



**Thursday, May 13, 2021
Programs & Services**

Subcommittee of the Board of Education ~ Appleton Area School District

All members will be participating from remote locations

TIME: 7:45 AM

***A live stream of this meeting will be available on the Appleton Area School District YouTube Channel: <https://www.youtube.com/channel/UCHo-l09YGgt4uKnCWYvt8Pw>**

***For remote attendance via telephone, please dial: 1-312-626-6799**

Meeting ID: 987 5513 7757

1. VIRTUAL MEETING NOTICE

Subject **A. Members of the media or general public may access the meeting via the live stream broadcast on the Appleton Area School District YouTube Channel: <https://www.youtube.com/channel/UCHo-l09YGgt4uKnCWYvt8Pw>. For remote attendance via telephone, please dial: 1-312-626-6799 Meeting ID: 987 5513 7757**

Meeting May 13, 2021 - Programs & Services

Category 1. VIRTUAL MEETING NOTICE

Type Information, Procedural

Subject **B. This meeting will be conducted as a virtual meeting due to the active COVID-19 public health emergency situation, meaning that multiple Board members may be participating in the meeting from remote locations through the use of communications technology and/or that public access to the meeting may be arranged through the use of technology. The District discourages the public and/or media from attending the meeting in person at its noticed location due to concerns with health and safety and encourages use of the alternative method(s) of access that the District is providing.**

Meeting May 13, 2021 - Programs & Services

Category 1. VIRTUAL MEETING NOTICE

Type Information, Procedural

Subject **C. Any special needs or any requests for accommodations related to accessing the meeting should be sent to Donna Goetzke, at goetzkedonna@aasd.k12.wi.us or (920) 832-6142, at least 24-hours in advance of the meeting. This would include any person for whom it would be burdensome or infeasible to use the primary method(s) of remote access established by the District.**

Meeting May 13, 2021 - Programs & Services

Category 1. VIRTUAL MEETING NOTICE

Type Information

Subject **D. With respect to the gravity of the current public health emergency, we have made every effort to streamline this meeting as much as possible while still focusing on items that are essential to the current and future operations of the District. As such, there will be no opportunity for public comments this morning. If you have comments you wish to share with the Committee, you are welcome to submit them in writing. Comments can be submitted to Donna Goetzke at goetzkedonna@aasd.k12.wi.us (preferred) or mailed to 131 E. Washington Street, Suite 1A, Appleton, WI, 54911. All written comments submitted will be distributed to all Programs & Services committee members. We appreciate your understanding during this unprecedented time.**

Meeting May 13, 2021 - Programs & Services

Category 1. VIRTUAL MEETING NOTICE

Type Information

2. APPROVAL OF MINUTES

Subject **A. Minutes from Programs & Services Meeting on April 15, 2021 ~ 5 minutes**

Meeting May 13, 2021 - Programs & Services

Category 2. APPROVAL OF MINUTES

Type Action, Minutes

Recommended Motion to approve the minutes.
Action

Minutes View Minutes for Apr 15, 2021 - Programs & Services

Minutes are considered draft until approved at the Programs & Services meeting.

Motion & Voting

Motion to approve the minutes.

Motion by Deborah Truymen, second by Kristine Sauter.

Final Resolution: Motion Carried

Aye: Barry O'Connor, Deborah Truymen, Kristine Sauter

3. AGENDA TOPICS (Only Board Subcommittee members can vote on Action Items. Although additional Board of Education members may participate in discussions, they do not vote.)

Subject **A. AASD K-5 Elementary Science Curriculum Revision & Materials Purchase ~ 30 minutes**

Meeting May 13, 2021 - Programs & Services

Category 3. AGENDA TOPICS (Only Board Subcommittee members can vote on Action Items. Although additional Board of Education members may participate in discussions, they do not vote.)

Type Action

File Attachments

[Item for Consideration ~ AASD K-5 Elementary Science Curriculum Revision & Materials Purchase.pdf \(79 KB\)](#)
[Kindergarten Science Course Overview.pdf \(230 KB\)](#)
[First Grade Science Course Overview.pdf \(209 KB\)](#)
[Second Grade Science Course Overview.pdf \(209 KB\)](#)
[Third Grade Science Course Overview.pdf \(211 KB\)](#)
[Fourth Grade Science Course Overview.pdf \(215 KB\)](#)
[Fifth Grade Science Course Overview.pdf \(215 KB\)](#)

Motion & Voting

Motion to approve the K-5 elementary science curriculum and recommended digital instructional materials, Mystery Science.

