	\$ 300.00		\$ 300.00
Ring, Karissa	Johnston Elementary	Adaptive Playground	\$ 500.00		\$ 500.00
Salveson-Krepline, Keith & Rebecca	Johnston Elementary	Adaptive Playground	\$ 1,000.00		\$ 1,000.00

Board Meeting Date: May 23, 2022

Contributor	Recipient	Use	Cash	Goods/ Services	Total
Scheels	AASD Tough Kids Challenge	Supplies/Equipment for 22-23 Tough Kid Challenge	\$ 500.00		\$ 500.00
ThedaCare	AASD Tough Kids Challenge	Supplies/Equipment for 22-23 Tough Kid Challenge	\$ 500.00		\$ 500.00
Thrivent Action Teams Grant	Wilson Middle School	New soccer balls for Soccer Club	\$ 240.00		\$ 240.00
TYL Enterprises, LLC	AASD Diversity Dept.	Hmong student/family event at Highlands	\$ 500.00		\$ 500.00
Uberoi, Mohit	North High School	Tennis court project	\$ 50,000.00		\$ 50,000.00
United Hmong American Association	AASD Diversity Dept.	30 Chromebooks with cart for Level Up Academic and Mentoring Program for Hmong students	\$ 20,670.00		\$ 20,670.00
U.S. Venture	AASD Birth - Five	Printing of "Milestone Moments" brochures for Take 5 to Help Me Thrive program book bags		\$ 770.15	\$ 770.15
Vandehey, Jordan & Andy	East High School	Gift cards for underserved students	\$ 350.00		\$ 350.00
Vandehey, Jordan & Andy	Madison Middle School	Gift cards for 6 paras working in the Autism program	\$ 300.00		\$ 300.00
Vandenberg, Stacey & Doug	Wilson Middle School	Wilson Raider t-shirts for all students	\$ 300.00		\$ 300.00
VanRyzin, Christine	Classical School	Band instrument drive	\$ 500.00		\$ 500.00
Van Zeeland Oil Co., Inc.	Johnston Elementary	Math and Science in the classrooms	\$ 500.00		\$ 500.00
Wille, Steve & Stabelfeldt, Sara	Appleton Bilingual Sch.	Classrooms and community	\$ 500.00		\$ 500.00
Wisconsin Dept. of Natural Resources (Forestry)	AASD	All 4th graders received a tree seedling to take home and plant as part of the science curric.		\$ 1,200.00	\$ 1,200.00
Wisconsin Health & Phy. Ed. Inc.	Highlands Elementary	Snowshoes for teaching students how to be active outdoors during the winter	\$ 1,955.00		\$ 1,955.00
Women's Fund	Wilson Middle School	Feminine products and dispensers	\$ 500.00		\$ 500.00
Zion Evangelical Lutheran	Appleton Bilingual Sch.	Grades K-1 & 3-4 field trip to Altitude	\$ 1,000.00		\$ 1,000.00
GRAND TOTAL:			\$ 184,427.21	\$31,003.16	\$ 215,430.37

ITEM FOR CONSIDERATION

Topic: Renaissance School for the Arts Charter School Contract 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.

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.

Fiscal

Note: As per the Board of Education practice, the per-pupil expenditure for charter schools will be the same as the per-pupil expenditure in a neighborhood school site.

Instructional

Impact: Charter schools help to provide another educational option for students and parents.

Administrative

Recommendation: Approval of the reauthorization of The Renaissance School for the Arts Charter School Contract as submitted.

Contact

Persons: John Richards, 920-832-6219, richardsjohn@asd.k12.wi.us
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**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: _____

ITEM FOR CONSIDERATION

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:

- 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 FOR CONSIDERATION

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

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

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 FOR CONSIDERATION

Topic: Approval of an Application for Foreign Travel – Spring 2023

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.

Foreign travel is defined as travel beyond the forty-eight contiguous states. Schools must submit all principal approved applications to the School Services office by March 1 of the calendar year prior to the scheduled trip departure date. Schools will also submit a five-year plan (updated annually) for foreign travel to the School Services office before the end of May each year. It is expected that foreign travel will be scheduled during student vacation periods or in the summer.

