Monday, December 13, 2021
Board of Education Meeting

APPLETON AREA SCHOOL DISTRICT
BOARD OF EDUCATION MEETING
****Time: 5:00 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. In-person public attendance (other than registered on-site public input) is suspended until further notice. **Limited registration is available for on-site public input (additional information can be found on the District's website). Members of the media or general public may access the meeting via the 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: 956 2562 3685**

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@aasd.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	Dec 13, 2021 - Board of Education Meeting
Category	1. Meeting Opening
Type	Procedural

Subject	**B. Pledge of Allegiance**
Meeting	Dec 13, 2021 - 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	Dec 13, 2021 - Board of Education Meeting
Category	2. Approval of Agenda (GC-2: Governing Commitments)
Type	Procedural

Subject	**B. Approval of Agenda**
Meeting	Dec 13, 2021 - Board of Education Meeting
Category	2. Approval of Agenda (GC-2: Governing Commitments)
Type	Action, Procedural
Recommended Action	Motion to approve the Board Agenda

Motion & Voting

Motion to approve the Board Agenda as revised, moving Item 10(B) to Board Business for separate consideration.

Motion by James Bowman, second by James Bacon.
Final Resolution: Motion Carried
Aye: James Bowman, Kay Eggert, Deborah Truyman, Kristine Sauter, Edward Ruffolo, Amanda Stuck, James Bacon

3. Closed Session

Subject	**A. Motion to go into Closed Session**
Meeting	Dec 13, 2021 - Board of Education Meeting
Category	3. Closed Session
Type	Action, Discussion
Recommended Action	Motion to go into Closed Session.

Motion & Voting

Motion to go into Closed Session at 5:03 PM.

Motion by Edward Ruffolo, second by Deborah Truyman.
Final Resolution: Motion Carried
Aye: James Bowman, Kay Eggert, Deborah Truyman, Kristine Sauter, Edward Ruffolo, Amanda Stuck, James Bacon

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

Meeting	Dec 13, 2021 - Board of Education Meeting
Category	3. Closed Session
Type	Discussion, Information

Subject	**C. Motion to return to Open Session**
Meeting	Dec 13, 2021 - Board of Education Meeting
Category	3. Closed Session
Type	Action, Procedural

Motion & Voting

Motion to return to Open Session at 6:02 PM.

Motion by Deborah Truyman, second by Kristine Sauter.
Final Resolution: Motion Carried
Aye: James Bowman, Kay Eggert, Deborah Truyman, Kristine Sauter, Edward Ruffolo, Amanda Stuck, James Bacon

4. Possible Recess / Reconvene at 6:00 PM

Subject	**A. **PLEASE NOTE** The regular open session business portion of the meeting will begin at 6:00 PM or upon the conclusion of the closed session, whichever is later. If the closed session concludes prior to 6:00 PM, the Board will recess until 6:00 PM.**
Meeting	Dec 13, 2021 - Board of Education Meeting
Category	4. Possible Recess / Reconvene at 6:00 PM
Type	Information

5. Special Presentation

Subject	**A. Student School Board Representative Report - Kris Lee, North High School**
Meeting	Dec 13, 2021 - Board of Education Meeting
Category	5. Special Presentation
Type	Information, Recognition

Student School Board Representative Kris Lee will provide updates from North High School.

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

Subject	**A. Public Input**
Meeting	Dec 13, 2021 - Board of Education Meeting
Category	6. 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 (Registration Required)**
Meeting	Dec 13, 2021 - Board of Education Meeting
Category	6. Public Input (GC-3.3: Initiate and maintain effective communication with the citizens.)
Type	Procedural

Individuals wishing to provide on-site 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	**C. Virtual Speakers (Registration Required)**
Meeting	Dec 13, 2021 - Board of Education Meeting
Category	6. 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	Dec 13, 2021 - Board of Education Meeting
Category	6. 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.

7. 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	Dec 13, 2021 - Board of Education Meeting
Category	7. 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

8. 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**
Meeting	Dec 13, 2021 - Board of Education Meeting
Category	8. 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

Subject	**B. School Services Update(s): Appleton Area School District 2022-2023 School Calendar**
Meeting	Dec 13, 2021 - Board of Education Meeting
Category	8. 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 School Calendar 2022-2023.pdf (101 KB)

Subject	**C. Personnel Services Update(s): Professional Educator Hire(s), and Contract Change(s); Internship(s)**
Meeting	Dec 13, 2021 - Board of Education Meeting
Category	8. 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 present information on Personnel Services items on the agenda for consideration.

9. 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 November 22, 2021**
Meeting	Dec 13, 2021 - Board of Education Meeting
Category	9. 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
Recommended Action	Motion to approve the Board Meeting Minutes of November 22, 2021.
Minutes	View Minutes for Nov 22, 2021 - Board of Education Meeting

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

Motion & Voting

Motion to approve the Board's Consent Agenda as submitted.

Motion by Deborah Truyman, second by James Bacon.
Final Resolution: Motion Carried
Aye: James Bowman, Kay Eggert, Deborah Truyman, Kristine Sauter, Edward Ruffolo, Amanda Stuck, James Bacon

Subject	**B. Special Board Meeting Minutes from November 29, 2021**
Meeting	Dec 13, 2021 - Board of Education Meeting
Category	9. 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	**C. Special Board Meeting Minutes from December 7, 2021**
Meeting	Dec 13, 2021 - Board of Education Meeting
Category	9. 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.

10. 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	Dec 13, 2021 - Board of Education Meeting
Category	10. 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
Recommended Action	Recommend Approval

2021-2022 Grant Information

File Attachments
Grants 12-13-2021.pdf (107 KB)
Supporting Grant Documentation 12-13-2021.pdf (1,557 KB)

Motion & Voting

Motion to approve the Superintendent's Consent Agenda as amended, including only Items A and C-E.

Motion by Kristine Sauter, second by James Bacon.
Final Resolution: Motion Carried
Aye: James Bowman, Kay Eggert, Deborah Truyman, Kristine Sauter, Edward Ruffolo, Amanda Stuck, James Bacon

Subject	**B. Appleton Area School District 2022-2023 School Calendar**
Meeting	Dec 13, 2021 - Board of Education Meeting
Category	10. 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 ~ School Calendar 2022-2023.pdf (101 KB)

Subject	**C. Professional Educator Hire(s)**
Meeting	Dec 13, 2021 - Board of Education Meeting

Category	10. 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-Educator New Hires.pdf (121 KB)

Subject	**D. Professional Educator Contract Change(s)**
Meeting	Dec 13, 2021 - Board of Education Meeting
Category	10. 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-Educator Contract Changes.pdf (10 KB)

Subject	**E. Internship(s)**
Meeting	Dec 13, 2021 - Board of Education Meeting
Category	10. 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-Internships.pdf (9 KB)

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

Subject	**A. School Services Report: WCA Charter Contract Renewal**
Meeting	Dec 13, 2021 - Board of Education Meeting
Category	11. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)
Type	Discussion, Information, Report

Assistant Superintendent Nan Bunnow will present information relating to the upcoming (January) WCA Charter Contract Renewal recommendation.

File Attachments
Item of Information ~ Wisconsin Connections Academy Charter Contract Renewal.pdf (81 KB)
Wisconsin Connections Academy Revised Charter School Contract & Summary of Progress Made on Goals.pdf (2,154 KB)

WCA Charter Renewal Presentation.pdf (861 KB)

Subject	**B. Business Services Report: Future Needs Advisory Committee Update**
Meeting	Dec 13, 2021 - Board of Education Meeting
Category	11. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)
Type	Discussion, Information, Report

Chief Financial Officer Greg Hartjes will report on updates from the Future Needs Advisory Committee meeting that was held on Tuesday, December 7, 2021.

12. Board Business

Subject	**A. R-2.1.9 Financial Literacy - Interpretation and Indicators - First Draft for Discussion**
Meeting	Dec 13, 2021 - Board of Education Meeting
Category	12. Board Business
Type	Discussion, Information

File Attachments
AASD R-2.1.9 Financial Literacy - DRAFT.pdf (93 KB)

Subject	**B. Professional Educator Resignation(s) - for Consideration**
Meeting	Dec 13, 2021 - Board of Education Meeting
Category	12. Board Business
Type	Action

File Attachments
IFC-Professional Educator Resignations.pdf (107 KB)

Motion & Voting

Motion to approve the Professional Educator Resignations and Agreements as presented.

Motion by Edward Ruffolo, second by Deborah Truyman.
Final Resolution: Motion Carried
Aye: James Bowman, Kay Eggert, Deborah Truyman, Kristine Sauter, Edward Ruffolo, Amanda Stuck, James Bacon

Subject	**C. Administrative Resignation(s) - for Consideration**
Meeting	Dec 13, 2021 - Board of Education Meeting
Category	12. Board Business

Type Action

File Attachments
IFC-Administrative Resignation.pdf (80 KB)

Motion & Voting

Motion to approve the Administrative Resignation and Agreement as presented.

Motion by Deborah Truyman, second by James Bowman.
Final Resolution: Motion Carried
Aye: James Bowman, Kay Eggert, Deborah Truyman, Kristine Sauter, Edward Ruffolo, Amanda Stuck, James Bacon

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

Meeting Dec 13, 2021 - Board of Education Meeting

Category 12. Board Business

Type Action, Discussion

Motion & Voting

Motion to approve the proposed Appleton Area School District 2022-2023 School Calendar as presented.

Motion by Deborah Truyman, second by James Bowman.
Final Resolution: Motion Carried
Aye: James Bowman, Kay Eggert, Deborah Truyman, Kristine Sauter, Amanda Stuck, James Bacon
No: Edward Ruffolo

13. Items of Information

Subject **A. None**

Meeting Dec 13, 2021 - Board of Education Meeting

Category 13. Items of Information

Type

14. Adjourn

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

Meeting Dec 13, 2021 - Board of Education Meeting

Category 14. Adjourn

Type Action, Procedural

Motion & Voting

Motion to adjourn the meeting at 7:31 PM.

Motion by James Bowman, second by James Bacon.
Final Resolution: Motion Carried
Aye: James Bowman, Kay Eggert, Deborah Truyman, Kristine Sauter, Edward Ruffolo, Amanda Stuck, James Bacon

15. Future Meetings

Subject	**A. Board Work Session: Thursday, December 16, 2021, 7:30 AM**
Meeting	Dec 13, 2021 - Board of Education Meeting
Category	15. Future Meetings
Type	Information

Subject	**B. Board Work Session: Monday, January 10, 2022, 4:00 PM**
Meeting	Dec 13, 2021 - Board of Education Meeting
Category	15. Future Meetings
Type	Information

Subject	**C. Next Board Meeting: Monday, January 10, 2022, 6:00 PM**
Meeting	Dec 13, 2021 - Board of Education Meeting
Category	15. Future Meetings
Type	Information

ITEM FOR CONSIDERATION

TOPIC: Appleton Area School District 2022-2023 School Calendar

BACKGROUND INFORMATION: The District Leadership Team has worked with representative administrators and the Calendar Workgroup to gather input on the proposed calendar for the 2022-2023 school year. A tentative calendar has been established based on input from these representatives with subsequent review by the District Leadership Team. Board approval is the final step in the approval process.

For the 2022-2023 school year, September 1, 2022, is the proposed start date for elementary, middle and high school students. Staff would return to schools on Monday, August 29, 2022.

FISCAL NOTE: No cost will be incurred by the Appleton Area School District.

ADMINISTRATIVE RECOMMENDATION: Approval as submitted.

INSTRUCTIONAL IMPACT: Approval of the proposed Appleton Area School District 2022-2023 School Calendar.

CONTACT PERSON(S): Greg Hartjes, 997-1399 x-2029, hartjesgreg@aasd.k12.wi.us

BOE: 12/13/21

Appleton Area School District Calendar 2022-2023

June 2022

S	M	T	W	R	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	**SS**	**SS**	**SS**	**SS**	**SS**	18
19	**SS**	**SS**	**SS**	**SS**	**SS**	25
26	**SS**	**SS**	**SS**	**SS**		

July 2022

S	M	T	W	R	F	S
					SS	2
3	4	**SS**	**SS**	**SS**	**SS**	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

August 2022

S	M	T	W	R	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	**NTO**	**NTO**	**NTO**	26	27
28	**SO**	**SO**	**SO**			

September 2022

S	M	T	W	R	F	S
				1	2	3
4	**NS**	6	7	8	9	10
11	12	13	**LS**	15	16	17
18	19	20	21	22	23	24
25	26	27	**LS**	29	30	

October 2022

S	M	T	W	R	F	S
						1
2	3	4	5	6	7	8
9	10	11	**LS**	13	14	15
16	17	18	19	20	**C**	22
23	**SD**	25	**LS**	27	28	29
30	31					

November 2022

S	M	T	W	R	F	S
		1	2	3	4	5
6	7	8	**LS**	10	11	12
13	14	15	16	17	18	19
20	21	22	**LS**	**NS**	**NS**	26
27	28	29	30			

Notes Regarding Bolded Calendar Days

June 2022
13 to 30 Summer School (S)
13 to 30 Summer School (E/M)

July 2022
1 Summer School (S)
1 to 8 Summer School (E/M)

August 2022
23 24, 25 New Teacher Orientation
29 30, 31 Staff Orientation - Meetings - Prep

September 2022
1 First Day of Classes
5 No School - Labor Day

October 2022
21 No Class All Day - Conference Compensation
24 No Class All Day - Staff Development

November 2022
24 & 25 - No School - Thanksgiving Break

December 2022
26 to 30 No School - Winter Break

January 2023
2 Classes resume
16 No School - Martin Luther King Day

February 2023
17 No Class All Day - Conference Compensation
20 No Class All Day - Staff Development

April 2023
3 to 7 - No School - Spring Break

May 2023
29 No School - Memorial Day

June 2023
2 Last Day of School (E,M,S)
2 PM - No Class - Records (E,M,S)

December 2022

S	M	T	W	R	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	**LS**	15	16	17
18	19	20	21	22	23	24
25	**NS**	**NS**	**NS**	**NS**	**NS**	31

January 2023

S	M	T	W	R	F	S
1	**2**	3	4	5	6	7
8	9	10	**LS**	12	13	14
15	**NS**	17	18	19	20	21
22	23	24	**LS**	26	27	28
29	30	31				

Elem Arbitrary Monday = January 17

February 2023

S	M	T	W	R	F	S
			1	2	3	4
5	6	7	**LS**	9	10	11
12	13	14	15	16	**C**	18
19	**SD**	21	**LS**	23	24	25
26	27	28				

March 2023

S	M	T	W	R	F	S
			1	2	3	4
5	6	7	**LS**	9	10	11
12	13	14	15	16	17	18
19	20	21	**LS**	23	24	25
26	27	28	29	30	31	

April 2023

S	M	T	W	R	F	S
						1
2	**NS**	**NS**	**NS**	**NS**	**NS**	8
9	10	11	**LS**	13	14	15
16	17	18	19	20	21	22
23/30	24	25	**LS**	27	28	29

May 2023

S	M	T	W	R	F	S
	1	2	3	4	5	6
7	8	9	**LS**	11	12	13
14	15	16	17	18	19	20
21	22	23	**LS**	25	26	27
28	**NS**	30	31			

June 2023

S	M	T	W	R	F	S
				1	EMS/R	3
4	5	6	7	8	9	10

E = Elementary School
M = Middle School
S = Senior High School
C = Conference Compensation
LS = Late Start (classes for students start 2 hours later than usual)
NC = Non-Contract
NS = No School (Non-Contract)
NTO = New Teacher Orientation
R = Records
SD = Staff Development
SO = Staff Orientation
SS = Summer School

Semester Dates

End of 1st Qtr	November	4
End of 2nd Qtr/Semester	January	20
End of 3rd Qtr	March	24
End of 4th Qtr/Semester	June	2

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

Elementary Music Keyboard/Piano Skills	$ 2,781.91

Fund 50

Fresh Fruit and Vegetable Program	$158,545.00

Administrative Recommendation: Approval

Elementary Music Keyboard/Piano Skills – The Appleton Education Foundation has awarded the Appleton Area School District-Ferber Elementary School, a grant in the amount of $2,781.91. The purpose of this grant is to purchase keyboards and accessories for students to learn to play and build confidence and competence in music.

