Monday, February 24, 2025
Board of Education Meeting

APPLETON AREA SCHOOL DISTRICT
BOARD OF EDUCATION MEETING
Scullen Leadership Center-Community Room
131 E. Washington Street, Suite 1A
Appleton, WI 54911
Time: 6:00 PM

Some participants may join remotely, and both members of the media and the public can attend the meeting in person or watch the live stream on the Appleton Area School District YouTube Channel:https://www.youtube.com/channel/UCHo-l09YGgt4uKnCWYvt8Pw
Any special needs or any requests for accommodations related to accessing the meeting should be sent to Kayla Malott, at malottkayla@aasd.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	Feb 24, 2025 - Board of Education Meeting
Category	1. Meeting Opening
Type	Procedural

Subject	**B. Pledge of Allegiance**
Meeting	Feb 24, 2025 - 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	Feb 24, 2025 - Board of Education Meeting
Category	2. Approval of Agenda (GC-2: Governing Commitments)
Type	Procedural

Subject	**B. Approval of Agenda**
Meeting	Feb 24, 2025 - Board of Education Meeting
Category	2. Approval of Agenda (GC-2: Governing Commitments)
Type	Action, Procedural
Recommended Action	Motion to approve the Board Agenda as presented.

Motion & Voting

Motion to approve the Board Agenda as presented.

Motion by Edward Ruffolo, second by James Bacon.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross

3. Special Presentation

Subject	**A. Student School Board Representative Report**
Meeting	Feb 24, 2025 - Board of Education Meeting
Category	3. Special Presentation
Type	Discussion, Information, Presentation

Student School Board Representative, Aubrey Detert, will provide updates from West High School.

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

Subject	**A. Public Input**
Meeting	Feb 24, 2025 - Board of Education Meeting
Category	4. Public Input (GC-3.3: Initiate and maintain effective communication with the citizens.)
Type	Procedural

Public Input:

Members of the public wishing to address the Board may speak during public input or provide written comments in accordance with the procedures posted on the District's website and state law. The Wisconsin Open Meetings Law requires that Board of Education members do not discuss topics or respond to questions that are not listed on the agenda. The practice of the Board is to not respond to public comments during the meeting; however, when appropriate the Board may request the administration to reach out to a citizen regarding a concern they may have. Speakers will be bound by the guidelines and responsibilities outlined on the District's website and established in policy. The Board reserves the right to terminate remarks of any individual who does not adhere to established rules, whose comments are unduly repetitive of previous comments, who makes comments that are

obscene, threatening, harassing, or defamatory, or whose conduct is otherwise disorderly. Comments that introduce complaints or concerns that are directed toward and that identify individual staff members or individual students are not permissible.

The Board reserves the right to amend and adjust processes and procedures relating to public input as necessary to accomplish the business of the Board, which includes the ability of the Board to limit (in a viewpoint-neutral manner) the total time allotted for public input or the amount of time allotted to individual topics.

Policy References:

Board Policy and Rule 187 - Public Input at School Board and Board Subcommittee Meetings

Board Policy 188 - Virtual Board Meetings in Emergency Situations

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

Subject	**A. None**
Meeting	Feb 24, 2025 - Board of Education Meeting
Category	5. Board Development (GC-2.2: The Board will assure that its members are provided with training and professional support necessary to govern effectively.)
Type	Discussion, Information, Presentation

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

Subject	**A. Business Services Update(s): None**
Meeting	Feb 24, 2025 - 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

Subject	**B. School/Student Services Update(s): Social Studies Middle School Materials Purchases (3640 & 3740); K-12 Long Range Library Media Plan**
Meeting	Feb 24, 2025 - 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, Mark McQuade, will report on the School/Student Services items for consideration.

File Attachments
IFC- Social Studies 3640_3740.pdf (126 KB)
KWKT- Middle School Materials Purchase- grade 6_7 Geography 2.24.25.pdf (126 KB)
Public Input Received - Cengage grade 6_7 Geography 2.24.25.pdf (78 KB)
IFC- Library Media Plan 2025.pdf (99 KB)
KWKT- Library Media Plan 2.24.25.pdf (103 KB)

Subject	**C. Personnel Services Update(s): Professional Educator Contract Change(s), Retirement(s), and Resignation(s)**
Meeting	Feb 24, 2025 - 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 Contract Changes 2-24-25.pdf (138 KB)
IFC Professional Educator Contract Changes 2-24-25 REVISED.pdf (142 KB)
IFC Professional Educator Retirements 2-24-25.pdf (127 KB)
IFC Professional Educator Resignations 2-24-25.pdf (109 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 10, 2025**
Meeting	Feb 24, 2025 - Board of Education Meeting
Category	7. Board's Consent Agenda (GC-2.4: The Board will use a consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss.)
Type	Action, Minutes

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

Subject	**B. Expulsion Meeting Minutes from February 12, 2025**
Meeting	Feb 24, 2025 - 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
Recommended Action	Motion to approve the Expulsion Meeting Minutes from February 12, 2025.

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

Motion & Voting

Motion to approve the Expulsion Meeting Minutes from February 12, 2025.

Motion by Pheng Thao, second by Kristine Sauter.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross

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. Social Studies Middle School Materials Purchase (3640 & 3740)**
Meeting	Feb 24, 2025 - 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- Social Studies 3640_3740.pdf (126 KB)
KWKT- Middle School Materials Purchase- grade 6_7 Geography 2.24.25.pdf (126 KB)
Public Input Received - Cengage grade 6_7 Geography 2.24.25.pdf (78 KB)

Subject	**B. K-12 Long Range Library Media Plan**
Meeting	Feb 24, 2025 - 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- Library Media Plan 2025.pdf (99 KB)
KWKT- Library Media Plan 2.24.25.pdf (103 KB)

Subject	**C. Professional Educator Contract Change(s)**
Meeting	Feb 24, 2025 - Board of Education Meeting

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

File Attachments
IFC Professional Educator Contract Changes 2-24-25.pdf (138 KB)
IFC Professional Educator Contract Changes 2-24-25 REVISED.pdf (142 KB)

Subject	**D. Professional Educator Retirement(s)**
Meeting	Feb 24, 2025 - 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 Retirements 2-24-25.pdf (127 KB)

Subject	**E. Professional Educator Resignation(s)**
Meeting	Feb 24, 2025 - 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
Recommended Action	Motion to approve the Professional Educator Resignation(s) as presented.

File Attachments
IFC Professional Educator Resignations 2-24-25.pdf (109 KB)

Motion & Voting

Motion to approve the Professional Educator Resignation(s) as presented.

Motion by James Bacon, second by Jason Kolpack.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross

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: Current Year Budget Updates (24/25)**
Meeting	Feb 24, 2025 - 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, Presentation, Report

Executive Director of Finance, Holly Burr, will present the Current Year Budget Updates (24/25).

File Attachments
Budget Presentation 2024-2025 - Mid Year Update - Feb 2025.pdf (626 KB)

Subject	**B. School/Student Services Report: Summer School Courses for 2025; Columbus/Edison Transition Update**
Meeting	Feb 24, 2025 - 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, Presentation, Report

Assistant Superintendent, Sheree Garvey and Summer School Coordinator Karrie Kadolph will present the Summer School Courses for 2025.
Assistant Superintendent, Nan Bunnow will present the Columbus/Edison Transition Updates.

File Attachments
IFC Summer School Course Approval 2025.docx.pdf (113 KB)
2025 Summer Course Offerings.pdf (254 KB)
IOI-Summer School Course Approval 2025 (Revised).docx.pdf (112 KB)

Subject	**C. Personnel Services Report: None**
Meeting	Feb 24, 2025 - 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, Presentation, Report

10. Board Business

Subject	**A. Kaleidoscope Academy (KA) Contract Renewal**
Meeting	Feb 24, 2025 - Board of Education Meeting
Category	10. Board Business
Type	Discussion, Information, Presentation

Ebony Grice, Al Brant, and Alexandra Molitor will present the Kaleidoscope Academy (KA) Contract Renewal.

File Attachments
IOI- Kaleidoscope Academy Contract Renewal 25.pdf (65 KB)
AASD Charter School Contract - KA.docx.pdf (345 KB)
KA Charter Renewal Components.pdf (2,801 KB)

Subject	**B. Appleton Public Montessori (APM) Contract Renewal**
Meeting	Feb 24, 2025 - Board of Education Meeting
Category	10. Board Business
Type	Discussion, Information, Presentation

Ebony Grice, Al Brant, and Cassie Guilbeault will present the Appleton Public Montessori (APM) Contract Renewal.

File Attachments
IOI- Appleton Public Montessori Contract Renewal 25.pdf (67 KB)
APM AASD Charter School Contract 2025.pdf (348 KB)
Charter Review Presentation 2025 APM.pdf (6,739 KB)

Subject	**C. Results Monitoring: R-2.1.3 Science**
Meeting	Feb 24, 2025 - Board of Education Meeting
Category	10. Board Business
Type	Action
Recommended Action	Motion to approve Results Monitoring: R-2.1.3 Science as presented.

File Attachments
FINAL R-2.1.3 Science.pdf (1,254 KB)

Motion & Voting

Motion to approve Results Monitoring: R-2.1.3 Science as presented.

Motion by Pheng Thao, second by Nick Ross.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross

Subject	**D. Results Monitoring: R-2.1.4 Civics & Social Studies**
Meeting	Feb 24, 2025 - Board of Education Meeting
Category	10. Board Business
Type	Action

Recommended Action	Motion to approve the Results Monitoring: R-2.1.4 Civics & Social Studies as presented.

File Attachments
FINAL R-2.1.4 Civics & Social Studies.pdf (1,419 KB)

Motion & Voting

Motion to approve the Results Monitoring: R-2.1.4 Civics & Social Studies as presented.

Motion by Kristine Sauter, second by Kay Eggert.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross

Subject	**E. Policy Update: Policy 120- School District Legal Status**
Meeting	Feb 24, 2025 - Board of Education Meeting
Category	10. Board Business
Type	Action
Recommended Action	Motion to approve Policy Update: Policy 120- School District Legal Status as presented.

File Attachments
IFC - Policy 120, School District Legal Status .pdf (77 KB)
FINAL-Policy 120-School District Legal Status.pdf (46 KB)

Motion & Voting

Motion to approve Policy Update: Policy 120- School District Legal Status as presented.

Motion by Edward Ruffolo, second by Pheng Thao.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross

Subject	**F. Policy Amend: Policy 411.4- Nondiscrimination on the Basis of Sex in Education Programs or Activities**
Meeting	Feb 24, 2025 - Board of Education Meeting
Category	10. Board Business
Type	Action
Recommended Action	Motion to amend Policy 411.4-Nondiscrimination on the Basis of Sex in Education Programs or Activities as presented.

File Attachments
IFC- Amend Policy 411.4.pdf (75 KB)
Policy 411.4- Nondiscrimination on the Basis of Sex in Education Programs or Activities.pdf (408 KB)

Motion & Voting

Motion to amend Policy 411.4-Nondiscrimination on the Basis of Sex in Education Programs or Activities as presented.

Motion by Jason Kolpack, second by Kay Eggert.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross

Subject	**G. Policy Adoption: Policy 822- Records Management and Retention**
Meeting	Feb 24, 2025 - Board of Education Meeting
Category	10. Board Business
Type	Action
Recommended Action	Motion to approve Policy Adoption: Policy 822- Records Management and Retention as presented.

File Attachments
IFC- Policy 822 - Records Management and Retention.pdf (77 KB)
FINAL Records Retention Schedule (Personnel) 526 & (Finance) 682.1.pdf (49 KB)

Motion & Voting

Motion to approve Policy Adoption: Policy 822- Records Management and Retention as presented.

Motion by James Bacon, second by Kristine Sauter.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross

Subject	**H. Policy Update: Policy 823- Access to Public Records**
Meeting	Feb 24, 2025 - Board of Education Meeting
Category	10. Board Business
Type	Action
Recommended Action	Motion to approve Policy Update: Policy 823- Access to Public Records as presented.

File Attachments
IFC- Policy 823 - Access to Public Records.pdf (77 KB)
FINAL-Access to Public Records Policy 823 .docx.pdf (250 KB)

Motion & Voting

Motion to approve Policy Update: Policy 823- Access to Public Records as presented.

Motion by Jason Kolpack, second by Edward Ruffolo.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross

Subject	**I. Board Policy Committee Updates**
Meeting	Feb 24, 2025 - Board of Education Meeting
Category	10. Board Business

Type	Discussion, Information

Members of the Board Policy Committee will present/discuss their latest updates.

Subject	**J. Consent Agenda Item(s) Removed for Separate Consideration**
Meeting	Feb 24, 2025 - Board of Education Meeting
Category	10. Board Business
Type	Action, Discussion

11. Items of Information

Subject	**A. None**
Meeting	Feb 24, 2025 - Board of Education Meeting
Category	11. Items of Information
Type	Information

12. Future Meetings

Subject	**A. Board Meeting: Monday, March 10, 2025 6:00PM**
Meeting	Feb 24, 2025 - Board of Education Meeting
Category	12. Future Meetings
Type	Information

Subject	**B. Board Work Session: Wednesday, March 19, 2025 7:30AM**
Meeting	Feb 24, 2025 - Board of Education Meeting
Category	12. Future Meetings
Type	Information

Subject	**C. Board Meeting: Monday, March 31, 2024 6:00PM**
Meeting	Feb 24, 2025 - Board of Education Meeting
Category	12. Future Meetings
Type	Information

13. Adjourn

Subject	**A. Motion to Adjourn the Meeting**
Meeting	Feb 24, 2025 - Board of Education Meeting

Category	13. Adjourn
Type	Action,Procedural

Motion & Voting

PUBLIC INPUT AT SCHOOL BOARD AND BOARD SUBCOMMITTEE MEETINGS

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

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

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

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

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

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

Adoption Date: September 14, 1987

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

PUBLIC INPUT AT SCHOOL BOARD AND BOARD SUBCOMMITTEE MEETINGS

Procedures

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

Please note the following in the Procedures below:

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

I. School Board Meetings

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

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

II. Board Subcommittee Meetings

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

III. Public Hearings

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

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

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

Guidelines for Speaking at School Board and Board Subcommittee Meetings

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

Speaker Responsibilities at School Board and Board Subcommittee Meetings

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

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

Authority and Responsibility of the Board President or Chair

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

- The Board President or Chair may call any registrant (or other attendee) to order and direct the individual to cease conduct, which violates any applicable law, policy, or procedure.
- The Board President or Chair may terminate remarks of any individual who does not adhere to established rules, whose comments are unduly repetitive of previous comments, who makes comments that are obscene, threatening, harassing, or defamatory, or whose conduct is otherwise disorderly.
- If necessary, the Board President or Chair may contact law enforcement for assistance in maintaining order or safety.

School Board Meetings

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

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

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

Adoption Date: September 14, 1987

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

Appendix 1

Public Input Disclaimer

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

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

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

VIRTUAL MEETINGS AND BOARD MEMBER PARTICIPATION IN MEETINGS VIA TECHNOLOGY

REMOTE PARTICIPATION IN BOARD MEETINGS BY SCHOOL BOARD MEMBERS

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

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

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

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

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

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

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

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

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

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

    a. A closed session portion of any meeting.

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

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

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

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

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

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

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

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

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

AUTHORIZING ADDITIONAL REMOTE PARTICIPATION BY BOARD MEMBERS

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

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

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

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

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

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

VIRTUAL MEETINGS AND REMOTE PARTICIPATION IN EMERGENCIES

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

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

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

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

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

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

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

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

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

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

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

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

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

REMOTE PUBLIC ACCESS TO BOARD MEETINGS

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

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

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

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

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

APPLICATION TO COMMITTEES AND OTHER GOVERNMENTAL BODIES

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

Legal References:

Wisconsin Statutes

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

Adoption Date: August 22, 2022

ITEM FOR CONSIDERATION

Topic: **Social Studies:** Middle School: Materials Purchase- *World Cultures & Geography: Western Hemisphere with Europe* for Grade 6 Geography (3640) and *World Cultures & Geography: Eastern Hemisphere* for Grade 7 Geography (3740).

Background Information: There is no current textbook being used in the AASD for either 6th or 7th grade Geography. In 2017 when the Social Studies department looked into purchasing a text for the 7th grade Geography course, the clear front runner was Cengage's National Geographic Geography book; however it was a survey book that covered both western and eastern hemispheres. The 7th grade course's units of study included foundations of geography and the eastern hemisphere. The book was not ideal for that reason, and it was not standards-based, which was the direction we knew we were heading. Beyond those two concerns, it was the book of choice and remained so when the 7th grade teachers learned that the 2025 edition would include standard alignment and would split the two hemispheres into separate texts. Until now, the 7th grade PLC has been using supplemental texts for their units of study (economics, religion, Africa, physical and human geography). The team was looking for a flexible scope and sequence, teacher clarity components, opportunities for differentiation, digital components, skill development aligned to Wisconsin Social Studies standards, and integration with Canvas, and found all in Cengage's National Geographic World Cultures and Geography. Additionally, this textbook offers the teachers the capabilities of modifying the language and the reading level for the students, and supports for visual vocabulary, audio options, review and extension activities and guided argumentative writing. Both courses are standards-based. 7th grade has common district assessments, while 6th grade has been developing their own assessments at the building level. The units of study connect content knowledge with inquiry-based instruction.

Fiscal Note: Referendum funds will be used in purchasing classroom sets of textbooks for the three middle schools and potentially the 3 middle school charter schools (Fox River Academy, Classical, and Kaleidoscope Academy). The purchase will also include digital access for three years, all teacher resources, and professional development for teachers/administrators. The cost is $216,666.98.

Instructional Impact: The instructional impact will allow for SEL, grammar, and poetry integration, flexibility and choice in novel studies, and daily lessons that

incorporate vocabulary building, collaboration in interpretation, and development & presentation of ideas, while allowing for student reflection and independent work time. Teachers will continue to implement common summative assessments within the four domains of Speaking & Listening, Reading, Writing, and Language; however, there is additional opportunity for common formative assessments.

Course Overview Documents:

- Geography Grade 6 (#3460)
- Geography Grade 7 (#3740)

Administrative Recommendation: Approve as submitted

Contact Person(s): Kelly Leopold, 920-832-6157 x60172 , leopoldkelly@aasd.k12.wi.us
Mark McQuade, Ed.D., 920-852-5300 x60121, mcquademark@aasd.k12.wi.us

BOE: February 24, 2025

Social Studies: Middle School: Materials Purchase- *World Cultures & Geography: Western Hemisphere with Europe* for Grade 6 Geography (3640) and *World Cultures & Geography: Eastern Hemisphere* for Grade 7 Geography (3740).

WHY will these textbooks be an appropriate instructional resource for the middle school Geography courses?	The textbooks offer:
	• Scope and Sequence that allows for flexibility
	• Teacher Clarity
	  ○ Essential questions & learning outcomes
	  ○ Relevancy (project-based learning and cross-curricular projects to connect themes)
	  ○ Academic vocabulary
	  ○ Formative and Summative assessments
	• Differentiation & Accessibility (Special Education and EL Supports and Resources)
	• Digital Resources for teachers and students (videos, photos, music)
	• Skill Development that aligns to the Wisconsin Social Studies State Standards
	• Inquiry-based instruction
	• Integration with Canvas
	• Engaging stories and activities
	  ○ Stories from Nat Geo explorers and photographers
	  ○ Powerful visuals to deepen understanding & increase retention
	  ○ Story maps, graphs, and images that students can manipulate
	  ○ Critical thinking prompts to promote change in community
	• Collaboration and diverse perspectives
	  ○ Respect for students' diverse backgrounds and cultural identities
	  ○ Strategies for inclusion and to meet student needs (MLL, SPED, Pre-AP)
	• Document-based questions and close reading
	• World Atlas
	• Primary and secondary sources
	• Culturally Responsive Connections

WHAT are the skills and supports that are scaffolded throughout the texts?	The skills include: • Activating prior knowledge • Analyzing and annotating primary and secondary sources • Stating a claim • Supporting the claim with contextual evidence • Taking informed action • Self-assessment The supports include: • Visual vocabulary • Modified texts (for reading level and language) • Audio options • Graphic organizers • Review and extension activities • Embedded skills practice to honor literacy • Guided writing and templates (specific to argumentation)

HOW was public input solicited prior to making the administrative recommendation to the Board?	Copies of proposed instructional materials were made available to the public for over 30 days in order to submit written public input. Notification of requested feedback also publicized through the AASD website as well as through the superintendent's family communication letter.
HOW will this benefit students in becoming future-ready citizens?	The textbook: • Empowers students to make connections between the past and present, as well as one region of the world to another • Inspires students to look at the world through multiple lenses • Incorporates all elements of an inquiry arc • Practices discourse • Sparks curiosity • Thinks globally • Incorporates college and career readiness activities

Social Studies: Middle School: Materials Purchase- *World Cultures & Geography: Western Hemisphere with Europe* for Grade 6 Geography (3640) and *World Cultures & Geography: Eastern Hemisphere* for Grade 7 Geography (3740).

Time Period of Public Input
12/17/24 - 02/07/25
Number and Breakdown of Responses Received (Supportive/Unsupportive)
2 Total Response**: 2 Comments** **Supportive / Unsupportive**

ITEM FOR CONSIDERATION

Topic: **Library Media:** K-12: Long-Range Library Media Plan

Background Information: The Wisconsin Department of Public Instruction requires that districts participate in future ready library planning. District long-range plans for library services should align to district mission and/or vision and should incorporate two to three program goals aligned to district priorities, that include planning instruction, and budgeting for resources to meet those goals. Future Ready Librarians design collaborative spaces, lead beyond the library, cultivate community partnerships, advocate for student privacy, build instructional partnerships, facilitate professional learning, and ensure equitable digital access.

Fiscal Note: Any cost in attaining these goals is covered within the Common School Fund budget allocated to the district. The costs pertain to the purchase of diverse and SEL texts, as well as the many resources available to staff and students.

Instructional Impact: The instructional impact will allow for student access to more current, diverse and SEL titles, staff training and professional development of library resources (print, digital, databases) aligned to grade levels and curriculum, co-teaching opportunities specific to middle school and high school, and the integration of digital citizenship lessons. The developed k-12 scope and sequence of grade-specific lessons will be aligned to the International Society for Technology in Education (ISTE) Standards and will range from Internet safety to copyright awareness. The AASD Library Media Specialists will collaborate with classroom teachers and assessment, curriculum, and instruction coordinators and directors.

Long-Range Library Plan

Administrative Recommendation: Approve as submitted

Contact Person(s): Kelly Leopold, 920-832-6157 x60172 , leopoldkelly@aasd.k12.wi.us
Mark McQuade, Ed.D., 920-852-5300 x60121, mcquademark@aasd.k12.wi.us

BOE: February 24, 2025

Library Media: K-12: Long-Range Library Media Plan

WHY will this benefit AASD students and staff?	The long-range plan: • Provides greater access to current, diverse and SEL titles for students • Integrates K-12 digital literacy & citizenship learning for all students • Develops a K-12 scope and sequence of digital citizenship lesson plans for educators • Provides training and staff development of library media resources to be incorporated in classroom instruction • Incorporates LMS collaboration with classroom teachers and AC&I coordinators and directors • Incorporates LMS co-teaching opportunities with middle school and high school classroom teachers
WHAT does the Wisconsin Department of Public Instruction require (Wisconsin Administrative Code PI8.01(2)(h).)?	The Wisconsin DPI requires: • A 3 year long-range library plan • Alignment to district mission/vision • 2-3 SMART goals aligned to district priorities • Incorporation of instruction and budgeted resources • Support of future-ready librarians framework
HOW will AASD Library Media Specialists be future-ready?	AASD LMS will: • design collaborative spaces • lead beyond the library • cultivate community partnerships • advocate for student privacy • build instructional partnerships • facilitate professional learning • ensure equitable digital access

ITEM FOR CONSIDERATION

Topic: Professional Educator Contract Change(s)

Background Information: The following contract changes are recommended for the 2024-2025 school year effective January 1, 2025 – June 6, 2025:

Name	***Position***	***Location***	***FTE***
Tiffany A. Bauman	Science	WCA	100% to 120%
Johnathan J. Doden	Math	WCA	100% to 120%
Nickolas J. Giese	Math	WCA	100% to 120%
Nathan J. Hazen	Social Studies	WCA	100% to 120%
Abraham N. Nelson	Math	WCA	100% to 120%
Jill R. Wild	Science	WCA	100% to 120%

Fiscal Note: As indicated above.

Administrative Recommendation: Approval

Instructional Impact: These assignment adjustments will meet student needs.

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

BOE: February 24, 2025

ITEM FOR CONSIDERATION

Topic: Professional Educator Contract Change(s) - ***REVISED***

Background Information: The following contract changes are recommended for the 2024-2025 school year effective January **21**, 2025 – June 6, 2025:

Name	***Position***	***Location***	***FTE***
Tiffany A. Bauman	Science	WCA	100% to 120%
Johnathan J. Doden	Math	WCA	100% to 120%
Nickolas J. Giese	Math	WCA	100% to 120%
Nathan J. Hazen	Social Studies	WCA	100% to 120%
Abraham N. Nelson	Math	WCA	100% to 120%
Jill R. Wild	Science	WCA	100% to 120%

Fiscal Note: As indicated above.

Administrative Recommendation: Approval

Instructional Impact: These assignment adjustments will meet student needs.

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

BOE: February 24, 2025

ITEM FOR CONSIDERATION

Topic: Professional Educator Retirement(s)

Background Information: The following Professional Educators have submitted a letter of retirement effective at the end of the 2024-2025 school year, unless otherwise noted:

Gayle D. Beuthien has been with the District for thirty years, most recently as a Special Education Teacher at West High School.

Sarah E. Boge has been with the District for fourteen years, most recently as an Art Teacher at Einstein Middle School.

Sharyn L. Brum has been with the District for forty years, most recently as a Special Education Teacher at Berry Elementary School.

Janet L. Brush has been with the District for eight years, most recently as a Special Education Teacher at West High School.

Jeffrey J. Carpenter has been with the District for thirty-eight years, most recently as a Library Media Specialist at Dunlap and Richmond Elementary Schools. Jeffrey's retirement is effective at the end of the June 10, 2025, workday.

Kirsten O. Cline-Schubbe has been with the District for thirty-one years, most recently as a Health Teacher at West High School.

Amy G. Crum has been with the District for twenty-three years, most recently as a Business Education Teacher at Appleton eSchool.

Kathleen A. Dachelet has been with the District for thirty-one years, most recently as a Kindergarten Teacher at Jefferson Elementary School.

Melissa M. Dorsch Rospenda has been with the District for twenty-seven years, most recently as a Grade 5 Teacher at Ferber Elementary School.

Lisa M. Eastman has been with the District for thirty years, most recently as a Math Interventionist at Dunlap, Foster, and Jefferson Elementary Schools.

Lisa M. Haen has been with the District for twenty-four years, most recently as a Grade 1 Teacher at Highlands Elementary School.

Lisabeth A. Hintz has been with the District for four years, most recently as a Speech & Language Pathologist at Huntley Elementary and Madison Middle Schools.

Krista L. Holland has been with the District for seventeen years, most recently as an Occupational Therapist at McKinley and Richmond Elementary Schools.

John J. Hoppe has been with the District for twenty years, most recently as a Math Teacher at Madison Middle School. John's retirement is effective at the end of the July 3, 2025, workday.

Michelle A. Hutter has been with the District for thirty-five years, most recently as a Special Education Teacher at North High School.

Susan M Kuehl has been with the District for thirty-six years, most recently as a Grade 1 Teacher at Johnston Elementary School.

Beth A. Laedtke has been with the District for thirty-seven and one-half years, most recently as an Adaptive Physical Education Teacher at North High School.

Margaret M. LaFleur has been with the District for thirty-two years, most recently as a Music-Band Teacher/Director at East High School. Margaret's retirement is effective at the end of the June 16, 2025, workday.

Thai Lee has been with the District for thirty years, most recently as an English Learner and Hmong Literacy Teacher at East, North and West High Schools.

Ramona R. Martin has been with the District for twenty-nine years, most recently as an English Learner Teacher at Johnston Elementary School.

Ann M. Mitchell has been with the District for thirty-two years, most recently as an English Language Arts Teacher at Madison Middle School.

Laura E. Niemeier has been with the District for thirty years, most recently as an English Learner Teacher at Columbus and Richmond Elementary Schools.

Harold L. Noffke has been with the District for thirty years, most recently as an Art Teacher at East High School.

Jennifer L. Peterson has been with the District for twenty-three and one-half years, most recently as a World Language Spanish Teacher and Curriculum Support Specialist at North High School.

Michelle L. Raatz has been with the District for thirty-four years, most recently as a Special Education Teacher at Houdini Elementary School.

Jane M. Reichardt has been with the District for twenty-five years, most recently as an English Language Arts Teacher at Wisconsin Connections Academy.

Kristin L. Sedovic has been with the District for twenty-three years, most recently as a Kindergarten Teacher at Dunlap Elementary School.

Katherine E. Sina has been with the District for fourteen years, most recently as a Speech & Language Pathologist at Dunlap, Houdini and Jefferson Elementary Schools.

Debbie J. Strick has been with the District for twenty-nine and one-half years, most recently as School Social Worker at North High School.

Judith A. Tweed has been with the District for twenty-seven years, most recently as a Special Education Teacher at Highlands Elementary School.

Kimberly A. VanderHeyden has been with the District for seventeen and one-half years, most recently as a Grade 1 Teacher at Berry Elementary School.

Sheila M. VanHandel has been with the District for thirty-three years, most recently as a Grade 4 Teacher at Ferber Elementary School.

Nancy K. Vilker-Krause has been with the District for nineteen years, most recently as an itinerant Speech & Language Pathologist.

Pamela A. West has been with the District for thirty years, most recently as a Grade 3 Teacher at Horizons Elementary School. Pamela's retirement is effective at the end of the July 3, 2025, workday.

Shannon L. West has been with the District for thirty-two years, most recently as a Grade 5 Teacher at Horizons Elementary School.

Julie R. Weyenberg has been with the District for thirty-two years, most recently as a Grade 5 Teacher at Horizons Elementary School.

Sarah K. Wright has been with the District for thirty-five years, most recently as an English Learner Teacher at Dunlap Elementary School.

Instructional Impact: Qualified replacements will be procured.

Fiscal Impact: Dependent upon replacements

Administrative Recommendation: Approval

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

BOE: February 24, 2025

ITEM FOR CONSIDERATION

Topic: Professional Educator Resignation(s)

Background Information: The following Professional Educators have submitted a letter of resignation effective at the end of the 2024-2025 school year, unless otherwise noted:

Brittany N. Breecher has been with the District for five years, most recently as a Special Education Teacher at Ferber Elementary School. Brittany's resignation is effective at the end of the February 17, 2025, workday.

Christine M. Knox has been with the District for eight years, most recently as a Kindergarten Teacher at Highlands Elementary School.

Mark D. Krommenacker has been with the District for seven years, most recently as a Technology Integrator at East High School.

Caitlin R. Roovers has been with the District for two years, most recently as a Grade 3 Teacher at Highlands Elementary School.

Nicole C. Stark has been with the District for twenty years, most recently as a Kindergarten Teacher at Highlands Elementary School.

Angela R. Swaim has been with the District for twenty-one years, most recently as a Grade 5 Teacher at Berry Elementary School.

Instructional Impact: Qualified replacements will be procured.

Fiscal Impact: Dependent upon replacements

Administrative Recommendation: Approval

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

BOE: February 24, 2025

ITEM FOR CONSIDERATION

Topic: **Social Studies:** Middle School: Materials Purchase- *World Cultures & Geography: Western Hemisphere with Europe* for Grade 6 Geography (3640) and *World Cultures & Geography: Eastern Hemisphere* for Grade 7 Geography (3740).

Background Information: There is no current textbook being used in the AASD for either 6th or 7th grade Geography. In 2017 when the Social Studies department looked into purchasing a text for the 7th grade Geography course, the clear front runner was Cengage's National Geographic Geography book; however it was a survey book that covered both western and eastern hemispheres. The 7th grade course's units of study included foundations of geography and the eastern hemisphere. The book was not ideal for that reason, and it was not standards-based, which was the direction we knew we were heading. Beyond those two concerns, it was the book of choice and remained so when the 7th grade teachers learned that the 2025 edition would include standard alignment and would split the two hemispheres into separate texts. Until now, the 7th grade PLC has been using supplemental texts for their units of study (economics, religion, Africa, physical and human geography). The team was looking for a flexible scope and sequence, teacher clarity components, opportunities for differentiation, digital components, skill development aligned to Wisconsin Social Studies standards, and integration with Canvas, and found all in Cengage's National Geographic World Cultures and Geography. Additionally, this textbook offers the teachers the capabilities of modifying the language and the reading level for the students, and supports for visual vocabulary, audio options, review and extension activities and guided argumentative writing. Both courses are standards-based. 7th grade has common district assessments, while 6th grade has been developing their own assessments at the building level. The units of study connect content knowledge with inquiry-based instruction.

Fiscal Note: Referendum funds will be used in purchasing classroom sets of textbooks for the three middle schools and potentially the 3 middle school charter schools (Fox River Academy, Classical, and Kaleidoscope Academy). The purchase will also include digital access for three years, all teacher resources, and professional development for teachers/administrators. The cost is $216,666.98.

Instructional Impact: The instructional impact will allow for SEL, grammar, and poetry integration, flexibility and choice in novel studies, and daily lessons that

incorporate vocabulary building, collaboration in interpretation, and development & presentation of ideas, while allowing for student reflection and independent work time. Teachers will continue to implement common summative assessments within the four domains of Speaking & Listening, Reading, Writing, and Language; however, there is additional opportunity for common formative assessments.

Course Overview Documents:

- Geography Grade 6 (#3460)
- Geography Grade 7 (#3740)

Administrative Recommendation: Approve as submitted

Contact Person(s): Kelly Leopold, 920-832-6157 x60172 , leopoldkelly@aasd.k12.wi.us
Mark McQuade, Ed.D., 920-852-5300 x60121, mcquademark@aasd.k12.wi.us

BOE: February 24, 2025

Social Studies: Middle School: Materials Purchase- *World Cultures & Geography: Western Hemisphere with Europe* for Grade 6 Geography (3640) and *World Cultures & Geography: Eastern Hemisphere* for Grade 7 Geography (3740).

WHY will these textbooks be an appropriate instructional resource for the middle school Geography courses?	The textbooks offer:
	• Scope and Sequence that allows for flexibility
	• Teacher Clarity
	  ○ Essential questions & learning outcomes
	  ○ Relevancy (project-based learning and cross-curricular projects to connect themes)
	  ○ Academic vocabulary
	  ○ Formative and Summative assessments
	• Differentiation & Accessibility (Special Education and EL Supports and Resources)
	• Digital Resources for teachers and students (videos, photos, music)
	• Skill Development that aligns to the Wisconsin Social Studies State Standards
	• Inquiry-based instruction
	• Integration with Canvas
	• Engaging stories and activities
	  ○ Stories from Nat Geo explorers and photographers
	  ○ Powerful visuals to deepen understanding & increase retention
	  ○ Story maps, graphs, and images that students can manipulate
	  ○ Critical thinking prompts to promote change in community
	• Collaboration and diverse perspectives
	  ○ Respect for students' diverse backgrounds and cultural identities
	  ○ Strategies for inclusion and to meet student needs (MLL, SPED, Pre-AP)
	• Document-based questions and close reading
	• World Atlas
	• Primary and secondary sources
	• Culturally Responsive Connections

WHAT are the skills and supports that are scaffolded throughout the texts?	The skills include: • Activating prior knowledge • Analyzing and annotating primary and secondary sources • Stating a claim • Supporting the claim with contextual evidence • Taking informed action • Self-assessment The supports include: • Visual vocabulary • Modified texts (for reading level and language) • Audio options • Graphic organizers • Review and extension activities • Embedded skills practice to honor literacy • Guided writing and templates (specific to argumentation)

HOW was public input solicited prior to making the administrative recommendation to the Board?	Copies of proposed instructional materials were made available to the public for over 30 days in order to submit written public input. Notification of requested feedback also publicized through the AASD website as well as through the superintendent's family communication letter.
HOW will this benefit students in becoming future-ready citizens?	The textbook: • Empowers students to make connections between the past and present, as well as one region of the world to another • Inspires students to look at the world through multiple lenses • Incorporates all elements of an inquiry arc • Practices discourse • Sparks curiosity • Thinks globally • Incorporates college and career readiness activities

Social Studies: Middle School: Materials Purchase- *World Cultures & Geography: Western Hemisphere with Europe* for Grade 6 Geography (3640) and *World Cultures & Geography: Eastern Hemisphere* for Grade 7 Geography (3740).

