



**Monday, June 12, 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: 6:00 PM**

**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**

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|                |   |
|----------------|---|
| <b>Subject</b> | <b>A. Roll Call</b>                       |
| Meeting        | Jun 12, 2023 - Board of Education Meeting |
| Category       | 1. Meeting Opening                        |
| Type           | Procedural                                |

|                |   |
|----------------|---|
| <b>Subject</b> | <b>B. Pledge of Allegiance</b>            |
| Meeting        | Jun 12, 2023 - Board of Education Meeting |
| Category       | 1. Meeting Opening                        |
| Type           | Procedural                                |

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

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|----------------|--|
| <b>Subject</b> | <b>A. Board Member Request to Remove Consent Agenda Item(s) for Separate Consideration</b> |
|----------------|--|

Meeting Jun 12, 2023 - Board of Education Meeting  
Category 2. Approval of Agenda (GC-2: Governing Commitments)  
Type Procedural

**Subject B. Approval of Agenda**

Meeting Jun 12, 2023 - Board of Education Meeting  
Category 2. Approval of Agenda (GC-2: Governing Commitments)  
Type Action, Procedural

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

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**Subject A. Public Input**

Meeting Jun 12, 2023 - Board of Education Meeting  
Category 3. 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](#)

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

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**Subject A. None**

Meeting Jun 12, 2023 - Board of Education Meeting  
Category 4. Board Development (GC-2.2: The Board will assure that its members are provided with training and professional support necessary to govern effectively.)  
Type Discussion, Information, Presentation

**5. 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.)**

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**Subject                    A. Business Services Update(s): AP Check Register- May 2023**

Meeting                    Jun 12, 2023 - Board of Education Meeting

Category                    5. 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

Executive Director of Finance, Holly Burr, will report on Business Services items for consideration.

**Subject                    B. School/Student Services Update(s): 1st Grade ELA-Handwriting Instructional Material Purchase, 5K-12 Mathematics Standards, Curriculum, and Materials Adoption; Valley New School Charter Contract Renewal**

Meeting                    Jun 12, 2023 - Board of Education Meeting

Category                    5. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)

Type                        Discussion, Information, Report

File Attachments

[IFC\\_Handwritting\\_without\\_Tears\\_Gr.1.pdf \(61 KB\)](#)  
[Public Input Received - Handwriting Without Tears Gr. 1 \(2\).pdf \(49 KB\)](#)  
[Grade One KWKT\\_ELA Handwriting Without Tears \(4\\_14\\_23\)\\_ \(2\).pdf \(273 KB\)](#)  
[AASD 5K-12 Mathematics IFC.pdf \(60 KB\)](#)  
[AASD K-12 Mathematics KWKT \(3\).pdf \(110 KB\)](#)  
[\\_Public Input Received - 5K-12 Math Materials \(2\).pdf \(71 KB\)](#)  
[IFC-Valley New School 5-Year Charter Contract Renewal.pdf \(40 KB\)](#)  
[VNS Charter Contract 2023-2028.pdf \(292 KB\)](#)

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

Meeting                    Jun 12, 2023 - Board of Education Meeting

Category                    5. 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 6-12-23.pdf \(94 KB\)](#)  
[IFC Professional Educator Contract Changes 6-12-23.pdf \(14 KB\)](#)  
[IFC Professional Educator Resignations 6-12-23.pdf \(70 KB\)](#)  
[IFC-Administrative Hire \(1\).pdf \(100 KB\)](#)  
[IFC-Administrative Resignation\(s\) \(2\).pdf \(18 KB\)](#)

**6. 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.)**

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**Subject**                    **A. Board Meeting Minutes from May 22, 2023**

Meeting                    Jun 12, 2023 - Board of Education Meeting

Category                    6. 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.

**7. 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.)**

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**Subject**                    **A. AP Check Register- May 2023**

Meeting                    Jun 12, 2023 - Board of Education Meeting

Category                    7. 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

**Subject**                    **B. 1st Grade ELA-Handwriting Instructional Material Purchase**

Meeting                    Jun 12, 2023 - Board of Education Meeting

Category                    7. 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

File Attachments

[IFC\\_Handwriting\\_without\\_Tears\\_Gr.1.pdf \(61 KB\)](#)

[Grade One KWKT\\_ELA Handwriting Without Tears \(4\\_14\\_23\)\\_2\\_.pdf \(273 KB\)](#)

[Public Input Received - Handwriting Without Tears Gr. 1 \(2\).pdf \(49 KB\)](#)

**Subject**                    **C. 5K-12 Mathematics Standards, Curriculum, and Materials Adoption**

Meeting                    Jun 12, 2023 - Board of Education Meeting

Category                    7. 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

File Attachments

[AASD 5K-12 Mathematics IFC.pdf \(60 KB\)](#)

[AASD K-12 Mathematics KWKT \(3\).pdf \(110 KB\)](#)

[Public Input Received - 5K-12 Math Materials \(2\).pdf \(71 KB\)](#)

**Subject**                    **D. Valley New School Charter Contract Renewal**

Meeting                    Jun 12, 2023 - Board of Education Meeting

Category                    7. 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

File Attachments

[IFC-Valley New School 5-Year Charter Contract Renewal.pdf \(40 KB\)](#)

[VNS Charter Contract 2023-2028.pdf \(292 KB\)](#)

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

Meeting                    Jun 12, 2023 - Board of Education Meeting

Category                    7. 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 6-12-23.pdf \(94 KB\)](#)

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

Meeting                    Jun 12, 2023 - Board of Education Meeting

Category                    7. 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 6-12-23.pdf \(14 KB\)](#)

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

Meeting                    Jun 12, 2023 - Board of Education Meeting

Category 7. 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 6-12-23.pdf \(70 KB\)](#)

**Subject H. Administrative Hire**

Meeting Jun 12, 2023 - Board of Education Meeting

Category 7. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)

Type Action

File Attachments

[IFC-Administrative Hire.pdf \(100 KB\)](#)

**Subject I. Administrative Resignation**

Meeting Jun 12, 2023 - Board of Education Meeting

Category 7. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)

Type Action

File Attachments

[IFC-Administrative Resignation\(s\).pdf \(18 KB\)](#)

## **8. 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: Design Changes for Referendum Projects; 2023-2024 Meal Prices; State Budget Update**

Meeting Jun 12, 2023 - Board of Education Meeting

Category 8. 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

Superintendent, Greg Hartjes, will present the design changes for referendum projects.

Executive Director of Finance, Holly Burr will present the 2023-2024 Meal Prices and the State Budget Update.

File Attachments

**Subject** **B. School/Student Services Report: 9-12 Secondary Science (Physics, Environmental Science, Applied Genetics and Anatomy & Physiology): Curriculum, Text and Materials Adoption**

Meeting Jun 12, 2023 - Board of Education Meeting

Category 8. 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 and Thai Xiong will present the 9-12 Secondary Science (Physics, Environmental Science, Applied Genetics and Anatomy & Physiology): Curriculum, Text and Materials Adoption items of information.

File Attachments

[IOI 9-12 Secondary Science \(Physics, Environmental Science, Applied Genetics and Anatomy & Physiology\) Curriculum, Text and Materials Adoption.pdf \(55 KB\)](#)

[KWKT 9-12 Secondary Science \(Physics, Environmental Science, Applied Genetics and Anatomy & Physiology\).pdf \(141 KB\)](#)

[Public Input Received 9-12 Secondary Science \(Physics, Environmental Science, Applied Genetics and Anatomy & Physiology\).pdf \(70 KB\)](#)

[AASD Physics 4550 Course Overview Curriculum Document.pdf \(67 KB\)](#)

[AASD Environmental Science 4340 Course Overview Curriculum Document.pdf \(80 KB\)](#)

[AASD Applied Genetics 4602 Course Overview Curriculum Document.pdf \(60 KB\)](#)

[AASD Anatomy & Physiology I 4601A Course Overview Curriculum Document.pdf \(65 KB\)](#)

[AASD Anatomy & Physiology II 4601B Course Overview Curriculum Document.pdf \(56 KB\)](#)

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

Meeting Jun 12, 2023 - Board of Education Meeting

Category 8. 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

## **9. Board Business**

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**Subject** **A. Naming of New Elementary School**

Meeting Jun 12, 2023 - Board of Education Meeting

Category 9. Board Business

Type Discussion, Information

Superintendent, Greg Hartjes, will provide an update on the Naming of New Elementary School.

**Subject** **B. OE-11 Instructional Program**

Meeting Jun 12, 2023 - Board of Education Meeting

Category 9. Board Business

Type Action, Discussion

File Attachments

[OE-11 Instructional Program - Monitor Report.pdf \(524 KB\)](#)

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

Meeting Jun 12, 2023 - Board of Education Meeting

Category 9. Board Business

Type Action, Discussion

## **10. Items of Information**

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**Subject A. 2023-2024 Board of Education Meeting and Work Session Schedules**

Meeting Jun 12, 2023 - Board of Education Meeting

Category 10. Items of Information

Type Information

File Attachments

[Board of Ed Schedule 2023-24.pdf \(205 KB\)](#)

[Board of Ed Work Session Schedule 2023-24.pdf \(202 KB\)](#)

## **11. Future Meetings**

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**Subject A. Board Meeting: Monday, June 26, 2023, 6:00 PM**

Meeting Jun 12, 2023 - Board of Education Meeting

Category 11. Future Meetings

Type Information

**Subject B. Board Work Session: Wednesday, June 28, 2023, 7:30AM**

Meeting Jun 12, 2023 - Board of Education Meeting

Category 11. Future Meetings

Type

## **12. Closed Session**

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

Meeting Jun 12, 2023 - Board of Education Meeting

Category 12. 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 Jun 12, 2023 - Board of Education Meeting

Category 12. Closed Session

Type

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

Meeting Jun 12, 2023 - Board of Education Meeting

Category 12. Closed Session

Type Action

## ITEM FOR CONSIDERATION

- Topic:** English Language Arts- Grade One material purchases for handwriting resources
- Handwriting Without Tears My Printing Book Student Workbook, by Learning Without Tears: 2022 Student Edition
  - Handwriting Without Tears My Printing Book Teacher Edition , by Learning Without Tears: 2022 Edition

### Background

**Information:** Currently, first grade teachers do not have a district supplied handwriting workbook or teacher edition to support universal handwriting instruction with their students. First grade teachers were surveyed by ACI from March 21st to March 28th, 2023 to gauge support of a district provided material resource, and specifically the Handwriting Without Tears Grade One edition. Currently, Handwriting Without Tears is used by our Kindergarten and Grade Three teachers. Forty-two of sixty grade one teachers in our district responded to the survey. Their feedback is as follows:

- 100% of teachers responded that 1st grade students need instruction and practice in handwriting
- 85.7% responded that they would support ACI providing this particular resource as it aligns to what is being used at Kindergarten and Grade Three

**Fiscal Note:** The cost for the My Printing Book 2022 Student Edition workbook to be used at the grade one level is \$12,699.00. The cost for the Teacher Edition of the My Printing Book 2022 Edition to be used at the grade one level is \$1,374.45 with an additional combined shipping cost of \$1,407.35. The total purchase for both the workbook and teacher editions, and shipping has a combined cost of \$15,480.80. The cost is within the dollars allocated in the 2023-2024 AC&I budget. All instructional materials will be implemented during the 2023-24 school year.