Fresh Fruit and Vegetable Program – The Department of Public Instruction has awarded Part B of the Fresh Fruit and Vegetable Program funding in the amount of $158,545 to the Appleton Area School District. These funds permit the purchase of allowable food, supplies and labor for the period of October 2021-June 30, 2022.

Contact: Greg Hartjes, 997-1399 ext. 2029

Board Action: December 13, 2021

APPLETON EDUCATION FOUNDATION

October 7, 2021

Laura Woltman and Becky O'Brien
AASD-Ferber Elementary School
515 E. Capitol Dr.
Appleton, WI 54911-1265

Mission
To creatively enhance education in our community.

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President

David Platt
Vice President

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Edward Ruffolo
Aaron Sass
Kristin Schroeder
Zach Snell
Amy Van Straten

Ex-officio Directors
Judy Baseman
Kay Eggert

Executive Director
Julie Krause

Dear Laura and Becky:

The Appleton Education Foundation's board of directors has reviewed your grant application for *Elementary Music Keyboard/Piano Skills.* We are pleased to inform you that a grant has been approved follows:

Grant Amount:	$2,781.91; check has been forwarded to the AASD Business Office per district policy
Grant Purpose:	Purchase Keyboards and Accessories for students to learn to play and build confidence and competence in music.
Grant Start Date:	October 7, 2021
Final Report Due:	June 1, 2022

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

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

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

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

Sincerely,

Julie

Julie Krause
Executive Director

CC: Kelly Collins, Diane Wittman 68763

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

Appleton Education Foundation Inc. is a supporting organization within the Community Foundation for the Fox Valley Region Inc.

Explain how the proposed project is particularly innovative/unique to AASD.	In today's worldwide situation where we are educating in new ways that keep everyone safe, learning to play a keyboard is an extremely beneficial learning tool in the music classroom. It is not something that is normally offered at the elementary level and students are excited to learn in this way.
Describe the objectives of the proposed project? (How and what will you do? What research is this based on, if any?)	Meeting small goals breeds confidence and earns a sense of achievement and pride. Playing an instrument cultivates appreciation for the arts and for their own learning and so much more. Much research has shown that playing a keyboard instrument benefits whole-brain networking. Students will learn both note reading skills as well as hand-eye coordination. To play an instrument musically requires the student to assimilate rhythms, pitches, and symbolic notation of the language of music.
What materials, equipment, supplies, etc. will you need?	Needed Materials $1251.91 Headphones - 209 headphones at $5.99 each 108.00 Sound splitter cords - enables sharing a keyboard - 6 at $18 each 52.00 Power and extension cords - 2 at $26 each 38.00 Unit Materials - from Teacher Pay Teachers (see attached) 1296.00 Keyboards - 24 at $54 each 36.00 Batteries - 144 Double A --- $2781.91 Total expense SEE DOCUMENT PLEASE:(copy and paste into URL) https://docs.google.com/document/d/1rPMck4QNCOJ6AqH4niKSv4EgBUEPfhYREulG7QTfBnY/edit?usp=sharing
What is your goal for the proposed project? How will you determine success or identify a need to change course?	The ultimate goals of this project include student engagement, collaboration, work, effort, and success to breed motivation for continued learning. Playing an instrument provides students many advantages. Students learn personal discipline to define and work towards goals. Playing an instrument increases patience and perseverance; it increases their emotional perception as they work and help others (or receive help, or both), sharing time and talents. Playing an instrument supports creative thinking and problem solving. Meeting small goals breeds confidence and earns a sense of achievement and pride. Playing an instrument cultivates appreciation for the arts and for their own learning and so much more.
Grade Level	5-6
Number of students served	209 at Ferber & Edison
How do you plan to publicize your project to AASD staff, students, families, and the broader community? How might AEF be credited or involved in publicity efforts?	This project will be publicized in school newsletters, in Canvas communications, and at school-wide events. AEF will be credited and thanked publicly via AASD FaceBook page.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Jill K. Underly, PhD, State Superintendent

NOTIFICATION OF FEDERAL GRANT SUBAWARD

PI-1138 (Rev. 07-16)

General Subaward Information (2 CFR §200.331(a))

SUBAWARD INFORMATION

DPI Grant Name Fresh Fruit and Vegetable Program October - Public	
Subrecipient Information Agency Name Appleton Area School District	Agency Code 440147
DUNS Name Appleton Area School District	DUNS No 106638786

Amount of Federal Funds Obligated By This Action	Total Amount of Federal Funds Obligated	Total Approved Cost Sharing or Matching
$158,545.00	$158,545.00 (11/24/2021)	$0.00

DPI Contact Information Contact Name *First & Last*	Email Address	Phone *Area Code/No*
Claire Koenig	claire.koenig@dpi.wi.gov	(608) 266-3079

Team	DPI Grant Number
School Nutrition Team	2022 - 440147 - DPI - FFVP-Oct - 376

DPI Source Code	DPI Project Code	Research & Development Grant	
730	376	☒ No	☐ Yes

Subaward Date Mo/Day/Yr	Subaward Period of Performance Start Date Mo/Day/Yr	End Date Mo/Day/Yr	Indirect Rate Type	Subrecipient's Indirect Rate
11/24/2021	10/1/2021	6/30/2022	☒ Restricted ☐ Unrestricted	3.48%

APPROVAL SIGNATURES

Senior Grant Management Accountant, School Management Services Team Daniel Bush	*Date Signed Mo./Day/Yr.* 11/30/2021
Division Administrator Tricia Collins	*Date Signed Mo./Day/Yr.* 11/30/2021
State Superintendent Jill Underly	*Date Signed Mo./Day/Yr.* 12/7/2021

RECIPIENT INFORMATION

Recipient Name, Mailing Address, City, State, Zip

Appleton Area School District
122 E. College Ave. Suite 1A
Appleton, WI 549122019

ADDITIONAL SUBAWARD INFORMATION

Other information pertaining to the subrecipient

Badger Elementary $18,040; Columbus Elementary $7,933; Edison Elementary $12,883; Franklin Elementary $16,783; Highlands Elementary $29,167; Horizons Elementary $16,077; Jefferson Elementary $15,977; Lincoln Elementary $16,887; McKinley Elementary $24,798

FEDERAL AWARD INFORMATION

Federal Award Name		Name of Federal Agency
Fresh Fruit and Vegetable Program		USDA - Food and Nutrition Services
Federal Award Identification Number (FAIN)		Federal Award Date
222WI063L1603		10/21/2021
Current Total Federal Award Amount		Expected Total Federal Amount
$4,341,008.00		$4,341,008.00
CFDA Number	CFDA Name	CFDA Amount Made Available
10.582	Fresh Fruit &Vegetable Program	$4,341,008.00

Federal Award Project Description

CNP GRANTS TO ST.FRUIT

10.582

ITEM FOR CONSIDERATION

TOPIC: Appleton Area School District 2022-2023 School Calendar

BACKGROUND INFORMATION: The District Leadership Team has worked with representative administrators and the Calendar Workgroup to gather input on the proposed calendar for the 2022-2023 school year. A tentative calendar has been established based on input from these representatives with subsequent review by the District Leadership Team. Board approval is the final step in the approval process.

For the 2022-2023 school year, September 1, 2022, is the proposed start date for elementary, middle and high school students. Staff would return to schools on Monday, August 29, 2022.

FISCAL NOTE: No cost will be incurred by the Appleton Area School District.

ADMINISTRATIVE RECOMMENDATION: Approval as submitted.

INSTRUCTIONAL IMPACT: Approval of the proposed Appleton Area School District 2022-2023 School Calendar.

CONTACT PERSON(S): Greg Hartjes, 997-1399 x-2029, hartjesgreg@aasd.k12.wi.us

BOE: 12/13/21

Appleton Area School District Calendar 2022-2023

June 2022

S	M	T	W	R	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	**SS**	**SS**	**SS**	**SS**	**SS**	18
19	**SS**	**SS**	**SS**	**SS**	**SS**	25
26	**SS**	**SS**	**SS**	**SS**		

July 2022

S	M	T	W	R	F	S
					SS	2
3	4	**SS**	**SS**	**SS**	**SS**	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

August 2022

S	M	T	W	R	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	**NTO**	**NTO**	**NTO**	26	27
28	**SO**	**SO**	**SO**			

September 2022

S	M	T	W	R	F	S
				1	2	3
4	**NS**	6	7	8	9	10
11	12	13	**LS**	15	16	17
18	19	20	21	22	23	24
25	26	27	**LS**	29	30	

October 2022

S	M	T	W	R	F	S
						1
2	3	4	5	6	7	8
9	10	11	**LS**	13	14	15
16	17	18	19	20	**C**	22
23	**SD**	25	**LS**	27	28	29
30	31					

November 2022

S	M	T	W	R	F	S
		1	2	3	4	5
6	7	8	**LS**	10	11	12
13	14	15	16	17	18	19
20	21	22	**LS**	**NS**	**NS**	26
27	28	29	30			

Notes Regarding Bolded Calendar Days

June 2022
13 to 30 Summer School (S)
13 to 30 Summer School (E/M)

July 2022
1 Summer School (S)
1 to 8 Summer School (E/M)

August 2022
23 24, 25 New Teacher Orientation
29 30, 31 Staff Orientation - Meetings - Prep

September 2022
1 First Day of Classes
5 No School - Labor Day

October 2022
21 No Class All Day - Conference Compensation
24 No Class All Day - Staff Development

November 2022
24 & 25 - No School - Thanksgiving Break

December 2022
26 to 30 No School - Winter Break

January 2023
2 Classes resume
16 No School - Martin Luther King Day

February 2023
17 No Class All Day - Conference Compensation
20 No Class All Day - Staff Development

April 2023
3 to 7 - No School - Spring Break

May 2023
29 No School - Memorial Day

June 2023
2 Last Day of School (E,M,S)
2 PM - No Class - Records (E,M,S)

December 2022

S	M	T	W	R	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	**LS**	15	16	17
18	19	20	21	22	23	24
25	**NS**	**NS**	**NS**	**NS**	**NS**	31

January 2023

S	M	T	W	R	F	S
1	**2**	3	4	5	6	7
8	9	10	**LS**	12	13	14
15	**NS**	17	18	19	20	21
22	23	24	**LS**	26	27	28
29	30	31				

Elem Arbitrary Monday = January 17

February 2023

S	M	T	W	R	F	S
			1	2	3	4
5	6	7	**LS**	9	10	11
12	13	14	15	16	**C**	18
19	**SD**	21	**LS**	23	24	25
26	27	28				

March 2023

S	M	T	W	R	F	S
			1	2	3	4
5	6	7	**LS**	9	10	11
12	13	14	15	16	17	18
19	20	21	**LS**	23	24	25
26	27	28	29	30	31	

April 2023

S	M	T	W	R	F	S
						1
2	**NS**	**NS**	**NS**	**NS**	**NS**	8
9	10	11	**LS**	13	14	15
16	17	18	19	20	21	22
23/30	24	25	**LS**	27	28	29

May 2023

S	M	T	W	R	F	S
	1	2	3	4	5	6
7	8	9	**LS**	11	12	13
14	15	16	17	18	19	20
21	22	23	**LS**	25	26	27
28	**NS**	30	31			

June 2023

S	M	T	W	R	F	S
				1	EMS/R	3
4	5	6	7	8	9	10

E = Elementary School
M = Middle School
S = Senior High School
C = Conference Compensation
LS = Late Start (classes for students start 2 hours later than usual)
NC = Non-Contract
NS = No School (Non-Contract)
NTO = New Teacher Orientation
R = Records
SD = Staff Development
SO = Staff Orientation
SS = Summer School

Semester Dates

End of 1st Qtr	November	4
End of 2nd Qtr/Semester	January	20
End of 3rd Qtr	March	24
End of 4th Qtr/Semester	June	2

ITEM FOR CONSIDERATION

TOPIC: Professional Educator New Hires

BACKGROUND INFORMATION: The professional educators listed below are recommended for contractual positions for the 2021-2022 school year:

Name	***Position***	***Location***	***FTE***	***Salary***	***Effective Date***
Yazmin Alvarez	English Learner	North	100%	$21,917	1/18/22
Abigail M. Raddatz	Literacy Interventionist	Highlands	100%	$29,207	1/18/22
Megan A. Salm	Special Ed-SCEBD	Kaleidoscope	100%	$31,752	11/29/21

Yazmin Alvarez received her Bachelor of Science in Education degree from UW-Oshkosh with a major in Spanish. Ms. Alvarez is being hired as a "Temporary Employee" for the remainder of the 2021-2022 school year. Currently, she is completing her student teaching with the District at North High School.

Abigail M. Raddatz received her Master of Arts in Education degree from Concordia University-St. Paul with a major in Education. Ms. Raddatz is being hired as a "Temporary Employee" for the remainder of the 2021-2022 school year. Most recently, she served the Green Bay Area Public School District as a Reading Recovery Teacher and Interventionist.

Megan M. Salm received her Bachelor of Science in Education degree from UW-Oshkosh with a major in Elementary Education. Ms. Salm is being hired as a "Temporary Employee" for the remainder of the 2021-2022 school year. Most recently, she served the Oshkosh Area School District as a Special Education 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)

12/13/21

ITEM FOR CONSIDERATION

TOPIC: Professional Educator Contract Changes

BACKGROUND INFORMATION: Contract changes for the following individuals are recommended for the 2021-2022 school year:

Name	***Position***	***Location***	***FTE***	***Effective Date***
Jennifer A. Bleck	Special Ed-SLD	West	100% to 120%	11/29/21
Tracy A. Guyette	Special Ed-SLD	West	100% to 120%	11/22/21
Sandie L. Martin	Special Ed-SLD	West	100% to 120%	11/22/21
Margaret C. Scheffler	Special Ed-EBD	PRIDE	100% to 120%	10/04/21

FISCAL NOTE: As indicated above.

ADMINISTRATIVE RECOMMENDATION: Approval.

