



**Monday, March 4, 2024
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 Districts website

(http://www.aasd.k12.wi.us/district/board_of_education/public_input) and state law. The Wisconsin Open Meetings Law allows only brief discussion of topics that are not listed on the agenda. Therefore, the Board may not be able to fully address comments made during public input. When appropriate the Board may request the administration to reach out to a citizen regarding a concern they may have.

Any special needs or any requests for accommodations related to accessing the meeting should be sent to Kayla Malott, at malottkayla@asd.k12.wi.us or (920) 852-5300 ext. 60111, at least 24-hours in advance of the meeting.

1. Meeting Opening

Subject	A. Roll Call
Meeting	Mar 4, 2024 - Board of Education Meeting
Category	1. Meeting Opening
Type	Procedural

Subject	B. Pledge of Allegiance
Meeting	Mar 4, 2024 - Board of Education Meeting
Category	1. Meeting Opening
Type	Procedural

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

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

Meeting Mar 4, 2024 - Board of Education Meeting

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

Type Procedural

Subject **B. Approval of Agenda**

Meeting Mar 4, 2024 - Board of Education Meeting

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

Type Action, Procedural

3. Special Presentation

Subject **A. Student School Board Representative Report**

Meeting Mar 4, 2024 - Board of Education Meeting

Category 3. Special Presentation

Type Information, Recognition, Report

Student School Board Representative, Lauren Choi, will provide updates from North High School.

Subject **B. Pandemic Recovery in Math and ELA**

Meeting Mar 4, 2024 - Board of Education Meeting

Category 3. Special Presentation

Type Information

Superintendent, Greg Hartjes, will present the Pandemic Recovery in Math and ELA.

File Attachments
[Board presentation on pandemic recovery \(1\).pdf \(744 KB\)](#)

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

Subject **A. Public Input**

Meeting Mar 4, 2024 - Board of Education Meeting

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

Type Procedural

Public Input:

Members of the public wishing to address the Board may speak during public input 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](#)

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

Subject	A. Governance Gathering Feedback
Meeting	Mar 4, 2024 - Board of Education Meeting
Category	5. Board Development (GC-2.2: The Board will assure that its members are provided with training and professional support necessary to govern effectively.)
Type	Discussion, Information

Board President, Kay Eggert, will discuss the Governance Gathering Feedback.

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

Subject	A. Business Services Update(s): AP Check Register-February 2024
Meeting	Mar 4, 2024 - Board of Education Meeting
Category	6. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)
Type	Discussion, Information, Report

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

Subject **B. School/Student Services Update(s): 6th & 7th Grade Curriculum Revisions- ELA/Social Studies/Science/PE**

Meeting Mar 4, 2024 - Board of Education Meeting

Category 6. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)

Type Discussion, Information, Report

Assistant Superintendent, Steve Harrison, will report on the 6th & 7th Grade Curriculum Revisions- ELA/Social Studies/Science/PE item for consideration.

File Attachments

[Item for Consideration - 6th & 7th Grade Curriculum Revisions - ELA Social Studies Science PE.pdf \(48 KB\)](#)

Subject **C. Personnel Services Update(s): Professional Educator New Hire(s), Contracts (2024-2025), and Resignation(s)**

Meeting Mar 4, 2024 - Board of Education Meeting

Category 6. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)

Type Discussion, Information, Report

Chief Human Resources Officer, Julie King, will report on the Personnel Services items for consideration.

File Attachments

[IFC Professional Educator New Hires 3-4-24.pdf \(155 KB\)](#)
[IFC Professional Educator Contracts 2024-2025 3-4-24.pdf \(97 KB\)](#)
[IFC Professional Educator Resignation 3-4-24.pdf \(100 KB\)](#)

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

Subject **A. Board Meeting Minutes from February 26, 2024**

Meeting Mar 4, 2024 - Board of Education Meeting

Category 7. Board's Consent Agenda (GC-2.4: The Board will use a consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it

chooses not to discuss.)

Type Action, Minutes

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

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

Subject A. 6th & 7th Grade Curriculum Revisions- ELA/Social Studies/Science/PE
Meeting Mar 4, 2024 - Board of Education Meeting
Category 8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type Action

File Attachments

[Item for Consideration - 6th & 7th Grade Curriculum Revisions - ELA Social Studies Science PE.pdf \(48 KB\)](#)

Subject B. Professional Educator New Hire(s)
Meeting Mar 4, 2024 - Board of Education Meeting
Category 8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type Action

File Attachments

[IFC Professional Educator New Hires 3-4-24.pdf \(155 KB\)](#)

Subject C. Professional Educator Contracts (2024-2025)
Meeting Mar 4, 2024 - Board of Education Meeting
Category 8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type Action

File Attachments

[IFC Professional Educator Contracts 2024-2025 3-4-24.pdf \(97 KB\)](#)
[Professional Educator Contract List 2024-2025 BOARD.pdf \(314 KB\)](#)

Subject D. Professional Educator Resignation(s)

Meeting Mar 4, 2024 - Board of Education Meeting

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

Type Action

File Attachments
[IFC Professional Educator Resignation 3-4-24.pdf \(100 KB\)](#)

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

Subject A. Business Services Report: 2024-25 Budget Projection

Meeting Mar 4, 2024 - Board of Education Meeting

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

Type Discussion, Information, Report

Executive Director of Finance, Holly Burr, will report on the 2024-25 Budget Projections.

File Attachments
[2024-2025 Preliminary Budget Discussion - March 2024..pptx.pdf \(159 KB\)](#)

Subject B. School/Student Services Report: Summer School Courses for 2024; 2023-2024 Achievement Gap Reduction (AGR) Mid-Year Report

Meeting Mar 4, 2024 - Board of Education Meeting

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

Type Discussion, Information, Report

Assistant Superintendent, Sheree Garvey will present the Summer School Courses for 2023.
Assistant Superintendent, Nan Bunnow, will present the 2023-2024 Achievement Gap Reduction (AGR) Mid-Year Report.

File Attachments
[IOI Summer School Course Approval 2024.docx.pdf \(74 KB\)](#)
[2024 Class Offering descriptions.pdf \(370 KB\)](#)
[IOI AGR Mid Year Report 2023-2024.docx.pdf \(46 KB\)](#)
[AGR Mid-Year BOE Presentation, 2023-2024.pdf \(2,237 KB\)](#)

Subject C. Personnel Services Report: None

Meeting Mar 4, 2024 - Board of Education Meeting
Category 9. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)
Type Discussion, Information, Report

10. Board Business

Subject A. AP Check Register-February 2024
Meeting Mar 4, 2024 - Board of Education Meeting
Category 10. Board Business
Type Action
Fiscal Impact Yes
Budgeted Yes

Executive Director of Finance, Holly Burr, will present the AP Check Register-February 2024 item for consideration.

Subject B. eSchool Contract Renewal
Meeting Mar 4, 2024 - Board of Education Meeting
Category 10. Board Business
Type Action

Ebony Grice, Erik Hanson, and Shawna Waters will present the eSchool Contract Renewal item for consideration.

File Attachments
[IFC - eSchool Contract Renewal 2024.docx.pdf \(38 KB\)](#)
[2024 eSchool Contract Final Copy 02-29-24.docx.pdf \(218 KB\)](#)

Subject C. OE-10 Learning Environment/Student Behavior-Revisions
Meeting Mar 4, 2024 - Board of Education Meeting
Category 10. Board Business
Type Action

Executive Director of Student Services, Laura Jackson, will present the OE-10 Learning Environment/Student Behavior revisions item for consideration.

File Attachments
[OE-10 Learning Environment Student Behavior \(2\).pdf \(495 KB\)](#)

Subject	D. Consent Agenda Item(s) Removed for Separate Consideration
Meeting	Mar 4, 2024 - Board of Education Meeting
Category	10. Board Business
Type	Action, Discussion

11. Items of Information

Subject	A. None
Meeting	Mar 4, 2024 - Board of Education Meeting
Category	11. Items of Information
Type	Information

12. Future Meetings

Subject	A. Board Work Session: Wednesday, March 13, 2024, 7:30 AM
Meeting	Mar 4, 2024 - Board of Education Meeting
Category	12. Future Meetings
Type	Information

Subject	B. Board Meeting: Monday, March 18, 2024, 7:00 PM*
Meeting	Mar 4, 2024 - Board of Education Meeting
Category	12. Future Meetings
Type	Information

Subject	C. Board Meeting: Monday, April 8, 2024, 6:00 PM
Meeting	Mar 4, 2024 - Board of Education Meeting
Category	12. Future Meetings
Type	Information

13. Adjourn

Subject	A. Motion to Adjourn the Meeting
Meeting	Mar 4, 2024 - Board of Education Meeting
Category	13. Adjourn
Type	Action, Procedural

January 2024

EDUCATION RECOVERY
SCORECARD

The First Year of
Pandemic Recovery:
A District-Level Analysis





Summary:

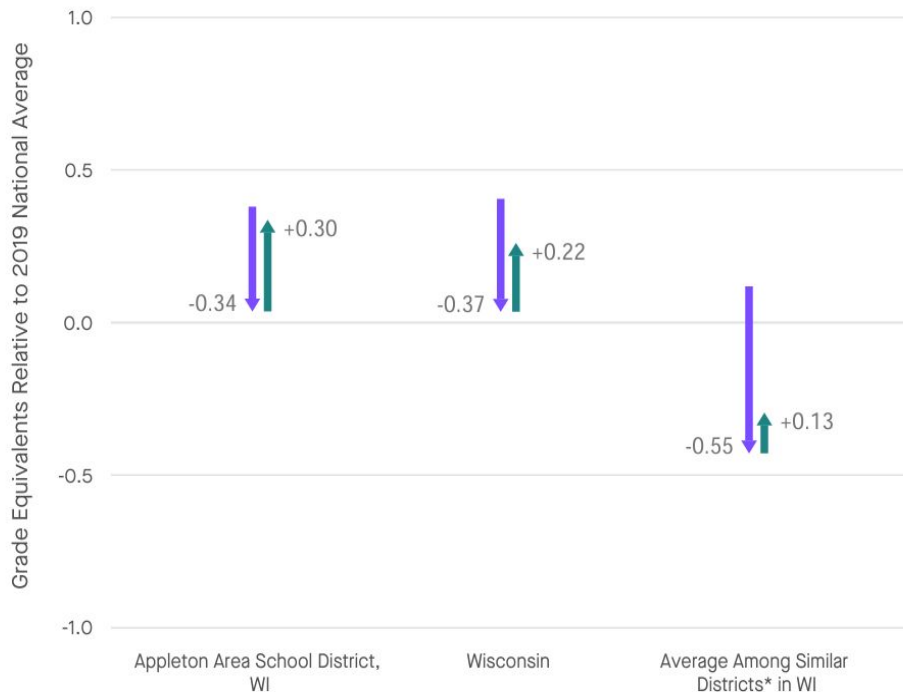
- ❑ Reported by Wisconsin Public Radio.
- ❑ The average student in grades 3 through 8 lost the equivalent of half a grade level in math achievement and a third of a grade level in reading achievement during the pandemic.
- ❑ Study used state test results and adjusted for differences in proficiency.
- ❑ ESSER funding to support more learning (125% of typical for 2 years).
- ❑ Four states have fully recovered in English and two in math.
- ❑ Districts with higher poverty levels have had a slower recovery.
- ❑ The AASD was one of three WI districts recognized for already scoring above our 2019 levels in reading (Howard-Suamico and Elmbrook).

How did we spend our ESSER Funding?

- ❑ Site priorities
- ❑ Elementary Math Interventionists
- ❑ Middle School Math and Reading Interventionists
- ❑ EMLSS Behavior Coaches
- ❑ EL Staff (interpreters, teachers, refugee support)
- ❑ Community Coordinators (Hmong, Latinx, African-American)
- ❑ Middle School Alternative Ed Staff
- ❑ Middle and High School Instructional Coaches



Math Performance in Appleton Area School District vs. Wisconsin and Similar Districts, Grades 3-8, 2019-2023

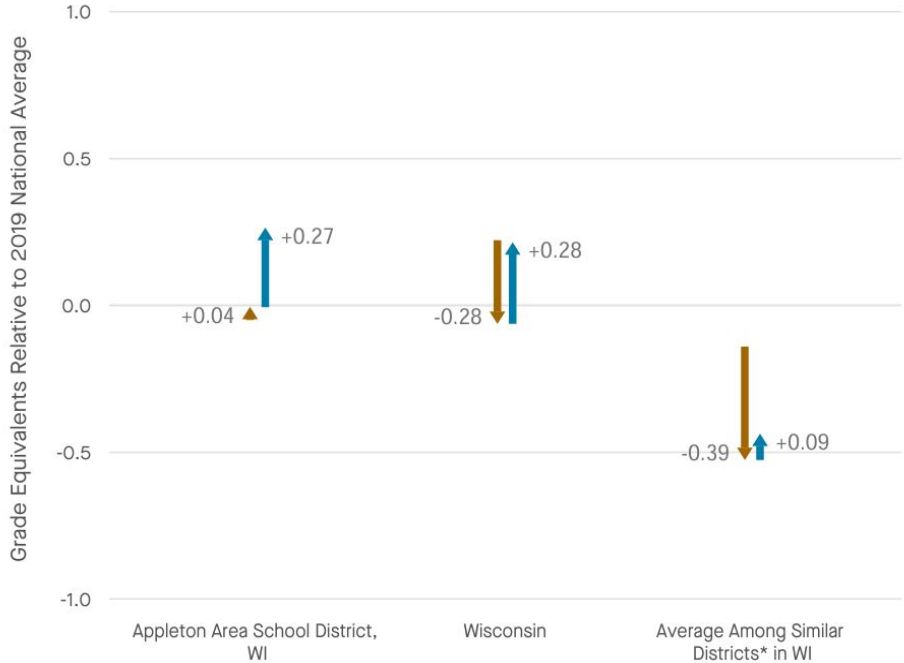


Average Math Scores and Trends in Scores

in Grade Level Equivalents Relative to the 2019 National Average

	Appleton Area School District, WI	Wisconsin	Similar Districts* in Wisconsin
2019 Average	0.38	0.41	0.12
2022 Average	0.04	0.04	-0.43
2023 Average	0.34	0.26	-0.30
2019-2022 Change	↓ -0.34	↓ -0.37	↓ -0.55
2022-2023 Change	↑ +0.30	↑ +0.22	↑ +0.13
2019-2023 Change	↓ -0.04	↓ -0.15	↓ -0.41

Reading Performance in Appleton Area School District vs. Wisconsin and Similar Districts, Grades 3-8, 2019-2023

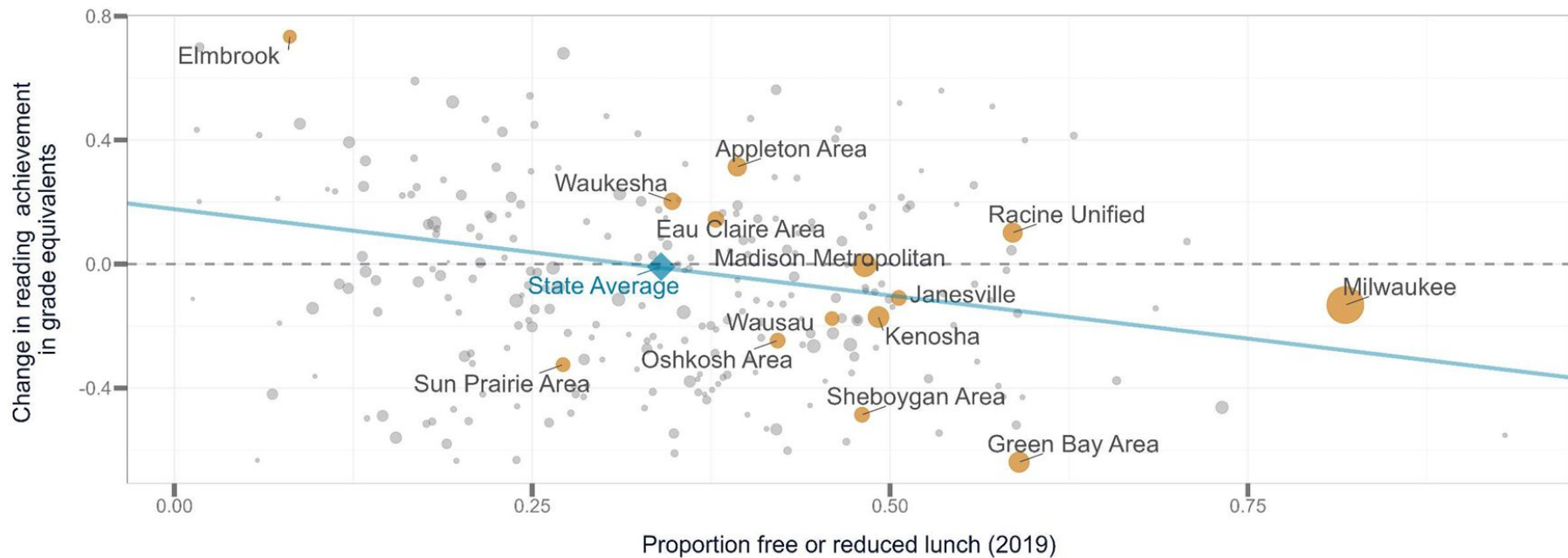


Average Reading Scores and Trends in Scores

in Grade Level Equivalents Relative to the 2019 National Average

	Appleton Area School District, WI	Wisconsin	Similar Districts* in Wisconsin
2019 Average	-0.05	0.22	-0.14
2022 Average	-0.01	-0.06	-0.53
2023 Average	0.26	0.21	-0.44
2019-2022 Change	↑ +0.04	↓ -0.28	↓ -0.39
2022-2023 Change	↑ +0.27	↑ +0.28	↑ +0.09
2019-2023 Change	↑ +0.31	↓ -0.01	↓ -0.30

Change in Reading Achievement 2019-2023 by proportion FRPL in Wisconsin districts





ITEM FOR CONSIDERATION

Topic: 6th & 7th Grade Curriculum Revisions - ELA/Social Studies/Science/PE

Background

Information: With the successful passing of the Fall 2022 Appleton Area School District (AASD) referendum plans have been put into place for modernizing the district's four middle schools, thereby adding capacity to allow for 6th grade to move into the middle schools at the start of the 2024-25 school year. In order to prepare for the 2024-25 implementation of a 6-8 middle school model, curriculum revisions are being proposed for the following courses:

- [English Language Arts \(ELA\) 6 \(1060\)](#)
- [Foundations of Geography and the Western Hemisphere \(3640\)](#)
- [Science 6 \(4640\)](#)
- [Physical Education 6 \(0065\)](#)

Instructional

Impact: AASD students in grades 6 and 7 will receive curriculum and instruction aligned with middle school standards within each respective content area.