### Instructional

**Impact:** Students in grade one will receive functional practice in printing to meet Wisconsin Standards for Writing (W.K.6): *With guidance and support from adults, students will learn to produce writing through printing (including forming most printed upper- and lowercase letters), cursive, and/or typing.* These resources will support students in reaching this instructional standard and assist teachers in delivering universal instruction across all our elementary buildings. With instruction and guided practice, students will develop automatic and comfortable handwriting skills with speed, ease, and clarity of message that will transcend all subjects and all grade levels.

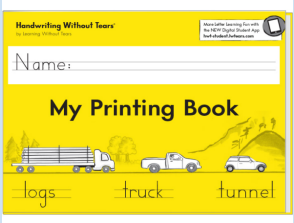
### Contact

**Person(s):** Carrie Willer, PhD 920-832-6157 ext. 2180, [willercarrie@asds.k12.wi.us](mailto:willercarrie@asds.k12.wi.us)  
Steve Harrison, PhD 920-832-6157 ext. 2177, [harrisonstepha@asds.k12.wi.us](mailto:harrisonstepha@asds.k12.wi.us)

**English Language Arts: Materials Purchase- Handwriting Without Tears Student Workbooks For Gr. 1**

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| <b>Time Period of Public Input</b>   |
| 04/25/23 - 06/07/23  |
| <b>Number and Breakdown of Responses Received (Supportive/Unsupportive)</b>  |
| No responses have been received to date. A final report of input will be presented at the June 12th Board Meeting with the Item for Consideration. |
| <b>Overall Themes Identified From Responses</b>  |
| <ul style="list-style-type: none"><li>• N/A</li></ul>  |

**English Language Arts: Material Purchase- Handwriting Without Tears Student Workbook & Teacher Edition for Gr. One**

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|--|---|
| <p><b>WHY</b> would we like to purchase a Gr. 1 handwriting workbook and Teacher Edition within the AASD?</p>  | <p>AASD currently does not offer universal instruction nor provide a material resource in handwriting at the First Grade level. Families, community members and educators have shared concerns that first grade students need universal instruction in printing. First grade teachers were surveyed by ACI from March 21st to March 28th to gage their support of a material resource. 42 of 60 first grade teachers responded. Their feedback is as follows:</p> <ul style="list-style-type: none"> <li>• 100% of teachers responded that 1st grade students need instruction and practice in handwriting</li> <li>• 85.7% responded that they would support ACI providing this resource</li> </ul> <p>Additional teacher feedback included the following:</p> <ul style="list-style-type: none"> <li>• We like Handwriting W/Out Tears and it is the resource used at Kindergarten and Gr. 3</li> <li>• We desperately need a universal resource for consistency and fidelity as we are creating or buying our own resource</li> <li>• This resource is easy to use</li> </ul> <p>Therefore, with strong teacher support, we are seeking approval to purchase the 2022 editions of both the Grade One student and teacher Handwriting Without Tears copies.</p> |
| <p><b>WHAT</b> are some of the features for this edition?</p>                                        | <p>The following features are evident in the My Printing Book Student Workbook 2022 edition:</p> <ul style="list-style-type: none"> <li>• Students practice lowercase letters in words and sentences on different styles of lines</li> <li>• Lessons designed to be practiced in 15 minutes</li> <li>• Left and Right Hand friendly instruction</li> <li>• Digital instruction opportunities for teachers</li> <li>• Home-School opportunities for additional practice</li> <li>• Teacher lesson plans incorporating letter review with words and sentences</li> </ul>  |
| <p><b>HOW</b> was public input solicited prior to making the administrative recommendation to the Board?</p>   | <p>Copies of proposed instructional materials were made available to the public for over 30 days in order to submit written public input. Notification of requested feedback also publicized through the <a href="#">AASD website</a> as well as through the superintendent’s family communication letter.</p>  |
| <p><b>HOW</b> will these books be resourceful for Grade One classroom teachers, and those specialist teachers who provide handwriting instruction for out of grade level students?</p> | <p>The Handwriting Without Tears student workbooks accompany the Teacher Edition manual to provide wrap-around instructional support. The workbook offers targeted practice for students in Grade One, and those students working at these levels with needed handwriting practice to meet Wisconsin State Writing Standards (W.K.6): <i>With guidance and support from adults, students will learn to produce writing through printing (including forming most printed upper- and lowercase letters), cursive, and/or typing.</i></p>  |

## ITEM FOR CONSIDERATION

**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.

### Administrative

**Recommendation:** Approve as recommended.

### 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: 6/12/23



## 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 FOR CONSIDERATION

**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.

**Fiscal**

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

**Administrative**

**Recommendation:** Approval of the Charter School Contract between the Appleton Area School District and Valley New School.

**Instructional**

**Impact:** Charter schools provide educational options for students and parents to better meet the needs of individuals. By expanding to include grade 6, VNS will be able to provide the full middle school experience similar to other AASD middle schools.

**Contact**

**Persons:** 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. 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        |
| <b>TOTAL</b> | <b>60 credits</b> |

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, 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. Administration. An Assistant Superintendent will be assigned to VNS by AASD. AASD will appoint the Assistant Superintendent in collaboration with the VNS, Inc. Governance Board. The Assistant Superintendent will demonstrate an interest and a commitment to the students as well as the mission and vision of the school. The 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.

- (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 or the VNS Inc. Governance Board will be contacted based on the nature of the complaint.
- (4) Unresolved issues may be appealed the Superintendent of Schools.
- (5) 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 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 Equivalents (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 VNS Code contains four basic tenets: Respect, Challenge Yourself, Plan Ahead, and Desire Success.
- b. Professional behavior is expected of all community members.
- c. 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.
- d. The VNS, Inc. Governance Board reserves the right to create and/or approve a VNS Code of Conduct Policy.
- e. 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. 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 VNS 60 calendar days in which to cure the asserted material default. This does not apply as to student progress or compliance with the IDEA, Sec. 504 or law directing educational services.
- d. Notice. Written notice of such termination shall be provided to 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.
- h. Equipment Disposition. VNS will respond to requests from the AASD Board of Education and Department of Public Instruction for inventory of equipment purchased with state or federal funds, including federal charter school funds, and the disposition of any individual item of equipment worth \$300 or more.
- i. Funds raised by non-school groups through fundraising activities and directed to VNS,

Inc., Valley New School, or school organizations, shall be considered gifts to Valley New School. All gifts and bequests become property of VNS, Inc. and Valley New School, but may be used to offset any debt owed to AASD upon the final accounting.

**23. Autonomy.**

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

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

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

To AASD: Board President  
Appleton Area School District  
131 E Washington Street, Suite 1A  
Appleton, Wisconsin 54911

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

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

With a copy to: 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) 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 seek to achieve increased capacity of up to 102 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: \_\_\_\_\_



## 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> |
|-----------------------|----------------------------|--------------------|------------|---------------|------------------------|
| Brielle L. Buechler   | Speech & Language          | TBD                | 100%       | \$52,450      | 8/28/23                |
| Alma L. Cendejas Ruiz | Dean/English Learner       | ABS/Columbus       | 100%       | \$60,200      | 8/28/23                |
| Julie L. Cone         | Special Ed-SLD             | Horizons/Jefferson | 100%       | \$60,200      | 8/28/23                |
| Melissa M. Ernst      | English Learner            | Central/VNS        | 30%        | \$18,060      | 8/28/23                |
| Nathan M. Ghiglieri   | Talented & Gifted          | Highlands/TBD      | 90%        | \$55,620      | 8/28/23                |
| Jennifer T. Gresh     | Special Ed-CC/SLD          | Huntley            | 50%        | \$22,600      | 8/28/23                |
| Jacob J. Heinemeyer   | School Counselor           | West               | 100%       | \$56,800      | 8/28/23                |
| Skylee K.M. Kutska    | Special Ed-ID              | North              | 100%       | \$45,200      | 8/28/23                |
| Brenna E. Lara        | Social Studies             | East/West          | 100%       | \$47,200      | 8/28/23                |
| Alexis J. Lund        | Grade 2                    | Badger             | 100%       | \$45,200      | 8/28/23                |
| Adam J. Michalski     | Special Ed-Program Support | District           | 100%       | \$56,800      | 8/28/23                |
| Sophia E. Pedroni     | Art                        | ABS/Dunlap         | 100%       | \$45,200      | 8/28/23                |
| Michelle L. Polzin    | School Psychologist        | District           | 100%       | \$71,450      | 8/28/23                |
| Katherine L.C. Ray    | Business Ed                | East               | 100%       | \$51,400      | 8/28/23                |
| Erica M. Roberts      | Special Ed-EC              | Johnston           | 100%       | \$58,550      | 8/28/23                |
| Matthew P. Sharpless  | Special Ed-EBD/SLD         | Badger             | 100%       | \$45,200      | 8/28/23                |
| Jeffrey T. Sheptoski  | Dean                       | Houdini            | 100%       | \$58,550      | 8/28/23                |
| Mai Jee Thao          | English Learner            | Franklin/Houdini   | 100%       | \$55,000      | 8/28/23                |

**Brielle L. Buechler** received her Master of Science degree from Marquette University with a major in Speech & Language Pathology. She recently completed her Speech & Language Pathology clinical placement with Milwaukee Public Schools.

**Alma L. Cendejas Ruiz** received her Master of Education degree from Grand Canyon University with a major in Educational Administration. Currently, she is serving the St. Mary Catholic School System as an Associate Principal.

**Julie L. Cone** received her Master of Arts degree from Saint Mary's University with a major in Special Education. Most recently, she served the Baraboo School District as a Special Education Teacher.

**Melissa M. Ernst** received her Master of Science degree from UW-Milwaukee with a major in Administrative Leadership/Educational Administration. Ms. Ernst is being hired as a "Temporary Employee" for the 2023-2024 school year. Most recently, she served the District as an Alternative Education Teacher at West High School.

**Nathan M. Ghiglieri** received his Master of Education degree from American College of Education with a major in Educational Leadership. Most recently, he served the Santa Fe Christian School in Solana Beach, California as a Social Studies Teacher.

**Jennifer T. Gresh** received her Bachelor of Science degree from The Pennsylvania State University with a major in Human Development and Family Studies. Ms. Gresh is being hired under a one-year license with stipulations. Most recently, she served the District as a Special Education Paraprofessional at Huntley Elementary School.

**Jacob J. Heinemeyer** received his Master of Arts in Counseling degree from Lakeland University with a major in School Counseling. Most recently, he served the Ripon Area School District as a School Counselor.

**Skylee K.M. Kutska** will receive her Bachelor of Science in Education degree from UW-Oshkosh with a major in Special Education. Ms. Kutska is being hired under a one-year license with stipulations as she completes on-the-job student teaching. Most recently, she served the District as a Special Education Paraprofessional and Substitute Teacher.

**Brenna E. Lara** received her Bachelor of Science in Education degree from UW-Oshkosh with a major in Elementary Education. Most recently, she served the Berlin Area School District as a Social Studies Teacher.