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

CONTACT PERSON: Julie King, (920) 997-1399 (x2042)

12/13/21

ITEM FOR CONSIDERATION

TOPIC: Internship(s)

BACKGROUND INFORMATION: The Appleton Area School District has applied annually for multiple internship positions to the Department of Public Instruction (DPI). The Wisconsin Internship Program (WIP) governed by DPI is an effective strategy to develop talent for future positions. Interns are provided on the job training with cooperating teacher supervision and are compensated in the form of a stipend in accordance with DPI guidelines. The following internship is recommended for the second semester of the 2021-2022 school year:

Name	***Position***	***Location***	***Stipend***	***Effective Date***
Dakota L. Bartlett	Elementary Ed.	MCK	$4,500	1/18/22
Olivia K. Breckheimer	ELA / SS Grade 7	KA	$4,500	1/18/22

FISCAL NOTE: The total cost of each internship is $5,000, which includes a $4,500 compensation stipend to the intern and a $500 professional development fee to the DPI.

ADMINISTRATIVE RECOMMENDATION: Approval is recommended.

CONTACT PERSON: Julie King, 920-997-1399 (x2042)

FISCAL NOTE: None.

12/13/2021

ITEM OF INFORMATION

Topic: Wisconsin Connections Academy Charter Renewal

Background Information:

Wisconsin Connections Academy (WCA) opened in the fall of 2002 as the State's first K-8 virtual, public, charter school, beginning with just under 200 students and 6 teachers. During the 2011-12 school year, WCA expanded to include grades 9-12. WCA has grown to a consistent enrollment of appropriately 550-650 students with 28 staff members. The contract was amended to include 4-year-old kindergarten beginning with the 19-20 school year. Due to the COVID-19 pandemic, WCA's contract was extended for one-year in April of 2021. Currently, WCA has appropriately 700 students and 29 staff members.

Wisconsin Connections Academy continues to provide a quality public education for students in a non-traditional setting, often in their homes. Employing prescribed lessons and standards-based curriculum, WCA teachers and the student's learning coach work as team to educate the child in core academics, specials (physical education, online technology, art, and music), and several electives.

Students from across the state are afforded enrollment in Wisconsin Connections Academy either by residency within school district boundaries or through Open Enrollment. Field trips and state testing affords WCA teachers the opportunity to meet the students throughout the school year. Online pre-and post-tests (i-Ready) as well as level assessments, such as Benchmarking and Phonological Awareness Literacy Screening (PALS), are used to measure academic growth and level proficiency.

Wisconsin Connections Academy continues to benefit from the support of an active board of directors, Wisconsin Connections Academy, Inc. WCA also continues to benefit from an agreement with a national education vendor, Connections Education, LLC dba Pearson Virtual Schools USA, who provides support for school offerings and staff needs.

Proposed Timeline
December 13 – Item of Information for the Board of Education
January 10 – Item for Consideration for the Board of Education

Instructional Impact:

Charter schools help to provide another educational option to meet the individualized needs of each student. WCA is able to provide students with a complete comprehensive 4K-12 personalized educational experience.

Contact Person(s):

Michelle Mueller, 993-7076, muellermichell@aasd.k12.wi.us
Nan Bunnow, 832-6301, bunnownanette@aasd.k12.wi.us
Matt Zimmerman, 832-6142, zimmermanmatth@aasd.k12.wi.us

CHARTER SCHOOL CONTRACT BETWEEN
THE APPLETON AREA SCHOOL DISTRICT AND WISCONSIN CONNECTIONS ACADEMY

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 Wisconsin Connections Academy, INC ~~Governance Board~~ ("WCA"), 350 W. Capitol Drive, Appleton, Wisconsin, 54911

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 Wisconsin Connections Academy a charter to operate as a charter school pursuant to Wisconsin Statute §118.40(2m)(a),

WHEREAS, WCA and AASD have previously entered into a charter school contract dated May 2002 and June 2007, to operate a charter school for grades K through eight. In November 2010, WCA and AASD entered into a charter contract to operate a charter school for grades K through 12, which was amended by the Parties on February 28, 2012, December 21, 2012, and November 30, 2013. In April 2016, WCA and AASD entered into a charter contract to operate a charter school for grades K through 12, which was amended by the Parties on January 14, 2019 to include 4-year-old kindergarten and April 5, 2021 to renew the charter agreement for one year.

NOW, THEREFORE, the parties agree as follows:

1. Definitions.

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

a. Connections Education, LLC ("CE") dba Pearson Virtual Schools USA ("Pearson") is a private sector company that shall be integrated into the core of WCA through a public-private partnership. WCA will continue to contract for management, curriculum, technology and support services from Pearson, a private enterprise that will also provide technical assistance for WCA under an agreement between Pearson and WCA, a copy of which is attached to this agreement as Exhibit A and is hereby incorporated herein by reference.

2. Establishment. The entity seeking to establish the Charter School is the Wisconsin Connections Academy, Inc.

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 WCA 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 WCA 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 WCA with a list of all information required and WCA 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**. WCA will be an instrumentality of the AASD.

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

WCA enrolls students in four-year-old kindergarten through twelfth grade. WCA will provide educational services to enrolled students for a minimum of one hundred fifty (150) school days each year. The educational program of WCA will consist of these main features:

a. Personalized Education Utilizing Standards-Based Curriculum. WCA teachers will focus on personalizing each child's education.

Four-Year-Old Kindergarten: At the start of each school year, WCA staff will make an introductory call to each student and the student's learning coach to discuss goals and desired outcomes for the school year. This discussion continues throughout the school year with monthly contact, which will assist in personalizing the education offered to the student by WCA through curriculum that promotes hands on learning. The curriculum will include a combination of hands on materials such as storybooks, activity books, music, small motor manipulatives, and art activities. In addition, each student will be provided the support of a learning management system to foster online communication and collaboration, including an assignment management and tracking tool to ensure academic progress.

Kindergarten through Eighth Grade: This process begins by offering students a personalized placement test to determine the appropriate academic level of education. Students can place at different academic levels than their age-appropriate grade. A distinction and differentiation can be made in the level of math instruction and level of core academic instruction (language arts, science, social studies, and other related courses). At the start of the school year, WCA staff will make an introductory call to each student and his learning coach to discuss goals and desired outcomes for the school year. This discussion continues throughout the school year with monthly contact, which will assist in personalizing the education offered to the student by WCA through the standards-based curriculum:

- A rich combination of textbook-based and/or online curriculum aligned to state-standards will be used. The choice of providing print or online content or both

will be made at the discretion of WCA and in accordance with its agreement with Pearson.

- Technology-based curriculum activities to enliven and enrich learning.
- Electives options beginning in kindergarten.
- Online communication and collaboration tools, including an assignment management and tracking tool (Pearson Virtual Classroom) to ensure academic progression.
- Technology Literacy class at each grade level.
- Pre, mid and post testing to gauge student academic growth and areas of content/skill mastery for grades K through eight.

Ninth through Twelfth Grade: WCA provides a balanced, challenging high school experience focused on students pursuing paths that lead to success, whether via college major or career choice. Their personalized paths are monitored along the way by the student, parents, WCA teacher, and other WCA support staff. The curriculum provides a comprehensive high school program with different levels of academic coursework. The different levels are designed to meet state standards and provide students a rigorous curriculum. The levels enable differentiation based on student needs and career goals. WCA students work with their teachers and other support staff to determine appropriate course level placement. Careful monitoring of the high school program from all the stakeholders helps students meet both their academic and non-academic goals. This monitoring will continue throughout the school year, which will assist in personalizing the education offered to the student by WCA through the standards-based curriculum:

- The Wisconsin content standards-aligned high school curriculum integrates digital version of textbooks from major publishers enhanced by multimedia, interactive materials, communication/conferencing tools, and team projects.
- Substantial teacher-directed instruction through synchronous and asynchronous e-learning tools.
- Courses typically include extensive use of Teachlets® tutorials, the highly interactive, asynchronous tutorials that incorporate graphics, video, and audio to show students the concepts and ideas they will need to complete the lessons.
- Online communication and collaboration tools, including an assignment management and tracking tool (Pearson Virtual Classroom) to ensure academic progression.
- Courses incorporate graded asynchronous online discussions which are required for all students.

b. A Flexible Learning Day. WCA includes a combination “real-time” (synchronous) learning experiences and “flex-time” (asynchronous) activities, students and their learning coaches can structure the school day to best meet the student’s learning needs. For

example, an activity originally expected to account for one hour of a student's day for three days running may be extended to three hours in one day.

Students and their learning coaches can also call on teaching resources as needed during their flexible learning day. WCA teachers will be available to provide direct student instruction for at least the applicable number of hours specific in Wis. Stat. § 121.02(1)(F)(2) each school year. No more than ten (10) hours of instruction in a 24-hour time period can count towards this requirement. WCA teachers will also be on hand during the regular school day to respond to requests as well as to consult about student progress and suggest tailored learning activities.

c. The Learning Triad. At WCA, students and their parents/guardians are not passive recipients of education, but instead are actively engaged and fully committed members of the learning team along with the certified teaching staff. The Learning Triad (teacher, learning coach, and curriculum) are connected through technology and are centered on meeting the various needs of each child. Teachers respond to inquiries from students and their parents/guardians and learning coaches by the end of the first school day following the day in which an inquiry is received. While the learning coach may be any adult responsible for the student's care - parent, grandparent, hired tutor, and the like that person's commitment to the WCA learning process cannot be compromised. The same is true of the teachers and WCA students themselves.

d. Robust Technology. To reach individual students effectively in a variety of alternative learning settings, the WCA instructional program will offer a laptop computer to each student enrolled in grades kindergarten through twelve loaned at no cost and configured with appropriate software, a subsidy for an Internet connection and diagnostic tools for aiding in technical support. Additionally, the computer will be the basic organization device for assessing, managing and tracking the students learning online and offline. Any household will be limited to a single Internet subsidy even if there are multiple students in the household enrolled in WCA.

e. Pearson Virtual Classroom. WCA will continue to provide an online tool for the administration, delivery and support of the instructional offerings.

- Each type of user - such as the student, learning coach, teacher and others as appropriate - will have a unique username and password to the personalized resources within Pearson Virtual Classroom.
- Within Pearson Virtual Classroom are resources for students, learning coaches, and teachers to schedule and track student assignments and assessments as they move from in progress to completed and submitted.
- Pearson Virtual Classroom also provides a secured webmail connection between students, learning coaches, and teachers, as well as educational links for enhanced learning and options for remediation.
- Additionally, the WCA homepage (which may include links to this information on its contracted service providers web site) will provide general information on the school to any viewer without authentication (including school information, state-related links, enrollment information, etc.)

f. Graduation Requirements. Students graduating from WCA are required to pass the state required civics graduation exam and meet the following requirements:

Communication Arts: 4 credits
Mathematics: 3 credits
Earth or Physical Science: 1 credit
Biology: 1 credit
Other Science: 1 credit
American Government: 1 credit
World History: 1 credit
U.S. History: 1 credit
Fine Arts: 1 credit
Health: 0.5 credit
Physical Education: 1.5 credits
Personal Finance: 0.5 credit
Electives: 6.5 credits
Total: 23 Credits

In order for the credit requirements to be met, students in grades nine through eleven are required to take a minimum of 6 credits a year, while students in grade twelve are required to take a minimum of 5 credits. Graduating students will be granted a diploma through WCA and the AASD.

g. Pupil Services. Regular and special needs students will be provided for on the same basis as for other district students, but curriculum content may be modified for charter students to more closely follow WCA's curriculum. AASD is responsible for supplying any additional materials or staff required to accommodate such students.

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

a. Student Goal 1--Increase student achievement in state standardized assessments.

(1) Objective: The percentage of WCA students scoring proficient or advanced in English Language Arts on the state assessment will meet or exceed AASD and/or state averages.

Assessment: WSAS Assessments or any future state assessments

(2) Objective: The percentage of WCA students scoring proficient or advanced in mathematics on the state assessment will meet or exceed AASD and/or state averages.

Assessment: WSAS Assessments or any future state assessments

b. Student Goal 2--Increase student achievement on longitudinal assessments.

(1) Objective: When completed with the pre-test, the post-test provides a measure of academic growth gains over the school year.

Assessment: longitudinal assessments or any future assessments

c. Student Goal 3--Graduation Rate.

(1) Objective: Ninety-five percent of students who start their Department of Public Instruction (DPI) cohort and remain at WCA will graduate in four years.

(2) Objective: Ninety percent of students who start their high school cohort in another school will earn at least six credit each year (five credits in final year).

Assessment: Graduation requirements.

e. WCA shall report progress on IEPs in accordance with the IDEA and AASD administrative practices.

f. WCA shall administer other assessments as required under state and federal law, and as directed by AASD.

g. WCA shall provide AASD records as required to document compliance with state and federal law.

7. Governance Structure.

a. Governance Board. A Governance Board consisting of staff, parents, and community members will govern the school (the "WCA Governance Board"). The WCA 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 WCA Governance Board will convene a parent advisory council, which shall meet on a regular basis, and the selection process for which shall be determined by the WCA Governance Board consistent with Wis. Stat. §118.40(8)(e).

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 WCA;

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 WCA members to its committees, in accordance with WCA bylaws;

10) to receive and disburse funds, subject to Section 13 of this Agreement;

11) to secure appropriate insurance, which it has done pursuant to Section 18 of this Agreement;

12) to enter contracts for technical or financial assistance, academic support, curriculum review or other services, which it has done and is subject to Section 13 of this Agreement;

13) to incur debt in reasonable anticipation of funds, subject to Section 13 of this Agreement;

14) to pledge, assign or encumber its assets to be used for loans, subject to Sections 13, 18 and 19 of this Agreement;

15) to solicit and accept gifts or grants for school purposes, subject to Sections 13 and 18 of this Agreement;

16) to acquire real property for its use, subject to Sections 13, 18 and 19 of this Agreement; and

17) to sue and be sued in its own name, subject to limitations under this Agreement and state law.

