



**Monday, May 22, 2023  
Board of Education Meeting**

**APPLETON AREA SCHOOL DISTRICT  
BOARD OF EDUCATION MEETING  
Scullen Leadership Center  
131 E. Washington Street, Suite 1A  
Appleton, WI 54911**

**Time: CLOSED SESSION AT 5:15PM, REGULAR BOARD MEETING AT 6:00PM**

**\*\*PLEASE NOTE: THE MEETING LIVE STREAM WILL BEGIN UPON THE RETURN TO OPEN SESSION AT 6:00PM\*\***

**The Board of Education will be meeting in the Scullen Leadership Center, 131 E. Washington Street, Suite 1A. Some individuals may be joining via remote technology and the meeting will be livestreamed on YouTube. Members of the media or general public may continue to access meetings in person or via a live stream broadcast on the Appleton Area School District YouTube Channel:**

**<https://www.youtube.com/channel/UChO-l09YGgt4uKnCWYvt8Pw>**

**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 in accordance with the procedures posted on the District's website ([http://www.aasd.k12.wi.us/district/board\\_of\\_education/public\\_input](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 Kayla Malott, at [malottkayla@asd.k12.wi.us](mailto:malottkayla@asd.k12.wi.us) or (920) 832-6126, at least 24-hours in advance of the meeting.**

## **1. Meeting Opening**

---

<b>Subject</b>	<b>A. Roll Call</b>
Meeting	May 22, 2023 - Board of Education Meeting
Category	1. Meeting Opening
Type	Procedural

<b>Subject</b>	<b>B. Pledge of Allegiance</b>
Meeting	May 22, 2023 - Board of Education Meeting
Category	1. Meeting Opening
Type	Procedural

## **2. Closed Session**

---

<b>Subject</b>	<b>A. Motion to go into Closed Session</b>
----------------	--------------------------------------------

Meeting May 22, 2023 - Board of Education Meeting

Category 2. Closed Session

Type Action, Procedural

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

Meeting May 22, 2023 - Board of Education Meeting

Category 2. Closed Session

Type

**Subject C. Motion to return to Open Session**

Meeting May 22, 2023 - Board of Education Meeting

Category 2. Closed Session

Type Action

### **3. Possible Recess / Reconvene at 6:00PM**

---

**Subject A. \*\*PLEASE NOTE\*\* The regular open session business portion of the meeting will begin at 6:00PM or upon the conclusion of the closed session, whichever is later. If the closed session concludes prior to 6:00PM, the Board will recess until 6:00PM.**

Meeting May 22, 2023 - Board of Education Meeting

Category 3. Possible Recess / Reconvene at 6:00PM

Type

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

---

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

Meeting May 22, 2023 - Board of Education Meeting

Category 4. Approval of Agenda (GC-2: Governing Commitments)

Type Procedural

**Subject B. Approval of Agenda**

Meeting May 22, 2023 - Board of Education Meeting

Category 4. Approval of Agenda (GC-2: Governing Commitments)

Type Action, Procedural

## 5. Special Presentation

---

**Subject A. Resolution in Appreciation of Staff**

Meeting May 22, 2023 - Board of Education Meeting

Category 5. Special Presentation

Type Presentation

**Subject B. A Better Chance (ABC) Program**

Meeting May 22, 2023 - Board of Education Meeting

Category 5. Special Presentation

Type Information, Presentation

Sheri Fetting will update the Board on A Better Chance (ABC) Program.

**Subject C. Junior Math League**

Meeting May 22, 2023 - Board of Education Meeting

Category 5. Special Presentation

Type Information, Presentation

Rebecca Hendrick will present the Junior Math League.

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

---

**Subject A. Public Input**

Meeting May 22, 2023 - 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 188 - Virtual Board Meetings in Emergency Situations](#)

## **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. State Budget Information**

Meeting                    May 22, 2023 - 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

## **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): None**

Meeting                    May 22, 2023 - 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/Student Services Update(s): 7-12 STEM Materials Purchase; AGR Contract Transfer from Columbus to Highlands**

Meeting                    May 22, 2023 - 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

Assistant Superintendent, Steve Harrison, will update the Board on the 7-12 STEM Materials Purchase items for consideration

Assistant Superintendent, Nan Bunnow, will update the Board on the AGR Contract Transfer from Columbus to Highlands item for consideration.

File Attachments

[AP Stat, Calc AB, BC IFC.pdf \(51 KB\)](#)

[AP Chemistry and Physics IFC \(1\).pdf \(52 KB\)](#)

[IFC AGR Contract Transfer from Columbus to Highlands, 5-22-23.docx \(1\).pdf \(39 KB\)](#)

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

Meeting May 22, 2023 - 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 update the Board on Personnel Services items for consideration.

File Attachments

[IFC Professional Educator New Hires 5-22-23.pdf \(87 KB\)](#)

[IFC Professional Educator Contract Changes 5-22-23.pdf \(13 KB\)](#)

[IFC Professional Educator Resignations 5-22-23.pdf \(10 KB\)](#)

---

## **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 May 8, 2023**

Meeting May 22, 2023 - 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 B. Expulsion Hearing Minutes from May 1, 2023**

Meeting May 22, 2023 - 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

---

## **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. 7-12 Grade STEM Materials Purchase**

Meeting May 22, 2023 - 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

[AP Chemistry and Physics IFC \(1\).pdf \(52 KB\)](#)

**Subject**                    **B. AGR Contract Transfer from Columbus to Highlands**

Meeting                    May 22, 2023 - 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 AGR Contract Transfer from Columbus to Highlands, 5-22-23.docx \(1\).pdf \(40 KB\)](#)

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

Meeting                    May 22, 2023 - 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 Professional Educator New Hires 5-22-23.pdf \(87 KB\)](#)

[IFC Professional Educator New Hires 5-22-23 REVISED.pdf \(87 KB\)](#)

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

Meeting                    May 22, 2023 - 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 Professional Educator Contract Changes 5-22-23.pdf \(13 KB\)](#)

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

Meeting                    May 22, 2023 - 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 Professional Educator Resignations 5-22-23.pdf \(10 KB\)](#)

## **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. Business Services Report: None**

Meeting May 22, 2023 - 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 Information

### **Subject B. School/Student Services Report: 5K-12 Mathematics: Standards, Curriculum, and Materials Adoption; Valley New School Charter Contract Renewal**

Meeting May 22, 2023 - 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

Steve Harrison, Thai Xiong, and Carrie Willer will report on the AASD 5K-12 Mathematics: Standards, Curriculum, and Material Adoption

Jen Kosloski and Burke Wallace will report on Valley New School Charter Contract Renewal

File Attachments

[AASD 5K-12 Mathematics IOI.docx.pdf \(59 KB\)](#)

[AASD K-12 Mathematics KWKT \(1\).pdf \(110 KB\)](#)

[\\_Public Input Received - 5K-12 Math Materials \(1\).pdf \(71 KB\)](#)

[Item of Information ~ Valley New School 5-Year Charter Contract Renewal.pdf \(71 KB\)](#)

[Valley New School Charter Contract 2023-2028.pdf \(381 KB\)](#)

[Valley New School Report 2018-2023.pdf \(3,642 KB\)](#)

### **Subject C. Personnel Services Report: None**

Meeting May 22, 2023 - 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

## **12. Board Business**

### **Subject A. OE 8-Communicating with the Board**

Meeting May 22, 2023 - Board of Education Meeting

Category 12. Board Business

Type Action, Discussion

File Attachments

[OE-8 Communicating with the Board.pdf \(521 KB\)](#)

**Subject B. OE 9-Communicating with the Public**

Meeting May 22, 2023 - Board of Education Meeting

Category 12. Board Business

Type Action, Discussion

File Attachments

[OE-9 Communicating with the Public .pdf \(444 KB\)](#)

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

Meeting May 22, 2023 - Board of Education Meeting

Category 12. Board Business

Type Action, Discussion

### **13. Items of Information**

---

**Subject A. None**

Meeting May 22, 2023 - Board of Education Meeting

Category 13. Items of Information

Type Information

### **14. Future Meetings**

---

**Subject A. Board Work Session: Monday, June 12, 2023, 4:00 PM**

Meeting May 22, 2023 - Board of Education Meeting

Category 14. Future Meetings

Type Information

**Subject B. Board Meeting: Monday, June 12, 2023, 6:00 PM**

Meeting May 22, 2023 - Board of Education Meeting

Category 14. Future Meetings

Type Information



**Subject**                    **C. Board Meeting: Monday, June 26, 2023, 6:00 PM**  
Meeting                    May 22, 2023 - Board of Education Meeting  
Category                    14. Future Meetings  
Type                        Information

## **15. Adjourn**

---

**Subject**                    **A. Motion to Adjourn the Meeting**  
Meeting                    May 22, 2023 - Board of Education Meeting  
Category                    15. Adjourn  
Type                        Action, Procedural

## ITEM FOR CONSIDERATION

**Topic:** AP Statistics (9520), AP Calculus AB (9500), AP Calculus BC (9550): Standards, Curriculum, and Materials Adoption

**Background Information:**

The Director of STEM (7-12) has been conducting secondary AASD math teacher input sessions to gather feedback that supports college-level math learning in alignment with the CollegeBoard Advanced Placement Program for AP Statistics and AP Calculus. Based on teacher input, materials were recommended for adoption for the 2023-24 school year in order to support the AP Statistics and AP Calculus resource requirement of providing a college-level mathematics textbook. The request is for the adoption of the updated instructional materials.

**Fiscal Note:** Instructional material recommendations include individual student access to student edition textbook, e-book, and online resources to support student learning, and support teachers in evaluating individual learning.

Sullivan, M., & Miranda, K. (2020). *Calculus for the AP Course*. [Third Edition]. New York: Bedford, Freeman & Worth Company  
ISBN: 978-1-319-24431-6

Starnes, D. S., & Tabor, J. (2020). *The Practice of Statistics for the AP Exam*. [Sixth Edition]. New York: Bedford, Freeman & Worth Company  
ISBN: 978-1-319-26929-6

The cost is \$62,957.48 for 6 years and is within the dollars allocated in the 2022-23 AC&I budget. The updated instructional material will be implemented during the 2023-24 school year.

**Administrative**

**Recommendation:** Approve as recommended.

**Instructional**

**Impact:** Through the updated AP edition textbook, AASD's AP mathematics courses will meet the AP mathematics curriculum and resource requirement of the CollegeBoard. High school students will have the opportunity to take AP Statistics, AP Calculus AB and AP Calculus BC as a math elective with an opportunity to earn college credit with qualifying AP scores.

**Contact**

**Persons:** Dr. Thai Xiong, Director of STEM (7-12) and H/HP (K-12), 832-6157 x2176, [xionghai@aad.k12.wi.us](mailto:xionghai@aad.k12.wi.us)  
Dr. Steve Harrison, Assistant Superintendent of AC&I, 832-6157 x2177, [harrisonstepha@aad.k12.wi.us](mailto:harrisonstepha@aad.k12.wi.us)

## ITEM FOR CONSIDERATION

**Topic:** AP Chemistry (4250) and AP Physics (4560): Standards, Curriculum, and Materials Adoption

### Background

**Information:** The Director of STEM (7-12) has been conducting secondary AASD science teacher input sessions to gather feedback that supports college-level science learning in alignment with the CollegeBoard Advanced Placement Program for AP Chemistry and AP Physics. Based on teacher input, materials were recommended for adoption for the 2023-24 school year in order to support the AP Chemistry and AP Physics resource requirement of providing a college-level textbook and inquiry-based lab activities for a balance of science investigations and conceptual understanding grounded in the disciplinary core ideas of physical science. The request is for the adoption of the updated instructional materials.

**Fiscal Note:** Instructional material recommendations include individual student access to student edition textbook, e-book, and online resources to support student learning, and support teachers in evaluating individual learning.

Knight, R. D., Jones, B., & Field, S. (2023). *College Physics*. [Fourth Edition Digital Update]. Hoboken, NJ: Pearson Education, Inc.  
ISBN: 978-0-13-757472-8

Zumdahl, S. S., Zumdahl, S. A., & Decoste, D. J. (2018). *Chemistry AP Edition*. [Tenth Edition, Digital Update]. Boston, MA: Cengage Learning.  
ISBN: 978-1-305-95773-2

The cost is \$21,750 for APChemistry for 5 years and \$19,710.00 for AP Physics for 6 years, and are both within the dollars allocated in the 2022-23 AC&I budget. The updated instructional material will be implemented during the 2023-24 school year.

### Administrative

**Recommendation:** Approve as recommended.

### Instructional

**Impact:** Through the updated AP edition textbook, AASD's AP science courses will meet the AP science curriculum and resource requirement of the CollegeBoard. High school students will have the opportunity to take AP Chemistry and AP Physics as a science elective with an opportunity to earn college credit with qualifying AP scores. Students will engage in science practices and hands-on, inquiry-based laboratory investigations to develop and apply their knowledge of biological concepts to real world questions or scenarios to help them become scientifically literate citizens.