Fiscal

Impact: None

Administrative

Recommendation: Approve as submitted.

Contact

Person: Steve Harrison, Ph.D., Assistant Superintendent - Assessment, Curriculum & Instruction (920) 852-5300 ext. 60121, harrisonstepha@asds.k12.wi.us

Kelly Leopold, Director of 7-12 ELA, Social Studies, & World Language, (920) 852-5300 ext. 60172, leopoldkelly@asds.k12.wi.us

Thai Xiong, Ph.D., Director of STEM (7-12) and Health & Human Performance (K-12) (920) 852-5300 ext. 60173, xionghai@asds.k12.wi.us

ITEM FOR CONSIDERATION

Topic: Professional Educator New Hire(s)

Background Information: The Professional Educators listed below are recommended for contractual position for the 2024-2025 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>	<u>Effective Date:</u>
Brooke M. Bernier	Elementary	TBD	100%	8/26/24
Andi M. Salm	English Learner	North	100%	8/26/24

Fiscal Note: Salary will be commensurate with education and experience.

Administrative Recommendation: Approval

Instructional Impact: The candidates listed above are recommended by the administrator to whom they will report as the best candidates for the positions.

Contact Person: Julie King, (920) 852-5302

ITEM FOR CONSIDERATION

Topic: Professional Educator Contracts (2024-2025 School Year)

**Background
Information:**

The recommended professional educator contract list for the 2024-2025 school year will be shared as a separate document at the meeting. Individual contracts will be distributed by March 15, 2024. These contracts must be signed and returned or declined by the individual professional educators no later than April 15, 2024. Employment of these staff members provides for the continued education of the student population for the 2024-2025 school year.

**Administrative
Recommendation:**

Approval

**Contact
Person:**

Julie King, (920) 852-5302

ITEM FOR CONSIDERATION

Topic: Professional Educator Resignation(s)

Background Information: The following Professional Educator has submitted a letter of resignation effective at the end of the 2023-2024 school year, unless otherwise noted:

Heather K. Miller has been with the District for three years, most recently as a Special Education Teacher at North High School.

Fiscal Note: Dependent upon replacement.

Administrative Recommendation: Approval

Instructional Impact: A qualified replacement will be procured.

Contact Person: Julie King, (920) 852-5302

2024–2025 Budget

Preliminary Discussion – March 2024



Success for Every Student, Every Day

2024-2025 Fund Balance

Fund Balance (General Fund 10)

- Projected Ending Balance for 2023-24 \$59,275,440
- Unrestricted Balance **\$14,585,000**

How long can we sustain deficit budgets without negatively impacting cash flow?

- At a rate of about -\$5 million annually
- 2-3 years depending on amount of one-time purchases increasing the deficit for any given year

Current Fund Balance Policy - maintain 20%-25%

2024-2025 Revenue

General Fund Revenue Projections

- **Total increase \$6,478,000 (excluding grants)**
 - State Aids/Tax Levy (revenue limit) \$5.3 million
 - Other Local revenues(Interest) \$500,000
 - Savings from retirements \$700,000

- **Federal grants down \$2.5 million with the ESSER grant ending**

2024-2025 Expenses

General Fund Expense Projections

- **Total recurring expense \$12 million**
 - Existing recurring deficit \$2 million
 - Referendum \$1.6 million
 - Operations \$2.4 million
 - Staffing, Comp & Benefits \$6 million
- **One-time purchases \$2 million**
 - Reading curriculum

2024-2025 Fund Balance

Total new Revenues	\$ 6,500,000
Total Expenses (recurring and non)	<u>-14,000,000</u>
Net 2024-25 Deficit	\$ 7,500,000

Fund Balance (General Fund 10)

• Unrestricted Balance -Beginning	\$14,585,000
• Net 2024-25 Deficit	<u>\$ -7,500,000</u>
• Unrestricted Balance -Ending 24-25	\$ 7,585,000

Recurring Deficit moving forward	\$ 5,500,000
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APPLETON AREA
— SCHOOL DISTRICT —

Questions?

ITEM OF INFORMATION

Topic: AASD Summer School Courses for 2024

**Background
Information:**

Each year the AASD Board of Education approves the course offerings for summer school. We will be offering academic support, credit recovery, enrichment and credit classes in 2024. As a part of the Fox Valley Summer School Consortium, students in any of the member school districts may attend summer school in any member school district.

Key points for the 2024 summer school program:

- A. Initial online registration using Infinite Campus for elementary and middle school students begins April 15th, 2024. High school registration also begins on April 15th through the guidance counselors.
- B. The basic dates are June 10th -July 3rd, (no school on June 19th) for elementary and middle school students. Credit recovery classes for high school students will run from June 10th - 28th (no school on June 19th) at East High School. Credit recovery will also be held throughout the summer at each High School utilizing a computer-based instruction platform, as well as an option to complete some of the credits from spring semester by working with current teachers. There are also various Camps scheduled throughout the summer, including A-Tech Camp, Band Camp, Choir Camp, Engineering Camps, Golf Camp, Music Lessons, and Hmong Culture classes.
- C. Boys and Girls Club of the Fox Valley will have programs at Badger Elementary, Columbus Elementary, Edison Elementary, Foster Elementary, Highlands Elementary, Madison Middle, and Kaleidoscope Academy. A grant-based collaboration between the AASD and Boys and Girls Club of the Fox Valley called Summer B.O.O.S.T. will offer transportation from some school sites to the Boys and Girls Club after care locations for additional programming during summer school and two weeks in July. The YMCA will offer programs at Janet Berry Elementary, Dunlap Elementary, Ferber Elementary, Franklin Elementary, Horizons Elementary, Jefferson Elementary, Johnston Elementary, McKinley Elementary and Richmond Elementary. The summer school aftercare information is available on the AASD website.
- D. A procedure is in place to match high school students wishing to volunteer, with summer school teachers that would like assistance in their classrooms.

Fiscal Note:

The AASD receives FTE aid based on the Department of Public Instruction's established summer school aid formula. The aid received offsets the annual summer school program budget. Billable expenses for students attending any consortium school district have been established by the Fox Valley Summer School Consortium. The basic rates are \$24.00/hour of instruction for teachers, and \$12.90 per hour for paraprofessionals. The agreement allows rates for AASD contracted employees to be higher, at \$28.50/ hour for teachers and \$16.00/ hour for paraprofessionals.

**Instructional
Impact:**

Summer school class offerings provide additional learning opportunities for students of all grade levels to succeed in the classroom during the regular school year. AASD curriculum is followed and enriched in the course offerings.

**Contact
Persons:**

Sheree Garvey, 920-852-5300, garveysheree@asds.k12.wi.us
Todd Kadolph, 920-852-5332, kadolphtodd@asds.k12.wi.us
Karrie Kadolph, 920-852-5332, kadolphkarrie@asds.k12.wi.us

ADDITIONAL INFORMATION FOR ITEM FOR CONSIDERATION

Site Coordinators: The site coordinators for the 2024 Summer School are:

Elementary Coordinators

<u>SCHOOL</u>	<u>COORDINATOR</u>
Badger	Amber Cittadino
Berry	Abby Danforth
Classical	Stacey Foley
Columbus	Robert McInnes
Dunlap	Alissa Paul
Edison	Carly Verstegen
Ferber	Kaitlyn Behrmann
Foster	Jennifer Morales
Franklin	Lucy Turner
Highlands	Lisa Head
Horizons	Pam West
Houdini	Stephanie Malaney
Huntley	Catherine Harn
Jefferson	Cathy Porter
Johnston	Dawn Price
McKinley	Kris Sherry
Richmond	Brianna Tetzlaff
EL Elem Coordinator	Haley Schwanebeck

Middle School Coordinators

Einstein	Laurie Frisch
KA at Roosevelt	Megan Geffers
Madison	Anthony Sonetti
Wilson	Annette Schwalenberg

High School Coordinators

East	Eric Toshner
East	Madeline Herrmann
Central	Andy Protheroe

Summer School Assistant Coordinators

Shane Knudsen
Nicole Nelson

Camp Coordinators

ATech Camp	Paul Endter
Band Camp	Matt DiPietro
Choir Camp	Danielle Braun
Strings Lessons	Rachel Richards
Engineering Camp	Zachary Eckrose
Hmong Culture	Khang Vang

Elementary Course Descriptions

See school site schedule for specific class offerings, not all classes are offered at every school site.

***When looking at grade level, use grade entering in fall.

Advanced Woodshop	\$10.00	Grades 4-7
Advanced woodworking is for those children who are pretty capable of using a hammer and hand saw to make things out of wood. Parents are encouraged to provide leather gloves for their child to help guard against splinters and abrasions.		
Beginning Woodshop	\$10.00	Grades 2-4
Basic use of non-power woodworking tools for sawing, sanding, assembling, and finishing. The beginner class is for those children with little or no experience with using hand tools. Parents are encouraged to provide leather gloves for their child to help guard against splinters and abrasions. Projects done last year may be repeated again this year.		
Behind the Scenes	\$10.00	Grades 4-7
In this class, students will explore the facets of crew. Time will be spent learning about costumes, makeup and hair, sets, properties, lights, and sound. Students will assist in the performance of "On with the Show."		
“Board” Silly	\$5.00	Grades 2-7
No technology here! Remember the good old-fashioned board game? Use your strategy and thinking skills while learning to play a variety of different board games from the classics to some you may have never played before. Use what you've learned to create and build your own game to share with the class. This is your chance to be clever, create challenges, and fill your games with surprises, suspense, and traps!		
Books, ‘Bots, and Makerspace	\$5.00	Grade 2-7
Students will program multiple types of robots including Bee Bots, Ozobots, and Sphero. The coding challenges are based on stories read in class. Makerspace will be used to try new things and work on a project with the green screen! Students will develop their literacy skills along with technology, problem-solving, and teamwork skills from this class.		
Brain Games & Math Challenges	\$5.00	Grades 2-7
Learn the skills of logic while playing board games and working on activities that will challenge and test your skills of logic, memory and reasoning! Designed for students who enjoy mathematics challenges and problem solving.		
Building Instruments and Music	\$10.00	Grades 2-3
In this class, students will study and craft instruments from the four instrument families of the orchestra. Students will explore the sounds their instruments make and compose a piece of music to perform each week in class. This class will also watch professional instrument building for inspiration.		
Chef’s Cooking & Baking	\$15.00	Grades 5-7
The next level up from no-bake cooking! Learn how to follow recipes, use the oven/stove, and create some real works of art-to eat! Curriculum may deviate from the standards of AASD nutrition policy. Healthy foods will be prepared when possible.		
Clever Cooks	\$10.00	Grades 3-7
Learn the basics of cooking in safe and fun environment. This no-bake cooking class provides students exposure to fundamental cooking skills without having to use an oven. Students will learn to use recipes and utilize math skills when measuring ingredients. Curriculum may deviate from the standards of AASD nutrition policy. Healthy foods will be prepared when possible.		
Columbus and Appleton Bilingual School	\$15.00	Grade 5K-5
Students will continue the curriculum from their previous grade level, doing enriching math, reading, writing, science, social studies, computers, physical education, and art activities. <i>Class meets from 8:30-11:30</i>		
Computer Fun!	\$5.00	Grades 2-3
Students will learn about Google apps and how to use them to share ideas and have fun. Google Drive, Drawings, and Slides will be used to create digital and hand-on projects. Through the activities, students will enhance their knowledge of technology and skills needed for use in the classroom.		
Cooking Around the World	\$10.00	Grades 2-3
This course is a delectable class for those with a taste for learning about new countries and introducing young chefs to new foods and tastes. Each class, children will learn about a country, create projects, learn words from a new language, and prepare a recipe to experience a new culture. Curriculum may deviate from the standards of AASD nutrition policy. Healthy foods will be prepared when possible.		
Crafts, Jewelry, and More	\$10.00	Grades 2-3
Students will create a variety of crafts and jewelry. Projects might include colorful bracelets, necklaces, or even pins using a variety of materials. They may also design their own beads and use them to create original jewelry works of art.		
Crafty Kids	\$10.00	Grades 2-3
Students will explore a wide variety arts and crafts projects using various supplies. Activities will range from step-by-step instructions to imaginative art. Instructors will assist in developing fine motor skills and fostering self-expression while cultivating a love for art!		

Cribbage and Card Club	\$5.00	Grades 2-7
Students will learn and play classic card games including cribbage and many others. They will then use the knowledge from those games to create a whole new card game of their own to share with the class.		
Creative Reading, Writing, Drawing	\$10.00	Grades 4-7
Want to have fun creating works of art that go with written works? This class is for those students that love to read, write, and draw, and who love to create their own worlds, characters, and places. The sky is the limit! All that is needed is an imagination!!		
Eco Explorers	\$10.00	Grades 2-3
Activities are designed to get kids out of their seat to explore the exciting world of nature through unique hands-on learning experiences, emphasizing plants, animals and insects.		
First Grade Here I Come	\$15.00	Grade 1
A course designed for children who have completed kindergarten. Students will continue the curriculum from kindergarten, doing enriching math, reading, writing, science, social studies, computers, physical education, and art activities. <i>Class meets from 8:30-11:30</i>		
Gym & Playground Games	\$5.00	Grades 2-7
Students will experience a variety of physical education games, activities, and skills. Sportsmanship, team cooperation, as well as skills will be emphasized.		
Instrument Exploration	\$5.00	Grades 3-7
Students will have experiences with various classroom instruments. They will learn playing techniques and have the opportunity for some composition. The focus will be on beat, rhythm, and form (patterns) in music.		
Intro to Coding	\$5.00	Grades 4-7
Students will learn the basics of coding to program their own interactive stories, games, and animations using online and other interactive activities. Through experimentation, they will build skills in sequencing, counting, problem solving, logical thinking, cause and effect, and critical thinking. Topics include variables, algorithms, loops, functions, conditionals, and debugging. No previous coding experience is needed.		
Introductory Keyboarding & More	\$5.00	Grades 4-8
The ability to type is an important skill in today's technology-driven world. This computer keyboarding class is designed for students with little or no previous keyboarding (typing) experience. In this course the student will learn the alphabetic keyboarding technique. The class will emphasize the development of typing speed and accuracy. Younger students enrolling in this class must have the ability to concentrate for long periods of time.		
Kindergarten Here I Come	\$15.00	Grade 5K
This course is designed to introduce and/or reinforce basic readiness skills for kindergarten. <i>Class meets from 8:30-11:30</i>		
Lego Discovery	\$10.00	Grades 2-4
Students will read, write, and create a variety of pieces related to Legos. Each class will start with a read aloud that begins the Lego challenge of the day. Students will become engineers when they design, build and document challenges using a journal to help make predictions, design projects and document findings.		
Magic: the Gathering for Beginners	\$5.00	Grades 3-7
Students will learn all about the game of Magic: The Gathering, they'll learn how to build decks, the playthrough, participate in a tournament and even have the opportunity to make and take their own starter deck home. Best for those just starting out or never having played the game.		
Making Memories	\$10.00	Grades 3-5
Students will explore the art of preserving thoughts and memories by learning to write in a journal or diary, and create various picture frames, photo magnets, and scrapbook. Students will be provided with a daily journal prompt, discuss the importance of expressing oneself, and have the opportunity to engage in discussion to share thoughts.		
Marvelous Math Minds	\$5.00	Grade 2-7
Students will participate in fun and engaging math experiences designed to engage mathematical thinking and exploration through Number Talks, Math Stories and Games. This course is designed for all levels of learners.		
Mindful Kids	\$5.00	Grade 2-4
Mindful kids have a strong mind and body! Students will learn about the different areas of SEL (Social Emotional Learning) including self-awareness, self-management, social awareness, relationship skills and responsible decision making through games, books, crafts, writing and movement. Class may include school beautification projects and end daily with a mindfulness activity.		
Nature Nurturers	\$10.00	Grades 2-4
Students will have the opportunity to explore local green spaces delving into the interconnectedness of human and planet health. This class is all about learning to utilize nature as a free & accessible resource lending itself to elevated focus, stress-reduction, and improved academic performance. Example: Walk to the park, observe, identify, and log birds, trees, insects, and soil.		
One Day Wonders	\$10.00	Grades 2-4
Inquisitive students wanted! Join us for a class of wonders where each day we will explore something new. Topics will range from crafts, playacting, outdoor adventures, history, math, games, and more! Each day will present a new learning surprise.		
On with the Show!	\$10.00	Grades 3-7
Students will learn the art of performance through the mediums of song, dance, and drama. In the last week of summer school, students will perform for their peers and invited family members to celebrate their learning.		