Motion by Kristine Sauter, second by Deborah Truyma.

Final Resolution: Motion Carried

Aye: Barry O'Connor, Deborah Truyma, Kristine Sauter

Subject	B. Classical School Five-Year Charter Contract Renewal ~ 40 minutes
Meeting	May 13, 2021 - Programs & Services
Category	3. AGENDA TOPICS (Only Board Subcommittee members can vote on Action Items. Although additional Board of Education members may participate in discussions, they do not vote.)
Type	Action

File Attachments

[Item for Consideration ~ Classical School Five Year Charter Contract Renewal.pdf \(119 KB\)](#)
[Classical School Charter Contract.pdf \(679 KB\)](#)
[Summary of the Proposed Changes Chart ~ Classical School.pdf \(688 KB\)](#)
[Summary of the Charter School Goals ~ Classical School.pdf \(492 KB\)](#)

Motion & Voting

Motion to approve the Classical School five year charter contract renewal.

Motion by Deborah Truyma, second by Kristine Sauter.

Final Resolution: Motion Carried

Aye: Barry O'Connor, Deborah Truyma, Kristine Sauter

4. FUTURE MEETINGS & TOPICS ~ VIRTUAL

Subject	A. May 27: no topics
Meeting	May 13, 2021 - Programs & Services
Category	4. FUTURE MEETINGS & TOPICS ~ VIRTUAL
Type	Information
Subject	B. June 17: AGR 2021 End-of-Year Report; Library Media Standards Update
Meeting	May 13, 2021 - Programs & Services
Category	4. FUTURE MEETINGS & TOPICS ~ VIRTUAL

Type

Information

ITEM FOR CONSIDERATION

Topic: AASD K-5 Elementary Science Curriculum Revision & Materials Purchase

Background

Information: The AASD Board last approved the K-5 science resources and materials in 2006. AASD has previously adopted Next Generation Science Standards (NGSS). During the 2020-21 school year, AASD was provided the opportunity to pilot Mystery Science to support teachers and students during virtual learning. Mystery Science is part of a robust online teacher platform with embedded resources and extension activities. A review of Mystery Science was conducted to determine alignment with our [AASD Science Guiding Principles](#). Feedback from the pilot and a decision-making process led to the selection of Mystery Science ([Mysteryscience.com](https://mysteryscience.com)) being chosen as the digital, user-friendly, NGSS aligned platform for teaching K-5 Science.

Fiscal

Note: The cost is \$15,984 per year (2-year contract) and is within the dollars allocated in the 2020-2021 AC&I budget. All instructional materials will be implemented during the 2021-22 school year.

Instructional

Impact: Students in grades K-5 will learn science standards and curriculum supported by science resources that focus on a three-dimensional approach to learning science: disciplinary core ideas (content), scientific and engineering practices, and cross-cutting concepts; staff access to resources that support individualized science instruction to meet student needs will be enhanced.

Administrative

Recommendation: Approve as submitted.

Contact

Person(s): Kurt Krizan, 920-832-6157 ext. 2189, krizankurtis@aasd.k12.wi.us
Steve Harrison, 920-832-6157 x2177, harrisonstepha@aasd.k12.wi.us