Time Period of Public Input
12/17/24 - 02/07/25
Number and Breakdown of Responses Received (Supportive/Unsupportive)
2 Total Response**: 2 Comments** **Supportive / Unsupportive**

ITEM FOR CONSIDERATION

Topic: **Library Media:** K-12: Long-Range Library Media Plan

Background Information: The Wisconsin Department of Public Instruction requires that districts participate in future ready library planning. District long-range plans for library services should align to district mission and/or vision and should incorporate two to three program goals aligned to district priorities, that include planning instruction, and budgeting for resources to meet those goals. Future Ready Librarians design collaborative spaces, lead beyond the library, cultivate community partnerships, advocate for student privacy, build instructional partnerships, facilitate professional learning, and ensure equitable digital access.

Fiscal Note: Any cost in attaining these goals is covered within the Common School Fund budget allocated to the district. The costs pertain to the purchase of diverse and SEL texts, as well as the many resources available to staff and students.

Instructional Impact: The instructional impact will allow for student access to more current, diverse and SEL titles, staff training and professional development of library resources (print, digital, databases) aligned to grade levels and curriculum, co-teaching opportunities specific to middle school and high school, and the integration of digital citizenship lessons. The developed k-12 scope and sequence of grade-specific lessons will be aligned to the International Society for Technology in Education (ISTE) Standards and will range from Internet safety to copyright awareness. The AASD Library Media Specialists will collaborate with classroom teachers and assessment, curriculum, and instruction coordinators and directors.

Long-Range Library Plan

Administrative Recommendation: Approve as submitted

Contact Person(s): Kelly Leopold, 920-832-6157 x60172 , leopoldkelly@aasd.k12.wi.us
Mark McQuade, Ed.D., 920-852-5300 x60121, mcquademark@aasd.k12.wi.us

BOE: February 24, 2025

Library Media: K-12: Long-Range Library Media Plan

WHY will this benefit AASD students and staff?	The long-range plan: • Provides greater access to current, diverse and SEL titles for students • Integrates K-12 digital literacy & citizenship learning for all students • Develops a K-12 scope and sequence of digital citizenship lesson plans for educators • Provides training and staff development of library media resources to be incorporated in classroom instruction • Incorporates LMS collaboration with classroom teachers and AC&I coordinators and directors • Incorporates LMS co-teaching opportunities with middle school and high school classroom teachers
WHAT does the Wisconsin Department of Public Instruction require (Wisconsin Administrative Code PI8.01(2)(h).)?	The Wisconsin DPI requires: • A 3 year long-range library plan • Alignment to district mission/vision • 2-3 SMART goals aligned to district priorities • Incorporation of instruction and budgeted resources • Support of future-ready librarians framework
HOW will AASD Library Media Specialists be future-ready?	AASD LMS will: • design collaborative spaces • lead beyond the library • cultivate community partnerships • advocate for student privacy • build instructional partnerships • facilitate professional learning • ensure equitable digital access

ITEM FOR CONSIDERATION

Topic: Professional Educator Contract Change(s)

Background Information: The following contract changes are recommended for the 2024-2025 school year effective January 1, 2025 – June 6, 2025:

Name	***Position***	***Location***	***FTE***
Tiffany A. Bauman	Science	WCA	100% to 120%
Johnathan J. Doden	Math	WCA	100% to 120%
Nickolas J. Giese	Math	WCA	100% to 120%
Nathan J. Hazen	Social Studies	WCA	100% to 120%
Abraham N. Nelson	Math	WCA	100% to 120%
Jill R. Wild	Science	WCA	100% to 120%

Fiscal Note: As indicated above.

Administrative Recommendation: Approval

Instructional Impact: These assignment adjustments will meet student needs.

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

BOE: February 24, 2025

ITEM FOR CONSIDERATION

Topic: Professional Educator Contract Change(s) - ***REVISED***

Background Information: The following contract changes are recommended for the 2024-2025 school year effective January **21**, 2025 – June 6, 2025:

Name	***Position***	***Location***	***FTE***
Tiffany A. Bauman	Science	WCA	100% to 120%
Johnathan J. Doden	Math	WCA	100% to 120%
Nickolas J. Giese	Math	WCA	100% to 120%
Nathan J. Hazen	Social Studies	WCA	100% to 120%
Abraham N. Nelson	Math	WCA	100% to 120%
Jill R. Wild	Science	WCA	100% to 120%

Fiscal Note: As indicated above.

Administrative Recommendation: Approval

Instructional Impact: These assignment adjustments will meet student needs.

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

BOE: February 24, 2025

ITEM FOR CONSIDERATION

Topic: Professional Educator Retirement(s)

Background Information: The following Professional Educators have submitted a letter of retirement effective at the end of the 2024-2025 school year, unless otherwise noted:

Gayle D. Beuthien has been with the District for thirty years, most recently as a Special Education Teacher at West High School.

Sarah E. Boge has been with the District for fourteen years, most recently as an Art Teacher at Einstein Middle School.

Sharyn L. Brum has been with the District for forty years, most recently as a Special Education Teacher at Berry Elementary School.

Janet L. Brush has been with the District for eight years, most recently as a Special Education Teacher at West High School.

Jeffrey J. Carpenter has been with the District for thirty-eight years, most recently as a Library Media Specialist at Dunlap and Richmond Elementary Schools. Jeffrey's retirement is effective at the end of the June 10, 2025, workday.

Kirsten O. Cline-Schubbe has been with the District for thirty-one years, most recently as a Health Teacher at West High School.

Amy G. Crum has been with the District for twenty-three years, most recently as a Business Education Teacher at Appleton eSchool.

Kathleen A. Dachelet has been with the District for thirty-one years, most recently as a Kindergarten Teacher at Jefferson Elementary School.

Melissa M. Dorsch Rospenda has been with the District for twenty-seven years, most recently as a Grade 5 Teacher at Ferber Elementary School.

Lisa M. Eastman has been with the District for thirty years, most recently as a Math Interventionist at Dunlap, Foster, and Jefferson Elementary Schools.

Lisa M. Haen has been with the District for twenty-four years, most recently as a Grade 1 Teacher at Highlands Elementary School.

Lisbeth A. Hintz has been with the District for four years, most recently as a Speech & Language Pathologist at Huntley Elementary and Madison Middle Schools.

Krista L. Holland has been with the District for seventeen years, most recently as an Occupational Therapist at McKinley and Richmond Elementary Schools.

John J. Hoppe has been with the District for twenty years, most recently as a Math Teacher at Madison Middle School. John's retirement is effective at the end of the July 3, 2025, workday.

Michelle A. Hutter has been with the District for thirty-five years, most recently as a Special Education Teacher at North High School.

Susan M Kuehl has been with the District for thirty-six years, most recently as a Grade 1 Teacher at Johnston Elementary School.

Beth A. Laedtke has been with the District for thirty-seven and one-half years, most recently as an Adaptive Physical Education Teacher at North High School.

Margaret M. LaFleur has been with the District for thirty-two years, most recently as a Music-Band Teacher/Director at East High School. Margaret's retirement is effective at the end of the June 16, 2025, workday.

Thai Lee has been with the District for thirty years, most recently as an English Learner and Hmong Literacy Teacher at East, North and West High Schools.

Ramona R. Martin has been with the District for twenty-nine years, most recently as an English Learner Teacher at Johnston Elementary School.

Ann M. Mitchell has been with the District for thirty-two years, most recently as an English Language Arts Teacher at Madison Middle School.

Laura E. Niemeier has been with the District for thirty years, most recently as an English Learner Teacher at Columbus and Richmond Elementary Schools.

Harold L. Noffke has been with the District for thirty years, most recently as an Art Teacher at East High School.

Jennifer L. Peterson has been with the District for twenty-three and one-half years, most recently as a World Language Spanish Teacher and Curriculum Support Specialist at North High School.

Michelle L. Raatz has been with the District for thirty-four years, most recently as a Special Education Teacher at Houdini Elementary School.

Jane M. Reichardt has been with the District for twenty-five years, most recently as an English Language Arts Teacher at Wisconsin Connections Academy.

Kristin L. Sedovic has been with the District for twenty-three years, most recently as a Kindergarten Teacher at Dunlap Elementary School.

Katherine E. Sina has been with the District for fourteen years, most recently as a Speech & Language Pathologist at Dunlap, Houdini and Jefferson Elementary Schools.

Debbie J. Strick has been with the District for twenty-nine and one-half years, most recently as School Social Worker at North High School.

Judith A. Tweed has been with the District for twenty-seven years, most recently as a Special Education Teacher at Highlands Elementary School.

Kimberly A. VanderHeyden has been with the District for seventeen and one-half years, most recently as a Grade 1 Teacher at Berry Elementary School.

Sheila M. VanHandel has been with the District for thirty-three years, most recently as a Grade 4 Teacher at Ferber Elementary School.

Nancy K. Vilker-Krause has been with the District for nineteen years, most recently as an itinerant Speech & Language Pathologist.

Pamela A. West has been with the District for thirty years, most recently as a Grade 3 Teacher at Horizons Elementary School. Pamela's retirement is effective at the end of the July 3, 2025, workday.

Shannon L. West has been with the District for thirty-two years, most recently as a Grade 5 Teacher at Horizons Elementary School.

Julie R. Weyenberg has been with the District for thirty-two years, most recently as a Grade 5 Teacher at Horizons Elementary School.

Sarah K. Wright has been with the District for thirty-five years, most recently as an English Learner Teacher at Dunlap Elementary School.

Instructional Impact: Qualified replacements will be procured.

Fiscal Impact: Dependent upon replacements

Administrative Recommendation: Approval

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

BOE: February 24, 2025

ITEM FOR CONSIDERATION

Topic: Professional Educator Resignation(s)

Background Information: The following Professional Educators have submitted a letter of resignation effective at the end of the 2024-2025 school year, unless otherwise noted:

Brittany N. Breecher has been with the District for five years, most recently as a Special Education Teacher at Ferber Elementary School. Brittany's resignation is effective at the end of the February 17, 2025, workday.

Christine M. Knox has been with the District for eight years, most recently as a Kindergarten Teacher at Highlands Elementary School.

Mark D. Krommenacker has been with the District for seven years, most recently as a Technology Integrator at East High School.

Caitlin R. Roovers has been with the District for two years, most recently as a Grade 3 Teacher at Highlands Elementary School.

Nicole C. Stark has been with the District for twenty years, most recently as a Kindergarten Teacher at Highlands Elementary School.

Angela R. Swaim has been with the District for twenty-one years, most recently as a Grade 5 Teacher at Berry Elementary School.

Instructional Impact: Qualified replacements will be procured.

Fiscal Impact: Dependent upon replacements

Administrative Recommendation: Approval

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

BOE: February 24, 2025

2024-2025 Mid-Year Budget Update

Success for Every Student, Every Day

APPLETON AREA
SCHOOL DISTRICT

Approved 2024-2025 Budget

$336 million

Federal

Non-Revenue Limit State Aid
Revenue Limit State Aid

Local Property Taxes

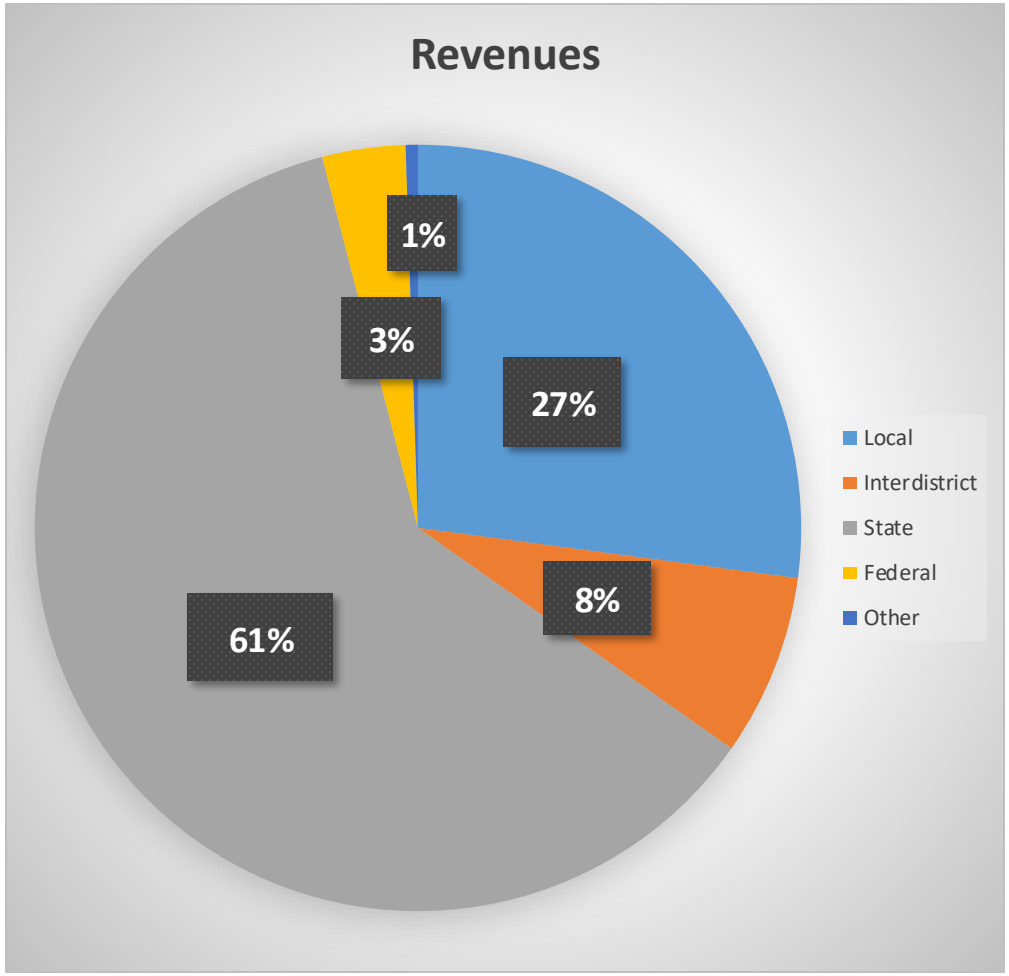
2024-2025 Aid & Tax Levy

- **Revenue Limit increases to $11,729.33 per member**
  - $325 from State budget and
  - additional from the Operational Referendum in 2022
- **State Equalization Aid increased**
  - by $10,325,878 (9.9%) to $114,883,926.
- **Private school vouchers increased**
  - by $843,286 to a total of $8,304,393
- **Tax Levy decrease by $2,335,239 to $75,849,170**
- **Levy for Debt repayment = $14,848,891**
- **Mill rate of $6.10 is the lowest tax rate in 40 years**

2024-2025 Revenues

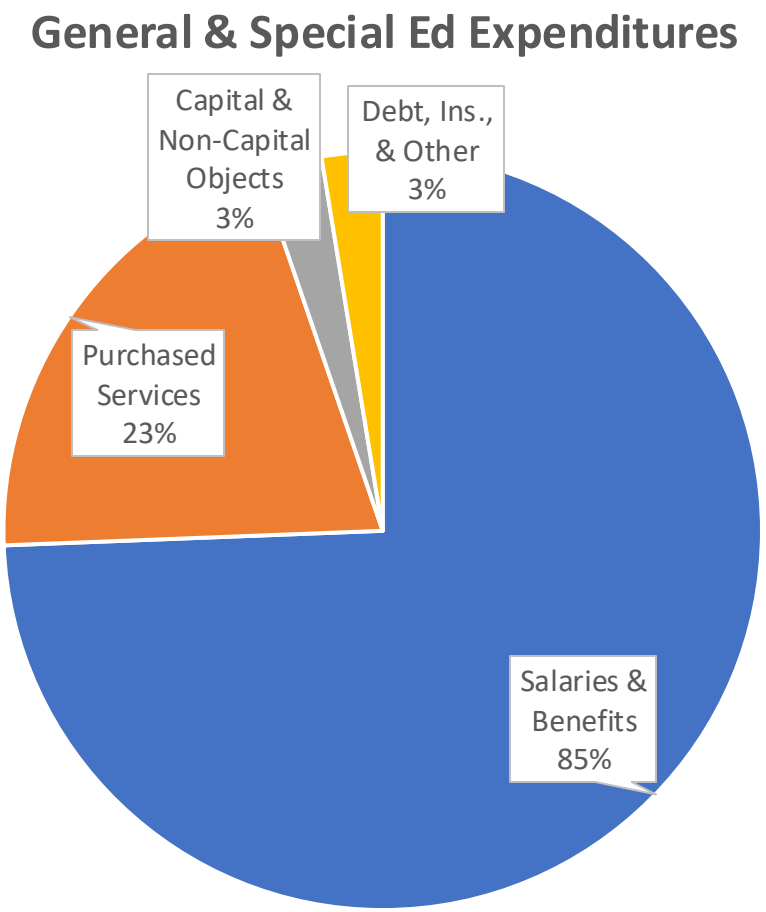
General Fund Revenues

- Total Increase of $5,027,588 over 2023-24
- Total $214,361,506
- State Aids and grants up $10.5 million
- Local revenues down $6.3 million
- Interdistrict (OE) is up $1.6 million
- Federal grants down $1.86 million



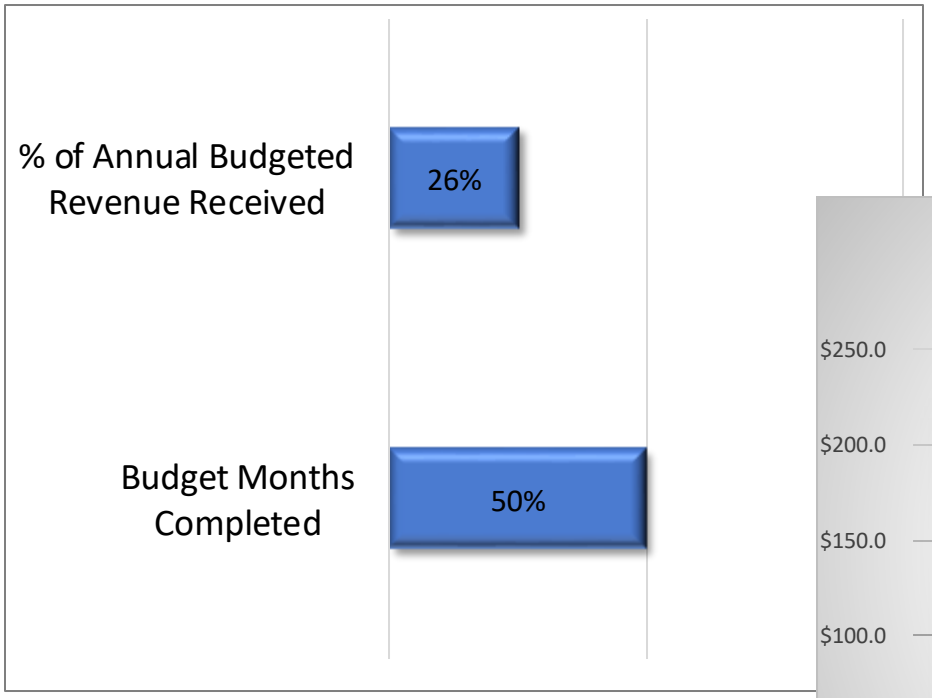
2024-2025 Expenses

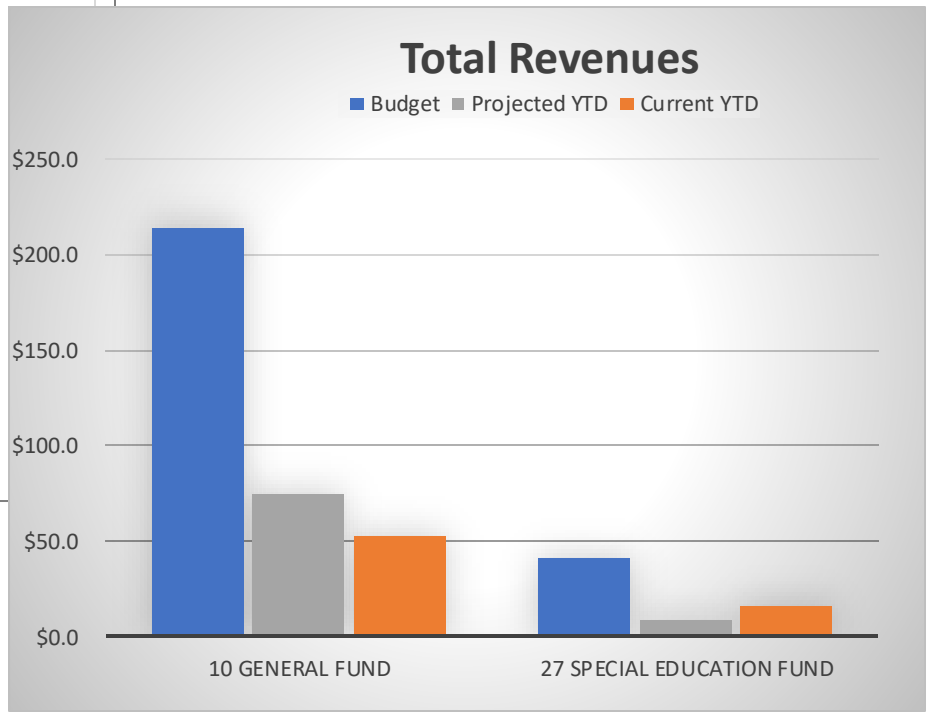
- Staffing and Compensation increases $5.4 million
- Benefit increases $5.6 million
- Purchased Services increases $2.2 million
- Total $225,298,636



Percentage of Annual Revenue Received

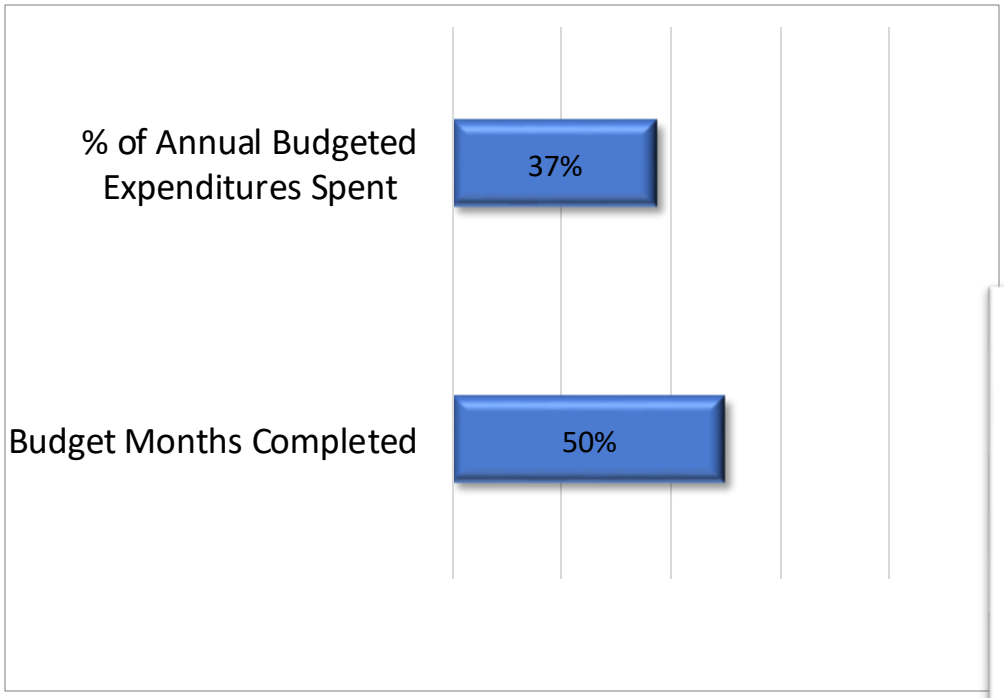
Revenue received through December totals $55,596,500 of the annual budgeted total of $214,361,500. The amount of budgeted revenue remaining is $158,765,000.





Percentage of Annual Budget Expended

Expenditures through December total $82,299,744 of the annual budgeted total of $225,298,636. The amount of budgeted expenditures remaining is $142,998,892.



2024-2025 Budget

Fund Balance (General Fund 10)

- **Ending Balance for 2023-2024 $49,805,516**
- **2024-25 Revenues – Expenses - 10,937,130**
- **Projected 2024-25 Ending Balance = $38,868,386**

Current model projections:

2024-25 Revenues – Expenses - 12,504,255

2024-2025 Other Funds

Other Funds Expenditure Budgets:

• **Funds 21 & 29**	
Other Special Projects	**$ 3,337,850**
• **Fund 39 Referendum Debt**	**$12,848,891**
• **Fund 41 & 49 Capital Projects**	**$65,575,000**
• **Fund 50 Food Service**	**$9,015,160**
• **Fund 80 Community Services**	**$2,851,508**

Questions?

APPLETON AREA
SCHOOL DISTRICT

ITEM FOR CONSIDERATION

Topic: AASD Summer School Courses for 2025

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 2025. 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 2025 summer school program:

A. Initial online registration using Infinite Campus for elementary and middle school students begins April 14th, 2025. High school registration also begins on April 14th 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 9th-27th (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, Golf Camp, Hmong Culture classes, Music Lessons, Summer Fitness and Conditioning, and Tesla Engineering Camps.

C. Procedures are in place to follow Act 20 Guidelines to offer an intensive summer reading program for students that have not completed their personal reading plan.

D. Boys and Girls Club of the Fox Valley will have programs at Badger Elementary, Columbus Elementary, Edison Elementary, Foster Elementary, Highlands Elementary, Kaleidoscope Academy, and Madison Middle. 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.

E. Free breakfast and lunch will be available for any child 18 years and under at Badger, Columbus, Dunlap, Edison, Foster, Franklin, Highlands, Horizons, Huntley, Jefferson, Johnston, McKinley, Richmond, Kaleidoscope, Madison, Wilson, East and West. (This list is still tentative and may be subject to change)

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 $24.10/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.

Administrative Recommendation: Approve as submitted.

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 Person(s): Sheree Garvey, 920-852-5300, garveysheree@aasd.k12.wi.us Todd Kadolph, 920-852-5332, kadolphtodd@aasd.k12.wi.us Karrie Kadolph, 920-852-5332, kadolphkarrie@aasd.k12.wi.us

BOE: February 24, 2025

ADDITIONAL INFORMATION FOR ITEM FOR CONSIDERATION

Site Coordinators: The site coordinators for the 2025 Summer School are:

Elementary Coordinators

SCHOOL	COORDINATOR
ABS at Columbus	Robert McInnes
Badger	Joshua Crabb
Berry	Abby Danforth
Classical	Stacey Foley
Dunlap	Alissa Paul
Edison	Carly Verstegen
Ferber	Lisa Head
Foster	Aaron Shoemaker
Franklin	Anne Koehnke
Highlands	Dawn Price
Horizons	Pam West
Houdini	Stephanie Malaney
Huntley	Amber Cittadino
Jefferson	Cathy Porter
Johnston	Patricia Israel
McKinley	Kris Sherry
Richmond	Brianna Tetzlaff
EL Elem Coordinator	Haley Schwanebeck

Middle School Coordinators

Einstein	Danielle Hjerstedt
KA at Roosevelt	Annette Schwalenberg
Madison	Anthony Sonetti
Wilson	Pannayiota Guigley

High School Coordinators

East	Rachel Brick and Olivia Jenkinson
Central	Andy Protheroe

Summer School Assistant Coordinators

Shane Knudsen
Nicole Nelson

Camp Coordinators

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

BOE: February 24, 2025

2025 AASD Summer School Offerings

Elementary School Summer Classes

Advanced Woodshop **$10.00** **Grades 4-6**
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.

Appleton Bilingual Summer 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. *Class meets from 8:30-11:30*

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 4-6**
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 2-5**
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 2-4**
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 3-8**
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 5-6**
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.

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.

Craft Club **$10.00** **Grades 4-6**
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.

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 Cards **$5.00** **Grades 4-6**
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 share with the class.

Creative Reading, Writing, Drawing **$10.00** **Grades 4-6**
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!!

Curiosity Club **$10.00** **Grades 2-6**
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.

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. *Class meets from 8:30-11:30*

Gym & Playground Games **$5.00** **Grades 2-6**
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 3-6**
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 4-6**
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.

Jump! Stomp! Jam! **$5.00** **Grades 2-6**
Come and enjoy a summer musical adventure! Sing a song, do a dance, beat a drum and more. We will even create our very own take-home instruments. Join this class for musical memories this summer.

Kindergarten Here I Come **$15.00** **Grade 5K**
This course is designed to introduce and/or reinforce basic readiness skills for kindergarten. *Class meets from 8:30-11:30*

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 3-6**
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 3-6**
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 2-6**
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.

On with the Show! **$10.00** **Grades 3-6**
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.

Passport to Adventure **$10.00** **Grades 2-4**
Let your imagination travel as you learn about how children live in other parts of the world. We will share food, recipes, sports, games, crafts and songs from other countries. Come and join the fun as we travel the world!

Reading Adventures **$5.00** **Grade 2-6**
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 2-6**
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 4-6**
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 Fun! **$10.00** **Grades 3-5**
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.

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.

STEM Innovation **$10.00** **Grades 3-6**
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 2-3**
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.

Summer Safety **$5.00** **Grades 4-6**
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.

Tasty Travels **$10.00** **Grades 3-6**
Learn about the basics of cooking while experiencing the cultures from other countries. Students may read books, learn words from other languages, explore art or games and make no-bake recipes popular in places around the world. Curriculum may deviate from the standards of AASD nutrition policy. Healthy foods will be prepared when possible.

Theater **$10.00** **Grades 2-6**
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.

The Ọmọladé Academy Kindergarten/First Grade Here I Come **$15.00** **Grade 5K-1**
This course is designed to introduce and/or reinforce basic readiness skills for kindergarten and first grade students, including enriching math, reading, writing, science, social studies, computers, physical education, and art activities with an emphasis on African centered culture, traditions, and curriculum. *Class meets from 8:30-11:30*

The Ọmọladé Academy Summer Enrichment **$5.00** **Grade 2-6**
Students will participate in fun, hands-on STREEAM (Science, Technology, Reading, Engineering, Entrepreneurship, Arts, and Mathematics) centered activities with an emphasis on African centered culture, traditions, and curriculum.

Middle School Summer Classes

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.

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.

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 6- 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 6-8 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.

Fitness Fun **$5.00**
Students will learn the fundamentals of cardio training, resistance training and stretching. Students will learn with a variety of methods and equipment 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.

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 mya 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!

Hand-Sewing **$10.00**
In this creative and hands-on class, students will learn varying techniques to sew by hand. You will learn how to create functional items such as accessories, jewelry, and other small items to brighten up your wardrobe and bedroom!

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!

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!

Valley New School Summer Enrichment **no fee**
Explore the world of student-driven project-based learning as you pick a topic of interest and learn all about it! Students will be guided through a personalized process, resulting in the creation of a unique and personal project on their chosen topic. Students will complete all phases of the VNS project process: proposal, research, planning, production, and assessment.

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.

AASD Moving to the Middle School Orientation

Description: Get a head start on middle school! Come and tour the building, get help with your locker combination, walk your schedule, and learn daily routines. You will get some tips about middle school life while meeting your future classmates! The staff can't wait to meet and welcome you!
Cost: no fee

Choose the school site that the student will attend in the fall:

Fly Like an Eagle 2.0:
Where: Einstein Middle School
When: Incoming 6th: August 12th 8:00-9:30 AM, 10:00-11:30 AM
Incoming 6th or any NEW to Einstein 7th -8th: August 12th 1:00-2:30 PM

Cardinal Day:
Where: Kaleidoscope Academy
When: Any new students: August 14th from 8:30 AM-11:30 AM
There will be a new-to-KA family orientation at the same time for parents/guardians

Wildcat Way:
Where: James Madison Middle School
When: Incoming 6th: August 12th or 13th from 8:00 AM-11:00 AM or 12:30 PM-3:30 PM
Additional time for students that have attended one of these sessions will be available on August 14th from 8:00 AM-11:00 AM or 12:30 PM-3:30 PM

Raider Readiness:
Where: Wilson Middle School
When: Incoming 6th: August 12th, 13th or 14th from 8:00 AM-11:00 AM or 12:30 PM-3:30 PM

High School Summer School-Credit Recovery

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:

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
9050 Foundations of Algebra
9100 Algebra
9200 Geometry
9260 Algebra 2

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.

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-.

Option 4: Summer School Courses for new credit or enrichment

AH202 EL Academic Skills .5 credit per session
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. 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.

1670 Summer Shakespeare Theatre .5 credit per session/ must take both sessions
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.

Nursing Assistant .5 credit
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.

Paint the City .5 credits
Students will participate in a 2 week long mural painting project. Paint the City is focused on centering identity and belonging through public art.

Valley New School .5 credits
This course allows current VNS students who are behind in high school credits for graduation to develop and complete an individual research project in an area of their choice, thereby earning up to 0.5 AASD high school credit. Students will create personalized learning plans in order to identify needs and work toward project completion. Students and teacher will meet each morning for an "advisory" time to plan the day. Worktime will be used to complete the VNS project process: proposal, research, planning, production, and assessment. Project-based learning allows students to explore areas of academic interest in a non-traditional school setting.

eSchool Summer Interim Courses .5 credit per session
Various class offerings.See website at: https://eschool.aasd.k12.wi.us/summer-interim

Getting Ready for 9th Grade at East HS no credit
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.

Summer Fitness and Conditioning no credit
This class will provide you with the knowledge to live a healthy lifestyle through cardiovascular conditioning and strength training. It will teach proper techniques with emphasis on improved cardiovascular conditioning, body toning and a better understanding of physical fitness and wellness. This class is for the beginner, intermediate or advanced male or female student.

ITEM OF INFORMATION

Topic: AASD Summer School Courses for 2025

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 2025. 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 2025 summer school program:

A. Initial online registration using Infinite Campus for elementary and middle school students begins April 14th, 2025. High school registration also begins on April 14th 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 9th-27th (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, Golf Camp, Hmong Culture classes, Music Lessons, Summer Fitness and Conditioning, and Tesla Engineering Camps.
C. Procedures are in place to follow Act 20 Guidelines to offer an intensive summer reading program for students that have not completed their personal reading plan.
D. Boys and Girls Club of the Fox Valley will have programs at Badger Elementary, Columbus Elementary, Edison Elementary, Foster Elementary, Highlands Elementary, Kaleidoscope Academy, and Madison Middle. 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.
E. Free breakfast and lunch will be available for any child 18 years and under at Badger, Columbus, Dunlap, Edison, Foster, Franklin, Highlands, Horizons, Huntley, Jefferson, Johnston, McKinley, Richmond, Kaleidoscope, Madison, Wilson, East and West. (This list is still tentative and may be subject to change)

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 $24.10/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 Person(s): Sheree Garvey, 920-852-5300, garveysheree@aasd.k12.wi.us Todd Kadolph, 920-852-5332, kadolphtodd@aasd.k12.wi.us Karrie Kadolph, 920-852-5332, kadolphkarrie@aasd.k12.wi.us

BOE: February 24, 2025

ADDITIONAL INFORMATION FOR ITEM FOR CONSIDERATION

Site Coordinators: The site coordinators for the 2025 Summer School are:

Elementary Coordinators

SCHOOL	COORDINATOR
ABS at Columbus	Robert McInnes
Badger	Joshua Crabb
Berry	Abby Danforth
Classical	Stacey Foley
Dunlap	Alissa Paul
Edison	Carly Verstegen
Ferber	Lisa Head
Foster	Aaron Shoemaker
Franklin	Anne Koehnke
Highlands	Dawn Price
Horizons	Pam West
Houdini	Stephanie Malaney
Huntley	Amber Cittadino
Jefferson	Cathy Porter
Johnston	Patricia Israel
McKinley	Kris Sherry
Richmond	Brianna Tetzlaff
EL Elem Coordinator	Haley Schwanebeck

Middle School Coordinators

Einstein	Danielle Hjerstedt
KA at Roosevelt	Annette Schwalenberg
Madison	Anthony Sonetti
Wilson	Pannayiota Guigley

High School Coordinators

East	Rachel Brick and Olivia Jenkinson
Central	Andy Protheroe

Summer School Assistant Coordinators

Shane Knudsen
Nicole Nelson

Camp Coordinators

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

BOE: February 24, 2025

ITEM OF INFORMATION

Topic: Kaleidoscope Academy Contract (KA) Renewal (Five Year)

Background Information:

Kaleidoscope Academy, a 6-8 middle school, engages students in academic, social, and emotional learning through inquiry based projects, personalized learning, and arts integrated practices.

Kaleidoscope Academy focuses on preparing our youth for their future of using hands-on, critical thinking, and problem solving skills. To do this, we focus on project based learning, which has the students actively engaged in learning and not passively sitting and receiving. Students will be pushed to think differently and work hard at developing using critical thinking skills and a strong work ethic.

Instructional Impact: AASD Charter schools provide another educational option for students and parents. Kaleidoscope Academy concentrates on using middle school best practices with block scheduling, interdisciplinary teaming, and expanded elective options for an inquiry project based learning experience.