Reading Adventures	\$5.00	Grade 2-7
Students will be immersed in fun and engaging activities to read, discuss, and write about books. Students will sharpen their skills in grade level word study. This course is designed for all levels of learners.		
Running Club	\$5.00	Grades 2-7
Students will learn about the importance of healthy lifestyles and being physically active. Every day, students will warm up, RUN/JOG, and cool down. By the end of the course, students will run 1 mile around the track.		
School Pride	\$10.00	Grades 2-7
Students will work collaboratively to research, develop, and deliver a beautification project for the school. Students will use organizational and decision making skills to choose a cause and develop a plan to carry out a project. Examples include but are not limited to: a food drive, adopting the school grounds, painting a mural, maintaining a garden space, or building and painting a bench, etc.		
Science Connections	\$10.00	Grades 3-5
Explore science topics through books, video clips, and scientific investigations. Grow a plant, create a nature collage, observe a worm farm, conduct experiments, and more! The class will include activities to improve reading and comprehension skills through fact finding research on each topic.		
Stars & Space	\$5.00	Grades 3-5
Students will have the opportunity to explore our vast solar system, and learn about such things as planets, constellations, the moon phases, among other topics. There will be opportunities to make and take activities home.		
Summer Safety	\$5.00	Grades 4-7
This class will help prepare children to be safe and responsible when home alone. Students will gain a better understanding of how to prevent problems, handle real-life situations, and remain safe. Topics will include home safety, first aid, fire escape, severe weather plans, internet safety, kitchen safety and healthy eating. Instructors will highlight some fun activities to keep kids busy while home alone, along with basic phone skills including how to make an emergency call.		
STEM Innovation	\$10.00	Grades 3-7
Students will have the opportunity to participate in an innovative, engaging and fun learning class designed around Science, Technology, Engineering, and Math (STEM). This class is all about creating, building, problem solving, and working together to solve a challenge using everyday items. Example: Use the following items to launch a marshmallow peep the farthest distance: string, mouse trap, rubber bands, popsicle sticks, paper plates, plastic spoons, and tape. Time will be allotted for planning, research, construction, and testing.		
STEM Starters	\$10.00	Grades 2-4
Students will have the opportunity to participate in an innovative, engaging and fun learning class designed around Science, Technology, Engineering, and Math (STEM). This class is all about creating, building, problem solving, and working together to solve a challenge using everyday items. Example: Use the following items: rubber bands, popsicle sticks, paper plates, plastic spoons, and tape to build bridges and more. Time will be allotted for planning, research, construction, and testing.		
Stories and Snacks	\$10.00	Grades 2-3
This course is a delectable class for those with a taste for good books and good food!. Each day, children will read and respond to quality children's literature, and make a snack or craft based on the theme of the book. Curriculum may deviate from the standards of AASD nutrition policy. Healthy foods will be prepared when possible.		
Strings and Things	\$10.00	Grades 2-4
In this craft class, students will learn varying ways to work with fibers, which may include macramé, friendship bracelets, string art, hand-sewing, weaving, jewelry and more!		
Theater	\$10.00	Grades 2-7
This course is designed for the student who likes to put on plays, do improvisations, act out dramatic situations, and pantomime. Basic stage and theatre concepts will be taught while encouraging an outlet for the dramatically creative side of the children's personalities. Music may also be part of the fun! Class will end with a final sharing for parents and students.		
Tween Craft Club	\$10.00	Grades 4-7
Unleash your creativity and imagination by focusing on various art forms such as painting, fiber and mixed media! Students will create cool arts and crafts and projects geared toward their age group.		

Middle Course Descriptions for all Sites

See school site schedule for specific class offerings, not all classes offered at every school site

****When looking at grade level, use grade entering in fall.*

Art Studio

\$15.00

Students will participate in an advanced art making environment that will help fine tune their visual art skills. Studio time will be spent diving deep into a variety of art avenues including drawing, painting and sculpture while enhancing problem solving and creative thinking skills. Projects will include those that are lead by the instructor and free choice.

Athletics

No fee

The focus of this course will be on participating in team/individual sports and fitness activities. Basic skills, rules and strategies for each activity will be taught to enhance participants' understanding of different sports and fitness activities. Activities may include, but are not limited to: football, volleyball, basketball, cross country, soccer, dance, and personal fitness. Students who complete this class should be able to confidently participate in recreational activities that will enhance their lifelong fitness. For classes held offsite, transportation is not available. The following class will be offered at West HS-Basketball.

Backstage Crew

\$10.00

Participants will learn the ins and the outs of putting on plays and other performances. Special attention will be paid to lights, sound and set construction. The class will culminate in the support of performances by the Dance and Theater classes.

Cooking

\$15.00

Learn the basics of cooking and baking while discovering some simple healthy substitutions. Come see what new dishes we will be preparing this year! Any of these delicious foods will be great to bring to a gathering of family or friends! Students will create a cookbook filled with recipes so they can recreate their favorite dishes at home. Curriculum may deviate from the standards of AASD nutrition policy. Healthy foods will be prepared when possible.

Costume Design

\$10.00

Students will collaborate with the Theater class to create costumes for themselves and those in the Theater class. At the end of summer school, participants' creations will be used in a performance in conjunction with the Theater, Dance and Backstage Crew classes.

Creative Writing Club

\$5.00

In this class, an important life skill comes alive as students learn to write epic stories, create stilly tales, explore poetry, essays, lyrics and journaling. Designed for students who love to read, write and use imagination to create their own worlds, characters, and places. Daily journaling prompts will be provided, and students will have the ability to engage in conversation to discuss their thoughts.

Dance

\$5.00

Participants will learn and practice multiple methods of dance. This class will culminate in a performance in conjunction with the Theater and Backstage Crew classes.

English Language Arts

\$5.00

Ever want to be someone else? Ever want to explore new worlds? Ever want to try something you never thought possible? This summer, through high-interest teen literature, you'll have an adventure of a lifetime alongside your peers! Our adventure will include reading a chapter book, writing, and may end with an integrated arts project to share at the end of summer school.

English Language Arts for English Language Learners

\$5.00

(2 hour class)- Open to ELL students entering grades 7 and 8 who have an English language proficiency level of 1 or 2. ELL students in this class will continue to develop their oral language, vocabulary and literacy skills by engaging in a variety of high-interest texts. Students will have opportunities to read, write, share their ideas, and listen to others as they explore books and topics from all content areas.

English Language Learners Literature Exploration

\$5.00

(1 hour class)- Open to ELL students entering grades 7 and 8 who have an English language proficiency level of 3- 5. ELL students in this class will immerse themselves in a variety of high-interest texts, including poetry, literature, and informational texts that represent many perspectives. Students will dig deep into the books, exploring the stories and characters to support their written reflections and collaborative conversations.

Extraordinary Experiments

\$10.00

Students will explore the ideas and concepts of science through many different activities and experiments, which may include making their own silly putty or bouncy balls. Students will create many different chemical reactions, explore different scientific ideas through projects, and begin to understand the science involved in so many common situations and objects we see every day.

Forensics- Speech and Debate

\$5.00

Students will explore the two genres of forensics in WI (Interpretation of Literature and Public Speaking). They will use plays, stories, poems, or their own writings to focus on the details of preparing a quality performance using various communication skills including speaking and listening. Learn how to play with different acting techniques that address line interpretation, character development, stage fright, body language, and improvisational theater in a solo, partner, or group setting. Leave this class ready to perform on your school's forensics team having explored the 15 different events available to middle school students in our state.

Free Choice Art

\$10.00

Students will utilize the TAB (Teaching the Artistic Behavior) process of free choice art for their chosen medium. They will learn to envision, plan, and practice to create! They will have access to create with all mediums in the art room (paint, wire, clay, beads, etc.).

Fun Run Club	\$5.00
Students will learn about the importance of healthy lifestyles and being physically active. Students will warm up, jog/run, cool down, set goals, document their progress, and celebrate their achievements.	
Graphic Novels, Comics and Bullet Journals	\$5.00
Students will read, explore and create their own graphic novels, comics, and journals to support their reading and writing skills. They will be provided with writing prompts, and may be encouraged to share some of their work with the class.	
Group Drumming, Drum Set & Gamelan	\$10.00
Students will explore rhythm and music making utilizing body percussion and bucket drumming in small and large groups on established pieces and new creations, with notation and learning by rote. Instruments of focus will include Buckets and other Group Percussion, Balinese Gamelan Anklung, and Drum Set.	
Gym & Outdoor Games	\$5.00
Gym and outdoor games such as soccer, softball, kickball, and more provide an excellent activity for coeducational play in which social skills, sportsmanship, cooperation, and team play can easily be developed. Whether you are trying out for your school team or just want to meet new friends, this course will meet your needs. Learn and practice skills, participate in friendly competition, and put your skills into game action FUN!	
Keyboards, Boomwhackers & Handbells	\$10.00
Students will dive into pitched instruments such as Keyboard/Piano, Boomwhackers and Handbells with group and individual learning. Students will also get a taste of more serious practicing, personal planning and decision making, and performance along with the introduction/use of pitch/melody/note-reading and more.	
Let's Get Crafting!	\$15.00
Students will be introduced to a variety of two and three-dimensional projects, including painting, drawing, and designing unique creations to decorate lockers, display at home, or give as gifts. Samples will be used to teach techniques. Emphasis is on creativity and self-expression.	
Math Games	\$5.00
Various fun math games, problem solving strategies and hand on practice will be used in class to reinforce math skills from the prior year.	
Math Reinforcement	\$5.00
For students who need assistance and practice with the math concepts from the prior year. Small group and individual instruction will include hands-on practice, math games, and problem solving strategies.	
Memory Makers	\$10.00
Students will integrate critical social skills by learning the art of preserving thoughts and memories, expressing themselves through writing and art, and engage in discussion by sharing thoughts. Students will be provided with a daily prompt for their journal or diary, will create various picture frames and photo magnets, and learn scrapbooking.	
Mindful Arts and Games	\$5.00
Learn how to have a strong mind and body! This class will help students identify, express and name feelings through hands-on activities, journaling and literature. Students will create their own personal "tool box" for dealing with tough emotions. Students will learn yoga poses, the importance of relaxation and balance, work on social and friendship skills through role play and games and practice supporting each other.	
Rocket Building and Launching	\$15.00
Students will build air pressured rockets as well have the option of building air pressured rocket launchers that they will be able to keep and use for years to come. Students will also build rockets that are powered by a solid fuel engine. Fees include the cost of one rocket and one solid fuel engine as well assembly materials for the air pressured rockets.	
School Spirit	\$10.00
Students will work collaboratively to research, develop, and deliver a beautification project for the school. With the teacher as the facilitator, students will use organizational and decision-making skills to choose a cause and develop a plan to carry out a project. Examples include but are not limited to: a food drive, adopting the school grounds, creating locker signs, planting flowers, painting a mural, building and painting benches, etc.	
Science Exploration	\$10.00
Students will explore biology, chemistry, physics and astronomy through experiments, scientific observation, games, and critical thinking. Science topics may include genetics, ecology, evolution, marine biology, human body systems, astronomy, zoology, experiments, and more!	
Strategy Games	\$5.00
Use strategy and thinking skills while learning to play a wide range of games like chess, Settlers of Catan, Risk, Farkel, UNO, Phase 10, cards, dominoes and dice. Students will work on critical thinking, problem solving, social skills, and concentration. They will use what they've learned to create and build their own game to share with the class. This is a chance to be clever, create challenges, and fill their games with surprises, suspense, and traps!	
Strength and Conditioning	\$5.00
Students will learn the fundamentals of weight training, cardio training, resistance training and stretching. Students will learn with a variety of methods and equipment in order to reach their peak performance. This class is for beginners both male and female to gain muscle tone, burn some calories, and promote a healthy life style.	
Summer STEM	\$10.00
Solar Vehicles! Bridges! Hovercrafts and more! This class is for students that are creative and like to design and build. Join this workshop to design, build and test out various structures and machines. This is a great way to put into practice math, science and technology skills at all levels. Time will be allotted for planning, research, construction, and testing.	

Theater**\$10.00**

This class will focus on performance skills and putting on a production. At the end of summer school, participants will perform a play in conjunction with the Costume Design, Dance and Backstage Crew classes.

Tied Trends**\$10.00**

In this creative and hands-on class, students will learn varying ways to work with fibers, which may include macramé, crocheting amigurumi, hand-sewing, knitting, weaving, and more!

Ukulele & Guitar**\$10.00**

Students will study both melodic and harmonic/accompaniment playing on stringed instruments with guitars and ukuleles. Strumming patterns, chords, chord charts, tab, and standard music notation, and the physics of string instruments will all be explored!

Video Game Design**\$5.00**

Students will learn how to write, design and create their own video game using various platforms. Students will learn the different aspects of video game design and increase their writing skills in an exciting and interactive way.

Volleyball**\$5.00**

Volleyball is an excellent activity for coeducational play in which social skills, sportsmanship, cooperation and team play can easily be developed. Whether a student is trying out for the school team or just wants to meet new friends-this course will meet their needs. Learn and practice skills; participate in friendly competition, and put the skills into game action FUN!

Welcome to Kaleidoscope Academy**\$5.00**

This course is for incoming 6th graders, or any students that are new to KA next year that have passions they want to learn and research more about. Incoming middle school students will be introduced to their school environment through tours and school-specific procedures. Students will be introduced to project and inquiry-based learning through this course. It is intended to prepare incoming or new students for project-based learning at KA but all students are welcome! The project topics will be driven by the students' passions and interests.

Welcome to Middle School**\$5.00**

Incoming middle school students will be introduced to their school environment through tours and school specific procedures. They will also gain an understanding of the study skills that are necessary to be successful. Topics will include learning what resources will help them succeed in their classes, organization skills, general study skills and/or technology, and test taking strategies. Skills will be taught through lecture and videos, while being reinforced through discussion, activities, and games.

Yoga and Mindfulness**\$10.00**

Students will practice breathing exercises, yoga poses, games, visualizations, and relaxation activities. They will pay attention to thoughts and environment to help meet daily challenges with more openness, care and compassion.

Summer Fitness and Conditioning- Located at East High School, North High School, and West High School FREE

This class will provide students with the knowledge to live a healthy lifestyle through cardiovascular conditioning and strength training. This class will teach proper techniques with emphasis on improved cardiovascular conditioning, body toning and a better understanding of physical fitness and wellness. Workout plans can be individualized for each student. Students can set personal goals and track their progress with the help of the instructors. This class is for the beginner, intermediate or advanced male or female student. Sign up on the first day of attendance at the site you plan to attend or print registration form at http://www.aasd.k12.wi.us/district/district_departments_contacts/standards_curriculum/summer_school/

AASD 2024 High School Summer School Information

Option 1: Grade replacement for students who have already taken and completed the class and received a D or F. Students needing to recover credit for the following courses, instruction will be available:

June 10th- 28th, 2024 Monday through Friday at East High School (no classes 6/19)
Semester 1: 7:45-11:15, Semester 2: 11:45-3:15

- 1000 English Language Arts 9
- 1020 English Language Arts 10
- 1110 American Lit & Comp
- 0010 Fit 4 You (failures for PE9, Fit 4 You, and Creating Physical Literacy)
- 4990 Health Education
- 3000 Civics
- 3070 US History
- 3170 World History
- 3520 Global Studies
- 4000 Physical Science
- 4807 Earth Science
- 4110 Biology
- 6300 PFM
- 9000A Algebra 1A/1B
- 9100 Algebra
- 9200 Geometry
- 9260 Algebra 2

Session 1 is equivalent to Semester 1, Session 2 is equivalent to Semester 2.

Class descriptions: https://www.aasd.k12.wi.us/district/district_departments_contacts/standards_curriculum

Option 2: Students who are currently working with Alternative Ed staff or those willing to add a grade through Computer Based Instruction courses for a failed/ incomplete class instead of replacing the existing grade:

- **North High School:**
 - Session 1: June 10th-28th (no classes 6/19) from 9:00 AM -3:00 PM
 - Session 2: August 5th-23rd from 9:00 AM-12:00 PM
- **East High School:**
 - Session 1: June 10th-28th (no classes 6/19) from 8:15 AM -11:15 AM
- **West High School:**
 - Session 1: June 10th-28th (no classes 6/19) from 8:15 AM -11:15 AM
 - Session 2: August 5th-23rd from 8:15 AM -11:15 AM
- **Central High School:**
 - Session 1: June 11th-27th (no classes 6/19) (Mon - Th, 8:00-11:30 AM)
 - Session 2: August 6th-22nd (Mon - Th, 8:00-11:30 AM)
- **Higher Ground:**
 - Session 1: June 10th-14th, June 24th-28th, July 8th-12th from 8:00 AM-12:00 PM and 12:00 PM-4:00 PM
- **Valley New School:**
 - Project based credit recovery: June 10th-28th (no class 6/19) from 7:45-11:15

Option 3: Students who have teacher recommendation to complete coursework for a failed/ incomplete class. Students may earn a passing grade, but the grade would be limited to a D-.

- Classes available at East, North, West with dates and times determined by teacher availability

Option 4: Summer School Courses for new credit or enrichment- see opportunities on next page

Option 4: High School Summer School for New Credit Course Descriptions

COURSE:	1670 Summer Shakespeare Theatre 9:00-12:00pm M-F at North High Dates: June 10-28 (not 6/19), July 1-19 (not 7/4 or 7/5) Performances July 19-21, 26-28 ***Required to take S1 & S2 and participate in performances at end of course. ***Can be taken for 1.0 credit one time – then it becomes enrichment.	
PREREQUISITES:	None. Open to any public or private school student grades 9 – 12.	
CONTENT:	Students in this course will learn about Shakespeare, his times, and theatre of English Renaissance by preparing and presenting one of his plays for public performance. Students will also gain knowledge and experience in a variety of theatre skills such as scenic design, costumes, set construction, lighting, publicity, and direction. There are no auditions required. Class sessions/rehearsals and performances will be held at North High School. There will be performances scheduled the weekend after the class concludes.	
FEE:	\$20 total (equals \$10 per semester) materials fee payable the first day of class.	
COURSE:	Nursing Assistant	AASD location to be determined/ FVTC .5 Credit
	Here are the schedules for this summer. Students must attend every class. Class size is limited.	
PREREQUISITES:	Students must be 16 years of age. COVID vaccine required. Open to students entering grades 10–12, with preference given to AASD students. Class size is limited.	
CONTENT:	A nursing assistant is an essential member of the healthcare team. This program will help you learn how to provide for the personal care and comfort of people with health problems. You will learn to bathe, dress, feed, mobilize and transport people; obtain pulse and temperature; and report observations and reactions to the health care team. Nursing assistants prepare equipment, take care of the patient’s room and keep patient records. In this role, you may assist clients with dementia and rehabilitation needs, and provide restorative care to help them maintain their independence. Upon completion, you’ll be ready to take the certification exam. You will have a variety of employment options as a CNA.	
FEES:	\$55 Text, \$5 TB test and flu Vaccine, \$60 pre-application Viewpoint screening, \$125 state certification exam expenses, also need scrubs and shoes.	
INFO:	Here is the link to a google form that allows students to express interest in this offering. After expressing interest, a follow up email is sent to the student and parent. A student is not considered fully registered until they complete the steps that outlined in a follow up email.	
COURSE:	AH202 EL Academic Skills	Fall Grades 9 – 12 .5 CA credits
	Dates: to be determined	
PREREQUISITES:	These course options are available to Level 1 or low Level 2 students. It is open to students entering grades 9-12 in the fall.	
CONTENT:	ELL students in this class will continue to develop their oral language, vocabulary and literacy skills by engaging in a variety of high-interest texts. Students will have opportunities to read, write, share their ideas, and listen to others as they explore books and topics from all content areas.	
FEE:	\$5.00 materials fee per semester payable the first day of class	
COURSE:	Paint the City	Fall Grades 10 – 12 .5 credits
	Dates: to be determined	
PREREQUISITES:	Credit deficient- open to all, those with building recommendation will take first priority	
CONTENT:	Students will participate in a 2 week long mural painting project. Paint the City is focused on centering identity and belonging through public art. No fee.	
COURSE:	Getting Ready for 9th Grade at East HS	Fall Grades 9 Enrichment for summer/ credit for school year portion
DATES:	August 13 th -15 th from 9:00-11:30 AM	
PREREQUISITES:	Open to incoming 9th graders, those with teacher recommendation have priority.	
CONTENT:	A course to provide additional support and direct instruction in reading and writing; to develop organizational and study skills to be a successful high school student.	