### Contact

**Persons:** Dr. Thai Xiong, Director of STEM (7-12) and H/HP (K-12), 832-6157 x2176, [xionghai@asds.k12.wi.us](mailto:xionghai@asds.k12.wi.us)  
Dr. Steve Harrison, Assistant Superintendent of AC&I, 832-6157 x2177, [harrisonstepha@asds.k12.wi.us](mailto:harrisonstepha@asds.k12.wi.us)

## ITEM FOR CONSIDERATION

**Topic:** Achievement Gap Reduction (AGR) Contract Transfer from Columbus to Highlands

**Background Information:**

The Appleton Area School District Leadership Team is recommending a transfer of the Columbus Elementary [Achievement Gap Reduction \(AGR\)](#) program contract to Highlands Elementary starting with the 2023-2024 school year. This change will allow us to extend to Highlands the AGR program benefit of reduced class size in grades Kindergarten through grade 3, while also continuing to provide AGR reduced class sizes at Columbus.

Columbus will continue to be considered an AGR school for staffing purposes, retaining AGR-level staffing of 18:1 or 30:2 at grades K, 1, 2, and 3 through district-funded FTE. However, it will no longer be considered an AGR school for state designation/reporting purposes.

Highlands will become an AGR school per state designation, maintaining 18:1 or 30:2 classroom ratios in grade Kindergarten through grade 3 and providing professional development on small group instruction. They will follow the guidelines of the AGR program, including the creation of performance objectives and reporting progress to the AASD Board of Education at the end of each semester.

For more information about this recommendation, please [visit this link](#) for additional background information and communication timeline.

**Fiscal Note:** Based on the AGR per low income pupil funding calculation, the transfer of the contract from Columbus to Highlands will be cost neutral.

**Instructional Impact:**

This recommendation will allow AASD to extend the benefits of lower class size through the AGR program to approximately 280 additional students in grade K-3.

**Administrative**

**Recommendation:** Approval of the Achievement Gap Reduction (AGR) contract transfer from Columbus Elementary School to Highlands Elementary School beginning with the 2023-2024 school year.

**Contact**

**Persons:** Nan Bunnow, 920-832-6301, [bunnownanette@asds.k12.wi.us](mailto:bunnownanette@asds.k12.wi.us)  
Matt Zimmerman, 920-832-6142, [zimmermanmatth@asds.k12.wi.us](mailto:zimmermanmatth@asds.k12.wi.us)

## ITEM FOR CONSIDERATION

**TOPIC:** Professional Educator New Hire(s)

**BACKGROUND INFORMATION:** The Professional Educators listed below are recommended for contractual positions for the 2023-2024 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>	<u>Salary</u>	<u>Effective Date:</u>
Camryn V. Annoye	ELA/Social Studies	Kaleidoscope	100%	\$45,200	8/28/23
Alyssa M. Dalton	Special Ed-AUT	Highlands	100%	\$45,200	8/28/23
Andrea K. Fourness	Advisor	Valley New School	100%	\$45,200	8/28/23
Melissa A. Gurholt	Music-General/Strings	Columbus/Johnston	90%	\$49,500	8/28/23
Sara J. Kolakowski	Grade 6	McKinley	100%	\$63,200	8/28/23
Justin R. Krueger	Special Ed-SLD	Madison	100%	\$45,200	8/28/23
Kyle A. McConnell	Math	Magellan	100%	\$45,200	8/28/23
Jennifer E. Salm	Special Ed-ID	North	80%	\$36,160	8/28/23
Julie A. Severance	Grade 6	Ferber	100%	\$58,550	8/28/23
Allie G. Siegel	Elementary	TBD	100%	\$45,200	8/28/23
Kyra L. Verkuilen	Special Ed-AUT	Berry	100%	\$45,200	8/28/23
Sarah A. Wilhelm	Elementary	TBD	100%	\$56,800	8/28/23
Phoua Yang	English Learner	Badger/Berry	100%	\$48,300	8/28/23
Andrea L. Zimmermann	Elementary-STEM	TBD	100%	\$55,000	8/28/23

**Camryn V. Annoye** received her Bachelor of Science in Education degree from UW-Oshkosh with a major in Elementary Education. Currently, she is serving the Kimberly Area School District as an English Language Arts Teacher.

**Alyssa M. Dalton** received her Bachelor of Arts degree from UW-Eau Claire with a major in Comparative Studies in Religion. Ms. Dalton is being hired under a one-year license with stipulations as part of the District's Pathways Program. Currently, she is serving the District as a Paraprofessional at Highlands Elementary School.

**Andrea K. Fourness** received her Bachelor of Science in Education degree from UW-La Crosse with a major in Broadfield Science. Currently, she is serving the District as a Substitute Teacher.

**Melissa A. Gurholt** received her Bachelor of Arts degree from UW-Eau Claire with a major in Music. Currently, she is serving St. Francis Xavier Catholic Schools as a Music Teacher.

**Sara J. Kolakowski** received her Master of Arts in Education degree from Marian University with a major in Educational Leadership. Currently, she is serving the Freedom Area School District as a Grade 6 English Language Arts Teacher.

**Justin R. Krueger** received his Bachelor of Arts degree from St. Norbert College with a major in Psychology. Mr. Krueger will be completing his licensure program prior to the start of the school year. Currently, he is serving the District as a Special Education Paraprofessional at West High School.

**Kyle A. McConnell** will receive his Bachelor of Science in Education degree from UW-Oshkosh with a major in Math Education. Currently, he is completing her student teaching with the Kimberly Area School District.

**Jennifer E. Salm** received her Bachelor of Science degree from UW-Oshkosh with a major in Education and Human Services. Ms. Salm is being hired under a one-year license with stipulations as part of the District's Pathways Program. Currently, she is serving the District as a Special Education Paraprofessional at North High School.

**Julie A. Severance** received her Master of Arts degree from Western Governors University with a major in Mathematics Education. Most recently, she served the Odyssey Charter School in Palm Bay, Florida as a Math Interventionist and Elementary Teacher.

**Allie G. Siegel** will receive her Bachelor of Science in Education degree from UW-Oshkosh with a major in Elementary Education. Currently, she is completing her student teaching with the Oshkosh Area School District.

**Kyra L. Verkuilen** will receive her Bachelor of Science in Education degree from UW-Stevens Point with a dual major in Regular and Special Education. Currently, she is completing her student teaching with the Stevens Point Area Public School District.

**Sarah A. Wilhelms** received her Master of Science degree from Western Governors University with a major in Curriculum and Instruction. Currently, she is serving the Freedom Area School District as a Grade 6 English Language Arts Teacher.

**Phoua Yang** received her Bachelor of Science in Education degree from UW-Oshkosh with a major in Elementary Education. Currently, she is serving the Green Bay Area Public School District as an English Learner Teacher.

**Andrea L. Zimmermann** received her Bachelor of Science in Education degree from UW-Green Bay with a major in Elementary Education. Currently, she is serving the Shirland CC School District #134 in Shirland, Illinois as a Grade 1/2 Teacher and Math/Reading Interventionist.

**FISCAL NOTE:** As indicated above

**ADMINISTRATIVE RECOMMENDATION:** Approval

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

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

5/22/23

**ITEM FOR CONSIDERATION**

**TOPIC:** Professional Educator Contract Change(s)

**BACKGROUND INFORMATION:** Contract changes for the following individuals are recommended for the 2023-2024 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>	<u>Effective Date</u>
Sonja R. Ferguson	Counselor	Ferber	40% to 60%	8/28/23
Katie L. Johnson	School Nurse	Badger/Dunlap	40% to 50%	8/28/23-6/7/24
Alma Lopez Lara	English Learner	Classical/WCA	80% to 100%	8/28/23
Kris A. Sherry	Math	East	100% to 80%	8/28/23

**FISCAL NOTE:** As indicated above

**ADMINISTRATIVE RECOMMENDATION:** Approval

**INSTRUCTIONAL IMPACT:** These assignment adjustments will assist in retaining staff and meeting student needs.

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

5/22/23

## ITEM FOR CONSIDERATION

**TOPIC:** Professional Educator Resignation(s)

**BACKGROUND INFORMATION:** The following Professional Educators have submitted a letter of resignation effective at the end of the 2022-2023 school year.

**Jennifer N. Geissler-Cisnero** has been with the District for twelve years, most recently as an Art Teacher at Appleton Bilingual School and Dunlap Elementary School.

**Amelia M. Hock** has been with the District for one year, most recently as a School Psychologist at Appleton Public Montessori, Classical School, Valley New School and Wisconsin Connections Academy.

**Karissa M. Williams** has been with the District for two years, most recently as a Grade 8 English Language Arts/Social Studies Teacher at Kaleidoscope Academy.

**FISCAL NOTE:** Dependent upon replacements

**ADMINISTRATIVE RECOMMENDATION:** Approval

**INSTRUCTIONAL IMPACT:** Qualified replacements will be procured

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

5/22/23



## ITEM OF INFORMATION

**Topic:** AASD 5K-12 Mathematics: Standards, Curriculum, and Materials Adoption

### **Background**

**Information:** The Director of STEM (7-12) and Director of Elementary Education have been conducting 5K-12 mathematics teacher input sessions to gather feedback that supports finding one instructional resource for our 5K-12 standard-based math curriculum. This request is for the adoption of the proposed instructional materials to provide a consistent resource and curriculum to support student success across the district for all students. By providing a focused mathematics experience in elementary and middle school, a strong foundation is developed for the content to be learned at the high school level.

**Fiscal Note:** Instructional material recommendations include individual student access to student edition textbook, e-book, math kits and manipulatives, and online resources to support both students and teachers.

#### **Math K-5 (Foster, Odyssey/Magellan, Fox River Academy):**

Illustrative Mathematics. (2020). *K-5 Math: Kindergarten*. Kendall Hunt.

Illustrative Mathematics. (2020). *K-5 Math: Grade 1*. Kendall Hunt.

Illustrative Mathematics. (2020). *K-5 Math: Grade 2*. Kendall Hunt.

Illustrative Mathematics. (2020). *K-5 Math: Grade 3*. Kendall Hunt.

Illustrative Mathematics. (2020). *K-5 Math: Grade 4*. Kendall Hunt.

Illustrative Mathematics. (2020). *K-5 Math: Grade 5*. Kendall Hunt.

#### **Math 6-8 (Einstein, Madison, & Wilson):**

Illustrative Mathematics. (2020). *Middle School Math: Grade 6*. Kendall Hunt.

Illustrative Mathematics. (2020). *Middle School Accelerated Math: Accelerated Grade 6*. Kendall Hunt.

Illustrative Mathematics. (2020). *Middle School Math: Grade 7*. Kendall Hunt.

Illustrative Mathematics. (2020). *Middle School Accelerated Math: Accelerated Grade 7*. Kendall Hunt.

Illustrative Mathematics. (2020). *Middle School Math: Grade 8*. Kendall Hunt.

#### **Math 6-8 (Kaleidoscope Academy):**

Kennedy, D., Milou, E., Thomas, C. D., Zbiek, R. M., & Cuoco, A. (2024). *enVision Grade 6*. Paramus, NJ: Savvas Learning Company.

Kennedy, D., Milou, E., Thomas, C. D., Zbiek, R. M., & Cuoco, A. (2024). *enVision Grade 7*. Paramus, NJ: Savvas Learning Company.

Kennedy, D., Milou, E., Thomas, C. D., Zbiek, R. M., & Cuoco, A. (2024). *enVision Grade 8*. Paramus, NJ: Savvas Learning Company.

#### **Math 9-12 (East, North & West):**

Kennedy, D., Milou, E., Thomas, C. D., Zbiek, R. M., & Cuoco, A. (2024). *enVision Algebra 1*. Paramus, NJ: Savvas Learning Company.

Kennedy, D., Milou, E., Thomas, C. D., Zbiek, R. M., & Cuoco, A. (2024). *enVision Geometry*. Paramus, NJ: Savvas Learning Company.

Kennedy, D., Milou, E., Thomas, C. D., Zbiek, R. M., & Cuoco, A. (2024). *enVision Algebra 2*. Paramus, NJ: Savvas Learning Company.

The 5K-12 material cost is \$771,336.76 for 6 years and is within the dollars allocated in the 2022-23 AC&I budget. The 6-8 Year 1 professional development cost is \$32,200 and is within the dollars allocated in the 2022-23 Title 2A budget. The updated instructional material will be implemented during the 2023-24 school year for the sites listed above and for all 5K-5 sites during the 2025-26 school year.

**Instructional**

**Impact:** Students in 5K-12 will learn mathematics standards and curriculum supported by mathematics resources that balance procedural fluency and conceptual understanding of grade-level concepts and skills. Staff will have access to resources that support individualized mathematics instruction to meet student needs will be enhanced.