Contact Person(s):

Alexandra Molitor, 920-852-5430 ext. 47020
molitoralexand@aasd.k12.wi.us
Ebony Grice, 920-852-5300 ext. 60113,
griceebony@aasd.k12.wi.us

BOE: February 24, 2025

CHARTER SCHOOL CONTRACT BETWEEN
THE APPLETON AREA SCHOOL DISTRICT AND KALEIDOSCOPE ACADEMY

THIS AGREEMENT is made by and between the Board of Education of the Appleton Area School District ("AASD"), 131 E. Washington St., Suite 1A, Appleton, WI 54911 and Kaleidoscope Academy Governance Board ("KA Board"), 318 E. Brewster St, Appleton, Wisconsin, 54911.

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

WHEREAS, the Board of Education wishes to grant to Kaleidoscope Academy 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:

Kaleidoscope Academy is referred to as KA.

2. **Establishment.** The entity seeking to establish the Charter School is the Kaleidoscope Academy (501 (C) 3).

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

4. **Educational Program. The following is a description of the Kaleidoscope Academy educational program of the school and methods used to enable pupils to attain the**

educational goals under Wis. Stat. § 118.01. Kaleidoscope Academy shall notify the AASD in a timely manner in the event of a change in instruction method.

a. Core Principles:

(1) Instruction at Kaleidoscope Academy for our 6-8 grade students will focus on project-based, arts integrated learning through integrated curriculum and project work of varying lengths.

(2) KA will create a safe and responsive learning environment that will support the social, emotional, and academic needs of its students.

(3) Teachers at KA are facilitators of learning. They will assist with creating the culture and conditions for a strong project-based learning environment, design and plan engaging projects, effectively manage student learning activities, scaffold student learning along the way, and give students timely feedback on their learning.

(4) KA teachers will maintain a strong focus on fine arts and technology within its school.

b. Curriculum:

(1) KA will follow the AASD curriculum for communication arts, math, science and social studies. KA can use district adopted curricular materials for reference purposes and reserves the right to either take part in future adoptions or take the cash equivalent to support the instructional practices in KA.

(2) Technology is used as an engagement tool. Students will use technology to produce digital products and projects to demonstrate mastery of learning objectives. KA may purchase web-based curriculum supports.

c. Structure:

(1) Core curriculum will be taught with two teacher teams at 6th and 7th grade. Eighth grade may continue with two teacher teams or specialize in content to mirror high school programming. Each team will be responsible for the learning outcomes in the four core content area, as well as social-emotional skills. The time utilized for this instruction shall be ⅔ of the student's instructional day.

(2) KA will offer an array of elective courses for the remaining third of the day. At sixth grade, students will have the opportunity to experience basic level elective classes for half of the school year. At seventh and eighth grade, students will be offered an array of elective courses that will enhance essential core curriculum learning outcomes and/or social-emotional skills. KA will preview its offerings annually and will add and delete elective courses to be responsive to the needs and desires of the students and families it services.

(3) KA requires a minimum of one course of physical activity. At seventh and eighth grade, more than one choice will be offered. Currently, KA offers multiple physical education options. Students may take multiple physical education courses.

(4) KA reserves the right to add additional required courses if approved by the KA Governance board.

d. Assessment:

(1) Teachers will assess students on a Standards Based scale and learning progress will be reported out through a Standards Based report card format at the end of each semester.

e. Acceleration:

(1) Students may be accelerated when appropriate and may access traditional courses at an AASD high school and/or eSchool, whichever is deemed appropriate by KA, at no cost to KA.

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

a. Student Goal 1--Increase student achievement in state and/or district standardized assessments.

(1) Objective: Increase individual student growth in the areas of reading and math each academic school year.

Assessment: iReady or Forward Testing

b. Student Goal 2--Social-Emotional Well-Being

(1) Objective: Increase individual student's sense of belonging and school connectedness each academic school year.

Assessment: Panorama or any other social emotional based assessment/survey as provided by the school or district

c. Student Goal 3—Family Satisfaction

(1) Objective: KA provides an atmosphere of family involvement that promotes family connectedness to the school's mission and student academic success.

Assessment: Increase in percentage rating from school or district produced family engagement survey to be administered every spring.

d. Other—Any other assessments as approved by the KA Governance Board.

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

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

g. Kaleidoscope Academy 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 "Kaleidoscope Academy Governance Board"). The Kaleidoscope Academy 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 Kaleidoscope Academy;

3) to establish and oversee curriculum;

4) to establish and oversee school guidelines and policies not to exceed its authority granted herein;

5) to oversee and approve the school budget not to exceed its authority granted herein;

6) to coordinate public relations strategies;

7) to make recommendations related to employment decisions within the current supervision and evaluation process for AASD employees;

8) to ensure compliance with this Agreement not to exceed its authority granted herein;

9) to appoint the requisite number of members to its committees, in accordance with Kaleidoscope Academy 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 Kaleidoscope Academy may deem necessary or appropriate with regard to the operations or affairs of Kaleidoscope Academy, but not to exceed the authority granted by the AASD under the terms of this Agreement and state and federal law.

c. Principal. A principal will be assigned to Kaleidoscope Academy by AASD. AASD will appoint the principal in collaboration with the Kaleidoscope Academy Governance Board. The Kaleidoscope Academy principal will demonstrate an interest and a commitment to the students as well as the mission and vision of the school. The Kaleidoscope Academy principal will be appropriately licensed, pursuant to state law.

d. Governance Board Constitution. Other than issues specifically addressed in this Agreement regarding the Kaleidoscope Academy Governance Board, the size, method of appointment and constitution of the Kaleidoscope Academy Governance Board will be as stipulated in the Kaleidoscope Academy Governance Board's by-laws. Total membership of the Kaleidoscope Academy Governance Board shall be comprised of fewer than 50% AASD employees. AASD administrators and AASD Board of Education members will not serve on the Kaleidoscope Academy Governance Board.

e. Officers. Election of officers is detailed in the by-laws of the Kaleidoscope Academy Governance Board.

f. Meetings. Meetings will be held regularly as outlined in the bylaws following open meeting requirements. A quorum, consisting of a majority of the Voting Members of the Kaleidoscope Academy Governance Board must be present. Of the members present, fewer than 50% can be AASD employees before business can be transacted. A majority vote of the Voting Members then serving is sufficient for any action, including election of Board Officers. Meetings are open to all staff, parents, students, and community members and participation on standing committees is encouraged.

g. Annual Report. AASD will create an Annual Report for DPI requirements as the authorizer. The Annual Report may include:

(1) state testing results

(2) longitudinal assessment results (i.e., MAP, iReady, etc.)

(3) enrollment data

(4) attendance data

(5) financial report

(6) student academic progress

(7) Governance Board will review annually to determine if any other data should be included.

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 Kaleidoscope Academy Governance Board will organize and instruct parents to take an active role in the school and create a supportive parent network through the following activities:

Parents/Guardians will be involved in the school by having representation on the KA Governance Board. Parents/guardians will also serve on KA Governance Board committees such as Resource, Enrollment/Recruitment, etc.

a. Kaleidoscope Academy will provide numerous opportunities for meaningful parent/community involvement. This will include but not be limited to, Family Engagement events, attending Student Led Conferences, Presentations of Learning, fine arts events, athletic events, and other school-sponsored events.

b. Kaleidoscope Academy will offer co-curricular programming comparable to other middle schools and funded by AASD. However, KA reserves the right to repurpose resources to expand the variety of co-curricular offerings to include more noncompetitive athletics.

c. Parents will receive semester progress reports on learning. Parents can monitor student progress through the Student Management and Learning Management systems. KA will conduct student led parent-teacher conferences at least once per year. Additionally, staff will communicate via electronic mail, print correspondence, and telephone contacts to communicate student progress when the parents or teachers feel it is appropriate. Formal progress reports will be completed at least twice per year. KA will also have presentations/displays of learning each semester.

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

(1) Contact the classroom teacher for a specific concern, unless it is a school-wide concern, contact the administration. This is in alignment with the district complaint procedure.

(2) If resolution has not been reached for the classroom concern the Kaleidoscope Academy administration will be contacted.

(3) If resolution is still not reached and based on the issue, the principal will contact the Kaleidoscope Academy Governing Board or AASD Assistant Superintendent.

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

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

9. **Faculty Qualifications.**

a. Describe qualifications: Individuals who have a desire to teach at Kaleidoscope Academy will be teachers who are appropriately licensed pursuant to state law. The positions will be posted to indicate that candidates should demonstrate an interest and a commitment to the students, as well as the mission and vision of the school. They should also have knowledge or a desire to acquire knowledge in Project-Based/Arts Integrated Learning Education and a willingness to embed social-emotional learning into daily lessons. They should have advanced educational technology skills, be able to integrate multiple subjects, including, but not limited to, fine arts and technology into learning activities (projects).

b. Teachers who work at Kaleidoscope Academy will be employees of the AASD and will be entitled to all rights and privileges afforded other teachers in the District.

c. Salary and benefits will be structured according to the Pay and Benefits Plan for Professional Employees as established by the AASD Board of Education.

d. Open positions for Kaleidoscope Academy will be posted and filled through the staffing process as outlined in the AASD Employee Handbook.

e. Kaleidoscope Academy and Principal have discretion on which AASD meetings/training teachers will attend, with the exception of mandatory meetings/training 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 Kaleidoscope Academy may be located. In addition, the health and safety policies applicable to all other non-charter schools in the AASD shall apply equally to Kaleidoscope Academy.

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

a. Kaleidoscope Academy 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. Kaleidoscope Academy official non-discrimination policy will be applied in all operations. Access to Kaleidoscope Academy 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. Kaleidoscope Academy 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. Kaleidoscope Academy 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 Kaleidoscope Academy is voluntary and no tuition is charged. Students who do not wish to attend or are not admitted to Kaleidoscope Academy may attend their neighborhood schools or seek enrollment in another AASD school per AASD Board policy.

b. Parents/Guardians will enroll their children by written or electronic registration form. A parent/guardian is encouraged to attend one informational meeting/tour or visit Kaleidoscope Academy in order to assure understanding of the vision and mission of the charter school.

c. If the number of applicants exceeds available positions, a lottery will be employed. The names of students on the waiting list will be recorded in the order in which they were drawn. The waiting list does not roll over from year to year.

d. Kaleidoscope Academy will give enrollment preference to current students at Kaleidoscope Academy. This group will be exempt from the lottery. Siblings of current students will be given preference in the lottery.

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

f. Students may enroll and attend Kaleidoscope Academy at any point during the school year as space permits in accordance with Kaleidoscope Academy 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.

a. 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: Kaleidoscope Academy understands that AASD support will not be greater or less than the same support given to other AASD schools. As an

instrumentality, the AASD will be responsible for salaries and benefits of staff, as well as the lease and associated expenses of Kaleidoscope Academy space. In addition, Kaleidoscope Academy receives funding based on the per-pupil formula applied to all schools in the AASD. The Kaleidoscope Academy 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 Kaleidoscope Academy with Federal or State grants will be the sole property of the Kaleidoscope Academy. Tangible materials/equipment purchased by Kaleidoscope Academy 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. Kaleidoscope Academy shall return any unspent federal or state grant funds to the department. Kaleidoscope Academy 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 Equivalents (FTE's) will be allocated to Kaleidoscope Academy in the same manner as it does for all AASD schools. As the school's enrollment grows, the necessary FTE's will increase, based on what are current AASD class ratios. Specialists will be allocated by AASD formula as well.

d. Administration: Administrative services will be provided in the same manner as other AASD schools, including but not limited to: accounting, bookkeeping, risk management, auditing, cash management, payroll, benefits, administrations, labor relations, enrollment pupil services, record keeping, and general testing of students.

e. Curriculum: KA will follow district curriculum, but reserves the right to develop its own curriculum based off of the AASD curriculum and/or state standards. A quality curriculum at Kaleidoscope Academy will be sustained through AASD textbook replacement/adoption funds. Other expenses 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 Kaleidoscope Academy will fall under the umbrella of the AASD's liability insurance.

g. Co-curricular Activities: All Kaleidoscope Academy students may participate in co-curricular activities at Kaleidoscope Academy. The staffing cost of these activities

will be offset by current District allocations and other funding sources. KA will offer co-curricular programming comparable to the other middle schools and funded by AASD, and reserves the right to create new co-curricular options for students using these funds.

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 Kaleidoscope Academy 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 Kaleidoscope Academy to attend project based learning, arts integration, and social-emotional learning workshops and other professional development conferences that are aligned to the mission and goals of Kaleidoscope Academy.

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

1) Student contact within the classroom that will immediately address the inappropriate behavior and plan for correction. Site will utilize current evidence based best practices and strategies for restorative behavior and classroom management for problem solving. Staff will use the site process to communicate concerns to families.

2) Student meeting after school or during lunch to address the behavior and discuss appropriate alternative behaviors.

3) Meet with the student and guardian(s)s to discuss continuing behavioral problems and potential solutions.

b. The Kaleidoscope Academy Governance Board reserves the right to create and/or approve a Kaleidoscope Academy 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 Kaleidoscope Academy principal and all AASD expulsion policies and procedures will be followed.

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

16. **Tuition**. Kaleidoscope Academy shall not charge any tuition. Kaleidoscope Academy 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 Kaleidoscope Academy. The scope of the annual audit will be determined by the AASD and conducted at the expense of the AASD. Kaleidoscope Academy 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 Kaleidoscope Academy 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. Kaleidoscope Academy is currently located at 318 E. Brewster St, Appleton, Wisconsin, 54911. The AASD will ensure that the building(s) in which the Charter School program is located meet(s) all building codes and other building requirements for a public school facility.

    b. Liability Insurance. The AASD shall insure all ordinary and reasonably foreseeable risks related to operation of Kaleidoscope Academy 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, Kaleidoscope Academy 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 Kaleidoscope Academy of any provision of this Agreement;

b) Failure by Kaleidoscope Academy Governance Board to comply with all applicable law, relating to this Agreement or operation of Kaleidoscope Academy, 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 Kaleidoscope Academy Governance Board, or its employees or agents in connection with the performance of the obligations of Kaleidoscope Academy Governance Board under this Agreement. The obligation of Kaleidoscope Academy 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 Kaleidoscope Academy 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 Kaleidoscope Academy 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 Kaleidoscope Academy 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 Kaleidoscope Academy 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**. Kaleidoscope Academy 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 Kaleidoscope Academy for purposes of all state and federal laws, codes, rules and regulations pertaining to LEA duties, rights and responsibilities, including, but not limited to, the Americans with Disabilities Act (ADA), 42 U.S.C. §1210, Section 504 of the Rehabilitation Act of 1973, (Sec. 504), 29 U.S.C. §794, the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §1400 *et seq.*, No Child Left Behind Act, 20 U.S.C. § 6301 *et seq,* and the Asbestos Hazard Emergency Response Act (AHERA), 15 U.S.C. §2641 *et seq.*, Title II, 28 CFR Part 35

(implementing regulations of the Americans with Disabilities Act) and Wis. Stat. Chapter 115, subchapter V.

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

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

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

p. The District will invite the Kaleidoscope Academy special education staff to any District-wide special education professional development opportunities.

q. The District has the right to inspect the charter school facilities and records with reasonable notice.

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

a. Term. Consistent with the provisions of §118.40(3)(b), Wis. Stats., the term of this Contract ("Term") shall be for five (5) years commencing on the first day of the 2025-26 school year, and shall expire at midnight, on June 30, 2031, 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 Kaleidoscope Academy 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 Kaleidoscope Academy deem appropriate.

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

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

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

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

(4) If students enrolled in Kaleidoscope Academy 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 Kaleidoscope Academy 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 Kaleidoscope Academy will take to attain such educational goals within a reasonable timeframe. If the AASD Board accepts the written plan, or a modified plan, Kaleidoscope Academy shall be allowed a reasonable time in which to correct the progress deficiencies.

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

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

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

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

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

(1) Kaleidoscope Academy 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 Kaleidoscope Academy 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.

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

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

23. **Autonomy.**

a. Kaleidoscope Academy will be exempt from all state educational laws and policies to which it is entitled to exemption in the Wisconsin State Charter School law (Wisconsin Statute §118.40).

b. Particularly, Kaleidoscope Academy and the Kaleidoscope Academy 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 – 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 state requirements.

6) Longitudinal Assessment

7) Other District Wide Assessments

8) Course Offerings

9) Grade Promotion— Governance Board to establish criteria

10) Co-curricula Offerings

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 Melanie Cable:
Board President
Kaleidoscope Academy
318 E. Brewster St.
Appleton, WI

With a copy to:
Alexandra Molitor, Principal
Kaleidoscope Academy

318 E. Brewster St.
Appleton, WI

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

27. **Miscellaneous.**

a. Governing Law. This Contract shall be governed by, and construed and interpreted under the laws of the State of Wisconsin.

b. Application of Statutes. If, after the effective date of this Contract, there is a change in applicable law which alters or amends the responsibilities or obligations of any of the parties to this Contract, this Contract shall be altered or amended by the parties to conform to the change in existing law as of the effective date of such change.

c. Enrollment. Total full-time equivalent pupil enrollment at the School shall not be increased by a net change of more than forty (40) students per academic year based on the prior academic year's highest total without Kaleidoscope Academy's consent. Within the five (5) year period following the effective date of this Contract, Kaleidoscope Academy shall seek to achieve full capacity of 232 full-time equivalent students per grade level.

d. Entire Agreement. This Contract sets forth the entire Agreement between the parties with respect to the subject matter of this Contract. All prior applications, agreements or contracts, representations, statements, negotiations, understandings and undertakings are superseded by this Contract.

e. Severability. If any provision of this Contract is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the provisions of this Contract. If any provision of this Contract shall be or be determined to be in violation of any federal, state or local law, such provision shall be considered null and void, and all other provisions shall remain in full force and effect.

f. Modifications. No modification to this Contract shall be effective unless the same is in writing and signed by authorized representatives of both parties. During any year of

this Contract, either party may request to amend a provision of this Agreement. A request for amendment will be presented in writing before March 30 of each year and identify the terms of the proposed amendment. Thereafter, the parties will promptly meet and confer in good faith with respect to the proposed amendment. Neither party shall be obligated to accept any request for amendment. Any amendment which is agreed upon will be effective July 1 or on such other date as the parties may agree.

g. Assignment. This Contract is not assignable.

h. Counterparts: Signature by Facsimile. This Contract may be signed in counterparts, which shall together constitute the signed original Contract. A signature delivered by facsimile or electronic mail shall be considered an original for purpose of this Contract.

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

APPLETON AREA SCHOOL DISTRICT:
By: _____
Kay S. Eggert
President, Board of Education
Date: _____

ATTEST:
_____
James Bacon
Board of Education Clerk
Date: _____

Kaleidoscope Academy

By: Melanie Cable

Governance Board President

Date: _____

ATTEST:

Libby Butler

Governance Board Secretary

Date: _____

Summary of Proposed Changes for

Kaleidoscope Academy

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

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

Item #	Section and Page(s) of contract	Proposed Contract Revisions	Rationale *(Be specific, you must identify the Law, Policy, Bargaining agreement, or current practice the justifies the need for the revision)*	Lead Person Requesting Change	Notes

Kaleidoscope Academy Charter Renewal

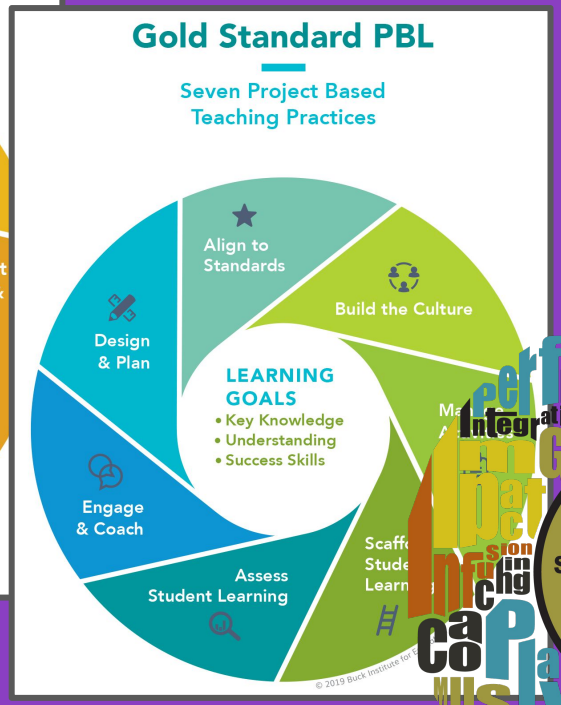
*Kaleidoscope Academy promotes student academic, social, and emotional growth through **projects** and **personalized learning**, with an emphasis on **fine arts**.*

STAR
WISCONSIN
1848
Anything is possible

Charter Contract

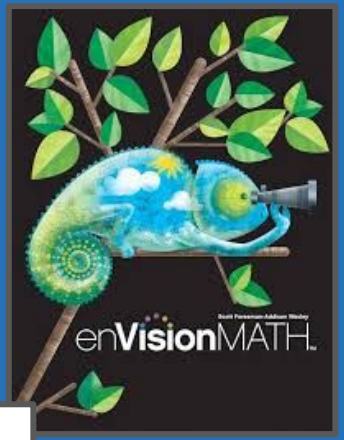
1. Core principles
2. Curriculum
3. Structure/Schedule
4. Assessment
5. Acceleration

Gold Standard PBL
Seven Essential Project Design Elements
Sustained Inquiry
Authenticity
Student Voice & Choice
Reflection
Critique & Revision
Public Product
Challenging Problem or Question
LEARNING GOALS
• Key Knowledge
• Understanding
• Success Skills
© 2019 Buck Institute for Education


Gold Standard PBL
Seven Project Based Teaching Practices
Align to Standards
Build the Culture
Design & Plan
Engage & Coach
Assess Student Learning
LEARNING GOALS
• Key Knowledge
• Understanding
• Success Skills

ARTS
Student Organization
CORE

APPLETON AREA SCHOOL DISTRICT



STEM scopes

Encore Choices

	Grade 6	Grade 7	Grade 8
Phy Ed	- Phy Ed*	*Choose 1** -Phy Ed -Personal Fitness	*Choose 1** -Phy Ed -Personal Fitness -Outdoor Pursuits
Dance	-Feel the Beat**	-Dance (counts as PE credit)	-Dance (counts as PE credit)
Music	-Band -Choir -Orchestra -Creative Music**	-Band -Choir -Orchestra -Creative Music	-Band -Choir -Orchestra -Creative Music
Art	-Art 6**	-Art 7 -2D Art -Graphic Art/Design	-Art 8 -3D Art -Graphic Art/Design
Theater	-Theater**	-Elements of Theater	Beginning Acting
Technology	-Innovation Lab**	-Innovators and Makers -iLab 7	-iLab 8 -Apps and Robotics
Family/Consumer Science	-Healthy Lifestyles*	-Interior Design (Design 4 Life) -Culinary Around the World	Teen Choices* Intro to Business
World Language	-Intro to World Language**	-French** -Spanish**	-French** -Spanish**

8538-1 ART 3-D | MALM, MELANIE A

	S1
Developing Craft	4
Communicating & Responding	4
Connecting Creatively	4
Social & Cross Cultural	4
Productivity & Accountability	4
Initiative & Self-Direction	4

ACCELERATED
LEARNING

MM

Charter Goals

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

A. Student Goal 1 - Increase student achievement as measured by District Wide Assessment (currently MAP).

(1) Objective: KA will exceed the District's average targeted growth rate in math and reading at each grade level.
Assessment: MAP

Current measure - iReady

Achievement Scores

	2019-20	2020-21	2021-22	2022-23	2023-24
Math **KA** Average	Data not collected		44%	51%	55%
Math District Average	Data not collected		54%	56%	56%
Reading **KA** Average	Data not collected		49%	55%	53%
Reading District Average	Data not collected		53%	49%	47%

Charter Goals

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

B. Student Goal 2 - Emerging Skills Assessment

(1) Objective: KA may participate in any emerging skill assessment provided to them and will score above the District average.

(2) Objective: KA will maintain emerging skills on it standards-based report card. Students will be assessed on their growth in these essential career and life-related skills.

Panorama Results

	Fall 2019	Winter 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024
Participants	569	420	464	517	500	499	463	462	442	433	407
Initiative and Self Direction	NA	NA	48	46	53	60	54	49	50	49	54
Social and Cross Cultural Skills	NA	NA	58	65	60	63	73	59	57	57	54
Productivity and Accountability	59	69	64	71	67	70	61	67	59	66	58
Overall mean			**57**	**61**	**60**	**64**	**63**	**58**	**55**	**57**	**55**

Charter Goals

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

A. Student Goal 3 - Satisfaction

(1) Objective: KA provides a learning atmosphere that promotes learning and meets the learning needs of our families through our model of middle level education. An annual spring survey will demonstrate at least 85% of students and parents will be satisfied or highly satisfied with the learning experience provided by KA.

Assessment: School-produced satisfaction survey to be administered every spring.

Family Engagement Survey

	Spring 2019	Spring 2021	Spring 2022	Spring 2023	Spring 2024
Participation	110	84	54	68	65
My child's learning is a high priority at this school	3.95	4.19	3.89	4.07	4.02
My child has every opportunity to be successful at this school	4.05	4.04	3.78	3.91	3.88
My child's school maintains a learning environment that is safe, respectful, and conducive to learning	3.93	4.18	3.65	3.54	3.52
I would recommend this school to other parents	3.89	4.12	3.78	3.90	3.83
Overall mean	**3.88**	**4.09**	**3.75**	**3.88**	**3.84**

State Report Card

Post Crescent: “XX school fell from five stars to four, while XX school fell from two stars to one. This year, however, **Kaleidoscope Academy** rose in the rankings, from two stars to three.¨ (November, 2024)

KA - 59

Einstein - 63

Wilson - 47

Madison - 44

Accountability Rating Category	*Accountability Score Range*	
	Minimum	*Maximum*
Significantly Exceeds Expectations – ★★★★★	83	100
Exceeds Expectations – ★★★★☆	70	82.9
Meets Expectations – ★★★☆☆	58	69.9
Meets Few Expectations – ★★☆☆☆	48	57.9
Fails to Meet Expectations – ★☆☆☆☆	0	47.9

Historical Report Card Scores

2023-24 - 55.5
2022-23 - 53.7
2021-22 - 56.5
2020-21 - 62.9
2019-20 - 62.1
2018 - 19 - 52.5

OVERVIEW

School Details

Grades : 7-8

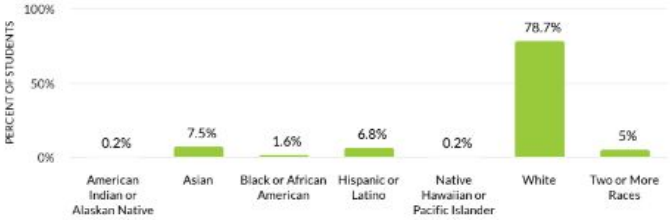
Enrollment : 559

Percent open enrollment : 5.7%

The Appleton Area School District serves over 15,000 students in fifteen elementary schools, four middle schools, three high schools, fourteen Charter schools, and one magnet school. Working together, students, families, staff, and community will ensure that each graduate is academically, socially, and emotionally prepared for success in life. Every Student, Every Day.

The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups



OVERVIEW

School Details

Grades : 6-8

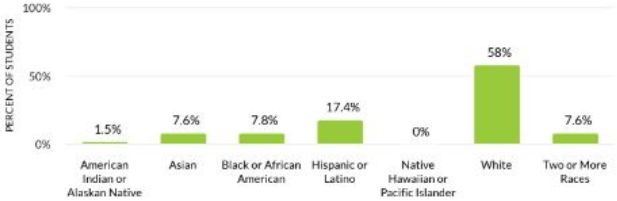
Enrollment : 460

Percent open enrollment : 6.3%

The Appleton Area School District serves over 15,000 students in fifteen elementary schools, four middle schools, three high schools, fourteen Charter schools, and one magnet school. Working together, students, families, staff, and community will ensure that each graduate is academically, socially, and emotionally prepared for success in life. Every Student, Every Day.

The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups



OVERVIEW

School Details

Grades : 7-8

Enrollment : 575

Percent open enrollment : 9.9%

The Appleton Area School District serves over 15,000 students in fifteen elementary schools, four middle schools, three high schools, fourteen Charter schools, and one magnet school. Working together, students, families, staff, and community will ensure that each graduate is academically, socially, and emotionally prepared for success in life. Every Student, Every Day.

The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups

OVERVIEW

School Details

Grades : 7-8

Enrollment : 381

Percent open enrollment : 5.2%

The Appleton Area School District serves over 15,000 students in fifteen elementary schools, four middle schools, three high schools, fourteen Charter schools, and one magnet school. Working together, students, families, staff, and community will ensure that each graduate is academically, socially, and emotionally prepared for success in life. Every Student, Every Day.

The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups

Forward Testing

Proficient and Advanced as compared to district averages

	District Proficient/Advanced - ELA (Middle Level)	KA Proficient/Advanced - ELA
White	59.7%	66%
Amer Indian	16.7%	33.3%
Black	17.4%	26.3%
Two or More Races	36.7%	52.6%
Non-EL	54.9%	60.9%
Economically Disadvantaged	35.1%	40.3%
Non-Econ. Disadvantaged	64.6%	66.0%
Students w/o Disabilities	57.4%	59%
Student with Disabilities	13.8%	23%

Enrollment Data & Recruitment Efforts

2020-2021	574
2021-2022	571
2022-2023	521
2023-2024	503
2024-2025	484

KALEIDOSCOPE
ACADEMY

ITEM OF INFORMATION

Topic: Appleton Public Montessori (APM) Contract Renewal (Five Year)

Background Information: Appleton Public Montessori is committed to the development of the whole child by implementing curriculum and methodology based on the Montessori philosophy of education and human development. We seek to maximize the potential of every child in a structured, hands-on, and beautifully crafted environment that encourages critical thinking, communication, collaboration, and creativity. In a classroom filled with peace and joy, students become intrinsically motivated to love learning now and for a lifetime.

The Montessori method is a child centered approach utilizing multi-aged classrooms. Each of our rooms offer a prepared environment with specific, hands on, sequential materials. Each child contributes to their learning or work plan by selecting work and concentrating on it for up to three hours during work time. Our students programming also includes performing and visual arts, physical and environmental education. We have many goals for the children at APM, but most of all we hope they "learn to love to learn".

Instructional Impact: AASD Charter schools provide another educational option for students and parents. Montessori's instruction model enables each student — through individualized instruction based on observation and understanding of learning styles and abilities — to become an independent, responsible, and self-motivated learner.

Contact Person(s): Cassie Guilbeault, 920-852-5515 ext. 36020, guilbeaultcass@aasd.k12.wi.us
Ebony Grice, 920-852-5300 ext. 60113, griceebony@aasd.k12.wi.us

BOE: February 24, 2025

CHARTER SCHOOL CONTRACT BETWEEN
THE APPLETON AREA SCHOOL DISTRICT AND APPLETON PUBLIC MONTESSORI ASSOCIATION

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 Public Montessori Governance Board ("APMA"), 1545 E Broadway Dr, Appleton, Wisconsin, 54913

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

NOW, THEREFORE, the parties agree as follows:

1. **Definitions.**

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

a. "APMA" - Appleton Public Montessori Association, Inc. a Wisconsin non-stock corporation that is the governing board.

b. "APM" - Appleton Public Montessori

c. "AMS" - American Montessori Society

d. "AMI" - Association Montessori International

2. **Establishment.** The entity seeking to establish the Charter School is the APMA 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 APM 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 APM 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 APM with a list of all information required and APM 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.** APM will continue to be an instrumentality of the AASD.

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

   a. APM will enroll students in 4K through 6th grade. These students are enrolled in multi-age classrooms.

   b. APM will provide an authentic Montessori school, including well-established Montessori curriculum and sequential materials. Curriculum adoption and chosen curriculum resources unique to APM are the sole responsibility of the Appleton Public Montessori Governing Board.

   c. Montessori materials provide concrete examples of concepts that students are later able to easily comprehend in the abstract. The Montessori mathematical bead and cube materials provide the best examples. The Wisconsin Academic Standards have been correlated to Montessori curriculum and materials. As new standards are established, they will be reviewed and taught in accordance with Montesssori philosophy.

   d. Academic work at Appleton Public Montessori most often is initiated by each individual student, with more directed instruction in reading and mathematics, or when materials or concepts are introduced. Time per subject will be allocated as a 2 ½ to 3 hour uninterrupted block of work time available each day, due to the subject matter being highly integrated. Each child will have their own work plan, which will be carried out under the guidance of the teacher to ensure that all Standards are addressed.

   e. The multi-age structure of the classroom allows students to learn from each other, and in turn, to teach. The age/grade level assumes less importance and each child is allowed to progress as they are capable, at a pace that is comfortable for them to master a given concept. If a child should need additional help or acceleration in an area, it is less noticeable due to the differentiation inherent in the Montessori approach.

   f. Since independent and group research is a strong component of the Montessori approach, the community is an extension of the classroom, and children are active in seeking information from resources outside the school that enhance their knowledge in a given area of study. Community members are invited into the school to share their languages and cultures with the students.

   g. Parents play a significant role in a Montessori school community, and significant efforts are made to ensure that all parents understand and support their children's learning experience as much as they are able. Appleton Public Montessori recognizes that every parent and every child has special talents.

   h. Appleton Public Montessori integrates the visual arts, music and physical education into the classroom. Students have opportunities for computer-based learning to

supplement class work, assist in research, and prepare the students for life outside of the school. Montessori is an approach that emphasizes the natural world, and outdoor natural areas and gardens have been and continue to be planned and created with significant student input.

i. An important component of the Montessori approach is called "Grace and Courtesy Lessons", commonly known as "Character Education". Grace and Courtesy Lessons are opportunities for modeling behavior, and can be as simple as learning to get oneself a facial tissue to more complex lessons such as giving introductions, or participating in civil classroom discussion. Given that the teacher and many of the students remain the same from year to year, the lessons allow for deeper, more respectful relationships to develop.

j. Means of Measuring: Appleton Public Montessori participates in required state mandated testing and in AASD assessments as appropriate within the Montessori philosophy.

k. On a day-to-day basis, each student keeps a work record or plan, which is reviewed by the Montessori classroom teacher and sent home on a regular basis for parent/guardian review. Periodically, teachers will assess student progress via benchmarks. Parents are kept abreast of their child's progress through Progress Reports and conferences.

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

a. Student Goal 1: 80% of students shall score at or above the district in the areas of reading and math.

1) Objective: Maintain student achievement in state and/or district standardized assessments.
Assessment: State and/or District standardized assessments or local measures as approved by the APMA board and administrator.

b. Student Goal 2: 70% of students will respond favorably on the Panorama Survey in the area of *Sense of Belonging.*

1) Objective: Continue to focus on student sense of belonging and school connectedness each academic school year.
Assessment: Panorama or any other social emotional based assessment/survey as provided by the school or district.

c. Student Goal 3: APM will receive a 4 or higher on the Family Engagement Survey question: *I would recommend this school to other parents.*

1) Objective: Continue to focus on student sense of belonging and school connectedness each academic school year.
Assessment: Panorama or any other social emotional based assessment/survey as provided by the school or district.

d. APM shall report progress on IEPs in accordance with the IDEA and AASD administrative practices.

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

f. APM 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 "APMA Governance Board"). The APMA 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 APM as set forth in Appendix A;

3) to establish and oversee curriculum;

4) to establish and oversee school guidelines and policies not to exceed its authority granted herein;

5) to oversee and approve the school budget not to exceed its authority granted herein;

6) to coordinate public relations strategies;

7) to make recommendations related to employment decisions within the current supervision and evaluation process for AASD employees;

8) to ensure compliance with this Agreement not to exceed its authority granted herein;

9) to appoint the requisite number of members to its committees, in accordance with APMA bylaws; (See appendix B for current 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 APMA may deem necessary or appropriate with regard to the operations or affairs of APMA, but not to exceed the authority granted by the AASD under the terms of this Agreement and state and federal law.

b. Principal. A principal will be assigned to APM by AASD. AASD will appoint the principal in collaboration with the APMA Governance Board. The APM principal will demonstrate an interest and a commitment to the students as well as the mission and vision of the school. The APM principal will be appropriately licensed, pursuant to state law and have an understanding for and appreciation of the Montessori Method of education. Montessori certification is preferred but in the absence of Montessori certification, AASD will provide funding for training and certification once the Principal is selected.

c. Governance Board Constitution. Other than issues specifically addressed in this Agreement regarding the APMA Governance Board, the size, method of appointment and constitution of the APMA Governance Board will be as stipulated in the APMA Governance Board's by-laws. Total membership of the APMA Governance Board shall be comprised of fewer than 50% AASD employees. AASD administrators and AASD Board of Education members will not serve on the APMA Governance Board.

d. Officers. Election of officers is detailed in the by-laws of the APMA Governance Board.

f. Meetings. Meetings will be held at minimum nine times per year (as outlined in the bylaws). A quorum, consisting of a majority of the Voting Members of the APM Governance Board must be present. Of the members present, fewer than 50% can be AASD employees before business can be transacted. A majority vote of the Voting Members then serving is sufficient for any action, including election of Board Officers.