ITEM OF INFORMATION

Topic: 2023-2024 Achievement Gap Reduction (AGR) Mid-Year Report

**Background
Information:**

The Achievement Gap Reduction (AGR) Program, formerly known as Student Achievement Guarantee in Education (SAGE), was established in the 2015-16 school year by the Wisconsin Department of Public Instruction. The AGR program allows a participating school to meet the obligations of its five-year contract by implementing one of three strategies, or a combination of these strategies in every kindergarten through grade three classroom:

- one-to-one tutoring provided by a licensed teacher;
- instructional coaching for teachers provided by a licensed teacher;
or
- maintaining 18:1 or 30:2 classroom ratios and providing professional development on small group instruction.

The following schools in the Appleton Area School District participate in the AGR program: Badger, Edison, Foster, Highlands, Horizons, Jefferson, and Lincoln.

The AGR program requires a participating school to create performance objectives, including reducing the achievement gap between low-income students in that school and students in the same grade and subject statewide.

The AGR program also requires school board review of implementation and progress toward achieving annual performance objectives at the end of every semester.

Contact

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2023-2024 Achievement Gap Reduction (AGR) Mid-Year Report

AASD Board of Education
March 4, 2024



AGR Overview

- The AGR program allows participating schools to meet obligations of a five-year contract by implementing one or more of the following strategies in grade K-3 classrooms:
 - one-on-one tutoring by a licensed teacher
 - instructional coaching for teachers provided by a licensed teacher
 - **maintaining 18:1 or 30:2 classroom ratios and providing professional development on small group instruction.**
- AGR schools create performance objectives, focusing on reducing the achievement gap for low-income students.
- AGR aid payments are based on the number of low-income students enrolled at the school in grades K-3 on the third Friday in September.

AGR Overview

- The following elementary schools in the Appleton Area School District participate in the AGR program:
 - Badger Elementary School
 - Dunlap Elementary School
 - Edison Elementary School
 - Foster Elementary School
 - Highlands Elementary School
 - Horizons Elementary School
 - Jefferson Elementary School
- AGR requires school board review of implementation and progress at the end of each semester.



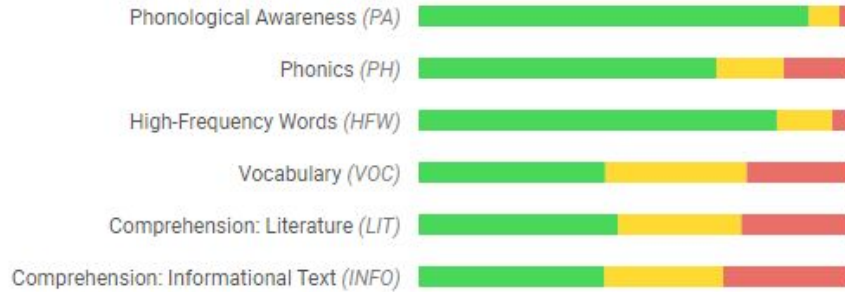
2023-2024 AGR Performance Objectives

2023-2024 District Scorecard i-Ready Key Measures/Targets for those students enrolled for the full academic year:

- We will increase the number of students that **reach their typical growth in reading and mathematics** (one or more years of growth) on the spring i-Ready assessment by 1% from 2023 to 2024 (x% to x%).
- We will increase the number of students scoring **on or above grade level in reading and mathematics** (*program level analysis*) on the spring i-Ready assessment by 1% from 2023 to 2024 (x% to x%).
- We will increase the number of students scoring **on or above grade level in reading and mathematics** (*cohort level analysis*) on the spring i-Ready assessment by 1% from Kindergarten/1st Grade/2nd Grade in 2023 to 1st Grade/2nd Grade/3rd Grade in 2024 (x% to x%).

How is information reported in i-Ready?

Placement By Domain



Reading Domains

Placement By Domain



Math Domains

Understanding i-Ready Typical Growth

Typical Growth: Typical Growth demonstrates the annual growth for an average student taking the *i-Ready Diagnostic*



Formative & Summative Assessments - Reading

KINDERGARTEN

Reading Readiness Literacy Screener, Early Writing, CORE High Frequency Word Survey, Hearing Sounds in Words, IRL, CORE Phoneme Deletion Test, CORE Phonological Segmentation Test, CORE San Diego Quick Assessment, Writing Vocabulary, common formative assessment, summative performance assessment, and the i-Ready Diagnostic assessment will be used to evaluate student progress towards attainment of the stated performance objectives.

GRADE 1

Reading Readiness Literacy Screener, CORE Assessment, CORE Vocabulary Screener, Early Writing, CORE High Frequency Word Survey, Hearing and Recording Sounds in Words, IRL, CORE MASI-R Oral Reading Fluency Measure, CORE Phoneme Deletion Test, Phonological Awareness Screening Test, CORE Phonological Segmentation Test, CORE San Diego Quick Assessment, Writing Vocabulary, common formative assessment, summative performance assessment, and the i-Ready Diagnostic assessment will be used to evaluate student progress towards attainment of the stated performance objectives.

Formative & Summative Assessments - Reading

GRADE 2

Reading Readiness Literacy Screener, CORE Assessment, CORE Vocabulary Screener, CORE High Frequency Word Survey, Hearing Sounds in Words, IRL, CORE MASI-R Oral Reading Fluency Measure, CORE Reading MAZE Comprehension Test, CORE Phoneme Deletion Test, Phonological Awareness Screening Test, CORE Phoneme Segmentation Test, CORE San Diego Quick Assessment, Writing Vocabulary, common formative assessment, summative performance assessment, and the i-Ready Diagnostic assessment will be used to evaluate student progress towards attainment of the stated performance objectives.

GRADE 3

CORE Assessment, CORE Vocabulary Screener, CORE High Frequency Word Survey, IRL, CORE MASI-R Oral Reading Fluency Measure, CORE Reading MAZE Comprehension Test, CORE Phoneme Deletion Test, CORE Phoneme Segmentation Test, CORE San Diego Quick Assessment, Words Their Way, common formative assessment, summative performance assessment, and the i-Ready Diagnostic assessment will be used to evaluate student progress towards attainment of the stated performance objectives.

Formative & Summative Assessments - Mathematics

KINDERGARTEN, GRADE 1, GRADE 2 & GRADE 3

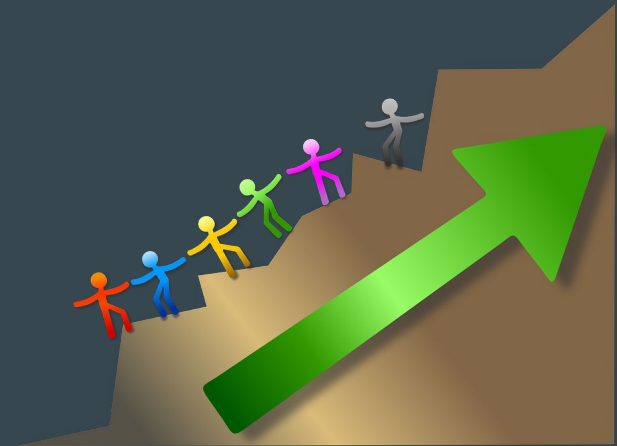
- Math Forefront Screener
- Common formative assessments
- Summative unit assessments
- i-Ready Diagnostic assessment

Looking Back: Semester 1, 2023-2024

Building Specific AGR Performance Objectives in Reading and Mathematics

Grade Level PLC Progress Monitoring/ Planning for Objective Achievement

Elementary School		ACHIEVEMENT GAP REDUCTION PERFORMANCE OBJECTIVES AND SCHOOL BOARD REPORTING TEMPLATE					
<p>This document may be used to plan and maintain the Achievement Gap Reduction (AGR) contract application performance objectives for your school. Contract application responses must be submitted to the Department of Public Instruction using the online AGR Five-Year Achievement Guarantee Contract Application form. Retain this document for your records, possible inclusion in an annual evaluation of the AGR program, and to present information on the school's implementation of the contract requirements, its performance objectives, and its success in attaining the objectives to the school board at the end of every semester of the AGR contract. Wis. Stat. § 118.44(4)(j)</p> <p>Use the table below to plan the AGR contract application responses:</p> <p style="text-align: center;">At the end of the semester, describe the following for the school board:</p> <p>Prepare a description of the specific, measurable, and achievable performance objectives, including reducing the achievement gap in math and reading for the academic achievement of the pupils enrolled in each participating grade. Include a description of the formative and summative assessments that will be used to evaluate success in attaining these performance objectives for the pupils enrolled in the participating grades. Wis. Stat. § 118.44(4)(c)</p>							
Grade	Subject	Describe the baseline and growth the identified students will make for each grade K-3 in reading and mathematics.	Describe the formative and summative assessments used to evaluate the identified students' success in attaining the stated performance objectives.	Describe how the implemented strategies to reduce the achievement gap (class size reduction, instructional coaching or one-to-one tutoring) will aid in attaining the stated performance objectives.	At the end of the fall semester: Describe the progress made on growth objectives for the identified students made for each grade K-3 in reading and mathematics including the number of students that met the goals.	At the end of the spring semester: Describe the progress made on growth objectives for the identified students made for each grade K-3 in reading and mathematics including the number of students that met the goals.	At the end of each semester: Describe which strategies to reduce the achievement gap (class size reduction, instructional coaching, or one-to-one tutoring) were implemented in each grade K-3.
K	Reading	We will increase the number of students enrolled in Kindergarten for the full academic year that reach their typical growth in reading (one or more years of growth) on the spring i-Ready assessment by 1% from 2023 to 2024 (x% to x%) .	Letter ID, Concepts About Print, Sentence Dictation, IRL, common formative assessment, summative unit performance assessment, and the i-Ready Diagnostic assessment will be used to evaluate student progress towards attainment of the stated performance objective.	To aid in attaining/surpassing the grade level performance objective, class size reduction will promote and strengthen the culturally responsive multi-level system of support, including differentiation, small group and one-on-one instruction.	At the end of the fall semester	At the end of the spring semester:	The primary strategy implemented to reduce the achievement gap is class size reduction.
K	Reading	We will increase the number of students enrolled in Kindergarten for the full academic year scoring an or above grade level in reading (program level analysis) on the spring i-Ready assessment by 1% from 2023 to 2024 (x% to x%) .	Letter ID, Concepts About Print, Sentence Dictation, IRL, common formative assessment, summative unit performance assessment, and the i-Ready Diagnostic assessment will be used to evaluate student progress towards attainment of the stated performance objective.	To aid in attaining/surpassing the grade level performance objective, class size reduction will promote and strengthen the culturally responsive multi-level system of support, including differentiation, small group and one-on-one instruction.	At the end of the fall semester	At the end of the spring semester:	The primary strategy implemented to reduce the achievement gap is class size reduction.



2023-2024 AGR Beginning of Year Strategic Action Survey

AGR Work Group, 2023-2024

Role	Name	Location
AASD Leadership Team (AGR Lead Team)	Nan Bunnow	Leadership Center
Administrative Support	Anne Caylor	Leadership Center
AGR Principal	Anne Marie Werley-Gonzalez	Badger
AGR Principal	Bill McClone	Dunlap
AGR Principal	Katie Schmeltzer	Edison
AGR Principal	Karen Noel	Foster
AGR Principal	Kari Krueger Dave Nitka	Highlands
AGR Principal	John Ohlson	Horizons
AGR Principal	Melissa Chrisman	Jefferson
Associate Director of Student Services	Tiffany Frerks	Leadership Center
Associate Director of Special Education	Melissa Toshner	Leadership Center
Coordinator of EL/Bilingual	Amy Swick	Leadership Center
Title 1 Coordinator	Pam Franzke	CELC
Director of Elementary Education (AGR Lead Team)	Carrie Willer	Leadership Center
District Literacy Coach	Lisa Sprangers	Leadership Center
District Literacy Coach	Emily Schwanke Thomas	Leadership Center
District STEM Coach	Molly DuPont	Leadership Center
District STEM Coach	Beth Verboomen	Leadership Center
Kindergarten AGR Teacher	Melissa Romenesko	Jefferson

Kindergarten AGR Teacher	Nicole Stark	Highlands
Grade 1 AGR Teacher	Kristy Rohr	Badger
Grade 1 AGR Teacher	Michael Hayes	Dunlap
Grade 1 AGR Teacher	Julie Coley	Edison
Grade 2 AGR Teacher	Sue Jensen	Foster
Grade 2 AGR Teacher	Jacqueline Kimball	Dunlap
Grade 3 AGR Teacher	Gina Dresang	Horizons
Grade 3 AGR Teacher	Heather Steineke	Edison
Grade 3 AGR Teacher	Britney Breckheimer	Jefferson
EL Teacher	Lor Lee	Highlands
Special Education Teacher	Kyle Deering	Foster
Instructional Coach	Jessica Kilsdonk	Dunlap
Literacy Interventionist	Amy Larson	Badger
Literacy Interventionist	Lisa Reineking	Horizons
Math Interventionist	Jen Beyer	Edison

AGR Work Group Focus Areas

- Establish and Progress Monitor AGR Performance Objectives
- Board of Education Presentations
- Plan for Professional Development per AGR Contract- “How does instruction look different in an AGR classroom?”
- Other Self-Identified Areas



Mid-Year Progress Monitoring Data Groupings/Comparisons

AGR Schools

- Badger
- *Columbus
- Dunlap
- Edison
- Foster
- Highlands
- Horizons
- Jefferson