18) Such other matters as the WCA may deem necessary or appropriate with regard to the operations or affairs of WCA, but not to exceed the authority granted by the AASD under the terms of this Agreement and state and federal law.

b. Dean of Students. A Dean of Students will be assigned to WCA by AASD at the sole cost and expense of AASD. The Dean of Students will assist the principal with all grade levels as needed, but the primary focus of WCA's Dean of Students will be to work with students and families at the high school level. WCA's Dean of Students will provide support and assist students with appropriate educational pathways through their high school years. The Dean of Students 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 WCA by AASD. AASD will appoint the principal in collaboration with the WCA Governance Board. The WCA principal will demonstrate an interest and a commitment to the students as well as the mission and vision of the school. The WCA principal will be appropriately licensed, pursuant to state law.

d. Governance Board Constitution. Other than issues specifically addressed in this Agreement regarding the WCA Governance Board, the size, method of appointment and constitution of the WCA Governance Board will be as stipulated in the WCA Governance

Board's by-laws. Total membership of the WCA Governance Board shall be comprised of fewer than 50% AASD employees. AASD administrators and AASD Board of Education members will not serve on the WCA Governance Board.

e. Officers. Election of officers is detailed in the by-laws of the WCA 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 WCA 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

(7) graduation rate

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 WCA 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:

Parent/guardian involvement continues to be the centerpiece of WCA's concept. Each student's parent (or guardian or other caring adult responsible for the student) serves as the learning coach consulting frequently with the teachers, guiding the students learning, and helping keep track of work to be done and completed. WCA, with the assistance of AASD and Pearson, shall offer ongoing training and support to help learning coaches carry out their important role. In addition to the Parent Advisory Council, parents/guardians will be involved in WCA by having representation on WCA's Governance Board. Parent/guardian involvement is promoted by providing to each parent/guardian for each student enrolled with WCA the following information in writing: the name of and how to contact each member of the school board that contracted with WCA for the establishment of WCA; the name of and how to contact each

DRAFT

member of the Governance Board; the names of and how to contact the members of the Parent Advisory Council; the name of and how to contact the WCA staff.

a. Kindergarten through twelfth grade students enrolled in WCA will have accounts with Pearson Virtual Classroom; be able to webmail within a secure medium, attend virtual classes, create posts on message boards, and fully utilize available technology under the supervision of their learning coach.

b. WCA students continue to be members of a variety of communities; the community of their extended family, the geographic community in which they live, the community of Pearson, and the broader world to which we are all connected. WCA's instructional program makes available these communities into students learning in several ways:

- School organized field trips and other school events held in different towns and at different locations around the state;
- Encouraging local community service activities that allow students to apply their academic skills while interacting with other WCA students in their immediate geographic areas;
- Strategically hosted state testing sites that afford students and parents the opportunity to meet teachers and connect with each other.
- Pearson offers a broad range of clubs and activities that encourages students to pursue their interests.

Most activities are voluntary but certain activities may be required in order to meet AASD or other regulatory requirements.

c. Parents will receive mid-semester and semester reports on student progress at WCA. 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. Parents have 24/7 access to student grades in Pearson Virtual Classroom.

d. Students enrolled in WCA will have accounts within Pearson Virtual Classroom; be able to webmail within a secure medium, attend virtual classes, create posts on message boards, and fully utilize available technology under the supervision of their learning coach and WCA teachers.

e. Parental issues, concerns, questions, and complaints will be handled following these steps:

(1) Contact the classroom teacher.

(2) If resolution has not been reached at the high school level, the WCAs Dean of Students will be contacted. If resolution has not been reached at the elementary/middle school level or if the concern is school wide, proceed to step 3.

(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 WCA Governing Board or AASD Assistant Superintendent.

(5) Unresolved issues may be appealed the Superintendent of Schools.

(6) The final step in the District appeal process is to contact the Board of Education.

9. Faculty Qualifications.

a. Describe qualifications: Individuals who have a desire to teach at WCA 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. All provisions of the Employee Handbook for posting and selection of teaching staff will be followed.

b. Teachers who work at WCA 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 WCA will be posted and filled through the staffing process as outlined in the AASD Employee Handbook.

e. WCA and Principal have discretion on which AASD meetings/trainings teachers will attend, with the exception of mandatory meetings/trainings designated by AASD.

10. Student Health and Safety. Since WCA is a virtual school, the health and safety standards that generally apply in the traditional public school format may be somewhat inapplicable in this context. However, to the extent that these general regulations apply, all federal, state and local health and safety regulations and building code standards will be followed at all AASD locations at which WCA may be located. In addition, the health and safety policies applicable to all other non-charter schools in the AASD shall apply equally to WCA.

11. Recruitment and Means of Achieving Racial/Ethnic Balance

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

DRAFT

b. WCA 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.

c. Since WCA is uniquely suited to serve students from across the state of Wisconsin, recruitment will continue to encompass the entire state during the statewide open enrollment period. Every effort will be made to present and to clarify options that are available for students. Due to the states open enrollment program, any child qualified under the laws of Wisconsin for admission to a public school is also qualified for admission, regardless of the school attendance area where the student resides, subject to the approval of both AASD and of the child's resident district. In addition:

(1) During the open enrollment period as defined by the Wisconsin Department of Public Instruction, WCA will provide information to parents about the school along with instructions on how to comply with any open enrollment requirements.

(2) After WCA provides general information to parents, including making available specifics of the school, all open enrollment forms shall be directed to AASD and will be processed by AASD according to the rule, regulation and procedures established by the AASD Board and the Wisconsin Department of Public Instruction for other choice programs.

(3) AASD and WCA shall annually agree on the school capacity. There will be discussion on the appropriate mix of recruitment measures, the plans and materials that will be used during open enrollment period prior to distribution. Other than processing the open enrollment forms, the cost of other recruitment measures shall be the responsibility of WCA or Pearson.

12. <u>Admission Requirements.</u>

a. WCA is open to all students of the AASD as well as students applying and accepted through the Wisconsin Inter-District and Out of District Open Enrollment process. Application to and attendance at WCA is voluntary and no tuition is charged. Students who do not wish to attend or are not admitted to WCA 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 WCA 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. WCA will give enrollment preference to current students at WCA. This group will be exempt from the lottery. Siblings of current students will be given preference in the lottery.

e. Children of WCA full-time staff and governing board members may be given a preference for enrollment but must be limited to no more than 10% of WCA's total enrollment.

f. Students may enroll and attend during the school year as outlined in the school handbook ~~at any point during the school year as~~ provided that space permits ~~in accordance with _____ lottery procedures and guidelines~~.

g. Students must be enrolled in or open-enrolled in the AASD.

h. Special education students, who apply by the deadline, will be admitted in accordance with state law after a complete review of special education records by the AASD Student Service staff and/or determined by the IEP team. Special needs of students will be met according to the goals of their IEP. The AASD will provide required special education services as appropriate, given the needs of each student's IEP.

i. Students with an IEP who apply by the deadline and are selected through the lottery will be enrolled unless FAPE (Free Appropriate Public Education) cannot be provided within the charter program with accommodations and modifications, pursuant to state and federal law.

13. <u>Budget Responsibilities of AASD and the Charter School.</u>

a. Payment and Logical Support:

(1) <u>Equal Funding:</u> WCA clearly 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 WCA space. In addition, WCA receives funding based on the per-pupil formula applied to all schools in the AASD. The WCA 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.

(2) <u>Payments from AASD to CE</u>: AASD shall pay to CE, or their designee, a per-pupil fee as provided for in Exhibit B.

Material and equipment purchased with gifts, grants, or AASD funds will remain the property of the AASD. All material and equipment will be labeled or marked property of WCA or AASD. It is specifically acknowledged that any curriculum materials and computer equipment leased or licensed from Pearson shall not be the property of WCA or AASD.

(3) Logistical Support: AASD will at its sole cost and expense provide and maintain in good working condition at least the following accommodations and services (in amounts and locations reasonably appropriate and sufficient for the duties with which such personnel are changed) for all personnel engaged in providing any administrative or instructional services under this section: office space; telephone services; data lines; computer hardware, including CPU's, monitors, printers and other suitable peripherals); and office support equipment (including means of photocopying, materials assembly, and the like). AASD will also provide at its sole cost and expense any required licenses for online synchronous conferencing software to all teachers and administrative staff.

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 WCA 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.~~ AASD will provide K-5 teachers at a ratio of approximately 40 students to 1 teacher. Full-time Teacher Equivalents (FTE's) for middle and high school teachers will be allocated to WCA in the same manner as other AASD schools. AASD will provide special education oversight and staff in keeping with the services and programs offered through WCA. AASD will provide a full-time administrator. AASD will, at its cost and expense, also provide a dean of students, secretarial support, a building engineer, and other personnel as supported by the district.

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 by Pearson/WCA with input and/or assistance of WCA personnel and will align to Wisconsin State Standards. Four-year-old curriculum will be developed with the input and/or assistance of the AASD Director of 4K. A quality 4K curriculum at WCA 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 WCA will fall under the umbrella of the AASD's liability insurance.

g. Co-curricular Activities: All WCA students may participate on athletic teams and may be active members of other clubs and organization, as appropriate to their grade levels. If the student resides in AASD boundaries, then the student may participate in what would be considered his/her "home" school. If the student does not reside within AASD boundaries, the student may participate in the AASD school considered closest to the student's physical address as a crow would fly. In addition, WCA students may also participate in any co-curricular offered by WCA. The activities will be offset by current AASD allocations and other funding sources.

h. ~~Food Services: Food service will be provided through the AASD's food service program assigned to the school's facility.~~

h. 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 WCA 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 WCA to attend educational workshops and other professional development conferences that are aligned to the mission and goals of WCA.

m. Health and Safety: WCA will rely upon AASD nursing staff and trained staff to provide the necessary resources. WCA 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 WCA will consist of the following steps:

1) The teacher will make student contact that will immediately address the inappropriate behavior.

2) The teacher will meet with the student to address the behavior and discuss appropriate alternative behaviors.

3) The student's teacher will meet with student and parents to discuss continuing behavioral problems and potential solutions.

DRAFT

4) The principal and/or dean of students will contact the student and parents to discuss continuing behavioral problems and potential solutions.

b. The WCA Governance Board reserves the right to create and/or approve a WCA 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 WCA principal ~~(or Host School administrator)~~ and all AASD expulsion policies and procedures will be followed.

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

16. **Tuition**. WCA shall not charge any tuition. WCA 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 WCA. The scope of the annual audit will be determined by the AASD and conducted at the expense of the AASD. WCA 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 WCA 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. WCA is currently located at 350 W. Capitol Drive, Appleton, Wisconsin, 54911. 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 WCA 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, WCA 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, and not covered by insurance maintained or required to be maintained by AASD, would establish:

a) Breach by WCA of any provision of this Agreement;

b) Failure by WCA Governance Board to comply with all applicable law, relating to this Agreement or operation of WCA, 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 WCA Governance Board, or its employees or agents in connection with the performance of the obligations of WCA Governance Board under this Agreement. The obligation of WCA 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. <u>Indemnification of Wisconsin Connections Academy Governance Board</u>

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 WCA 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 WCA Governance Board or its directors, officers, 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 WCA 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**. WCA 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 Wisconsin Connections Academy 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.

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

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

a. AASD will provide employees to provide required IEP services to WCA.

b. WCA 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. WCA shall document the interventions as required through the Response to Intervention Process for use and consideration in all referrals under the IDEA.

d. WCA will cooperate with the LEA in all initial evaluation and re-evaluation processes.

e. WCA 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. WCA will provide the LEA with any required data for IDEA self-assessment process in a timely fashion.

g. WCA shall provide appropriate notification to parents of all the LEA notices and procedural safeguards.

h. WCA's implementation of the student IEPs shall follow the LEA AASD calendar, which will be provided to the WCA annually. If the WCA school calendar does not follow the LEA AASD calendar, IEP implementation shall follow the WCA 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 WCA in accordance with state requirements and sent upon request.

k. The WCA 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. WCA 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 WCA in CPI: Nonviolent Crisis Intervention Training rotation schedule.

p. The District will invite the WCA 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. <u>Term, Renewal and Termination of this Contract.</u>

a. <u>Term.</u> 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 _____ school year~~ July 1, 2022 ("Effective Date"), and shall expire at midnight, on June 30, 2027, unless terminated or extended pursuant to the terms hereof.

b. <u>Renewal.</u> Pursuant to §118.40(3)(b), Wis. Stats., upon expiration of the initial Term, the AASD Board of Education and WCA 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 WCA deem appropriate.

c. <u>Termination by Board of Education.</u> This Contract may be terminated by the AASD Board of Education if it finds that:

(1) WCA has insufficient enrollment to successfully operate a charter school,

(2) If WCA fails to comply with generally accepted accounting principles and standards of fiscal management,

(3) If the students of WCA have not shown sufficient academic progress using multiple measures. Students enrolled at WCA for two or more consecutive years will perform at or above AASD and/or the state average on WSAS or longitudinal assessments of mathematics and reading and local authentic assessment measures agreed upon jointly by the WCA Governance Board and AASD.

(4) If students enrolled in WCA have failed to make sufficient progress toward attaining the educational goals described in Section 6 of this Charter School Contract ~~of their curriculum~~. If an extension of time to attain such goals is requested by the WCA 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 WCA will take to attain such educational goals within a reasonable timeframe. If the AASD Board accepts the written plan, or a modified plan, WCA shall be allowed a reasonable time in which to correct the progress deficiencies.

(5) The WCA 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) WCA has failed materially to comply with Applicable Law,

(7) Any director, members, employee, or agent of WCA has knowingly violated any statute, ordinance or Board policy with respect to the operation of the Charter School,

(8) WCA knowingly violates Section 118.40 of the Wisconsin Statutes governing charter schools,

(9) WCA 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 WCA, the AASD will provide written notice of the specific material default asserted and afford WCA 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 WCA 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 WCA undertake corrective and remedial actions identified by the AASD. Termination of this Contract may be suspended by AASD upon compliance by WCA 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 WCA is put at actual risk thereby, the AASD Board of Education shall provide WCA 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 WCA pending further action.

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f. Termination by Wisconsin Connections Academy Governance Board. This Contract may be terminated by WCA Governance Board if WCA finds that any of the following have occurred:

(1) WCA 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 WCA 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.

WCA shall provide notice of termination effective June 30 of any year upon written notice to the Board of Education prior to January 31. When WCA asserts a material default on the part of the AASD, WCA 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, WCA shall assist the AASD Board of Education in conducting a final accounting of WCA by making available to the AASD Board of Education all books and records that have been reviewed in preparing WCA annual audits and statements under Section 17 of this Contract.

h. Equipment Disposition. WCA 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 WCA, WCA School, or school organizations, shall be considered gifts to WCA School. All gifts and bequests become property of WCA and WCA School, but may be used to offset any debt owed to AASD upon the final accounting.

23. Autonomy.

a. WCA 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, Wisconsin Connections Academy and the WCA Governance Board will have autonomy related to:

1) Curriculum Development

2) Educational Materials Selection

3) Professional Staff Development

4) School Day Schedule

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5) School Calendar

6) Longitudinal Assessment

7) Other District Wide Assessments

8) Course Offerings

9) WCA Grade Promotion—WCA Governance Board to establish criteria

10) WCA Graduation Requirements—WCA Governance Board to establish criteria (as established in section 5f)

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 WCA:
Board President
Wisconsin Connections Academy
350 W. Capitol Drive
Appleton, WI 54911

With a copy to:
Principal
Wisconsin Connections Academy
350 W. Capitol Drive
Appleton, WI 54911

With a copy to:
President
Connections Education, LLC. Dba Pearson Virtual Schools USA
10960 Grantchester Way
Columbia, Maryland 21044

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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 WCA 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 WCA shall have no effect on the liability of WCA other than those obligations specifically undertaken by WCA 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. WCA does not have a cap on its enrollment. AASD and WCA reserve a right to cap enrollment if it deems necessary.