**Alexis J. Lund** received her Bachelor of Arts degree from Judson University with a major in Elementary Education. Most recently, she served the Oshkosh Area School District as a Grade 2 Teacher.

**Adam J. Michalski** received his Bachelor of Science in Education degree from UW-Oshkosh with a major in Special Education. Most recently, he served the Green Bay Area Public School District as a Special Education Teacher.

**Sophia E. Pedroni** received her Bachelor of Fine Arts degree from UW-Oshkosh with a major in Art Education. Most recently, she served the District as a Substitute Teacher.

**Michelle L. Polzin** received her Master of Science in Education degree from UW-Whitewater with a major in School Psychology. Most recently, she served Wisconsin RTI Center/Wisconsin PBIS Network as a Regional Technical Assistance Coordinator.

**Katherine L. C. Ray** received her Master of Business Administration degree from University of Washington with a major in Business Administration. Ms. Ray obtained her certification through the Experience Based licensure pathway. Most recently, she served the District as a Temporary Employee in a similar role at East High School.

**Erica M. Roberts** received her Master of Science in degree from UW-Oshkosh with a major in Early Childhood Special Education. Most recently, she served VPI's Early Intervention Program as an Early Childhood Special Education Teacher and Service Coordinator.

**Matthew P. Sharpless** received his Bachelor of Science degree from Old Dominion University with a major in Exercise Science. Mr. Sharpless is being hired under a one-year license with stipulations. Most recently, he served the District as a an ESSER Substitute Teacher at Badger Elementary School.

**Jeffrey T. Sheptoski** received his Master of Science degree from UW-Oshkosh with a major in Educational Leadership and Policy. Most recently, he served the Neenah Joint School District as a Grade 6 English Language Arts Teacher.

**Mai Jee Thao** received her Bachelor of Arts degree from UW-Madison with a major in English. She continued her education to obtain her teaching certification for UW-Oshkosh. Most recently, she served the Sheboygan Area School District as an English Learner Teacher.

**FISCAL NOTE:** As indicated above

**ADMINISTRATIVE RECOMMENDATION:** Approval

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

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

6/12/23

## 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> |
|----------------------------|-----------------|------------------|-------------|-----------------------|
| Victoria B. Fors           | School Nurse    | TBD              | 40% to 60%  | 8/28/23               |
| Annestashia C. Gitter      | Social Worker   | Kaleidoscope     | 100% to 80% | 8/28/23               |
| Emma J. Knick              | Music-Choral    | Classical/Wilson | 90% to 100% | 8/28/23               |
| Melissa L. Schmidt         | Elem-STEM       | TBD              | 60% to 100% | 8/28/23               |
| Kara J. Schroeder          | School Nurse    | TBD              | 60% to 100% | 8/23/23               |
| Katherine G. Vander Velden | Art             | Einstein         | 67% to 71%  | 8/23/23               |

**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)

6/12/23

## 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, unless otherwise noted.

**Michelle D. Bongers** has been with the District for nine years, most recently as an English Learner Teacher at Madison Middle School.

**James A. Brotz** has been with the District for two years, most recently as a Special Education Teacher at Horizons Elementary School.

**Kristina S. Cartwright** has been with the District for twenty-one years, most recently as an English Learner Teacher at Horizons Elementary School.

**Christina J.S. DeChamps** has been with the District for nine years, most recently as a School Social Worker, Homeless Liaison and Foster Care Support Coordinator for the District. Ms. DeChamps' resignation is effective at the close of the Friday, June 30, 2023 workday.

**Jerald S. De Long** has been with the District for twelve years, most recently as a Dean of Students at East High School.

**Julie M. Hannus** has been with the District for one and one-half years, most recently as an English Learner Teacher at Kaleidoscope Academy.

**Kristeen E. Jahner** has been with the District for twenty-three years, most recently as an Art Teacher at Horizons Elementary School.

**Krista M. Meneghini** has been with the District for four years, most recently as an Art Teacher at West High School.

**Lindsey K. Pinkley** has been with the District for four years, most recently as a Special Education Teacher at North High School.

**Jessica L. Rauth** has been with the District for seven years, most recently as a Speech & Language Pathologist at Johnston Elementary School.

**Timmy I. Schroeder** has been with the District for two and one-half years, most recently as a Special Education Teacher at McKinley Elementary School.

**Jessica M. Sherman** has been with the District for three years, most recently as a Math Teacher at Madison Middle School. Ms. Sherman's resignation is effective at the close of the Tuesday, May 23, 2023 workday.

**Chelsa L. Smith** has been with the District for eleven years, most recently as a Special Education Teacher at Huntley Elementary School.

**Teresa C. Smith** has been with the District for one year, most recently as a Special Education Teacher at Highlands Elementary School.

**Katie L. Wichman** has been with the District for twelve years, most recently as a Kindergarten Teacher at Edison Elementary School.

**Monica J. Wilson** has been with the District for six years, most recently as a Grade 4 Teacher at McKinley Elementary School.

**BACKGROUND INFORMATION:** The following Professional Educator has submitted a letter of resignation prior to the 2023-2024 school year.

**Eric M. DeVaughn** was recently hired by the District as a Math Teacher at West High School.

**FISCAL NOTE:** Dependent upon replacements

**ADMINISTRATIVE RECOMMENDATION:** Approval

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

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

6/12/23

## ITEM FOR CONSIDERATION

**TOPIC:** Administrative Hire

**BACKGROUND INFORMATION:** The individual listed below has been recommended for a contractual position for the 2023-2024 school year under 260-day contract effective July 1, 2023:

**Nathan M. Werner** is recommended for the Principal position at Appleton North High School. Mr. Werner most recently served as the Activities Director at Kaukauna Area School District.

**FISCAL NOTE:** Salary will be commensurate with education and experience.

**ADMINISTRATIVE RECOMMENDATION:** It is recommended that this individual is approved to receive an administrative contract for the 2023-2024 school year.

**INSTRUCTIONAL IMPACT:** This highly, qualified candidate will support the continuation of quality instruction and student support.

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

6/12/23

## ITEM FOR CONSIDERATION

**TOPIC:** Administrative Resignation(s)

**BACKGROUND INFORMATION:** The following administrator has submitted a letter of resignation effective June 30, 2023:

**Jillian R. Gordon** has been with the District for one year, most recently as the Associate Principal of Curriculum and Instruction at Appleton North High School.

**BACKGROUND INFORMATION:** The following Administrator has submitted a letter of resignation prior to the 2023-2024 school year.

**Karla R. Manning** was recently hired as the Diversity, Equity and Inclusion Director for the District.

**FISCAL NOTES:** Dependent upon replacements

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

**ADMINISTRATIVE RECOMMENDATIONS:** Approval

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

6/12/23



## ITEM OF INFORMATION

**Topic:** 2023-2024 Meal Prices

**Background  
Information:**

Recommendation that 2023-2024 meal prices remain at the same level as the 2022-2023 school year with an increase in Milk Price from \$.35 to \$.40 as the price in milk continues to increase. Current cost of milk as of today is \$.31.

| <b>2023-2024 Pricing</b> | <b>Elementary</b> | <b>Middle</b> | <b>High</b> |
|--------------------------|-------------------|---------------|-------------|
| Breakfast                | \$1.15            | \$1.25        | \$1.25      |
| Reduced Breakfast        | \$0.30            | \$0.30        | \$0.30      |
| Adult Breakfast          | \$2.60            | \$2.60        | \$2.60      |
| Lunch                    | \$2.70            | \$2.95        | \$2.95      |
| Reduced Lunch            | \$0.40            | \$0.40        | \$0.40      |
| Adult Lunch              | \$4.65            | \$4.65        | \$4.65      |
| Milk                     | \$ .40            | \$ .40        | \$ .40      |

**Fiscal Impact:** None, should breakeven by the end of the school year.

**Contact Person:** Holly Burr, 920-997-1399 ext. 2034  
Diane Wittman, 920-997-1399 ext. 2031

**6/12/2023**

## ITEM OF INFORMATION

**Topic:** 9-12 Secondary Science (Physics, Environmental Science, Applied Genetics and Anatomy & Physiology): Curriculum, Text 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 updating and implementing standard-based science curriculum for Physics, Environmental Science, Applied Genetics and Anatomy & Physiology. Based on teacher input, the curricula were revised using the AASD standards-based course (SBC) development process and materials were recommended for adoption during the 2023-24 school year in order to support the updated curricula. The request is for the adoption of the proposed course curricula, standards, text and materials.

**Fiscal Note:**

Instructional material recommendations include student edition textbook and e-book, online digital resources, teacher edition textbook and online planning resources, and science tools to support student learning and support teachers in evaluating individual learning.

Zitzewitz, P. W., Haase, D. G., & Harper, K. A. et al. (2020). *Inspire Physics*. McGraw Hill Education. ISBN: 978-0-02-135316-3

Miller, T. G & Spoolman, S., E. (2023). *Environmental Science: Sustaining your world*. Cengage Learning: National Geographic. [Updated Edition] ISBN: 978-1-305-63742-9

Lewis, R. (2021). *Human Genetics: Concepts and applications*. [Thirteenth Edition]. McGraw Hill Education. ISBN: 978-1-264-33374-5

Welsh, C. J. (2021). *Hole's essentials of human anatomy and physiology*. [Second Edition]. McGraw Hill Education. ISBN: 978-1-260-25134-0

The cost includes textbooks and 6 year digital resource licenses: (1) Physics = \$26,185 for textbooks and online resources and \$46,000.00 for Vernier Data Collection tools and software, (2) Environmental Science = \$49,720.00, (3) Applied Genetics = \$34,099.02, and (4) Anatomy & Physiology = \$36,137.57. The total cost of \$192,142.09 is within the dollars allocated in the 2022-23 AC&I budget.