Title 1/Not AGR Schools

- Appleton
- Bilingual School
- Franklin
- Johnston
- McKinley

*(focus on similar
SES schools)*

Not Title 1 Schoolwide or AGR Schools

- Berry
- Ferber
- Houdini
- Huntley
- **Richmond

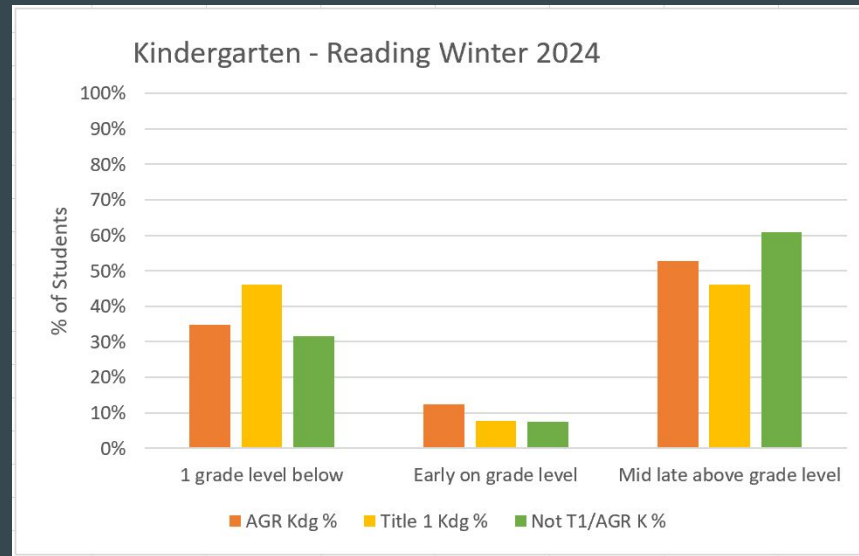
*(focus on closing
the gap)*

* = AGR class size; not part of AGR program

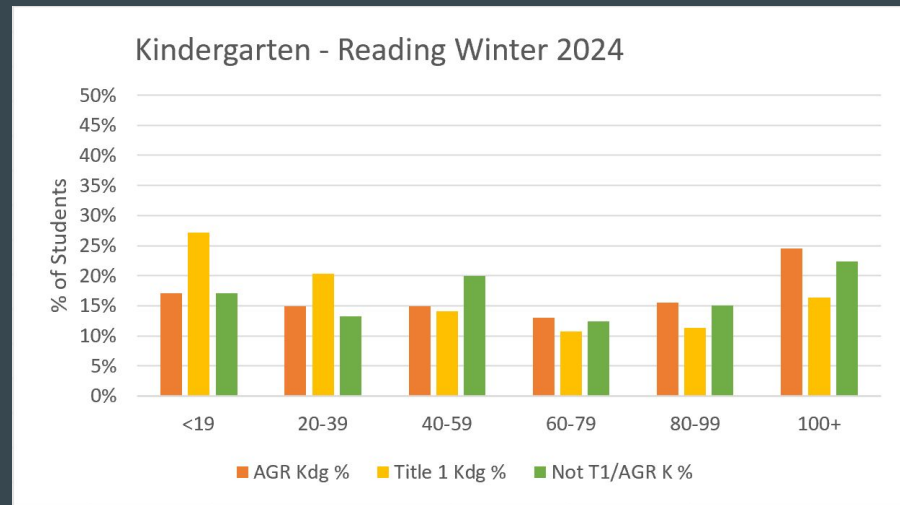
** = Title 1 Targeted School

2023-2024: Mid-Year Kindergarten Reading

Grade Level Attainment

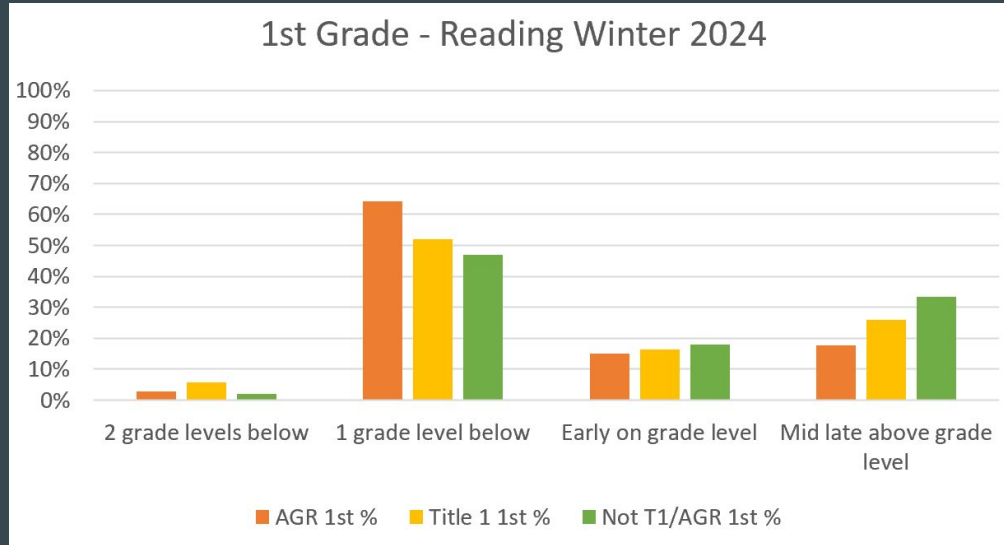


Typical Growth

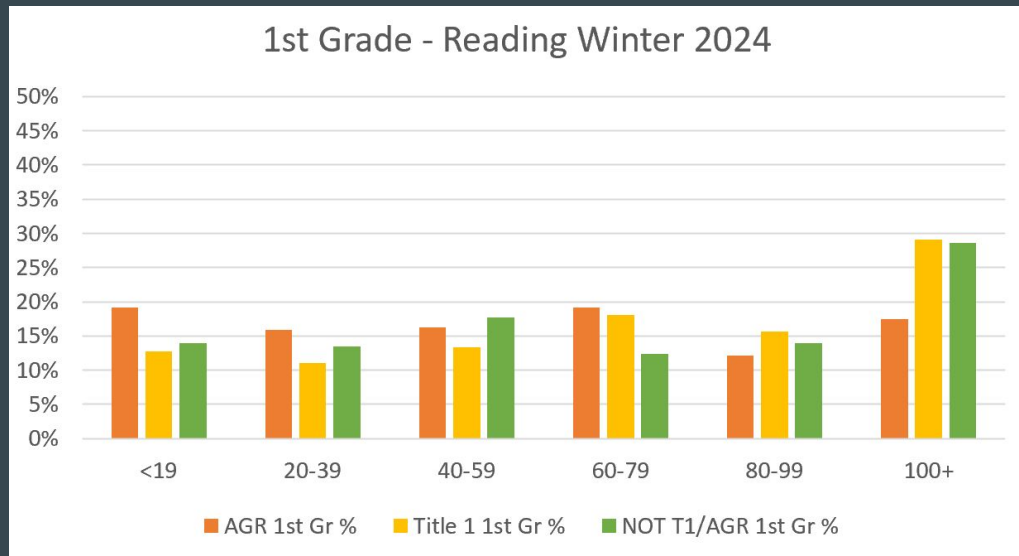


2023-2024: Mid-Year 1st Grade Reading

Grade Level Attainment

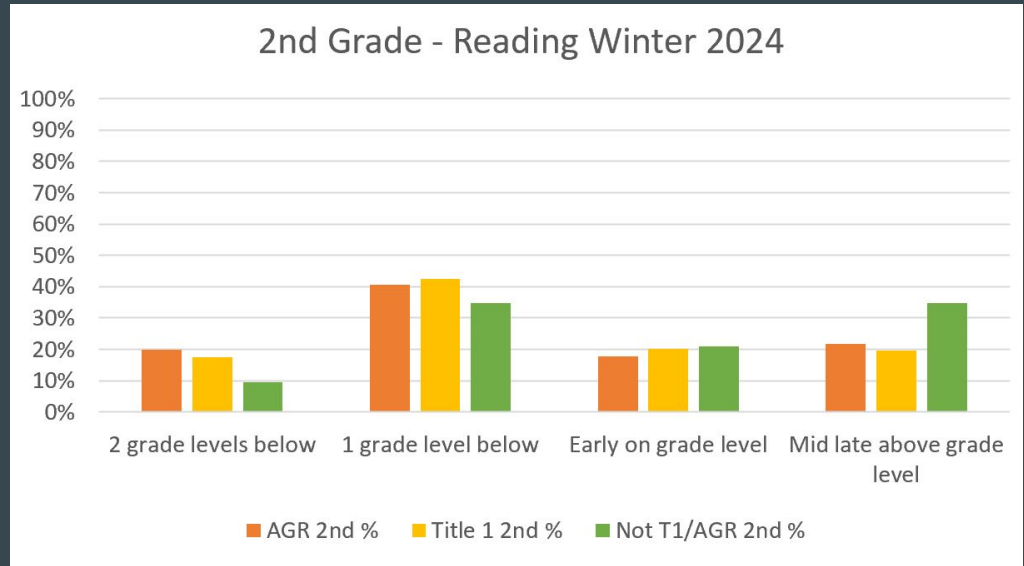


Typical Growth

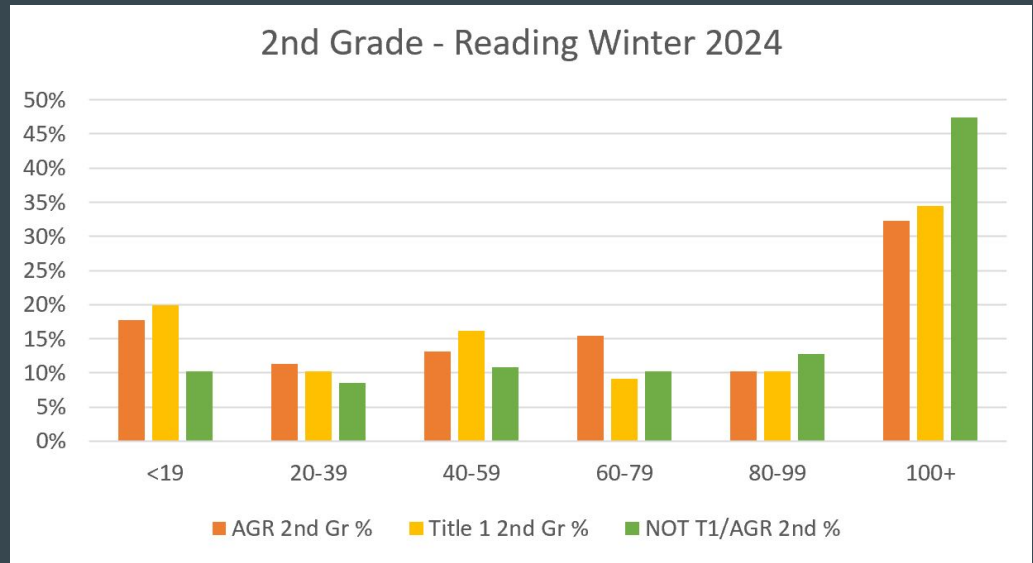


2023-2024: Mid-Year 2nd Grade Reading

Grade Level Attainment

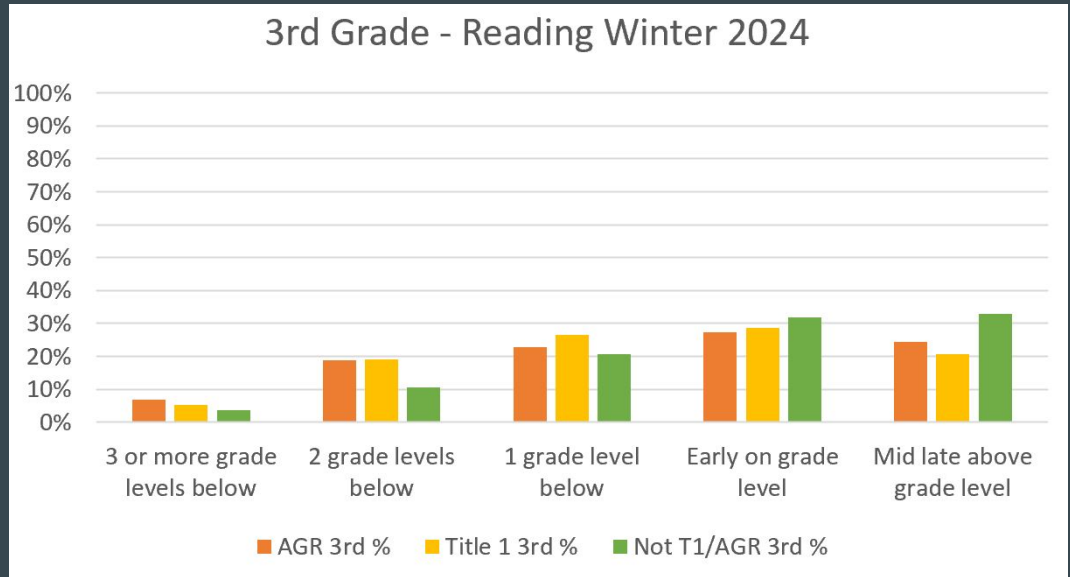


Typical Growth

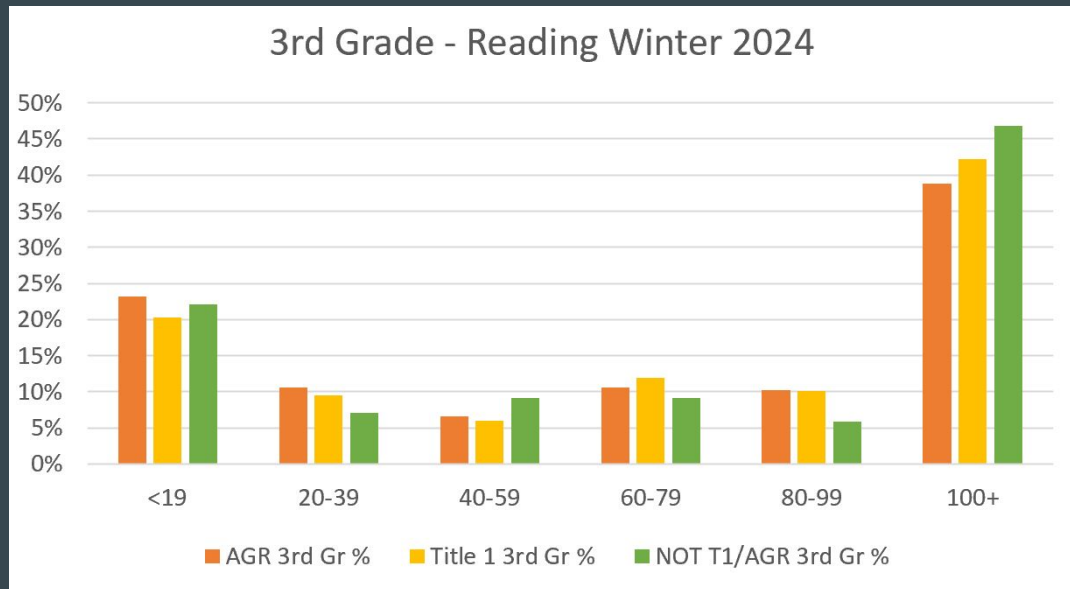


2023-2024: Mid-Year 3rd Grade Reading

Grade Level Attainment

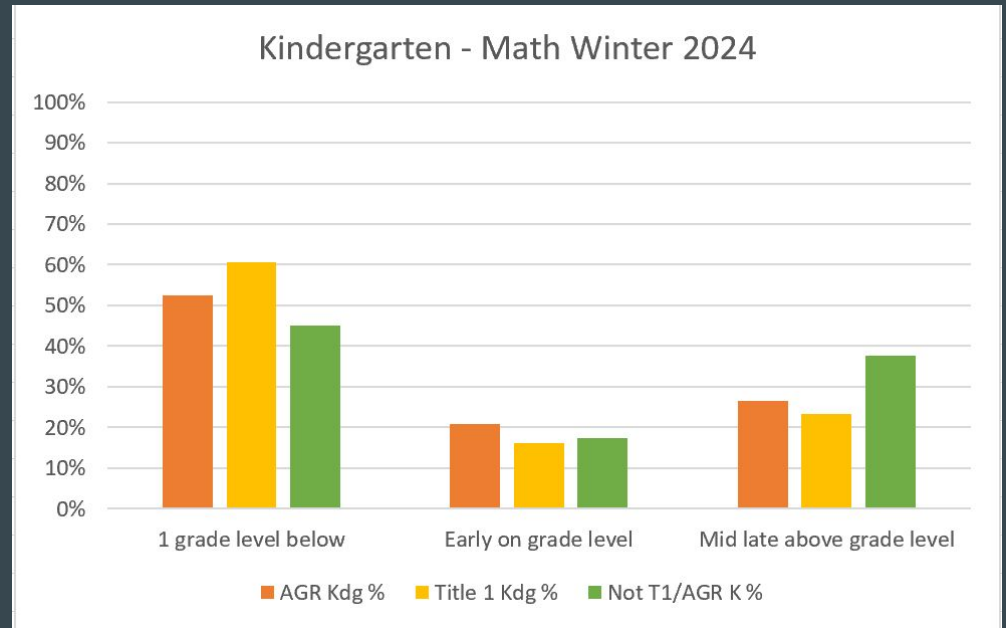


Typical Growth

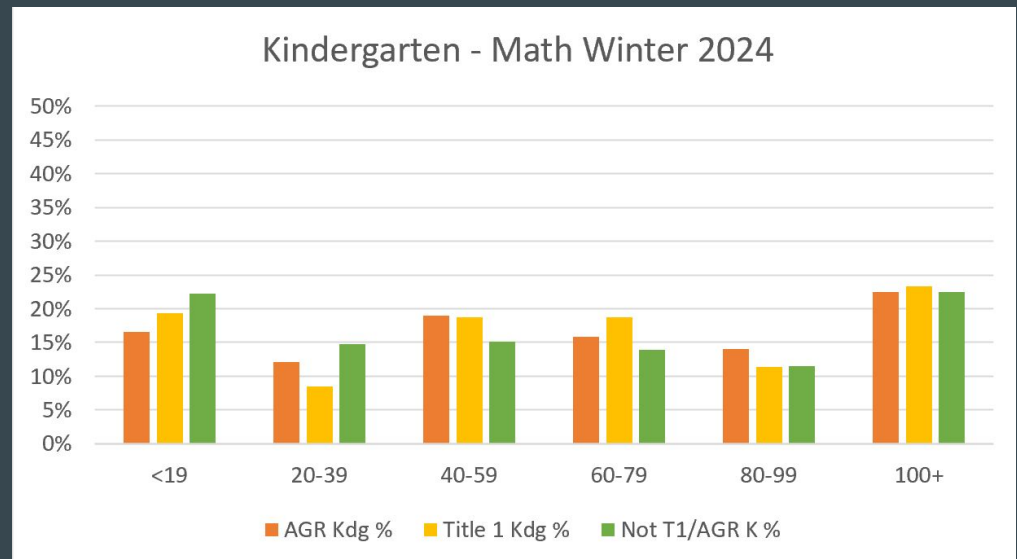


2023-2024: Mid-Year Kindergarten Mathematics

Grade Level Attainment

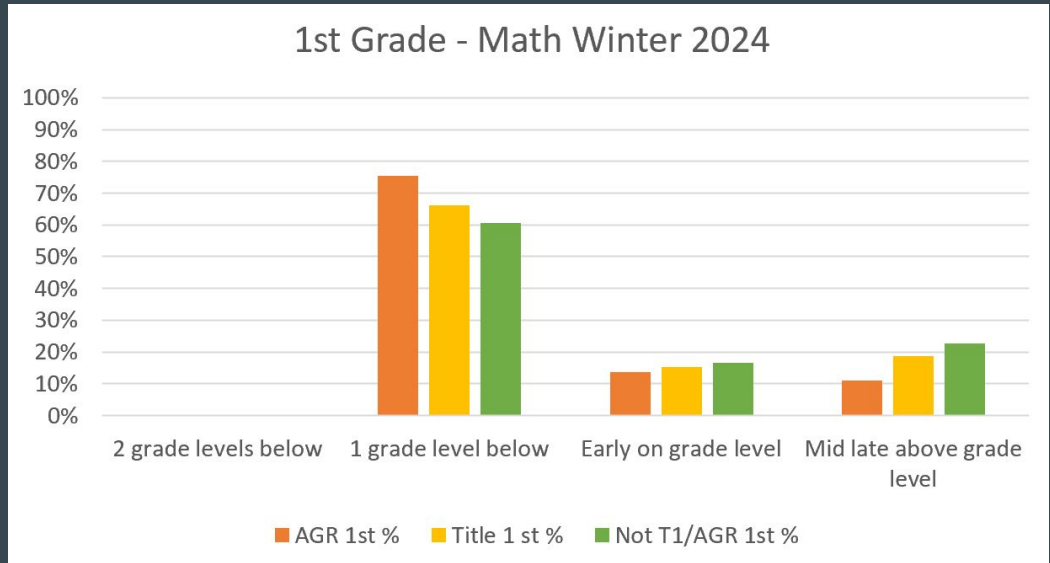


Typical Growth

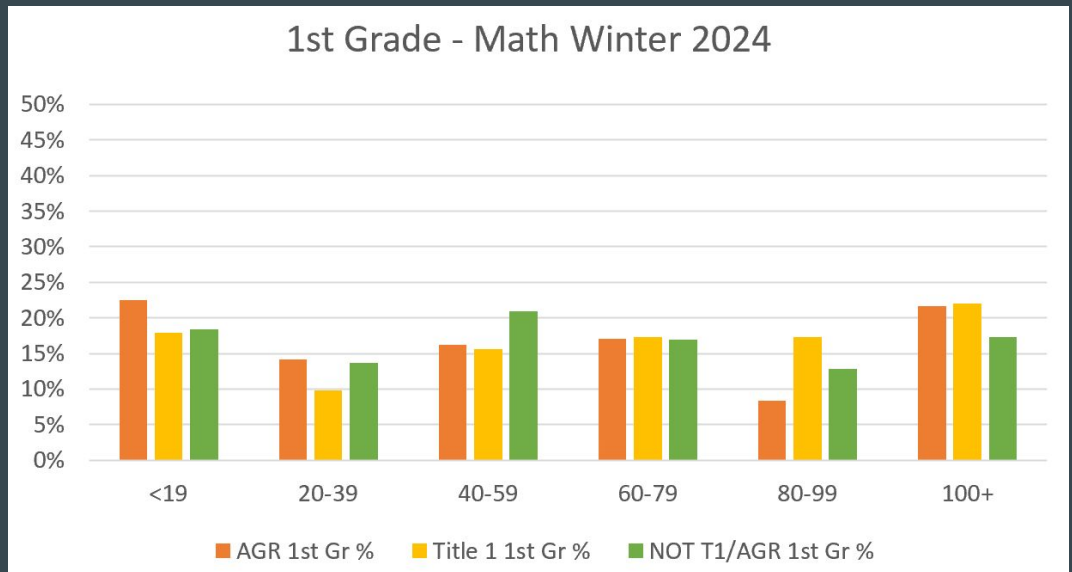


2023-2024: Mid-Year 1st Grade Mathematics

Grade Level Attainment

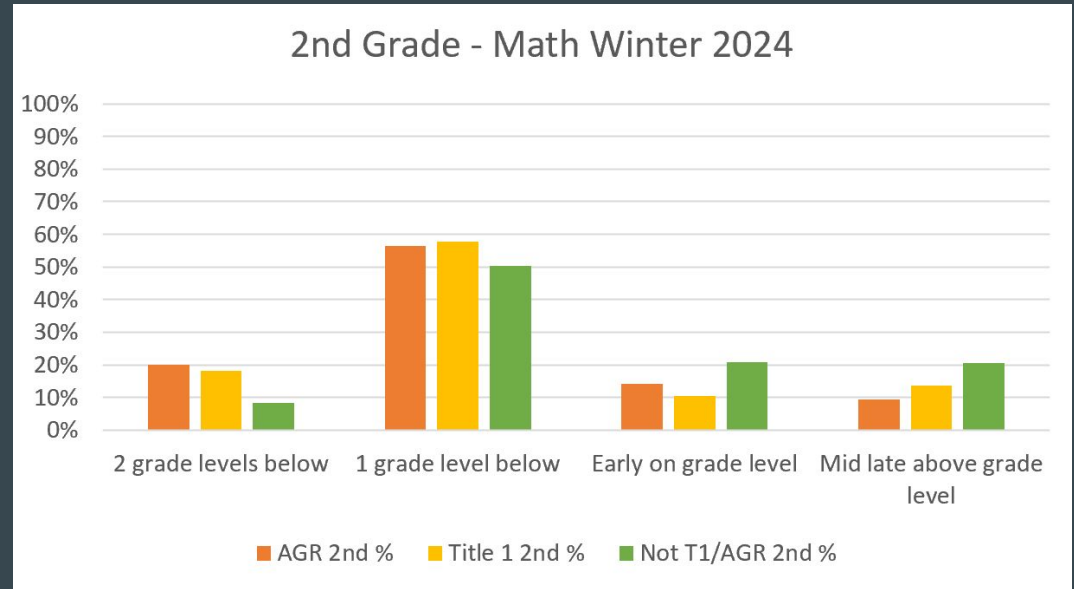


Typical Growth

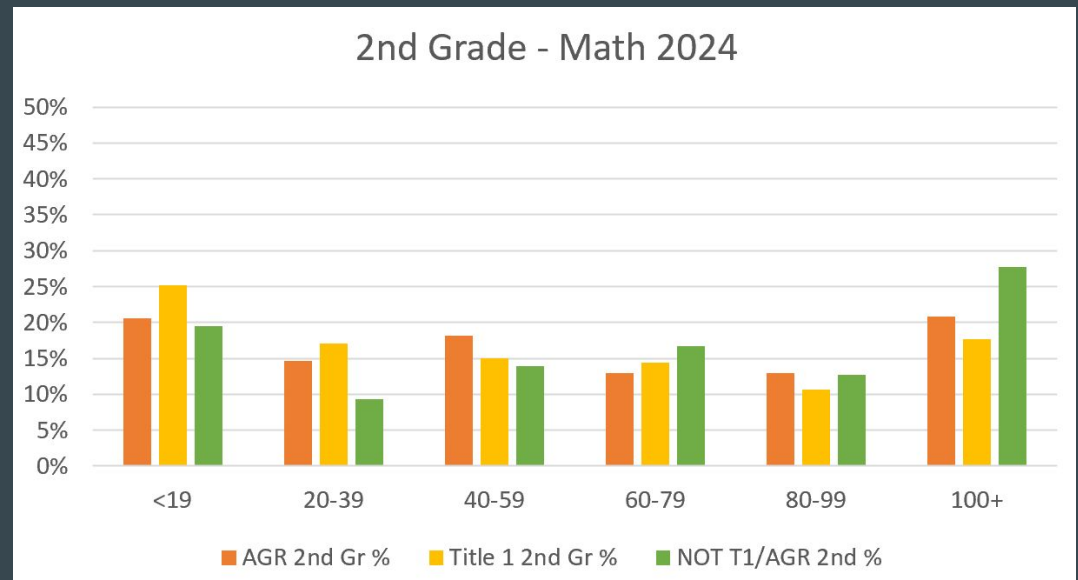


2023-2024: Mid-Year 2nd Grade Mathematics

Grade Level Attainment

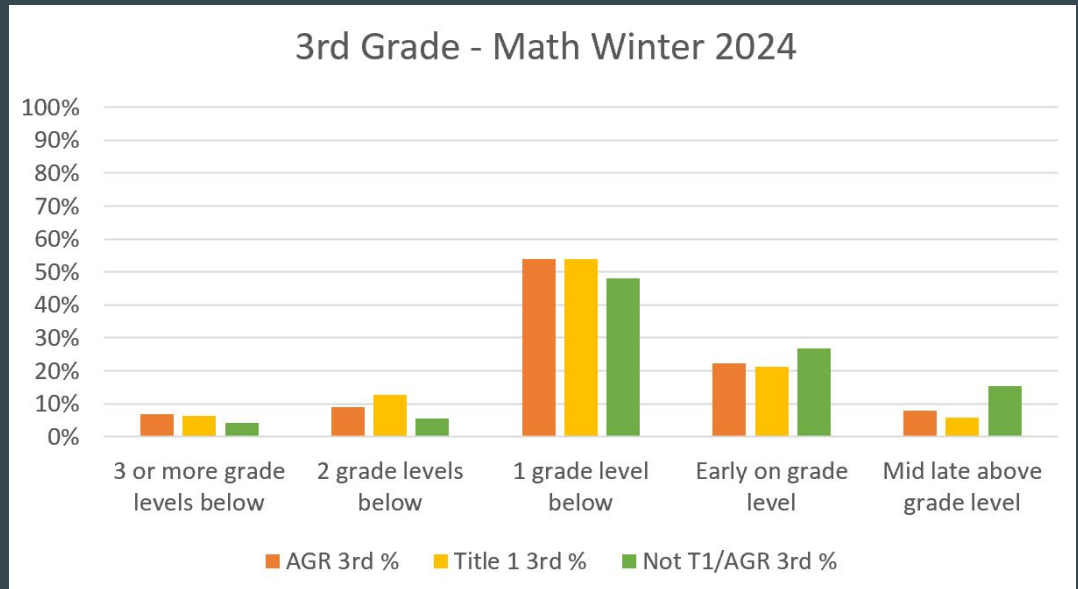


Typical Growth

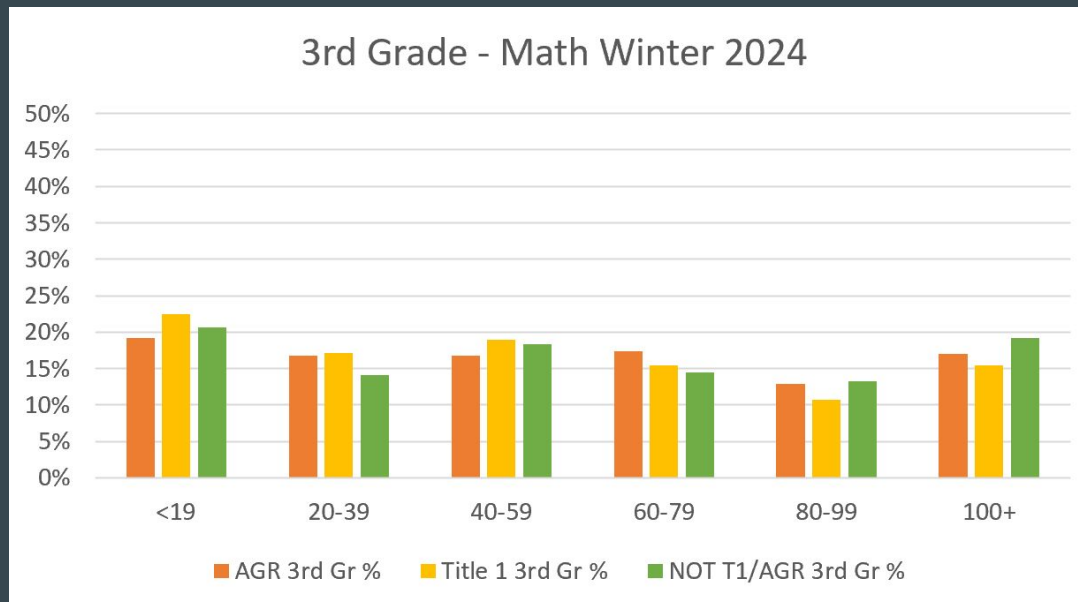


2023-2024: Mid-Year 3rd Grade Mathematics

Grade Level Attainment



Typical Growth

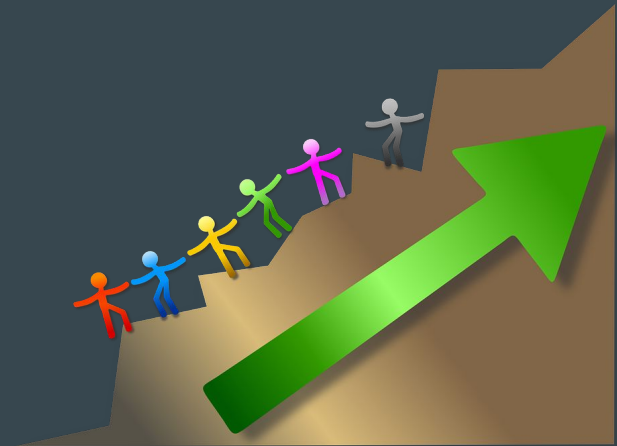


Planning Forward: Semester 2, 2023-2024

Building Specific AGR Performance Objectives in Reading and Mathematics

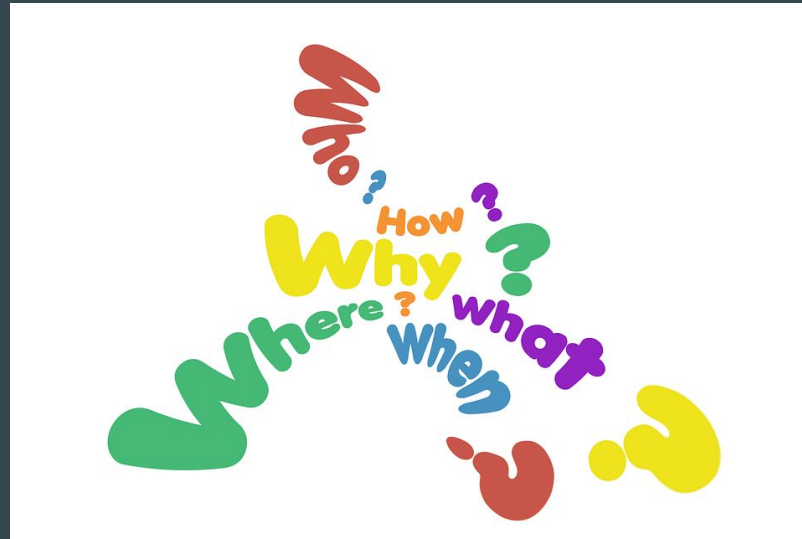
Grade Level PLC Progress Monitoring/ Planning for Objective Achievement

Elementary School		ACHIEVEMENT GAP REDUCTION PERFORMANCE OBJECTIVES AND SCHOOL BOARD REPORTING TEMPLATE				
<p>This document may be used to plan and maintain the Achievement Gap Reduction (AGR) contract application performance objectives for your school. Contract application responses must be submitted to the Department of Public Instruction using the online AGR Five-Year Achievement Guarantee Contract Application form. Retain this document for your records, possible inclusion in an annual evaluation of the AGR program, and to present information on the school's implementation of the contract requirements, its performance objectives, and its success in attaining the objectives to the school board at the end of every semester of the AGR contract. Wis. Stat. § 118.44(4)(i)</p> <p>Use the table below to plan the AGR contract application responses:</p> <p style="text-align: center;">At the end of the semester, describe the following for the school board:</p> <p>Prepare a description of the specific, measurable, and achievable performance objectives, including reducing the achievement gap in math and reading for the academic achievement of the pupils enrolled in each participating grade. Include a description of the formative and summative assessments that will be used to evaluate success in attaining these performance objectives for the pupils enrolled in the participating grades. Wis. Stat. § 118.44(4)(c)</p>						
Grade	Subject	Describe the baseline and growth the identified students will make for each grade K-3 in reading and mathematics.	Describe the formative and summative assessments used to evaluate the identified students' success in attaining the stated performance objectives.	Describe how the implemented strategies to reduce the achievement gap (class size reduction, instructional coaching or one-to-one tutoring) will aid in attaining the stated performance objectives.	At the end of the fall semester: Describe the progress made on growth objectives for the identified students made for each grade K-3 in reading and mathematics including the number of students that met the goals.	At the end of the spring semester: Describe the progress made on growth objectives for the identified students made for each grade K-3 in reading and mathematics including the number of students that met the goals.