School	Staff Member(s)	Class or Group	Destination	Dates of Trip	School Days Missed	Approx. Cost Per Student
North High	Jessica Zitzelsberger	Art Department 10 th -12 th grade students	Scotland and England	04/01/23 – 04/09/23	0	\$3,955.00

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 application for foreign travel.

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

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

APPLETON AREA SCHOOL DISTRICT

Application for

FOREIGN TRAVEL

Insert answers in yellow shaded areas only.

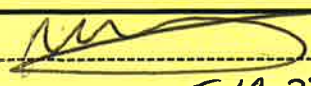
School:	North High School	
Date of Application: (00/00/00)	10/18/22	
Staff member conducting the trip:	Jessica Zitzelsberger	
1. Name of class or group:	Art Department	
2. Grade level(s):	10th-12th grade	
3. Destination:	Scotland and England	
4. AASD curriculum standards that are addressed: <i>(please state clearly and specifically)</i>	Standards: Reflect A. (Question and Explain) learning to think and talk with others about an aspect of one's work or working process and evaluate; B. Develop collaboration and communication skills necessary to express and articulate opinions about their own artwork and the artwork of others; C. Applying the skill: Students will analyze and discuss various artworks seen throughout tours. Standard: Understand the art World -Learning about art history and current practices and to interact as an artist with other Artists. Applying the skill: Through this experience, students will engage in a broad array of cultural works. Standard: Social Studies Goal-Recognize that history and culture influence a society, adopt a wider perspective, interpret visually-oriented content.	
5. Departure Date: <i>(00/00/00)</i>	04/01/23	
<i>Place of Departure:</i>	Appleton, WI	
6. Return Date: <i>(00/00/00)</i>	04/09/23	
<i>Place of Return:</i>	Appleton, WI	
7. Total number of school days to be missed, if any:	0.0	
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:	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>	\$3,745.00 (package)	\$0 - \$3,745.00 (package)
<i>Lodging</i>		
<i>Meals</i>		
<i>Other expenses (explain below)</i>		
<i>Additional monies needed (explain below)</i>	\$210.00	\$0 - \$210.00
<i>Passports \$110, Passport picture \$20, Lunch \$80</i>		
TOTAL PER PARTICIPANT:	\$3,955.00	\$0 - \$3,955.00

10. Please list the names of those adults who will receive free transports, tickets, and/or meals:	
Jessica Zitzelsberger (staff)	
Brett Zitzelsberger (volunteer)	
1 staff/chaperone trip included for every 6 students	
11. Will student fees subsidize adult expenses? (Yes or No)	Yes
If Yes, to what extent?	Every 6 students one staff member/chaperone included
12. Is fundraising being used? (Yes or No)	NO
Explain:	
13. How are costs for needy students going to be addressed?	Travel company offers a discount for students in need and a payment plan.
14. Travel arrangements by (name of agency) :	EF Tours
Regular Carrier (Yes or No)	Yes
Charter Carrier (Yes or No)	No
15. Anticipated number of students participating in the trip:	15
16. Anticipated number of chaperones:	
Staff	1
Volunteers	3 (one volunteer's trip will be paid)
Total Male Chaperones:	1
Total Female Chaperones:	3
TOTAL CHAPERONES:	4
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)	Jessica Zitzelsberger
Date of application	5/18/2022
Principal (electronic signature)	Ryan Peterson
Date of approval	5/18/2022
Assistant Superintendent	
Date of approval	5-18-22

Date of School Board Action (office use only)



Educational Tours

Watch videos, read
reviews and enroll on your
teacher's Tour Website

eftours.com/





This is also your tour number

ENGLAND & SCOTLAND

9 or 11 days | Scotland | England | Extension to France

How do two nations that share a border, an island, and a government maintain their own cultural identities? Though bonded politically by the United Kingdom and geographically by the island of Great Britain, England and Scotland each maintain their own distinct character. In Edinburgh, experience kilts, bagpipes, and haggis as you absorb proud Scottish history. At Windsor Castle and Oxford University, the English accent reveals its royal tradition.