**Instructional Impact:**

Both students and teachers will have access to standards-based courses. The new curriculum and materials will allow high school students to develop a deeper conceptual understanding of science concepts and science practices. Students will engage in science practices and hands-on, inquiry-based laboratory investigations to develop and apply their knowledge of scientific 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)

BOE: 6/12/23



## Secondary Science (9-12)

### Curriculum, Text and Materials: Key Word Key Time (KWKT)

|   |  |
|---|--|
| <p><b>WHY</b> is there a need for the curriculum and instructional materials?</p> | <p>In 2016, the AASD adopted the <i>Next Generation Science Standards (NGSS)</i> as the AASD Science Standards for K-12. During this time, the district also started the standard-based course (SBC) development process for all courses and content areas at the middle and high school levels. The following science courses have started or completed the SBC process and have transitioned to the new <i>NGSS</i>: Biology, Physical Science, Earth Science, General Chemistry and Chemistry. The following courses have not gone through the SBC process and are still using the outdated WI Model Academic Standards for Science which was discontinued in 2017: Physics, Environmental Science, Anatomy &amp; Physiology, and Applied Genetics.</p> <p>(1) There is a need to update the curriculum for Physics, Environmental Science, Anatomy &amp; Physiology, and Applied Genetics to reflect the latest science standards.</p> <ul style="list-style-type: none"> <li>● Physics was last updated in 2008 and it does not currently have an instructional textbook and materials</li> <li>● Environmental Science, Anatomy &amp; Physiology and Applied Genetics were last updated in 2007 and the current textbooks are 16 years old</li> </ul> <p>(2) With updates to the curriculum, there is a need to support the curriculum with updated instructional text and materials to align to the new standards and units of study.</p>   |
| <p><b>WHAT</b> changes are required for implementation?</p>                       | <p>In collaboration with high school science teachers from September to April during the 2022-23 school year, the standard-based curriculum was developed for Physics, Environmental Science, Applied Genetics, and Anatomy and Physiology. During this process, the instructional and assessed standards along with the units of study, essential understandings, and essential questions were developed. The Course Overview provides an overview of what students will know, understand and be able to do as a result of successfully completing the course.</p> <p>The following adoptions are required for implementation:</p> <ul style="list-style-type: none"> <li>● Science standards as foundation for teaching the concepts and skills <ul style="list-style-type: none"> <li>○ <i>Next Generation Science Standards</i>: Environmental Science and Applied Genetics</li> <li>○ <i>College Board AP course framework</i>: Physics is an upper level science course and the physical science standards of the NGSS are already covered in Physical Science, General Chemistry and Chemistry so the standards for Physics will include the five <i>Big Ideas</i> along with the <i>Enduring Understanding</i> and the seven <i>Science Practices</i> that will be spiraled into each unit.</li> <li>○ <i>National Health Science Standards (NHSS)</i>: Anatomy &amp; Physiology <ul style="list-style-type: none"> <li>■ NGSS does not align with human anatomy, physiology, common diseases and disorders, and medical principles</li> </ul> </li> </ul> </li> <li>● New instructional resources: text and/or materials (see Item of Information)</li> <li>● Common Summative Assessments: 1 summative per unit</li> <li>● Add a new science elective course <ul style="list-style-type: none"> <li>○ Divide the semester long Anatomy &amp; Physiology course into two semester long courses: Anatomy &amp; Physiology I and Anatomy &amp; Physiology II</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:</p> <ul style="list-style-type: none"> <li>● All students have access to rigorous and relevant standards-based science courses</li> <li>● Text and materials provide opportunities for students to create meaningful connections</li> </ul>  |

among concepts to investigate phenomena using science practices

- Offer an additional science elective course option with more breadth and depth of human anatomy and physiology for students interested in health science or the medical field
- Opportunities for teachers to effectively plan and utilize current instructional materials with integrity and to further develop their own understanding of the content to engage students to guide their own science inquiry development

## 9-12 Secondary Science Public Input Received

**Physics and Environmental Science were on public display for 30 days and no public input was received:**

### **Physics (4550)**

Zitzewitz, P. W., Haase, D. G., & Harper, K. A. et al. (2020). *Inspire Physics*. McGraw Hill Education. ISBN: 978-0-02-135316-3

### **Environmental Science (4340)**

Miller, T., G & Spoolman, S., E. (2023). *Environmental Science: Sustaining your world*. Cengage Learning: National Geographic. [Updated Edition] ISBN: 978-1-305-63742-9

| Time Period of Public Input  |
|--|
| 04/10/23 - 05/19/23  |
| Number and Breakdown of Responses Received (Supportive/Unsupportive)                             |
| <ul style="list-style-type: none"><li>No public input received</li></ul>                         |
| Overall Themes Identified From Responses   |
| <ul style="list-style-type: none"><li>No theme as a result of no public input received</li></ul> |

**Applied Genetics and Anatomy & Physiology were on public display for 30 days and no public input was received:**

### **Applied Genetics (4602):**

Lewis, R. (2021). *Human Genetics: Concepts and applications*. [Thirteenth Edition]. McGraw Hill Education. ISBN: 978-1-264-33374-5

### **Anatomy & Physiology I (4601A) and Anatomy & Physiology I (4601B):**

Welsh, C. J. (2021). *Hole's essentials of human anatomy and physiology*. [Second Edition]. McGraw Hill Education. ISBN: 978-1-260-25134-0

| Time Period of Public Input  |
|--|
| 04/26/23 - 06/07/23  |
| Number and Breakdown of Responses Received (Supportive/Unsupportive)                             |
| <ul style="list-style-type: none"><li>No public input received</li></ul>                         |
| Overall Themes Identified From Responses   |
| <ul style="list-style-type: none"><li>No theme as a result of no public input received</li></ul> |

# Physics (4550) Course Overview Curriculum Document

## Course Description

Physics deals with matter and energy and their interactions. The course will emphasize hands-on laboratory discovery that illustrates the physical and mathematical (algebra and trigonometry) relationships between objects and their surroundings. Physics will provide opportunities to develop problem solving and critical thinking skills based on science practices. Units of study include kinematics, dynamics, conservation and electricity.

### Credits

1

### Prerequisites

Concurrent with 9260 Algebra 2

### Board Approved

May 1997

### Revised

October 1998, June 2008, April 2023

## Required Assessments

District-wide, standards-based common summative assessments

## Textbooks/Resources

Zitzewitz, P. W., Haase, D. G., & Harper, K. A. et al. (2020). *Inspire Physics*. McGraw Hill Education.  
ISBN: 978-0-02-135316-3

## Course Essential Understandings

As a result of successfully completing this course, students will understand:

- The state of an object in motion can be described by its displacement, position, velocity, and acceleration.
- The interactions of an object with other objects or fields can be described by forces.
- Changes occur when systems interact and those changes are constrained by conservation laws.
- Electrical interactions can be described by laws governing the behavior of electric charges.
- Science Practices allow scientists to problem solve and conduct investigations.

## Course Relevance Questions

How do matter and energy interact and relate to the world around us?

How can data, observation, and mathematics be used to develop models that describe the current, past, and future behaviors of systems?

## Unit Overviews

| Unit Name             | Unit Description  | Unit Relevance Question   | Instructional Standards  | Assessed Standards  |
|-----------------------|---|---|--|---|
| Unit 1 - Kinematics   | At the end of this unit, students will use what they have learned to use graphical and mathematical modeling to explain and predict patterns of motion in one and two dimensions. The following concepts will be explored: Displacement, Velocity, Acceleration, Free Fall, Tangential Speed, Tangential Acceleration, and Vectors.   | How can we quantify the movement of objects?<br>How can we model motion?  | Big Idea 3: The interactions of an object with other objects can be described by forces.<br><br>Big Idea 4: Interactions between systems can result in changes in those systems.   | Big Idea 3: The interactions of an object with other objects can be described by forces.<br><br>Big Idea 4: Interactions between systems can result in changes in those systems.  |
| Unit 2 - Dynamics     | At the end of the unit, students will use what they have learned to explain and predict how Newton's laws affect the motion of objects. The following concepts will be explored: Force Diagrams, Newton's 1st Law, Newton's 2nd Law, Newton's 3rd Law, and Centripetal Force.   | How can forces cause so many types of motion?   | Big idea 1: Objects and systems have properties such as mass and charge. Systems may have internal structure.<br>Big idea 2: Fields existing in space can be used to explain interactions.<br>Big Idea 3: The interactions of an object with other objects can be described by forces.<br>Big Idea 4: Interactions between systems can result in changes in those systems. | Big idea 2: Fields existing in space can be used to explain interactions.<br>Big Idea 3: The interactions of an object with other objects can be described by forces.<br>Big Idea 4: Interactions between systems can result in changes in those systems. |
| Unit 3 - Conservation | At the end of the unit, students will use what they have learned to explain and predict how changes in the system are governed by laws of conservation. The following concepts will be explored: Conservation of Energy, Elastic Potential Energy, Kinetic Energy, Gravitational Potential Energy, Work, Power, Conservation of Momentum, Momentum, Impulse, Impulse-Momentum Theorem, and Inelastic vs Elastic Collisions. | How are quantities conserved within a system?<br>What role do the laws of conservation play in everyday interactions? | Big Idea 3: The interactions of an object with other objects can be described by forces.<br>Big Idea 4: Interactions between systems can result in changes in those systems.<br>Big idea 5: Changes that occur as a result of interactions are   | Big idea 5: Changes that occur as a result of interactions are constrained by conservation laws.  |

|                      |  |  |   |   |
|----------------------|--|--|---|---|
|                      |  |  | constrained by conservation laws.   |   |
| Unit 4 - Electricity | At the end of the unit, students will use what they have learned to explain and predict how electric charges affect electrical interactions. The following concepts will be explored: Electric Charge, Electric Potential, Electric Fields, Coulomb's Law (Electrostatic Force), Current, Voltage, Resistance, Energy, and Kirchoff's Rules. | What is electricity and what governs its behavior?<br>What role does electricity play in the technology we use everyday? | Big idea 1: Objects and systems have properties such as mass and charge. Systems may have internal structure.<br>Big Idea 3: The interactions of an object with other objects can be described by forces.<br>Big idea 5: Changes that occur as a result of interactions are constrained by conservation laws. | Big idea 1: Objects and systems have properties such as mass and charge. Systems may have internal structure. |

# Environmental Science (4340) Course Overview Curriculum Document

## Course Description

In this course students will explore and evaluate how the environment works, how humans interact with the environment, and how we can reduce our environmental impact. Integrating concepts from biology, chemistry, and earth science, students investigate the complex interrelationships of our natural world and make connections to their own lives. Students will develop skills in critical thinking, problem solving, & evaluating issues to become environmentally literate citizens.

| Credits                         | Prerequisites                   |
|---------------------------------|---------------------------------|
| 1                               | Biology 4110                    |
| Board Approved                  | Revised                         |
| May 1997; June 2007, June ##### | June 1998, April 2007, May 2023 |

## Required Assessments

District-wide, standards-based common summative assessments

## Textbooks/Resources

Miller, T., G & Spoolman, S., E. (2023). *Environmental Science: Sustaining your world*. Cengage Learning: National Geographic. [Updated Edition]  
ISBN: 978-1-305-63742-9

## Course Essential Understandings

As a result of successfully completing this course, students will understand:

- Natural and human activities influence the stability of ecosystems.
- Every person or group of people produces an ecological footprint, which may or may not be harmful.
- Earth's resources are limited and need to be managed in a sustainable way.

## Course Relevance Questions

How do ecosystems function and maintain equilibrium?  
How do humans impact the environment both negatively and positively?