**Contact**

**Persons:** Dr. Thai Xiong, Director of STEM (7-12) and H/HP (K-12), 832-6157 x2176,  
[xionghai@asd.k12.wi.us](mailto:xionghai@asd.k12.wi.us)  
Dr. Carrie Willer, Director of Elementary Education, 832-6157 x2180,  
[willercarrie@asd.k12.wi.us](mailto:willercarrie@asd.k12.wi.us)  
Dr. Steve Harrison, Assistant Superintendent of AC&I, 832-6157 x2177,  
[harrisonstepha@asd.k12.wi.us](mailto:harrisonstepha@asd.k12.wi.us)

BOE: 5/22/23



## 5K-12 Mathematics Text and Materials: Key Word Key Time (KWKT)

<p><b>WHY</b> is there a need for the instructional materials?</p>	<p>There is a need for consistency in instructional resources, learning progressions and standards for all 5K-12 math curriculum to support students’ development in mathematical concepts, practices and skills. Our past and current practices in the district were based on different standards and resources at all three levels of elementary, middle, and high school. Having different resources and standards resulted in instructional challenges and gaps from grade level to grade level. Having consistent resources and standards provides opportunities to minimize instructional gaps. At the early elementary grades, the focus is largely on the areas of number and operations in base ten and algebraic thinking. The K-5 mathematics content provides the groundwork for the study of ratios, proportional reasoning, the number system, expressions and equations, and functions at the middle school level. By providing a focused mathematics experience in elementary and middle school, a strong foundation is developed for the content to be learned at the high school level.</p>
<p><b>WHAT</b> changes are required for implementation?</p>	<p>As a result of the 5K-12 Mathematics Work Group, the following changes were made and will be implemented moving forward:</p> <ul style="list-style-type: none"> <li>● In the past, elementary used the WI Standards for Mathematics and secondary used the Common Core State Standards for Mathematics as the AASD Mathematics Standards. Moving forward, the AASD Mathematics Standards will be the WI Standards for Mathematics for 5K-12.</li> <li>● The <a href="#">AASD 5K-12 Guiding Principles for Universal Instruction in Mathematics</a> and <a href="#">AASD 5K-12 Best Practices &amp; Pedagogy in Teaching Mathematics</a> were revised to align with our current practices</li> <li>● 5K-8 will use Kendall Hunt Illustrative Mathematics as the resource and curriculum for 5K-8 mathematics</li> <li>● 9-12 will use Savvas enVision Mathematics Algebra 1, Geometry, and Algebra 2 as the resource to support the AASD standard-based curriculum for Algebra 1, Algebra 1A, Algebra 1B, Geometry, Algebra 2, and Algebra 2 for Precalculus</li> <li>● Implementation Timeline             <ul style="list-style-type: none"> <li>○ 2023-24                 <ul style="list-style-type: none"> <li>■ 5K-8 charter and magnet schools (Foster, Fox River Academy, Odyssey/Magellan)</li> <li>■ 7-8 middle schools (Einstein, Kaleidoscope, Madison, &amp; Wilson)</li> <li>■ 9-12 high schools (East, North &amp; West)</li> </ul> </li> <li>○ 2024-25                 <ul style="list-style-type: none"> <li>■ 6th grade at all 4 middle schools</li> </ul> </li> <li>○ To be determined based on ELA implementation                 <ul style="list-style-type: none"> <li>■ 5K-5 elementary schools</li> </ul> </li> </ul> </li> </ul>
<p><b>HOW</b> will the changes support student success?</p>	<p>The text and materials provide a consistent curriculum to support student success across the district for all students:</p> <ul style="list-style-type: none"> <li>● Materials assess grade-level content within a daily lesson structure and provide all students with grade-level problems to meet the full intent of grade-level standards</li> <li>● Materials are consistent with the CCSSM and the WI Standards for Mathematics</li> <li>● Address the major clusters of the grade, have supporting content connected to major work, make connections between clusters and domains, and have content from prior and</li> </ul>



future grade-level work

- Develop conceptual understanding of key mathematical concepts, give attention to procedural skills and fluency, and spend time working with engaging applications of mathematics
- Opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content to engage students to guide their own mathematical development

**Math K-5 (Foster, Odyssey/Magellan, Fox River Academy):**

Illustrative Mathematics. (2020). *K-5 Math: Kindergarten*. Kendall Hunt.  
Illustrative Mathematics. (2020). *K-5 Math: Grade 1*. Kendall Hunt.  
Illustrative Mathematics. (2020). *K-5 Math: Grade 2*. Kendall Hunt.  
Illustrative Mathematics. (2020). *K-5 Math: Grade 3*. Kendall Hunt.  
Illustrative Mathematics. (2020). *K-5 Math: Grade 4*. Kendall Hunt.  
Illustrative Mathematics. (2020). *K-5 Math: Grade 5*. Kendall Hunt.

**Math 6-8 (Einstein, Madison, & Wilson):**

Illustrative Mathematics. (2020). *Middle School Math: Grade 6*. Kendall Hunt.  
Illustrative Mathematics. (2020). *Middle School Accelerated Math: Accelerated Grade 6*. Kendall Hunt.  
Illustrative Mathematics. (2020). *Middle School Math: Grade 7*. Kendall Hunt.  
Illustrative Mathematics. (2020). *Middle School Accelerated Math: Accelerated Grade 7*. Kendall Hunt.  
Illustrative Mathematics. (2020). *Middle School Math: Grade 8*. Kendall Hunt.

**Math 6-8 (Kaleidoscope Academy):**

Kennedy, D., Milou, E., Thomas, C. D., Zbiek, R. M., & Cuoco, A. (2024). *enVision Grade 6*. Paramus, NJ: Savvas Learning Company.  
Kennedy, D., Milou, E., Thomas, C. D., Zbiek, R. M., & Cuoco, A. (2024). *enVision Grade 7*. Paramus, NJ: Savvas Learning Company.  
Kennedy, D., Milou, E., Thomas, C. D., Zbiek, R. M., & Cuoco, A. (2024). *enVision Grade 8*. Paramus, NJ: Savvas Learning Company.

**Math 9-12 (East, North & West):**

Kennedy, D., Milou, E., Thomas, C. D., Zbiek, R. M., & Cuoco, A. (2024). *enVision Algebra 1*. Paramus, NJ: Savvas Learning Company.  
Kennedy, D., Milou, E., Thomas, C. D., Zbiek, R. M., & Cuoco, A. (2024). *enVision Geometry*. Paramus, NJ: Savvas Learning Company.  
Kennedy, D., Milou, E., Thomas, C. D., Zbiek, R. M., & Cuoco, A. (2024). *enVision Algebra 2*. Paramus, NJ: Savvas Learning Company.

Time Period of Public Input
03/22/23 - 05/09/23
Number and Breakdown of Responses Received (Supportive/Unsupportive)
<ul style="list-style-type: none"><li>Two parent responses were received, one response for 9-12 Algebra 1 and one for Math 6-8 (Kaleidoscope Academy)</li><li>The Math 6-8 Kaleidoscope Academy input was not applicable to the materials on display, comments were made about grading and attendance</li><li>The 9-12 Algebra 1 input was supportive of the resource: "having a book so parents and students can reference the material would be helpful"</li></ul>
Overall Themes Identified From Responses
<ul style="list-style-type: none"><li>Input was supportive relating to the materials on display</li></ul>

## ITEM OF INFORMATION

**Topic:** Valley New School Five Year Charter Contract Renewal

**Background Information:**

Valley New School opened in the fall of 2003 and currently serves 56 students in grades 7-12. VNS is a student-driven, project-based model focusing on the passions and interests of the students in a learning community designed to develop purposeful habits for life-long learning.

The VNS Mission is to create a learning community that empowers individuals to become purposeful adults.

The educational goals for VNS are to:

- Create independent, self-motivated learners.
- Facilitate student mastery of the project process.
- Increase student engagement.
- Encourage students to deeply explore individual areas of interest.
- Nurture the development of community responsibility.
- Prepare students to continue their educational path.

VNS incorporates a project-based model that features individual and group research projects, seminars, service learning, and family/community connected study. Math instruction is achieved through the incorporation of an individual on-line mathematics curriculum. Literature projects and the interdisciplinary nature of project-based learning provide extensive development in Communication Arts.

Included in the contract renewal is expansion to include grade 6 beginning with the 2024-25 school year. The purpose of this expansion is to align with the shift of all AASD neighborhood school 6<sup>th</sup> grade students to the middle schools beginning with the 2024-25 school year.

Proposed Timeline

May 22 – Item of Information for the Board of Education

June 12 – 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. By expanding to include grade 6, VNS will be able to provide the full middle school experience similar to other AASD middle schools.

**Contact Person(s):**

Burke Wallace, 920-997-1399 x-2003, [wallaceburke@asds.k12.wi.us](mailto:wallaceburke@asds.k12.wi.us)  
Mike Hernandez, 920-832-6142, [hernandezmicha@asds.k12.wi.us](mailto:hernandezmicha@asds.k12.wi.us)  
Matt Zimmerman, 920-832-6142, [zimmermanmatth@asds.k12.wi.us](mailto:zimmermanmatth@asds.k12.wi.us)

**CHARTER SCHOOL CONTRACT BETWEEN  
THE APPLETON AREA SCHOOL DISTRICT AND VALLEY NEW SCHOOL**

**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 Valley New School Governance Board (“VNS, Inc. GB”), 10 E College Ave Ste. 228, 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 VNS, Inc. GB a charter to operate as a charter school pursuant to Wisconsin Statute §118.40(2m)(a),

**NOW, THEREFORE**, the parties agree as follows:

**1. Definitions.**

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

- a. Valley New School (“VNS”)
- b. Valley New School Governance Board (“VNS, Inc. GB”)
- c. Project-Based Learning (“PBL”)

**2. Establishment.** The entity seeking to establish the Charter School is the VNS, Inc. GB

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

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

VNS provides a comprehensive, project-based curriculum grounded in the students' academic interests, personal goals, and academic standards. The school has an expected enrollment of 68 students in grades 6-12 (6th grade beginning in Fall 2024). VNS provides parents with the opportunity to form effective partnerships with their child's school and the community at large. VNS incorporates the essential components of PBL schools revolutionizing the roles of culture, process, student and advisor to offer a unique opportunity for true empowerment otherwise not available to students and parents in the Fox Valley.

a. The VNS Mission is to create a learning community that empowers individuals to become purposeful adults. The educational goals for VNS are to:

1. Create independent, self-motivated learners.
2. Facilitate student mastery of the project process.
3. Increase student engagement.
4. Encourage students to deeply explore individual areas of interest.
5. Nurture the development of community responsibility.
6. Prepare students to continue their educational path.

b. VNS incorporates a project-based model that features individual and group research projects, seminars, service learning, and family/community connected study. Math instruction is achieved through the incorporation of an individual on-line mathematics curriculum. Literature projects and the interdisciplinary nature of project-based learning provide extensive development in Communication Arts. The full array of learning options at VNS includes, but is not limited to: Concurrent college enrollment, virtual courses (eSchool), traditional classes offered in the AASD, Advanced Placement courses, CO-OP/internships, and mentorships. To prove readiness for graduation, 12<sup>th</sup> grade students complete a Senior Project.

c. In the PBL model, students propose and implement studies on topics of interest, conduct in-depth research, create high-quality products, and present/defend their learning. PBL:

1. Is rigorous - students plan and manage their own time and workload.
2. Values the process of learning as much as the product and content.
3. Fosters inquisitive natures and improves critical thinking skills.
4. Develops transferrable, applicable skills.
5. Facilitates awareness of interdisciplinary connections and interdependence with school and community.
6. Cultivates the understanding that collaboration is an important part of being a contributing member of any group.
7. Integrates writing, speaking, and student-centered technology in all studies.



d. The learning culture at VNS centers on the Advisory model. Students form meaningful, long-term relationships with their advisor and peers. These relationships lead to hope, mutual respect, and strong support of diverse pursuits.

e. As the advisors support all aspects of the students' learning throughout the school day, it is essential that a distribution of no more than 17 students per advisor is maintained in order to ensure the school's success. In order to support this ratio, VNS assumes many traditional district support services (guidance, talented and gifted, media specialist) and administrative services.

f. Each VNS student builds and maintains a Personal Learning Plan (PLP) that features the individual's short-term and long-term goals, progress-tracking tools and diagnostic data. The PLP is the focal point of each student's educational career at Valley New School.

g. The typical daily schedule at VNS will include:

1. Advisory Meeting
2. Math
3. AM Project Work
4. Lunch
5. Community Job/Journaling
6. Literature
7. PM Project Work
8. Advisory Meeting

6. **Methods of Measuring Student Progress.** VNS shall use the following local measures, assessments and standardized tests to measure pupil progress. ~~VNS will participate in the District's Continuous School Improvement Planning (CSIP) and reporting process.~~ Assessment of student learning will take a variety of forms that include Personal Learning Plans (PLP), portfolios, rubrics, journals, advisor/parent/community input, and traditional standardized testing. Individual projects will be presented to a group of advisors; parents will be invited to attend as well. Student work will be presented to the school community and public in the form of 'Event Nights' and feedback from parents, participants and community members will be sought. In all projects, thorough presentation of all project processes, documentation of time, project analysis and reflection will be used in the evaluation and granting of credit.

Students must annually earn a minimum number of credits based on their grade level. As a reference, one credit will be equivalent to approximately 100 documented hours of work.