YOUR EXPERIENCE INCLUDES:

-  **Full-time Tour Director**
-  **Sightseeing:** 3 sightseeing tours led by expert, licensed local guides (*4 with extension*); 3 sightseeing tours led by your Tour Director; 1 walking tour (*2 with extension*)
-  **Entrances:** Edinburgh Castle; York Minster; Gardens at Anne Hathaway's Cottage; Shakespeare's Birthplace; New College; Windsor Castle; theater performance; *With extension: Louvre; Notre-Dame Cathedral*
-  **weShare:** Our personalized learning experience engages students before, during, and after tour, with the option to create a final, reflective project for academic credit.
-   **All of the details are covered:** Round-trip flights on major carriers; Comfortable motorcoach; *Eurostar high-speed train with extension*; 7 overnight stays in hotels with private bathrooms (*9 with extension*); European breakfast and dinner daily (lunch instead of dinner on Day 6)
-  



Anyone can see the world.

YOU'RE GOING TO EXPERIENCE IT.

As you can see, your EF tour includes visits to the places you've learned about in school. That's a given. But it's so much more than that. Immersing yourself in new cultures—surrounded by the people, the language, the food, the way of life—creates inspirational moments that can't be listed in an itinerary. They can only be experienced.

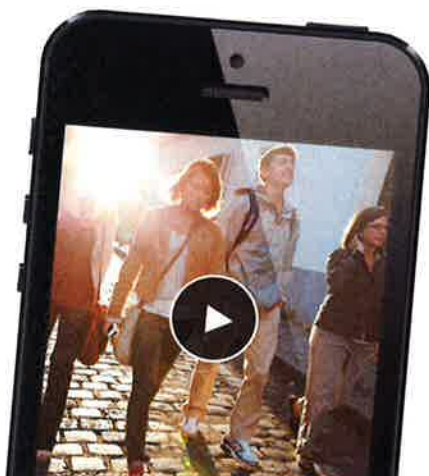
And the experience begins long before you get your passport stamped and meet your **Tour Director** in your arrival city. It begins the moment you decide to go. Whether it's connecting with other travelers on Facebook, Twitter or Instagram, or delving deeper into your destinations with our online learning platform, **weShare**, the excitement will hit you long before you pack your suitcase.

When your group arrives abroad, everything is taken care of so you can relax and enjoy the experience. Your full-time Tour Director is with your group around the clock, handling local transportation, hotels and meals while also providing their own insight into the local history and culture. **Expert local guides** will lead your group on sightseeing tours, providing detailed views of history, art, architecture or anything you may have a question about.

When your journey is over and you're unpacking your suitcase at home, you'll realize the benefits of your life-changing experience do not end. They have just begun.

@EFTours I attribute my college semester abroad to the love for travel I discovered on an EF Tour in high school #traveltuesday

— MELISSA, TRAVELLER



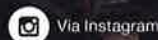
CHECK OUT WHAT A TOUR IS ALL ABOUT

Watch the videos at eftours.com/

Your Teacher's Tour Website



Buckingham Palace



What you'll experience on your tour

Day 1: Fly overnight to Scotland

Day 2: Edinburgh

- Meet your Tour Director at the airport in Edinburgh, where Edinburgh Castle is the enduring symbol of Scotland's capital and site of many of the nation's storied events. Ownership of the fortress, perched atop an extinct volcano, changed hands many times over the centuries, from Scottish to English and back again. Mary, Queen of Scots, gave birth here to James VI of Scotland, who would later rule England as James I. In addition to the castle, you'll see the homes of Alexander Graham Bell and Robert Louis Stevenson. For a sense of what it was like to live in Edinburgh in centuries past, stroll down the Royal Mile through the Old Town, a romantic jumble of medieval buildings.
- Take a walking tour of Edinburgh.

Day 3: Edinburgh

- Take an expertly guided tour of Edinburgh.
- Visit Edinburgh Castle.
- Visit the National Museum of Scotland.
- See more of Edinburgh or [Specters of Scotland](#).