K	Reading	We will increase the number of students enrolled in Kindergarten for the full academic year that reach their typical growth in reading (one or more years of growth) on the spring i-Ready assessment by 1% from 2023 to 2024 (x% to x%) .	Letter ID, Concepts About Print, Sentence Dictation, IRL, common formative assessment, summative unit performance assessment, and the i-Ready Diagnostic assessment will be used to evaluate student progress towards attainment of the stated performance objective.	To aid in attaining/surpassing the grade level performance objective, class size reduction will promote and strengthen the culturally responsive multi-level system of support, including differentiation, small group and one-on-one instruction.	At the end of the fall semester	At the end of the spring semester:
K	Reading	We will increase the number of students enrolled in Kindergarten for the full academic year scoring an or above grade level in reading (program level analysis) on the spring i-Ready assessment by 1% from 2023 to 2024 (x% to x%) .	Letter ID, Concepts About Print, Sentence Dictation, IRL, common formative assessment, summative unit performance assessment, and the i-Ready Diagnostic assessment will be used to evaluate student progress towards attainment of the stated performance objective.	To aid in attaining/surpassing the grade level performance objective, class size reduction will promote and strengthen the culturally responsive multi-level system of support, including differentiation, small group and one-on-one instruction.	At the end of the fall semester	At the end of the spring semester:



Mid-Year AGR Building Strategy Report, 2023-2024

Questions?



ITEM FOR CONSIDERATION

Topic: Appleton eSchool Charter Contract Five Year Renewal

**Background
Information:**

Appleton eSchool opened in the fall of 2002. The learning landscape for higher education and the workforce continues to evolve and as a result, online and digital learning has become significantly more mainstream than it was in 2002 when Appleton eSchool began.

Appleton eSchool continues to grow and change to meet the diverse needs of students both in and out of the Appleton Area School District. Appleton eSchool's mission is to utilize new and emerging technologies to provide students a pathway to achieve success within a 21st century learning environment. Students who enroll in eSchool will participate in educational coursework that is flexible, digitally infused and integrates lifelong learning experiences to seamlessly prepare students as productive members of our local and global community. Multiple approaches are used to teach knowledge and skills that personalize the academic experience for each student by leveraging digital technologies and content.

Blended learning strategies have emerged in the AASD over the past decade. Post high school readiness, improving access to online courses for all students, scaling up blended learning modalities and leveraging the technology rich learning environments for students and staff in the AASD are all shared aspirations of the eSchool governing board and AASD.

**Fiscal
Note:**

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

**Instructional
Impact:**

Appleton eSchool provides high-quality, flexible online learning opportunities to part-time and full-time students. Students are served through the AASD, part-time and full-time open enrollment, 66.0301 contracts and the Wisconsin eSchool Network.

**Administrative
Recommendation:**

Approval of the reauthorization of the Appleton eSchool contract as submitted.

**Contact
Persons:**

Erik Hanson, 920-852-5608, hansonerik@asd.k12.wi.us
Shawna Waters, 920-852-5400, watersshawna@asd.k12.wi.us
Ebony Grice, 920-852-6330, griceebony@asd.k12.wi.us

BOE: March 4, 2024

CHARTER SCHOOL CONTRACT BETWEEN
THE APPLETON AREA SCHOOL DISTRICT AND APPLETON eSCHOOL

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 Appleton eSchool Governance Board (“Appleton eSchool”), Appleton eSchool, Appleton, Wisconsin, 54914

WHEREAS, the Board of Education is authorized pursuant to Wisconsin Statute 118.40(2m)(a), to contract with an individual or group to operate a school as a charter school; and,

WHEREAS, the Board of Education wishes to grant to Appleton eSchool 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:

“Host School”: means a public school in the AASD that allows Appleton eSchool Charter School to use its classrooms and other educational facilities for the purposes of educating eSchool’s students.