Grade 6	6 credits
Grade 7	7 credits
Grade 8	8 credits
Grade 9	9 credits
Grade 10	10 credits
Grade 11	10 credits

Grade 12	10 credits
TOTAL	60 credits

Because students matriculate into VNS at any grade level, the number of credits they must earn at VNS to graduate will vary. For students starting VNS in sixth grade, the following specific credits are required as part of the cumulative credit total:

- A minimum of seven credits of literature
- A minimum of seven credits of mathematics (three high-school level courses)
- An annual service learning project
- A Junior post-high school planning project
- A Senior capstone project (minimum three credits)
- Acceptance in a post-secondary program

Graduating students will be granted a diploma from Valley New School through AASD.

Both group and individual projects will be guided by the Project Proposal and assessed by the Project Rubric. The Project Proposal will document the detailed expectations of the project and outline which academic standards will be met during its completion. The Project Rubric will be used to assess student competency and growth in uniform project process categories as well as specific competency areas outlined in the Project Proposal.

Assessment of program success will take several forms including:

- a. Parent and student satisfaction survey
- b. Evaluation of student Personal Learning Plans
- c. Documentation of credits earned and academic standards attained
- d. Documentation of the service learning component
- e. Attendance records
- f. Standardized test results will be reported in the standard format and method

**Goal Assessment:**

- a. Student Goal 1 - Create independent, self-motivated learners.

Objective: 100% of VNS students will create, maintain, evaluate, and present their Personal Learning Plan (PLP) to members of the VNS community.

Assessment: At the end of each school year, students will present the outcomes of their academic year in a final Personal Learning Plan conference. The measurable progress of the PLP will be documented on the PLP rubric.

- b. Student Goal 2 - Facilitate student mastery of the project process.

Objective: 100% of graduating seniors will complete a Senior Project that demonstrates their mastery of the project process, personal growth, and readiness for graduation.

Assessment: Students will analyze and document their Senior Projects, present them to the VNS Community, and assess them with the VNS Senior Project Rubric.

c. Student Goal 3 - Have engaged students.

Objective: VNS will maintain or increase schoolwide hope, as a measure of engagement.

Assessment: Schoolwide score of 5 or higher (on a scale of 0-8) on the annual Hope Survey.

Assessment: Achieve a minimum of 3,500 hours of service logged by VNS students annually.

d. Student Goal 4 - Prepare students to continue their educational path.

Objective: VNS students will demonstrate readiness for post-secondary opportunities.

Assessment: 90% of upperclassmen will complete a future planning project.

Assessment: 90% of graduates at VNS will show evidence of acceptance in a post-secondary program.

e. Student Goal 5 - Support achievement in standardized testing.

Objective: The percent of VNS students scoring proficient or better in math and reading will be at or above the district and state average on state required assessments.

Assessment: VNS students will participate in a curated standardized testing program with results reported in the standard format and method with consideration given to adequate sample size.

- f. VNS shall report progress on IEPs in accordance with the IDEA and AASD administrative practices.
- g. VNS shall administer other assessments as required under state and federal law, and as directed by AASD.
- h. VNS 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 “VNS, Inc. Governance Board”). The VNS, Inc. Governance Board will determine and oversee the mission and strategic plan, coordinate public relations strategies, establish policies as well as, oversee and approve the budget of the school subject to the terms of this Agreement and specific

authorization by AASD. No individual member of a Charter School Governance Board has the right or authorization to individually exercise the rights listed below.

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

- 1) to determine and oversee the mission and strategic plan;
- 2) to set the educational philosophy of VNS;
- 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 members to its committees, in accordance with VNS, Inc. 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 VNS, Inc. GB may deem necessary or appropriate with regard to the operations or affairs of Valley New School, but not to exceed the

authority granted by the AASD under the terms of this Agreement and state and federal law.

- b. District Administrative Liaison. VNS is a teacher-led school. On a rotating basis, one of the Advisors will serve as the District Administrative Liaison. Communications from AASD needed for procedural purposes will go to the VNS Administrative Liaison as well as the assigned District Administrator. The VNS Administrative Liaison will meet regularly (minimum once per month) with the assigned District Administrator to provide consistent and collaborative communication.
- c. Principal Administration. A ~~principal~~ Assistant Superintendent will be assigned to VNS by AASD. AASD will appoint the ~~principal~~ Assistant Superintendent in collaboration with the VNS, Inc. Governance Board. The ~~principal~~ Assistant Superintendent will demonstrate an interest and a commitment to the students as well as the mission and vision of the school. The ~~principal~~ Assistant Superintendent will be appropriately licensed, pursuant to state law.
- d. Governance Board Constitution. Other than issues specifically addressed in this Agreement regarding the VNS, Inc. Governance Board, the size, method of appointment and constitution of the VNS, Inc. Governance Board will be as stipulated in the VNS, Inc. Governance Board's by-laws. Total membership of the VNS, Inc. Governance Board shall be comprised of fewer than 50% AASD employees. AASD administrators and AASD Board of Education members will not serve on the VNS, Inc. Governance Board.
- e. Officers. Election of officers is detailed in the by-laws of the VNS, Inc. Governance Board.
- f. Meetings. Meetings will be held seven times per year (as outlined in the bylaws). A quorum, consisting of a majority of the Voting Members of the VNS, Inc. 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) Other \_\_\_\_\_

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

**8. Parental and Community Involvement.**

VNS provides numerous opportunities for meaningful parent and community involvement. The service learning requirement, the use of community members as primary sources in project research, the family project component, and the opportunity to develop internships all serve to encourage students and parents to become concerned and contributing members of communities on family, school, local, and global levels. VNS staff, students, and parents actively seek new partners and grants to support the learning community. The VNS, Inc. 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:

a. Parental involvement opportunities include but are not limited to:

1. Governance Board membership
2. Committee membership
3. In-school volunteer
4. Personal Learning Plan support & project process support
5. Chaperones
6. Live sources/references
7. Group project leadership

b. Parental Communication includes:

1. Social Media including weekly emails
2. Conferences – multiple times per year
3. Event nights/Special presentations
4. 6- week Academic Progress Reports
5. Direct contact with Advisors

c. Community involvement opportunities include but are not limited to:

1. Governance Board Membership
2. Committee Membership
3. In-school volunteer/tutoring services
4. Live sources/references
5. Service Learning partners
6. Co-op/Internship providers
7. Guest speakers
8. Whole school, group, or individual learning program providers
9. Fundraising support

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

- (1) Contact the staff member involved ~~classroom teacher~~.

- (2) If resolution has not been reached, or if the concern is school wide, all Advisors will be involved.
- (3) If resolution is still not reached, the Assistant Superintendent ~~principal~~ or the VNS Inc. Governance Board will be contacted based on the nature of the complaint.
- ~~(4) If resolution is still not reached and based on the issue, the charter school principal will contact the \_\_\_\_\_ 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 become Advisors at VNS will be teachers who are appropriately licensed pursuant to state law. The positions will be posted to indicate that candidates should demonstrate an interest and a commitment to the students as well as the mission and vision of the school. They should also have knowledge or a desire to acquire knowledge in the Project-Based Learning model. As a teacher-powered school, all faculty and staff hires will be done with the VNS advisors and the assigned administrator. All provisions of the Employee Handbook for posting and selection of teaching staff will be followed.
- b. Teachers who work at VNS 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 VNS will be posted and filled through the staffing process as outlined in the AASD Employee Handbook.
- e. VNS and the Assistant Superintendent ~~principal~~ have discretion on which AASD meetings/trainings teachers will attend with the exception of mandatory meetings/trainings designated by AASD.

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

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

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

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

## **12. Admission Requirements.**

- a. VNS is open to all students (grades 6-12) of the AASD as well as students applying through the Wisconsin Inter-District Open Enrollment process. Application to and attendance at VNS is voluntary and no tuition is charged. Students who do not wish to attend or are not admitted to VNS 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 VNS 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. VNS will give enrollment preference to current students at VNS. This group will be exempt from the lottery. Siblings of current students will be given preference in the lottery.
- e. Children of VNS full-time staff and governing board members may be given a preference for enrollment but must be limited to no more than 10% of VNS's total enrollment.
- f. Students may enroll and attend VNS at any point during the school year as space permits in accordance with VNS lottery procedures and guidelines.
- g. Students must be enrolled in or open-enrolled in the AASD.
- h. Special needs of students will be met according to the goals of their IEP. The AASD will provide required special education services as appropriate, given the needs of each student's IEP.
- i. Students with an IEP who apply by the deadline and are selected through the lottery will be enrolled unless FAPE (Free Appropriate Public Education) cannot be provided within the charter program with accommodations and modifications, pursuant to state and federal law.



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

- a. Equal Funding: VNS 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 VNS space. In addition, VNS receives funding based on the per-pupil formula applied to all schools in the AASD. The VNS, Inc. Governance Board will oversee, modify, and approve the site budget. All AASD or private contract services will be covered by the AASD with the exception of transportation.
- b. Purchases: Tangible materials/equipment purchased by Charter Schools with grants or donor dollars will be the property of the Charter School and the AASD and will be labeled as such. If the materials/equipment purchased becomes outdated or inoperable, it will be the Charter School's responsibility to maintain and/or replace this material/equipment according to the District's specifications. If the Charter dissolves, the property reverts to AASD ownership.  
  
All Charter Schools will receive the same level of support for materials/equipment. As such, when the District updates old technology or teaching materials with more current items, the District will do so for the Charter Schools at the same rate as all other schools in the District. Example: If a Charter School purchases additional computers beyond the District's allocation for the building, it is the responsibility of the Charter School to maintain and/or replace them when they become incompatible with the District's operating programs.
- c. Personnel: Full-time Teacher Equivalent (FTE's) will be allocated to VNS in the same manner as it does for all AASD schools. As the school's enrollment grows, the necessary FTE's will increase, based on what are current AASD class ratios. Specialists will be allocated by AASD formula as well.
- d. Administration: Administrative services will be provided in the same manner as other AASD schools, including but not limited to: accounting, bookkeeping, risk management, auditing, cash management, payroll, benefits, administrations, labor relations, enrollment pupil services, record keeping, and general testing of students.
- e. Curriculum: A quality curriculum at VNS 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, VNS will fall under the umbrella of the AASD's liability insurance.
- g. Co-curricular Activities: All VNS students may participate in co-curricular activities at their home school.
- h. Food Services: Food service will be provided through the AASD's food service program assigned to the school's facility.

- i. Pupil Services: Pupil services will be provided through AASD staff assigned to the school's facility and subject to paragraph 21 herein.
- j. Custodial Services: Custodial and maintenance services will be provided by the AASD at the school's facility.
- k. Testing and Assessment: State and Federal testing and assessment, that is administered by the AASD will be the same for VNS 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 VNS to attend workshops and other professional development conferences that are aligned to the mission and goals of VNS.
- m. Health and Safety: VNS will rely upon AASD nursing staff and trained staff to provide the necessary resources. VNS 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 \_\_\_\_\_ will consist of the following steps:
- b. The VNS Code contains four basic tenets: Respect, Challenge Yourself, Plan Ahead, and Desire Success.
- c. Professional behavior is expected of all community members.
- d. The discipline model for VNS will consist of the following steps:
  - 1. Disciplinary issues and concerns involving students will be dealt with by the immediate parties involved and their advisor(s). Appropriate consequences and/or restorative measures will be employed as a means of coaching students towards positive behavior in the VNS community.
  - 2. If the issue is unresolved, it will be subject to the VNS Conflict Resolution process outlined in the VNS Policy Manual
  - 3. Beyond these steps, usual AASD protocol regarding conflict will be followed.
- e. The VNS, Inc. Governance Board reserves the right to create and/or approve a VNS Code of Conduct Policy.
- f. Behaviors that require suspension, removal from class (according to AASD procedures and guidelines), and expulsion will be referred through the VNS advisory team to the Assistant Superintendent. \_\_\_\_\_ 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 VNS. Students, who do not elect to attend VNS, may attend a school within the AASD in conformance with the enrollment policy of the AASD Board of Education.

**16. Tuition.** VNS shall not charge any tuition. VNS 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 VNS. The scope of the annual audit will be determined by the AASD and conducted at the expense of the AASD. VNS 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 VNS 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.** VNS is currently located at 10 E College Ave Ste. 228, 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 VNS 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, VNS, Inc. Governance Board agrees to indemnify, defend and hold AASD and its Board of Education, officers, administrators, agents and employees harmless from and against, any and all liabilities, losses, costs, expenses (including, without limitation, reasonable actual attorneys’ fees and expenses) and damages (collectively, “Losses”) arising out of any “Indemnity Claim,” which means any action, cause of action, suit, proceeding, claim, or demand of any third party that, if true, would establish:
- a) Breach by VNS of any provision of this Agreement;
- b) Failure by VNS, Inc. Governance Board to comply with all applicable law, relating to this Agreement or operation of VNS, 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 VNS, Inc. Governance Board, or its employees or agents in connection with the performance of the obligations of VNS, Inc. Governance Board under this Agreement. The obligation of VNS, Inc. Governance Board to indemnify and hold harmless under this Section 19 with respect to any Indemnity Claim will be reduced to the comparative extent, as established by a judgment entered in a court of competent jurisdiction after any appeals, that such Indemnity Claim arises out of acts of fraud, willful misconduct, or acts in breach of this Agreement on the part of AASD or its Board of Education, officers, administrators, agents and employees. The obligations set forth in this Section 19, survive the termination of this Agreement.

b. Indemnification of Valley New School Governance Board

- 1) Subject to the limitations and immunities set forth in Section 893.80 of the Wisconsin Statutes and all similar laws, to the extent applicable under law, AASD agrees to indemnify, defend and hold VNS, Inc. 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 VNS, Inc. Governance Board or its agents and employees. The obligations set forth in this Section 19 survive the termination of this Agreement.