## Unit Overviews

| Unit Name  | Unit Description   | Unit Relevance Question  | Instructional Standards                          | Assessed Standards     |
|--|--|--|--|------------------------|
| Unit 1:<br>Introduction to Environmental Science (history and natural resources) | By the end of this unit, students will understand the history of environmental science and have an overview of natural resources. The following topics will be explored in this unit: what is environmental science, history of environmental science including influential individuals, and sustainability. | What is environmental science?   | HS-ESS3-2<br>HS-ESS3-4<br>HS-ESS3-6              | HS-ESS3-2(ESS3.C)      |
| Unit 2:<br>Ecosystems/Ecology  | By the end of this unit, students will understand the dynamics of an ecosystem. The following concepts will be explored in this unit: major ecosystem components, energy and matter in an ecosystem, and the processes necessary to maintain equilibrium in an ecosystem.                                    | How do matter and energy move through an ecosystem?<br>What happens to ecosystems when the environment changes?                      | HS-ESS2-6<br>HS-LS2-6<br>HS-LS2-4                | HS-LS2-6<br>HS-LS2-4   |
| Unit 3:<br>Wildlife Population   | By the end of this unit, students will understand the dynamics of wildlife populations. The following topics will be explored in this unit: roles species play in an ecosystem, how populations change over time, biodiversity, and sustaining biodiversity.   | How do organisms interact in groups so as to benefit individuals?<br>How does biodiversity lead to more resilient ecosystems?        | HS-LS2-6<br>HS-LS2-8                             | HS-LS2-6<br>HS-LS2-8   |
| Unit 4:<br>Human Population  | By the end of this unit, students will understand the dynamics of human populations. The following topics will be explored in this unit: carrying capacity, factors that influence population size, population growth, and impacts of a growing population.  | What factors influence the size of the human population?   | HS-LS2-1<br>HS-LS2-7                             | HS-LS2-1               |
| Unit 5:<br>Energy and Climate Change   | By the end of this unit, students will understand energy resources and climate change. The following topics will be explored in this unit: renewable vs. nonrenewable resources, major air pollutants, the impacts of pollution, and solutions for sustainability.   | What are the advantages and disadvantages of renewable and nonrenewable energy resources?<br>What are the effects of climate change? | HS-ESS2-6<br>HS-ESS3-2<br>HS-ESS3-4<br>HS-ESS3-5 | HS-ESS3-4<br>HS-ESS3-5 |
| Unit 6:<br>Land Resources  | By the end of this unit, students will understand how people use and impact land resources. The following topics will be explored in this unit: current land resource issues, how they impact food production, pest management, forestry resources, and/or soil resources, and solutions for sustainability. | How does human's use of land impact the environment?   | HS-LS2-7<br>HS-ESS3-4                            | HS-LS2-7<br>HS-ESS3-4  |
| Unit 7:<br>Water Resources   | By the end of this unit, students will understand the importance of fresh water and current water quality issues. The following concepts will be explored in this unit: the water cycle, uses of water, sources and types of water pollution, and solutions for sustainability.                              | How does human's use of water impact the environment?  | HS-LS2-7<br>HS-ESS3-4                            | HS-LS2-7<br>HS-ESS3-4  |



# Applied Genetics (4602) Course Overview Curriculum Document

## Course Description

Classical and molecular genetics form the basis of this lab-based life science course. The units of study for the course Applied Genetics includes transmission genetics, molecular genetics, medical genetics, and genetic technology. In addition, students will understand the relevance of new medical and emerging biotechnologies.

### Credits

0.5

### Prerequisites

4110 Biology

### Board Approved

June 2007

### Revised

April 2023

## Required Assessments

District Common Summative Assessments

## Textbooks/Resources

Lewis, R. (2021). *Human Genetics: Concepts and applications*. [Thirteenth Edition]. McGraw Hill Education.  
ISBN: 978-1-264-33374-5

## Course Essential Understandings

As a result of successfully completing this course, students will understand that:

- There are predictable patterns of inheritance
- Genes located on chromosomes encode instructions for proteins that result in the characteristics of an organism.
- Mutations are the underlying cause for disorders that are transgenerational.
- Bioethicists use an agreed set of principles to make decisions regarding new and emerging genetic technologies considering possible outcomes for all stakeholders.

## Course Relevance Questions

- How is genetic information transmitted between generations and what are the implications of mutations on the genome?

## Unit Overviews

| Unit Name                     | Unit Description   | Unit Relevance Question  | Instructional Standards                      | Assessed Standards   |
|-------------------------------|--|--|--|----------------------|
| Unit 1: Transmission Genetics | By the end of this unit, students will understand that there are predictable patterns of inheritance. The following concepts will be explored in this unit: mitosis, meiosis, Mendelian genetics, and non-Mendelian genetics.  | How is genetic information passed through generations?   | HS-LS1-4<br>HS-LS3-1<br>HS-LS3-2<br>HS-LS3-3 | HS-LS3-2<br>HS-LS3-1 |
| Unit 2: Molecular Genetics    | By the end of this unit, students will understand that genes located on chromosomes encode instructions for proteins that result in the characteristics of an organism. The following concepts will be explored in this unit: DNA structure, DNA replication, and protein synthesis.                                       | How do the instructions in the genetic code result in the characteristics of an organism?      | HS-LS1-1<br>HS-LS3-1                         | HS-LS1-1             |
| Unit 3: Medical Genetics      | By the end of this unit, students will understand that mutations cause errors in protein function and are the underlying causes of genetic disorders that can be passed from parent to child. The following concepts will be explored in this unit: genetic disorders, cancer, mutagens, and different types of mutations. | What are the causes of mutations in DNA and what are the consequences that may result?         | HS-LS3-1<br>HS-LS3-2<br>HS-LS3-3             | HS-LS3-2             |
| Unit 4: Genetic Technology    | By the end of this unit, students will understand how the universality of the genetic code across all living organisms allows the development and application of new technologies. The following concepts will be explored in this unit: gene therapy, genetically modified organisms, genetic testing and gene editing.   | How has technology changed the study, research, and medical practice associated with genetics? | HS-LS3-1<br>HS-LS3-2                         | HS-LS3-1<br>HS-LS3-2 |

# Anatomy & Physiology I (4601A) Course Overview Curriculum Document

## Course Description

Basic concepts of human anatomy and physiology will be explored in this health (life) science focused course. Using a systems approach, students will learn about the interrelationships between structure and function of the body and the mechanisms needed to maintain homeostasis. Anatomy & Physiology I will cover the following human body systems: muscular/skeletal, nervous, and cardiovascular/respiratory.

### Credits

0.5

### Prerequisites

4110 Biology

### Board Approved

June 2007

### Revised

May 2023

## Required Assessments

District Common Summative Assessments

## Textbooks/Resources

Welsh, C. J. (2021). *Hole's essentials of human anatomy and physiology*. [Second Edition]. McGraw Hill Education.  
ISBN: 978-1-260-25134-0

## Course Essential Understandings

As a result of successfully completing this course, students will understand:

- Form to function - how organs/organs systems are structured allow them to carry out their functions
- Homeostasis - mechanisms for body to maintain proper ranges of internal environmental conditions
- Interconnectedness of systems - no system works in isolation
- Understanding individual health and wellness - how aging, injury, and disease affect the proper functioning of the body

## Course Relevance Questions

Why is there a need for homeostasis and how does the structure and function of organs and systems support homeostasis?

## Unit Overviews

| Unit Name         | Unit Description   | Unit Relevance Question   | Instructional Standards  | Assessed Standards   |
|-------------------|--|---|--|--|
| Introduction      | This unit introduces students to levels of cellular organization in the human body, the process and purpose of homeostasis, and terminology related to anatomy, direction, and position as used by medical professionals. Students generate models, perform experiments. | How is the body organized?<br><br>Why does the body need to maintain homeostasis?<br><br>How would someone in medicine describe location/parts of the human body?   | NHSS 1.1. Describe the organization of the human body and directional terms<br>1   | NHSS 1.1.1 Describe the organization of the human body and directional terms   |
| Muscular/Skeletal | Students experiment to identify and describe the function of major muscles, bones, and joints in the human body. Students explain the mechanism of muscle contraction and the effect of aging and injury on the musculoskeletal systems.                                 | How do the muscular and skeletal systems work together to allow for bodily movement?<br><br>How do muscular and skeletal systems help the body maintain homeostasis?<br><br>How does skeletal muscle contraction aid in movement?   | NHSS 1.1.2a/b Identify basic structures and describe functions of the musculoskeletal system.<br><br>NHSS 1.2.1 Describe etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders. | NHSS 1.1.2a/b Identify basic structures and describe functions of the musculoskeletal system.<br><br>NHSS 1.2.1 Describe etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders. |
| Nervous           | Students describe the structure and physiology of the major parts of the nervous system and neuron, as well as the effects of injury, disease, and environmental factors on the nervous system.  | How does the nervous system help the body to maintain homeostasis?<br><br>What is the relationship between the endocrine and nervous systems?<br><br>How do the central nervous system and the peripheral nervous system communicate?<br><br>How does the structure of the neuron relate to its function? | NHSS 1.1.2g Identify basic structures and describe functions of the nervous system.<br><br>NHSS 1.2.1 Describe etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders.           | NHSS 1.1.2g Identify basic structures and describe functions of the nervous system.<br><br>NHSS 1.2.1 Describe etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders.           |
| Integumentary     | Students model and experimentally explore the structure/function of hair, skin, nails and glands. They then explain the effects of aging on the integumentary system.  | What is the skin's role in maintaining homeostasis?   | NHSS 1.1.2c Identify basic structures and  | NHSS 1.1.2d/f Identify basic structures and  |

|  |  |   |  |   |
|--|--|---|--|---|
|  |  | <p>How does the endocrine and integumentary system work together?</p> <p>What are the effects of aging and the environment on the integumentary system?</p> | <p>describe functions of the integumentary system</p> <p>NHSS 1.2.1 Describe etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders.</p> | <p>describe functions of the integumentary system.</p> <p>NHSS 1.2.1 Describe etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders.</p> |
|--|--|---|--|---|

# Anatomy & Physiology II (4601B) Course Overview Curriculum Document

## Course Description

Basic concepts of human anatomy and physiology will be explored in this health (life) science focused course. Using a systems approach, students will learn about the interrelationships between structure and function of the body. Anatomy & Physiology II will cover the following human body systems: Blood/Immune/ Lymphatic, Digestive, Urinary, Endocrine/ Reproductive, and Integumentary

### Credits

0.5

### Prerequisites

4110 Biology

### Board Approved

### Revised

## Required Assessments

District Common Summative Assessments

## Textbooks/Resources

## Course Essential Understandings

As a result of successfully completing this course, students will understand:

- Form to function - how organs/organs systems are structured allow them to carry out their functions
- Homeostasis - mechanisms for body to maintain proper ranges of internal environmental conditions
- Interconnectedness of systems - no system works in isolation
- Understanding individual health and wellness - how aging, injury, and disease affect the proper functioning of the body

## Course Relevance Questions

- Why is there a need for homeostasis and how does the structure and function of organs and systems support homeostasis?