Day 4: Edinburgh | Yorkshire

- Travel to Yorkshire.
- Take a tour of York: Clifford's Tower.
- Visit York Minster.

Day 5: Yorkshire | Warwick | Stratford-upon-Avon | Birmingham region

- Travel to Warwick.
- Visit Warwick Castle.
- Continue to Stratford-upon-Avon.
- Take a tour of Stratford-upon-Avon and step back into the Elizabethan age. Here, you'll tour the half-timbered house where William Shakespeare was born. The playwright had an unmistakable influence on his hometown: today, Stratford is home to the Royal Shakespeare Theatre and a premier destination for theater lovers worldwide. You'll also visit Anne Hathaway's Cottage, a picturesque farmhouse where the Bard's wife spent her childhood.
- Visit the gardens at Anne Hathaway's Cottage.
- Visit Shakespeare's Birthplace.

Day 6: Birmingham region | Oxford | London

- Travel to Oxford.
- Take a tour of Oxford.
- Visit New College.
- Continue to London.

Day 7: London

- Welcome to London, a city of 8 million people that has become one of the world's great melting pots while maintaining a distinct character that's all its own. From the London Bridge to the Houses of Parliament, Great Britain's royal tradition and rich history greet you at every turn. Admire architectural marvels like the Baroque domes and spires of St. Paul's Cathedral, the 17th-century church designed by Sir Christopher Wren. Check out the lively five-way intersection at Piccadilly Circus as well as Hyde Park's urban greenery. You may even get a chance to witness the ceremonial Changing of the Guard. And don't forget to snap a picture of Big Ben from the banks of the River Thames.
- Take an expertly guided tour of Windsor Castle: St. George's Chapel; State Apartments.
- Take an expertly guided tour of London: Big Ben and Houses of Parliament; Piccadilly Circus; St. Paul's Cathedral; Changing of the Guard at Buckingham Palace (if scheduled).
- Attend an evening theater performance.

Day 8: London

- Full day to see more of London or [visit Stonehenge and Salisbury](#).
- Enjoy an authentic fish and chips dinner.

Day 9: Depart for home

2-DAY TOUR EXTENSION

Days 9-10: Paris

- Travel by Eurostar train to Paris.
- Take an expertly guided tour of Paris: Champs-Élysées; Eiffel Tower; Place de la Concorde; Arc de Triomphe; Les Invalides.
- Take a walking tour of Paris.
- Visit the Louvre.
- Visit Notre-Dame Cathedral.
- Enjoy a Seine River cruise.

Day 11: Depart for home

I traveled with EF Tours to England and Scotland. It was my first time out of the country, but it was also the best trip of my life. The experiences there created the best memories that I will never forget.

– LIBBY, TRAVELER



Scotland was by far the best part of the tour, filled with haggis, kilts, highland cows and castles. In the three days we spent in Edinburgh, we got the chance to visit the breathtaking Edinburgh Castle and Palace of Holyrood House as well as take part in a traditional Scottish dinner where we learned popular line dances and songs, and got to sample Scottish foods like haggis, neeps, and tatties.

– MOLLY, TRAVELER



TOP THREE THINGS I WILL SEE, DO, TRY OR EXPLORE

1. _____
2. _____
3. _____

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My daughter has gained such an amazing view of the world and history from this experience. She has not stopped talking since I picked her up at the airport. Thank you for all the organization, helpful hints, flexible payment plan and knowledgeable tour guides.

—CHARLOTTE, PARENT OF TRAVELER



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For over 50 years EF has been working toward one global mission: Opening the World Through Education. Your teacher has partnered with EF because of our unmatched worldwide presence, our focus on affordability, and our commitment to providing experiences that teach critical thinking, problem solving, collaboration and global competence.

- **We always offer the lowest prices guaranteed** so more students can travel.
- **We're fully accredited, just like your school**, so you can earn credit while on tour.
- **All of our educational tours feature experiential learning activities** and visits to the best sites.
- **We're completely committed to your safety.** We have 500 schools and offices in over 50 countries around the world, so local EF staff members can react quickly and in person wherever you travel.
- **Your full-time Tour Director** is with your group every step of the way on tour, providing insight about your destinations as well as great local tips.