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.

i. Confidential/Proprietary Information. AASD acknowledges that the programs, courses, assessments, individual lesson plans, and techniques for preparation for Personalized Learning Plans of WCA, Connexus and such other intellectual property as is used by WCA, and its vendor(s) (as agreed between them) are proprietary in nature and confidential and exclusive property of WCA and its vendor(s) (as agreed between them) and thus that AASD has no right, by the virtue of this contract or otherwise, either to disclose (except where required by applicable laws) or to have access to such property, except that such access or disclosure as may be required for monitoring purposes may be permitted if done with the prior written approval of an authorized officer of WCA.
If, except as required by applicable laws, any proprietary or confidential information is disclosed, intentionally or otherwise to the AASD, its employees, agent, or assign, AASD agrees to hold same in strictest confidence and not to disclose same to any other person for any reason nor utilize same within AASD without prior approval by WCA and, if necessary, its vendor(s).

AASD further agrees to use all efforts at its disposal to assure that its employees, agents or assigns are aware of the confidential and proprietary nature of the subject matter, and do not (except as required by applicable laws) either disclose the same to any other persons for any reasons or utilize the same without prior written approval by WCA and, if necessary, its vendor(s). AASD acknowledges that unauthorized disclosure of propriety and confidential information governed by this Section 26i may cause irreparable harm and, hence, that such disclosure may entitle WCA and/or its vendor(s) to, among other remedies, injunctive relief in a court of competent jurisdiction.

IN WITNESS WHEREOF, the parties have caused this Contract to be executed by their duly authorized representatives as of the ~~date written below~~ effective date. 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. Truyman
Board of Education Clerk
Date: _____

WISCONSIN CONNECTIONS ACDEMY, INC:

By: _____

Jane Kummer
Governance Board President

Date: _____

ATTEST:

_____

Jeff LeMahieu
Governance Board Secretary

Date: _____

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Summary of Proposed Changes for

Wisconsin Connections Academy

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

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

Item #	Section and Page(s) of contract	Proposed Contract Revisions	Rationale *(Be specific, you must identify the Law, Policy, Bargaining agreement, or current practice the justifies the need for the revision)*	Lead Person Requesting Change	Notes
1	p. 1	Changed Governance Board to Inc.	Current Practice	Principal	
2	p. 1	Added language about former contracts	Current Practice	Principal	
3	p. 6 #7. a	Added information about parent advisory council	Law	Principal	
4	p. 10 #10	Added language about WCA's physical school setting	Clear WCA is not in traditional school setting	Principal	
5	p. 11 #11. c #12. a	Add language about open enrollment	WCA serves students across the state	Principal	
6	p. 12 #12. f	Remove and added language about mid-semester enrollment	Current Practice	Principal	
7	p. 12 #12. h	Added language about special education	Way IEPs are reviewed for possible open enrollment students	Principal	
8	p. 12 #13. a (2), (3)	Added language about payment and logistical support	Current Practice	Principal	

DRAFT

9	p. 13 #13. c	Removed and added language on FTE allocation	AASD does not allocated FTE the same way	Principal	
10	p. 14 #13. e	Revised language about AASD textbook replacement/adoption funds	Textbooks are part of the contract with Pearson – WCA does not directly provide textbooks except for 4K students	Principal	
11	p. 14 #13. h	Eliminate language regarding food service	Virtual school does not need a lunch program	Principal	
12	p. 16 #19. a. (1)	Added language about insurance	Current Practice – WCA does have D&O coverage	Principal	
13	p. 17 #19. b. (1)	Added directors and officers	Current Practice – WCA is the corporate entity	Principal	
14	p. 19 #22. a	Removed first day of school year and added the exact date	Current Practice – consistency with prior agreements	Principal	
15	p. 20 #22. c. (3)	Added and/or state	Student come from all over WI and from districts that may not have the same standards as AASD. It may take more than one year to catch these students up to AASD standards.	Principal	
16	p. 20 #22. c. (4)	Removed the curriculum and added the Section 6 (methods for measuring progress)	Makes more sense to use the Section 6 – than the curriculum in general	Principal	
17	p. 23 #25	Added information to include Connections Education	Current Practice – WCA Partner	Principal	
18	p. 24 #27. i	Added language about Confidential/Proprietary Information	Current Practice	Principal	
19	p. 25	Changed written date to effective date	Current Practice	Principal	

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WISCONSIN CONNECTIONS ACADEMY

Summary of Progress

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Wisconsin Connections Academy's mission is to inspire every child, every day.

Executive Summary

Wisconsin Connections Academy (WCA) is a pioneering 4K-12 virtual public charter school whose mission is to inspire every child, every day. WCA provides a rigorous curriculum while balancing flexibility with accountability. As a high quality, highly accountable virtual charter school, WCA continues to aspire to fulfill the intent of the Appleton Area School District (AASD) to address the needs of all learners and open the way for Wisconsin families to benefit from this important form of public education. WCA is based in Appleton, where its school staff may take full advantage of the guidance of the AASD. The school opened its virtual doors in September 2002.

How Virtual Public School Works

WCA represents an innovative approach to public education for the 21st century. Working from home under the guidance of certified teachers with whom they interact via technology, WCA students engage in a rigorous, Wisconsin standards-aligned curriculum that is rich in print, enhanced by technology, and tailored to their learning needs. Each WCA student has a Learning Coach – a parent or another caring adult designated by the parents, who works in partnership with the school's professional teachers. In addition, students have access to powerful learning software and communications tools. Progress through the WCA curriculum is monitored by a unique learning management system, Pearson Virtual Classroom, designed specifically for this K-12 virtual school. Student in 4K use Canvas. The WCA model features individualized instruction, parent involvement, accountability via online and offline assessments, high-quality teaching, technology-rich schooling, and proven curriculum.

Students have opportunities for interaction and socialization during instructional activities and extracurricular activities.

- Instructional Interaction: Wisconsin Connections Academy's virtual classroom technology enables students to interact with their teacher in real time during the lesson. LiveLesson is the high tech version of the classroom. In LiveLesson, the teacher can write on a virtual whiteboard, show a presentation, and provide verbal explanations of concepts, all while encouraging students to pose questions via voice or text chat. Students can also use LiveLesson to interact with each other in virtual work groups.
- Socialization: A variety of school clubs and activities offer opportunities for students to socially interact around shared interests (e.g. eSports, Creative Writing Club, National Honor Society, Actors Workshop and Drama Club, etc.). WCA students can also partake in virtual and in person field trips around the state.

Meeting Unmet Student Needs

While most Wisconsin students are well-served in a brick-and-mortar setting, there are others for whom only an alternative like WCA – with its individualized instruction and flexible scheduling – will satisfy their learning needs.

A Unique Partnership

To achieve WCA's mission, the AASD contracts with Connections Education LLC dba Pearson Virtual Schools USA, through its subsidiary Connections Academy of Wisconsin, LLC, a leading national provider of virtual public school services that combine certified teachers, a proven curriculum, technology tools,

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and community experiences to create a supportive and successful environment for children who want an individualized approach to education.

In its 2020-2021 Parent Satisfaction Survey, an overwhelming 92% of Wisconsin Connections Academy parents responded that their child was making good progress in the areas of academic and emotional success. The results for Connections Academy schools overall were also high – 92% of families across the CA also responded that their child was making good progress in the areas of academic and emotional success. Pearson Virtual Schools currently serves approximately 107,000 full-time students by supporting 47 full-time virtual schools in 31 states.

Proven Educational Model

WCA serves grades K-8 using the Connections Academy curriculum that integrates textbooks, lesson plans and other content from a variety of leading publishers, along with multimedia, interactive material, communication/ conferencing tools, and team projects. This curriculum has been shown to be effective based on WCA's standardized test scores and alignment to the Wisconsin standards.

Beginning in 2011-12 school year, WCA also serves grades 9-12 by providing a balanced, challenging high school experience focused on students pursuing paths that lead to success, whether via college major or career choice. The set of core courses cover state required subjects in math, science, language arts, and social studies. WCA offers many honors and AP course in addition to elective courses in areas such as foreign languages, digital technology, business, and art history. Students graduating from WCA will meet all graduation requirements and receive a WCA/AASD diploma.

For the 2019-2020 school year, WCA expanded by adding four-year-old kindergarten. WCA's curriculum promotes hands on learning. The curriculum includes a combination of hands on materials such as storybooks, activity books, music, small motor manipulatives, and art activities.

Since technology plays an important facilitating role in the WCA curriculum, each participating K-12 family is eligible to receive loaned computers and an internet service subsidy. All necessary software and technology support is provided along with the computers.

Reaching High

WCA strives to continuously improve through ongoing professional development, strong instructional leadership and clear goals for student achievement. Informal and formal assessments throughout the year allow teachers to promote excellent student performance on state standardized tests as well as college entrance and Advance Placement exams. By providing an early read on student performance through pre-tests, WCA facilitates instruction based on students' individual needs – and then tracks student growth over the year through post-tests. Ultimately, the WCA program empowers its top-quality teachers to create an environment where all students achieve both academic and emotional success.

Success of Students in Achieving the Specific Educational Goals

The following goals are from the WCA Charter. The Results Summary indicates how Wisconsin Connections Academy performed on each goal each year.

Student Goal 1 – Increase Student Achievement in State Standardized Assessments

Objective 1: The percentage of WCA students scoring proficient or advanced in English Language Arts on the state assessment will meet or exceed AASD and/or state averages.

Assessment: WSAS Assessments.

2016-17 RESULTS SUMMARY

Forward Proficiency

Grade	3	4	5	6	7	8	Overall
WCA	35.0%	63.2%	57.7%	51.2%	54.1%	53.5%	52.7%
AASD	38.4%	44.5%	42.6%	42.1%	41.3%	34.0%	40.4%
State	42.4%	47.2%	46.9%	45.6%	43.6%	40.9%	44.5%

ACT Aspire Proficiency

Grade	9	10	Overall
WCA	52.1%	52.4%	52.2%
AASD	37.1%	37.6%	37.4%
State	42.3%	40.2%	41.3%

ACT Proficiency

Grade	11
WCA	40.7%
AASD	46.2%
State	39.5%

2016-17 Results Summary: For Forward and ACT Aspire, WCA was significantly higher in English Language Arts when compared to the state and AASD. WCA scored higher than the state average for the ACT.

2017-18 RESULTS SUMMARY

Forward Proficiency

Grade	3	4	5	6	7	8	Overall
WCA	36.8%	35.3%	69.2%	64.0%	53.1%	35.4%	47.4%
AASD	37.3%	41.8%	43.6%	40.3%	42.3%	42.3%	39.6%
State	40.2%	44.4%	44.6%	43.2%	44.9%	37.0%	42.4%

ACT Aspire Proficiency

Grade	9	10	Overall
WCA	48.0%	45.3%	46.7%
AASD	44.8%	38.0%	41.4%
State	44.4%	41.8%	43.1%

DRAFT

ACT Proficiency

Grade	11
WCA	35.1%
AASD	41.8%
State	37.1%

2017-18 Results Summary: For Forward and ACT Aspire, WCA was significantly higher in English Language Arts when compared to the state and AASD. WCA was lower than the district and state on the ACT score.

2018-19 RESULTS SUMMARY

Forward Proficiency

Grade	3	4	5	6	7	8	Overall
WCA	8.3%	20.8%	34.6%	50.0%	52.9%	31.9%	34.4%
AASD	30.0%	39.3%	36.7%	42.8%	41.4%	33.7%	37.3%
State	39.0%	43.2%	40.4%	41.1%	44.7%	36.5%	40.8%

ACT Aspire Proficiency

Grade	9	10	Overall
WCA	51%	48.3%	49.5%
AASD	42%	37.8%	39.9%
State	41.7%	39.2%	40.5%

ACT Proficiency

Grade	11
WCA	29.7%
AASD	38.8%
State	36.8%

2018-19 Results Summary: For ACT Aspire, WCA was significantly higher when compared to the State and AASD. The elementary/middle level English Language Arts scores, along with ACT were lower than the district and state. The order of the tests for the Forward Exam was changed, which may have influenced the results when compared to previous years. The math tests were administered first followed by the reading tests.

2019-20 RESULTS SUMMARY

ACT Proficiency

Grade	11
WCA	32.9%
AASD	39.7%
State	36.8%

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2019-20 Results Summary: Due to the coronavirus pandemic and ordered school-building closure, state assessments were not given in the spring of 2020 with the exception of ACT as it was administered prior to the closure of schools.

2020-21 RESULTS SUMMARY

Forward Proficiency

Grade	3	4	5	6	7	8	Overall
WCA	38.5%	38.9%	38.3%	43.0%	47.5%	56.2%	44.2%
AASD	28.4%	35.2%	29.4%	35.7%	36.9%	34.8%	33.5%
State	31.3%	35.7%	33.4%	33.8%	37.3%	30.5%	33.7%

ACT Aspire Proficiency

Grade	9	10	Overall
WCA	31.3%	40.9%	36.4%
AASD	36.5%	34.5%	35.5%
State	33.2%	31.6%	32.3%

ACT Proficiency

Grade	11
WCA	20.6%
AASD	30.7%
State	33.0%

2020-21 Results Summary: For Forward and ACT Aspire, WCA was higher in English Language Arts when compared to the state and AASD. WCA was lower than the district and state on the ACT score.

Objective 2: The percentage of WCA students scoring proficient or advanced in mathematics on the state assessment will meet or exceed AASD and/or state averages.

Assessment: WSAS Assessments.

2016-17 RESULTS SUMMARY

Reading Forward Proficiency

Grade	3	4	5	6	7	8	Overall
WCA	45.0%	52.6%	46.2%	41.9%	29.7%	25.6%	37.8%
AASD	44.6%	39.2%	42.7%	49.5%	41.8%	35.8%	42.2%
State	48.8%	44.4%	45.2%	44.2%	39.6%	34.8%	42.8%

Reading ACT Aspire Proficiency

Grade	9	10	Overall
WCA	45.9%	38.1%	42.2%
AASD	42.6%	38.2%	40.4%
State	40.4%	33.9%	37.1%

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ELA ACT Proficiency

Grade	11
WCA	40.7%
AASD	46.2%
State	39.5%

2016-17 Results Summary: For ACT Aspire, WCA was higher in Mathematics when compared to the state and AASD. WCA overall's average was not higher for the Forward Exam. WCA scored higher than the state average for the ACT.

2017-18 RESULTS SUMMARY

Forward Proficiency

Grade	3	4	5	6	7	8	Overall
WCA	36.8%	29.4%	69.2%	48.0%	44.9%	39.6%	43.3%
AASD	48.5%	38.5%	47.2%	48.4%	39.7%	36.5%	43.0%
State	50.5%	45.3%	46.7%	44.5%	39.2%	36.6%	43.8%

ACT Aspire Proficiency

Grade	9	10	Overall
WCA	40.3%	41.5%	41.0%
AASD	45.2%	37.8%	41.4%
State	42.1%	37.3%	39.8%

ACT Proficiency

Grade	11
WCA	35.1%
AASD	41.8%
State	37.1%

2017-18 Results Summary: For Forward WCA was higher in Mathematics when compared to AASD. WCA was higher than the state for ACT Aspire. WCA was lower than the district and state on the ACT score.