Meetings are open to all staff, parents, students, and community members and participation on standing committees is encouraged.

g. Annual Report. AASD will create an Annual Report for DPI requirements as the authorizer. The Annual Report may include:

(1) state testing results

(2) longitudinal assessment results (i.e., MAP, iReady, etc.)

(3) enrollment data

(4) attendance data

(5) financial report

(6) student academic progress

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

8. **Parental and Community Involvement.** The APMA Governance Board will organize and instruct parents to take an active role in the school and create a supportive parent network through the following activities:

Parents/guardians will be involved in the APM community by having representation on the APMA Governance Board. Parents/guardians will also serve on APMA Governance Board committees such as Community Committee, Diversity Equity and Inclusion Committee, Resources Committee, Facilities Committee and Extracurricular and Enrichment Committee. Parents will be an integral part of instructional delivery as they will be encouraged to share their expertise and interests related to the studies at APM.

a. APMA will provide numerous opportunities for meaningful parent/community involvement. The community service recommendation, the use of community members as primary sources in research, the opportunity to develop mentor relationships, and student end-of-year/capstone projects all serve to encourage students and parents to become concerned and contributing members of their communities on local, state, national and international levels.

b. Appleton Public Montessori conducts Parent Education events and provides materials to parents to help them understand the Montessori Method, what their children do in a school day and what they can expect from the Method, the teacher and the school in terms of homework and academic progress. APM fosters family connection, parent education and community relationships through whole school community events that are both educational and social. Parents and guardians are encouraged to use their talents and share backgrounds through Family Lunches, Reading to Children, Volunteering on Field Trips, and participating with the Governing Board.

c. APMA will enrich the opportunities for students and staff in a variety of ways. Speakers and programs brought in by APMA will be made available to other AASD

schools when appropriate. Finally, positive learning relationships will develop as APM students share their knowledge with students of the AASD community when public events and programs are held.

d. Parents will receive quarterly reports on student progress at APM. Parent-teacher conferences will be held at the close of the first and third quarters. Additional parent teacher conferences, electronic mail, print correspondence, and telephone contacts will be used on an individual basis to communicate student progress when the parents, or teachers, feel it is appropriate.

e. Students from the 4th through 6th grades will utilize available technology under the supervision and website administration of APM teachers.

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

(1) Contact the classroom teacher.

(2) If resolution is still not reached, the principal will be contacted.

(3) If resolution is still not reached and based on the issue, the charter school principal will contact the APMA Governing Board or AASD Assistant Superintendent.

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

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

9. **Faculty Qualifications.**

a. Describe qualifications: Individuals who have a desire to teach at APM will be teachers who are appropriately licensed pursuant to state law. The positions will be posted to indicate that candidates should demonstrate an interest and a commitment to the students as well as the mission and vision of the school.

1) Teachers are required to hold Montessori certification for the grade level(s) of the open position, or be willing to work towards completion of Montessori coursework and certification by a designated timeline outlined by the APM building administrator. They must demonstrate knowledge of the Montessori philosophy, curriculum and materials.
2) Para-professionals are expected to complete Montessori training appropriate to their assigned duties.
3) Specialist Instructors, such as Music, Physical Education and Art are expected to complete Montessori training as determined by the Governance Board, to provide them with an overview of Montessori philosophy and basic methodology and to demonstrate a basic understanding.

b. Teachers who work at APM will be employees of the AASD and will be entitled to all rights and privileges afforded other teachers in the District.

c. Salary and benefits will be structured according to the Pay and Benefits Plan for Professional Employees as established by the AASD Board of Education.

d. Open positions for APM will be posted and filled through the staffing process as outlined in the AASD Employee Handbook.

e. APMA 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 APM may be located. In addition, the health and safety policies applicable to all other non-charter schools in the AASD shall apply equally to APM.

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

a. APM 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. APM's official non-discrimination policy will be applied in all operations. Access to APM 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. APM 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. APM 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 APM is voluntary and no tuition is charged. Students who do not wish to attend or are not admitted to APM may attend their neighborhood schools or seek enrollment in another AASD school per AASD Board policy.

b. Parents/Guardians will enroll their children by written or electronic registration form. A parent/guardian is encouraged to attend one informational meeting or visit APM in order to assure understanding of the nature and work of the school.

c. If the number of applicants exceeds available positions, a lottery will be employed. The names of students on the waiting list will be recorded in the order in which they were drawn. The waiting list does not roll over from year to year.

d. APM will give enrollment preference to current students at APM. This group will be exempt from the lottery. Siblings of current students will be given preference in the lottery.

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

f. Students may enroll and attend APM at any point during the school year as space permits in accordance with APMA 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: APMA understands that AASD support will not be greater or less than the same support given to other AASD schools. As an instrumentality, the AASD will be responsible for salaries and benefits of staff, as well as the lease and associated expenses of APM space. In addition, APM receives funding based on the per-pupil formula applied to all schools in the AASD. The APMA 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 APMA with Federal or State grants will be the sole property of the APMA. Tangible materials/equipment purchased by APMA with non-federal or non-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. APMA shall return any unspent federal or state grant funds to the department. APMA 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 Equivalents (FTE's) will be allocated to APM in the same manner as it does for all AASD schools. As the school's enrollment grows, the necessary FTE's will increase, based on what are current AASD class ratios. Specialists will be allocated by AASD formula as well.

d. Administration: Administrative services will be provided in the same manner as other AASD schools, including but not limited to: accounting, bookkeeping, risk management, auditing, cash management, payroll, benefits, administrations, labor relations, enrollment pupil services, record keeping, and general testing of students.

e. Curriculum: Curriculum will be developed with input and/or assistance of AMS or AMI trained staff and the guidance of AMS. A quality curriculum at APM will be sustained through AASD textbook replacement/adoption funds. Other expenses 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 APM will fall under the umbrella of the AASD's liability insurance.

g. Co-curricular Activities: All APM students may participate in co-curricular activities at their AASD home school.

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

i. Pupil Services: Pupil services will be provided through AASD staff assigned to the school's facility and subject to paragraph 21 herein.

j. Custodial Services: Custodial and maintenance services will be provided by the AASD at the school's facility.

k. Testing and Assessment: State and Federal testing and assessment that is administered by the AASD will be the same for APM 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 APM to attend Montessori Education workshops and other professional development conferences that are aligned to the mission and goals of APM.

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

1) Appropriate intervention within the setting that will immediately address the inappropriate behavior.

2) Student meeting or reteaching after school or during recess to address the behavior and discuss appropriate alternative behaviors, restitution/restorative practice, or follow up agreement.

3) Meet with the student and guardian(s) to discuss continuing behavioral problems and potential solutions.

b. The APMA Governance Board reserves the right to create and/or approve an APM 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 APM principal and all AASD expulsion policies and procedures will be followed.

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

16. **Tuition**. APM shall not charge any tuition. APM 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 APM. The scope of the annual audit will be determined by the AASD and conducted at the expense of the AASD. APM 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 APM 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. APM is currently located at 1545 E. Broadway Dr., Appleton, Wisconsin, 54913. 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 APM 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, APMA 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 APMA of any provision of this Agreement;

b) Failure by APMA Governance Board to comply with all applicable law, relating to this Agreement or operation of APM, 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 APMA Governance Board, or its employees or agents in connection with the performance of the obligations of APMA Governance Board under this Agreement. The obligation of APMA 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 Public Montessori 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 APMA 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 APMA 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 APMA 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**. APMA 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 Public Montessori 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.

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

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

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

p. The District will invite the APM special education staff to any District- wide special education professional development opportunities.

q. The District has the right to inspect the charter school facilities and records with reasonable notice.

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

a. Term. Consistent with the provisions of §118.40(3)(b), Wis. Stats., the term of this Contract ("Term") shall be for five (5) years commencing on the first day of the 2025-2026 school year, and shall expire at midnight, on June 30, 2031, 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 APMA 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 APMA deem appropriate.

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

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

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

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

(4) If students enrolled in APM 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 APMA 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 APMA will take to attain such educational goals within a reasonable timeframe. If the AASD Board accepts the written plan, or a modified plan, APMA shall be allowed a reasonable time in which to correct the progress deficiencies.

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

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

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

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

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

(1) APM 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 APMA 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.

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

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

23. **Autonomy.**

a. APMA will be exempt from all state educational laws and policies to which it is entitled to exemption in the Wisconsin State Charter School law (Wisconsin Statute §118.40).

b. Particularly, Appleton Public Montessori and the APMA 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 – 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 state requirements.

6) Longitudinal Assessment

7) Other District Wide Assessments

8) Course Offerings

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:
Courtney Mui, Board President
Appleton Public Montessori
1545 E. Broadway Dr.
Appleton, WI 54913

With a copy to:
Cassie Guilbeault, Principal
Appleton Public Montessori
1545 E Broadway Dr.
Appleton, WI 54913

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

27. **Miscellaneous.**

a. Governing Law. This Contract shall be governed by, and construed and interpreted under the laws of the State of Wisconsin.

b. Application of Statutes. If, after the effective date of this Contract, there is a change in applicable law which alters or amends the responsibilities or obligations of any of the parties to this Contract, this Contract shall be altered or amended by the parties to conform to the change in existing law as of the effective date of such change.

c. Enrollment. Total full-time equivalent pupil enrollment at APM shall not be increased by a net change of more than forty (40) students per academic year based on the prior academic year's highest total without APM's consent.

d. Entire Agreement. This Contract sets forth the entire Agreement between the parties with respect to the subject matter of this Contract. All prior applications, agreements or contracts, representations, statements, negotiations, understandings and undertakings are superseded by this Contract.

e. Severability. If any provision of this Contract is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the provisions of this Contract. If any provision of this Contract shall be or be determined to be in violation of any federal, state or local law, such provision shall be considered null and void, and all other provisions shall remain in full force and effect.

f. Modifications. No modification to this Contract shall be effective unless the same is in writing and signed by authorized representatives of both parties. During any year of this Contract, either party may request to amend a provision of this Agreement. A request for amendment will be presented in writing before March 30 of each year and identify the terms of the proposed amendment. Thereafter, the parties will promptly meet and confer in good faith with respect to the proposed amendment. Neither party shall be obligated to accept any request for amendment. Any amendment which is agreed upon will be effective July 1 or on such other date as the parties may agree.

g. Assignment. This Contract is not assignable.

h. Counterparts: Signature by Facsimile. This Contract may be signed in counterparts, which shall together constitute the signed original Contract. A signature delivered by facsimile or electronic mail shall be considered an original for purpose of this Contract.

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

APPLETON AREA SCHOOL DISTRICT:
By: _____
Kay S. Eggert
President, Board of Education
Date: _____

ATTEST:

_____
James Bacon
Board of Education Clerk
Date: _____

Appleton Public Montessori Association

By:_____

Courtney F Mui
Governance Board President

Date: _____

ATTEST:

_____

Sarah Chisholm
Governance Board Secretary

Date: _____

Summary of Proposed Changes for

_____Appleton Public Montessori_____

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

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

Item #	Section and Page(s) of contract	Proposed Contract Revisions	Rationale *(Be specific, you must identify the Law, Policy, Bargaining agreement, or current practice the justifies the need for the revision)*	Lead Person Requesting Change	Notes
Sample	p.16 #13. f	Eliminate language regarding food service			
1					
2					
3					
4					
5					

THE AIM OF THIS PRESENTATION IS TO HIGHLIGHT THE PEACEFUL APPROACH OF MONTESSORI EDUCATION, REFLECT ON OUR ACHIEVEMENTS OVER THE PAST FIVE YEARS, AND DEMONSTRATE HOW STAYING TRUE TO MONTESSORI PRINCIPLES HAS BEEN THE KEY TO OUR STUDENTS' SUCCESS.

APPLETON PUBLIC MONTESSORI

LEARN TO LOVE TO LEARN

UNITY
DAY

EXIT

TRAIL

MASSACHUSETTS

Sweden
Scandinavian
Mountains
"Scandes"

Pete Cat

WE ARE ALL ARTISTS

UNDER
ARMOUR

APPLETON
PUBLIC
NTESSORI
TABLISHED 2005
LEARN TO LOVE TO
APPLETON
Appleton Area
School District

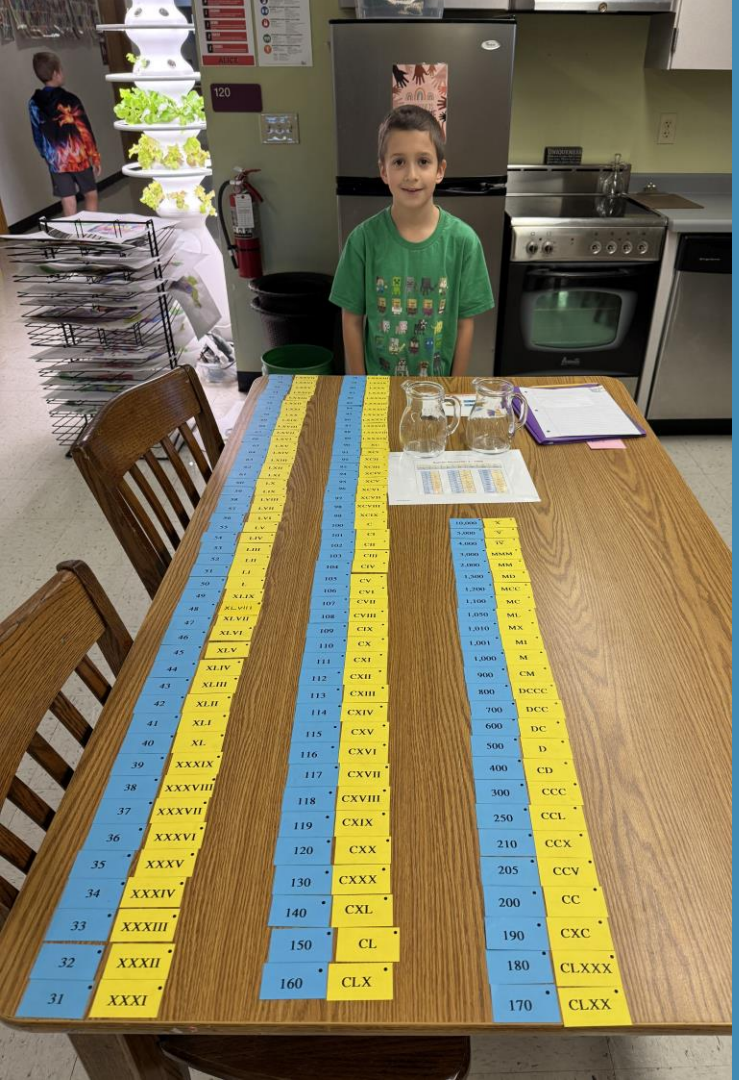
EVERYONE
BELONGS

EVERYONE
IS
WELCOME

Art and Music in the Park

MISSION

Appleton Public Montessori seeks to nurture the full potential of every child through the presence of the Montessori philosophy in all learning environments, encouraging intrinsic motivation, and instilling a love of learning, now and for a lifetime.



PAST 5 YEARS CHARTER GOALS

2nd grade student sharing his Montessori reading plan with grandparents at our **Time For Me Night**.

GOAL 1

Students will be at or above the district average in Reading after having completed a full three-year academic cycle (end of 3rd and 6th grade) in Appleton Public Montessori.

GOAL 1 OUTCOMES

	District iReady Reading Assessment	3rd Grade	6th Grade
2019-2020	53% (MAP) Overall proficient or higher	50% (MAP) proficient or higher	71.4% (MAP) proficient or higher
2020-2021	N/A	N/A	N/A
2021-2022	75% Overall proficient or higher	87% proficient or higher	64% proficient or higher
2022-2023	83% Overall proficient or higher	95% proficient or higher	78% proficient or higher
2023-2024	78% Overall proficient or higher	85% proficient or higher	80% proficient or higher

1st Grade student sharing her Montessori language work with her mom.

3rd grade student sharing his Montessori math work with a family member.

GOAL 2

Students will be at or above the district average in Math after having completed a full three-year cycle (end of 3rd and 6th grade) in Appleton Public Montessori.

GOAL 2 OUTCOMES

	District iReady Math Assessment	3rd Grade	6th Grade
2019-2020	% 53 Overall proficient or higher	60% proficient or higher	57% proficient or higher
2020-2021	N/A	N/A	N/A
2021-2022	70% Overall proficient or higher	47% proficient or higher	73% proficient or higher
2022-2023	68% Overall proficient or higher	74% proficient or higher	77% proficient or higher
2023-2024	69% Overall proficient or higher	85% proficient or higher	73% proficient or higher

Montessori math materials in use!

Snuggle Up and Read Family Event on World Read Aloud Day

GOAL 3

70% of responses on the Annual Parent Survey will be "Yes" to the question: Do you feel that The Virtues Project is having a positive impact on your child?*

GOAL 3 OUTCOMES

*OUR ANNUAL FAMILY SURVEY CHANGED TO THE DISTRICT FAMILY ENGAGEMENT SURVEY

Our APMA Steering Committee decided to use the question from the District Family Engagement Survey:

I would recommend this school to other parents. (Scale 0-5)

2019	4.30
2021	4.45
2022	4.70
2023	4.48
2024	4.47

CELEBRATION!
STATE REPORT CARD SCORES

2019-20	N/A
2020-21	78.7 *Exceeds Expectations*
2021-22	78.2 *Exceeds Expectations*
2022-23	80.2 *Exceeds Expectations*
2023-24	81.6 *Exceeds Expectations*

MONTESSORI COMMITMENT

We remain steadfast in honoring the integrity of the Montessori method, ensuring that our practices reflect Montessori core principles of independence, respect, and hands-on discovery.

LITERACY TRAINING
2023-24 & 2024-25

Dr. Linda Zankowski, Ed.D.
Director of UD Montessori Academy
Reading Specialist

Our staff worked together with Dr. Zankowski to incorporate the science of reading research in order to implement structured literacy practices in our Montessori curriculum.

LEARNING WALKS

Collecting Instructional Data

One Teacher, 5 days

Premeeting to review look fors

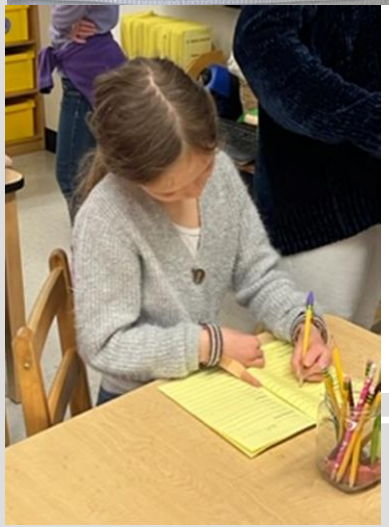
Quick 5-minute meeting after each learning walk to tally data and generate positive feedback

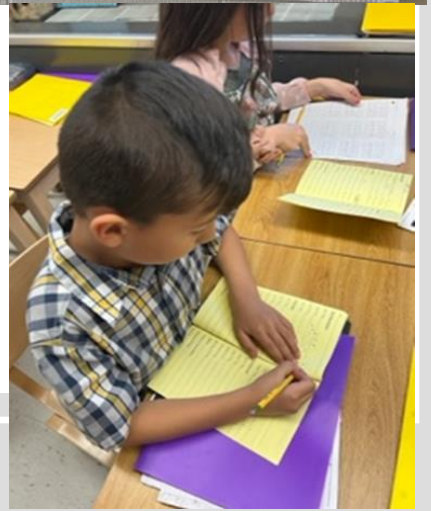
End of the Learning Walking Meeting to reflect and talk about all the things we saw happening

After 6 rounds review full Learning Walk data to plan our PD

COLLECTIVE COMMITMENTS

WCEP 2023 WISCONSIN PROMISING PRACTICES AWARD WINNER

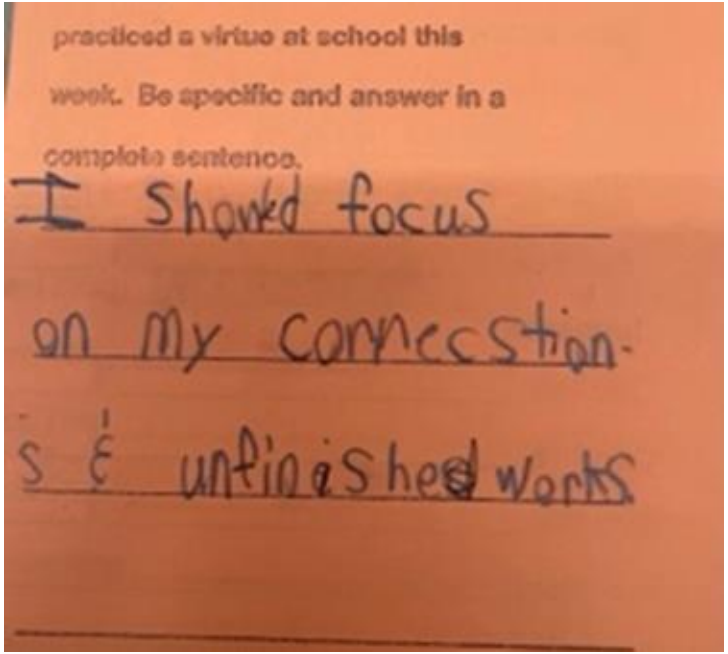


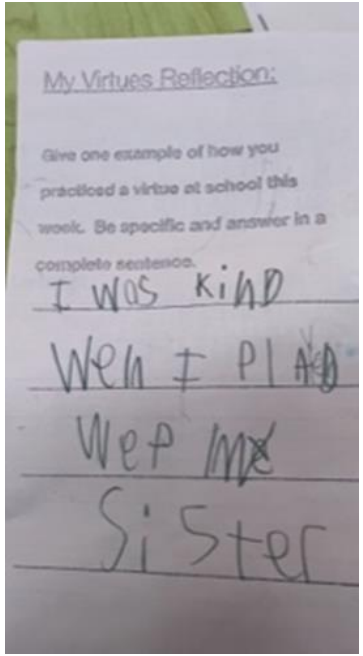


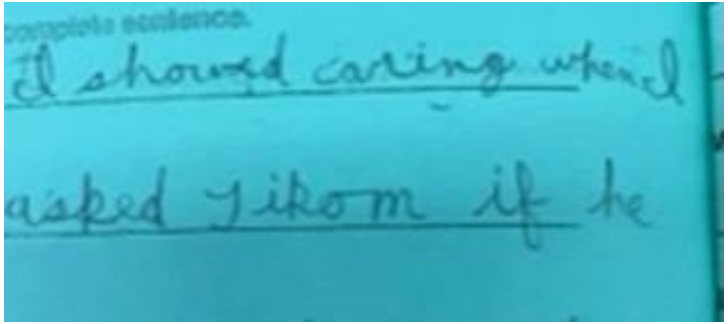
Wisconsin Character Education Partnership

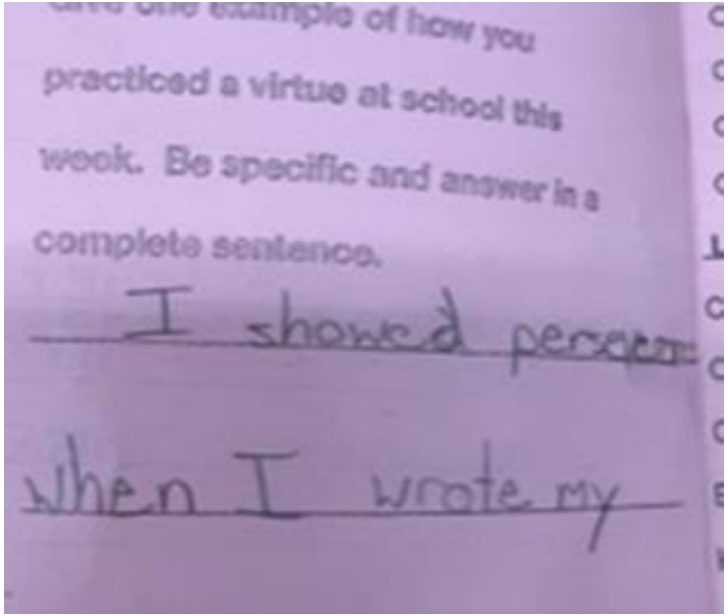
Appleton Public Montessori School (Appleton School District) – "Work Journal Virtues Reflection"

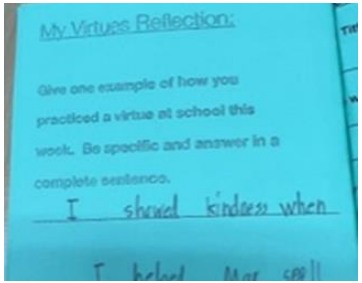
This Promising Practice develops students' understanding and awareness of how they live out virtues in their own lives. This is a vital practice with high consistency in the school.

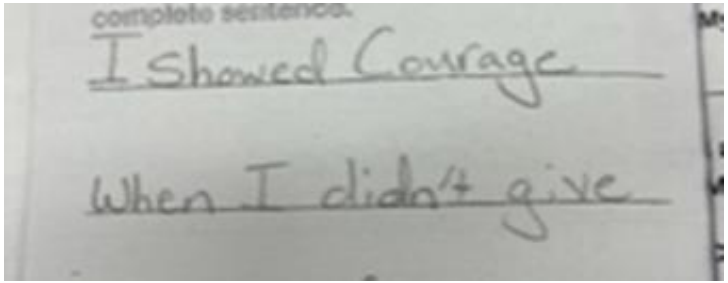

practiced a virtue at school this
week. Be specific and answer in a
complete sentence.
I Showed focus
on my connecstion-
s & unfinished works


My Virtues Reflection:
Give one example of how you
practiced a virtue at school this
week. Be specific and answer in a
complete sentence.
I was kind
Wen I PlAD
Wep my
Sister


complete sentence.
I showed caring when I
asked Yikom if he


practiced a virtue at school this
week. Be specific and answer in a
complete sentence.
I showed perseve
when I wrote my


My Virtues Reflection:
Give one example of how you
practiced a virtue at school this
week. Be specific and answer in a
complete sentence.
I showed kindness when


complete sentence.
I Showed Courage
When I didn't give

All APM Classroom Teachers and Administrator have a Montessori Credential including 88% of us having a Master's Degree in Montessori Education.

THANK YOU!

QUESTIONS

Success for Every Student, Every Day

APPLETON AREA SCHOOL DISTRICT

Appleton Area School District
Results Monitoring Report
R-2.1.3 Science

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SUPERINTENDENT CERTIFICATION:

With respect to Results Policy 2.1.3 Science, the Superintendent certifies that the information is accurate and complete, and that the District is:

_____ **Making Reasonable Progress**

_____ **Making Reasonable Progress with noted exception(s): (see Evidence section)**

__X__ **Failing to make Reasonable Progress**

Failing to make reasonable progress has been determined based on the preponderance of evidence, including a tabulation of all goals achieved and goals where we are making progress; comparison to State average scores where we exceeded the state and/ or where we narrowed our gap with the State. Goals established for monitoring for science relied heavily on gap scores. Despite that, other data indicates we need to make adjustments to science curriculum, and we have a plan to do so.

Key:

= indicator achieved (19)

= indicator not achieved as outcome remained the same as the year before or improved but not to the desired level (12)

= indicator not achieved as the outcome was lower than the year before (45)

Measures included attainment of annual goals and a comparison of our performance against state averages.

Executive Summary/Analysis:

The data in this report summarizes District progress in providing instructional programming intended to support students in their personal growth and achievement in Science. Monitoring of data provides the Board assurance that students are guaranteed a curriculum with increasingly challenging levels of complexity and allows student opportunities for demonstrating the higher-order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity. In addition, the data monitored supports the District's Continuous School Improvement Process.

The majority of our science monitoring is in the area of gaps for economically disadvantaged students, English Learner (EL) students, students with disabilities, and students of color. Gaps in achievement measured on both the Forward assessment and Pre-ACT assessment for these students have not closed in most cases, with the notable exception of our students with disabilities, which closed on the Pre-ACT for both our 9th grade and 10th grade programs and are lower than the

state gaps for students with disabilities; our gaps did not close on the Forward assessment for students with disabilities, but our gaps are more favorable than the state for that demographic.

Additional Context/Next Steps:

Under the leadership of our Director of STEM and HHP, Jennifer Bault, we will be revising our science learning progressions to meet the needs of our students, which will include a revision to the spiral approach previously used as students were not getting enough practice in critical areas to solidify their learning. We will act swiftly to implement changes for the 2025-2026 school year. Additionally, middle school staff representatives will have an opportunity to explore another school who is having success with the Next Generation Science Standards using materials we own in an effort to determine the appropriate professional development to support our teachers in supporting our students.

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Results Policy 2.1.3 Science, the Board find that the district is:

_____ **Making Reasonable Progress**

_____ **Making Reasonable Progress with noted exception(s):**

_____ **Failing to make Reasonable Progress**

Summary Statements of the Board, if any:

_____

_____

_____

Signed: _____ Date: _____
Board President

Document submitted: _____Re-submitted: _____

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R-2.3 Results Policy: Academic Performance

Each student will be literate, numerate, and able to integrate and apply the knowledge, skills, and competencies acquired across all academic disciplines.

2.1 Each student will demonstrate personal growth and achievement in increasingly challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity when enrolled in disciplines, including:

2.1.3 Science

SUPERINTENDENT Evidence of Reasonable Progress:

Forward Science

WI Forward - Science - Grades 4 & 8 (Program Analysis)[1]

1. We will **increase the percentage** of students **scoring Proficient/Advanced** in **grades 4 & 8** on the **WI Forward Exam in Science by 1%.**[2]
2. We will score **at or above the statewide level** for **Proficient/Advanced** in **grades 4-8** on the **WI Forward Exam in Science**.

Grade Level	2020-21 AASD	2020-21 Statewide	2021-22 AASD	2021-22 Statewide	2022-23 AASD	2022-23 Statewide	2023-24 AASD	2023-24 Statewide
Grade 4	44.1%	45.9%	52.4%	51.7%	50.7%	52.1%	52.3%	52.9%
Grade 8	48.1%	44.8%	49.3%	48.6%	44.7%	48.9%	45.6%	49.2%

We will **reduce the percentage** of students **scoring Below Basic** in **grades 4 & 8** on the **WI Forward Exam in Science by 3%.**

Grade Level	2020-21 AASD	2020-21 Statewide	2021-22 AASD	2021-22 Statewide	2022-23 AASD	2022-23 Statewide	2023-24 AASD	2023-24 Statewide
Grade 4	16.0%	13.0%	14.1%	16.2%	15.5%	17.0%	16.1%	16.3%
Grade 8	17.0%	15.0%	15.8%	18.5%	22.7%	19.8%	23.0%	20.4%

[1] Cell outline coded as follows: green = at or above state, red = below state.
[2] Indicated by highlight color, green = met, yellow = progressing, red = unmet.

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WI Forward - Science - Grades 4 & 8 Gap Reduction[3]-[4]

WI Forward - Science - Grades 4 & 8 Gap Analysis Economically Disadvantaged

We will **reduce gaps in students scoring Proficient and Advanced** within **identified demographic groups in grades 4 & 8** on the **WI Forward Exam in Science by 3%**.

	2020-21	2021-22	2022-23	2023-24
AASD Non-EconD 4th/ 8th	57.6%/59.6%	65.6%/60.5%	63.5%/56.6%	67.8%/56.7%
AASD EconD 4th/ 8th	28.2%/30.8%	36.2%/35.1%	34.2%/28.6%	35.8%/32.3%
Gap 4th/8th	29.4%/28.8%	29.4%/25.4%	29.3%/28%	32%/24.4%
WI Non-EconD 4th/ 8th	59.7%/57.0%	63.5%/59.2%	65.0%/60.4%	67.3%/61.3%
WI EconD 4th/ 8th	26.7%/26.2%	34.2%/31.5%	34.0%/31.8%	34.6%/32.2%
Gap 4th/8th	33%/30.8%	29.3%/27.7%	31%/28.6%	32.7%/29.1%

WI Forward - Science - Grades 4 & 8 Gap Analysis EL

We will **reduce gaps in students scoring Proficient and Advanced** within **identified demographic groups in grades 4 & 8** on the **WI Forward Exam in Science by 3%**.

	2020-21	2021-22	2022-23	2023-24
AASD Non-EL 4th/ 8th	50.5%/48.8%	58.2%/52.6%	56.4%/48.2%%	58.6%/49.5%
AASD EL 4th/ 8th	9.2%/7.9%	17.6%/11.1%	16.6%/6.4%%	17.0%/9.2%
Gap 4th/8th	41.3%/40.9%	40.6%/41.5%	39.8%/41.8%	41.6%/40.3%
WI Non-EL 4th/ 8th	48.7%/46.7%	54.4%/50.6%	55%/51%	56.2%/51.8%
WI EL 4th/ 8th	12.7%/8.2%	18.7%/10.5%	20.3%/10.3%	17.3%/10.7%
Gap 4th/8th	36.0%/38.5%	35.7%/40.1%	34.7%/40.7%	38.9%/41.1%

[3] Cells for FORWARD Gap Reduction coded as follows: Green outline = gap lower than State gap; Red outline = gap greater than State gap.
[4] Reduction goal indicated by highlight color, green = met, yellow = progressing, red = unmet.

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WI Forward - Science - Grades 4 & 8 Gap Analysis SWD

We will **reduce gaps in students scoring Proficient and Advanced** within **identified demographic groups in grades 4 & 8** on the **WI Forward Exam in Science by 3%**.

	2020-21	2021-22	2022-23	2023-24
AASD SWOD 4th/ 8th	49.3%/51.1%	57.9%/52.7%	55.8%/49.5%	58.3%/51.7%
AASD SWD 4th/ 8th	23.2%/10.8%	28.7%/18.1%	24.9%/20.1%	23.9%/11.7%
Gap 4th/8th	26.1%/40.3%	29.2%/34.6%	30.9%/29.4%	34.4%/40%
WI SWOD 4th/ 8th	50.3%/49.3%	56.2%/53.2%	57.1%/53.9%	58.7%/54.4%
WI SWD 4th/ 8th	20.4%/14.3%	24.7%/16.5%	24.3%/16.0%	23.5%/16.15
Gap 4th/8th	29.9%/38.5%	31.5%/36.7%	32.8%/37.9%	35.2%/38.25%

WI Forward - Science - Grades 4 & 8 Gap Analysis Asian

We will **reduce gaps in students scoring Proficient and Advanced** within **identified demographic groups in grades 4 & 8** on the **WI Forward Exam in Science by 3%**.

	2020-21	2021-22	2022-23	2023-24
AASD White 4th/ 8th	54.5%/56.1%	61.1%/58.4%	62.0%/50.9%	64.3%/52.7%
AASD Asian 4th/ 8th	26.3%/40.2%	37.7%/37.7%	29.3%/41.7%	28.5%/36.5%
Gap 4th/8th	28.2%/15.9%	23.4%/20.7%	32.7%/9.2%	35.8%/16.2%
WI White 4th/ 8th	57.1%/54.1%	61.7%/57.0%	61.8%/57.3%	63.1%/56.9%
WI Asian 4th/ 8th	33.3%/40.8%	43.6%/49.9%	43.2%/50.4%	39.1%/47.9%
Gap 4th/8th	53.8%/13.3%	18.1%/7.1%	18.6%/6.9%	24%/9%

WI Forward - Science - Grades 4 & 8 Gap Analysis Black

We will **reduce gaps in students scoring Proficient and Advanced** within **identified demographic groups in grades 4 & 8** on the **WI Forward Exam in Science by 3%**.

	2020-21	2021-22	2022-23	2023-24
AASD White 4th/ 8th	54.5%/56.1%	61.1%/58.4%	62.0%/50.9%	64.3%/52.7%
AASD Black 4th/ 8th	31.6%/20.0%	21.4%/20.5%	18.4%/19.6%	17.6%/11.1%
Gap 4th/8th	22.9%/36.1%	39.7%/37.9%	43.6%/31.3%	46.7%/41.6%
WI White 4th/ 8th	57.1%/54.1%	61.7%/57.0%	61.8%/57.3%	63.1%/56.9%
WI Black 4th/ 8th	8.1%/9.6%	13.9%/13.5%	14.8%14.6%	14.3%/12.9%
Gap 4th/8th	49.0%/44.5%	47.8%/43.5%	47.0%/31.3%	48.8%/41.6%

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WI Forward - Science - Grades 4 & 8 Gap Analysis Hispanic

We will **reduce gaps in students scoring Proficient and Advanced** within **identified demographic groups in grades 4 & 8** on the **WI Forward Exam in Science by 3%**.