## Unit Overviews

| Unit Name                  | Unit Description  | Unit Relevance Question   | Instructional Standards   | Assessed Standards  |
|----------------------------|---|---|---|---|
| Introduction               | This unit reviews levels of cellular organization in the human body, the process and purpose of homeostasis, and terminology related to anatomy, direction, and position as used by medical professionals. Students generate models and perform experiments.    | How is the body organized?<br><br>Why does the body need to maintain homeostasis?<br><br>How would someone in medicine describe location/parts of the human body?   | NHSS 1.1.1 Describe the organization of the human body and directional terms<br><br>NHSS 1.2.1 Describe etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders.   | NHSS 1.1.1 Describe the organization of the human body and directional terms<br><br>NHSS 1.2.1 Describe etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders.   |
| Cardiovascular/Respiratory | Students describe the general structure and function of the circulatory and respiratory systems. Students explain the function of these systems in maintaining homeostasis and how the failure of these homeostatic mechanisms can result in damage or disease. | What roles do the respiratory and circulatory systems play in maintaining homeostasis?<br><br>How does the structure of the respiratory system relate to its function?<br><br>How does the endocrine system affect the respiratory and cardiovascular system? | NHSS 1.1.2d/f Identify the basic structures and describe the functions of the cardiovascular and respiratory systems.<br><br>NHSS 1.2.1 Describe etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders | NHSS 1.1.2d/f Identify the basic structures and describe the functions of the cardiovascular and respiratory systems.<br><br>NHSS 1.2.1 Describe etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders |
| Blood/Immune/Lymphatic     | Students describe the structure and function of the major parts of the blood, immune and lymphatic systems. Students explain how the organs of the immune and lymphatic systems help maintain homeostasis. Students analyze case studies to                     | How do the lymphatic and immune systems help the body maintain homeostasis?   | NHSS 1.1.2e Identify basic structures and describe functions of   | NHSS 1.1.2e Identify basic structures and describe functions of   |

|                            |   |  |  |  |
|----------------------------|---|--|--|--|
|                            | argue the health of an individual. Students evaluate an epidemic or public health crisis to generate a solution to the problem.   | <p>What is the relationship between the lymphatic, immune, and endocrine systems?</p> <p>How do the structures of the lymphatic and immune systems relate to their functions?</p> <p>What are the main components, characteristics and major functions of blood?</p> | <p>the Lymphatic/Immune system.</p> <p>NHSS 1.1.2d Distinguish blood components<br/>Transports nutrients, waste, antibodies, hormones, and gases</p> <p>NHSS 1.2.1 Describe etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders.</p>  | <p>the Lymphatic/Immune system.</p> <p>NHSS 1.1.2d Distinguish blood components<br/>Transports nutrients, waste, antibodies, hormones, and gases</p> <p>NHSS 1.2.1 Describe etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders.</p>  |
| Digestive                  | Students describe the structure and function of the major parts of the digestive system. Students explain how the organs of the digestive system help maintain homeostasis through experimentation and modeling.          | <p>How does the digestive system help the body to maintain homeostasis?</p> <p>What is the relationship between the endocrine and digestive systems?</p> <p>How does the structure of the organs of the digestive system relate to their functions?</p>              | <p>NHSS 1.1.2i Identify basic structures and describe functions of the Digestive system.</p> <p>NHSS 1.2.1 Describe etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders.</p>  | <p>NHSS 1.1.2i Identify basic structures and describe functions of the Digestive system.</p> <p>NHSS 1.2.1 Describe etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders.</p>  |
| Urinary                    | Students describe the structure and function of the major parts of the urinary system. Through experimentation, students analyze urinalysis results to identify metabolic disorders.                                      | <p>How does the urinary system help the body to maintain homeostasis?</p> <p>What is the relationship between the endocrine and urinary systems?</p> <p>How does the structure of the nephron relate to its function?</p>  | <p>NHSS 1.1.2j Identify basic structures and describe functions of the urinary system.</p> <p>NHSS 1.2.1 Describe etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders.</p>  | <p>NHSS 1.1.2j Identify basic structures and describe functions of the urinary system.</p> <p>NHSS 1.2.1 Describe etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders.</p>  |
| Endocrine/<br>Reproductive | Students describe the structure and function of the major parts of the endocrine and reproductive systems. Students model and explain how the organs of the endocrine and reproductive systems help maintain homeostasis. | <p>How does the endocrine system help the body maintain homeostasis?</p> <p>What is the relationship between the reproductive and endocrine systems?</p> <p>How do the structures of the reproductive and endocrine systems relate to their functions?</p>           | <p>NHSS 1.1.2h Identify basic structures and describe functions of the Endocrine system.</p> <p>NHSS 1.1.2.k Identify basic structures and describe functions of the Reproductive system.</p> <p>NHSS 1.2.1 Describe etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders.</p> | <p>NHSS 1.1.2h Identify basic structures and describe functions of the Endocrine system.</p> <p>NHSS 1.1.2.k Identify basic structures and describe functions of the Reproductive system.</p> <p>NHSS 1.2.1 Describe etiology, pathology, diagnosis, treatment, and prevention of common diseases and disorders.</p> |

Success for  
Every Student,  
Every Day



**Appleton Area School District  
Operational Expectations Interpretation & Indicators Document  
OE-11 Instructional Program**

**SUPERINTENDENT CERTIFICATION:**

With respect to Operational Expectations Policy 11, Instructional Program, the Superintendent certifies that the following information is accurate and complete, and the District is:

**Compliant**

**Compliant with the exceptions noted**

**Non-Compliant**

| Compliant Indicators | Noncompliant Indicators |
|----------------------|-------------------------|
| 23                   | 3                       |
| Total Indicators: 26 |                         |

**Executive Summary/Analysis:**

The interpretations and indicators, as submitted below, will provide evidence to the Board that the District provides a guaranteed and viable curricular program that offers challenging and relevant opportunities for all students to achieve the outcomes defined in the Board's Results policies. In review of progress toward the measures identified with the implementation of OE 11 some adjustments have been made to ensure the indicators are better aligned with the intentions of operational expectations rather than results. Specifically the following information has been clarified as noted in 11.1.2, 11.1.3, 11.1.4, 11.1.5, 11.3.2, 11.3.3, 11.5.1 and 11.7.2.

**Notes or exceptions, if any:**

**The district was compliant in 23 of the 26 indicators provided within OE.11.** The following exceptions to being compliant are noted below:

- **Indicator 11.1.3** - Not Compliant - 2021-22 ACCESS test results indicate that 103 of 1495 students (6.8%) exited EL programming. This was short of the goal of 10%. It is

recommended that this indicator be rewritten to be more aligned with operational compliance rather than with results.

- **Indicator 11.1.4** - Partially Compliant - [Fall 2022 Panorama Survey](#) indicates that this goal was achieved at the elementary level but not yet (spring data was still being collected at the time of the report) for secondary. It is recommended that this indicator be rewritten to be more aligned with operational compliance rather than with results.
- **Indicator 11.3.2** - Not all AASD common assessments were calibrated during the 2022-23 school year. Although this was originally planned for the February 2023 staff development day, it was necessary to provide time for capacity building in Collaborative & Proactive Solutions. Additional opportunities will be provided throughout the 2023-24 school year for assessment calibration. Recommendations are provided below for improving the clarity of this indicator.

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

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**BOARD ACTION:**

With respect to Operational Expectations Policy 11, Instructional Program, the Board finds that the district is:

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

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

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

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

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

## OE - 11: Instructional Program

The Superintendent shall provide a guaranteed and viable curricular program that offers challenging and relevant opportunities for all students to achieve the outcomes defined in the Board's **Results** policies.

### **SUPERINTENDENT Interpretation:**

The Board of Education values all students having access to programs that are rigorous and designed to ensure high levels of achievement as measured by the Board's Academic Achievement Results policies.

- **Guaranteed** shall mean that every student is provided the opportunity to learn a core curriculum which provides them with the probability of success in school.
- **Viable curricular program** shall mean that the necessary time is available and protected so students will be able to learn the guaranteed curriculum.
- **Challenging** shall mean that students are provided with rigorous coursework that pushes individuals to meet and/or exceed course standards.
- **Relevant opportunities** shall mean the courses offered to students are meaningful to their lives and desired in the current and future economies.
- The Board's **Results** policies shall mean AASD Coherent Governance Policies R-1 (Mega Result), R-2 (Academic Achievement), and R-3 (Essential Life Skills).

**OE – 11.1** The Superintendent will assure that instructional programs are culturally responsive and accommodate the different needs, abilities, interests and personal goals of individual students.



**SUPERINTENDENT Interpretation:**

The Board of Education values instructional programs that are designed to be responsive to the individual needs, abilities, interests, and personal goals of all learners. The Board of Education values a culturally responsive school experience that supports success for each student in achieving their goals.

- **Instructional programs** shall mean new and existing courses, instructional resources, and digital as well as non-digital programs used to differentiate and enhance student learning.
- **Culturally responsive** shall mean to validate and affirm the home (indigenous) culture and language of students for the purposes of building and bridging students to success in the culture of academia and mainstream society.
- **Accommodate** shall mean to proactively adjust either curriculum, teaching methods, resources, learning activities, or student products to address the needs, abilities, interests and personal goals of individual students and/or small groups of students in order to maximize the learning opportunities for each student in the classroom.

| <b>SUPERINTENDENT Indicators of Compliance</b>  | <b>In Compliance</b> | <b>Not In Compliance</b> |
|---|----------------------|--------------------------|
| We will know we are compliant when:   |                      |                          |
| 1. 100% of students identified as having disabilities will have an Individualized Educational Plan (IEP) that is updated at least annually based upon current present levels of performance.<br><br><b>Evidence of Compliance:</b> Compliance reports within Infinite Campus indicate that all AASD students with an IEP have it updated at least annually.                             | X                    |                          |
| 2. 80% of all students will be achieving at or above grade level standards during universal instruction as documented by the percentage of students receiving tier 2 and tier 3 interventions within eduCLIMBER.<br><br><b>Evidence of Compliance:</b> Analysis within eduCLIMBER indicates that over 80% of students are not receiving tier 2 or tier 3 interventions in ELA and Math. | X                    |                          |

|   |   |   |
|---|---|---|
| <p>3. A minimum of 10% of English Language (EL) students will exit the EL Program each year as evidenced by the ACCESS test.</p> <p><b>Evidence of Compliance:</b> 2021-22 ACCESS test results indicate that 103 of 1495 students (6.8%) exited EL programming.</p>   |   | X |
| <p>4. Increase the number of students who score favorably (3, 4, 5) in the area of Sense of Belonging within the Panorama Student Survey.</p> <ul style="list-style-type: none"> <li>○ Elementary 64% to 67%</li> <li>○ Secondary 40% to 44%</li> </ul> <p><b>Evidence of Compliance:</b> <a href="#">Fall 2022 Panorama Survey</a> indicates that this goal was achieved at the elementary level but not yet (spring data was still being collected at the time of the report) for secondary.</p>                                  | X | X |
| <p>5. Baseline data will be collected during the spring of 2022 in order to draft a future indicator relating to the following Panorama questions:</p> <ul style="list-style-type: none"> <li>● "I see people who are different from me in the books/materials used in my classroom."</li> <li>● "I see myself in the materials/books used in the classroom."</li> </ul> <p><b>Evidence of Compliance:</b> Baseline data was collected during the spring of 2022 as evidenced by the <a href="#">Fall 2022 Panorama Survey</a>.</p> | X |   |
| <p><b>Board Comments:</b></p>   |   |   |
| <p><b>OE – 11.2</b> The Superintendent will assure that all curricular programs are aligned to district-adopted learning standards and are effective in assisting all students to meet or exceed performance expectations as defined by Results policies.</p>   |   |   |
| <p><b>SUPERINTENDENT Interpretation:</b><br/>The Board of Education values course curriculum for each grade and/or class being based upon district-adopted standards.</p>   |   |   |