2018-19 RESULTS SUMMARY

Forward Proficiency

Grade	3	4	5	6	7	8	Overall
WCA	58.3%	29.2%	42.3%	55.6%	55.9%	31.9%	42.9%
AASD	44.0%	38.9%	42.3%	49.4%	41.9%	34.6%	41.8%
State	49.9%	45.7%	47.3%	42.9%	39.1%	35.7%	43.4%

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ACT Aspire Proficiency

Grade	9	10	Overall
WCA	38.3%	29.5%	33.4%
AASD	47.6%	37.4%	42.7%
State	43.6%	36.2%	40.0%

ACT Proficiency

Grade	11
WCA	29.7%
AASD	38.8%
State	36.8%

2018-19 Results Summary: WCA did scored higher on the Forward Exam than the AASD. The order of the tests for the Forward Exam was changed, which may have influenced the results when compared to previous years. The math tests were administered first followed by the reading tests. WCA scored lower than the district and state on the ACT Aspire and ACT.

2019-20 RESULTS SUMMARY

ACT Proficiency

Grade	11
WCA	32.9%
AASD	39.7%
State	36.8%

2019-20 Results Summary: Due to the coronavirus pandemic and ordered school-building closure, state assessments were not given in the spring of 2020 with the exception of ACT as it was administered prior to the closure of schools.

2020-21 RESULTS SUMMARY

Forward Proficiency

Grade	3	4	5	6	7	8	Overall
WCA	40.0%	34.7%	30.9%	32.6%	25.0%	22.5%	30.4%
AASD	39.3%	34.6%	32.1%	33.3%	28.1%	25.6%	32.0%
State	40.8%	36.9%	37.4%	31.4%	30.6%	25.9%	33.6%

ACT Aspire Proficiency

Grade	9	10	Overall
WCA	18.8%	27.4%	23.6%
AASD	33.7%	27.0%	30.2%
State	32.2%	27.4%	29.8%

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ACT Proficiency

Grade	11
WCA	20.6%
AASD	30.7%
State	33.0%

2020-21 Results Summary: WCA did not score higher than the state or AASD in any assessment.

Student Goal 2 – Increase Student Achievement on Longitudinal Evaluation of Academic Progress® (LEAP) Test

Objective 1: The pre-test provides an early read on student's ultimate performance on the WSAS Assessment and provides opportunities for remediation.

Assessment: LEAP Pre-test

Objective 2: When completed with the pre-test, the post-test provides a measure of academic growth gains over the school year.

Assessment: LEAP Post-test

2016-17 RESULTS SUMMARY

Pretest Results: Early Read

Grade	Average *Math* Pretest Score	Average *Reading* Pretest Score
1	73.2%	NA
2	76.7%	NA
3	74.3%	74.1%
4	71.7%	69.0%
5	62.1%	72.4%
6	56.3%	70.6%
7	49.8%	67.3%
8	54.0%	67.0%
Overall	44.0%	67.8%

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Post-Test Results: Growth Gains

Grade	Average *Math* Pretest Score	Average *Reading* Pretest Score
1	97.5%	NA
2	90.8%	NA
3	91.9%	87.6%
4	83.0%	73.6%
5	74.6%	78.2%
6	76.6%	77.7%
7	63.1%	72.0%
8	66.4%	74.1%
Overall	63.1%	68.1%

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2017-18 RESULTS SUMMARY

Pretest Results: Early Read

Grade	Average *Math* Pretest Score	Average *Reading* Pretest Score
K	80.6%	NA
1	76.3%	NA
2	75.8%	73.4%
3	66.4%	71.4%
4	57.6%	75.2%
5	51.5%	70.4%
6	49.4%	67.2%
7	52.8%	69.6%
8	47.1%	64.3%
ALG	52.8%	NA
GEO	53.0%	NA
Overall	57.4%	68.9%

Post-Test Results: Growth Gains

Grade	Average *Math* Pretest Score	Average *Reading* Pretest Score
K	96.8%	NA
1	94.5%	NA
2	88.0%	78.2%
3	80.5%	72.3%
4	70.8%	57.5%
5	80.5%	75.6%
6	78.5%	70.0%
7	69.6%	67.5%
8	72.4%	66.9%
ALG	65.3%	NA
GEO	NA	NA
Overall	79.0%	69.2%

2018-19 RESULTS SUMMARY

Students in K-3 did not take the LEAP. WCA was part of the i-Ready pilot in these grades.

Pretest Results: Early Read

Grade	Average *Math* Pretest Score	Average *Reading* Pretest Score
3	65.0%	72.3%
4	62.4%	74.4%
5	52.7%	70.0%
6	53.8%	68.5%
7	57.6%	69.6%
8	46.2%	66.9%
ALG	54.0%	NA
GEO	51.5%	NA
Overall	54.0%	69.4%

DRAFT

Post-Test Results: Growth Gains

Grade	Average *Math* Pretest Score	Average *Reading* Pretest Score
3	92.0%	81.8%
4	70.6%	78.7%
5	68.5%	70.2%
6	66.8%	71.2%
7	73.1%	76.5%
8	62.0%	67.6%
ALG	65.3%	NA
GEO	67.5%	NA
Overall	68.7%	72.6%

2019-20 RESULTS SUMMARY

WCA has moved away from the LEAP assessment for grades K-8 and continued with the district pilot of the *i-Ready Diagnostic. This diagnostic* is an assessment developed by Curriculum Associates. It is an adaptive assessment designed to provide teachers with actionable insight into student needs. The Diagnostic offers a complete picture of student performance and growth, eliminating the need for multiple, redundant tests. Diagnostic results also set a personalized learning path for each student, ensuring they are working on instruction that matches their unique learning needs.

The percentage of students achieving growth in each grade as well as across grades is presented below. Only students that took both pretest and posttest assessments were included in the growth analysis.

Reading Growth Results

Grade	Number of Students with Pre-test and Post-Test Scores	Percentage of Student with Growth in Reading
K	0	N/A*
1	0	N/A*
2	0	N/A*
3	7	71%
4	15	67%
5	28	50%
6	11	36%
7	14	86%
8	22	36%
Overall	90	57.7%

*Students in grades K-2 take this test in-person. Due to COVID-19, students were not able to take the posttest at this grade level.

Math Growth Results

Grade	Number of Students with Pre-test and Post-Test Scores	Percentage of Student with Growth in Mathematics
K	0	N/A*
1	0	N/A*
2	0	N/A*
3	7	57%
4	16	38%
5	28	46%
6	10	70%
7	14	50%
8	22	50%
Overall	90	51.8%

*Students in grades K-2 take this test in-person. Due to COVID-19, students were not able to take the posttest at this grade level.

2020-21 RESULTS SUMMARY

WCA expanded the *i-Ready Diagnostic to include students in grades K-12.*

The percentage of students achieving growth in each grade as well as across grades is presented below. Only students that took both pretest and posttest assessments were included in the growth analysis.

Reading Growth Results

Grade	Number of Students with Pre-test and Post-Test Scores	Percentage of Student with Growth in Reading
K	53	92%
1	71	72%
2	67	69%
3	66	71%
4	40	80%
5	30	73%
6	21	76%
7	17	65%
8	21	52%
HS	29	48%
Overall	415	72%

Math Growth Results

Grade	Number of Students with Pre-test and Post-Test Scores	Percentage of Student with Growth in Reading
K	53	87%
1	69	75%
2	68	68%
3	64	61%
4	33	64%
5	32	59%
6	19	79%
7	14	71%
8	20	60%
HS	23	65%
Overall	**395**	**70%**

Student Goal 3 – Graduation Rate

Objective 1: Ninety-five percent of students who start their Department of Public Instruction (DPI) cohort and remained at WCA will graduate in four years.

Assessment: Credits Earned

2016-17 Results Summary: 100% of the student who started their DPI cohort year (2013-14) and remained in WCA graduated in four years.

2017-18 Results Summary: 100% of the student who started their DPI cohort year (2014-15) and remained in WCA graduated in four years.

2018-19 Results Summary: 100% of the student who started their DPI cohort year (2015-16) and remained in WCA graduated in four years.

2019-20 Results Summary: 90% of the student who started their DPI cohort year (2016-17) and remained in WCA graduated in four years. Three students out of thirty did not graduate with their DPI cohort. (COVID may have impacted WCA's graduation rates.)

2020-21 Results Summary: 100% of the student who started their DPI cohort year (2017-18) and remained in WCA graduated in four years.

DRAFT

Objective 2: Ninety percent of students who start their high school cohort at another school will earn at least six credits each year (five credits in final year).

Assessment: Credit Earned

***2016-17 Results Summary*:** Eighty-four percent of students who start their high school cohort at another school earned at least 5-6 credits. (Three students out of nineteen did not meet this requirement.)

***2017-18 Results Summary*:** One hundred percent of students who start their high school cohort at another school earned at least 5-6 credits.

***2018-19 Results Summary*:** Ninety-seven percent of the students who started their DPI cohort year earned at least 5-6 credits their final year.

***2019-20 Results Summary*:** Eighty-nine percent of the students who started their DPI cohort year earned at least 5-6 credits their final year. (Four students out of thirty-five did not meet this requirement.)

***2020-21 Results Summary*:** Ninety-four percent of the students who started their DPI cohort year earned at least 5-6 credits their final year.

Student Goal 4 – AASD K-3 Instructional Reading Levels

Objective 1: Students will meet or exceed WCA's CSIP K-3 reading level expectation goal as established by AASD Board of Education.

Assessment: Fontas and Pinnell Benchmark System

2016-17 Results Summary

Grade	K	1	2	3	Overall
Percentage of Students Who Reached the Goal	53.3%	55.6%	61.1%	65.0%	58.8%

2017-18 Results Summary

Grade	K	1	2	3	Overall
Percentage of Students Who Reached the Goal	21.4%	37.5%	69.2%	80.0%	52.0%

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2018-19 Results Summary

Grade	K	1	2	3	Overall
Percentage of Students Who Reached the Goal	64.0%	33.0%	59.0%	100.0%	52.0%

2019-20 Results Summary

Due to the coronavirus pandemic and school-building closure, this assessment was not given in the spring of 2020.

2020-21 Results Summary

Due to the coronavirus pandemic, this assessment was not given using the Fontas and Pinnell Benchmak System.

Celebrations

Some of the WCA College/University Acceptances

- Alma College
- Alverno College
- Augsburg College Colorado State University
- BYU
- Cardinal Stritch University
- Concordia University Wisconsin
- Fordham University
- Fort Collins Concordia College
- Henderson State University
- Loyola University-Chicago
- Marian University
- Marquette University
- Michigan Tech University
- Milwaukee School of Engineering
- Moorhead
- Mount Mary College
- Northwestern College
- Ripon College
- Stanford University
- St. Norbert College
- St. Xavier University
- University of Denver
- University of Minnesota
- University of Minnesota-Duluth
- University of Toronto

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- University of Waterloo
- University of Western Ontario
- University of Wisconsin-Eau Claire
- University of Wisconsin-Green Bay
- University of Wisconsin-La Crosse
- University of Wisconsin-Madison
- University of Wisconsin-Oshkosh
- University of Wisconsin-River Falls
- University of Wisconsin-Stevens Point
- University of Wisconsin-Stout
- University of Wisconsin-Superior
- University of Wisconsin-Whitewater

Accomplishments

Awards received from Connections Academy/Pearson Virtual School

2016-17

- Meets Expectations on State Assessment
- Highest Percentage of Core Course Completion: Grades K-5 (Small Schools)
- Highest Percentage of Core Course Completion: Grades 6-8 (Small Schools)
- Highest Percentage of Core Course Completion: Grades 9-12 (Small Schools)
- Most Helpful Teachers According to the Parent Satisfaction Survey (Small Schools)
- Highest Satisfaction with the Principal According to the Parent Satisfaction Survey (Small Schools) State Reported Graduation Rate at 67% or Higher

2017-18

- 95% or Higher four Core Course Completion Average: Grades K-5
- 85% or Higher four Core Course Completion Average: Grades 6-8
- 85% or Higher four Core Course Completion Average: Grades 9-12
- State Reported Graduation Rate at 67% or Higher
- 90% or Higher K-8 Curriculum Based Conversation Target Met
- English Language Arts Proficiency At or Above State Average
- Highest Percentage of Contacts Met by December 4, 2017 (Small Schools)

2018-19

- State Reported Graduation Rate at 67% or Higher
- Math Proficiency At or Above State Average
- 85% or Higher 4 Core Course Completion Average: Grades 6-8
- 85% or Higher 4 Core Course Completion Average: Grades 9-12

2019-20

- 85% or Higher on Parent Satisfaction Survey
- 55% or Higher Returning Students Enrolled in Quarter 1

2020-21

- State Reported Graduation Rate at 67% or Higher
- 90% or Higher four Core Course Completion Average: Grades 6-8

Other Accomplishments

2016-17

- School Report Card: Meets Expectations

2017-18

- School Report Card: Meets Expectations

2018-19

- School Report Card: Meets Expectations

2019-20

- Mission statement revised to "Inspire Every Child, Every Day"
- Added Four-Year-Old Kindergarten
- Added eSports team

2020-2021

- Largest enrollment in WCA's History (1235 students) according Third Friday in September Head Count Day
- Added Virtual Field Trips so that all students have the opportunity to participate
- WCA's eSports team made it to state in the 20-21 school year
- WCA went through a rebranding with Pearson Virtual Schools
- Eleventh grade student, who began in WCA in second grade, earned a perfect 36 on the ACT

2021-2022

- WCA is celebrating its 20th year with 4 original staff members still here
- Start school-based clubs

DRAFT

Photos

DRAFT

Completely Clear!

Fox Valley

"What's Next"

WCA is celebrating twenty years and will continue to strive to meet the learning needs of all students. This year WCA is incorporating i-Ready Learning into the student's week. i-Ready Learning's instructional resources assists the staff in providing personalized pathways to growth and scaffolded support that meets the needs of all students. WCA has hired a full-time paraprofessional to act as a home-to-school liaison for students in grades 6-12. This allows teachers greater opportunities to provide targeted instruction to our students. The 4K-5 teachers are creating "Soar into Math", a tier 2 intervention program, to provide math additional support to K-5 students.

WCA is focused on our school community. WCA wants students to have a sense of belonging to WCA and for parents to be proud to have a student at WCA. The staff has been working hard to provide individualized recognition to our students through classroom highlights, postcards, and facilitating online and in-person opportunities. WCA is promoting these positive interactions with students and their families through our newsletter, school spirit weeks, school swag, letting the students chose a mascot, etc.

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APPLETON AREA
SCHOOL DISTRICT

Wisconsin Connections Academy Charter Renewal

Charter Overview

- Wisconsin Connections Academy is a pioneering 4K-12 virtual public school whose mission is to inspire every child, every day.
- Students work from home under the guidance of certified teachers with whom they interact with via technology.
- WCA students have a “learning coach” - a parent or another caring adult designated by the parent, who works in partnership with the school.
- While most students are well-served in a brick-and-mortar setting, there are others for whom only an alternative like WCA - with its individualized instruction and flexible scheduling - will satisfy their learning needs.