	2020-21	2021-22	2022-23	2023-24
AASD White 4th/ 8th	54.5%/56.1%	61.1%/58.4%	62.0%/50.9%	64.3%/52.7%
AASD Hispanic 4th/ 8th	18.9%/29.0%	30.4%/25.8%	28.8%/22.0%	33.8%/28.1%
Gap 4th/8th	35.6%/27.1%	30.7%/37.9%	33.2%/22.0%	30.5%/24.6%
WI White 4th/ 8th	57.1%/54.1%	61.7%/57.0%	61.8%/57.3%	63.1%/56.9%
WI Hispanic 4th/ 8th	23.1%/25.1%	29.6%/30.1%	32.0%/30.7%	30.1%/28.8%
Gap 4th/8th	34.0%/29.0%	32.1%/26.9%	29.8%/26.6%	33%/28.1%

WI Forward - Science - Grades 4 & 8 Gap Analysis Two or More Ethnicities

We will **reduce gaps in students scoring Proficient and Advanced** within **identified demographic groups in grades 4 & 8** on the **WI Forward Exam in Science by 3%**.

	2020-21	2021-22	2022-23	2023-24
AASD White 4th/ 8th	54.5%/56.1%	61.1%/58.4%	62%/50.9%	64.3%/52.7%
AASD Two or More 4th/ 8th	27%/25.8%	54.2%/42.9%	50%/42.6%	45.9%/33.9%
Gap 4th/8th	27.5%/30.3%	6.9%/15.5%	12%/8.3%	18.4%/18.8%
WI White 4th/ 8th	57.1%/54.1%	61.7%/57.0%	61.8%/57.3%	63.1%/56.9%
WI Two or More 4th/ 8th	37.5%/36%	45.2%/40.6%	46.3%/41.2%	47.1%/41.9%
Gap 4th/8th	19.6%/18.1%	16.5%/16.4%	15.5%/16.1%	16%/15%

ACT

ACT Aspire (2018-2022) and PreACT (2023+) - Science - Grades 9-10 (Program Analysis)

1. We will **increase the percentage** of students **scoring On Target** in **grades 9-10** on the **ACT Aspire Assessment in Science by 1%**.
2. We score **at or above the statewide level** for **On Target** in **grades 9-10** on the **ACT Aspire in Science**.

Grade Level	2020-21 AASD	2020-21 Statewide	2021-22 AASD	2021-22 Statewide	2022-23 AASD	2022-23 Statewide
Grade 9	31.5%	29.2%	30.6%	30.1%	30.3%	30.0%
Grade 10	30.8%	28.0%	31.3%	30.3%	31.5%	32.5%

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We will **reduce the percentage** of students **scoring In Need of Intervention** in **grades 9-10** on the Pre-**ACT Assessment in Science by 3%.**						
Grade Level	**2020-21 AASD**	**2020-21 Statewide**	**2021-22 AASD**	**2021-22 AASD**	**2022-23 AASD**	**2022-23 Statewide**
Grade 9	37.9%	33.8%	45.9%	41.4%	43.7%	42.4%
Grade 10	32.4%	33.7%	46.3%	43.5%	53.5%	48.4%

We will **increase the percentage** of students **scoring On Target** in **grades 10** on the **Pre-ACT Assessment in Science compared** to the grade 9 cohort results from **the year before by 1%** (cohort analysis).			
Grade Level	**2021-22**	**2022-23**	**2023-24**
Grade 9	30.6%	30.3%	32.5%
Grade 10	31.3%	31.5%	29.3%

PreACT (2023+) - Science - Grades 9-10 Gap Reduction[5]-[6]

Gap Analysis Economically Disadvantaged

We will **reduce gaps in students scoring On Target/Close to Target** within **identified demographic groups** in **grades 9-10** on the **Pre-ACT Assessment in Science by 3%.**		
	2022-23	**2023-24**
AASD Non-EconD 9th/ 10th	**38.4%/39.2%**	**42.4%/40.9%**
AASD EconD 9th/ 10th	**19.5%/20.3%**	**20.2%/15%**
Gap 9th/10th	**18.9%/18.9%**	**22.2%/25.9%**
WI Non-EconD 9th/ 10th	**39.6%/42.0%**	**41.6%/40.6%**
WI EconD 9th/ 10th	**15.5%/16.7%**	**16.3%/15.6%**
Gap 9th/10th	**24.1%/18.9%**	**25.3%/25%**

[5] Cells for Pre-ACT Gap Reduction coded as follows: Green outline = gap lower than State gap; Red outline = gap greater than State gap.
[6] Reduction goal is indicated by highlight color, green = met, yellow = progressing, red = unmet.

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Gap Analysis EL

We will **reduce gaps in students scoring On Target/Close to Target** within **identified demographic groups** in **grades 9-10** on the **Pre-ACT Assessment in Science by 3%.**		
	2022-23	**2023-24**
AASD Non-EL 9th/ 10th	**33.5%/34.1%**	**35.1%/32.3%**
AASD EL 9th/ 10th	**3.7%/3.3%**	**4.2%/2.8%**
Gap 9th/10th	**29.8%/30.8%**	**30.9%/29.5%**
WI Non-EL 9th/ 10th	**31.6%/34.1%**	**33.1%/32.5%**
WI EL 9th/ 10th	**4.0%/3.0%**	**3.5%/2.4%**
Gap 9th/10th	**27.6%/31.1%**	**29.6%/30.1%**

Gap Analysis SWD

We will **reduce gaps in students scoring On Target/Close to Target** within **identified demographic groups** in **grades 9-10** on the **Pre-ACT Assessment in Science by 3%.**		
	2022-23	**2023-24**
AASD SWOD 9th/ 10th	**34.1%/35.8%**	**35.9%/32.6%**
AASD SWD 9th/ 10th	**7.6%/6.4%**	**13.4%/7.1%**
Gap 9th/10th	**26.5%/29.4%**	**22.5%/25.5%**
WI SWOD 9th/ 10th	**33.2%/36.0%**	**34.8%/34%**
WI SWD 9th/ 10th	**7.0%/6.0%**	**7.6%/8.5%**
Gap 9th/10th	**26.2%/30.0%**	**27.2%/25.5%**

Gap Analysis Asian

We will **reduce gaps in students scoring On Target/Close to Target** within **identified demographic groups** in **grades 9-10** on the **Pre-ACT Assessment in Science by 3%.**		
	2022-23	**2023-24**
AASD White 9th/ 10th	**38%/39%**	**39.4%/38.3%**
AASD Asian 9th/ 10th	**20%/23.4%**	**24.8%/15.1%**
Gap 9th/10th	**18%/15.6%**	**14.6%/23.9%**
WI White 9th/ 10th	**36.3%/39%**	**38.2%/37.6%**
WI Asian 9th/ 10th	**5.6%/6.2%**	**35%/33.7%**
Gap 9th/10th	**30.7%/32.8%**	**3.2%/3.9%**

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Gap Analysis Black

We will **reduce gaps in students scoring On Target/Close to Target** within **identified demographic groups** in **grades 9-10** on the **Pre-ACT Assessment in Science by 3%.**		
	2022-23	**2023-24**
AASD White 9th/ 10th	**38.3%/38.7%**	**39.4%/38.3%**
AASD Black 9th/ 10th	**10.2%/4.9%**	**7.5%/9.4%**
Gap 9th/10th	**28.1%/33.8%**	**31.9%/28.9%**
WI White 9th/ 10th	**36.3%/39.0 %**	**38.2%/37.6%**
WI Black 9th/ 10th	**5.6%/6.2%**	**5.7%/5%**
Gap 9th/10th	**30.7%/32.8%**	**32.5%/32.6%**

Gap Analysis Hispanic

We will **reduce gaps in students scoring On Target/Close to Target** within **identified demographic groups** in **grades 9-10** on the **Pre-ACT Assessment in Science by 3%.**		
	2022-23	**2023-24**
AASD White 9th/ 10th	**38.3%/38.7%**	**39.4%/38.3%**
AASD Hispanic 9th/ 10th	**14.5%/17.5%**	**14.7%/11%**
Gap 9th/10th	**20.5%/21.2%**	**24.7%/27.3%**
WI White 9th/ 10th	**36.3%/39.0%**	**38.2%/37.6%**
WI Hispanic 9th/ 10th	**14.7%/15.5%**	**14.7%/13.6%**
Gap 9th/10th	**21.6%/23.5%**	**23.5%/24%**

Gap Analysis Two or More Races

We will **reduce gaps in students scoring On Target/Close to Target** within **identified demographic groups** in **grades 9-10** on the **Pre-ACT Assessment in Science by 3%.**		
	2022-23	**2023-24**
AASD White 9th/ 10th	**38%/39%**	**39.4%/38.3%**
AASD Two or More 9th/ 10th	**7.3%/23.5%**	**22%/11.9%**
Gap 9th/10th	**30.7%/15.5%**	**17.4%/26.4%**
WI White 9th/ 10th	**36.3%/39%**	**38.2%/37.6%**
WI Two or More 9th/ 10th	**25.3%/25.4%**	**27.7%/24.9%**
Gap 9th/10th	**11%/13.6%**	**10.5%/12.7%**

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ACT - Science - Grade 11 Gap Reduction[7]

Gap Analysis Economically Disadvantaged

We will **reduce gaps in students scoring "Meeting" or "Advanced"** within **identified demographic groups** in **grade 11** on the **ACT Assessment in Science by 3%.**[8]

	2020-21	2021-22	2022-23	2023-24
AASD Non-EconD	35.5%	38.6%	38.1%	40.1%
AASD EconD	11.3%	14.7%	14.8%	16.4%
Gap	24.2%	23.9%	23.3%	23.7%
WI Non-EconD	35.1%	37.6%	38.6%	52.2%
WI EconD	10.7%	11.9%	12.5%	20.7%
Gap	24.4%	25.7%	26.1%	31.5%

Gap Analysis EL

We will **reduce gaps in students scoring "Meeting" or "Advanced"** within **identified demographic groups** in **grade 11** on the **ACT Assessment in Science by 3%.**

	2020-21	2021-22	2022-23	2023-24
AASD Non-EL	26.3%	29.3%	29.8%	42.7%
AASD EL	0%	0%	0%	8.7%
Gap	26.3%	29.3%	29.8%	34%
WI Non-EL	27.3%	29.3%	30.3%	42%
WI EL	1.1%	1.1%	1.3%	4.3%
Gap	26.2%	28.2%	29%	37.7%

Gap Analysis SWD

We will **reduce gaps in students scoring "Meeting" or "Advanced"** within **identified demographic groups** in **grade 11** on the **ACT Assessment in Science by 3%.**

	2020-21	2021-22	2022-23	2023-24
AASD SWOD	28.4%	31.0%	30.9%	45.4%
AASD SWD	2.5%	6.0%	8.6%	9.6%
Gap	25.9%	25.0%	22.3%	35.8%
WI SWOD	29.5%	31.3%	32.2%	44.2%
WI SWD	4.6%	5.2%	5.1%	8.5%
Gap	24.9%	26.1%	27.1%	35.7%

[7] Cells for ACT Gap Reduction coded as follows: Green outline = gap lower than State gap; Red outline = gap greater than State gap.
[8] Indicated by highlight color, green = met, yellow = progressing, red = unmet.

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Gap Analysis Asian

We will **reduce gaps in students scoring "Meeting" or "Advanced"** within **identified demographic groups** in **grade 11** on the **ACT Assessment in Science by 3%.**

	2020-21	2021-22	2022-23	2023-24
AASD White	31.3%	35.3%	36.8%	48.2%
AASD Asian	16.6%	14.4%	13.4%	31.3%
Gap	13.6%	20.1%	32.5%	16.9%
WI White	33.1%	35.3%	36.6%	49.3%
WI Asian	27.9%	31.6%	29.3%	41.3%
Gap	5.2%	3.7%	7.3%	8.0%

Gap Analysis Black

We will **reduce gaps in students scoring "Meeting" or "Advanced"** within **identified demographic groups** in **grade 11** on the **ACT Assessment in Science by 3%.**

	2020-21	2021-22	2022-23	2023-24
AASD White	31.3%	35.3%	36.8%	48.20%
AASD Black	13%	4.2%	7.8%	11%
Gap	18.3%	31.1%	29%	37.20%
WI White	33.1%	35.3%	36.6%	49.3%
WI Black	3.3%	4.4%	4.8%	9.2%
Gap	29.8%	30.9%	31.8%	40.1%

Gap Analysis Hispanic

We will **reduce gaps in students scoring "Meeting" or "Advanced"** within **identified demographic groups** in **grade 11** on the **ACT Assessment in Science by 3%.**

	2020-21	2021-22	2022-23	2023-24
AASD White	31.3%	35.3%	36.8%	48.2%
AASD Hispanic	13%	4.2%	7.8%	26.2%
Gap	18.3%	31.1%	29%	22.0%
WI White	33.1%	35.3%	36.6%	49.3%
WI Hispanic	10.3%	10.9%	12.7%	22.1%
Gap	22.8%	23.3%	23.9%	27.2%

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Gap Analysis Two or More Races

We will **reduce gaps in students scoring "Meeting" or "Advanced"** within **identified demographic groups** in **grade 11** on the **ACT Assessment in Science by 3%.**

	2020-21	2021-22	2022-23	2023-24
AASD White	31.3%	35.3%	36.8%	48.2%
AASD Two or More	22.2%	23.7%	12.5%	21.9%
Gap	7.9%	10.5%	23.6%	16.3%
WI White	33.1%	35.3%	36.6%	49.3%
WI Two or More	20.6%	21.7%	23.5%	30.5%
Gap	21.3%	13.6%	13.1%	18.8%

ACT - Science - Grade 11 (Program Analysis)

1. We will **increase the percentage** of students **Meeting ACT Benchmarks of College Ready** in **grade 11** on the **ACT Assessment in Science by 1%.**[9]
2. We score **at or above the statewide level** for **% Meeting Benchmark** in **grade 11** on the **ACT in Science.**[10]

Grade Level	2020-21 AASD	2020-21 Statewide	2021-22 AASD	2021-22 Statewide	2022-23 AASD	2022-23 Statewide	2023-24 AASD	2023-24 Statewide
Grade 11 Science	25.8%	27.2%	28.1%	29.4%	28.3%	30.2%	30.7%	32.5%

INFORMATION ONLY - Average Science Score on ACT

	2020-21 AASD	2020-21 Statewide	2021-22 AASD	2021-22 Statewide	2022-23 AASD	2022-23 Statewide	2023-24 AASD	2023-24 Statewide
Grade 11 Science Score	19.3	19.7	19.8	19.8	20.0	20.0	19.7	19.9

[9] Indicated by highlight color, green = met, yellow = progressing, red = unmet.
[10] Indicated by cell border, green = at or above state, red = below state.

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Appendix A: SUPERINTENDENT Interpretation

- **Each student** shall mean all Full Academic Year (FAY) students enrolled 5K-12 in the Appleton Area School District. Every Student, Every Day.
- **Literate** shall mean the ability to read, write, speak, and listen in ways that will allow us to communicate effectively to a variety of different audiences and to make sense of the world.
- **Numerate** shall mean the ability to access, use and interpret and communicate mathematical information and ideas, to engage in and manage the mathematical demands of various situations in adult years. To be numerate is to confidently and effectively use mathematics to meet the everyday demands of life.
- **Able to integrate and apply** shall mean to combine what is learned in the classroom, whether it's theory or technique, with a solution to real-world problems.
- **Skills** and **competencies** shall mean combinations of knowledge, skills and attitudes that students develop and apply for successful learning, living and working. They emphasize aspects of learning that apply within and across all subject areas.
- **Academic disciplines** shall mean core academic subject areas. The content to be mastered by students in each of these areas is defined by the state and district learning standards.
- **Personal growth** shall mean how much academic progress a student has made between two points in time.
- **Personal achievemen**t shall mean individual performance based on the mastery of district adopted grade-level academic standards or from grade-level expectations on identified measures/assessments**.**
- **Increasingly challenging levels of complexity** shall mean moving along the continuum of learning from acquisition to application.

- **Higher order thinking skills of:**
  - **Knowledge** shall mean recognizing and recalling facts.
  - **Comprehension** shall mean understanding what facts mean.
  - **Application** shall mean using the facts, rules, concepts, and ideas.
  - **Analysis** shall mean breaking down information into component parts.
  - **Synthesis** shall mean the ability to put parts together to form a new whole.
  - **Evaluation** shall mean justifying the value of information and ideas.
  - **Creativity** shall mean the ability to produce new and original ideas, connections, and solutions to problems.
- **Increasingly challenging levels of complexity** shall mean moving along the continuum of learning from acquisition to application.
- **Science** shall mean the active process of inquiry to better understand subject matter and knowledge specifically associated with the physical, life, and earth sciences. Science also includes the understanding of the nature of science and the role of science in society and personal life.

Indicators Used:

- **Forward Exam** – The Wisconsin state assessment for students in grades 3-8 in ELA and Mathematics; 4, 8, and 10 in Social Studies; and 4 and 8 in Science. The Science portion of the WI Forward Exam measures proficiency within the following domains:
  - Earth and Space Science
  - Engineering
  - Life Science
  - Physical Science
- **ACT Aspire** - nationally normed summative assessment that is used to highlight progress toward ACT College Readiness Standards and Benchmarks. ACT Aspire assesses student readiness in English,

math, reading, science and writing. ACT is taken once a year each spring. Data from the ACT Aspire arrives several months after the assessment is taken, and is used to clarify school-based measures related to the AASD Scorecard. This assessment is administered to students in grades 9-10 and assesses student understanding in:

- Interpretation of Data
- Scientific Investigation
- Evaluation of Models, Inferences, and Experimental Results

- **ACT with Writing** - nationally normed summative assessment that consists of four multiple-choice tests: English, math, reading, and science; and a 30-minute essay test that measures writing skills. ACT results arrive several months after the assessment is taken, and are used to clarify school-based measures related to the AASD Scorecard. This assessment is administered to students in grade 11 and assesses student understanding in:
    - Interpretation of Data
    - Scientific Investigation
    - Evaluation of Models, Inferences, and Experimental Results

Appendix B: Definition of Terms

- **Norm-referenced** - Assessments that are used to compare students' progress to others in their peer group. This group may contain students in the same grade across the state or nation, or other categories such as special education, disability status, English learners, gifted students, and more. Most commonly, norm-referenced tests use a national peer group.
- **Criterion-referenced -** A criterion-referenced test is designed to measure a student's academic performance against some standard or criteria. This standard or criteria is predetermined before students begin the test. Schools or districts choose a standard, such as a percent of items answered correctly or a state test benchmark, as the criteria for the test. The student's score then shows the progress they have made toward the agreed-upon standard--if they fall short, they must continue to work toward the standard.
- **Identified Demographic Groups**
    - EL (English Learners)
    - Not EL (All other students who are not English Learners)
    - SWD (Students with Disabilities)
    - SWOD (Students without Disabilities)
    - Black
    - White
- **WI Forward Exam Ranges:**
    - **Advanced** – Student demonstrates thorough understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
    - **Proficient** – Student demonstrates adequate understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
    - **Basic** – Student demonstrates partial understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
    - **Below Basic** – Student demonstrates minimal understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness**.**
- **ACT Aspire Science Score** - The averages of the scores from the Interpretation of Data, Scientific Investigations, and Evaluation of Models, Inferences, and Experimental Results portions of the ACT Aspire test
- **ACT with Writing Science Score** - The averages of the scores from the Interpretation of Data, Scientific Investigations, and Evaluation of Models, Inferences, and Experimental Results portions of the ACT Aspire test
- **ACT with Writing Performance Level Scale Scores for Science**
    - **Below Basic** – 1-17
    - **Basic** – 18-22
    - **Proficient** – 23-27
    - **Advanced** – 28-36
- **ACT Aspire College Readiness Benchmarks Reporting Categories for Science**
    - **In Need of Support** – 1-17
    - **Close** – 18-22
    - **Ready** – 23-27
    - **Exceeding** – 28-36
- **ACT Aspire College Readiness Benchmark for Science** - Students who achieve this score on the ACT Science Test have a 50% likelihood of achieving a B or better in a first-year Biology course at a typical college
- **Gaps** - The disparity in academic performance between groups of students
- **FAY -** Full academic year of enrollment. This is specific to students with "continuous enrollment beginning within the first ten days of the school year without an enrollment lapse of ten or

more consecutive days.

- **Program Analysis** - Examines longitudinal data for the same grade level over a period of time.

  Example:

	2020-21 % Students Scoring On or Above Grade Level (Mid-year or Above)	2021-22 % Students Scoring On or Above Grade Level (Mid-year or Above)	2022-23 % Students Scoring On or Above Grade Level (Mid-year or Above)
Grade 1	44%	44%	50%

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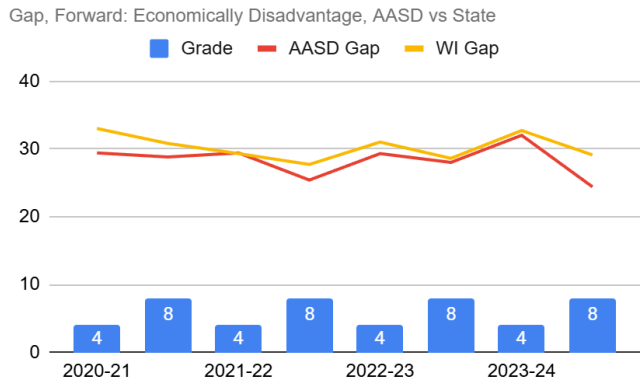
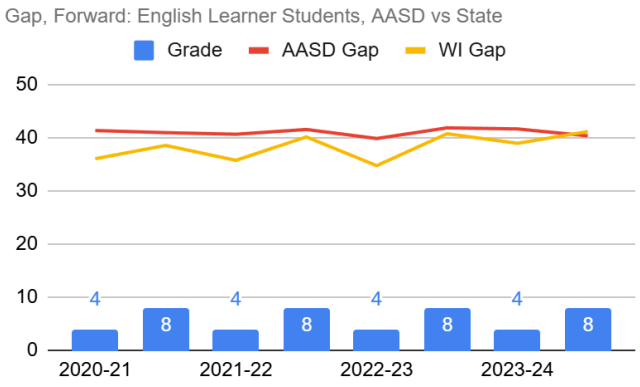
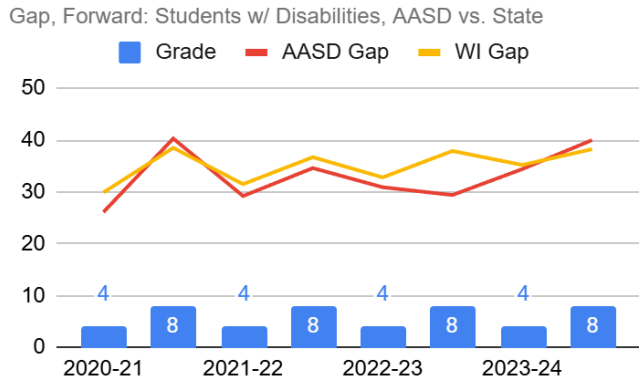
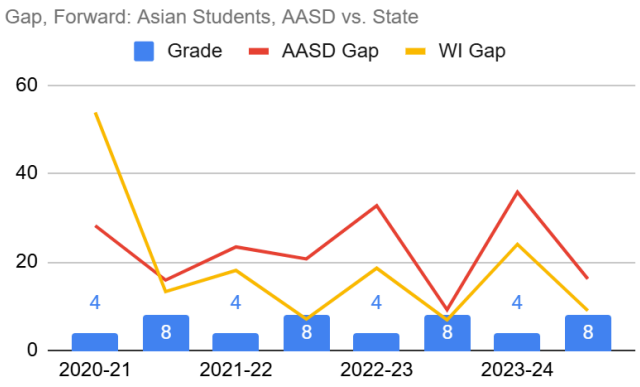
Appendix B: Illustration of Data

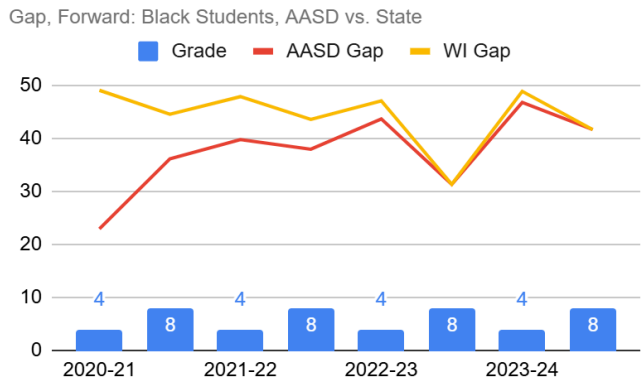
Forward Gaps (Grades 4 & 8)

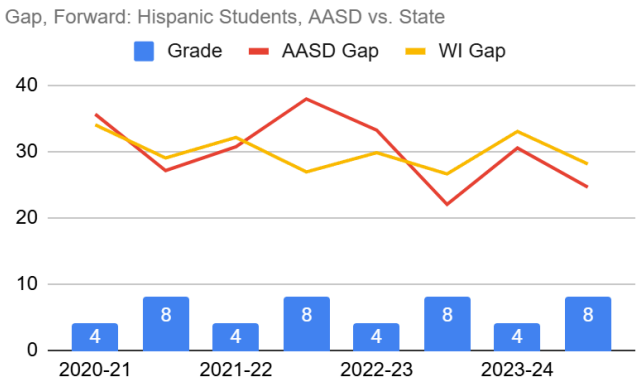


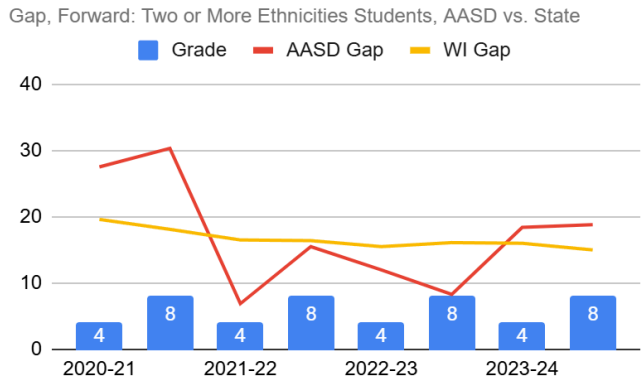












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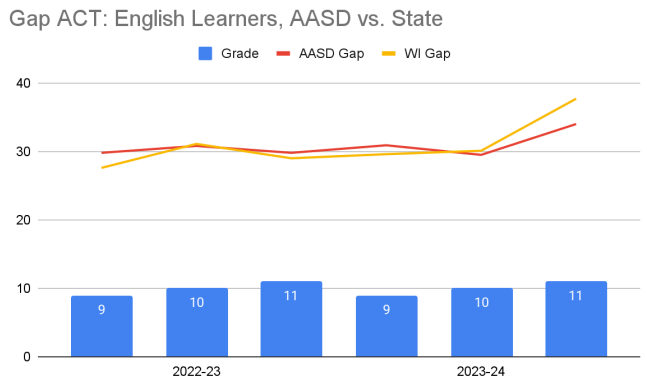
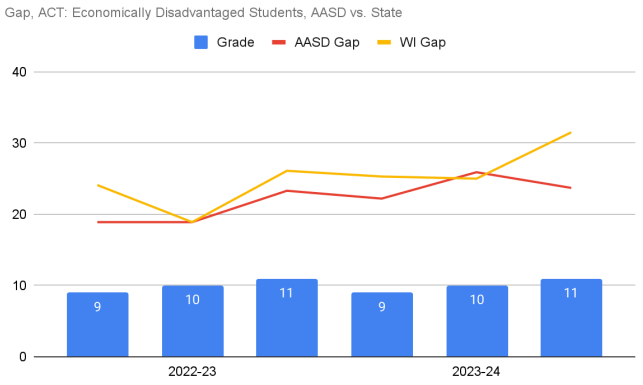
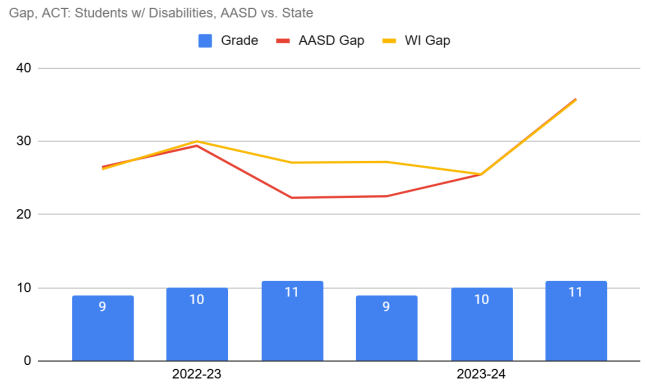
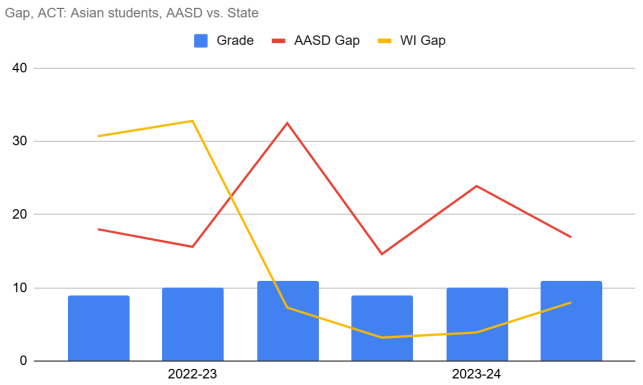
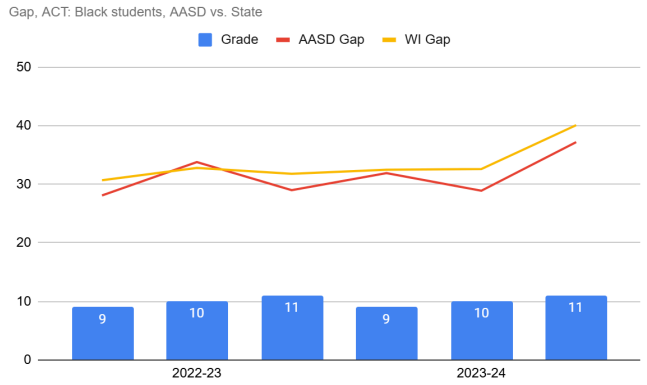
ACT Gap Data (Pre-Act 9, 10 & ACT 11)

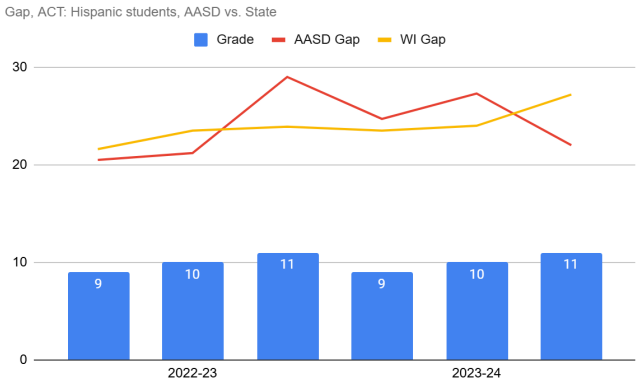


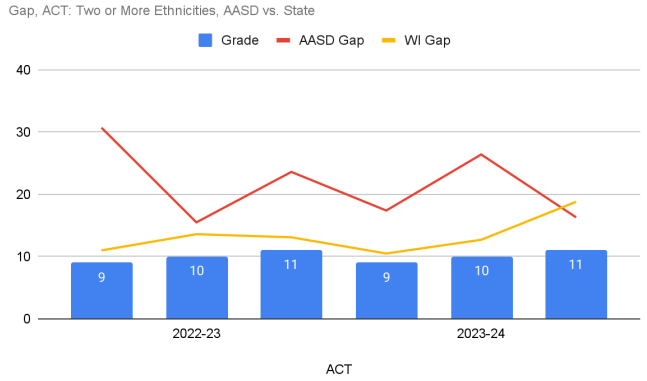












Success for Every Student, Every Day

APPLETON AREA SCHOOL DISTRICT

Appleton Area School District
Results Monitoring Report
R-2.1.4 Civics & Social Studies

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SUPERINTENDENT CERTIFICATION:

With respect to Results Policy 2.1.4 Civics & Social Studies, the Superintendent certifies that the information is accurate and complete, and that the Organization is:

_____ **Making Reasonable Progress**

__X__ **Making Reasonable Progress with noted exception(s): (See Evidence section)**

_____ **Failing to make Reasonable Progress**

Reasonable progress has been determined based on the preponderance of evidence, including a tabulation of all goals achieved and goals where we are making progress; comparison to State average scores where we exceeded the state and/ or where we narrowed our gap with the State. Our social studies data relies heavily on Document Based Question (DBQ) data, a skill we feel transfers well beyond the school years. Goals established for monitoring for social studies rely heavily on gap scores, and we are seeing largely positive trends in our DBQ gap scores. Sophomore Forward scores may need to be considered as a valid monitoring point.

= indicator achieved (25)

= indicator not achieved as outcome remained the same as the year before or improved but not to the desired level (13)

= indicator not achieved as the outcome was lower than the year before (38)

Executive Summary/Analysis:

The data in this report summarizes District progress in providing instructional programming intended to support students in their personal growth and achievement in Social Studies. Monitoring of data provides the Board assurance that students are guaranteed a curriculum with increasingly challenging levels of complexity and allows student opportunities for demonstrating the higher-order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity. In addition, the data monitored supports the District's Continuous School Improvement Process.

As a Social Studies department, the skills that are both instructed and assessed throughout all of the Secondary grade levels center around inquiry. Building upon prior knowledge, the teachers guide students through a process of inquiry: analyzing documents, making connections, stating a claim and writing their argumentation using the evidence from the documents. This is a lifelong and transferable skill that students can use in their other courses. Although the course content may be different and the rigor will increase, as students have many course options after their Freshman Civics course, the expectations within the inquiry process are the same.

DBQ Results

At the program level, it should be noted that we are above 80% mastery in each grade level. The recommendation moving forward would be to maintain those levels of mastery. Of note, based on last year's goal of improving scores by 1%, students at grades 8 and 9 met this goal. Students at grade 10 missed the goal by 1.2% and students at grade 11 missed the goal by 6.5%.

We also established a goal of decreasing the percentage of students scoring "Beginning" by 3% at each grade level. Based on the established goal, we met the goals for grade 9 and 10, and failed to meet the goal for grades 8 and 11.The largest percentage of students receiving "Beginning" is at grade 11 this year, with a 15.4%, up from 11.6% for the cohort from their sophomore year. The other three grade levels have less than 10% of students scoring "Beginning." Moving forward, administration recommends maintaining a goal for students scoring "Beginning" at less than 10%, which is below Response to Intervention guidelines of 15-20%.

We also monitored gaps for several areas, including economically disadvantaged students, English Learner (EL) students, students with disabilities, and students of color. We made progress in decreasing those gaps in all monitored student groups except for students with two or more ethnicities. Further monitoring of this group is in order.

WI Forward Results

At the program level, there was an observed increase in the percentage of 4th and 8th grade students "Proficient" on the WI Forward Exam compared to 2022-23 results. At the 10th grade level, there was a decrease in the percentage of students scoring "Proficient." Similar to the statewide results, there was a slight decrease in the percentage of AASD students in 4th and 8th scoring Below Basic in Social Studies and an increase in students scoring below basic at grade 10.

As with our DBQ, we monitored gaps on the Forward assessment for several areas, including economically disadvantaged students, English Learner (EL) students, students with disabilities, and students of color. Gaps for our Hispanic students and students with two or more ethnicities showed overall improvement, while in all other monitored groups, gaps persist.

Additional Context/Next Steps:

Since administering the spring DBQ in 2022, many decisions were made moving forward to ensure that we are implementing and administering the assessment with fidelity. Both the Middle School and High School Curriculum Support Specialists worked to help audit 11 standards-based Social Studies courses. All Social Studies courses (except Advanced Placement or Dual Credit courses) are using the same grading categories, and have identified three common DBQ assessments to be administered during a six-week window in the fall, winter and spring. As defined by the AASD, all common assessments will be:

a) used by all teachers, for all students,
b) created by district SBC course development teams,
c) aligned to the same task and format,
d) aligned to the same standards,
e) meeting grade level rigor,

f) assessed on the same rubric, and
g) supported by the same resource.

In year two (2023-24), district professional learning communities (PLCs) calibrated and determined common testing conditions and altering sources for student needs. We have moved in the right direction for consistency in administering the assessment, evaluating, and giving feedback in an equitable manner, and overall results of the transferable skill of analyzing information, making a claim, and supporting that claim are hitting over 80%, a gold standard in education.

Literacy remains the key component of student success in social studies, and efforts in place at our elementary schools will pay future dividends. Furthermore, we have a literacy intervention system, Lexia, in place at the middle level which should help with student success, and schools at the secondary level have been working on implementing Sheltered Instruction Observation Protocol (SIOP), a framework that supports improved literacy for all students.

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Results Policy 2.1.4 Civics & Social Studies, the Board finds that the organization is:

_____ **Making Reasonable Progress**

_____ **Making Reasonable Progress with noted exception(s):**

_____ **Failing to make Reasonable Progress**

Summary Statements of the Board, if any:

_____

_____

Signed: _____ Date: _____
Board President

Document submitted: _____Re-submitted: _____

R-2.3 Results Policy: Academic Performance

Each student will be literate, numerate, and able to integrate and apply the knowledge, skills, and competencies acquired across all academic disciplines.