- **Effective in assisting** shall mean to demonstrate a positive impact on student outcomes relating to student performance on AASD’s Academic Standards.
- **All students** shall mean every student who is enrolled in the Appleton Area School District and participates in the Wisconsin State Accountability System (WSAS) assessments.
- **Curricular programs** shall mean the Appleton Area School District’s (AASD) entire instructional program, including resources, programs, assessments, and assessment practices.
- **District-adopted learning standards** shall mean the common understanding of what students are expected to know, understand, and be able to do based upon the AASD’s Academic Standards and any other modifications approved by the AASD’s Board of Education.
- **Meet or exceed performance expectations** shall mean proficient/advanced, on/above grade level, ready/exceeding, or competent/mastery as outlined within the various AASD R-2 policies.

| SUPERINTENDENT Indicators of Compliance   | In Compliance | Not In Compliance |
|---|---------------|-------------------|
| We will know we are compliant when:   |               |                   |
| <p>1. All (100%) curriculum documents are directly aligned to district-adopted standards and are posted for teacher and public accessibility, as determined by a review of the scope and sequence through the Assessment, Curriculum &amp; Instruction (ACI) Department.</p> <p><b>Evidence of Compliance:</b> All <a href="#">AASD Curriculum Documents</a> are directly aligned to district-adopted standards and are publicly accessible.</p>  | X             |                   |
| <p>2. All (100%) academic subject area curriculum documents have resources that are aligned to district-adopted standards embedded into the curriculum, as determined by a review of the scope and sequence through the Assessment, Curriculum &amp; Instruction (ACI) Department.</p> <p><b>Evidence of Compliance:</b> All academic subject area curriculum documents have resources aligned to district-adopted standards as evidenced by the <a href="#">AASD Curriculum Documents</a>.</p> | X             |                   |

**Board Comments:**

**OE – 11.3** The Superintendent will effectively assess each student’s academic performance, identifying and appropriately addressing significant inequities and gaps in achievement outcomes.

**SUPERINTENDENT Interpretation:**

The School Board values assessing student achievement with reliability and validity to measure progress toward meeting or surpassing identified standards.

- **Effectively assess each student’s academic performance** shall mean to use reliable and valid assessment tools, common across all schools by level, to determine students’ progress in achieving the Board’s Results policies.
- **Appropriately addressing** shall mean meeting targets in reducing inequities and gaps as outlined in the Board’s Academic Achievement Results Policies.
- **Significant inequities and gaps** shall mean significant and persistent disparity in academic performance or educational attainment between different groups of students as evident within the Board’s Academic Achievement Results Policies.

| <b>SUPERINTENDENT Indicators of Compliance</b>  | <b>In Compliance</b> | <b>Not In Compliance</b> |
|---|----------------------|--------------------------|
| We will know we are compliant when:   |                      |                          |
| 1. 100% of the progress monitoring assessments used within Board’s Academic Achievement Policies are reliable and valid assessments of academic competency as determined by the technical assistance manuals for each assessment used.<br><br><b>Evidence of Compliance:</b> All of the progress monitoring assessments identified within AASD Coherent Governance Results Policies (R.1 and R.2.1.1 thru R.2.1.9) are valid and reliable as evidenced by technical assistance manuals for each assessment. | X                    |                          |
| 2. 100% of the district common assessments are calibrated minimally once per year within district professional learning communities as evidenced by documentation of annual program reviews.<br><br><b>Evidence of Compliance:</b> Although this was originally planned for the February 2023 staff development day, it was necessary to provide time   |                      | X                        |

|  |                      |                          |
|--|----------------------|--------------------------|
| for capacity building in Collaborative & Proactive Solutions. Additional opportunities will be provided throughout the 2023-24 school year for assessment calibration.   |                      |                          |
| <b>Board Comments:</b>   |                      |                          |
| <b>OE – 11.4</b> The Superintendent will assure that the instructional program includes opportunities for all students to develop talents and interests in their specialized areas of interest.  |                      |                          |
| <p><b>SUPERINTENDENT Interpretation:</b><br/>The Board of Education values students being offered, as part of the school day, an opportunity to pursue and excel in specialized areas of interest or talent.</p> <ul style="list-style-type: none"> <li>● <b>Instructional programs</b> shall mean new and existing courses, instructional resources, and digital as well as non-digital programs used to differentiate and enhance student learning.</li> <li>● <b>Opportunities for all students</b> shall mean course offerings in the elective areas at both elementary and secondary levels.</li> <li>● <b>Develop talents and interests in their specialized areas of interest</b> shall mean that students have the opportunity to enroll and participate in specials at the elementary level or in elective areas at the secondary level (middle school and high school).</li> </ul> |                      |                          |
| <b>SUPERINTENDENT Indicators of Compliance</b>   | <b>In Compliance</b> | <b>Not In Compliance</b> |
| We will know we are compliant when:  |                      |                          |
| <p>1. A course guide outlining academic opportunities will be distributed or made available online to all students and families at the secondary level.</p> <p><b>Evidence of Compliance:</b> The <a href="#">2023-24 Course Guidebook</a> was distributed and made available online during the 2022-23 school year.</p>   | X                    |                          |
| <p>2. An academic and career planning process is utilized for all students in grades 6-12.</p> <p><b>Evidence of Compliance:</b> The <a href="#">AASD ACP Process</a> is utilized for all students in the AASD as evidenced by the AASD ACP lesson plans.</p>  | X                    |                          |

|  |                                      |  |
|--|--------------------------------------|--|
| <p>3. 100% of students are provided access to and participate in Art, PE, and music programs at 100% of elementary schools or in accordance with their Individualized Education Plan (IEP).</p> <p><b>Evidence of Compliance:</b> Student Schedules in Infinite Campus indicate that all students in elementary grades have access to and participate in Art, PE, and music programs.</p>  | <p style="text-align: center;">X</p> |  |
| <p>4. The District provides students with opportunities for Dual Enrollment and Post-secondary options.</p> <p><b>Evidence of Compliance:</b> <a href="#">AASD Dual Enrollment Opportunities</a> is accessible to all AASD students and families.</p>  | <p style="text-align: center;">X</p> |  |
| <p>5. The District offers electives in a variety of areas at the secondary level that provide opportunities for students to fulfill their graduation requirements in the non-core academic areas.</p> <p><b>Evidence of Compliance:</b> <a href="#">2023-24 Course Guidebook</a> is accessible to all AASD students and families and provides all of the electives students may take at the secondary level..</p>  | <p style="text-align: center;">X</p> |  |
| <p><b>Board Comments:</b></p>  |                                      |  |
| <p><b>OE – 11.5</b> The Superintendent will regularly evaluate and modify instructional programs for continuing effectiveness and encourage new and innovative approaches as necessary to achieve <i>Results</i>.</p>  |                                      |  |
| <p><b>SUPERINTENDENT Interpretation:</b><br/> The Board of Education values the encouragement of new and innovative programs that align with the Board’s Academic Achievement policies and to evaluate the effectiveness of all programs.</p> <ul style="list-style-type: none"> <li>● <b>Regularly evaluate and modify</b> shall mean mean a comprehensive review scheduled no less than every <b>three</b> years to: <ul style="list-style-type: none"> <li>○ compare student performance data results from district, state, and national assessments.</li> <li>○ determine the effectiveness of the academic resources and services implemented.</li> <li>○ aid the delivery of content or to improve instruction.</li> </ul> </li> </ul> |                                      |  |

o make recommendations based on student data results

- **Instructional programs** shall mean new and existing courses, instructional resources, and digital as well as non-digital programs used to differentiate and enhance student learning.
- **Encourage** shall mean that the district values and expects teachers to look for new and effective ways to meet the values for student achievement in the Results policies.
- **New and Innovative approaches** shall mean programs in existing schools that are district-approved and aligned to the Board’s Academic Achievement Results policies and provide alternatives to traditional school structures and models.
- **Results** shall mean AASD Coherent Governance Policies R-1 (Mega Result), R-2 (Academic Achievement), and R-3 (Essential Life Skills).

| <b>SUPERINTENDENT Indicators of Compliance</b><br>We will know we are compliant when:  | <b>In Compliance</b> | <b>Not In Compliance</b> |
|--|----------------------|--------------------------|
| 1. The Assessment, Curriculum & Instruction Department conducts a program evaluation of all programs minimally every three years as evidenced by the department’s published report and identified action steps.<br><br><b>Evidence of Compliance:</b> The AASD engaged in two program evaluations during the 2022-23 school year. Additional program evaluations will be taking place as outlined in the <a href="#">ACI Program Evaluation Timeline</a> .   | X                    |                          |
| 2. The District adopts new and innovative programs as appropriate to address identified needs as evidenced by: <ul style="list-style-type: none"> <li>o the department’s published report.</li> <li>o solicited input from professional educators and administrators.</li> <li>o Plan Do Study Act (PDSA) inquiry cycles in partnership with professional educators and administrators</li> </ul> <b>Evidence of Compliance:</b> During the 2022-23 school year, the district developed work groups for implementing STEM Programming 5K-8 as part of the district’s successful passing of a referendum. | X                    |                          |

|  |  |  |
|--|--|--|
| Additionally, the work of the AASD 5K-12 ELA Program Evaluation team has led to an upcoming field testing process that will support the district's shift in instructional practices and resources. |  |  |
|--|--|--|

**Board Comments:**

**OE – 11.6** The Superintendent will monitor and control student use of technology and provide adequate student access to technology.

**SUPERINTENDENT Interpretation:**  
 The Board of Education values utilization of the Technology Use Agreement for all students to use electronic information and curriculum, and to install and monitor appropriate filters and mechanisms to assure no students gain access to dangerous or confidential information.