P&S: 05/13/21

BOE: 05/24/21

Kindergarten Science Course Overview	
Course Description	
Credits	Prerequisites
NA	NA
Board Approved	Revised
Pending Board Approval 5/24/21	NA
Required Assessments	
District-wide, standards-based assessments identified	
Textbooks/Resources	
https://mysteryscience.com/lessons/seasonal/spring	
AASD Science Goals for K-12 Students	As a result of successfully completing this course, students will be able to...
AASD Science Goals - Students will demonstrate an understanding of key science concepts and apply them to their world. - Students will demonstrate knowledge and understanding that scientific knowledge is continually undergoing revision and refinement based on new experiments and data. - Students will demonstrate knowledge and understanding that the process of science is based on questioning and providing empirical evidence to support claims. - Students will apply scientific concepts and processes to evaluate consequences and make informed, responsible choices (regarding self, others, environment). - Students will demonstrate an understanding that science and technology are critical in order to provide and evaluate alternative solutions to problems in our world. - Students will engage in STEM experiences as both scientists and engineers in order to prepare for postsecondary and career readiness. AASD Science Mission Statement The Appleton Area School District believes the study of science should encourage our students to examine the world around them. Students will become scientifically literate, applying scientific and engineering thinking, reasoning, and knowledge throughout their lives. Using scientific processes and principles, students will apply critical thinking skills in order to make informed and responsible decisions. AASD Science Guiding Principles	- Use science and engineering practices, crosscutting concepts, and an understanding of <i>Plant & Animal Secrets</i> to make sense of phenomena and solve problems. - Use science and engineering practices, crosscutting concepts, and an understanding of <i>Weather Watching</i> to make sense of phenomena and solve problems. - Use science and engineering practices, crosscutting concepts, and an understanding of <i>Force Olympics</i> to make sense of phenomena and solve problems.
Essential Questions	
What thought-provoking questions will foster inquiry, meaning-making, and transfer? Unit 1 - Why do woodpeckers peck wood? (K-LS1-1) - Where do animals live? (K-LS1-1) - How can you find animals in the woods? (K-LS1-1) - How do animals make their home in the forest? (K-ESS2-2) - How do plants and trees grow? (K-LS1-1) - How do plants and trees grow? (K-LS1-1) - Why would you want an old log in your backyard? (K-ESS3-3) Unit 2 - Have you ever watched a storm? (K-ESS2-1) - How can you get ready for a big storm? (K-ESS3-2) - What will the weather be like on your birthday? (K-ESS2-1) - How do you know what to wear for the weather? (K-ESS2-1) - How could you warm up a frozen playground? (K-PS3-1, K-PS-2, K-2-ETS1-2, K-2-ETS1-3) - How could you walk barefoot across hot pavement without burning your feet? (K-PS3-1, K-PS3-2) Unit 3 - What’s the biggest excavator? (Foundational for K-PS2-1, K-PS2-2) - How can you knock down a wall made of concrete (K-PS2-1, K-PS2-2)	

● Why do builders need so many big machines? (Foundational for K-PS2-1, K-PS2-2) ● How can you knock down the most bowling pins? (K-PS2-1) ● How can we protect a mountain town from falling rocks? (K-PS2-2, K-2-ETS1-2, K-2-ETS1-3) ● How could you invent a trap? (K-PS2-2, K-2-ETS1-2)
Unit Overview
Unit #1 - Plant & Animal Secrets Animals and plants need things in order to survive, and their lives are <i>all</i> about meeting those needs. It’s the secret to why they do the many strange and wonderful things they do! Knowing how they meet their needs can even help you find plants and animals near where you live. Instructional Standards: K-LS1-1, K-ESS2-2, K-ESS3-1, K-ESS3-3 Assessed Standards: Unit #2 - Weather Watching This unit will help students develop the habit of becoming weather watchers who take pleasure in noticing weather patterns and predicting changes. Instructional Standards: K-ESS2-1, K-ESS3-2, K-PS3-1, K-PS3-2, K-2-ETS1-2, K-2-ETS1-3 Assessed Standards: Unit #3 - Force Olympics This unit will help students develop their first concept of “force,” and the idea that by playing with forces and thinking about them, we can accomplish surprisingly big things. Instructional Standards: Foundational for K-PS2-1, K-PS2-2, K-2-ETS1-3 Assessed Standards:

First Grade Science Course Overview	
Course Description	
Credits	Prerequisites
NA	NA
Board Approved	Revised
Pending Board Approval 5/24/21	NA
Required Assessments	
District-wide, standards-based assessments identified	
Textbooks/Resources	
https://mysteryscience.com/lessons/seasonal/spring	
AASD Science Goals for K-12 Students	As a result of successfully completing this course, students will be able to...
AASD Science Goals - Students will demonstrate an understanding of key science concepts and apply them to their world. - Students will demonstrate knowledge and understanding that scientific knowledge is continually undergoing revision and refinement based on new experiments and data. - Students will demonstrate knowledge and understanding that the process of science is based on questioning and providing empirical evidence to support claims. - Students will apply scientific concepts and processes to evaluate consequences and make informed, responsible choices (regarding self, others, environment). - Students will demonstrate an understanding that science and technology are critical in order to provide and evaluate alternative solutions to problems in our world. - Students will engage in STEM experiences as both scientists and engineers in order to prepare for postsecondary and career readiness. AASD Science Mission Statement The Appleton Area School District believes the study of science should encourage our students to examine the world around them. Students will become scientifically literate, applying scientific and engineering thinking, reasoning, and knowledge throughout their lives. Using scientific processes and principles, students will apply critical thinking skills in order to make informed and responsible decisions. AASD Science Guiding Principles	- Use science and engineering practices, crosscutting concepts, and an understanding of <i>Plant & Animal Superpowers</i> to make sense of phenomena and solve problems. - Use science and engineering practices, crosscutting concepts, and an understanding of <i>Spinning Sky</i> to make sense of phenomena and solve problems. - Use science and engineering practices, crosscutting concepts, and an understanding of <i>Lights and Sounds</i> to make sense of phenomena and solve problems.
Essential Questions	
<i>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</i> Unit 1 - Why do birds have beaks? (1-LS1-1) - Why do baby ducks follow their mother? (1-LS1-2) - Why are polar bears white? (1-LS1-1) - Why do family members look alike? (1-LS3-1) - Why don't trees blow down in the wind? (1-LS1-1, K-2-ETS1-2, K-2-ETS1-3) - What do sunflowers do when you’re not looking? (1-LS1-1) Unit 2 - Could a statue’s shadow move? (1-ESS1-1) - Read-Along: What does your shadow do when you’re not looking? (1-ESS1-1) - How can the sun help you if you’re lost? (1-ESS1-1) - Why do you have to go to bed early in the summer? (1-ESS1-2) - Why do the stars come out at night? (1-ESS1-1) - How can stars help you if you get lost? (1-ESS1-1) Unit 3 - How do they make silly sounds in cartoons? (1-PS4-1) - Where do sounds come from? (1-PS4-1) - What if there were no windows? (1-PS4-3)	

- Can you see in the dark? (1-PS4-2)
- How could you send a secret message to someone far away?
- (1-PS4-4, K-2-ETS1-2)
- How do boats find their way in the fog? (1-PS4-4)

Unit Overview

Unit #1 - Plant & Animal Superpowers

This unit will help students develop the idea that, like a superhero has special powers, every animal and plant has special parts and behaviors that help them to grow and meet their needs.

Instructional Standards: 1-LS1-1, 1-LS1-2, 1-LS3-1, K-2-ETS1-2, K-2-ETS1-3
Assessed Standards:

Unit #2 - Spinning Sky

This unit will help students develop the idea that the Sun, Moon, and stars change position in the sky in ways that are fun to watch and predict.

Instructional Standards: 1-ESS1-1, 1-ESS1-2
Assessed Standards:

Unit #3 - Lights & Sounds

This unit will develop the idea that by exploring the properties of light and sound, human beings create fun and useful things.

Instructional Standards: 1-PS4-1, 1-PS4-3, 1-PS4-4, K-2-ETS1-2
Assessed Standards:

Second Grade Science Course Overview	
Course Description	
Credits	Prerequisites
NA	NA
Board Approved	Revised
Pending Board Approval 5/24/21	NA
Required Assessments	
District-wide, standards-based assessments identified	
Textbooks/Resources	
https://mysteryscience.com/lessons/seasonal/spring	
AASD Science Goals for K-12 Students	As a result of successfully completing this course, students will be able to...
AASD Science Goals - Students will demonstrate an understanding of key science concepts and apply them to their world. - Students will demonstrate knowledge and understanding that scientific knowledge is continually undergoing revision and refinement based on new experiments and data. - Students will demonstrate knowledge and understanding that the process of science is based on questioning and providing empirical evidence to support claims. - Students will apply scientific concepts and processes to evaluate consequences and make informed, responsible choices (regarding self, others, environment). - Students will demonstrate an understanding that science and technology are critical in order to provide and evaluate alternative solutions to problems in our world. - Students will engage in STEM experiences as both scientists and engineers in order to prepare for postsecondary and career readiness. AASD Science Mission Statement AASD Science Guiding Principles	- Use science and engineering practices, crosscutting concepts, and an understanding of <i>Animal Adventures</i> to make sense of phenomena and solve problems. - Use science and engineering practices, crosscutting concepts, and an understanding of <i>Plant Adventures</i> to make sense of phenomena and solve problems. - Use science and engineering practices, crosscutting concepts, and an understanding of <i>Work of Water</i> to make sense of phenomena and solve problems. - Use science and engineering practices, crosscutting concepts, and an understanding of <i>Material Magic</i> to make sense of phenomena and solve problems.
Essential Questions	
What thought-provoking questions will foster inquiry, meaning-making, and transfer? Unit 1 - How many different kinds of animals are there? (2-LS4-1) - Why do frogs say “ribbit”? (2-LS4-1) - How could you get more birds to visit a bird feeder? (2-LS4-1, K-2-ETS1-1, K-2-ETS1-2, K-2-ETS1-3) Unit 2 - How did a tree travel halfway around the world? (2-LS2-2) - Could a plant survive without light? (2-LS2-1) - Why do trees grow so tall? (2-LS2-1) - Should you water a cactus? (2-LS12-1, 2-LS4-1) - Where do plants grow best? (2-LS2-1, 2-LS4-1) Unit 3 - If you floated down a river, where would you end up? (2-ESS2-2, 2-ESS2-3) - Why is there sand at the beach? (2-ESS2-2) - What’s strong enough to make a canyon? (2-ESS1-1, 2-ESS2-1, 2-ESS2-2) - How can you stop a landslide? (2-ESS2-1, K-2-ETS1-1, K-2-ETS1-2, K-2-ETS1-3) Unit 4 - Why do we wear clothes? (2-PS1-1, 2-PS1-2, K-2-ETS1-2, K-2-ETS1-3) - Can you really fry an egg on a hot sidewalk? (2-PS1-1, 2-PS1-2) - Why are so many toys made out of plastic? (2-PS1-1, 2-PS1-2, 2-PS1-4) - What materials might be invented in the future? (2-PS1-1, 2-PS1-2, K-2-ETS1-2, K-2-ETS1-3)	