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>
Katharina Abderholden	Dance	Kaleidoscope/Renaissance	57%	\$25,764
Alison I. Behnke	Special Ed-AUT	Ferber	100%	\$45,200
Amber J. Edge	Special Ed-AUT	Huntley	100%	\$47,200
Bethany A. Heinz	Grade 5/6	Horizons	100%	\$45,200
Amelia M. Hock	School Psychologist	TBD	100%	\$55,100
Shannon M. Jelinski	School Counselor	Classical School/Foster	80%	\$40,280
Benjamin J. Klingberg	Social Studies	West	100%	\$50,350
Emma J. Knick	Music-Choir	Wilson	90%	\$41,580
Allison B. Lauber de Garza	W Lang-Spanish	Classical School	100%	\$63,200
Cambria C. Loomans	Special Ed-ID/SLD	West	100%	\$45,200
Haily A. Porter	Special Ed-ID	Madison	100%	\$45,200
Kelly G. Resop	Math/Science	West	100%	\$45,200
Jordan M. Schaller	Grade 2	Columbus	100%	\$45,200
Sarah J. Sharpe	Special Ed-SCEBD	Ferber	100%	\$45,200
Erin K. Sjostrom	Art	Highlands/Odyssey	100%	\$58,550

Katharina Abderholden received her Bachelor of Fine Arts degree from Lawrence University with a major in Dance. Ms. Abderholden is being hired under a one-year license with stipulations. Currently, she is serving the District as a Substitute Teacher.

Alison I. Behnke received her Bachelor of Liberal Arts degree from UW-Oshkosh with a major in Liberal Arts/Organizational Administration. Ms. Behnke is being hired under a one-year license with stipulations. Currently, she is serving the District as a Paraprofessional at Ferber Elementary School.

Amber J. Edge received her Bachelor of Innovation degree from University of Colorado with a major in Inclusive Early Childhood Education. Most recently, she served the Colorado Springs School District 11 as an Early Childhood Special Education Teacher.

Bethany A. Heinz received her Bachelor of Science in Education degree from UW-Oshkosh with a major in Elementary Education. Most recently, she served the Neenah Joint School District as a Substitute Teacher.

Amelia M. Hock received her Master of Science degree from UW-Milwaukee with a major in Educational Psychology. Ms. Hock is being hired under a one-year license with stipulations. Currently she is completing her Practicum at Milwaukee School of Languages.

Shannon M. Jelinski received her Master of Science in Education degree from UW-Oshkosh with a major in Professional Counseling with a school emphasis. Most recently, she served the Menasha Joint School District as a Substitute Counselor.

Benjamin J. Klingberg received his Master of Arts degree from Concordia University Chicago with a major in Higher Education Leadership. Most recently, he served the Fond du Lac School District as a Social Studies Teacher.

Emma J. Knick received her Bachelor of Music degree from UW-Oshkosh with a major in Music Education. Most recently, she served the School District of Lomira as a Music Teacher.

Allison B. Lauber de Garza received her Bachelor of Arts degree from Lawrence University with a dual major in Spanish and Music Education. She continued her education to receive her Master of Arts degree from Cardinal Stritch with a major in Literacy/English as a Second Language. Most recently, she served the Mequon-Thiensville School District as a Spanish Teacher.

Cambria C. Loomans received her Bachelor of Science in Education degree from UW-Stout with a major in Special Education. Most recently, she served the Hortonville Area School District as a Special Education Teacher.

Haily A. Porter received her Bachelor of Arts degree from UW-Oshkosh with a major in Criminal Justice. She continued her education to obtain her teaching certification from Marian University. Most recently, she served the New London School District as a Substitute Teacher.

Kelly G. Resop received her Bachelor of Science degree from UW-La Crosse with a major in Biology. She is continuing her education to obtain her teaching certification from UW-Oshkosh. Ms. Resop is being hired under a one-year license with stipulations. Most recently, she served the District as a Substitute Teacher.