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

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

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

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

- a. AASD will provide employees to provide required IEP services to VNS.
- b. VNS 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. VNS shall document the interventions as required through the Response to Intervention Process for use and consideration in all referrals under the IDEA.
  - d. VNS will cooperate with the LEA in all initial evaluation and re-evaluation processes.
  - e. VNS 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. VNS will provide the LEA with any required data for IDEA self-assessment process in a timely fashion.
  - g. VNS shall provide appropriate notification to parents of all the LEA notices and procedural safeguards.
  - h. VNS's implementation of student IEPs shall follow the LEA AASD calendar, which will be provided to VNS annually. If the VNS school calendar does not follow the LEA AASD calendar, IEP implementation shall follow the VNS 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 VNS secretary in accordance with state requirements and sent upon request.
  - k. The VNS staff 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. VNS 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 VNS in CPI: Nonviolent Crisis Intervention Training rotation schedule.
  - p. The District will invite the VNS special education staff to any District-wide special education professional development opportunities.
  - q. The District has the right to inspect the charter school facilities and records with reasonable notice.

**22. Term, Renewal and Termination of this Contract.**

- a. Term. Consistent with the provisions of §118.40(3)(b), Wis. Stats., the term of this Contract (“Term”) shall be for five (5) years commencing on the first day of the 2023-2024 school year, and shall expire at midnight, on June 30, 2028, unless terminated or extended pursuant to the terms hereof.
- b. Renewal. Pursuant to §118.40(3)(b), Wis. Stats., upon expiration of the initial Term, the AASD Board of Education and VNS 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 VNS deem appropriate.
- c. Termination by Board of Education. This Contract may be terminated by the AASD Board of Education if it finds that:
  - (1) VNS has insufficient enrollment to successfully operate a charter school,
  - (2) If VNS fails to comply with generally accepted accounting principles and standards of fiscal management,
  - (3) If the students of VNS have not shown sufficient academic progress using multiple measures. Students enrolled at VNS for two or more consecutive years will perform at or above AASD average on WSAS or longitudinal assessments of mathematics and reading and local authentic assessment measures agreed upon jointly by the VNS, Inc. Governance Board and AASD.
  - (4) If students enrolled in VNS have failed to make sufficient progress toward attaining the educational goals of their curriculum. If an extension of time to attain such goals is requested by the VNS, Inc. 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 VNS will take to attain such educational goals within a reasonable timeframe. If the AASD Board accepts the written plan, or a modified plan, VNS shall be allowed a reasonable time in which to correct the progress deficiencies.
  - (5) The VNS, Inc. 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) VNS has failed materially to comply with Applicable Law,
  - (7) Any director, members, employee, or agent of VNS has knowingly violated any statute, ordinance or Board policy with respect to the operation of the Charter School,
  - (8) VNS knowingly violates Section 118.40 of the Wisconsin Statutes governing charter schools,
  - (9) VNS 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 VNS, the AASD will provide written notice of the specific material

default asserted and afford VNS60 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 VNS 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 VNS undertake corrective and remedial actions identified by the AASD. Termination of this Contract may be suspended by AASD upon compliance by VNS 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 VNS is put at actual risk thereby, the AASD Board of Education shall provide VNS 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 VNS pending further action.
- f. Termination by Valley New School Governance Board. This Contract may be terminated by VNS, Inc. Governance Board if VNS finds that any of the following have occurred:
  - (1) VNS 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 VNS 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.

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





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

To VNS: VNS, Inc. Governance Board President  
Valley New School  
10 E. College Ave, Ste. 228  
Appleton, WI 54911

With a copy to: Principal VNS Assigned Administrator  
Appleton Area School District  
131 E Washington Street, Suite 1A  
Appleton, WI 54911

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 VNS 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 VNS shall have no effect on the liability of VNS other than those obligations specifically undertaken by VNS under this Contract.

**27. Miscellaneous.**

- a. Governing Law. This Contract shall be governed by, and construed and interpreted under the laws of the State of Wisconsin.
- b. Application of Statutes. If, after the effective date of this Contract, there is a change in applicable law which alters or amends the responsibilities or obligations of any of the parties to this Contract, this Contract shall be altered or amended by the parties to conform to the change in existing law as of the effective date of such change.
- c. Enrollment. Total full-time equivalent pupil enrollment at the School shall not be increased by a net change of more than ~~seventeen (17) forty (40)~~ students per academic year based on the prior academic year's highest total without VNS's consent. Within the five (5) year period following the effective date of this Contract, VNS ~~may shall~~ seek to achieve ~~increased full~~ capacity of ~~up to 102 200~~ full-time equivalent students, ~~with the exception of part time cross-enrolled students or 5th year seniors.~~

- d. Entire Agreement. This Contract sets forth the entire Agreement between the parties with respect to the subject matter of this Contract. All prior applications, agreements or contracts, representations, statements, negotiations, understandings and undertakings are superseded by this Contract.
- e. Severability. If any provision of this Contract is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the provisions of this Contract. If any provision of this Contract shall be or be determined to be in violation of any federal, state or local law, such provision shall be considered null and void, and all other provisions shall remain in full force and effect.
- f. Modifications. No modification to this Contract shall be effective unless the same is in writing and signed by authorized representatives of both parties. During any year of this Contract, either party may request to amend a provision of this Agreement. A request for amendment will be presented in writing before March 30 of each year and identify the terms of the proposed amendment. Thereafter, the parties will promptly meet and confer in good faith with respect to the proposed amendment. Neither party shall be obligated to accept any request for amendment. Any amendment which is agreed upon will be effective July 1 or on such other date as the parties may agree.
- g. Assignment. This Contract is not assignable.
- h. Counterparts: Signature by Facsimile. This Contract may be signed in counterparts, which shall together constitute the signed original Contract. A signature delivered by facsimile or electronic mail shall be considered an original for purpose of this Contract.

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

APPLETON AREA SCHOOL DISTRICT:

By: \_\_\_\_\_

Kay Eggert

President, Board of Education

Date: \_\_\_\_\_

ATTEST:

\_\_\_\_\_  
James Bacon

Board of Education Clerk

Date: \_\_\_\_\_

Valley New School

By: \_\_\_\_\_

David Debbink

Governance Board President

Date: \_\_\_\_\_

ATTEST:

\_\_\_\_\_

Tanya Rosenbaum

Governance Board Secretary

Date: \_\_\_\_\_

## Summary of Proposed Changes for

### Valley New School

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

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

Item #	Section and Page(s) of contract	Proposed Contract Revisions	Rationale <i>(Be specific, you must identify the Law, Policy, Bargaining agreement, or current practice the justifies the need for the revision)</i>	Lead Person Requesting Change	Notes
1	p. 2 # 5	Change grades of service from 7-12 to 6-12. Beginning Fall 2024.	Reflects approval of AASD referenda changing middle school to 6-8 grades. This will not affect school capacity.	VNS Staff	
2	p. 3 # 6	removal of “will participate in the District’s Continuous School Improvement Planning (CSIP) and reporting process.”	VNS has never participated in CSIP	VNS Staff	
3	p. 3/4 # 6	Adding grade 6 and updating credits to reflect an additional grade.	Reflects approval of AASD referenda changing middle school to 6-8 grades.	VNS Staff	
4	p. 5 # 6g	removal of “and” to clarify meaning of statement.	beyond federal/state mandated assessments, VNS chooses assessments that make sense for our student population	VNS Staff	
5	p. 7 # 7c	change language from “principal” to “Assistant Superintendent” to reflect our situation.	VNS is teacher powered, we do not have a principal as collectively we act as the site administrator. We have an asst supt for needed support.	VNS Staff	

6	p. 8 # 8	Added language “VNS provides numerous opportunities for meaningful parent and community involvement. The service learning requirement, the use of community members as primary sources in project research, the family project component, and the opportunity to develop internships all serve to encourage students and parents to become concerned and contributing members of communities on family, school, local, and global levels. VNS staff, students, and parents actively seek new partners and grants to support the learning community.”	This language is in our current charter. There just wasn’t a spot for it in this current charter template.	VNS Staff	
7	p. 9 # 8d	Updated language. Step 1 changed “classroom teacher” to “staff member”. Combined steps 3 and 4 to reflect our context that elevated complaints go to Assistant Superintendent or VNS governing board depending on situation.	language and steps in charter template were not relevant to our current process nor the language in our current charter.	VNS Staff	
8	p. 9 # 9e	change language from “principal” to “Assistant Superintendent” to reflect our situation.	VNS is teacher powered, we do not have a principal as collectively we act as the site administrator.. We have an asst supt for needed support.	VNS Staff	
9	p. 10 # 12a	Change grades of service from 7-12 to 6-12. Beginning Fall 2024.	Reflects approval of AASD referenda changing middle school to 6-8 grades. This will not affect school capacity.	VNS Staff	
10	p. 12 # 14a	language of “discipline system” replaced with “VNS Code”	This reflects language in current charter as well as the culture of VNS.	VNS Staff	
11	p. 13 # 14f	removed “principal” and added language “through the VNS advisory team to the Assistant Superintendent.”	Clarifies established VNS process as a teacher powered school that advisors refer out to Asst Supt	VNS Staff	

			on elevated discipline issues.		
<b>12</b>	p. 20 # 25	Clarify language of recipients. Adding "VNS Inc." and changing "principal" to "VNS assigned administrator"	This reflects the correct titles and language used throughout the contract.	VNS Staff	
<b>13</b>	p. 21 # 27c	Update number for potential growth per year and over the life of the charter contract (i.e. no more than 17 student growth per year instead of 40 and cap at 102 full time students instead of 200)	This reflects the intentional small school nature of VNS. The numbers in the charter template are not relevant to VNS.	VNS Staff	



**VNS**

VALLEY NEW SCHOOL

**Completing a Second Decade of Innovation  
2018-2023**

Valley New School  
Appleton Area School District  
10 E College Ave, Suite 228  
Appleton, WI 54911  
920-993-7037  
<https://vns.aasd.k12.wi.us>



# OUR MISSION

To create a learning community that empowers individuals to become purposeful adults

## VNS By the Numbers

Students	68 (maximum)
Advisors (Teachers)	4.0 FTE
Secretary	0.5 FTE
Paraprofessional	0.4 FTE
Psychologist	0.1 FTE
Nurse	0.1 FTE
Student service learning	83,000 hours (since our founding)
Continuous years of relationship with community organizations (YMCA, LU, APL, Downtown Inc., etc.)	20



## Community Feedback

*“VNS encourages learning in a way that meets each individual student at the level they are on, and builds from there.”*

~2022-23 New Parent & AASD Staff Member

*“VNS provides a place for students to be nurtured & opportunities to thrive in part because of its size.”*

~Parent of a 2022-23 Senior

## PURPOSE

The purpose of this report is to ascertain the progress and level of success achieved by Valley New School during the last charter contract. This report will be updated and amended every five years and be made available to parents, students, granting agencies, Appleton Area School District administration and Board of Education, and the general public. It will be utilized by Valley New School staff as a tool for reflection and a guide for goal-setting.

## EXECUTIVE SUMMARY

Opened in the Fall of 2003, VNS is a student-driven, project-based charter of the Appleton Area School District serving up to 68 students in grades seven through twelve. The VNS culture and academic process focus on learning how to learn: resourcefulness, research, writing and oral communication, application of knowledge, and analysis of skills and information.

Each student, with guidance from their Advisor, creates and maintains a Personal Learning Plan. Students operate in a business-like, technology-rich environment, designing and implementing independent research studies that arise from their passions, interests, and plans for the future. The extensive project process includes attention to Wisconsin State Standards. Assessment is an advisor/advisee collaboration involving a rubric; since continuous individual analysis and improvement are emphasized, letter grades are not employed. With support from staff and parents, students develop skills in time management, goal-setting, and evaluation. In addition, the “open” workspace results in an environment of personal and group responsibility.

As a nationally recognized lab school, VNS staff and students have trained numerous educators and guided the start-up or redesign of over 150 schools across the Midwest. Additional accolades include Charter of the Year (2009) and Charter Innovator of the Year (2010) awards from the Wisconsin Charter School Association, 2010 Fox Cities Youth Alliance Service Award from the Volunteer Center of East-Central WI, and one of America's Top High Schools by Newsweek (2015).



## DEMOGRAPHICS

Students of all abilities and backgrounds are integrated into VNS. Our office-like environment as well as our multi-age advisories help students to learn that everyone has strengths to share regardless of demographic variables. The educational ownership that develops in students at VNS opens new views of strategies to support students as individuals and address the unique intricacies they bring.