2.1 Each student will demonstrate personal growth and achievement in increasingly challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity when enrolled in disciplines, including:

2.1.4 Civics & Social Studies

SUPERINTENDENT Evidence of Reasonable Progress:

AASD DBQ Assessment - Social Studies - Grades 8-11 (Program Analysis)

We will **increase the percentage** of students **scoring Competent/Mastery** in **grades 8-11** on the **AASD DBQ Assessment by 1%**.

Grade Level/ Course(s) (Emphasis)	2022-23 (Baseline)	2023-24 % Competent/Mastery
Grade 8 U.S. History (History)	84.6%	90.9%
Grade 9 Civics (Civics, History)	79.9%	88.6%
Grade 10 Global Studies (Geography, History) World History & AP World History (History) Humanities (Behavioral Sciences)	84.6%	84.4%
Grade 11 American Studies (History, Behavioral Sciences) U.S. History & AP U.S. History (History)	86.1%	80.6%

We will **decrease the percentage** of students **scoring Beginning** in **grades 8-11** on the **AASD DBQ Assessment by 3%**.

Grade Level/ Course(s) (Emphasis)	2022-23 (Baseline)	2023-24 % Beginning
Grade 8 U.S. History (History)	3.9%	5.8%
Grade 9 Civics (Civics, History)	11.6%	6.4%
Grade 10 Global Studies (Geography,	11.6%	9.9%

History) World History & AP World History (History) Humanities (Behavioral Sciences)		
Grade 11 American Studies (History, Behavioral Sciences) U.S. History & AP U.S. History (History)	8.5%	15.4%

AASD DBQ Assessment Gap Analysis Economically Disadvantaged

We will **reduce gaps in students scoring Competent and Mastery** within **identified demographic groups in grades 8-11** on the **AASD DBQ Assessment by 3%**.

	2022-23	2023-24
AASD Non-EconD Grade 8	**92.4%**	95.3%
AASD EconD Grade 8	75.7%	85.7%
Gap	16.7%	**8.6%**
AASD Non-EconD Grade 9	87.2%	94.5%
AASD EconD Grade 9	66.3%	80.6%
Gap	20.9	**13.9%**
AASD Non-EconD Grade 10	88.6%	91.3%
AASD EconD Grade 10	75%	75.4%
Gap	13.6%	**15.9%**
AASD Non-EconD Grade 11	90.8%	87%
AASD EconD Grade 11	76.1%	70.0%
Gap	14.7	**17%**

We will **reduce gaps in students scoring Competent and Mastery** within **identified demographic groups in grades 8-11** on the **AASD DBQ Assessment by 3%**.

	2022-23	2023-24
AASD Non-EL Grade 8	87.8%	91.1%
AASD EL Grade 8	71.7%	89.1%
Gap	16.1%	2%
AASD Non-EL Grade 9	81.3%	89.6%
AASD EL Grade 9	68.1%	80%

Gap	13.2%	9.6%
AASD Non-EL Grade 10	85.3%	85.9%
AASD EL Grade 10	76.6%	72.7%
Gap	8.7%	13.2%
AASD Non-EL Grade 11	88.1%	80.6%
AASD EL Grade 11	61.5%	81.1%
Gap	26.6%	-0.5%

AASD DBQ Assessment Gap Analysis ELAASD DBQ Assessment Gap Analysis SWD

We will **reduce gaps in students scoring Competent and Mastery** within **identified demographic groups in grades 8-11** on the **AASD DBQ Assessment by 3%**.

	2022-23	2023-24
AASD SWOD Grade 8	88.8%	93.6%
AASD SWD Grade 8	77%	80.2%
Gap	11.8%	13.4%
AASD SWOD Grade 9	82.4%	91.1%
AASD SWD Grade 9	69.6%	78.4%
Gap	12.8%	12.7%
AASD SWOD Grade 10	87%	86.4%
AASD SWD Grade 10	72.4%	74.4%
Gap	14.6%	12.0%
AASD SWOD Grade 11	90.6%	83.8%
AASD SWD Grade 11	66.7%	65.2%
Gap	23.9%	18.6%

AASD DBQ Assessment Gap Analysis Asian

We will **reduce gaps in students scoring Competent and Mastery** within **identified demographic groups in grades 8-11** on the **AASD DBQ Assessment by 3%**.

	2022-23	2023-24
AASD White Grade 8	90.7%	92.6%
AASD Asian Grade 8	91.4%	96.1%
Gap	-0.7%	-3.5%
AASD White Grade 9	84.3%	93.5%
AASD Asian Grade 9	83.8%	84.8%
Gap	0.5%	8.7%

AASD White Grade 10	87.3%	89.1%
AASD Asian Grade 10	86.8%	85.2%
Gap	0.5%	3.9%
AASD White Grade 11	91.1%	86.2%
AASD Asian Grade 11	80.4%	77.8%
Gap	10.7%	8.4%

AASD DBQ Assessment Gap Analysis Black

We will **reduce gaps in students scoring Competent and Mastery** within **identified demographic groups in grades 8-11** on the **AASD DBQ Assessment by 3%**.

	2022-23	2023-24
AASD White Grade 8	90.7%	92.6%
AASD Black Grade 8	70%	86.7%
Gap	20.7%	5.9%
AASD White Grade 9	84.3%	93.5%
AASD Black Grade 9	59.1%	72.7%
Gap	25.2%	20.8%
AASD White Grade 10	87.3%	89.1%
AASD Black Grade 10	59.2%	69.4%
Gap	28.1%	19.7%
AASD White Grade 11	91.1%	86.2%
AASD Black Grade 11	75.8%	64%
Gap	15.3%	22.2%

AASD DBQ Assessment Gap Analysis Hispanic

We will **reduce gaps in students scoring Competent and Mastery** within **identified demographic groups in grades 8-11** on the **AASD DBQ Assessment by 3%**.

	2022-23	2023-24
AASD White Grade 8	90.7%	92.6%
AASD Hispanic Grade 8	66.3%	83.7%
Gap	24.4%	8.9%
AASD White Grade 9	84.3%	93.5%
AASD Hispanic Grade 9	67.6%	82.2%
Gap	16.7%	11.3%
AASD White	87.3%	89.1%

Grade 10		
AASD Hispanic Grade 10	78.5%	69.4%
Gap	8.8%	19.7%
AASD White Grade 11	91.1%	86.2%
AASD Hispanic Grade 11	76.3%	71.7%
Gap	14.8%	14.5%

AASD DBQ Assessment Gap Analysis Two or More Races

We will **reduce gaps in students scoring Competent and Mastery** within **identified demographic groups in grades 8-11** on the **AASD DBQ Assessment by 3%**.

	2022-23	2023-24
AASD White Grade 8	90.7%	92.6%
AASD Two or More Grade 8	78.3%	85%
Gap	12.4%	7.6%
AASD White Grade 9	84.3%	93.5%
AASD Two or More Grade 9	65.7%	71.7%
Gap	18.6%	21.8%
AASD White Grade 10	87.3%	89.1%
AASD Two or More Grade 10	90%	76.7%
Gap	-2.7%	12.4%
AASD White Grade 11	91.1%	86.2%
AASD Two or More Grade 11	73.1%	56.3%
Gap	18.0%	29.9%

Forward Social Studies

Forward - Social Studies - Grades 4, 8 & 10 (Program Analysis)

1. We will **increase the percentage** of students **scoring Proficient** in **grades 4, 8, and 10** on the **WI Forward Exam in Social Studies by 1%**.
2. We will score **at or above the statewide level** for **Proficient** in **grades 4-8** on the **WI Forward Exam in Social Studies**.

	2020-21 AASD	2020-21 Statewide	2021-22 AASD	2021-22 Statewide	2022-23 AASD	2022-23 Statewide	2023-24 AASD	2023-24 Statewide
Grade 4	39.9%	44.0%	59.6%	59.3%	59.0%	59.7%	64.1%	63.0%
Grade 8	37.0%	41.9%	52.4%	57.7%	52.9%	58.5%	60.0%	60.6%
Grade 10	39.0%	37.3%	41.2%	44.7%	44.2%	44.5%	37.7%	43.0%

We will **reduce the percentage** of students **scoring Below Basic** in **grades 4, 8, and 10** on the **WI Forward Exam in Social Studies by 3%.**								
	2020-21 AASD	**2020-21 Statewide**	**2021-22 AASD**	**2021-22 Statewide**	**2022-23 AASD**	**2022-23 Statewide**	**2023-24 AASD**	**2023-24 Statewide**
Grade 4	30.1%	22.9%	16.2%	19.1%	16.6%	19.3%	17.6%	17.4%
Grade 8	28.9%	19.6%	19.2%	17.6%	22.1%	18.3%	16.0%	16.1%
Grade 10	20.9%	21.4%	23.8%	22.3%	25.4%	24.4%	29.8%	26.0%

WI Forward - Social Studies- Grades 4, 8 & 10 Gap Reduction[1]

WI Forward - Social Studies- Grades 4, 8 & 10 Gap Analysis Economically Disadvantaged

We will **reduce gaps in students scoring Proficient** within **identified demographic groups in grades 4, 8 & 10** on the **WI Forward Exam in Science by 3%**.				
	2020-21	**2021-22**	**2022-23**	**2023-24**
AASD Non-EconD 4th/ 8th/ 10th	**53.2%/52.6%/49.8%**	**70.5%/65.1%/50.2%**	**71.4%/65.9%/52.9%**	**79.6%/72.0%/49.8%**
AASD EconD 4th/ 8th/ 10th	**24.9%/25.3%/23.0%**	**45.6%/43.7%/28.5%**	**43.2%/35.5%/30.3%**	**47.6%/45.4%/22.7%**
Gap 4th/8th	**28.3%/27.3%/26.8%**	**24.9%21.4%/21.7%**	**28.2%/30.4%/22.6%**	**32.0%/26.6%/27.1%**
WI Non-EconD 4th/ 8th/ 10th	**57.8%/54.0%/47.6%**	**71.3%/68.5%/54.3%**	**72.9%/70.2%/55.1%**	**76.7%/72.3%/53.5%**
WI EconD 4th/ 8th/ 10th	**25.2%/24.0%/19.0%**	**42.2%/41.2%/27.5%**	**41.9%/41.6%/27.0%**	**45.6%/44.2%/26.5%**
Gap 4th/ 8th/ 10th	**32.6%/30.0%/28.6%**	**29.1%/27.3%/26.8%**	**31.0%/28.6%/28.1%**	**31.1%/28.1%/27.0%**

WI Forward - Social Studies- Grades 4, 8 & 10 Gap Analysis EL

We will **reduce gaps in students scoring Proficient** within **identified demographic groups in grades 4, 8 & 10** on the **WI Forward Exam in Science by 3%**.				
	2020-21	**2021-22**	**2022-23**	**2023-24**
AASD Non-EL 4th/ 8th/ 10th	**45.1%/45.3%/41.7%**	**64.4%/60.1%/44.3%**	**64.2%/56.0%/47.7%**	**70.5%/64.5%/41.3%**
AASD EL 4th/ 8th/ 10th	**8.4%/3.8%/2.5%**	**22.4%/20.7%/1.3%**	**27.6%/18.5%/6.4%**	**28.5%/17.5%/6.4%**
Gap 4th/8th/ 10th	**36.7%/41.5%/39.2%**	**42.0%/ 39.4%/43.0%**	**41.3%/37.5%/41.3%**	**42.0%/42.6%/39.5%**
WI Non-EL 4th/ 8th/ 10th	**46.8%/44%/38.8%**	**62.1%/60.1%/46.6%**	**62.4%/60.9%/46.6%**	**66.0%/63.4%/45.2%**
WI EL 4th/ 8th/ 10th	**13.7%/6.4%/2.4%**	**29.3%/18.0%/5.6%**	**29.3%/18.8%/7.5%**	**30.7%/20.8%/5.7%**
Gap 4th/ 8th/ 10th	**33.1%/37.6%/36.4%**	**32.8%/42.1%/41.0%**	**33.1%/42.1%/39.1%**	**35.3%/42.6%39.5%**

[1] Cells for FORWARD Gap Reduction coded as follows: Green outline = gap lower than State gap; Red outline = gap greater than State gap.

WI Forward - Social Studies- Grades 4, 8 & 10 Gap Analysis SWD

We will **reduce gaps in students scoring Proficient** within **identified demographic groups in grades 4, 8 & 10** on the **WI Forward Exam in Science by 3%**.

	2020-21	2021-22	2022-23	2023-24
AASD SWOD 4th/ 8th/ 10th	44.3%/47.3%/43.9%	64.2%/60.8%/46.9%	65.1%/58.6%/49.5%	71.0%/67.0%/41.0%
AASD SWD 4th/ 8th/ 10th	19.7%/8.4%/9.6%	33.5%/24.2%/12.0%	28.4%/23.5%/12.1%	31.2%/19.5%/15.6%
Gap 4th/8th/10th	24.6%/38.9%/34.3%	30.7%/36.6%/34.9%	36.7%/35.1%/37.4%	39.8%/47.5%/25.4%
WI SWOD 4th/ 8th/ 10th	48.2%46.3%/41.1%	64.5%/62.9%/49.0%	64.9%/64.3%/49.0%	69.1%/66.4%/47.1%
WI SWD 4th/ 8th/ 10th	19.0%/11.7%/9.4%	28.9%/20.4%/11.8%	29.8%/20.0%/11.9%	31.1%/22.0%/11.6%
Gap 4th/ 8th/ 10th	29.2%/34.6%/31.7%	35.6%/42.5%/37.1%	35.1%/44.3%/37.1%	38%/44.4%/35.5%

WI Forward - Social Studies- Grades 4, 8 & 10 Gap Analysis Asian

We will **reduce gaps in students scoring Proficient** within **identified demographic groups in grades 4, 8 & 10** on the **WI Forward Exam in Science by 3%**.

	2020-21	2021-22	2022-23	2023-24
AASD White 4th/ 8th/ 10th	49.5%/48.2%/46.4%	67.9%/63.2%/48.1%	68.1%/58.8%/51.7%	74.6%/67.5%/47.5%
AASD Asian 4th/ 8th/ 10th	22.6%/32.5%/28.3%	45.1%/47.5%/34.6%	40.1%/53.8%/34.4%	42.2%/51.9%/23.0%
Gap 4th/ 8th/ 10th	26.9%/15.7%/18.1%	22.8%/15.7%/13.5%	28.0%/5.0%/17.3%	32.4%/15.6%/24.5%
WI White 4th/ 8th/ 10th	54.0%/50.4%/44.9%	68.5%/65.6%/51.6%	68.9%/65.9%/51.9%	72.8%/68.3%/50.3%
WI Asian 4th/ 8th/ 10th	32.9%/39.4%/37.6%	54.5%//60.4%/47.8%	51.3%/61.6%/46.1%	52.5%/62.1%/44.1%
Gap 4th/ 8th/ 10th	21.1%/11.0%/7.3%	14.0%/5.2%/3.8%	17.6%/4.3%/5.8%	20.3%/6.2%/6.2%

WI Forward - Social Studies- Grades 4, 8 & 10 Gap Analysis Black

We will **reduce gaps in students scoring Proficient** within **identified demographic groups in grades 4, 8 & 10** on the **WI Forward Exam in Science by 3%**.

	2020-21	2021-22	2022-23	2023-24
AASD White 4th/ 8th/ 10th	49.5%/48.2%/46.4%	67.9%/63.2%/48.1%	68.1%/58.8%/51.7%	74.6%/67.5%/47.5%
AASD Black 4th/ 8th/ 10th	26.3%/16.7%/10.9%	28.6%/31.8%/21.2%	44.7%/25.5%/12.9%	33.3%/22.4%/9.4%
Gap 4th/ 8th/ 10th	23.2%/31.5%/35.5%	39.3%/31.4%/26.9%	23.4%/33.3%/38.8%	41.3%/45.1%/38.1%
WI White 4th/ 8th/ 10th	54.0%/50.4%/44.9%	68.5%/65.6%/51.6%	68.9%/65.9%/51.9%	72.8%/68.3%/50.3%
WI Black 4th/ 8th/10th	8.8%/10.0%/6.0%	21.8%/23.3%/14.0%	22.5%/25.8%/12.9%	25.7%/27.5%/11.9%
Gap 4th/ 8th/ 10th	45.2%/40.4%/38.9%	46.7%/42.3%/37.6%	46.4%/40.1%/39.0%	47.1%/40.8%/38.4%

WI Forward - Social Studies- Grades 4, 8 & 10 Gap Analysis Hispanic

We will **reduce gaps in students scoring Proficient** within **identified demographic groups in grades 4, 8 & 10** on the **WI Forward Exam in Science by 3%**.				
	2020-21	**2021-22**	**2022-23**	**2023-24**
AASD White 4th/ 8th/ 10th	**49.5%/48.2%/46.4%**	**67.9%/63.2%/48.1%**	**68.1%/58.8%/51.7%**	**74.6%/67.5%/47.5%**
AASD Hispanic 4th/ 8th/ 10th	**19.7%/26.7%/24.4%**	**36.6%/37.1%/25.4%**	**42.4%/32.5%/30.8%**	**50.4%/45.8%/18.4%**
Gap 4th/ 8th/ 10th	**29.8%/21.5%/22.0%**	**31.3%/26.1%/22.7%**	**25.7%26.3%/20.9%**	**24.2%/21.7%/29.1%**
WI White 4th/ 8th/ 10th	**54.0%/50.4%/44.9%**	**68.5%/65.6%/51.6%**	**68.9%/65.9%/51.9%**	**72.8%/68.3%/50.3%**
WI Hispanic 4th/ 8th/ 10th	**24.3%/23.6%/18.5%**	**39.0%/41.1%/27.3%**	**41.3%/42.6%/27.2%**	**44.0%/44.1%/25.4%**
Gap 4th/ 8th/ 10th	**29.7%/26.8%/26.4%**	**29.5%/24.5%/24.3%**	**27.6%/23.3%/24.7%**	**28.8%/24.2%/24.9%**

WI Forward - Social Studies- Grades 4, 8 & 10 Gap Analysis Two or More Ethnicities

We will **reduce gaps in students scoring Proficient** within **identified demographic groups in grades 4, 8 & 10** on the **WI Forward Exam in Science by 3%**.				
	2020-21	**2021-22**	**2022-23**	**2023-24**
AASD White 4th/ 8th/ 10th	**49.5%/48.2%/46.4%**	**67.9%/63.2%/48.1%**	**68.1%/58.8%/51.7%**	**74.6%/67.5%/47.5%**
AASD Two or More 4th/ 8th/ 10th	**27.0%/32.3%/30.3%**	**59.7%/40.5%/21.7%**	**52.7%/44.4%/32.4%**	**62.0%/56.1%/26.2%**
Gap 4th/ 8th/ 10th	**22.5%/15.9%/16.1%**	**8.2%/22.7%/26.4%**	**15.4%/14.4%/19.3%**	**12.6%/11.4%/21.3%**
WI White 4th/ 8th/ 10th	**54.0%/50.4%/44.9%**	**68.5%/65.6%/51.6%**	**68.9%/65.9%/51.9%**	**72.8%/68.3%/50.3%**
WI Two or More 4th/ 8th/ 10th	**36.9%/33.9%/31.2%**	**55.1%/51.2%/37.1%**	**55.5%/51.9%/37.2%**	**59.2%/55.7%/38.4%**
Gap 4th/ 8th/ 10th	**17.1%/16.5%/13.7%**	**13.4%/14.4%/14.5%**	**13.4%/14.0%/14.7%**	**13.6%/12.6%/11.9%**

Appendix A: SUPERINTENDENT Interpretation

- **Each student** shall mean all Full Academic Year (FAY) students enrolled 5K-12 in the Appleton Area School District. Every Student, Every Day.
- **Literate** shall mean the ability to read, write, speak, and listen in ways that will allow us to communicate effectively to a variety of different audiences and to make sense of the world.
- **Numerate** shall mean the ability to access, use and interpret and communicate mathematical information and ideas, to engage in and manage the mathematical demands of various situations in adult years. To be numerate is to confidently and effectively use mathematics to meet the everyday demands of life.
- **Able to integrate and apply** shall mean to combine what is learned in the classroom, whether it's theory or technique, with a solution to real-world problems.
- **Skills** and **competencies** shall mean combinations of knowledge, skills and attitudes that students develop and apply for successful learning, living and working. They emphasize aspects of learning that apply within and across all subject areas.
- **Academic disciplines** shall mean core academic subject areas. The content to be mastered by students in each of these areas is defined by the state and district learning standards.
- **Personal growth** shall mean how much academic progress a student has made between two points in time.
- **Personal achievemen**t shall mean individual performance based on the mastery of district adopted grade-level academic standards or from grade-level expectations on identified measures/assessments.
- **Increasingly challenging levels of complexity** shall mean moving along the continuum of learning from acquisition to application.
- **Higher order thinking skills of:**
    - **Knowledge** shall mean recognizing and recalling facts.
    - **Comprehension** shall mean understanding what facts mean.
    - **Application** shall mean using the facts, rules, concepts, and ideas.
    - **Analysis** shall mean breaking down information into component parts.
    - **Synthesis** shall mean the ability to put parts together to form a new whole.
    - **Evaluation** shall mean justifying the value of information and ideas.
    - **Creativity** shall mean the ability to produce new and original ideas, connections, and solutions to problems.
- **Increasingly challenging levels of complexity** shall mean moving along the continuum of learning from acquisition to application.
- **Civics & Social Studies** shall mean the active process of inquiry to better understand subject matter and knowledge specifically associated with Behavioral Science, Civics, Economics, Geography, and History.

Indicators Used:

- **Forward Exam** – The Wisconsin state assessment for students in grades 3-8 in ELA and Mathematics; 4, 8, and 10 in Social Studies; and 4 and 8 in Science. The Social Studies portion of the WI Forward Exam measures proficiency within the following domains:
    - Behavioral Sciences
    - Civics
    - Economics
    - Geography
    - History
- **AASD Document-based Question (DBQ) Common Assessment (8-11)** - a type of essay question requiring the use of historical documents to analyze a trend or issue from the past. Students analyze 5-7 documents (primary & secondary sources, maps, newspapers, letters, etc.) Students then assess the content behind the documents (author's purpose and target audience), find connections between the various documents, write a solid thesis statement, and use their analysis of the documents to support it, and apply the knowledge of the historical issue to develop a stronger case. When assessing, AASD educators are looking for the claim/thesis, argumentation, and sourcing.

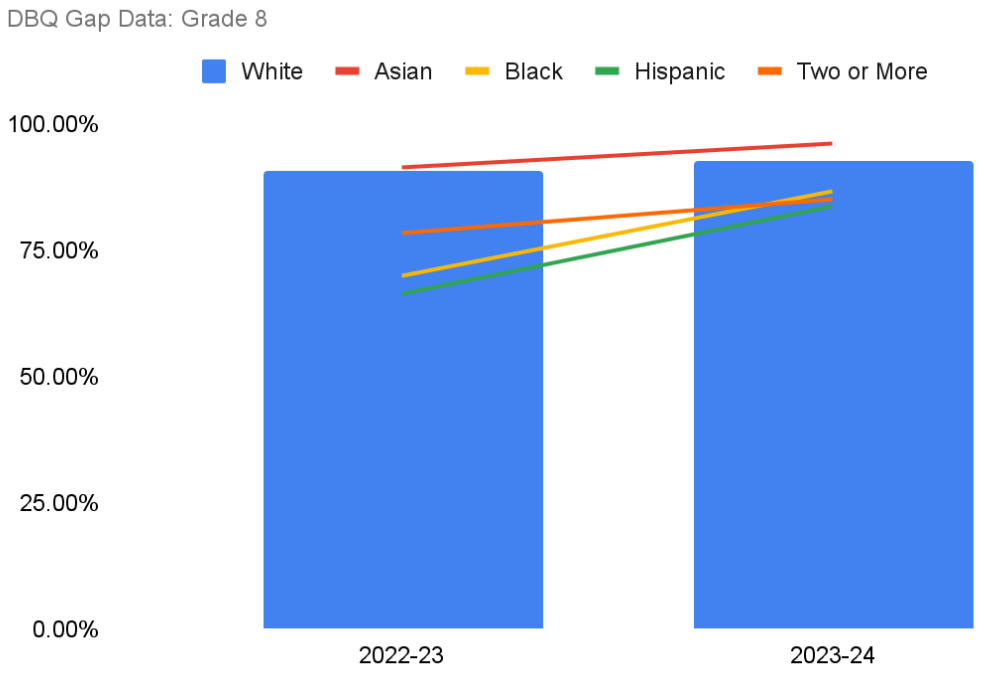
Appendix B: Definition of Terms

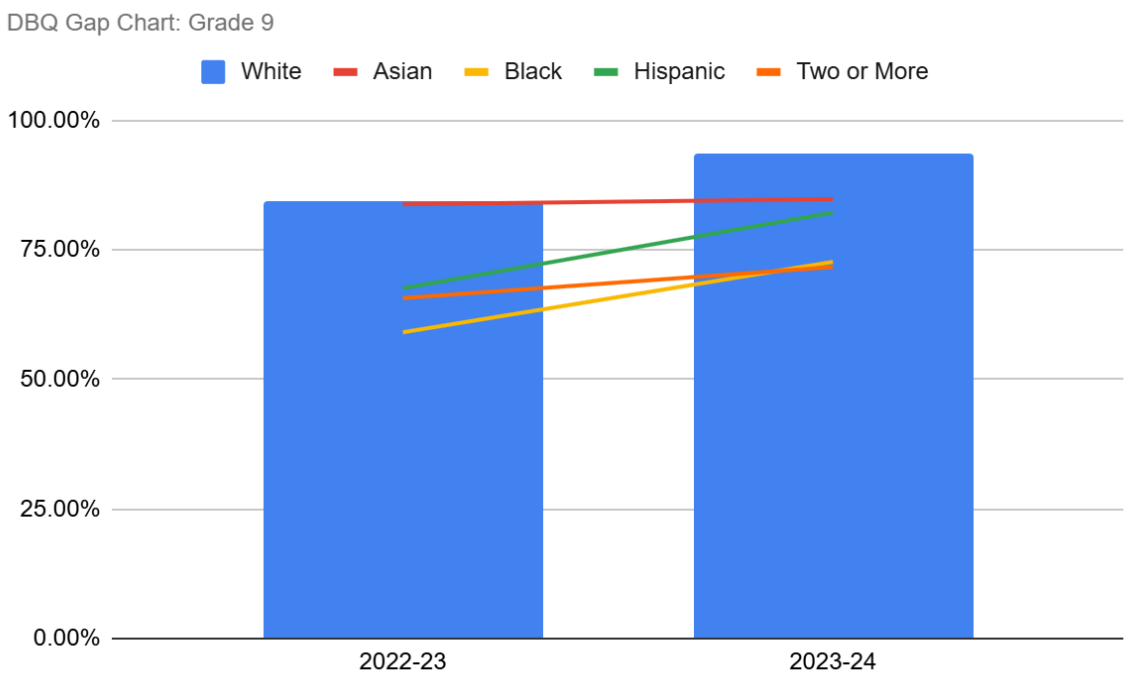
- **Norm-referenced** - Assessments that are used to compare students' progress to others in their peer group. This group may contain students in the same grade across the state or nation, or other categories such as special education, disability status, English learners, gifted students, and more. Most commonly, norm-referenced tests use a national peer group.
- **Criterion-referenced -** A criterion-referenced test is designed to measure a student's academic performance against some standard or criteria. This standard or criteria is predetermined before students begin the test. Schools or districts choose a standard, such as a percent of items answered correctly or a state test benchmark, as the criteria for the test. The student's score then shows the progress they have made toward the agreed-upon standard--if they fall short, they must continue to work toward the standard.
- **Identified Demographic Groups**
    - EL (English Learners)
    - Not EL (All other students who are not English Learners)
    - SWD (Students with Disabilities)
    - SWOD (Students without Disabilities)
    - Black
    - White
- **DBQ Scoring Rubrics**
- **CCOT - (Continuity & Change over Time) -** From AP World insight- "Patterns of Continuity and Change over Time – your ability to recognize, analyze, and assess the dynamics of continuity and change over periods of time of different lengths, as well as your ability to relate these patterns to a broader historical processes or themes."
    - Change over time
    - CCOT essay design
    - essay sample
- **WI Forward Exam Ranges:**
    - **Advanced** – Student demonstrates thorough understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
    - **Proficient** – Student demonstrates adequate understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
    - **Basic** – Student demonstrates partial understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
    - **Below Basic** – Student demonstrates minimal understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
- **Gaps** - The disparity in academic performance between groups of students
- **FAY -** Full academic year of enrollment. This is specific to students with "continuous enrollment beginning within the first ten days of the school year without an enrollment lapse of ten or more consecutive days.
- **Program Analysis** - Examines longitudinal data for the same grade level over a period of time.

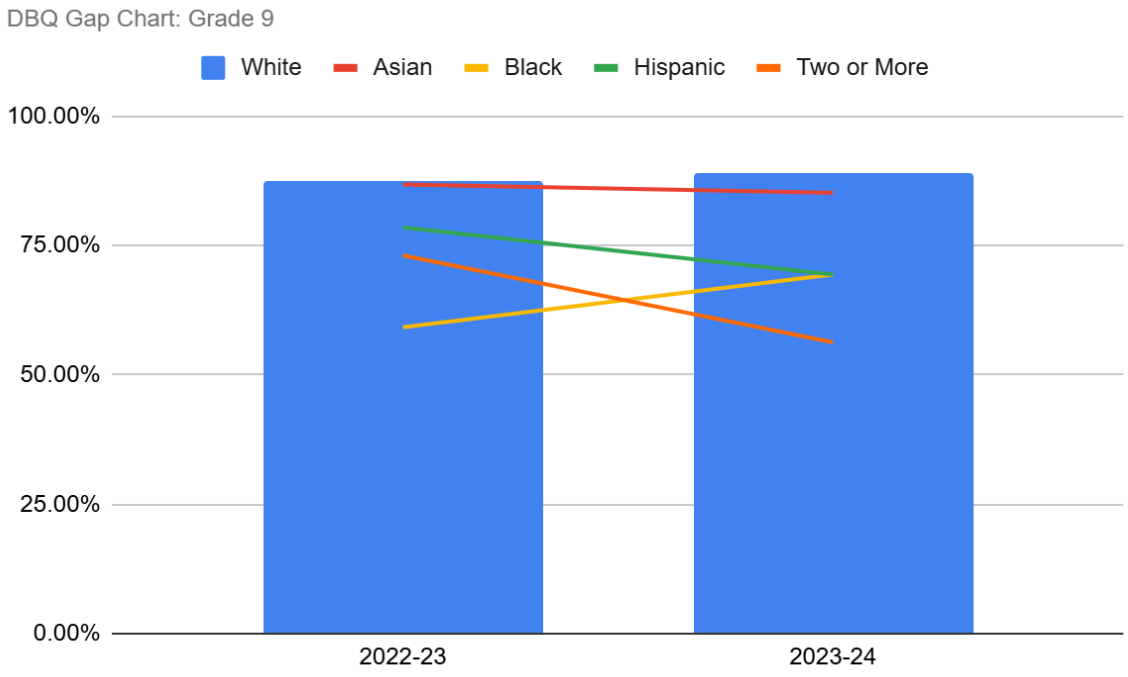
	2020-21 % Students Scoring On or Above Grade Level (Mid-year or Above)	**2021-22 % Students Scoring On or Above Grade Level (Mid-year or Above)**	**2022-23 % Students Scoring On or Above Grade Level (Mid-year or Above)**
Grade 1	44%	44%	50%

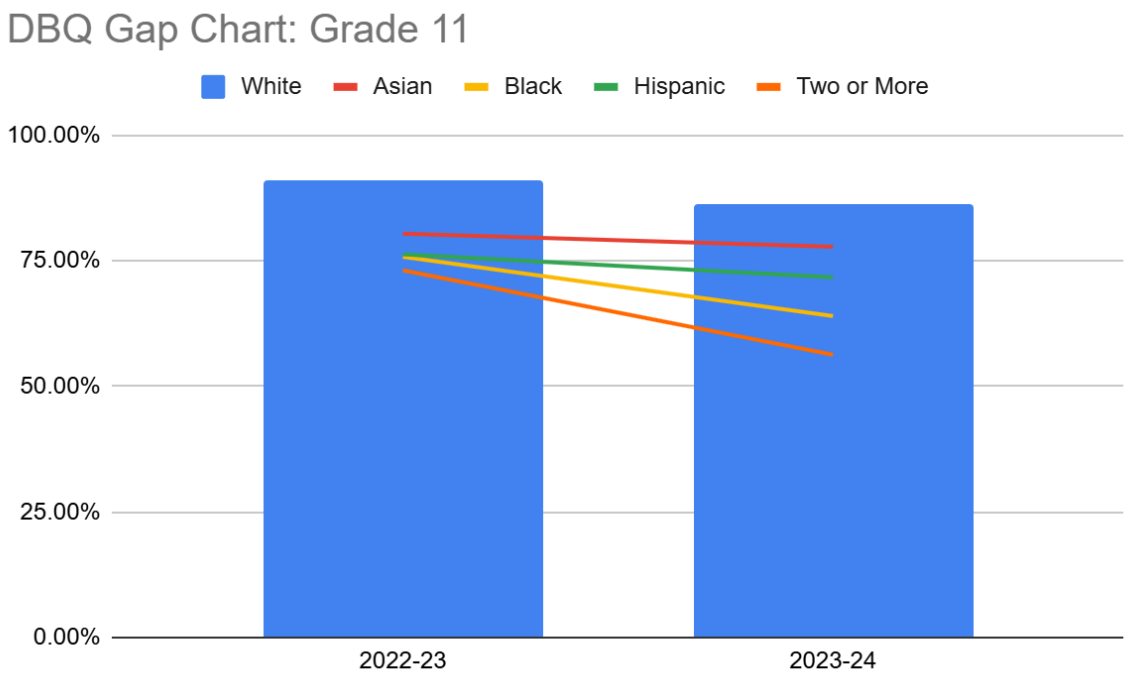
Appendix C: Illustration of Gaps

DBQ Gaps: Students of Color

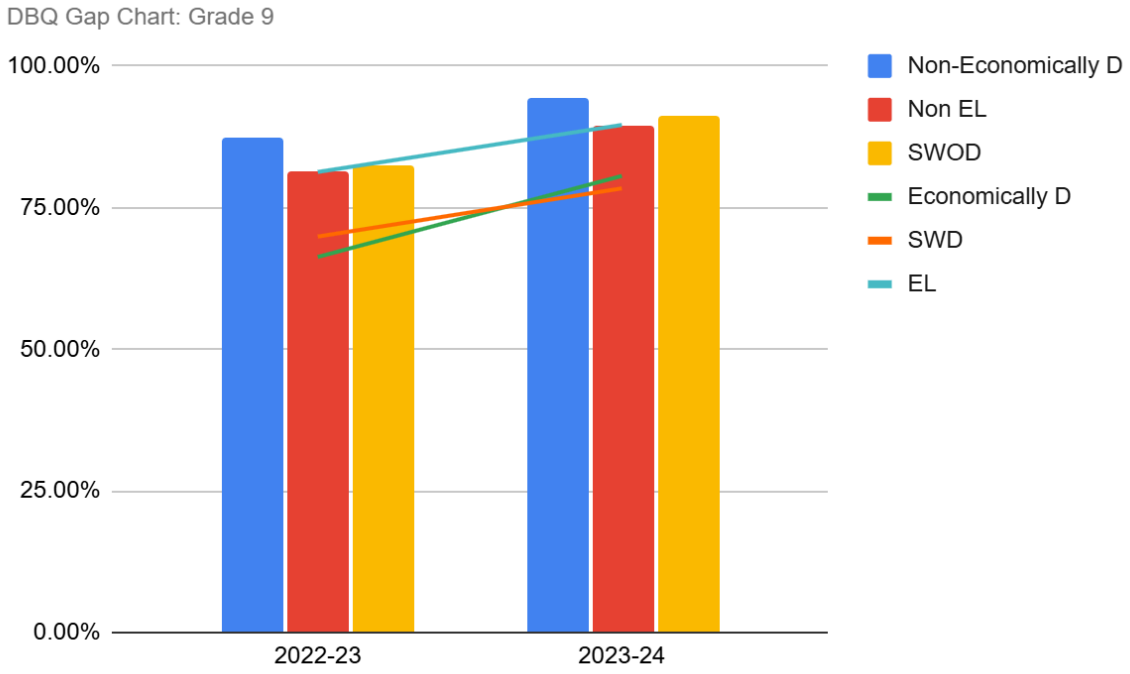




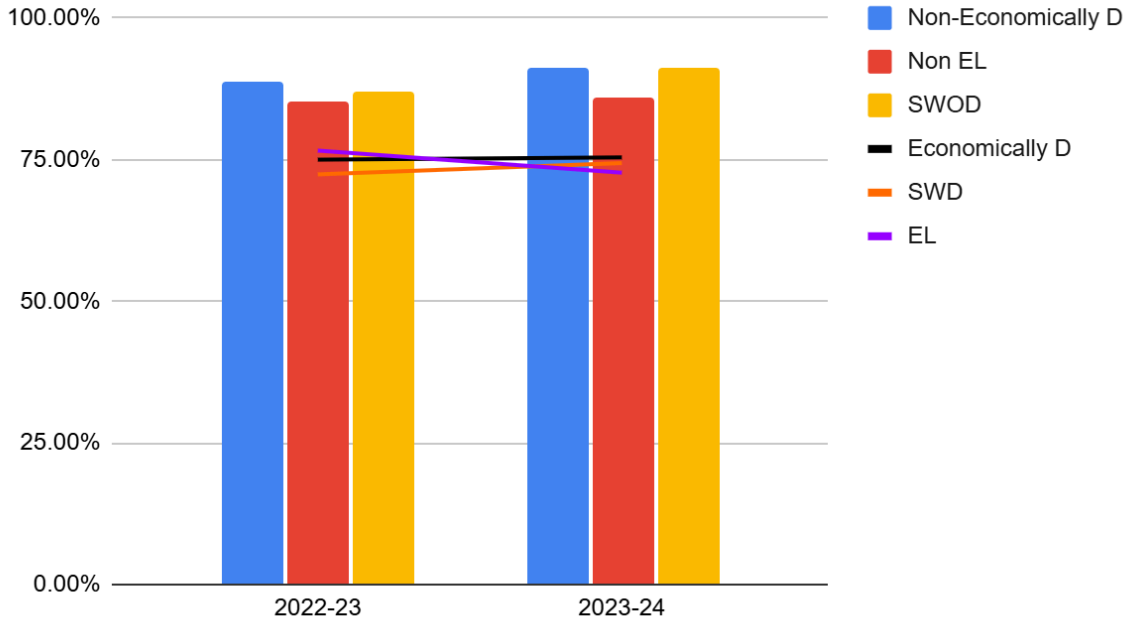

DBQ Gap Chart: Grade 9
White
Asian
Black
Hispanic
Two or More
100.00%
75.00%
50.00%
25.00%
0.00%
2022-23
2023-24