Jordan M. Schaller received her Bachelor of Science in Education degree from UW-Milwaukee with a major in Early Childhood Education. Most recently, she served the West Allis – West Milwaukee School District as an Elementary Teacher.

Sarah J. Sharpe received her Bachelor of Science degree from UW-Oshkosh with a major in Human Services Leadership. Ms. Sharpe 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 Ferber Elementary School.

Erin K. Sjostrom received her Master of Science degree from UW-Oshkosh with a major in Educational Leadership and Policy. Most recently, she served the Seymour Community School District as an Art Teacher.

FISCAL NOTE: As indicated above

ADMINISTRATIVE RECOMMENDATION: Approval

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

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

5/23/22

ITEM FOR CONSIDERATION

TOPIC: Professional Educator Contract Change(s)

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

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>	<u>Effective Date</u>
Kimberly M. Riegert	Health	East	60% to 100%	8/24/22
Jean A. Pynenberg	Social Studies	FCLA	100% to 50%	8/24/22

FISCAL NOTE: As indicated above

ADMINISTRATIVE RECOMMENDATION: Approval

INSTRUCTIONAL IMPACT: This assignment will meet the needs of students

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

5/23/22

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.

Madelyn R. Markart has been with the District for one and one-half years, most recently as a Special Education Teacher with Appleton Community 4K located at Edison Elementary School.

Eric S. Mueller has been with the District for eight years, most recently as School Counselor at East High School and School Counselor Program Leader for the District.

Becky S. O'Brien has been with the District for four years, most recently as a Music Teacher at Edison Elementary School.

Julie L. Schwartzbauer has been with the District for eleven years, most recently as a Grades K-2 Instructional Coach for the District.

Regina E. Wordell has been with the District for eight years, most recently as a Grade 8 Science Teacher at Kaleidoscope Academy.

FISCAL NOTE: Dependent upon replacements

ADMINISTRATIVE RECOMMENDATION: Approval

INSTRUCTIONAL IMPACT: Qualified replacements will be procured

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

5/23/22

ITEM FOR CONSIDERATION

TOPIC: Administrative Transfer

BACKGROUND INFORMATION:

Jacqueline R. Smedberg has been awarded the Principal position at Berry Elementary School effective July 1, 2022, under a 260-day contract. Ms. Smedberg has been with the District for sixteen years, most recently as the Associate Principal at Appleton East High 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)

5/23/22

ITEM FOR CONSIDERATION

TOPIC: Administrative Resignations

BACKGROUND INFORMATION: The following administrators have submitted a letter of resignation effective June 30, 2022.

James E. McClowry has been with the District for eight years, most recently as the Associate Principal / Athletic Director at Appleton West High School.

Paul J. Hermes has been with the District for five years, most recently as the Associate Principal of Curriculum and Instruction at Appleton North High School.

FISCAL NOTE: Dependent upon replacements

INSTRUCTIONAL IMPACT: Qualified replacements will be procured

ADMINISTRATIVE RECOMMENDATION: Approval

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

5/23/22

ITEM OF INFORMATION

Topic: Potential referendum preliminary surveys results

Background Information: In an effort to gather community input on a potential referendum, the District has surveyed staff, families, and over 44,000 households in our community. The survey included eight questions, with five questions pertaining to possible capital expenditures and three questions pertaining to operational expenditures.

The surveys were emailed to staff and to families, and were mailed to households. Just over 5,300 surveys were completed.

Instructional Impact: N/A

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

ITEM OF INFORMATION

Topic: Results from School Resource Officer (SRO) surveys

Background Information: In November of 2021, the District extended our contract with the Appleton Police Department to provide SRO services for an additional five years. A decision was made to gather feedback from students and families about the success of the program through a survey.

In collaboration with the District's Safety and Security workgroup, surveys were developed and sent to AASD middle school students, high school students, and families. The results of the three surveys show strong support for the SRO program's continuation.

Instructional Impact: N/A

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