### Student Enrollment by District of Residence

District	2018-19	2019-20	2020-21	2021-22	2022-23
Appleton	49	49	52	45	48
Menasha	1	2	4	4	1
Neenah	2	2	2	5	7
Kaukauna	0	0	1	1	1
Kimberly	4	3	4	1	0
Hortonville	4	4	0	1	1
New London	1	1	2	2	2
Freedom	2	2	2	2	2
Pulaski	0	0	0	0	1

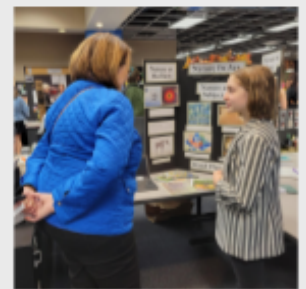
### Free and Reduced Meal Eligibility

	2018-19	2019-20	2020-21	2021-22	2022-23
Reduced	5	2	0	2	2
Free	6	8	16	14	18

### Special Education Enrollment

Students identified with Special Education needs are evaluated before enrollment to determine whether their IEP goals can be met within the VNS program. VNS students with special education needs are able to function within our project based setting.

	2018-19	2019-20	2020-21	2021-22	2022-23
Percent	8.96	7.46	11.94	11.475	11.11
Identified Needs	A, SL, OHI	OHI, SL, H	OHI, SL, H	OHI, SL, H	OHI, SL



## Ethnic Breakdown

	2018-19	2019-20	2020-21	2021-22	2022-23
White	63	64	61	51	53
Black or AA	0	0	1	1	1
Hispanic or Latino	2	2	1	2	2
Asian	0	0	1	1	2
Two+ Races	0	0	2	5	3
American Indian	2	1	1	1	2

## Gender Balance

At VNS we consistently enroll numerous students each year who identify as transgender, non-binary or gender queer. The numbers below reflect official records but do not reflect the diversity of our student body.

	2018-19	2019-20	2020-21	2021-22	2022-23
Female	46	43	39	36	38
Male	21	24	28	25	25

## Enrollment by Grade Level

	2018-19	2019-20	2020-21	2021-22	2022-23
7th	6	9	8	5	5
8th	10	7	10	11	7
9th	11	9	9	10	14
10th	18	12	10	8	10
11th	11	19	12	12	12
12th	11	11	18	15	15



## Regular Attendance

	2018-19	2019-20	2020-21	2021-22	2022-23
Enrollment	67	67	67	61	63
Rate	94.3	92.8	98.1	91.9	93.0
District Avg Rate	95.2	94.9	91.7	90.8	92.5

## Graduation Rate

	2018-19	2019-20	2020-21	2021-22	2022-23
# Seniors	11	11	18	15	13
Four Year Cohort Rate	90.1	90.9	88.88	80	
District Rate	90.9	90.0	76.5	58.3	

## Dropouts

	2018-19	2019-20	2020-21	2021-22	2022-23
# of pupils	0	0	0	1	1
Rate	0	0	0	1.7	1.6
District Avg Rate	1.5	0.9	1.3	1.9	

## Suspensions

Behavior problems are minimal at VNS since there is little reason to “act out” in a supportive and collaborative atmosphere. VNS students help to regulate one another, and students are engaged in their work and in learning in general.

	2018-19	2019-20	2020-21	2021-22	2022-23
# of pupils	0	0	0	2	0
Rate	0	0	0	6.55	0
District Avg Rate	3.68	3.06	.093	3.68	

## Community Feedback

*“Our oldest child just finished her first project. It was crazy going through her rubric with her and helping her identify facts that applied to her topics and how they all connected. She had a blast and we got to relive some good old VNS days through her.*

*Thanks for always pushing us to do our best and for helping us learn how to learn. They are skills we use every single day.”*

*~Two VNS Alumni who got married and have enrolled their child in a project-based elementary school, 2023*

## Expulsions

	2018-19	2019-20	2020-21	2021-22	2022-23
# of pupils	0	0	0	0	0
Rate	0	0	0	0	0
District Avg Rate	0	.01	0	.03	

### Community Feedback

*"You actively make students the priority, foster community within the school. Your students maintain a level of professionalism that tells others they take themselves seriously."*

~Board Member,  
2022

You are unique.  
Your education should be too.



Discover what personalized learning can do for you!

# MEASURES OF SUCCESS

## Current Charter Goals (2018-2023)

### Student Goal 1 - Create independent, self-motivated learners.

**Objective:** 100% of VNS students will create, maintain, evaluate, and present their Personal Learning Plan (PLP) to members of the VNS community.

**Assessment:** At the end of each school year, students will present the outcomes of their academic year in a final Personal Learning Plan conference. The measurable progress of the PLP will be documented on the PLP rubric.

	2018-19	2019-20	2020-21	2021-22
% pupils who met PLP goal	100%	97%	91%	96%

### Student Goal 2 - Facilitate student mastery of the project process.

**Objective:** 100% of graduating seniors will complete a Senior Project that demonstrates their mastery of the project process, personal growth, and readiness for graduation.

**Assessment:** Students will analyze and document their Senior Projects, present them to the VNS Community, and assess them with the VNS Senior Project Rubric.

	2018-19	2019-20	2020-21	2021-22
% graduates who completed senior project	100%	100%	100%	100%

### Community Feedback

*“VNS has free thinking students, a great group of Advisors that work well together, close staff-student relationships, and an adaptive learning environment that prepares students well for the future.*

*VNS project-based curriculum is very ‘real world’ like. I am impressed by the maturity and drive of the students.”*

*~Community Member & Non-profit Director, 2022*

### Student Goal 3 - Increase student engagement.

**Objective:** 90% of VNS students will demonstrate proficient/advanced skill in the “Community Membership” component of the VNS rubric.

**Assessment:** Student progress on the “Community Membership” line of the project rubric will be collected on a yearly and longitudinal basis.

	2018-19	2019-20	2020-21	2021-22
% pupils who demonstrated proficient or advanced skill in Community Membership	92% *incomplete data	100% *incomplete data	91%	90%



### Student Goal 4 - Encourage students to increase depth of critical thinking.

**Objective:** 80% of VNS students will demonstrate proficient/advanced skill in the “Thinking” component of the VNS rubric.

**Assessment:** Student progress on the “Thinking” line of the project rubric will be collected on a yearly and longitudinal basis. Growth in higher level thinking skills will be documented.

	2018-19	2019-20	2020-21	2021-22
% Pupils who demonstrated proficient or advanced skill in Thinking	85% *incomplete data	100% * incomplete data	93%	96%



**Student Goal 5 - Nurture the development of community responsibility.**

**Objective:** 100% of VNS students will complete a service learning project. The annual school-wide goal is to have a minimum of 3,500 hours of service logged by VNS students.

**Assessment:** Each student will document their service learning project and will present the outcomes of their service projects at the end of each year in advisory. VNS will annually track data from Service Learning Projects.

	2018-19	2019-20	2020-21	2021-22
% pupils who completed a service learning project	100%	94%	88%	96%
Annual hours served	5,841	5,046	4,520	3,637

**Community Feedback**

*“VNS offers incredible flexibility in allowing kids to cast a wide net for projects. There are a variety of resources available for the school to explore.”*

~Parent & Educator in NJSD, 2022



**Student Goal 6 - Prepare students to continue their educational path.**

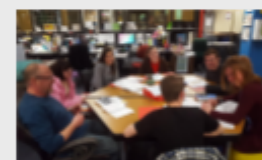
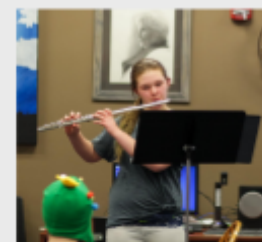
**Objective:** 90% of junior students at VNS will complete a College/Career Planning project.

**Assessment:** Students will assess projects according to the VNS rubric.

**Objective:** As a requirement for graduation, 100% of seniors at VNS must show evidence of acceptance in a post-secondary program. Alumni will be surveyed regularly.

**Assessment:** VNS will grant diplomas to graduating seniors once they show evidence of acceptance at a post-secondary program. Alumni will be surveyed regularly.

	2018-19	2019-20	2020-21	2021-22
% 11th graders who completed a planning project	100%	81%	62%	80%
% 12th graders accepted to a post-secondary program	100%	100%	100%	100%



## Student Goal 7 - Support achievement in standardized testing.

Objective The percent of VNS students scoring proficient or better will be at or above the district and state average in math and reading.

Assessment: VNS students will participate in the district standardized testing program with results reported in the standard format and method with consideration given to adequate sample size.

	2018-19	2019-20	2020-21	2021-22	2022-23
Fall iReady reading % at or above grade level	N/A	N/A	55.6%	50%	62.5%
Fall iReady math % at or above grade level	N/A	N/A	46.7%	28.6%	40%
ACT Aspire % ready or exceeding	VNS: 85.2%  District: 57.1%	N/A (Covid)	VNS: 73.7%  District: 55.9%	VNS: 70.6%  District: 56.4%	
ACT % considered "college ready"	VNS: 60.0%  District: 40.4%	VNS: 50.0%  District: 42.3%	VNS: 54.5%  District: 33.8%	VNS: 0.0%  District: 36.8%	

### Community Feedback

*"Students have significant opportunity to learn in a way that is best for them. VNS prepares students for the real world and post-secondary success."*

~Community Member  
& UW Oshkosh  
Professor, 2022

*"Some of the strengths we see at VNS are the personalized learning, engaged students, and an excellent and credible learning process."*

*Students learn how to learn and self motivate which develops leadership and volunteerism."*

~Parent of two VNS  
Students, 2022

# OUR FACULTY

VNS teachers are called Advisors because that is how professional educators function in a project-based setting function. In a student-driven environment educators must serve as coaches, mentors, and role-models of lifelong learning rather than lecturers and instructors. They work with students and parents to design a personalized educational path for each student and help track progress. Advisors guide students throughout the project process, reviewing work at each phase and encouraging growth.

VNS is a teacher-powered school where the Advisors democratically share administrative duties and work towards the overall success of the school. VNS Advisors serve as both faculty and school leadership.

Because Advisors have the opportunity to work with their advisees - as well as all VNS students - on a daily basis for up to six years, they are very aware of students' learning styles, strengths, areas in need of improvement, and future aspirations. Advisors become advocates for the student both academically and personally. With an Advisor-advisee ratio of 1-to-17, students benefit not only from personalized curriculum but from individual attention.

## Nicole Luedtke

### Advisor/Co-Founder

BS, Education, Northern Illinois University

*Licenses:* Elementary Generalist, Secondary English, Secondary Social Studies, Charter

## Jennifer Kosloski

### Advisor/Co-Founder

MEd, Interdisciplinary Arts in Learning, Lesley University

BA, Studio Art, Lawrence University

*Licenses:* PreK-12 Art, Charter

## Kristen Blom

### Advisor

MA, Curriculum & Instruction & Educational Technology, Walden University

BS, Mathematics Education, Winona State University

*Licenses:* Secondary Math, Charter

## Burke Wallace

### Advisor

PhD, Leadership, University of the Cumberlands

MBA, Business, Taft University

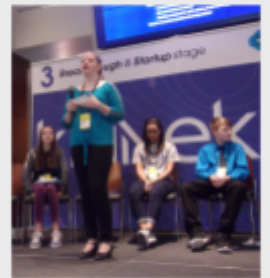
MEd, Curriculum & Instruction, Chapman University

MA, Religion, Liberty University

BA, Political Science, California Lutheran University

*Licenses:* Secondary Social Studies, Secondary English, Secondary Science,

Principal, Director of Instruction, Superintendent-District Administrator



Success for  
Every Student,  
Every Day



**Appleton Area School District  
Operational Expectations Interpretation & Indicators Document  
OE-8 Communicating with the Board**

**SUPERINTENDENT CERTIFICATION:**

With respect to Operational Expectations Policy OE-8, Communicating with the Board, I certify the proceeding interpretations and indicators to be accurate and complete and reasonable.

**Compliant**

**Compliant with the exceptions noted**

**Non-Compliant**

**Executive Summary/Analysis:**

The interpretations and indicators, as submitted below, will provide evidence to the Board that the Superintendent provides adequate information and support for members of the Board of Education to complete their responsibilities to the District. Indicators are informed by best practice, follow all legal requirements, and align with other applicable OE and Results policies.

Of the 17 indicators included in the monitoring of OE 8, 16 were in compliance. The one indicator that was not in compliance is 8.11, which is shown below.

- Superintendent responds to every Board complaint that is assigned to the Superintendent with an explanation of how the situation/complaint has been addressed as documented by board review of a record of complaints, dispositions, and board communication dates kept by the Superintendent's Office.

Every complaint that has been assigned to the Superintendent has been addressed. However, a record of dispositions has not been kept, resulting in being compliant with exception.