“Resident Campus School”: means the school in which the student would enroll if attending a traditional school option in AASD.

“Partner School”: means a public or private school with which eSchool students participate in co-curricular activities and student events.

“eSchool”: means eSchool Charter School.

“eSchool Governance Board”: means the governing body of Appleton eSchool Charter School

“WEN”: means Wisconsin eSchool Network, Inc.

“Interim Session”: means a separate term based on state of Wisconsin statute (Chapter PI 17) that falls outside of the fall and spring terms.

2. **Establishment.** The entity seeking to establish the Charter School is Appleton eSchool Governance Board.

3. **Administrative Services.** At its sole cost and expense, AASD will provide administrative services to support all School District employees and all enrolled pupils at eSchool 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 eSchool 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 eSchool with a list of all information required and eSchool 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. Appleton eSchool will be an instrumentality of the AASD.

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

Appleton eSchool, as a virtual charter school, may enroll students in grades 9-12 for full time online. eSchool may enroll part-time students (Ongoing online and/or blended learning enrollments) in grades 7-12.

eSchool is recognized and serves as the ongoing online learning hub for AASD.

Appleton eSchool enrollments are considered ongoing and are not required to be tied to the traditional term start dates.

eSchool offers an interim session(s) outside of the defined school year.

eSchool Overview:

Historical Founding Mission (since 2002):

Our mission is to utilize new and emerging technologies to provide students a pathway to achieve success within a 21st century learning environment. We will provide high-quality standards-driven curriculum that is able to accommodate students' varying physical locations while providing flexible time frames and course pacing.

Historical Founding Core Beliefs (since 2002):

1. Appleton eSchool should offer a wide variety of course options for high school credit as generated by students' needs and interests.
2. Appleton Area School District students should be encouraged to complete at least one online course as preparation for an increasingly technological world.
3. In general, it is not recommended that students take all of their high school courses through online learning.

4. The future success of Appleton eSchool is contingent upon exploring and engaging in partnerships that maximize resources to benefit students.

Vision and Core Beliefs (updated 2018):

Vision: - Your Digital Learning Hub

The Appleton eSchool vision is to continue to be the premier online and blended learning school to support the various demands and needs of Appleton and the Fox Cities community.

Core Beliefs:

1. **Student Agency** – Empowered students activate their learning.
 - a. Enable an element of control for students over their learning.
 - b. Connect with and utilize coaches and mentors.
 - c. Choose from an expansive catalog of standards aligned courses.
2. **Flexibility** – Student learning and individual responsibility working together.
 - a. Embraces anytime and anywhere ongoing courses.
 - b. Provides access to dynamic high-quality standards aligned content.
 - c. Allows for content and systems to update continuously to stay on innovative edge.
 - d. Supports today's need of both in person and online learning.
3. **Skills & Experiences** – Success today generates post high school readiness tomorrow.
 - a. Experience at least one online course in high school and earn an online course ready badge.
 - b. Advocate by asking questions.
 - c. Communicate effectively with email, messaging and video.
 - d. Understand and utilize resources to learn.
 - e. Collaborate with students across Wisconsin.

The education program will consist of these main features:

- a) **eSchool students' needs will be met through online and blended learning.**
 - a. **Online learning** is defined as courses that are delivered almost exclusively online.
 - b. **Blended learning**, according to the Clayton Christensen Institute, is defined as a formal education program in which a student learns:
 - i. Part Online

1. In part online, with some elemental control over the time, place, path or pace of their learning.
 - ii. Part away from home:
 1. In part in a brick-and-mortar location away from home.
 - iii. Along a learning path:
 1. The modalities along a student's learning path are connected to provide an integrated learning experience.
- b) eSchool will offer a collection of learning experiences that may be delivered online as well as in a combination of both online and face-to-face environments. These learning experiences may be delivered on-going or in cohort communities of learning.
 - c) eSchool's partnership as an invested member of the Wisconsin eSchool Network, Inc. (WEN) provides a voting seat on the WEN board of directors for eSchool. WEN will provide a platform solution which includes: curriculum, learning management system, virtual student information system (enrollment platform), second level of technical support, and a direct link partnership to the Wisconsin Department of Public Instruction's (DPI) Digital Learning Collaborative. eSchool will continue to leverage and grow within this strategic relationship as an invested member with the WEN.
 - d) eSchool will continue to offer professional development opportunities for current staff to continue their learning, especially in the domains of the continuum of online and blended learning.
 - e) eSchool will continue to develop and refine courses locally, as determined by the governance board.
 - f) eSchool may provide the opportunity to earn dual-credit for a select number of courses with eSchool governance board approved partners.
 - g) As an instrumentality of AASD, students have the ability to acquire a laptop device (currently a chromebook as of 2019).
 - h) eSchool will provide an integrated and paperless course registration system.
 - i) eSchool will provide a coach presence at each AASD comprehensive high school. Middle schools are responsible for identifying a main contact and physical presence.
 - j) As required by state statute, eSchool provides educational services to its pupils for at least 150 school days each year. eSchool teachers will be available during regular school days as established by AASD to respond to requests as well as to consult about student progress and suggest personalized learning activities. No more than 10 hours in any 24-hour period may count toward these requirements. [Wis.Stats 118.40(8)(d)]. eSchool ensures that its teachers respond to inquiries from pupils and from parents or guardians of pupils by the end of the first school day following the day on which the inquiry is received. [Wis. Stats 118.40 (8)(d)].

6.——Methods of Measuring Student Progress. Appleton eSchool shall use the following local measures, assessments and standardized tests to measure pupil progress. The Appleton eSchool Governing Board will assist in setting annual strategic goals to drive measurements to improve student access, course completion and achievement within eSchool courses. In addition, eSchool will participate and play an active role in the WEN strategic planning process to assist in key planning areas in the eSchool governing board.

a. Student Goal 1 – Student Participation: 30-40%

- i. Appleton eSchool will work to maintain 30%-40% AASD high school students who have completed at least 1 online course with Appleton eSchool before graduating high school.

Measures: This goal will be measured by comparing the total number of high school students who took an online course with eSchool to the total number of high school students attending the comprehensive AASD high schools.

b. Student Goal 2– Course Completion

- i. Student completion rates within eSchool course enrollments will be at least 85% of all eSchool course enrollments completing their course(s) for credit towards graduation.

Measures: eSchool will monitor course completion rates to past Appleton eSchool completion rates.

c. Student Goal 3 – Post High School Readiness

- i. At least 85% of eSchool students who participate in an online course with eSchool will earn the online course ready for post high school badge.

Measures: eSchool will monitor the number of eSchool course completions to the number of students who earned the online course ready badge.

- d. Appleton eSchool shall report progress on IEPs in accordance with the IDEA and AASD administrative practices.
- e. Appleton eSchool shall administer other assessments as required under state and federal law, and as directed by AASD.
- f. Appleton eSchool 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 “Appleton eSchool Governance Board”). The Appleton eSchool 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 Appleton eSchool;
- 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 Appleton eSchool Governance Board members to its committees, in accordance with Appleton eSchool 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 Appleton eSchool may deem necessary or appropriate with regard to the operations or affairs of Appleton eSchool, but not to exceed the authority granted by the AASD under the terms of this Agreement and state and federal law.

b) Lead Teacher. Appleton eSchool will be a teacher led school. The lead teacher, who also has the title of Director of eSchool, coordinates and oversees the daily operation of the school and will work closely with the Appleton eSchool Governance Board to ensure that

the educational goals of the school are met. The Appleton eSchool lead teacher and Appleton eSchool Principal will collaborate on procedures. The eSchool Lead Teacher will meet regularly (minimum once per month) with the assigned principal to provide consistent and collaborative communication.

- c) Principal. A principal will be assigned to Appleton eSchool by AASD. AASD will appoint the principal in collaboration with the Appleton eSchool Governance Board. The Appleton eSchool principal will not only demonstrate an interest and a commitment to the students, but a passion for the mission, vision and core beliefs of the school. The eSchool principal will be appropriately licensed, pursuant to state law.
- d) Governance Board Constitution. Other than issues specifically addressed in this Agreement regarding the Appleton eSchool Governance Board, the size, method of appointment and constitution of the Appleton eSchool Governance Board will be as stipulated in the Appleton eSchool Governance Board's by-laws. Total membership of the Appleton eSchool Governance Board shall be comprised of fewer than 50% AASD employees. AASD administrators and AASD Board of Education members will not serve on the Appleton eSchool Governance Board.
- e) Officers. Election of officers is detailed in the by-laws of the Appleton eSchool Governance Board.
- f) Meetings. Meetings will be held at least 4 times per year (as outlined in the bylaws). A quorum, consisting of a majority of the Voting Members of the Appleton eSchool 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. enrollment data such as waitlists and course requests
 - 3. attendance data
 - 4. student and parent satisfaction survey results
 - 5. financial report
 - 6. student academic progress such as course completion and online course readiness badges earned
 - 7. The Charter School may provide the district additional data the Governance Board may feel pertinent. Furthermore, this annual report will be available to the Board of Education and the community.

8. Parental and Community Involvement.

The Appleton eSchool 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. Participation

eSchool parents/guardians will be involved with the eSchool by having representation on the eSchool governing board. Parents/guardians will also serve on eSchool parent advisory council. Parents (and students) may be an integral part of representing eSchool at the AASD annual charter fair for the community.

b. Parent Involvement and Relationship.

Parents, through their guardian accounts in eSchool, will receive a minimum of monthly progress reports as well as direct, real-time access to their student's academic progress in eSchool courses. Parent support training events will be held in conjunction with the district calendar conferences schedule. Additional parent teacher conferences, electronic mail, print correspondence, and telephone contacts will be used on an individual basis to communicate student progress when the parents, or teachers, feel it is appropriate.

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

- (1) Contact the teacher.
- (2) If resolution has not been reached, or if the concern is school wide, the Appleton eSchool lead teacher/director will be contacted.
- (3) If resolution is still not reached, the Principal will be contacted.
- (4) If resolution is still not reached and based on the issue, the charter school principal will contact the Appleton eSchool Governing Board or AASD Assistant Superintendent.
- (5) Unresolved issues may be appealed the Superintendent of Schools.
- (6) The final step in the District appeal process is to contact the Board of Education.

9. Faculty Qualifications.

a) Described qualifications

Individuals who have a desire to teach in eSchool will be appropriately licensed teachers and have a sincere interest in the mission and vision of the school. They will have knowledge of or a desire to acquire knowledge regarding how their specific discipline fits into online and blended learning. They are willing to go above and beyond to help our students succeed. All teachers in eSchool are certified according to state licensing requirements. Position descriptions for all teaching and administrative positions within eSchool are developed and approved in cooperation with the eSchool Governance Board or designee and AASD administration.

eSchool will have a core staffing group. Teachers who work at eSchool will be assigned teaching assignments based on license areas, with the exception of teachers in the role of “eSchool Coach,” in which specific subject license areas may not be a requirement.

eSchool Coach Roles:

- eSchool coaches and support teachers will act as a mentor, main point of contact and “go to person” for students attending eSchool.
- eSchool coaches will act as a mentor and trainer for eSchool staff in which the eSchool coach will facilitate ongoing staff training (in Professional Learning Communities) as eSchool evolves with software, hardware, and user interfaces in cooperation with the eSchool principal.
- eSchool Teachers may be assigned as mentors to eSchool teachers as determined by the Principal.

- Teachers who work at Appleton eSchool during the school year and interim session(s) will be staffed at a range of 30-35 student enrollments per 0.1 FTE.
- Teachers who work at Appleton eSchool will be employees of the AASD and will be entitled to all rights and privileges afforded other teachers in the District.
- Salary and benefits will be structured according to the Pay and Benefits Plan for Professional Employees as established by the AASD Board of Education.
- Open positions for Appleton eSchool will be posted and filled through the staffing process as outlined in the AASD Employee Handbook.
- Lead Teacher and Principal have discretion on which AASD meetings/trainings teachers will attend, with the exception of mandatory meetings/trainings designated by AASD.

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

11. Recruitment and Means of Achieving Racial/Ethnic Balance

- Appleton eSchool 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. Appleton eSchool official non-discrimination policy will be applied in all operations. Access to Appleton eSchool 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. Appleton eSchool 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. Appleton eSchool is open to all students of the AASD as well as students applying through the Wisconsin Inter-District Open Enrollment process. Application to and attendance at Appleton eSchool is voluntary and no tuition is charged. Students who do not wish to attend or are not admitted to Appleton eSchool may attend their neighborhood schools or seek enrollment in another AASD school per AASD Board policy.
- b. Parents will apply and enroll their children by registering via the eSchool application process. Full time students will enroll directly with AASD via the online registration process via AASD Student Information System. A parent/guardian is required to create the initial application in AASD Student Information System. before eSchool can create the student profile in the eSchool system. Before beginning an entirely online education experience with eSchool, it is recommended that the interested student along with a parent/guardian meet or speak with appropriate eSchool staff.
- 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. Appleton eSchool will give enrollment preference to current students at Appleton eSchool. This group will be exempt from the lottery. Siblings of current students will be given preference in the lottery.
- e. Children of Appleton eSchool full-time staff and governing board members may be given a preference for enrollment but must be limited to no more than 10% of Appleton eSchool's total enrollment.
- f. Students may enroll and attend Appleton eSchool at any point during the school year as space permits in accordance with Appleton eSchool 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:** Appleton eSchool understands that AASD support will not be greater or less than the same support given to other AASD schools. However, it is understood that eSchool's enrollment is fluid with ongoing enrollments. Therefore, eSchool and AASD will look at enrollment numbers quarterly and may adjust FTE allotment as needed. eSchool's Interim Session will also be part of FTE adjustments and positions. As an instrumentality, the AASD will be responsible for salaries and benefits of staff, as well as the lease and associated expenses of eSchool space. In addition, eSchool receives funding based on the per-pupil formula applied to all schools in the AASD. The Appleton eSchool 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 eSchool with Federal or State grant dollars will remain the sole property of the school and/or its Governance Board. Tangible materials/equipment purchased by eSchool with non-federal or state 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 except for any property purchased with Federal or State grant dollars. Appleton eSchool Governance Board shall return any unspent federal or state grant funds to the Department. Appleton eSchool Governance Board shall dispose of all property purchased with federal or state grant funds as required by state and federal law.

All Charter Schools will receive the same level of support for materials/equipment. As such, when the District updates old technology or teaching materials with more current items, the District will do so for the Charter Schools at the same rate as all other schools in the District. Example: If a Charter School purchases additional computers beyond the District's allocation for the building, it is the responsibility of the Charter School to maintain and/or replace them when they become incompatible with the District's operating programs.

- c. **Personnel:** Full-time Teacher Equivalent (FTE's) will be allocated to eSchool in the same manner as it does for all AASD schools. As the school's ongoing 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. Due to the nature of eSchool students having a combination of online and/or blended courses, the cross enrollments with other AASD schools will be factored into the staff planning to appropriately meet the teaching and learning needs. Interim session personnel (teaching, coaching and administrative) will be included as part of AASD eSchool staffing as a whole.
- 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:** eSchool curriculum costs are factored into per enrollment costs with WEN as well as eSchool purchasing curriculum independently of WEN. A quality curriculum

at Appleton eSchool will be sustained through AASD textbook replacement/adoption funds. Other expense incurred through the curriculum development process will be offset by alternate sources of funding, i.e. those not covered in technology upgrades or other curricular purchases.

- f. Liability Insurance: As an instrumentality of the AASD, the Appleton eSchool will fall under the umbrella of the AASD's liability insurance.
- g. Co-curricular Activities: All eSchool students may choose to participate in co-curricular activities at their home school per WIAA rules, as appropriate to their grade levels. The activities will be offset by current district allocations and other funding sources. eSchool students may only participate in these activities at a single school in any given academic year.
- 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 Appleton eSchool 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 eSchool to attend online and blended learning workshops and other professional development conferences that are aligned to the mission and goals of eSchool
- m. Health and Safety: Appleton eSchool will rely upon AASD nursing staff and trained staff to provide the necessary resources. Appleton eSchool will abide by all local, state, and federal laws regarding health and safety standards.

14. Student Behavior and Discipline Model.

- a. The discipline system for eSchool will consist of the following steps:
 - 1) Online classroom teacher will contact the student and will immediately address the inappropriate behavior.
 - 2) Student meeting with the online/classroom teacher to address the behavior and discuss appropriate alternative behaviors.
 - 3) Teacher meet with student and parents to discuss continuing behavioral problems and potential solutions.
- b. The eSchool Governance Board reserves the right to create and/or approve an eSchool Code of Conduct Policy.

- c. Behaviors that require suspension, removal from class (according to AASD procedures and guidelines), and expulsion will be referred to the eSchool principal (or Host School administrator) and all AASD expulsion policies and procedures will be followed.

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

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

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

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

- a. AASD will provide employees to provide required IEP services to Appleton eSchool.
- b. Appleton eSchool 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. Appleton eSchool shall document the interventions as required through the Response to Intervention Process for use and consideration in all referrals under the IDEA.
- d. Appleton eSchool will cooperate with the LEA in all initial evaluation and re-evaluation processes.
- e. Appleton eSchool 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. Appleton eSchool will provide the LEA with any required data for IDEA self-assessment process in a timely fashion.
- g. Appleton eSchool shall provide appropriate notification to parents of all the LEA notices and procedural safeguards.
- h. Appleton eSchool's implementation of the student IEPs shall follow the LEA AASD calendar, which will be provided to the Appleton eSchool annually. If the Appleton eSchool school calendar does not follow the LEA AASD calendar, IEP implementation shall follow the Appleton eSchool 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 Appleton eSchool in accordance with state requirements and sent upon request.