- **Monitor** shall mean staff will supervise students while using electronic devices during instruction.
- **Control** shall mean students will have age-appropriate restrictions on their district email and internet access while on the school district network.
- **Student use of technology** shall mean use of the internet, electronic devices, or software/applications issued by the district for instruction.
- **Adequate student access** shall mean ensuring all students who are required to use a device or software/application to engage in learning are able to do so.

| <b>SUPERINTENDENT Indicators of Compliance</b>  | <b>In Compliance</b> | <b>Not In Compliance</b> |
|---|----------------------|--------------------------|
| We will know we are compliant when:   |                      |                          |
| 1. 100% of district-owned and student-brought devices and used within the district network are protected using reliable safety measures and the firewall security and content filter are Children's Internet Protection Act (CIPA) compliant.<br><br><b>Evidence of Compliance:</b> All district mobile devices are filtered 24/7 through a product called Securly. All district wired devices are filtered through our firewall. | X                    |                          |
| 2. 100% of identified internet sites and information attempted to be accessed by  | X                    |                          |



|  |                  |                      |
|--|------------------|----------------------|
| <p>students, on district-owned devices, were flagged and blocked by the district's filters.</p> <p><b>Evidence of Compliance:</b> There were no reports of any inappropriate access when using the district filters.</p>   |                  |                      |
| <p>3. 100% of students receive access to district-provided devices per the current established ratio for their grade level.</p> <p><b>Evidence of Compliance:</b> For the 2022-23 school year, every student has had daily access to a mobile device.</p>  | X                |                      |
| <p><b>Board Comments:</b></p>  |                  |                      |
| <p><b>OE – 11.7</b> The Superintendent will protect the instructional time provided for all students during the academic day by prohibiting unnecessary interruptions or intrusions.</p>   |                  |                      |
| <p><b>SUPERINTENDENT Interpretation:</b><br/> The Board of Education values maximum time being used for student instruction by setting expectations for practices that minimize interruptions of classroom teaching. The School Board also expects all reasonable efforts to be made to minimize teachers being pulled away from their teaching responsibilities.</p> <ul style="list-style-type: none"> <li>● <b>Instructional time</b> shall mean the time devoted to instruction in classrooms from the beginning to the end of the school day.</li> <li>● <b>Academic day</b> shall mean days in which school is scheduled to be in session.</li> <li>● <b>Unnecessary interruptions or intrusions</b> shall mean activities unrelated to the social, emotional, or academic needs of students, including field trips and assemblies unrelated to curricular content.</li> </ul> |                  |                      |
| <p><b>SUPERINTENDENT Indicators of Compliance</b></p> <p>We will know we are compliant when:</p>   | In<br>Compliance | Not In<br>Compliance |
| <p><b>SUPERINTENDENT Indicators of Compliance:</b></p> <p>We will know we are compliant when:</p>  | X                |                      |

|  |   |  |
|--|---|--|
| <p>1. 90% of staff development activities or building activities are limited to non-student contact time and 90% of instructional time is reserved entirely for instruction as evidenced by review of building calendars and schedules.</p> <p><b>Evidence of Compliance:</b> <a href="#">2022-23 Staff Development Calendar</a></p>   |   |  |
| <p>2. 100% of elementary schools implement (at minimum) a daily 20-minute (5K-2) and 30-minute (grades 3-6) uninterrupted reading block as part of the overall 120-minute (5K) and 130-minute (grades 1-6) ELA instructional block as evidenced by review of building calendars and schedules.</p> <p><b>Evidence of Compliance:</b> <a href="#">Elementary AASD Building Schedules</a> provide all students with a minimum of 120 minutes (5K) or 130 minutes (Grades 1-6) of instruction for ELA. This time is not necessarily interrupted as this is no longer a recommendation/requirement coming forward through the Department of Public Instruction. We were not able to measure whether or not daily 20-minute (5K-2) and 30-minute (1-6) reading blocks were scheduled.</p> | X |  |
| <p>3. 100% of elementary schools implement at minimum a daily 75-minute uninterrupted math block as evidenced by review of building calendars and schedules.</p> <p><b>Evidence of Compliance:</b> <a href="#">Elementary AASD Building Schedules</a> provide all students with a minimum of 75 minutes of instruction for mathematics. This time is not necessarily interrupted as this is no longer a recommendation/requirement coming forward through the Department of Public Instruction.</p>  | X |  |
| <p>4. 100% of secondary schools implement at minimum a daily 47-minute uninterrupted core academic instructional block for (Reading/Language Arts/English, Math, Science, and Social Studies) as evidenced by review building calendars and schedules.</p>   | X |  |

|   |  |  |
|---|--|--|
| <p><b>Evidence of Compliance:</b> <a href="#">Secondary AASD Building Schedules</a> provide a minimum of 47 minutes of uninterrupted core academic instruction.</p> |  |  |
|---|--|--|

**Board Comments:**

**OE – 11.8** The Superintendent will NOT change or alter the District’s graduation requirements.

**SUPERINTENDENT Interpretation:**  
 The Board of Education values the obtaining of Board approval for any alteration or reconfiguration of graduation requirements.

- **District’s graduation requirements** shall mean the requirements established within Policy 345.6 (AASD Graduation Requirements).

| <b>SUPERINTENDENT Indicators of Compliance</b>   | <b>In Compliance</b> | <b>Not In Compliance</b> |
|--|----------------------|--------------------------|
| <p>We will know we are compliant when:</p> <ol style="list-style-type: none"> <li>1. Every change in graduation requirements will be based on a Board vote for approval as documented in the Board minutes.</li> </ol> <p><b>Evidence of Compliance:</b> No changes have taken place in AASD graduation requirements. Any potential changes in the future will be Items for Consideration as part of a publicly noticed board meeting.</p> | X                    |                          |

**Board Comments:**

**OE – 11.9** The Superintendent will NOT realign attendance boundaries.

**SUPERINTENDENT Interpretation:**  
 The Board of Education values the obtaining of Board approval for any alteration or reconfiguration of lines drawn for school attendance boundaries.

- **Attendance boundaries** shall mean geographical map lines that delineate a section of the district and that define a student’s home school assignment.

| <b>SUPERINTENDENT Indicators of Compliance</b><br>We will know we are compliant when:   | <b>In Compliance</b> | <b>Not In Compliance</b> |
|---|----------------------|--------------------------|
| 1. Every school attendance boundary change will be based on a Board vote for approval as documented in board minutes.<br><br><b>Evidence of Compliance:</b> No changes have taken place in attendance boundaries during the 2022-23 school year. Any potential changes in the future will be Items for Consideration as part of a publicly noticed board meeting. | X                    |                          |
| <b>Board Comments:</b>  |                      |                          |



# Board of Education Meeting Schedule 2023-2024

|                               |  |                     |
|-------------------------------|--|---------------------|
| Monday, July 24, 2023         | Regular Meeting, Scullen Leadership Center   | 6:00 PM             |
| Monday, August 14, 2023       | Regular Meeting, Scullen Leadership Center   | 6:00 PM             |
| Monday, August 28, 2023       | Regular Meeting, Scullen Leadership Center   | 6:00 PM             |
| Monday, September 11, 2023    | Regular Meeting, Scullen Leadership Center   | 6:00 PM             |
| Monday, September 25, 2023    | Regular Meeting, Scullen Leadership Center   | 6:00 PM             |
| Monday, October 9, 2023       | Regular Meeting, Scullen Leadership Center   | 6:00 PM             |
| Monday, October 23, 2023      | Public Hearing - 2022-23 Annual Budget<br>Regular Meeting, Scullen Leadership Center | 6:00 PM<br>*6:45 PM |
| Monday, November 13, 2023     | Regular Meeting, Scullen Leadership Center   | *6:45 PM            |
| Monday, November 27, 2023     | Regular Meeting, Scullen Leadership Center   | 6:00 PM             |
| Monday, December 11, 2023     | Regular Meeting, Scullen Leadership Center   | 6:00 PM             |
| Monday, January 8, 2024       | Regular Meeting, Scullen Leadership Center   | 6:00 PM             |
| Monday, January 22, 2024      | Regular Meeting, Scullen Leadership Center   | 6:00 PM             |
| Monday, February 12, 2024     | Regular Meeting, Scullen Leadership Center   | 6:00 PM             |
| Monday, February 26, 2024     | Regular Meeting, Scullen Leadership Center   | 6:00 PM             |
| *Monday, March 4, 2024 (1st)  | Regular Meeting, Scullen Leadership Center   | 6:00PM              |
| *Monday, March 18, 2024 (3rd) | Regular Meeting, Scullen Leadership Center   | *7:00 PM            |
| Monday, April 8, 2024         | Regular Meeting, Scullen Leadership Center   | 6:00 PM             |
| Monday, April 22, 2024        | Regular Meeting, Scullen Leadership Center   | 6:00 PM             |
| *Monday, May 6, 2024 (1st)    | Regular Meeting, Scullen Leadership Center   | 6:00 PM             |
| *Monday, May 20, 2024 (3rd)   | Regular Meeting, Scullen Leadership Center   | 6:00 PM             |
| Monday, June 10, 2024         | Regular Meeting, Scullen Leadership Center   | 6:00 PM             |
| Monday, June 24, 2024         | Regular Meeting, Scullen Leadership Center   | 6:00 PM             |

AASD Board of Education meetings are typically held on the second and fourth Monday of each month at 6:00 PM in the Scullen Leadership Center, 131 E. Washington Street, Suite 1A, Appleton, WI  
\*unless otherwise noted or announced.

Regular Board of Education meetings are also available via a live stream broadcast on the Appleton Area School District YouTube Channel: <https://www.youtube.com/channel/UChO-logYGgt4uKnCWYvt8Pw>.

Please check the individual meeting agenda on [BoardDocs](https://go.boarddocs.com/wi/aasd/Board.nsf/Public)  
(<https://go.boarddocs.com/wi/aasd/Board.nsf/Public>) for current meeting information.  
Please call 920-832-6126 for more information.



# Board of Education Work Session Schedule 2023-2024

|                               |                          |                 |
|-------------------------------|--------------------------|-----------------|
| Monday, July 24, 2023         | Pre-Meeting Work Session | 4:00 - 5:45 PM  |
| Monday, August 14, 2023       | Pre-Meeting Work Session | 4:00 - 5:45 PM  |
| Wednesday, August 23, 2023    | Stand-Alone Work Session | 9:00 - 11:00 AM |
| Monday, September 11, 2023    | Pre-Meeting Work Session | 4:00 - 5:45 PM  |
| Wednesday, September 20, 2023 | Stand-Alone Work Session | 7:30 - 10:30 AM |
| Monday, October 9, 2023       | Pre-Meeting Work Session | 4:00 - 5:45 PM  |
| Wednesday, October 18, 2023   | Stand-Alone Work Session | 7:30 - 10:30 AM |
| Wednesday, November 15, 2023  | Stand-Alone Work Session | 7:30 - 10:30 AM |
| Wednesday, December 20, 2023  | Stand-Alone Work Session | 7:30 - 10:30 AM |
| Monday, January 8, 2024       | Pre-Meeting Work Session | 4:00 - 5:45 PM  |
| Wednesday, February 21, 2024  | Stand-Alone Work Session | 7:30 - 10:30 AM |
| Wednesday, March 13, 2024     | Stand-Alone Work Session | 7:30 - 10:30 AM |
| Monday, April 8, 2024         | Pre-Meeting Work Session | 4:00 - 5:45 PM  |
| Wednesday, April 17, 2024     | Stand-Alone Work Session | 7:30 - 10:30 AM |
| Monday, May 6, 2024           | Pre-Meeting Work Session | 4:00 - 5:45 PM  |
| Wednesday, May 15, 2024       | Stand-Alone Work Session | 7:30 - 10:30 AM |
| Monday, June 10, 2024         | Pre-Meeting Work Session | 4:00 - 5:45 PM  |
| Wednesday, June 26, 2024      | Stand-Alone Work Session | 7:30 - 10:30 AM |

The Board of Education will be meeting in the Scullen Leadership Center, 131 E. Washington Street, Suite 1A, Appleton, WI. (Note: Entrance is on Washington Street, across from the East Ramp, near Morrison Street.)

As with all meetings of the Board, work sessions are open to the public in accordance with Wisconsin Open Meetings Law. Members of the public are welcome to attend.

Board of Education Work Sessions are conducted for the purpose of information gathering and in-depth discussion. Official Board actions are reserved for Board of Education meetings only; there is no official action of the Board taken during a work session.

Please call 920-832-6126 for more information.