**Notes of exceptions, if any:**

See above.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Superintendent

**BOARD ACTION:**

With respect to Operational Expectations Policy OE-8, Communicating with the Board, the Board:

- \_\_\_\_\_ **Compliant**
- \_\_\_\_\_ **Compliant with the exceptions noted**
- \_\_\_\_\_ **Non-Compliant**

**Commendations and/or Recommendations, if any:**

---



---



---

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Board President

Document submitted: \_\_\_\_\_

Re-submitted: \_\_\_\_\_

OE – 8 Communicating with the Board	Superintendent	
<p>The Superintendent shall assure that the Board is fully supported and adequately informed about matters relating to Board work and significant district concern.</p>	In Compliance	Not In Compliance
<p><b>SUPERINTENDENT Interpretation:</b>                      The Board values comprehensive information in a reasonable timeframe on notable issues and happenings in the District and on issues that are relevant to its role and responsibilities as defined by Board policy.</p> <ul style="list-style-type: none"> <li>● <b>Fully supported and adequately informed</b> shall mean that the amount of information and the timing and manner in which information is communicated to the Board shall be such that each Board member will have the necessary information to be able to fulfill his or her responsibilities and will receive relevant information in a timely manner.</li> </ul>		

<ul style="list-style-type: none"> <li>● <b>Matters relating to Board work</b> shall mean items related to the Board’s job description as defined in GC-3.</li> <li>● <b>Significant district concern</b> shall mean matters that impact a large number of employees, students, or stakeholders or matters that may gain large media attention or matters that may have significant cost to the District, financial or otherwise.</li> </ul>		
<p><b>OE – 8.1</b> The Superintendent will submit required monitoring data (see policy B/SR-5–Monitoring Superintendent Performance) in a thorough, accurate and understandable fashion, according to the Board’s annual work plan schedule, and including both Superintendent interpretations and relevant data to document compliance or reasonable progress.</p>	In Compliance	Not In Compliance
<p><b>SUPERINTENDENT Interpretation:</b></p> <ul style="list-style-type: none"> <li>● <b>Monitoring data</b> shall mean evidence provided by the Superintendent and staff to support accomplishment of the indicators of compliance and reasonable progress.</li> <li>● <b>Thorough, accurate, and understandable fashion</b> shall mean that the evidence is comprehensive, that it is correct and reported in a manner that promotes transparency, and that the Board is able to consume the information readily.</li> <li>● <b>Annual work plan</b> shall mean the schedule of indicator reports and monitoring reports outlined by the Board.</li> <li>● <b>Document compliance or reasonable progress</b> shall mean to determine whether the Superintendent or District has accomplished the measurable goals or objectives outlined in the OE indicators and Results.</li> </ul>		
<p><b>SUPERINTENDENT Indicators of Compliance:</b></p> <p>We will know we are compliant when:</p> <ul style="list-style-type: none"> <li>● The District submits 100% of the monitoring data per the Board’s annual work plan for all OE Policies and Results.</li> <li>● A survey of the Board indicates that monitoring data is readily consumable and that the reports are comprehensive and accurate.</li> </ul> <p><b>SUPERINTENDENT Evidence of Compliance:</b></p> <p>At this time, all OE policies and results policies have been submitted and approved as outlined in the Board’s “Annual Work Plan”.</p> <p>Results from the November and April surveys of the Board indicate that 100% of Board members agree or strongly agree that monitoring data is readily consumable and that reports are comprehensive and accurate.</p>	X  X	

<b>Board Comments:</b>		
<b>OE – 8.2</b> The Superintendent will provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board’s work.	In Compliance	Not In Compliance
<p><b>SUPERINTENDENT Interpretation:</b></p> <ul style="list-style-type: none"> <li>● <b>Timely manner</b> shall mean appropriate relative to the urgency or uniqueness of the situation.</li> <li>● <b>Trends, facts and other information</b> shall mean information that supports the Board’s understanding of educational and governance issues, shifts in circumstances that may impact the District (such as teacher shortages, funding, legislative matters, etc.).</li> <li>● <b>Relevant to the Board’s work</b> shall mean regarding items related to the Board’s job description as defined in GC-3.</li> </ul>		
<p><b>SUPERINTENDENT Indicators of Compliance:</b></p> <p>We will know we are compliant when:</p> <ul style="list-style-type: none"> <li>● In a survey of Board members each April and November, a majority of Board members agree that they have been provided information relevant to the Board’s work in a timely manner (e.g. within 24 hours for urgent issues, at least three (3) business days in advance of a Board work session or regular meeting for Board Business items requiring discussion and/or action, and in advance of the Board work session or regular meeting for non-urgent, information and consent agenda items).</li> <li>● In a survey of Board members each April and November, a majority of Board members agree that they have been provided with trends, facts or other information relevant to the Board’s work. (e.g. State budget).</li> </ul> <p><b>SUPERINTENDENT Evidence of Compliance:</b></p> <p>Results of the November and April surveys showed that 100% of Board members who completed the surveys agree or strongly agree that they have been provided information relevant to the Board’s work in a timely manner.</p> <p>In addition, the results of the surveys showed that 100% of respondents agree or strongly agree that they have been provided with trends, facts or other information relevant to the Board’s work.</p>	<p>X</p> <p>X</p>	
<b>Board Comments:</b>		



<p><b>OE – 8.3</b> The Superintendent will inform the Board of significant transfers of money within funds or other changes substantially affecting the district’s financial condition.</p>	In Compliance	Not In Compliance
<p><b>SUPERINTENDENT Interpretation:</b></p> <ul style="list-style-type: none"> <li>• <b>Significant transfers of money</b> shall mean any movement of money in budgeted line items over \$500,000 from one-line item to another.</li> <li>• <b>Substantially affecting the district’s financial condition</b> shall mean contrary to the indicators and interpretations outlined in OE-5 and OE-6.</li> </ul>		
<p><b>SUPERINTENDENT Indicators of Compliance:</b></p> <p>We will know we are compliant when:</p> <ul style="list-style-type: none"> <li>• The annual audit of the District’s finances (Comprehensive Annual Financial Report) reveals no instance in which a significant amount of money was transferred from one-line item to another without having informed the Board and that no other changes substantially affecting the District’s financial condition were made without having informed the Board.</li> </ul> <p><b>SUPERINTENDENT Evidence of Compliance:</b></p> <p>A copy of the <a href="#">audit</a> for the year ending 6/30/22 for review.</p>	X	
<p><b>Board Comments:</b></p>		
<p><b>OE – 8.4</b> The Superintendent will assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions, including matters related to charters.</p>	In Compliance	Not In Compliance
<p><b>SUPERINTENDENT Interpretation:</b></p> <ul style="list-style-type: none"> <li>• <b>Adequate information</b> shall mean sufficient data, documentation, communications and reports for each Board member to fulfill his or her responsibilities.</li> <li>• <b>Variety of internal and external viewpoints</b> shall mean opinions and perspectives from multiple and diverse representative sources and shall include sources both within and outside of the District (such as the Superintendent, Leadership Team, District surveys, individual stakeholders, etc.).</li> </ul>		

<p><b>SUPERINTENDENT Indicators of Compliance:</b></p> <p>We will know we are compliant when:</p> <ul style="list-style-type: none"> <li>● In a survey of Board members each April and November, a majority of Board members believe they have been provided with <ul style="list-style-type: none"> <li>○ Adequate information from a variety of viewpoints.</li> <li>○ An annual overview of district survey results.</li> <li>○ An annual overview of District Scorecard results.</li> </ul> </li> </ul> <p><b>SUPERINTENDENT Evidence of Compliance:</b></p> <p>The results of our November and April surveys show that improvements could be made in providing adequate information from a variety of viewpoints.</p> <p>An annual overview of survey results will be provided when available. Results from student, staff, administrator, and family surveys will be available in June.</p> <p>An overview of the District scorecard was presented during the February 13th Board meeting. <a href="#">Mid-Year AASD Scorecard Review</a>.</p>	X	
<p><b>Board Comments:</b></p>		
<p><b>OE – 8.5</b> The Superintendent will inform the Board of anticipated significant media coverage.</p>	In Compliance	Not In Compliance
<p><b>SUPERINTENDENT Interpretation:</b></p> <ul style="list-style-type: none"> <li>● <b>Anticipated</b> shall mean reasonably predictable or probable.</li> <li>● <b>Significant</b> shall mean topics that could impact a majority of stakeholders, at the school or District level.</li> <li>● <b>Media coverage</b> shall mean reports, stories or commentary that may appear in the local print, television or online recognized news outlets.</li> </ul>		

<p><b>SUPERINTENDENT Indicators of Compliance:</b></p> <p>We will know we are compliant when:</p> <ul style="list-style-type: none"> <li>• In a survey of Board members each April and November, all Board members agree that they have been informed by the Superintendent or designee with regard to significant reports, stories or commentary that may appear in local or national media ahead of the appearance or within 24 hours of breaking news.</li> </ul> <p><b>SUPERINTENDENT Evidence of Compliance:</b></p> <p>Results of the November and April surveys show that all Board members who completed the surveys agree that they have been informed about significant reports, stories or commentary as described in the indicator.</p> <p>In her role as the Communication Coordinator for the district, Kylie Harwell sends the Board emails (media mentions) within 24 hours of a story being published.</p> <p>Superintendent Hartjes also sends emails, and if more timely, will call Board members to inform them of media reports, stories or commentary.</p>	X	
<p><b>Board Comments:</b></p>		
<p><b>OE – 8.6</b> The Superintendent will inform the Board, the Board President or individual members if, in the Superintendent’s opinion, the Board or individual members have encroached into areas of responsibility assigned to the Superintendent or if the Board or its members are non-compliant with any Governance Culture or Board/Superintendent Relations policies.</p>	In Compliance	Not In Compliance
<p><b>SUPERINTENDENT Interpretation:</b></p> <ul style="list-style-type: none"> <li>• <b>Encroached into</b> shall mean taking action, making requests of staff, or otherwise getting involved in the work of the Superintendent or District as described by the Governance policies or State law.</li> <li>• <b>Non-compliant with any Governance Culture or Board/Superintendent Relations</b> shall mean contrary to the policies outlined by the Board’s Coherent Governance policies.</li> </ul>		
<p><b>SUPERINTENDENT Indicators of Compliance:</b></p> <p>We will know we are compliant when:</p>		

<ul style="list-style-type: none"> <li>• The Superintendent reports the specifics of any non-compliance by Board members to the Board President.</li> </ul> <p><b>SUPERINTENDENT Evidence of Compliance:</b></p> <p>No non-compliance occurred up to this time in the 2022-2023 school year.</p>	X	
<p><b>Board Comments:</b></p>		
<p><b>OE – 8.7</b> The Superintendent will present information in simple and concise form, indicating clearly whether the information is incidental, intended for decision preparation, or for formal monitoring.</p>	In Compliance	Not In Compliance
<p><b>SUPERINTENDENT Interpretation:</b></p> <ul style="list-style-type: none"> <li>• <b>Clear and concise</b> shall mean using succinct language that is not industry specific and can be understood by people without an educational background.</li> <li>• <b>Information is incidental, intended for decision preparation or for formal monitoring</b> shall mean identifying the use of the information that is provided so Board Members can respond appropriately.</li> </ul>		
<p><b>SUPERINTENDENT Indicators of Compliance:</b></p> <p>We will know we are compliant when:</p> <ul style="list-style-type: none"> <li>• In a survey of Board members each April and November, a majority of Board members who responded to the surveys indicate that they have been given information in a way they could understand.</li> <li>• In a survey of Board members each April and November, a majority of Board members who responded to the surveys believe they understood the intent of the information they received.</li> </ul> <p><b>SUPERINTENDENT Evidence of Compliance:</b></p> <p>Results of the November and April surveys showed that 100% of Board members agree or strongly agree that they have been given information in a way they could understand.</p> <p>In addition, 100% of Board members agree or strongly agree that they understood the intent of the information they received.</p>	         X   X	

<p><b>Board Comments:</b></p>		
<p><b>OE – 8.8</b> The Superintendent will treat all members impartially and assure that all members have equal access to information.</p>	<p>In Compliance</p>	<p>Not In Compliance</p>
<p><b>SUPERINTENDENT Interpretation:</b></p> <ul style="list-style-type: none"> <li>● <b>Treat all members impartially</b> shall mean to interact with every Board member in a professional and respectful manner, and to communicate with each one in the amount and manner necessary for each Board member to fulfill his or her responsibilities, duties, and Board-assigned tasks.</li> <li>● <b>Equal access to information</b> shall mean that every Board member shall receive the same communications and documents on matters that are of concern to the Board as a whole and upon which the board makes decisions.</li> </ul>		
<p><b>SUPERINTENDENT Indicators of Compliance:</b></p> <p>We will know we are compliant when:</p> <ul style="list-style-type: none"> <li>● In a survey of Board members each April and November, a majority of Board members believe they have been treated equally and have equal access to information.</li> <li>● Documents for meetings and work sessions for Board members are distributed equally and at the same time 100% of the time as evidenced by records kept by the Superintendent’s Office.</li> </ul> <p><b>SUPERINTENDENT Evidence of Compliance:</b></p> <p>Results from the November and April surveys showed that 100% of Board members completing the surveys agree or strongly agree that they have been treated equally and have equal access to information.</p> <p>Through the use of Boarddocs, all Board members receive documents at the same time 100% of the time. In addition, emails with information from the Board and Superintendent’s Executive Assistant are sent to all Board members at the same time.</p>	<p>X</p> <p>X</p>	