- k. The Appleton eSchool 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. Appleton eSchool will ensure that all employees have completed the DPI training related to mandatory reporting of abuse or neglect and the use of seclusion and restraint pursuant to state law.
- n. CPR and First Aid trained staff shall be available during Program hours.
- o. The District will keep the Appleton eSchool in CPI: Nonviolent Crisis Intervention Training rotation schedule.
- p. The District will invite the Appleton eSchool 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 June 1, 2024, and shall expire at midnight, on May 31, 2029, 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 Appleton eSchool 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 Appleton eSchool deem appropriate.
- c. Termination by Board of Education. This Contract may be terminated by the AASD Board of Education if it finds that:
 - (1) Appleton eSchool has insufficient enrollment to successfully operate a charter school,
 - (2) If Appleton eSchool fails to comply with generally accepted accounting principles and standards of fiscal management,
 - (3) If the students of Appleton eSchool have not shown sufficient academic progress using multiple measures.
 - (4) If students enrolled in Appleton eSchool 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 Appleton eSchool 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 Appleton eSchool will take to attain such educational goals within a reasonable timeframe. If the AASD Board accepts the written plan, or a modified plan, Appleton eSchool shall be allowed a reasonable time in which to correct the progress deficiencies.

- (5) The Appleton eSchool 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) Appleton eSchool has failed materially to comply with Applicable Law,
- (7) Any director, members, employee, or agent of Appleton eSchool has knowingly violated any statute, ordinance or Board policy with respect to the operation of the Charter School,
- (8) Appleton eSchool knowingly violates Section 118.40 of the Wisconsin Statutes governing charter schools,
- (9) Appleton eSchool 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 Appleton eSchool, the AASD will provide written notice of the specific material default asserted and afford Appleton eSchool 60 calendar days in which to cure the asserted material default. This does not apply as to student progress or compliance with the IDEA, Sec. 504 or law directing educational services.

d. Notice. Written notice of such termination shall be provided to the Appleton eSchool 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 Appleton eSchool undertake corrective and remedial actions identified by the AASD. Termination of this Contract may be suspended by AASD upon compliance by Appleton eSchool 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 Appleton eSchool is put at actual risk thereby, the AASD Board of Education shall provide Appleton eSchool 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 Appleton eSchool pending further action.

f. Termination by Appleton eSchool Governance Board. This Contract may be terminated by Appleton eSchool Governance Board if Appleton eSchool finds that any of the following have occurred:

- (1) Appleton eSchool 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 Appleton eSchool 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.

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

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

23. Autonomy.

- a. Appleton eSchool 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) and Wisconsin State Virtual Law (Wisconsin ACT 222).
- b. Particularly, Appleton eSchool and the Appleton eSchool 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 (including Interim Session(s)) - The charter school must submit to the District a copy of its upcoming school year calendar no later than April 30 annually. Should AASD need to amend its calendar or make significant changes to the approved District calendar, charter schools will be granted an opportunity to adjust their calendar as well, provided they meet all start requirements.
- 6) Longitudinal Assessment
- 7) Other District Wide Assessments
- 8) Course Offerings
- 9) Appleton eSchool Grade Promotion—Governance Board to establish criteria
- 10) Appleton eSchool Graduation Requirements—Appleton eSchool 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 Appleton eSchool: Board President
 Appleton eSchool Charter School
 2121 Emmers Dr.

Appleton, WI 54915

With a copy to:

Principal
Appleton eSchool Charter School
2121 Emmers Dr.
Appleton, WI 54915

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 **Appleton eSchool** 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 **Appleton eSchool** shall have no effect on the liability of **Appleton eSchool** other than those obligations specifically undertaken by **Appleton eSchool** 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.** In eSchool's core beliefs, eSchool believes that all students should experience online learning during their years with the AASD. eSchool full-time equivalent pupil enrollment will include students attending eSchool up to 100% of their full-time equivalent. With the nature of online and blended learning, nimbleness and scalability are critical to meet student demands. Total full-time equivalent pupil enrollment at eSchool shall not be increased by a net change of more than fifty (50) per academic year based on the prior academic year's highest total without eSchool Governance Board and Principal consent. As a baseline, 100 FTE enrollments is roughly equivalent to 1200 semester enrollments.
- 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:

Appleton eSchool:

 Kay S. Eggert
 President, Board of Education

 Monica Stage
 Governance Board President

Date: _____

Date: _____

ATTEST:

ATTEST:

 James Bacon
 Board of Education Clerk

 Paul Painting
 Board Member

Date: _____

Date: _____

Success for
Every Student,
Every Day



**Appleton Area School District
Operational Expectations Monitoring Report
OE-10 Learning Environment/Student Behavior**

SUPERINTENDENT CERTIFICATION:

With respect to Operational Expectations Policy 10, Learning Environment/Student Behavior, Superintendent certifies that the following information is accurate and complete, and the Organization is:

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

Compliant Indicators	Noncompliant Indicators
Total Indicators:	

Executive Summary/Analysis:

Notes or exceptions, if any:

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Operational Expectations Policy OE-10, Learning Environment/Student Behavior, the Board finds that the organization is:

_____ **Compliant**

_____ **Compliant with the exceptions noted:**

_____ **Non-Compliant**

Summary Statements of the Board, if any:

Signed: _____ Date: _____
Board President

Document submitted: _____ Re-submitted: _____

OE - 10: Learning Environment/Student Behavior

The Superintendent shall establish and maintain a learning environment that is safe, respectful and conducive to effective learning and high student achievement.

SUPERINTENDENT Interpretation:

The Board of Education values students having a learning environment that includes support for both the academic and social-emotional needs of all learners.

- **Learning environment** shall mean an environment that is nurturing, welcoming and fosters academic achievement for all students - in school, before school, after school, and on the playground and/or bus.
- **Safe** shall mean to be physically, emotionally, socially and academically secure.
- **Respectful and conducive** shall mean to demonstrate regard and value for all students, staff and visitors.
- **Effective learning** shall mean students acquiring skills to their maximum potential in a nurturing and engaging environment that promotes student development.
- **High student achievement** shall mean performing at levels outlined in AASD Coherent Governance Policies R-1 (Mega Result), R-2 (Academic Achievement), and R-3 (Essential Life Skills).

OE – 10.1 The Superintendent will maintain a climate that is characterized by support and encouragement for student success, including the physical, mental and emotional health of all students.

SUPERINTENDENT Interpretation:

The Board of Education values the providing of support for students within the learning environment in order to promote learning and increase academic success.

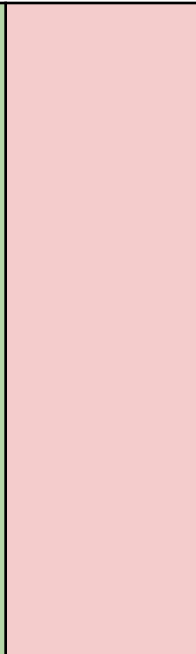
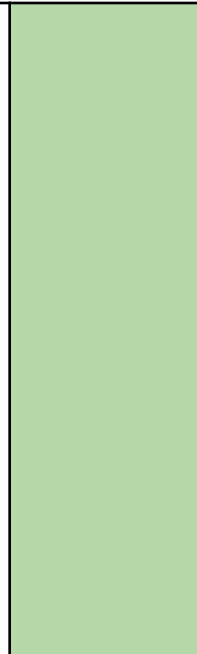
- **Maintain a climate that is characterized by support** shall mean that inappropriate behaviors that disrupt the teaching, learning or operational processes of a school or the school district will be addressed through appropriate interventions and procedures.
- **Encouragement for high student achievement** shall mean students feel supported on their journey toward academic success as shown by achieving AASD Coherent Governance Policies R-1 (Mega Result), R-2 (Academic Achievement), and R-3 (Essential Life Skills).
- **Physical health** shall mean the the following components
 - **Physical activity** - includes strength, flexibility, and endurance
 - **Nutrition and diet** - includes appropriate nutrient intake, fluid intake, and healthy digestion
 - **Alcohol and illegal drugs** - includes the abstinence from these substances
 - **Medical self-care** - includes addressing minor ailments or injuries and seeking emergency care as necessary
 - **Rest and sleep** - includes periodic rest and relaxation, along with high quality sleep
- **Mental health** shall mean one’s emotional, psychological, and social well-being
- **Emotional health** shall mean the ability to successfully understand and manage one’s emotions.

SUPERINTENDENT Indicators of Compliance	In Compliance	Not in Compliance
<p>We will know we are compliant when:</p> <p>10.1.1- 100% of AASD schools (non-charter) will implement Positive Behavioral Interventions and Supports (PBIS) at the Universal and Tier 2 Level with fidelity</p> <p>10.1.2- 100% of (non-charter) K-8 classrooms will be implementing universal social-emotional learning (SEL) throughout the school year as evidenced by: implementation review and increasing percentage of students who score favorably in the Sense of Belonging within the Student Survey and a reduction in office discipline referrals by grade level cohort of students.</p> <p>10.1.3- 100% of schools (non-charter) have clear behavioral expectations posted for all environments, teach the expectations to students, and communicate these out annually to students and families as evidenced through the environmental audit, handbook, and website review.</p>		

10.1.4- Students will feel the classroom is a space where they desire to be and they are welcomed as evidenced by 100% of (non-charter) schools annually increasing favorable responses across all demographic groups on the student survey questions "I see myself as part of my classroom environment." and "My teacher knows and respects who I am as a person." as measured in the spring student survey.

- If the prior year is greater than or equal to 90%, the goal is to maintain.
- If the prior year is greater than or equal to 80% but less than 90%, the goal is to increase by 1%.
- If the prior year is less than 80%, the goal is to increase by 3% or more.

10.1.5 - 70% of students receiving interventions to improve attendance will demonstrate improvement in their daily attendance.



SUPERINTENDENT Evidence of Compliance:

-

OE – 10.2 The Superintendent will ensure that all policies and procedures regarding student behavior are:

- culturally responsive
- trauma sensitive
- restorative
- developed with input from diverse perspectives
- appropriately communicated to students, parents, and staff
- enforced consistently using reasonable judgment

SUPERINTENDENT Interpretation:

The Board of Education values active participation from all District stakeholders to ensure access to information and voice in the discussion, development, and publishing of any policy that focuses on student discipline.

- **Policies and procedures regarding student behavior** shall mean the adopted Appleton Area School District Code of Conduct and Wisconsin State Law.
- **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.
- **Trauma sensitive** shall mean **being sensitive to the impact of trauma on others and yourself**, understanding and utilizing tools to support self and others in regulating during times of stress; as well as identifying and supporting the system change needed to reduce re-traumatization.
- **Restorative** shall mean to repair harm by providing an opportunity for those harmed and those who take responsibility for the harm to communicate about and address their needs in the aftermath.
- **Developed with input from diverse perspectives** shall mean that administrators, teachers, building staff, and other stakeholders are included in developing and/or providing input on discipline procedures.
- **Appropriately communicated to students, parents, and staff** shall mean the information is communicated through a variety of means (hard copies available, accessible on website, electronic communication, translations available).
- **Enforced consistently using reasonable judgment** shall mean students shall receive similar consequences for similar unacceptable behaviors with no disparities by race, gender, ELL, socioeconomic status, and students with disabilities according to their IEP.

SUPERINTENDENT Indicators of Compliance

We will know we are compliant when:

- 10.2.1- At least 85% of students (K-12) will not receive an Office Discipline Referral (ODR) as evident by a yearly disaggregated Infinite Campus Office Discipline Referral Report.
- 10.2.2- 100% of AASD building administrators will be trained in Restorative Practices within 12 months of their start date, as evidenced by attendance and completion of the training.
- 10.2.3- 100% of student re-entry conferences (conferences occurring after an out of school suspension) will use restorative questions and be facilitated by a trained AASD administrator.

In Compliance

Not in Compliance

SUPERINTENDENT Evidence of Compliance:

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OE – 10.3 The Superintendent will identify and address inequities in discipline practices.

SUPERINTENDENT Interpretation:

The Board of Education values all discipline practices being administered without bias or prejudice.

- **Inequities** shall mean significant and persistent disparities between different groups of students.
- **Discipline practices** shall mean the adopted Appleton Area School District Code of Conduct and Wisconsin State Law.

SUPERINTENDENT Indicators of Compliance

We will know we are compliant when:

- 10.3.1-** 100% of building and school services administrators will review site and district discipline practices and data to identify areas of growth, opportunities for improvement, and equitable practices as evidenced by Lead Learner Agendas, professional learning plans, and goals implemented on CSIP plans.
- 10.3.2-** There is a continuous gap reduction in district out-of-school suspensions (OSS) between Black/African American and White students as evidenced by WISE Dash OSS data
- 10.3.3-** There is a continuous gap reduction in AASD seclusion and/or restraints between students with disabilities and students without disabilities as evidenced by AASD seclusion and/or restraint data submitted to the Department of Public Instruction (DPI).

**In
Compliance**

**Not in
Compliance**

SUPERINTENDENT Evidence of Compliance:

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OE – 10.4 The Superintendent will appropriately collect, use and protect confidential student information.

SUPERINTENDENT Interpretation:

The Board of Education values the protection of confidential student records and the security of student information by enforcing the Family Educational Rights and Privacy Act (FERPA) with fidelity.

- **Appropriately collect** shall mean professional staff with legitimate rights to collect information obtain and file confidential information quickly and safely
- **Use** shall mean professional staff are limited in access to student information based on specific purposes and use this information discreetly while maintaining confidentiality.
- **Protect** shall mean confidential information will only be shared with legal guardians or others who have legitimate access under the Family Educational Rights and Privacy Act (FERPA).
- **Confidential student information** shall mean personally identifiable information about which the individual (and their families) have an expectation of privacy.

SUPERINTENDENT Indicators of Compliance

We will know we are compliant when:

- 10.4.1-** In the event of an identified data breach resulting in access to confidential student information, the Technology Services Department will activate their Incidence Response Plan 100% of the time.
- 10.4.2-** There is no unauthorized release of confidential student information in the District as evidenced by the lack of formal written complaints resulting from such release as documented through records kept by the Office of the Superintendent or designee.
- 10.4.3-** 100% of parent/guardian requests for exemption from sharing student directory information are honored, except as required by law for access to district technology use as evidenced by the lack of complaints being received by the district regarding student directory information being shared.

In Compliance

Not in Compliance

SUPERINTENDENT Evidence of Compliance:

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OE – 10.5 The Superintendent will not tolerate any behaviors, actions or attitudes by adults who have contact with students that hinder the academic performance or the well-being of students.

SUPERINTENDENT Interpretation:

The Board of Education values adult interactions with students that focus on the best interests of the student in order to support and promote academic performance and well-being. Any action, perception, or viewpoint of the adult that prevents this will not be allowed.

- **Not tolerate** shall mean negative behaviors, actions, or attitudes will not be allowed or to go unaddressed.
- **Behaviors, actions or attitudes by adults** shall mean verbal comments/statements or physical actions toward students.
- **Attitudes** shall mean behavior toward students that diminish the sense of health, safety, belonging or ability to achieve and succeed.
- **Contact with students** shall mean acting in the role of a teacher, supervisor or support to students.
- **Hinder** shall mean to create difficulties for (someone or something), resulting in delay or obstruction.
- **Academic performance** shall mean students' progress in achieving the Board's *Results* policies.
- **Well-being of students** shall mean a sense of health, safety, belonging and efficacy.

SUPERINTENDENT Indicators of Compliance

We will know we are compliant when:

10.5.1- 100% of formal complaints involving students received by the District are investigated and resolved without grievance as documented by the Human Resources Office.

In Compliance

Not in Compliance

SUPERINTENDENT Evidence of Compliance:

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OE – 10.6 The Superintendent will not permit unruly behavior on school property and at school sponsored events by students or by adults that disrupt learning or that are disrespectful or dangerous, including any form of bullying.

SUPERINTENDENT Interpretation:

The Board of Education values the prevention, discouragement, or banning of any activity that negatively impacts student learning or is unsafe.

- **Unruly behavior** shall mean actions that result in office discipline referrals or adult actions that are reported to an administrator or the local police.
- **School property** shall mean any school buildings and other buildings owned, occupied or controlled by the school district, on school premises, or on school-provided transportation.

- **School sponsored events** shall mean activities, fundraising events, clubs, camps, clinics, programs, sports, etc., or events or activities that are authorized by the school, school board and/or administration.
- **Adult actions** shall mean behaviors or actions by all individuals of 18 years of age or older that may disrupt learning or are disrespectful or dangerous, including any form of bullying.
- **Disrupt learning** shall mean behaviors or actions that interfere or get in the way of learning.
- **Dangerous** shall mean physically able or likely to cause harm or injury.
- **Bullying** shall mean deliberate or intentional behavior using words or actions, intended to cause fear, intimidation or harm. Bullying includes aggressive and hostile behavior that is intentional and involves an imbalance of power between the bully and the bullied and is behavior that is repeated over time rather than an isolated incident.

SUPERINTENDENT Indicators of Compliance:	In Compliance	Not in Compliance
<p>We will know we are compliant when:</p> <p>10.6.1- In a timely manner,100% of Office Discipline Referrals (ODRs) are closed out in Infinite Campus and all behavior incidents are assigned a resolution.</p> <p>10.6.2- Anonymous reports regarding student behavior are reviewed by an administrator as evidenced by the responses in the anonymous reporting system data.</p> <p>10.6.3- 100% of expulsion recommendations follow due process procedures. If expulsions are denied, none were denied due to failure to provide the student and/or family due process.</p> <p>10.6.4- 100% of the school sites will either formally or informally investigate and address reports of discrimination as evidenced by the Pupil Non-Discrimination District Summary Report.</p> <p>10.6.5- Increase the number of students who score favorably (4,5) in the area of School Safety within the annual Panorama Student Survey.</p> <ul style="list-style-type: none"> ○ If the prior year is greater than or equal to 90%, the goal is to maintain. ○ If the prior year is greater than or equal to 80% but less than 90%, the goal is to increase by 1%. ○ If the prior year is less than 80%, the goal is to increase by 3% or more. 		

SUPERINTENDENT Evidence of Compliance:

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OE – 10.7 The Superintendent will not permit the administration of corporal punishment.

SUPERINTENDENT Interpretation:

The Board of Education values the assurance that no instance or act of physical discipline by any District employee is tolerated.

- **Corporal punishment** shall mean to cause deliberate physical pain or discomfort.

SUPERINTENDENT Indicators of Compliance

We will know we are compliant when:

- **10.7.1-** 100% of formal complaints involving student discipline in the district will not involve corporal punishment.

**In
Compliance**

**Not in
Compliance**

SUPERINTENDENT Evidence of Compliance:

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