Charter Success

- WCA has received multiple awards from Connections Academy/ Pearson Virtual Schools such as Highest Percentage of Core Course Completions, Graduation Rates, and Proficiency on State Assessments.
- WCA consistently Meets Expectations on the School Report Card.
- WCA expanded to include four-year-old kindergarten.
- WCA's eSports team made it to state in the 20-21 school year.
- A student, who enrolled in second grade, earned a perfect ACT score.
- Except for the 2019-20 school year, a hundred percent of the students who started high school as a ninth grader graduated in four years.
- WCA is celebrating its 20th year, and the school still has four out of seven original staff members.

Areas for Growth

- Students who take the ACT test are consistently scoring below state and AASD averages.
- Improving math scores on state standardized tests.
- Increasing the students' sense of belonging to the school community.

Charter Changes

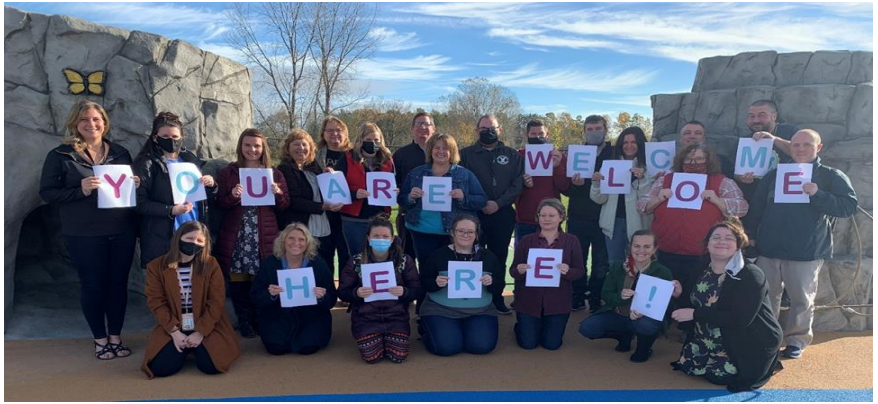
- ACT Scores: Exploring why 11th graders are coming to WCA, how long they have been enrolled, and what their future goals are to determine how to best prepare the students for the assessment.
- Math Scores: Increasing the use of iReady supplemental lessons and exploring teacher-led intervention programs.
- Sense of Belonging: Increasing individualized recognition to students through classroom highlights, postcards, and facilitating connections (greetings, student interests, using webcams, principal and staff monthly videos, etc.) and providing activities/opportunities for student involvement (recess/hangout times, in person/virtual field trips, national/site based clubs, spirit weeks, etc.).

Charter Changes

- Hiring a full-time paraprofessional to be a home-to-school liaison for students in grades 6-12. This allows teachers greater opportunity to provide targeted instruction to their students.

Inspire Every Child, Every Day

WISCONSIN CONNECTIONS ACADEMY



Questions?

Appleton Area School District
Results Interpretation & Indicators Document
R-2.1.9 Financial Literacy

SUPERINTENDENT CERTIFICATION:

With respect to Results Policy 2.1.9 Financial Literacy 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 their 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 in Financial Literacy. 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 2.1.9 Financial Literacy, 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-2.3 Results Policy: Academic Performance	Superintendent	
Each student will be literate, numerate, and able to integrate and apply the knowledge, skills, and competencies acquired across all academic disciplines. 2.1 Each student will demonstrate 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: 2.1.9 Financial Literacy	In Compliance	Not In Compliance

SUPERINTENDENT Interpretation:

- **Each student** shall mean all Full Academic Year (FAY) students enrolled 5K-12 in the Appleton Area School District. Every Student, Every Day.
- **Literate** shall mean the ability to read, write, speak, and listen in ways that will allow us to communicate effectively to a variety of different audiences and to make sense of the world.
- **Numerate** shall mean the ability to access, use and interpret and communicate mathematical information and ideas, to engage in and manage the mathematical demands of various situations in adult years. To be numerate is to confidently and effectively use mathematics to meet the everyday demands of life.
- **Able to integrate and apply** shall mean to combine what is learned in the classroom, whether it's theory or technique, with a solution to real-world problems.
- **Skills** and **competencies** shall mean combinations of knowledge, skills and attitudes that students develop and apply for successful learning, living and working. They emphasize aspects of learning that apply within and across all subject areas.
- **Academic disciplines** shall mean core academic subject areas. The content to be mastered by students in each of these areas is defined by the state and district learning standards.
- **Personal growth** shall mean how much academic progress a student has made between two points in time.

- **Personal achievemen**t shall mean individual performance based on the mastery of district adopted grade-level academic standards or from grade-level expectations on identified measures/assessments**.**
- **Increasingly challenging levels of complexity** shall mean moving along the continuum of learning from acquisition to application.
- **Higher order thinking skills of:**
  - **Knowledge** shall mean recognizing and recalling facts.
  - **Comprehension** shall mean understanding what facts mean.
  - **Application** shall mean using the facts, rules, concepts, and ideas.
  - **Analysis** shall mean breaking down information into component parts.
  - **Synthesis** shall mean the ability to put parts together to form a new whole.
  - **Evaluation** shall mean justifying the value of information and ideas.
  - **Creativity** shall mean the ability to produce new and original ideas, connections, and solutions to problems.
- **Increasingly challenging levels of complexity** shall mean moving along the continuum of learning from acquisition to application.
- **Financial Literacy** shall mean the ability to understand, evaluate, and communicate information about money and financial services.
- **Community Based** shall mean learning experiences organized by the district and an outside organization(s) that may occur in a school setting or out within the local community.
- **Money Management** shall mean the ability to plan, develop, use, and maintain a personal budget in order to make quality financial choices and decisions.

Indicators to be Used:

- In order to measure Community Based Experiences we will list the number of community partners and the number of students served. And then they can be either comprehensive or select.
  - Comprehensive Programs and Strategic Alignment with Community Partners
    - District-wide comprehensive programs are strategically placed at a grade level and/or content strand to take advantage of the age appropriateness of the material and alignment to Financial Literacy and academic content

standards.

- o Select Programs.
  - These programs are offered cooperatively by the District and community partners. These programs are site specific depending on the particular criteria and parameters determined by either the partner, or teacher/school request.

- Grade Reports will be used at the end of the semester to report the grades students earned.

Definition of Terms:

- **Identified Demographic Groups**
  - o EL (English Learners)
  - o Not EL (All other students who are not English Learners)
  - o SWD (Students with Disabilities)
  - o SWOD (Students without Disabilities)
  - o Black
  - o White
- **Gaps** - The disparity in academic performance between groups of students
- **FAY -** Full academic year of enrollment. This is specific to students with "continuous enrollment beginning within the first ten days of the school year without an enrollment lapse of ten or more consecutive days.
- **Cohort Analysis** - Examines longitudinal data for the same group of students over a period of time
- **Program Analysis** - Examines longitudinal data for the same grade level over a period of time

SUPERINTENDENT Targets for Reasonable Progress:

We will know we have made reasonable progress when:

Course Grades - Financial Literacy Courses - Grades 11-12 (Program Analysis)

We will **decrease the percentage** of students **earning a D or F in Introduction to Economics for identified demographic groups in grades in 11-12 by X%**

	2021-22 %D	2021-22 %F	2022-23 %D	2022-23 %F
Demographic Group TBD	(to be determined in	(to be determined in		

	Spring 2022)	Spring 2022)		
Demographic Group TBD	(to be determined in Spring 2022)	(to be determined in Spring 2022)		
Demographic Group TBD	(to be determined in Spring 2022)	(to be determined in Spring 2022)		
Demographic Group TBD	(to be determined in Spring 2022)	(to be determined in Spring 2022)		

We will **decrease the percentage** of students **earning a D or F in Personal Financial Management for identified demographic groups in grades in 11-12 by X%**.

	2021-22 %D	**2021-22 %F**	**2022-23 %D**	**2022-23 %F**
Demographic Group TBD	(to be determined in Spring 2022)	(to be determined in Spring 2022)		
Demographic Group TBD	(to be determined in Spring 2022)	(to be determined in Spring 2022)		
Demographic Group TBD	(to be determined in Spring 2022)	(to be determined in Spring 2022)		
Demographic Group TBD	(to be determined in Spring 2022)	(to be determined in Spring 2022)		

AASD/Community-based Financial Literacy Opportunities - Grades 4-12 (Program Analysis)

We will **increase the number of AASD/Community-based Financial Literacy Opportunities for 4-12 students by X%** (Baseline will be determined during the 2021-22 school year in order to finalize intended outcomes)

	2021-22 Career Choice Opportunities (Baseline)	**2022-23 Career Choice Opportunities**
Grade 4-6	Baseline to be determined in Spring 2022	

Grades 7-8	Baseline to be determined in Spring 2022	
Grades 9-12	Baseline to be determined in Spring 2022	

We will **increase the number of AASD/Community-based Money Management Opportunities for 9-12 students by XX%** (Baseline will be determined during the 2021-22 school year in order to finalize intended outcomes)

	2021-22 Money Management Opportunities (Baseline)	**2022-23 Money Management Opportunities**
Grades 9-12	Baseline to be determined in Spring 2022	

SUPERINTENDENT Evidence of Reasonable Progress:

Board Comments:

ITEM FOR CONSIDERATION

TOPIC: Professional Educator Resignation(s)

BACKGROUND INFORMATION: The following Professional Educators have submitted letters of resignation.

Emily M. Bancroft has been with the District for two and a half years, most recently as a Special Education Teacher at Richmond Elementary School. Ms. Bancroft's resignation is effective at the end of the Monday, December 13, 2021 workday.

Rachel M. Kohler has been with the District for three months, most recently as a Special Education Teacher at Richmond Elementary School. Ms. Kohler's resignation is effective at the end of the Monday, December 13, 2021 workday.

FISCAL NOTE: Dependent upon replacements.

ADMINISTRATIVE RECOMMENDATION: Approval.

INSTRUCTIONAL IMPACT: Qualified replacements will be procured.

CONTACT PERSON: Julie King, 920-997-1399 (x2042)

12/13/21

ITEM FOR CONSIDERATION

TOPIC: Administrative Resignation

BACKGROUND INFORMATION: The following administrator has submitted a letter of resignation effective January 31, 2022.

Ian A. Schaefer has been with the District for six years, most recently as the Associate Principal at Kaleidoscope Academy.

FISCAL NOTE: Dependent upon replacement.

INSTRUCTIONAL IMPACT: A qualified replacement will be procured.

ADMINISTRATIVE RECOMMENDATION: Approval.

CONTACT PERSON: Julie King, 920-997-1399 (x2042)

12/13/21

PUBLIC INPUT AT SCHOOL BOARD AND BOARD SUBCOMMITTEE MEETINGS

The Board of Education encourages citizens of the Appleton Area School District to attend its meetings so that they may become better acquainted with the operations and programs of the schools and so that the Board may have an opportunity to hear the views and concerns of the public regarding educational issues.

A period of public input shall be noticed and scheduled at School Board meetings and Public Hearings, except as otherwise specifically directed by the Board.

Public input is also allowed at Board Subcommittee meetings with respect to items of business on the publicly-noticed agenda.

At other meetings of District governmental bodies that may be required by State Statute or held pursuant to District Policy, written input will be accepted.

Cross References: Policy 170, School Board Meetings
Policy 870, Public Concerns and Complaints

Legal References: Wisconsin State Statutes 19.81, 19.83(2), 19.84(2), 19.85, and 120.43

Adoption Date: September 14, 1987

Amended Dates: January 9, 2012 and March 12, 2018

PUBLIC INPUT AT SCHOOL BOARD AND BOARD SUBCOMMITTEE MEETINGS

Procedures

Meetings of the Board may receive information and comments from members of the public on issues or topics.

Please note the following in the Procedures below:

- ✓ School Board meetings are run by the Board President or other presiding officer if the President is absent.
- ✓ Board Subcommittee meetings are run by the Subcommittee Chair or other Subcommittee member if the Chair is absent.
- ✓ Public Hearings are run by the Board President or other presiding officer if the President is absent.
- ✓ Other meetings of District governmental bodies that may be required by State Statute or held pursuant to District Policy are run by a Lead Administrator or another administrator if Lead Administrator is absent.

I. School Board Meetings

A period for public input will be set aside during School Board meetings. No public input will be allowed during Closed Sessions.

Members of the public wishing to speak during the public input period are required to register to speak. Comments may address topics related to District operations and programs and are not limited exclusively to agenda items.

II. Board Subcommittee Meetings

Members of the public wishing to speak at Board Subcommittee meetings are required to register to speak and may only make comments related to items on the meeting agenda. Members of the public wishing to speak will be recognized by the Board Subcommittee Chair as that agenda item is reached.

III. Public Hearings

Members of the public wishing to speak at Public Hearings of the Board (e.g. annual budget discussions) are required to register to speak and may only make comments or request clarification related to specific items included on the agenda and during the public input portion of the hearing.

IV. Other Meetings of District governmental bodies that may be required by State Statute or held pursuant to District Policy

A designated period for public input will not be a part of the agenda for these meetings. Work completed at most of these meetings will ultimately be shared at Board Subcommittee and School Board meetings where public input is allowed. At any time, signed written communication is encouraged and will be accepted by the Lead Administrator of these meetings.

Guidelines for Speaking at School Board and Board Subcommittee Meetings

- Meeting agendas that are subject to the Open Meetings law are available on the District's website (via BoardDocs) before each meeting and hard copies are available at the meeting.
- Members of the public wishing to speak must complete and submit a registration form stating his/her name, address, and topic for comments prior to speaking. If a spokesperson is speaking on behalf of a group, he/she needs to indicate that on the registration form as well.
- The District respectfully requests that speakers refrain from presenting comments at public meetings that introduce complaints or concerns that are directed toward and that identify individual staff members or individual students. As such personnel-related and student-related matters implicate a variety of rights that require careful attention, the District has established a variety of alternative procedures for appropriately addressing such complaints. If a speaker persists in presenting a complaint about an individual staff member's conduct or an individual student's conduct or performance, the District officials who are present at the meeting will not attempt to resolve or respond to the speaker's complaint in that setting. Any person with such a complaint or concern may contact the Office of the Superintendent for information on the most appropriate means of raising or pursuing his/her complaint. Generally, such complaints or concerns should be channeled through the AASD Complaint Procedure (Policy 870 and 870-Rule).
- The Board President or Chair shall recognize all speakers who have registered to speak and will share the Public Input Disclaimer (see Appendix 1). The Board President, Chair, or the Board by motion, may limit (in a viewpoint-neutral manner) the total time allotted for public input or the amount of time allotted to individual topics.

Speaker Responsibilities at School Board and Board Subcommittee Meetings

- A speaker should be as brief as possible and only speak once during the period for public input. Unless additional time is granted, a speaker shall limit his/her presentation to a maximum of three minutes. A timer will be used.
- A group spokesperson may speak for up to five minutes on behalf of a group present at the meeting as indicated on the registration form. A timer will be used.
- Individuals or groups requiring greater length of time should communicate in writing. Written correspondence to Board members may be directed to the Board through its Executive Assistant or directly to their home addresses.
- A speaker's comments are limited to the public input period (e.g., either during the designated public input period during a School Board meeting or Public Hearing, or during a portion of the topic-specific discussion that occurs at a Board Subcommittee meeting).
- During periods of public input that are not limited to the meeting's agenda topics, a speaker's comments still must be reasonably germane to some aspect of the school district's policies, practices, programs, or operations.
- A speaker should not be unduly repetitious. For example, a speaker who attends multiple meetings should only sign up to speak if presenting new or additional information.
- A speaker retains all liability for his/her comments and conduct (i.e., the public input period does not offer any speaker any exemption from legal liability or from other lawful consequences that may result from the speaker's comments or conduct).