<p><b>Board Comments:</b></p>		
<p><b>OE – 8.9</b> The Superintendent will inform the Board in a timely manner of any actual or anticipated noncompliance with any Board Operational Expectations policy or any anticipated failure to achieve reasonable progress toward any Results policy.</p>	<p>In Compliance</p>	<p>Not In Compliance</p>
<p><b>SUPERINTENDENT Interpretation:</b></p> <ul style="list-style-type: none"> <li>● <b>In a timely manner</b> shall mean at the next scheduled work session or Board meeting after the time when the Superintendent has confirmed with staff that the District is likely to be "noncompliant" with regard to any OE policy or when the Superintendent determines that the District has failed to make reasonable progress toward the Results policy.</li> <li>● <b>Actual noncompliance</b> shall mean failure to meet the indicators of compliance as outlined in the OEs.</li> <li>● <b>Anticipated noncompliance</b> shall mean likely failure to meet the indicators of compliance as outlined in the OEs as determined by the Superintendent and his/her staff after review of relevant data or information.</li> <li>● <b>Reasonable progress</b> shall mean sufficient achievement gains to achieve the targets outlined in the Results policies.</li> </ul>		
<p><b>SUPERINTENDENT Indicators of Compliance:</b></p> <p>We will know we are compliant when:</p> <ul style="list-style-type: none"> <li>● The Superintendent brings to the Board 100% of the instances he/she anticipates noncompliance with Board Operational Expectations or Results policies at the next scheduled work session or Board meeting after the time when the Superintendent has confirmed with staff that the District is likely to be "noncompliant" with regard to any OE policy or when the Superintendent determines that the District has failed to make reasonable progress toward a Results policy as shown in a record of board communication dates kept by the Superintendent or designee.</li> </ul> <p><b>SUPERINTENDENT Evidence of Compliance:</b></p> <p>All instances of noncompliance with Board Operational Expectations or Results policies have been shared with the Board during the scheduled monitoring meeting. The <a href="#">schedule</a> for such meetings has been updated as needed throughout the year.</p>	<p>X</p>	

<b>Board Comments:</b>		
<b>OE – 8.10</b> The Superintendent will 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.	In Compliance	Not In Compliance
<p><b>SUPERINTENDENT Interpretation:</b></p> <ul style="list-style-type: none"> <li>• <b>Adequate</b> shall mean sufficient communication and information that will allow the Board to fulfill its responsibilities as described by state law.</li> <li>• <b>Administrative actions and decisions</b> shall mean steps taken by the Superintendent to manage the day-to-day operation of the District and meet the responsibilities outlined in the OE policies.</li> <li>• <b>Delegated to the Superintendent</b> shall mean specifically (in either District or Board policy) assigned as a responsibility of the Superintendent by the Board.</li> </ul>		
<p><b>SUPERINTENDENT Indicators of Compliance:</b></p> <p>We will know we are compliant when:</p> <ul style="list-style-type: none"> <li>• The Superintendent brings to the Board 100% of the decisions required by law to be approved by the Board as documented by minutes of meetings of the Board of Education.</li> <li>• In a survey of Board members each April and November, all Board members believe that they have been provided adequate information regarding administrative decisions that are delegated to the Superintendent, but required by law to be approved by the Board.</li> </ul> <p><b>SUPERINTENDENT Evidence of Compliance:</b></p> <p><i>Please see Boarddocs for minutes from Board of Education meetings.</i></p> <p>Results from the November and April surveys showed that all Board members believe that they have been provided adequate information regarding administration decisions that are delegated to the Superintendent, but required by law to be approved by the Board.</p>	    X    X	
<b>Board Comments:</b>		

<p><b>OE – 8.11</b> Inform the Board in a timely manner of the administrative disposition of complaints referred to the Superintendent by the Board.</p>	In Compliance	Not In Compliance
<p><b>SUPERINTENDENT Interpretation:</b></p> <ul style="list-style-type: none"> <li>● <b>In a timely manner</b> shall mean by the next work session or regular meeting of the School Board.</li> <li>● <b>Administrative disposition</b> shall mean how the complaint was handled or resolved.</li> <li>● <b>Complaints</b> shall mean any concern or issue that is disruptive to operations or student learning and is presented to the Superintendent by the Board.</li> </ul>		
<p><b>SUPERINTENDENT Indicators of Compliance:</b></p> <p>We will know we are compliant when:</p> <ul style="list-style-type: none"> <li>● The Superintendent responds to every Board complaint that is assigned to the Superintendent with an explanation of how the situation/complaint has been addressed as documented by board review of a record of complaints, dispositions, and board communication dates kept by the Superintendent’s Office.</li> </ul> <p><b>SUPERINTENDENT Evidence of Compliance:</b></p>		X
<p><b>Board Comments:</b></p>		
<p><b>OE – 8.12</b> Inform the Board in advance of any deletions of, additions to, or significant modifications of any District policies, instructional programs, or the employee handbook.</p>	In Compliance	Not In Compliance
<p><b>SUPERINTENDENT Interpretation:</b></p> <ul style="list-style-type: none"> <li>● <b>Deletions, additions, significant modifications</b> shall mean removal or editing of learning opportunities that require considerable professional development or resources to change.</li> <li>● <b>District policies</b> shall mean all operational policies maintained by the District and under the direction of the Superintendent for his/her use in the day-to-day operation of the District.</li> </ul>		



<ul style="list-style-type: none"> <li>● <b>Instructional programs</b> shall mean the teaching practices and classroom instruction that have valuable learning opportunities in the District's schools.</li> <li>● <b>Employee handbook</b> shall mean the manual provided to all staff members which outlines and describes the professional expectations and necessary conditions related to their employment with the District.</li> </ul>		
<p><b>SUPERINTENDENT Indicators of Compliance:</b></p> <p>We will know we are compliant when:</p> <ul style="list-style-type: none"> <li>● A review of board meeting or work session minutes or Board communications will show that the Board was informed of 100% of any significant changes to District policies, instructional programs, or the employee handbook prior to the implementation of the change.</li> </ul> <p><b>SUPERINTENDENT Evidence of Compliance:</b></p> <p>Board meeting or work session minutes are available on Boarddocs.</p>	X	
<p><b>Board Comments:</b></p>		

Success for  
Every Student,  
Every Day



**Appleton Area School District  
Operational Expectations Interpretation & Indicators Document  
OE-9 Communicating with the Public**

**SUPERINTENDENT CERTIFICATION:**

With respect to Operational Expectations Policy OE-9, Communicating with the Public, I certify the proceeding interpretations and indicators to be accurate and complete and reasonable.

**Compliant**

**Compliant with the exceptions noted**

**Non-Compliant**

**Executive Summary/Analysis:**

The interpretations and indicators, as submitted below, will provide evidence to the Board that the District's communications will assure that the public is aware of the current activities of the District and knows the plan for improvement moving into the future. Indicators are informed by best practice and align with other applicable OE and Results policies.

Only one of the four indicators under OE 9.1 is in compliance. The first indicator regarding visits to our district website shows a decrease in the number of visits in comparison to the previous three years. The third indicator, which required the district to send a survey to randomly selected community members, was not in compliance because no survey was administered. The survey will go out as part of the annual Community Report later in the summer. The fourth indicator, which required three district newsletters to be sent to the community, was not in compliance as only two such newsletters were sent this year. In the future, the administration recommends that this indicator be revised to require two newsletters per year rather than three.

The only indicator under OE 9.2 requires a Community Report to be made available to staff, families, and community members. This Report will be produced and disseminated in July or August.

**Notes of exceptions, if any:**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Superintendent

**BOARD ACTION:**

With respect to Operational Expectations Policy OE-9, Communicating with the Public, the Board:

\_\_\_\_\_ **Compliant**

\_\_\_\_\_ **Compliant with the exceptions noted**

\_\_\_\_\_ **Non-Compliant**

**Commendations and/or Recommendations, if any:**

---

---

---

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Board President

Document submitted: \_\_\_\_\_

Re-submitted: \_\_\_\_\_

OE – 9 Communicating with the Public	Superintendent	
The Superintendent shall assure that the public is adequately informed about the condition and direction of the district.	In Compliance	Not In Compliance
<p><b>SUPERINTENDENT Interpretation:</b> The Board values a public who is aware of the current activities of the District and knows the plan for improvement moving into the future.</p> <ul style="list-style-type: none"><li>• <b>The public</b> shall mean the District’s families, students, staff, and community members.</li><li>• <b>Adequately informed</b> shall mean that the public has sufficient opportunities to receive important and strategic communications from the District.</li><li>• <b>The condition</b> shall mean information about the organization’s finances, operations, student results, climate, or honors (awards and recognition).</li><li>• <b>Direction</b> shall mean to include communication about the district’s strategic plan/scorecard, programs, changes, innovations, or initiatives.</li></ul>		

<b>OE – 9.1</b> Assure the timely flow of information, appropriate input, and strategic two-way communications between the district and the public that builds understanding and support for district efforts.	In Compliance	Not In Compliance
<p><b>SUPERINTENDENT Interpretation:</b></p> <ul style="list-style-type: none"> <li>● <b>Timely</b> shall mean mechanisms are in place to inform the public and media on a regular basis for routine matters as well as for urgent, immediate issues that may arise and to gain appropriate input, as needed.</li> <li>● <b>Flow of information</b> shall mean the distribution, availability, and accessibility of information.</li> <li>● <b>Appropriate input</b> shall mean useful ideas, thoughts, questions, and concerns brought to the district through the established chain of command or another identified method.</li> <li>● <b>Strategic</b> shall mean communications related to the vision, strategic plan/scorecard, and challenges facing the District.</li> <li>● <b>Two-way communications</b> shall mean disseminating and listening.</li> <li>● <b>Builds understanding and support</b> shall mean that our communication efforts help the public become informed about the district’s direction and progress, and hold a positive perception of the District.</li> </ul>		
<p><b>SUPERINTENDENT Indicators of Compliance:</b></p> <p>We will know we are compliant when:</p> <ul style="list-style-type: none"> <li>● The number of visits to the District website will maintain or increase on an annual basis.</li> <li>● The post engagement and follower count of the District Facebook page will maintain or increase on an annual basis.</li> <li>● Results from a random annual survey sample of district residents, including questions that measure public support of the District and its two-way communication efforts, will indicate that a majority of respondents express support for the direction of the district and its two-way communication efforts.</li> <li>● The District will publish community newsletters three times per year. The newsletters will share updates relevant to the District Scorecard and Results policies as shown in a record of communication dates kept by the Superintendent or designee.</li> </ul>	<p>X</p>	<p>X</p> <p>X</p> <p>X</p>

<p><b>SUPERINTENDENT Evidence of Compliance:</b></p> <p>Below are the number of visits to the District website over the past year, and also the totals for the previous three years (May - May Pageviews):</p> <p>19-20 = 2,194,974</p> <p>20-21 = 1,997,661</p> <p>21-22 = 2,019,683</p> <p>22-23 = 1,554,571</p> <p>All engagement and follower counts for the District Facebook page have increased over the previous year (May to May engagements):</p> <p>Reactions/Likes, comments and shares: 29,638</p> <p>Likes and reactions: 25,655</p> <p>Comments: 2,225</p> <p>Shares: 1,758</p> <p>Link clicks: 11,028</p> <p>New followers: 912</p> <p>Unfollows: 261</p> <p>Facebook Page Reach: 112,619</p> <p>No random survey was sent to district residents. A link to this survey will be included in the upcoming Community Report.</p> <p>The District published community newsletters (District Digest) two times this past year.</p>		
<p><b>Board Comments:</b></p>		
<p><b>OE – 9.2</b> Prepare and publish, on behalf of the Board, a community report to the public that includes the following items:</p> <ul style="list-style-type: none"> <li>A. Data indicating student progress toward accomplishing the Board’s Results policies.</li> <li>B. Information about school district strategies, programs, and operations intended to accomplish the Board’s Results policies.</li> <li>C. Information about the district’s financial condition, including revenues, expenditures, and costs of major programs.</li> </ul>	<p>In Compliance</p>	<p>Not In Compliance</p>

<p><b>SUPERINTENDENT Interpretation:</b></p> <ul style="list-style-type: none"> <li>● <b>Publish</b> shall mean available via print and/or online via the District website.</li> <li>● <b>Data</b> shall mean quantifiable and qualitative assessments summarizing student achievement towards the Board's stated Results.</li> <li>● <b>Information</b> shall mean the administrative and staff work plans to achieve Results, including a summary of the budget and financial administration of the district.</li> </ul>		
<p><b>SUPERINTENDENT Indicators of Compliance:</b></p> <p>We will know we are compliant when:</p> <ul style="list-style-type: none"> <li>● The Board, families, community members and staff receive notification of the availability of the District's annual Community Report to the public as documented in a record of communication dates kept by the Superintendent or designee.</li> </ul> <p><b>SUPERINTENDENT Evidence of Compliance:</b></p> <p>The District's annual Community Report to the public will be made available in late summer. The reason for this date is to allow for end-of-school year data to be included in the report.</p>	<p>NA</p>	
<p><b>Board Comments:</b></p>		