DBQ Gap Chart: Grade 11
White
Asian
Black
Hispanic
Two or More
100.00%
75.00%
50.00%
25.00%
0.00%
2022-23
2023-24

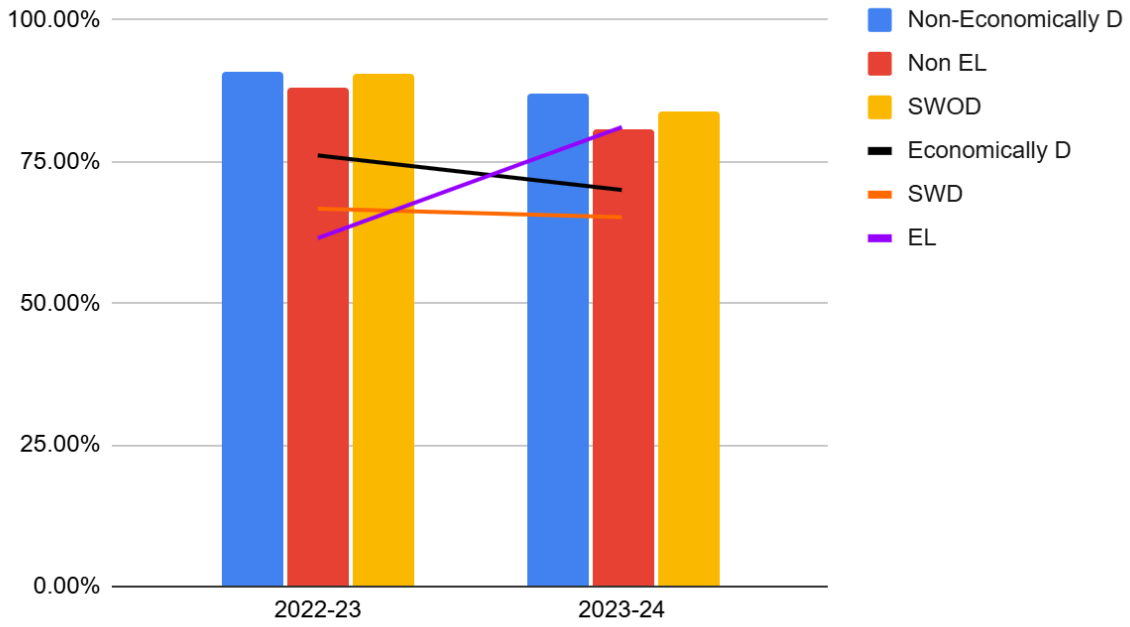
DBQ Gaps: Economically Disadvantaged, English Learners, Students with Disabilities



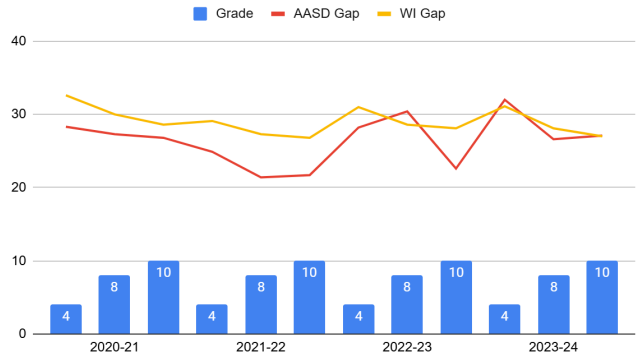
DBQ Gap Chart: Grade 10



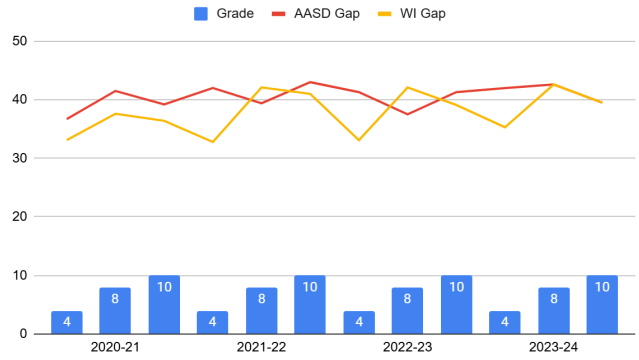
DBQ Gap Chart: Grade 11



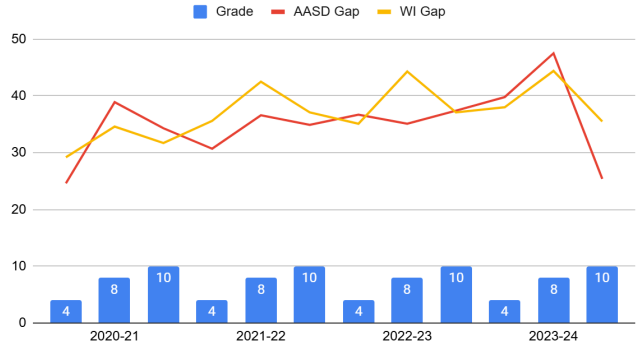
GAP: Economically Disadvantaged, AASD vs State



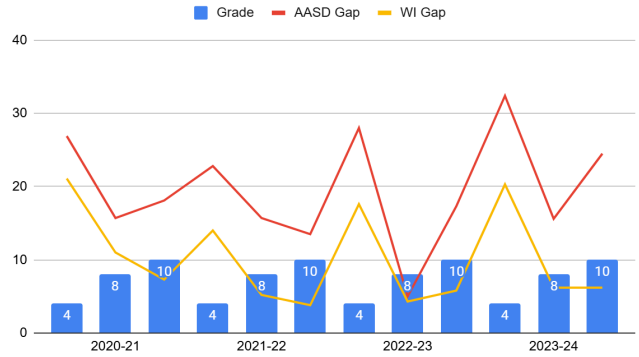
GAP: English Learners, AASD vs State



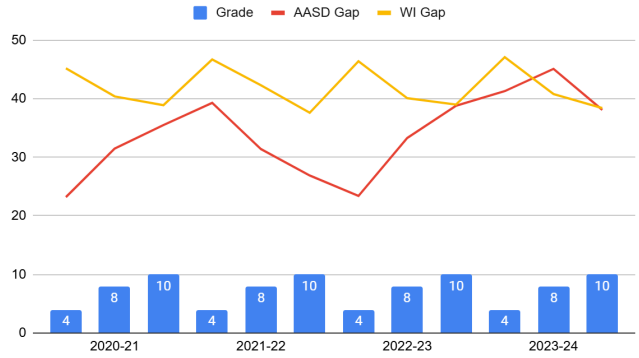
GAP: Students with Disabilities, AASD vs State



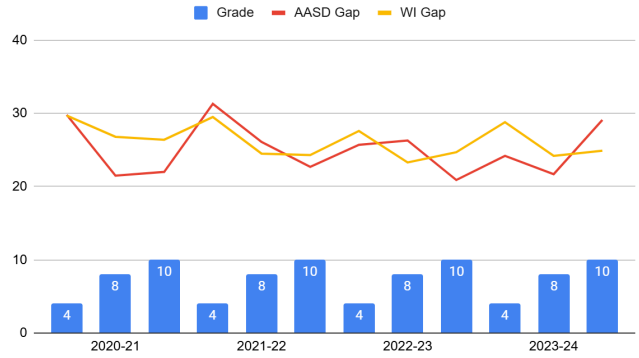
Gap: Asian students, AASD Gap and WI Gap



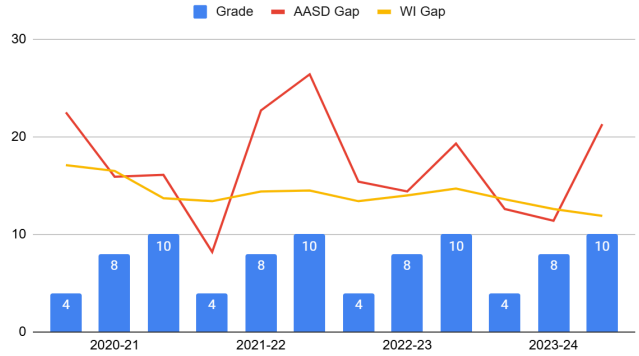
Gap: Black students, AASD Gap and WI Gap



Gap: Hispanic students, AASD vs. State



Gap: Two or More Ethnicities Students, AASD vs. State



ITEM FOR CONSIDERATION

Topic: District Policy - 120, School District Legal Status

Background Information: Earlier last year, the Wisconsin Association of School Boards (WASB) was contracted to conduct a comprehensive policy audit. The audit identified policies that require creation or revision. Responsibility for this work is assigned to administrators overseeing the respective policy areas, with the board of education retaining the authority to revise policies as appropriate. These administrators rely on WASB's recommended sample policies, conduct research on practices in other districts, or seek legal counsel when necessary, depending on the complexity of the policy.

As policies are created or revised, they will be Items of Information at Board of Education meetings for discussion and then be scheduled for a future meeting as an Item for Consideration.

The District currently has Policy 120, School District Legal Status, therefore it is recommended to update the language per WASB.

Instructional Impact: Accurate and current Board policies are critical to school operations, establishing a safe and welcoming school environment, and providing high-quality instruction for our staff and students.

Fiscal Note: N/A

Administrative Recommendation: Approval as submitted.

Contact Person(s): Superintendent, Greg Hartjes, (920) 852-5300, ext. 60111

BOE: February 24, 2025

SCHOOL DISTRICT LEGAL STATUS

The legal and official name of the school district is the Appleton Area School District.

The District is organized and operated as a public school district under the Wisconsin Constitution, under Chapters 115 to 121 of the state statutes, and under other applicable laws and regulations.

The District is a unified school district that operates both elementary and high school grades.

In addition to the public school grades operated by the District, the District operates such other programs and conducts such other activities as may be required by applicable law, and the District may further operate other programs and activities to the extent permitted by applicable law.

Cross References: Board Member Authority and Responsibility, 161

Legal References: Wisconsin State Statutes 115.01, 117.27, 118.50, Chapter 120, Section 120.12, 120.13, and 120.44 (1)

Adoption Date: September 14, 1987

Amended Date: February 24, 2025

ITEM FOR CONSIDERATION

Topic: **Amend District Policy** - 411.4 Nondiscrimination on the Basis of Sex in Education Programs or Activities

Background Information: Pursuant to the Federal Court decision in *Tennessee v. Cardona*, 24-cv-00072 (E.D. Ky. 2025), which vacated the 2024 Title IX regulations, the provisions outlined in Policy 411.4 are no longer in effect. Consequently, the 2020 Title IX regulations will remain in force until further notice. AASD will continue to adhere to Policies 411.1 and 411.2 until further notice is provided.

Instructional Impact: Accurate and current Board policies are critical to school operations, establishing a safe and welcoming school environment, and providing high-quality instruction for our staff and students.

Fiscal Note: N/A

Administrative Recommendation: Approval as submitted.

Contact Person(s): Assistant Superintendent, Mike Hernandez, (920) 852-5300, ext. 60113

BOE: February 24, 2025

As a result of the Federal Court decision in *Tennessee v. Cardona*, 24-cv-00072 (E.D. Ky. 2025), which vacated the 2024 Title IX regulations, please note that the 2024 Title IX regulations below are NOT in effect. Accordingly, the 2020 Title IX regulations are in effect until further notice, which is located in Policy 411.1 and 411.2.

411.4

NONDISCRIMINATION
ON THE BASIS OF SEX IN EDUCATION PROGRAMS or ACTIVITIES

This policy pertains to sex discrimination, including sex-based harassment, which occurs on or after August 1, 2024. Allegations of sex-based harassment that occur on or before July 31, 2024, shall be addressed pursuant to Policy 411.1 and 411.2. Throughout this policy, unless expressly stated otherwise, reference to "Title IX" includes and incorporates the 2024 Title IX regulations (also known as the "2024 Final Rule"). The Title IX regulations are found at 34 C.F.R. Part 106. References solely to Title IX (20 U.S.C. §§ 1681 – 1688) are denoted as "Title IX (Statute)." In this policy, unless the context otherwise requires, words importing the singular include the plural and vice versa.

For purposes of this policy, both Policy 411.1 - Student Harassment and Policy 411.2 - Student Nondiscrimination are frequently referenced herein and shall only be referred to by the policy number. As identified in Policy 411.1 and 411.2, those policies shall be used for allegations of sex discrimination, including Sexual Harassment, that is based on conduct alleged to have occurred prior to August 1, 2024.

The Board of Education of the Appleton Area School District (hereinafter referred to as "the Board" or "the District") does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in admission and employment. Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

The Board is committed to maintaining an education and work environment that is free from sex discrimination (including sex-based harassment), responding promptly and effectively when it has knowledge of conduct that reasonably may constitute sex discrimination, and addressing sex discrimination in its education program or activity. Persons who commit sex-based harassment are subject to the full range of disciplinary sanctions set forth in this policy. The Board will provide persons who have experienced sex-based harassment ongoing remedies as reasonably necessary to restore or preserve access to the District's education program or activity.

Definitions

Words used in this policy shall have those meanings specified herein; words not defined herein shall be construed according to their plain and ordinary meanings.

Complainant means**:**

A. a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX; or

B. a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX and who was participating or attempting to participate in the District's education program or activity at the time of the alleged sex discrimination.

Complaint means**:** an oral or written request to the District that objectively can be understood as a request for the District to investigate and make a determination about alleged discrimination under Title IX.

Day(s): Unless expressly stated otherwise, the term "day" or "days" as used in this policy means business day(s) (i.e., a day(s) that the Board office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays).

Disciplinary sanctions means**:** consequences imposed on a respondent following a determination under Title IX that the respondent violated the Board's prohibition on sex discrimination.

Education program or activity refers to: all the District's operations including, but not limited to, in-person and online/remote educational instruction, employment, extra-curricular activities, athletics, performances, and community engagement and outreach programs. The term applies to all activity that occurs on school grounds or on other property owned or occupied by the Board. It also includes events and circumstances that take place off school property/grounds but over which the District asserts disciplinary authority.

Eligible Student means: a student who has reached eighteen (18) years of age or is attending an institution of postsecondary education.

Exculpatory evidence means**:** evidence that is favorable to a respondent because it helps excuse, justify, or absolve a respondent of alleged wrongdoing and tends to establish a respondent did not engage in sex discrimination.

Inculpatory evidence means: evidence that links a respondent to alleged wrongdoing and tends to establish a respondent engaged in sex discrimination (i.e., has culpability).

Parental status means**:** the status of a person who, with respect to another person who is under the age of eighteen (18) or who is eighteen (18) or older but is incapable of self-care because of a physical or mental disability, is:

A. a biological parent;

B. an adoptive parent;

C. a foster parent;

D. a stepparent;

E. a legal custodian or guardian;

F. in loco parentis with respect to such a person; or

G. actively seeking legal custody, guardianship, visitation, or adoption of such a person.

Party means: a complainant or respondent.

Peer retaliation means: retaliation by a student against another student.

Pregnancy or related conditions means:

A. pregnancy, childbirth, termination of pregnancy, or lactation;

B. medical conditions related to pregnancy, childbirth, termination of pregnancy, or lactation; or

C. recovery from pregnancy, childbirth, termination of pregnancy, lactation, or related medical conditions.

Relevant means**:** related to the allegations of sex discrimination under investigation as part of the Board's grievance procedures. Questions are relevant when they seek evidence that may aid in showing whether the alleged sex discrimination occurred, and evidence is relevant when it may aid a decision-maker in determining whether the alleged sex discrimination occurred.

Remedies means**:** measures provided, as appropriate, to a complainant or any other person the District identifies as having had their equal access to the District's education program or activity limited or denied by sex discrimination. These measures are provided to restore or preserve that person's access to the District's education program or activity after the District determines that sex discrimination occurred.

Respondent means**:** a person who is alleged to have violated the Board's prohibition on sex discrimination.

Retaliation means**:** intimidation, threats, coercion, or discrimination against any person by the District, a student, a Board member, or any other person authorized by the Board to provide aid, benefit, or service under the District's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under the 2024 Title IX regulations.

<u>Sex-based harassment</u> prohibited under this policy and the 2024 Title IX regulations is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex – including on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity – that is:

A. **Quid pro quo harassment**. An employee, agent, or other person authorized by the Board to provide an aid, benefit, or service under the District's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct.

OR

B. **Hostile environment harassment.** Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the District's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:

1. the degree to which the conduct affected the complainant's ability to access the District's education program or activity;

2. the type, frequency, and duration of the conduct;

3. the parties' ages, roles within the District's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;

4. the location of the conduct and the context in which the conduct occurred; and

5. other sex-based harassment in the District's education program or activity.

OR

C. **Specific offenses**.

1. Sexual assault meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

2. Dating violence meaning violence committed by a person:

A. who is or has been in a social relationship of a romantic or intimate nature with the victim; and

B. where the existence of such a relationship shall be determined based on a consideration of the following factors:

1. the length of the relationship;

2. the type of relationship; and

3. the frequency of interaction between the persons involved in the relationship.

3. Domestic violence meaning felony or misdemeanor crimes committed by a person who:

A. is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction in which the District is located, or a person similarly situated to a spouse of the victim;

B. is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;

C. shares a child in common with the victim; or

D. commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the applicable jurisdiction.

4. Stalking meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

A. fear for the person's safety or the safety of others; or

B. suffer substantial emotional distress.

Student means**:** a person eligible to enroll in, attend, or participate in an elementary (including preschool) or secondary school in the District and who is enrolled in, attending, or participating in, or is seeking/attempting to enroll in, attend, or participate in the District's education program or activity.

Student with a disability means: a student who is an individual with a disability as defined under Section 504 of the Rehabilitation Act of 1973, as amended ("Section 504"), or a child with a disability as defined under the Individuals with Disabilities Education Improvement Act ("IDEA").

Supportive measures means**:** individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to the complainant or respondent to:

A. restore or preserve that party's access to the District's education program or activity, including measures that are designed to protect the safety of the parties or the District's educational environment; or

B. provide support during the Board's grievance procedures or an informal resolution process.

Parental, Family, or Marital Status

The Board will not adopt or apply any policy, practice, or procedure concerning a student's current, potential, or past parental, family, or marital status that treats such students differently on the basis of sex.

Pregnancy or Related Conditions

Students:

The Board prohibits discrimination in its education program or activity against any student based on the student's current, potential, or past pregnancy or related conditions.

The District will not require a student who is pregnant or has related conditions to provide certification from a healthcare provider or any other person that the student is physically able to participate in the District's class, program, or extracurricular activity unless:

A. the certified level of physical ability or health is necessary for participation in the class, program, or extra-curricular activity;

B. the District requires such certification of all students participating in the class, program, or extra-curricular activity; and

C. the information obtained is not used as a basis for discrimination prohibited by Title IX or this Policy.

District's Responsibilities with Respect to a Student's Pregnancy or Related Conditions

When a staff member is informed of a student's pregnancy or related conditions by the student or a person who has a legal right to act on behalf of the student, the member shall promptly provide that person with the Title IX Coordinator's contact information and inform that person that the Title IX Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to the District's education program or activity, unless the employee reasonably believes the Title IX Coordinator has already been notified.

Once a student, or a person who has a legal right to act on behalf of the student, notifies the Title IX Coordinator of the student's pregnancy or related conditions, the Title IX Coordinator shall promptly take the following specific actions to effectively prevent sex discrimination and ensure equal access to the District's education program or activity:

A. Inform the student and, if applicable, the person who notified the Title IX Coordinator of the District's obligations to:

1. prohibit sex discrimination under this policy, including sex-based harassment;

2. provide the student with the option of reasonable modifications to the Board's policies, practices, or procedures because of pregnancy or related conditions;

3. allow access, on a voluntary basis, to any separate and comparable portion of the District's education program or activity;

4. allow a voluntary leave of absence;

5. provide lactation space; and

6. maintain grievance procedures that provide for the prompt and equitable resolution of complaints of sex discrimination, including sex-based harassment.

B. Provide the student with voluntary reasonable modifications to the Board's policies, practices, or procedures because of pregnancy or related conditions.

C. Allow the student to take a voluntary leave of absence from the District's education program or activity to cover, at minimum, the period of time deemed medically necessary by the student's licensed healthcare provider. To the extent that a Board maintains a leave policy for students that allows a greater period of time than the medically necessary period, the Board shall permit the student to take leave under that policy instead if the student so chooses. When the student returns to the District's education program or activity, the student will be reinstated to the academic status and, as practicable, to the extra-curricular status that the student held when the leave began.

D. Provide lactation space, which must be a space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used by a student for expressing breast milk or breastfeeding as needed.

Employees:

The Board will not adopt or implement any policy, practice, or procedure, or take any employment action, on the basis of sex:

A. concerning the current, potential, or past parental, family, or marital status of an employee or applicant for employment, which treats persons differently; or

B. that is based upon whether an employee or applicant for employment is the head of household or principal wage earner in such employee's or applicant's family unit.

The Board also will not make a pre-employment inquiry as to the marital status of an applicant for employment, including whether such applicant is a "Miss or Mrs."

Similarly, the Board will treat pregnancy or related conditions as any other temporary medical conditions for all job-related purposes, including commencement, duration, and extensions of leave; payment of disability income; accrual of seniority and any other benefit or service; and reinstatement; and under any fringe benefit offered to employees by virtue of employment.

If an employee has insufficient leave or accrued employment time to qualify for leave under the Board's leave policy, the Board will treat pregnancy or related conditions as a justification for a voluntary leave of absence without pay for a reasonable period of time, at the conclusion of which the employee shall be reinstated to the status held when the leave began or to a comparable position, without decrease in rate of compensation or loss of promotional opportunities, or any other right or privilege of employment.

The Board will provide reasonable break time for an employee to express breast milk or breastfeed as needed and will provide the employee with access to a lactation space, which must be a space other than a bathroom that is clean, shielded from view, free from intrusion from others, and may be used by an employee for expressing breast milk or breastfeeding as needed.

TITLE IX COORDINATOR(S)

The Board designates and authorizes the following individual(s) to coordinate its efforts to comply with the Board's responsibilities under Title IX:

If employee related:

Michael Hernandez
Assistant Superintendent of School Services
131 E Washington St, Suite 1A
P.O. Box 2019
Appleton, WI 54911
(920) 852-5300 ext. 60112
hernandezmicha@aasd.k12.wi.us

If student related:

Michael Hernandez
Assistant Superintendent of School Services
131 E Washington St, Suite 1A
P.O. Box 2019
Appleton, WI 54911
(920) 852-5300 ext. 60112
hernandezmicha@aasd.k12.wi.us

The Board designates a member of the Leadership Team as the coordinator who is ultimately responsible for oversight over the Board's compliance with its responsibilities under Title IX.

The Title IX Coordinator may delegate specific duties to one (1) or more designees:

Julie King, Chief Human Resource Officer

131 E Washington St, Suite 1A
P.O. Box 2019
Appleton, WI 54911
(920) 852-5300 ext. 60082
kingjulie@aasd.k12.wi.us

The Title IX Coordinator shall report directly to the District Administrator except when the District Administrator is a party to a complaint (i.e., either the complainant or the respondent). Under such circumstances, the Title IX Coordinator shall report directly to the Board President until the matter in which the District Administrator is a party is concluded.

Questions about this policy and policy 411.1 and 411.2 should be directed to the Title IX Coordinator.

The Title IX Coordinator shall monitor the District's education programs and activities for barriers to reporting information about conduct that reasonably may constitute sex discrimination under Title IX, and take steps reasonably calculated to address such barriers.

The Title IX Coordinator is responsible for notifying all participants in the District's education program or activity of how to contact its confidential employees.

Notice of Nondiscrimination

The District Administrator shall provide a notice of nondiscrimination to students, parents, guardians, or other authorized legal representatives of elementary and secondary students; employees; and applicants for admission and employment; and all unions and professional organizations holding collective bargaining or professional agreements with the Board. Specifically, the District Administrator shall post the notice of discrimination on the District's website and in each handbook, catalog, announcement, bulletin, and application form that it makes available to the persons listed above, or which are otherwise used in connection with the recruitment of students or employees.

GRIEVANCE PROCEDURES

The Board adopts the following grievance procedures to provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in the District's education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX. These grievance procedures shall be used for all complaints of sex discrimination, including sex-based harassment, involving conduct alleged to have occurred on or after August 1, 2024.

These grievance procedures also may be used, at the discretion of the Title IX Coordinator, to investigate, address, and remedy (as necessary) conduct alleged to have occurred before August 1, 2024, that does not involve sex-based harassment, but some other form of sex discrimination prohibited by Title IX (Statute) – e.g., claims of unequal athletic opportunities, admissions discrimination, discrimination in courses or academic programs (i.e., excluding students from certain classes or programs based on their sex), pregnancy discrimination, unequal treatment based on parental, family, or marital status, discrimination in employment

(including in hiring, promotion, and compensation), and retaliation. If the Title IX Coordinator elects not to use these grievances procedures to investigate and resolve such claims, the Title IX Coordinator will still need to implement some procedures to assess – in a prompt, effective, and equitable manner – whether Title IX (Statute) was violated, and, if it was, how best to end the sex discrimination in the District's education program or activity, prevent its recurrence, and remedy its effects.

Reports and Formal Complaints of "Sexual Harassment" (as defined in policies 411.1 and 411.2) involving conduct alleged to have occurred prior to August 1, 2024, are subject to the grievance procedures.

Under all circumstances, the Title IX Coordinator shall offer and coordinate supportive measures, as appropriate, in accordance with this policy and policies 411.1 and 411.2 if the Report or Formal Complaint involves "Sexual Harassment" alleged to have occurred prior to August 1, 2024.

If the conduct giving rise to a report or complaint of sex discrimination is alleged to have occurred both before and after August 1, 2024 (i.e., is part of a pattern of sex discrimination), the Title IX Coordinator shall determine, after consulting with the Board's Legal Counsel, whether to use the grievance procedures contained in this policy or the grievance procedures contained in policy 411.1 and policy 411.2. The Title IX Coordinator will notify, in writing, the parties of the determination and the rationale for it. Under no circumstances, however, will a party be denied the due process to which the party is entitled based on the U.S. Department of Education-issued regulations in effect at the time the conduct alleged to violate Title IX (Statute) took place. Nothing herein shall prevent the Title IX Coordinator from using a hybrid grievance procedure that contains aspects of the grievance procedures contained in both this policy and policies 411.1 and 411.2., so that the parties receive all of the due process to which they are entitled.

Complaints:

The following people may make a complaint of sex discrimination – i.e., request that the District investigate and make a determination about whether sex discrimination as prohibited under Title IX occurred:

A. a "complainant," which includes:

1. a student or employee of the District who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX; or

2. a person other than a student or employee of the District who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX at a time when that individual was participating or attempting to participate in the District's education program or activity;

B. a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant;

C. the District's Title IX Coordinator.

A person is entitled to make a complaint of sex-based harassment only if they themselves are alleged to have been subjected to the sex-based harassment, if they have a legal right to act on behalf of such person who was subjected to the sex-based harassment, or if the Title IX Coordinator initiates a complaint consistent with the requirements of the 2024 Title IX regulations.

With respect to complaints of sex discrimination other than sex-based harassment, in addition to the people listed above, the following persons have a right to make a complaint:

A. any student or employee of the District; or

B. any person other than a student or employee who was participating or attempting to participate in the District's education program or activity at the time of the alleged sex discrimination.

The District may consolidate complaints of sex discrimination against more than one (1) respondent, or by more than one (1) complainant against one (1) or more respondents, or by one (1) party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances. When more than one (1) complainant or more than one (1) respondent is involved, references below to a party, complainant, or respondent include the plural, as applicable.

Basic Requirements:

The District will treat complainants and respondents equitably.

All persons involved with implementing the grievance procedures and any other aspects, including the Title IX Coordinator, the investigator, the decision-maker, and the appeal decision-maker, and the facilitator of the informal resolution process, shall be free from any conflicts of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

The Title IX Coordinator may serve simultaneously as an investigator and/or a decision-maker. If the Title IX Coordinator does not intend to serve as the investigator and decision-maker in a specific case, the Title IX Coordinator shall designate one (1) or more administrators who are appropriately trained to serve in the role. Likewise, the Title IX Coordinator shall appoint an appeal decision-maker when an appeal is filed.

In circumstances when the Title IX Coordinator and trained administrators do not have time/capacity to serve, or are prevented due to a conflict of interest, bias, or partiality, or other reasons that impair the Title IX Coordinator and other trained administrators from serving as an investigator and/or decision-maker in a specific case, the Title IX Coordinator shall, in consultation with the District Administrator or Board President (as appropriate), secure one (1) or more independent third parties to serve as the investigator and/or decision-maker. Similarly, the Title IX Coordinator has authority, in consultation with the District Administrator or Board President (as appropriate), to secure an independent third party to serve as the appeal decision-maker.

The District presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

Under ordinary circumstances, the Board expects to complete the major stages of the grievance procedures within the timeframe specified below:

A. **Evaluation** – The Title IX Coordinator will determine whether to dismiss a complaint or investigate it within 15 days of receiving the complaint.

B. **Investigation** – The Title IX Coordinator, or designated investigator, shall ordinarily complete the investigation (i.e., collect relevant evidence that is not otherwise impermissible) within 90 days of the Title IX Coordinator determining the charges require investigation. If, however, the Title IX Coordinator, or designated investigator, determines that the investigation is going to take longer, the Title IX Coordinator will so notify the parties and will thereafter keep the parties informed of the status of the matter on a basis. Once the Title IX Coordinator, or designated investigator, provides the parties with "access" to either the relevant and not otherwise impermissible evidence and/or an accurate description of the evidence, the parties will have 5 days to respond to the evidence or the description of the evidence unless the Title IX Coordinator approves a party's written request for more time. If the Title IX Coordinator approves such a request, both parties will be afforded an equal amount of time to submit their response.

C. **Determination** – After the parties either submit responses to the evidence/description of the evidence, or the deadline for submitting such responses expires, the Title IX Coordinator, or designated decision-maker, will consider the relevant and otherwise not impermissible evidence and issue a determination as to whether sex discrimination occurred. The determination shall be issued within 10 days of the deadline for the parties to submit responses to the evidence/description of the evidence unless the Title IX Coordinator approves an extension of time, which must be communicated in writing to the parties.

D. **Appeal** – A party filing an appeal of the Title IX Coordinator's decision to dismiss a complaint must do so within 5 days of receiving the Dismissal.

The Title IX Coordinator, or the District Administrator if the Title IX Coordinator is the individual requesting an extension, may approve reasonable extensions of the preceding timeframes on a case-by-case basis for good cause with notice to the parties.

The District will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties shall not engage in retaliation, including against witnesses.

The Title IX Coordinator, or designated decision-maker, shall objectively evaluate all evidence that is relevant and not otherwise impermissible — including both inculpatory and exculpatory evidence. Credibility determinations shall not be based on a person's status as a complainant, respondent, or witness.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be accessed or considered, except by the District to determine whether one of the exceptions listed below applies; will not be disclosed; and will not otherwise be used), regardless of whether they are relevant:

A. evidence that is protected under a privilege recognized by Federal or State law unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;

B. a party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless the District obtains that party's or witness's voluntary, written consent for use in its grievance procedures; and

C. evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent shall not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude a determination that sex-based harassment occurred.

Notice of Allegations:

Upon initiation of the Board's grievance procedures, the Title IX Coordinator shall notify the parties of the following:

A. the Board's Title IX grievance procedures and informal resolution process

B. sufficient information available at the time to allow the parties to respond to the allegations, including the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination, and the date(s) and location(s) of the alleged incident(s);

C. retaliation is prohibited; and

D. the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence. If the Title IX Coordinator, or designated investigator, provides the parties with a description of the evidence, any party may request access to the relevant and not otherwise impermissible evidence. The Title IX Coordinator will provide the requesting party with the relevant and not otherwise impermissible evidence in a timely manner.

Should the Title IX Coordinator decide, at any point, to investigate allegations that are materially beyond the scope of the initial written notice, the Title IX Coordinator will provide a supplemental written notice describing the additional allegations to be investigated.

Dismissal of a Complaint:

The Title IX Coordinator may dismiss a complaint of sex discrimination if:

A. the District is unable to identify the respondent after taking reasonable steps to do so;

B. the respondent is not participating in the District's education program or activity and is not employed by the Board;

C. the complainant voluntarily withdraws any or all the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the District determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or

D. the District determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Before dismissing the complaint, the Title IX Coordinator will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the Title IX Coordinator will promptly notify, in writing, the complainant of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then the Title IX Coordinator will also simultaneously notify, in writing, the respondent of the dismissal and the basis for the dismissal.

The Title IX Coordinator will notify the complainant that a dismissal may be appealed and will provide the complainant with an opportunity to appeal the dismissal of a complaint. If the dismissal occurs after the respondent has been notified of the allegations, then the Title IX Coordinator will also notify the respondent that the dismissal may be appealed. Dismissals may be appealed on the following bases:

A. procedural irregularity that would change the outcome;

B. new evidence that would change the outcome and that was not reasonably available when the dismissal was made; and

C. the Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal is appealed, the Title IX Coordinator will:

A. notify the parties of any appeal, including notice of the allegations, if notice was not previously provided to the respondent;

B. implement appeal procedures equally for the parties;

C. ensure that the appeal decision-maker did not take part in an investigation of the allegations or dismissal of the complaint;

D. ensure that the appeal decision-maker has been trained consistent with the 2024 Title IX regulations;

E. provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome; and

F. notify the parties of the result of the appeal and the rationale for the result.

When a complaint is dismissed, the Title IX Coordinator will, at a minimum:

A. offer supportive measures to the complainant as appropriate;

B. if the respondent has been notified of the allegations, offer supportive measures to the respondent as appropriate; and

C. take other prompt and effective steps, as appropriate, to ensure that sex discrimination does not continue or recur within the District's education program or activity.

Informal Resolution Process:

In lieu of resolving a complaint through the Board's Title IX grievance procedures, the parties may instead elect to participate in an informal resolution process. The District will not offer informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Adding Allegations and/or Consolidating Complaints:

If, in the course of an investigation, the District decides to investigate additional allegations of sex discrimination by the respondent toward the complainant that are not included in the original Notice of Allegations provided or that are included in a complaint that is consolidated, the Title IX Coordinator will notify the parties of the additional allegations.

Investigation:

The District will provide for an adequate, reliable, and impartial investigation of complaints.

The burden is on the District — not on the parties — to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred.

The Title IX Coordinator, or the designated investigator and/or decision-maker, will provide an equal opportunity for the parties to present fact witnesses and other inculpatory and exculpatory evidence that are relevant and not otherwise impermissible.

The Title IX Coordinator, or the designated investigator and/or decision-maker, will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance.