- A speaker shall avoid conduct that is disorderly or speech that is obscene, threatening, harassing, or defamatory.
- A speaker should avoid engaging in political advocacy with respect to candidates for any elected office. Political advocacy related to specific candidates for office is not sufficiently germane to the meetings or to the public responsibilities of the bodies.
- No individual may present his/her verbal public input by proxy except as permitted as a reasonable accommodation for an individual with special needs. A person who is unable to attend a meeting in person may submit written comments to the District.

Authority and Responsibility of the Board President or Chair

To promote the lawful, orderly, and efficient progress of each meeting, the Board President or Chair shall have the authority to enforce the requirements of this policy and he/she shall conduct any period of public input according to established procedures.

- The Board President or Chair may call any registrant (or other attendee) to order and direct the individual to cease conduct, which violates any applicable law, policy, or procedure.
- The Board President or Chair may 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.
- If necessary, the Board President or Chair may contact law enforcement for assistance in maintaining order or safety.

School Board Meetings

When the School Board receives public input on topics/issues that are not part of the publicly-noticed meeting agenda, Board members shall not engage in any extensive discussion or debate on any such topic/issue, and shall not take any action addressing the merits of any such topic/issue. However, in exceptional cases, the Board President, a Board member who has been recognized by the Chair, or the Superintendent may briefly respond to the registrant (e.g., to ask a clarifying question or to provide a brief clarification or correction of information that was presented by the registrant). The Board President, Chair, or the Board by motion may refer an off-agenda topic/issue that is raised by a registrant to a future agenda or for follow-up by the administration.

Cross References: Policy 170, School Board Meetings
Policy 870, Public Concerns and Complaints

Legal References: Wisconsin State Statutes 19.81, 19.83(2), 19.84(2), 19.85, and 120.43

Adoption Date: September 14, 1987

Amended Dates: January 9, 2012 and March 12, 2018

Appendix 1

Public Input Disclaimer

The School Board welcomes public input. We thank you for being here. Your opinions and ideas are important to us. However, there are a few cautions we want to share with you.

The School Board respectfully requests that speakers refrain from presenting comments at public meetings that introduce complaints or concerns that are directed toward and that identify individual staff members or individual students. As such personnel-related and student-related matters implicate a variety of rights that require careful attention, the District has established a variety of alternative procedures for appropriately addressing such complaints. If a speaker persists in presenting a complaint about an individual staff member's conduct or an individual student's conduct or performance, the District officials who are present at the meeting will not attempt to resolve or respond to the speaker's complaint in that setting. Any person with such a complaint or concern may contact the Office of the Superintendent for information on the most appropriate means of raising or pursuing his/her complaint. Generally, such complaints or concerns should be channeled through the AASD Complaint Procedure (Policy 870 and 870-Rule). False statements or stigmatizing charges may subject the individual making such statements to legal repercussions, including, but not limited to, defamation claims. Conduct that is disorderly or any speech that is obscene, threatening, harassing, or defamatory is not permitted.

Again, we appreciate your input and support for our efforts to create the best learning environment for our students.

VIRTUAL MEETINGS AND BOARD MEMBER PARTICIPATION IN MEETINGS VIA TECHNOLOGY

REMOTE PARTICIPATION IN BOARD MEETINGS BY SCHOOL BOARD MEMBERS

The School Board strongly encourages all individual Board members to be physically present at all Board meetings in which they intend to participate in any capacity.

Pursuant to state law, no individual Board member may be excluded from any meeting of the Board. The Board implements the right of non-exclusion by directing that, unless a community, state, or national emergency situation requires otherwise, a physical meeting location that is sufficient to accommodate all Board members shall normally be designated for each regular and special meeting of the Board.

As a general rule, and assuming that a physical location sufficient to accommodate all Board members has been designated for a meeting, no individual member of the Board member has an enforceable legal right to insist upon the ability to attend or participate, in any capacity, in any Board meeting from a remote location via telephone conference, video conference, or another communications technology. This policy is not intended to independently create any such rights. However, as to any Board meeting for which a physical meeting location has been designated and which is not subject to the section of this policy, below, regarding virtual meetings during emergencies, the Board authorizes individual Board members to voluntarily elect to participate in certain Board meetings from a remote location under the following conditions and limitations:

1. Unless otherwise required by law or unless otherwise expressly provided under Board policy in specific circumstances, a Board member who chooses to participate (or to attempt to participate) in a meeting remotely via communications technology acknowledges all of the following:

    a. Such choice is the voluntary exercise of a privilege, and the Board reserves discretion to limit, suspend, or terminate such privilege for any lawful reason.

    b. The Board member assumes all risks of any unavailability, inadequacy, or failure of any communications technology that is intended to enable remote participation. Such risks include, but are not limited to, the possibility that the Board member's remote access and participation may become unavailable, limited, or disabled and that the meeting may continue without the Board member's participation.

    c. The inability to participate in a meeting remotely using communications technology does **not** constitute an unlawful exclusion from the meeting.

2. A Board member does not have a right to individually choose or dictate the method(s) of remote access that may be offered for or used at any meeting.

3. The privilege of remote participation by Board members in a Board meeting that is directly and affirmatively authorized by this policy extends only to **open sessions** of regular and special Board meetings. The privilege **includes** being counted in the quorum requirement for such meetings, participating in discussion on items of business, and making and voting upon motions. However, to the extent a Board member is not permitted to vote on a matter before the Board due to the Board member's status as a remote attendee of the meeting, then such Board member shall not be included in the quorum count for such meeting or for the applicable portion of the meeting.

4. Unless the Board takes additional formal action (i.e., via a vote, as further detailed in the Authorizing Additional Remote Participation by Board Members section of this policy) to grant further affirmative authorization for remote participation via communications technology, the privilege of remote participation in Board meetings shall <u>not</u> extend to remote participation in any of the following:

    a. A closed session portion of any meeting.

    b. Even if occurring in open session, due process hearings or similar evidentiary hearings, including those relating to employment matters, as well as any deliberations or decision-making based upon such hearings.

    c. The election of Board Officers by secret ballot. However, this limitation may be rendered moot by the Board either (1) choosing, at its discretion, not to use secret ballots for such an election; or (2) authorizing a Board member who is participating remotely to voluntarily cost a non-secret vote for the applicable Board Officer position(s) even though Board members who are physically present at the meeting are using secret ballots.

5. Any remote participation that is authorized at the discretion of the Board, whether by this policy or by additional formal action, is subject to express decisions of the Board that may deny, limit, or revoke the privilege as applied to specific meetings. In addition, upon an order of the presiding officer of the meeting, a Board member's remote participation may be limited (e.g., video feed turned off, microphone muted except when the Board member has obtained the floor, etc.) or terminated during a meeting if any of the following apply:

    a. The Board member's attempted remote participation in the meeting is unreasonably interfering with conducting an orderly and efficient meeting.

    b. The communications technology being used is not enabling appropriate participation, including, at a minimum, the sufficient opportunity for reliable, simultaneous aural communication among all participating Board members.

c. For a reason that is directly related to the remote participation, there is uncertainty regarding the Board's compliance with the Open Meetings Law, including the requirement that the meeting must be sufficiently accessible to public observers.

Any order of the presiding officer under this provision shall be announced and recorded in the minutes of the meeting and is subject to an appeal for a final decision by the Board. The appeal may be made by any Board member who is then participating in the meeting.

6. Unless otherwise required by law or unless otherwise expressly provided under Board policy in specific circumstances, no Board meeting needs to be delayed, cancelled, or rescheduled solely to accommodate a Board member's request or attempt to exercise the privilege of remote participation via communications technology.

7. The authorization for a Board member's voluntary remote participation in Board meetings does not obligate the Board to arrange for the communications technology that is necessary to enable such remote participation for each and every Board meeting.

AUTHORIZING ADDITIONAL REMOTE PARTICIPATION BY BOARD MEMBERS

Notwithstanding any contrary voting standard that may be called for under any parliamentary authority, a motion to authorize any Board member's remote participation, in any capacity, in a closed session or in any other portion of a meeting that is not already affirmatively authorized for remote participation under Board policy shall require a standard majority vote in order to be approved.

1. Any motion and vote to consider granting additional affirmative authorization for a Board member's remote participation shall be taken up only if consideration of the question is sufficiently included in the public notice of the meeting. Accordingly, a Board member may need to provide the chief presiding officer and Superintendent with reasonable advance notice of their desire to request consideration of such exceptional authorization.

2. If the chief presiding officer and Superintendent receive a Board member's request to include consideration of such additional authorization for remote participation on a meeting agenda prior to the posting or publication of the public notice of the meeting, then the item shall be included in the meeting notice in the absence of exceptional circumstances that the presiding officer determines constitute lawful and sufficient reason for denying the request.

3. The Board member(s) seeking such additional, exceptional authorization to participate in a meeting remotely shall be entitled to make or second the relevant motion and may participate in the discussion and the vote on the motion.

4. As to any motion and vote relating to authorizing remote participation in a **closed session,** the motion and vote shall be taken up **prior to** the Board's consideration of the motion to convene in the applicable closed session. Therefore, any decision to authorize a Board member's remote participation in a closed session shall be contingent on a subsequent decision to actually convene in the closed session.

5. Confidentiality concerns and potential legal barriers and legal risks to a Board member's remote participation in such additional situations are relevant to the consideration of granting such authorization.

VIRTUAL MEETINGS AND REMOTE PARTICIPATION IN EMERGENCIES

Subject to any superseding determination by the Board, the Board President (or other acting chief presiding officer) is authorized to make a determination that a community, state, or national emergency exists in connection with any Board meeting and, based on such determination, structure one or more Board meetings as emergency virtual Board meetings under this section.

For purposes of this section of this policy, an emergency means (1) a situation in which an applicable law, order, or formal decree or declaration of a governmental authority disallows the Board members' simultaneous in-person attendance at a designated physical meeting location; or (2) some other community-level emergency situation exists (i.e., not specific to any individual's unique personal circumstances) such that designating a physical meeting location and expecting Board members to attend at that physical location would substantially and unreasonably endanger the health and safety of the Board members or District employees.

The distinguishing characteristics of an emergency virtual Board meeting under this section are the following:

1. Unless the Board itself directed the holding of an emergency virtual Board meeting, the Board President or other chief presiding officer, or their designee, shall notify all Board members that the meeting will be held as an emergency virtual Board meeting.

2. Even if a physical meeting location is designated and offered as an option to some Board members and/or to any members of the public, the Board members' participation in an emergency virtual meeting from a remote location via communications technology **shall not** be considered to be voluntary.

3. The public notice of the emergency virtual meeting shall include applicable information about public access to the meeting.

4. The Board President or other acting chief presiding officer is responsible for determining whether it is necessary or appropriate to include information in the public notice of the meeting that addresses the virtual structure of the meeting and/or the nature of the emergency situation.

5. Notwithstanding any other Board policy that may address the Board's normal approach to public comment periods during Board meetings, and unless otherwise expressly directed by the Board in connection with the specific emergency, the Board President or other acting chief presiding officer is authorized to determine whether an emergency virtual meeting will include a public comment period and, if so, the scope of such public comment period and the method(s) by which the public may address the Board.

6. For an emergency virtual meeting, this policy authorizes the remote participation by Board members while the Board is convened in any **open session or closed session** portion of such a meeting, subject to the limitation that, upon a request by the Board President or any Board member, each Board member who is participating in such a meeting from a remote location must affirm that he/she is taking adequate steps to safeguard the confidentiality of any closed session. A Board member's failure or unwillingness to so affirm is grounds for the Board, by a majority vote, to revoke authorization to participate in the closed session.

7. If a Board member is attempting to participate in an emergency virtual meeting from a remote location and is having difficulty establishing or maintaining a sufficient connection to the communications platform, the Board may need to make a decision whether the meeting will continue without such Board member's participation. Before making a decision that would limit or terminate any Board member's remote access to an emergency virtual meeting or allow the meeting to continue without a Board member's participation:

    a. The presiding officer of the meeting may call, or any Board member may request, a temporary recess in the meeting to allow the Board member a reasonable opportunity to establish or restore his/her access and participation.

    b. The presiding officer or a designee may attempt to contact the Board member to determine whether the Board member is willing to consent to voluntary non-participation in the remainder of the meeting.

    c. The Board must evaluate whether, under the specific circumstances, a decision to continue the meeting without the Board member's participation would constitute an unlawful exclusion of the Board member.

REMOTE PUBLIC ACCESS TO BOARD MEETINGS

For any Board meeting for which sufficient public access to the meeting is provided at a specific physical location that is identified in the public notice of the meeting, this policy:

1. Neither requires the Board to offer nor prohibits the Board from offering the public any additional means of accessing and observing the meeting from remote locations using a communications technology platform. However, to the extent any such additional means of public access to a meeting is offered, it shall normally be

considered optional and supplemental such that any unavailability of such supplemental public access, or any lack of a complete or consistent transmission, shall not affect the Board's authority to proceed with the meeting.

2. Neither requires the Board to conduct nor prohibits the Board from conducting a public comment period or public hearing in a manner that permits members of the public to address the Board from a remote location using communications technology.

To the extent permitted by law, including in certain emergency situations where there is a health and safety danger to the in-person, physical attendance of members of the public at a Board meeting, the Board may arrange for lawful methods of remote public access to Board meetings using communications technology as a primary (i.e., not merely supplemental) means of complying with the public access requirements of the Open Meetings Law or other applicable legal obligations. In any such situation, the public notice of the meeting shall include adequate information regarding the applicable options for the public's remote access.

APPLICATION TO COMMITTEES AND OTHER GOVERNMENTAL BODIES

Subject to any superseding directive established by the Board, a committee created by a policy, resolution, rule, or order of the Board, as well as any other governmental body of the District, may hold virtual meetings and authorize remote access and remote participation in its meetings to the extent authorized for Board meetings under this policy. As applied to such committees and other governmental bodies of the District, references to individual Board members within this policy shall be understood to refer to the individual members of such bodies, and all duties and authority held by the Board and by the Board President under this policy shall be held by the relevant body and by its chief presiding officer. Likewise subject to any superseding directive established by the Board, a District governmental body may also vote to require all members of the body to be physically present at meetings in order to participate in the body's meetings.

Legal References:

Wisconsin Statutes

Subch. IV of Ch. 19	[open meetings of governmental bodies; including public accessibility requirements, closed session exemptions, and other provisions]
Section 19.81(2)	[public accessibility of board meetings]
Section 19.89	[no member of a governmental body may be excluded from any meeting of such body]
Section 120.11(1)	[school board meetings and definition of quorum in common and union high school districts] {Editor's Note: Unified school districts should delete this reference.}
Section 120.43	[school board meetings in unified school districts]

Adoption Date: August 22, 2022