The District will provide each party with an equal opportunity to access the evidence that is relevant to the allegations of sex discrimination and not otherwise impermissible, in the following manner:

A. the District will provide the parties with an equal opportunity to access either the relevant and not otherwise impermissible evidence, or an accurate description of this evidence; If the Title IX Coordinator, or designated investigator, provides a description of the evidence, the Title IX Coordinator, or designated investigator, will provide the parties with an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party.

B. the District will provide a reasonable opportunity to the parties to respond to the evidence or the accurate description of the evidence; and

C. the District will take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures. Disclosures of such information and evidence for purposes of administrative proceedings or litigation related to the complaint of sex discrimination are authorized.

If the investigator and decision-maker are two (2) separate individuals, the decision-maker will have an opportunity to question the parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is both in dispute and relevant to evaluating one (1) or more allegations of sex discrimination.

If the investigator and the decision-maker are the same person, the decision-maker will have an opportunity to question the parties and witnesses in individual meetings as part of the investigation.

Before concluding the Investigation, the investigator may allow each party to propose/submit in writing relevant questions that the party wants asked of any party or witness and the investigator will review any questions submitted by the parties and ask those questions of the specific party or witness that the investigator determines – in the investigator's sole discretion – may lead to probative evidence that will assist the decision-maker in determining whether sex discrimination occurred. The investigator's decision to ask or not ask a specific question proposed by a party is not subject to review. Any questions asked must be relevant and not otherwise impermissible.

After the parties have an opportunity to review the relevant and not otherwise impermissible evidence, or an accurate description of this evidence, the decision-maker may allow each party to propose/submit in writing relevant questions that the party wants asked of any party or

witness and the decision-maker will review any relevant and not otherwise impermissible questions submitted by the parties and ask those questions of the specific party or witness that the decision-maker determines – in the decisionmaker's sole discretion – may lead to probative evidence that will assist the decision-maker in determining whether sex discrimination occurred. The decision-maker's decision to ask or not ask a specific question proposed by a party is not subject to review. Any questions asked must be relevant and not otherwise impermissible.

Determination of Whether Sex Discrimination Occurred:

Following an investigation and evaluation of all relevant and not otherwise impermissible evidence, the Title IX Coordinator or designated decision-maker will:

A. Use the preponderance of the evidence standard of proof to determine whether sex discrimination occurred. This standard of proof requires the decision-maker to evaluate relevant and not otherwise impermissible evidence for its persuasiveness. If the decision-maker, applying the applicable standard, is not persuaded by the relevant and not otherwise impermissible evidence that sex discrimination occurred, regardless of the quantity of the evidence, the decisionmaker will not determine that sex discrimination occurred.

B. Notify the parties, in writing, of the determination whether sex discrimination occurred under Title IX including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal.

C. Not impose discipline on a respondent for sex discrimination prohibited by Title IX unless there is a determination at the conclusion of the grievance procedures that the respondent engaged in prohibited sex discrimination.

D. If there is a determination that sex discrimination occurred, the Title IX Coordinator will, as appropriate:

1. coordinate the provision and implementation of remedies to a complainant and other people the District identifies as having had equal access to the District's education program or activity limited or denied by sex discrimination;

2. coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions; and

3. take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the District's education program or activity.

E. Comply with the grievance procedures before the imposition of any disciplinary sanctions against a respondent; and

F. Not discipline a party, witness, or others participating in the grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the determination of whether sex discrimination occurred.

Appeal of Determinations:

If a party disagrees with the decision-maker's determination as to whether sex discrimination occurred, the party may file an appeal. Appeals must be submitted, in writing, within 5 days of the appealing party's receipt of the Determination.

A party may appeal a Determination on the following bases:

A. procedural irregularity that would change the outcome;

B. new evidence that would change the outcome and that was not reasonably available when the Determination was made; and

C. the Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

The complainant may not challenge the ultimate disciplinary sanction/consequence that is imposed.

If a party appeals the decision-maker's determination, the Title IX Coordinator will:

A. notify the parties of any appeal;

B. implement appeal procedures equally for the parties;

C. designate an appeal decision-maker, who will be a person who did not conduct the Investigation or render the Determination, and is appropriately trained in this policy;

1. provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the decision-maker's determination;

2. provide the appeal decision-maker with the relevant and not otherwise impermissible evidence along with the accurate description of the relevant evidence (if one was prepared and shared with the parties), any responses the parties submitted to the investigator related to the evidence and/or the description of the evidence (if one was prepared), and the decision-maker's determination; and

3. notify the parties, in writing, of the result of the appeal and the appeal decision-maker's rationale for the outcome.

After a party files an appeal, both parties will have 5 days to submit to the appeal decision maker a statement in support of their position that they want the appeal decision-maker to consider in rendering a decision. Once the decision-maker receives each parties' statement, or

the timeline for submitting such statements expires, the appeal decision-maker will have 10 days to issue a decision on the appeal.

No new or additional evidence may be submitted during the appeal process.

The appeal decision-maker shall determine the outcome of the appeal based on the appeal decision-maker's independent review of the record (i.e., the relevant and not otherwise impermissible evidence, the feedback the parties provided to the investigator and/or decision-maker based on their review of the relevant evidence and any description of the relevant evidence that was prepared and shared with the parties, and the decision-maker's written determination) and the appeal decision-maker's application of the law and Board policy to the facts in the record. The appeal decision-maker must give due deference and due weight to the decision-maker's factual findings and credibility determinations and should not overturn them unless non-testimonial extrinsic evidence in the record justifies a contrary conclusion or unless the record read in its entirety compels a contrary conclusion. Generally, the appeal decision-maker is expected to uphold the decision maker's determination unless the appeal decision-maker determines the decision-maker's determination is unlawful, unreasonable, or against the manifest weight of the evidence. Every reasonable presumption must be made in favor of the decision-maker's determination.

The appeal decision-maker shall notify the Title IX Coordinator, in writing, of the result of the appeal and the rationale for the outcome. The Title IX Coordinator will then simultaneously notify the parties, in writing, of the result of the appeal and the appeal decision-maker's rationale for the outcome.

Supportive Measures:

The District will offer and coordinate supportive measures as appropriate for the complainant and/or respondent to restore or preserve that person's access to the District's education program or activity or provide support during the Board's grievance procedures or during the informal resolution process. For allegations of sex discrimination other than sex-based harassment or retaliation, the District's provision of support measures does not require the District, Board members, or any other person authorized to provide aid, benefit, or service on the District's behalf to alter the alleged discriminatory conduct for the purpose of providing a supportive measure

The Title IX Coordinator shall determine appropriate supportive measures on a case-by-case basis. Supportive measures may vary depending on what the Title IX Coordinator deems to be reasonably available. Supportive measures may include, but are not limited to: counseling; extensions of deadlines or other course-related adjustments; school/campus escort services; increased security and monitoring of certain areas of the campus (including school buildings and facilities); restrictions on contact between the parties; leaves of absence; changes in class, work, or extra-curricular or any other activity, regardless of whether there is or is not a comparable alternative; training and education programs related to sexbased harassment; referral to Employee Assistance Program; and other similar measures.

Supportive measures must not unreasonably burden either party and must be designed to protect the safety of the parties and/or the District's educational environment, or to provide support during the Board's grievance procedures or the informal resolution process.

The District will not impose such measures for punitive or disciplinary reasons.

The Title IX Coordinator may, as appropriate, modify or terminate supportive measures at the conclusion of the grievance procedures, or at the conclusion of the informal resolution process, or the District may continue them beyond that point.

The District will provide a complainant or respondent with a timely opportunity to seek, from an appropriate and impartial employee, modification or reversal of the Title IX Coordinator's decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee must be someone other than the employee who made the challenged decision and must have authority to modify or reverse the decision if the impartial employee determines that the decision to provide, deny, modify, or terminate the supportive measure was inconsistent with the definition of supportive measures as set forth in the Key Definitions section of this policy.

A party may seek additional modification or termination of a supportive measure applicable to them if circumstances change materially.

The District will not disclose information about any supportive measures to persons other than the person to whom they apply, including informing one party of supportive measures provided to another party, unless necessary to provide the supportive measure or restore or preserve a party's access to the District's education program or activity, or as otherwise permitted pursuant to the 2024 Title IX regulations.

If the complainant or respondent is an elementary or secondary student with a disability, the Title IX Coordinator shall consult with one (1) or more members, as appropriate, of the student's Individualized Education Program (IEP) team, if any, or one (1) or more members, as appropriate, of the student's Section 504 team, if any, to determine how to comply with the requirements of the IDEA and/or Section 504, in the implementation of supportive measures.

The District Administrator may place an employee respondent on administrative leave from employment responsibilities during the pendency of the Board's grievance procedures.

Disciplinary Sanctions and Remedies:

Following a determination that sex-based harassment occurred, the District may impose disciplinary sanctions, which may include:

For Students

A. **Informal Discipline**

1. writing assignments;

2. changing of seating or location;

3. detention;

4. in-school discipline;

B. **Formal Discipline**

1. suspension of bus riding/transportation privileges;

2. removal from co-curricular and/or extra-curricular activity(ies), including athletics;

3. emergency removal;

4. suspension for up to five (5) school days;

5. suspension for up to fifteen (15) consecutive school days if a notice of expulsion hearing has been sent;

6. suspension for up to ten (10) consecutive school days for each incident if the student is eligible for special education services under Chapter 115, Wis. Stats.;

7. expulsion;

8. permanent exclusion from co-curricular and/or extra-curricular activity(ies), including athletics or current class enrollment; and

9. any other sanction authorized by the Student Code of Conduct.

For Employees

A. oral or written warning;

B. written reprimands;

C. required counseling;

D. required training or education;

E. suspension with pay;

F. suspension without pay;

G. termination and any other sanction authorized by any applicable Board Policy and/or Employee/Administrator Handbook.

The District may also provide remedies, which may include disciplinary sanctions/consequences. The Title IX Coordinator will notify the District Administrator of the recommended remedies, so an authorized administrator can consider the recommendation and implement appropriate remedies in compliance with applicable due process procedures, whether statutory or contractual.

With respect to student respondents, the Title IX Coordinator will notify the District Administrator of the recommended remedies (including disciplinary sanctions/consequences), so an authorized administrator can consider the recommendation(s) and implement an appropriate remedy(ies) in compliance with Policy 112.1 Nondiscrimination on the Basis of Disability. Discipline of a student respondent must comply with the applicable provisions of the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972 (“Section 504"), and their respective implementing regulations.

Discipline of an employee will be implemented in accordance with Federal and State law, Board policy, and applicable provisions of any relevant employee handbooks.

Retaliation

Neither the Board nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including initiating a disciplinary process against a person for a code of conduct violation that does not involve sex discrimination but arises out of the same facts and circumstances as a complaint or information reported about possible sex discrimination, for the purpose of interfering with the exercise of any right or privilege secured by Title IX constitutes retaliation. Peer retaliation is also prohibited. Retaliation against a person for making a complaint or participating in an investigation is a serious violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

Complaints alleging retaliation may be filed according to the grievance procedures set forth above. The District shall initiate its grievance procedures upon receiving any complaint alleging retaliation.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination that sex discrimination occurred, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

Confidentiality

The District will keep confidential the identity of any individual who has made a complaint of sex discrimination, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. 1232g, or FERPA regulations, 34 C.F.R. part 99, or as required by law, or to carry out the purposes of 34 C.F.R. part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the District’s obligation to maintain confidentiality shall not impair or otherwise affect the complainant’s and respondent’s receipt of the information to which they

are entitled related to the investigation and determination of whether sex discrimination occurred).

Application of the First Amendment

The Board will construe and apply this policy consistent with the First Amendment to the U.S. Constitution. In no case will a respondent be found to have committed sex discrimination based on expressive conduct that is protected by the First Amendment.

Training

All employees, investigators, decision-makers, facilitators of informal resolution process, the Title IX Coordinator(s) and designees, and other persons who are responsible for implementing the Board's grievance procedures or have the authority to modify or terminate supportive measures shall receive training related to their duties under Title IX and this Policy. The training shall be provided promptly upon hiring or change of position that alters their duties under Title IX or this policy, and annually thereafter. The training shall not rely on sex stereotypes.

Training materials must be made available for inspection upon request by members of the public.

Recordkeeping

The District shall maintain for a period of seven (7) calendar years the following records:

A. for each complaint of sex discrimination, records documenting the informal resolution process and/or the grievance procedures followed and the resulting outcome;

B. for each notification that the Title IX Coordinator receives of information about conduct that reasonably may constitute sex discrimination under Title IX, including notifications under 34 C.F.R. § 106.44(c)(1) or (2), records documenting the actions the District took to meet its obligations under 34 C.F.R. §106.44; and

C. all materials used to provide the required training.

Outside Appointments, Dual Appointments, and Delegations

The Board retains discretion to appoint suitably qualified persons who are not Board members to fulfill any function of the Board under this policy including, but not limited to, Title IX Coordinator, investigator, decision-maker, appeal decision maker, or facilitator of the informal resolution process.

The Board also retains discretion to appoint two (2) or more persons to jointly fulfill the role of Title IX Coordinator, investigator, decision-maker, appeal decision-maker, and facilitator of the informal resolution process.

The District Administrator may delegate functions assigned to a specific Board members under this policy including, but not limited to, the functions assigned to the Title IX Coordinator,

investigator, decision-maker, appeal decision-maker, and facilitator of the informal resolution process to any suitably qualified individual and such delegation may be rescinded by the District Administrator at any time.

Discretion in Application

The Board retains discretion to interpret and apply this policy in a manner that is not clearly unreasonable, even if the Board's interpretation or application differs from the interpretation of any specific complainant and/or respondent.

Despite the Board's reasonable efforts to anticipate all eventualities in drafting this policy, it is possible unanticipated or extraordinary circumstances may not be specifically or reasonably addressed by the express policy language, in which case the Board retains discretion to respond to the unanticipated or extraordinary circumstance in a way that is not clearly unreasonable.

The provisions of this policy are not contractual in nature, whether in their own right or as part of any other express or implied contract. Accordingly, the Board retains discretion to revise this policy at any time, and for any reason. The Board may apply policy revisions to an active case provided that doing so is not clearly unreasonable.

Legal References:

Wisconsin State Statutes 19.21(6), 120.13, 948.01
The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA)
Title IX of the Education Amendments of 1972 (Title IX) 20 U.S.C. 1092(F)(6)(A)(v), 20 U.S.C. 1400 et seq, 34 C.F.R. Part 106
34 U.S.C. 12291(a)(8) 34 U.S.C. 12291(a)(10) 34 U.S.C. 12291(a)(30) 42 U.S.C. 1983 20 U.S.C. 1681 et seq.,
Title IV of the Civil Rights Act of 1964, 42 U.S.C. 2000c et seq.,42 U.S.C. 2000d et seq. 42 U.S.C. 2000e et seq.
OCR's Revised Sexual Harassment Guidance (2001)

Cross References:

Policy 112.1 - Nondiscrimination on the Basis of Disability
Policy 411.1 - Student Harassment

Policy 411.2 - Student Nondiscrimination
Policy 443.71- Bullying Policy

Adoption Date: August 26, 2024

ITEM FOR CONSIDERATION

Topic: District Policy - 822, Records Management and Retention

Background Information: Earlier last year, the Wisconsin Association of School Boards (WASB) was contracted to conduct a comprehensive policy audit. The audit identified policies that require creation or revision. Responsibility for this work is assigned to administrators overseeing the respective policy areas, with the board of education retaining the authority to revise policies as appropriate. These administrators rely on WASB's recommended sample policies, conduct research on practices in other districts, or seek legal counsel when necessary, depending on the complexity of the policy.

As policies are created or revised, they will be Items of Information at Board of Education meetings for discussion and then be scheduled for a future meeting as an Item for Consideration.

The District currently has Policy 526, Records Retention Schedule (Personnel) and Policy 682.1, Records Retention Schedule (Finance), therefore it is recommended to combine these two and make one policy, with the updated language per WASB.

Instructional Impact: Accurate and current Board policies are critical to school operations, establishing a safe and welcoming school environment, and providing high-quality instruction for our staff and students.

Fiscal Note: N/A

Administrative Recommendation: Approval as submitted.

Contact Person(s): Assistant Superintendent, Sheree Garvey, (920) 852-5300, ext. 60114

BOE: February 24, 2025

RECORDS MANAGEMENT AND RETENTION

The District has a responsibility to retain records in compliance with relevant state and federal laws. The School Board has adopted the *Wisconsin General Records Schedule*, as published by the Department of Public Instruction. Accordingly, District records covered by that schedule should be retained for at least the period of time outlined therein, subject to any local modifications to the schedule that have been adopted by the District and approved at the state level.

Student records are maintained as required by applicable state and federal laws and as further detailed in the schedule and in the District's student records policies and procedures; Policy 347- Student Records.

Personnel records are maintained as required by applicable state and federal laws and as further detailed in the *Wisconsin General Records Schedule- Human Resources and Related Records.*

The Superintendent or designee are responsible for overseeing the creation and implementation of rules and operating procedures that further govern records management in the District, including the safekeeping of District records, the protection of personal privacy of record subjects, and maintaining the District's capacity to appropriately respond to requests for access to records. Records management protocols shall include means for informing employees who are involved in collecting, maintaining, using, providing access to, sharing, or archiving personally-identifiable information of their duties and responsibilities relating to protecting the personal privacy of record subjects.

Cross References: Student Records, 347
Access to Public Records, 823

Legal References: Wisconsin State Statutes 19.21, 19.35, 19.345, 19.65, and 118.125

Adoption Date: January 22, 2001

Amended Date: February 10, 2020, February 25, 2025

ITEM FOR CONSIDERATION

Topic: District Policy - 823, Access to Public Records

Background Information: Earlier last year, the Wisconsin Association of School Boards (WASB) was contracted to conduct a comprehensive policy audit. The audit identified policies that require creation or revision. Responsibility for this work is assigned to administrators overseeing the respective policy areas, with the board of education retaining the authority to revise policies as appropriate. These administrators rely on WASB's recommended sample policies, conduct research on practices in other districts, or seek legal counsel when necessary, depending on the complexity of the policy.

As policies are created or revised, they will be Items of Information at Board of Education meetings for discussion and then be scheduled for a future meeting as an Item for Consideration.

The District currently has Policy 823, Access to Public Records, therefore it is recommended to use the updated language per WASB.

Instructional Impact: Accurate and current Board policies are critical to school operations, establishing a safe and welcoming school environment, and providing high-quality instruction for our staff and students.

Fiscal Note: N/A

Administrative Recommendation: Approval as submitted.

Contact Person(s): Assistant Superintendent, Sheree Garvey, (920) 852-5300 ext. 60113

BOE: February 24, 2025

ACCESS TO PUBLIC RECORDS

The various records authorities of the Appleton Area School District shall maintain and provide access to public records in accordance with applicable laws and the policies and procedures of the District. In addition, all officials, employees, and authorized agents of the District shall, to the extent appropriate to the particular record, safeguard the confidentiality of personally-identifiable information in their possession and in the records created or maintained by any school District authority.

The *superintendent's designee* shall serve as the legal custodian of records for the following District records authorities:

1. The District, including the School Board as the governing body;
2. All committees which are subunits of the Board;
3. Other District records authorities created by law or by rule or order;
4. The individual members of the School Board, including the individual officers of the Board (i.e., President, Vice President, Clerk, Treasurer. However:
    a. Each Board member remains a records authority and co-custodian of the records of their individual public office.
    b. As to any records of his/her office that a Board member may create or maintain solely at any location or on any computer system that is not owned or controlled by the District, the Board member shall have responsibility for the proper maintenance and retention of such records.
    c. Board members and officers shall cooperate with the Board-designated custodian of records in responding to public records requests encompassing records of their individual office, except that an individual board member may take sole responsibility for responding to a request if all of the following apply: (1) the Board member (and not the Board-designated custodian of records) has individually received a request for records in the Board member's capacity as an individual records authority; (2) the Board member assumes all legal responsibility for responding to the request; and (3) the request deals exclusively with records of such Board member's office that are in the possession or control of the Board member and that are **not** otherwise available to the Board-designated custodian.

The legal custodian of records is vested with full legal power to render decisions and carry out the duties of each school District records authority designated above, as such duties are identified under the Wisconsin Public Records Law. For example, the legal custodian shall:

1. Receive, evaluate, and respond to requests to inspect or copy records;

2. Compel the prompt assistance of other District employees in responding to requests for access to public records, to the extent the custodian deems necessary;
3. Take an active role, either personally or via a designee or via written procedures, in supervising the proper maintenance and retention of records by District employees; and
4. Ensure that all employees who are entrusted with the records that are subject to the legal custodian's supervision are notified of the identity of the legal custodian and provided with a description of the legal custodian's duties under applicable law.

The Superintendent, or his/her designee, working in conjunction with the individual school official who has been assigned specific responsibility for ensuring the confidentiality of all personally-identifiable data, information, and records collected or maintained by the District under the Individuals with Disabilities Education Act (IDEA), shall (1) develop rules of conduct for District employees who are involved in collecting, maintaining, using, providing access to, sharing or archiving personally-identifiable information; and (2) ensure that all such employees know their duties and responsibilities relating to protecting personal privacy, including applicable state and federal laws.

Neither the designation of a legal custodian of records nor any other provision of this policy shall be interpreted to affect the powers and duties of any District records authority under the Public Records Law.

The District's public records notice, as adopted by the Board, shall be prominently posted in the District's buildings. The notice shall also promptly be made available to any member of the public for inspection and copying. *For additional convenience, the notice will be posted on the District's website.*

<u>Authorized Fees under the Public Records Law</u>

Fees may be charged for costs associated with locating and/or copying requested records and for related postage/shipping costs in accordance with the fee schedule adopted by the Board. The fee schedule shall be included in the District's posted public records notice.

The legal custodian of records may provide copies of a record without charge or at a reduced charge where the custodian determines that a waiver or reduction of the fee is in the public interest. These situations include, but are not necessarily limited to, situations where the records custodian determines that the costs the District would be likely to incur in processing a payment would be likely to exceed the amount of the payment itself; or where the requester is an elected official, the records in question are reasonably necessary for the proper performance of official duties, and the location costs associated with the request are negligible. The legal custodian shall apply any such waiver or reduction of fees with reasonable uniformity and without discrimination as to any status protected by law (e.g., race, sex, disability, etc.)

In a situation where any fees differing from the fees approved by the Board are established by law, or are authorized to be established by law, those other fees may be charged.

Assistance from Legal Counsel

When the legal custodian of records, or a deputy custodian in the absence of the legal custodian, determines that it is necessary or prudent to do so, he/she is authorized to seek specific legal advice from and engage the assistance of District legal counsel.

Local Public Offices

The offices and positions that are considered "local public offices" for purposes of the Wisconsin Public Records Law are listed in the District's posted public records notice.

Cross References: Student Records, 347 and 347-Rule
Records Management and Retention, 822
Access to Public Records Procedures, 823 and 823-Rule
Board Member Use of Electronic Communications- 166

Legal References: Wisconsin State Statutes 19.21 through 19.39, 19.65, 19.70, 118.125, 120.13(28)
Federal Laws 34 C.F.R. Part 99 and 34 C.F.R. §300.623
Wisconsin Records Retention Schedule for School Districts

Adoption Date: April 11, 2011

Amended Date: July 23, 2012, March 12, 2018, February 10, 2020, February 24, 2025

Exhibit A

APPLETON AREA SCHOOL DISTRICT
WISCONSIN OPEN RECORDS LAW NOTICE

Section 19.34, Wis. Stats.requires the Appleton Area School District to adopt, prominently display, and make available for inspection and copying at its offices, for the guidance of the public, a notice containing a description of its organization and the established times and places at which, the legal custodian from whom, and the methods whereby, the public may obtain information and access to records in its custody, make requests for records, or obtain copies of records and the costs thereof. Section 19.34(1), Wis. Stats., also requires the district to separately identify each position in the district that constitutes a local public office.

Notice is hereby provided of the following information required by the Wisconsin Open Records Law:

1. **Description of the District:** The Appleton Area School District is a Wisconsin public school district providing instruction to students in grades pre-K-12. The District is comprised of three (3) high schools, four (4) middle schools, sixteen (16) elementary schools, seventeen (17) charter/magnet schools, and select alternative programs. The District is governed by a school board made up of seven (7) members.

2. **Legal Custodian:** Sheree Garvey-Assistant Superintendent of School Services

3. **Means of Requesting Records:** The public may seek access to records and/or request copies of records in the District's custody in person between the hours of 8:00 a.m. and 4:00 p.m., Monday through Friday, at the District Offices located at 131 E. Washington Street, Suite 1A, Appleton, Wisconsin. In addition, the public may seek access to records and/or request copies of records in the District's custody by writing to the Assistant Superintendent of School Services at 131 E. Washington Street, Suite 1A, Appleton, WI 54911 or by email to vandenbergkelly@aasd.k12.wi.us.

4. **Costs of Obtaining Records:** The District will impose a fee of $0.0135 per page for a black and white copy and $0.0632 per page for a color copy upon any individual requesting records from the District as provided for in §19.35(3)(a)-(e), Wis. Stats. There may be additional fees for labor costs associated with photography and photography reproduction, computer programming, transcription, location, contractor costs, mailing/shipping, etc. The District may require prepayment from any individual requesting records from the District if the total amount exceeds $5.00.

5. **Local Public Offices:** The District has deemed the following positions in the District as "local public offices" as defined by §19.32(1dm), Wis. Stats.:

    a. Superintendent of Schools
    b. Executive Director of Finance
    c. Assistant Superintendent of School Services
    d. Executive Director of Student Services
    e. Executive Director of Special Education
    f. Executive Director of Operations
    g. Chief Human Resources Officer
    h. Assistant Superintendent Assessment, Curriculum and Instruction (ACI)
    i. ACI Directors and Coordinators
    j. Associate Directors
    k. School Principals

General Procedures for Handling Public Record Requests

Individuals may obtain access to records maintained by the Appleton School District and the various District records authorities in accordance with applicable law, District policy, and the additional procedures outlined below.

A. Definitions

1. "Authority" means any of the following having custody of a record:
    a. The Appleton Area School District School Board (including its officers, all Board committees, or other authorities created by the Board)
    b. Superintendent of Schools
    c. Those designated by the Superintendent of Schools

2. "Record" means any material on which written, drawn, printed, spoken, visual, or electromagnetic information is recorded or preserved, regardless of physical form or characteristics, which has been created or is being kept by the authority. "Record" includes, but is not limited to: handwritten, typed or printed pages, maps, charts, photographs, recordings, emails, computer printouts, and archived social media posts and their responses on approved channels.

3. "Record" does not include drafts, notes, preliminary computations and like materials prepared for the originator's personal use or prepared by the originator in the name of a person for whom the originator is working; materials which are purely the personal property of the custodian and have no relationship to his/her office; materials to which access is limited by copyright, patent or bequest; and published materials in the possession of an authority other than a public library which are available for sale, or which are available for inspection at a public library.

B. Public Records Notices

The Superintendent/designee shall inform any authority identified in A 1 above about the notice requirements in section 19.33(4) and section 19.34(1) of the State Statutes and shall assist each identified authority in meeting the authority's obligations under those statutes.

C. Authorized Fees

The fees that the District may charge in connection with a public records request are determined under Board policy and the fee schedule that appears in the District's posted public records notice. Information about such fees can also be obtained from the office of the District's legal custodian of records."

The following fees are authorized to be charged to persons who request to inspect or copy the records of a District authority, to the extent such request is submitted, or responded to, under the Wisconsin Public Records Law:

1. **Hard Copies of Records**:

   - Black and White – The District will impose a fee of $0.0135 per page for a black and white copy per side of a page for each paper copy that is made of any standard-size paper record or for any standard-sized printed copy of an electronic record that can be readily printed without substantial modification. There is no separate charge for any staff time that is required to make such standard-sized copies.

   - Color – The District will impose a fee of $0.0632 for color.per side of a page for each paper copy that is made of any standard-size paper record or printed copy or for any standard-sized printed copy of an electronic record that can be readily printed without substantial modification. There is no separate charge for any staff time that is required to make such standard-sized copies.

2. **Electronic Copies of Records** (includes any electronic records provided by email, PDF, DVD, flash drive, or other electronic format):

   - The unit cost of any physical medium supplied by the District when providing electronic copies of records via such medium, such as a DVD [$.50, or other actual amount] or an 8GB flash drive [$3.00, or other actual amount].

   PLUS

   - The lesser of the following:

     - The actual, necessary, and direct costs of applicable staff time to prepare the electronic copies for the format in which they will be transferred to the requester; or

     - To the extent the request involves creating standard, scanned electronic copies of standard-sized paper records, the per-page costs that would have applied to providing black-and-white physical copies of an equal number of record pages (as determined above).

   The references, above, to the fees that are authorized to be charged for modifying the format of records in order to provide copies is not a commitment to modifying the format of any record when the District is not legally required to do so.

3. **Photographs**: The actual, necessary and direct cost of photographing and photographic processing (which may include any costs of processing or reproducing an electronic photograph), including applicable costs of staff time, will be charged for providing a photograph of a record when the record does not permit standard copying.

4. **Non-Standard Reproductions:** For any transcription or other specialized copying or reproduction of a record not otherwise covered in this fee schedule, a fee equal to the actual, necessary, and direct costs of such reproduction and transcription, including applicable costs of staff time.

5. **Location Costs:** There shall be no charge for the costs associated with locating a record unless the actual, necessary and direct location costs associated with the request exceed $50, in which case the entire actual cost shall be imposed upon the requester. "Locating" a record means to find it by searching, examining, or experimenting. The cost of staff time required for the location of records will be charged at the hourly rate of total compensation of the lowest-paid employee who is reasonably capable of performing the task.

6. **Shipping/Postage:** If records are mailed or shipped to the requester, the actual, necessary, and direct postage/shipping costs will be charged.

7. **Special Circumstances:** Notwithstanding the provisions above regarding copying or reproduction fees for records produced and maintained by the District or a District records authority:

    a. If a record is produced or collected by a person who is a not a records authority pursuant to a contract entered into by that person and the District, the fee charged for copying the record shall be the actual, direct, and necessary cost of reproduction incurred by the person making the reproduction or transcription of the record, unless a fee is otherwise authorized or established by law.

    b. In a situation where any fees differing from the fees identified in these fee provisions are established by law or are authorized to be established by law for producing a particular record or type of record, those other fees may be charged.

If applicable, staff time that is charged in connection with any copying or reproduction costs will be calculated and charged at the hourly rate of total compensation of the lowest-paid employee capable of performing the applicable copying/reproduction.

Prepayment of authorized fees may be required for any request where the total fees exceed $5. A request for any prepayment of or deposit on fees shall be based upon a good-faith estimate of the likely costs of responding to the request, with any difference to be refunded or collected once the actual amount is known.

Requesters shall make checks for fees payable to Appleton Area School District.

D. Accessibility of Records

1. Members of the public may request access to the public records that are under the supervision of the legal custodian by submitting a request to the records

custodian during the regular business hours of the District's main Administrative Office, which are Monday through Friday from *8:00 A.M. - 4:00 P.M*, except for holidays and such other exceptions as may be established in connection with the school calendar.

2. A requester will be permitted to use facilities comparable to those available to District employees to inspect or copy a record.

3. The legal custodian of records or his/her designee may require supervision of the requester during inspection or may impose other reasonable restrictions to maintain the security of the record(s).

4. The legal custodian, upon request for any record, shall, as soon as practicable and without delay, either fill the request or notify the requester of the authority's denial.

E. Record Requests under the Wisconsin Public Records Law

1. All requests to inspect or copy a public record shall be made to the legal custodian of records or his/her designee.

2. All requests must be reasonably specific as to the subject matter and time period of the records covered by the request.

3. Record requests may be made orally or in writing. Requesters may, but are not required to, contact the District to ensure receipt of the request.

4. At the discretion of the records custodian, and where there are legitimate reasons for doing so, the records custodian may promptly contact the requester to seek clarification of an ambiguous request prior to seeking responsive records or providing a formal response.

5. A requester may be required to show acceptable identification whenever the requested record is kept at a private residence, whenever security reasons require such measures, or where applicable state or federal law otherwise requires or permits an authority to request identification.

6. Neither any records authority nor any legal custodian of records is required to create new records that do not presently exist in response to any request for information from the authority.

7. The records custodian is authorized by applicable law to reject "standing requests" for access to records that do not exist at the time of the request, but that may be created at a later date.

8. The legal custodian of records or his/her designee shall not sell or rent a record containing an individual's name or address of residence, unless specifically authorized by state law. The collection of general fees applicable to a records request is not a sale or rental under these procedures.

F. Responses to Records Requests

1. All requests will be processed as soon as practicable and without delay. The time it takes the custodian to respond to the request will depend on factors including the nature and extent of the request and the availability of staff and other resources necessary to process the request. Access to inspect or copy records on the same day that the request is submitted is available only in limited circumstances.

2. Not all records created or maintained by the District are subject to inspection or copying by the public. Examples of records to which access may be prohibited or restricted include, but are not limited to, certain student records and certain records concerning applicants for positions, district employees, or public officers. In some cases, only a portion of the record is subject to public inspection, while the remaining portion must remain confidential.

3. If the legal custodian decides to permit access to certain types of records concerning employees or individuals who hold a local public office, the custodian shall first determine whether the law requires the custodian to provide the record subject with advance notice of the decision to release the records. If such notice is required, it shall be provided prior to any release of the records, and the record subject shall be afforded the rights further outlined in state law.

4. In the event a records custodian denies a records request, either in whole or in part, the custodian shall identify the reasons that access to the records is being denied.

5. If a written request is denied in whole or in part, the requester shall receive a written statement of the reasons for the denial. Verbal requests may be denied verbally unless the requester makes a demand for a written statement of the reasons denying the request within five business days of the oral denial.

6. If the records custodian issues a written denial of a request, the custodian must also expressly notify the requestor within the response that the denial is subject to review in an action for mandamus under section 19.37(1) of the Wisconsin Statutes, or by application to the district attorney or attorney general.

Cross References: Student Records, 347 and 347-Rule
Records Management and Retention, 822
Access to Public Records Procedures, 823 and 823-Rule

Legal References: Wisconsin State Statutes Chapter 19 (Subchapter II), 16.61(7), 19.21 through 19.39, 19.65, 19.70, 118.125, 120.13(28), 120.44
Federal Laws 34 C.F.R. Part 99 and 34 C.F.R. §300.623

Wisconsin Records Retention Schedule for School Districts

Adoption Date: April 11, 2011

Amended Date: July 23, 2012, March 12, 2018 and February 10, 2020, February 24, 2025

Exhibit A

APPLETON AREA SCHOOL DISTRICT
WISCONSIN OPEN RECORDS LAW NOTICE

Section 19.34, Wis. Stats.requires the Appleton Area School District to adopt, prominently display, and make available for inspection and copying at its offices, for the guidance of the public, a notice containing a description of its organization and the established times and places at which, the legal custodian from whom, and the methods whereby, the public may obtain information and access to records in its custody, make requests for records, or obtain copies of records and the costs thereof. Section 19.34(1), Wis. Stats., also requires the district to separately identify each position in the district that constitutes a local public office.

Notice is hereby provided of the following information required by the Wisconsin Open Records Law:

1. **Description of the District:** The Appleton Area School District is a Wisconsin public school district providing instruction to students in grades pre-K-12. The District is comprised of three (3) high schools, four (4) middle schools, sixteen (16) elementary schools, seventeen 17 charter/magnet schools, and select alternative programs. The District is governed by a school board made up of seven (7) members.

2. **Legal Custodian:** Sheree Garvey-Assistant Superintendent of School Services

3. **Means of Requesting Records:** The public may seek access to records and/or request copies of records in the District's custody in person between the hours of 8:00 a.m. and 4:00 p.m., Monday through Friday, at the District Offices located at 131 E. Washington Street, Suite 1A, Appleton, Wisconsin. In addition, the public may seek access to records and/or request copies of records in the District's custody by writing to the Assistant Superintendent of School Services at 131 E. Washington Street, Suite 1A, Appleton, WI 54911 or by email to vandenbergkelly@aasd.k12.wi.us.

4. **Costs of Obtaining Records:** The District will impose a fee of $0.0135 per page for a black and white copy and $0.0632 per page for a color copy upon any individual requesting records from the District as provided for in §19.35(3)(a)-(e), Wis. Stats. There may be additional fees for labor costs associated with photography and photography reproduction, computer programming, transcription, location, contractor costs, mailing/shipping, etc. The District may require prepayment from any individual requesting records from the District if the total amount exceeds $5.00.

5. **Local Public Offices:** The District has deemed the following positions in the District as "local public offices" as defined by §19.32(1dm), Wis. Stats.:

    a. Superintendent of Schools
    b. Executive Director of Finance
    c. Assistant Superintendent of School Services
    d. Executive Director of Student Services
    e. Executive Director of Special Education
    f. Executive Director of Operations
    g. Chief Human Resources Officer
    h. Assistant Superintendent Assessment, Curriculum and Instruction (ACI)
    i. ACI Directors and Coordinators
    j. Associate Directors
    k. School Principals