● Could you build a house out of paper? (2-PS1-1, 2-PS1-3, K-2-ETS1-2, K-2-ETS1-3)
Unit Overview
Unit #1 - Animal Adventures This unit helps students develop a sense of wonder for biodiversity: the sheer range and variety of animals found on earth. Students gain practical experience in identifying animals and sorting them into scientific groups, and apply their knowledge in an engineering design challenge. This unit introduces two critically important concepts in biology: “habitat” and “species”, foundational concepts which will be revisited and refined at higher grade levels. Instructional Standards: 2-LS4-1, K-2-ETS1-1, K-2-ETS1-2, K-2-ETS1-3 Assessed Standards: Unit #2 - Plant Adventures This unit develops the idea that plants are truly alive and face challenges every bit as dramatic as those of animals. Students will learn that plants have needs, and will reason from evidence to understand how plants meet their needs. Instructional Standards: 2-LS2-1, 2-LS2-2, 2-LS4-1 Assessed Standards: Unit #3 - Work of Water This unit helps students develop the idea that water is a powerful force that reshapes the earth’s surface. Students see that water isn’t just something we drink. It carries sand to create beaches, carves out canyons and valleys and, as ice, scrapes entire areas flat. Instructional Standards: 2-ESS1-1, 2-ESS2-1, 2-ESS2-2, 2-ESS2-3, K-2-ETS1-1, K-2-ETS1-2, K-2-ETS1-3 Assessed Standards: Unit #4 - Material Magic This unit develops the idea that by taking advantage of the properties of materials, we can solve many problems in our lives. Students will develop an appreciation for the manmade materials of everyday objects, and learn to recognize that those materials are chosen based on their properties. Through hands-on investigation, students will explore the material properties involved in meeting basic needs (such as clothing and cooking). They’ll consider the solid and liquid states of matter to understand why plastic was invented. The unit ends with a brainstorming activity about futuristic inventions that might be possible using new materials. Instructional Standards: 2-PS1-1, 2-PS1-2, 2-PS1-3, 2-PS1-4, K-2-ETS1-1, K-2-ETS1-2, K-2-ETS1-3 Assessed Standards:

Third Grade Science Course Overview	
Course Description	
Credits	Prerequisites
NA	NA
Board Approved	Revised
Pending Board Approval 5/24/21	NA
Required Assessments	
District-wide, standards-based assessments identified	
Textbooks/Resources	
https://mysteryscience.com/lessons/seasonal/spring	
AASD Science Goals for K-12 Students	As a result of successfully completing this course, students will be able to...
AASD Science Goals - Students will demonstrate an understanding of key science concepts and apply them to their world. - Students will demonstrate knowledge and understanding that scientific knowledge is continually undergoing revision and refinement based on new experiments and data. - Students will demonstrate knowledge and understanding that the process of science is based on questioning and providing empirical evidence to support claims. - Students will apply scientific concepts and processes to evaluate consequences and make informed, responsible choices (regarding self, others, environment). - Students will demonstrate an understanding that science and technology are critical in order to provide and evaluate alternative solutions to problems in our world. - Students will engage in STEM experiences as both scientists and engineers in order to prepare for postsecondary and career readiness. AASD Science Mission Statement AASD Science Guiding Principles	- Use science and engineering practices, crosscutting concepts, and an understanding of <i>Animals Through Time</i> to make sense of phenomena and solve problems. - Use science and engineering practices, crosscutting concepts, and an understanding of <i>Power of Flowers</i> to make sense of phenomena and solve problems. - Use science and engineering practices, crosscutting concepts, and an understanding of <i>Stormy Skies</i> to make sense of phenomena and solve problems. - Use science and engineering practices, crosscutting concepts, and an understanding of <i>Invisible Forces</i> to make sense of phenomena and solve problems.
Essential Questions	
What thought-provoking questions will foster inquiry, meaning-making, and transfer? Unit 1 - Where can you find whales in the desert? (3-LS4-1, 3-LS4-4) - How do we know what dinosaurs looked like? (3-LS4-1) - Can you outrun a dinosaur? (3-LS4-1) - What kinds of animals might there be in the future? (3-LS3-1, 3-LS4-2) - Can selection happen without people? (3-LS3-1, 3-LS4-2, 3-LS4-3, 3-LS4-4) - Why do dogs wag their tails? (3-LS2-1) - What’s the best way to get rid of mosquitos? (3-LS4-3, 3-LS4-4, 3-5-ETS1-2) - How long can people (and animals) survive in outer space? (3-LS3-2) Unit 2 - Why do plants grow flowers (3-LS1-1) - Why do plants give us fruit? (3-LS1-1) - Why are some apples red and some green? (3-LS3-1) - How could you make the biggest fruit in the world? (3-LS3-1) Unit 3 - Where do clouds come from? (Foundational 3-ESS2-1) - How can we predict when it’s going to storm? (Foundational 3-ESS2-1) - Why are some places always hot? (3-ESS2-1, 3-ESS2-2) - How can you keep a house from blowing away in a windstorm? (3-ESS3-1, 3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3) Unit 4	

- How could you win a tug-of-war against a bunch of adults? (**3-PS2-1**)
- What makes bridges so strong? (**3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3, Foundational 3-PS2-1**)
- How can you go faster down a slide? (**3-PS2-1, 3-PS2-2**)
- WHat can magnets do? (**3-PS2-3, 3-PS2-4**)
- How could you unlock a door using a magnet? (**3-PS2-3, 3-PS2-4, 3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3**)

Unit Overview

Unit #1 - Animals Through Time

In this unit students will develop an appreciation for how animals and the places they live (their habitats) are not constant - they have changed over time. Fossils give us a window to the animals and habitats of the past. Selective breeding shows us not only how some animals of the past became domesticated, but allows us to imagine how they might look in the future.

Instructional Standards: 3-LS2-1, 3-LS3-1, 3-LS3-2, 3-LS4-1, 3-LS4-2, 3-LS4-3, 3-LS4-4, 3-5-ETS1-2

Assessed Standards:

Unit #2 - Power of Flowers

This unit develops the idea that by studying how plants reproduce and pass their traits, we human beings have figured out how to make food plants even more useful to us. Students first discover how plants reproduce by exploring the process of pollination and fruiting. Then students are introduced to the process of plan domestication (selection of traits based on inheritance and variation).

Instructional Standards: 3-LS1-1, 3-LS3-1

Assessed Standards:

Unit #3 - Stormy Skies

This unit develops the idea that by paying careful attention to clouds, wind, and other weather clues around us, we can predict the daily weather and make sense of why places on earth look and feel the way they do.

Instructional Standards: 3-PS2-1, Foundational for 3-PS2-1, 3-PS2-2, 3-PS2-3, 3-PS2-4, Foundational for 3-ESS2-1, 3-ESS2-2, 3-ESS3-1, 3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3

Assessed Standards:

Unit #4 - Invisible Forces

This introductory forces unit will give students a new understanding of the invisible pushes and pulls that operate in the world around them. They will realize that understanding forces will let them do surprising things-from building a sturdy bridge from paper to using the pull of a rubber band to send a cardboard “hopper” flying. What students learn in this unit will connect to the world around them, leading them to think about such things as the force of friction as they slide down a playground slide or the invisible force that makes magnets cling to the refrigerator. Hands-on activities focus on engineering, investigation, and discovery.

Instructional Standards: 3-PS2-1, Foundational for 3-PS2-1, 3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3, 3-PS2-1, 3-PS2-2, 3-PS2-3, 3-PS2-4

Assessed Standards:

Fourth Grade Science Course Overview	
Course Description	
Credits	Prerequisites
NA	NA
Board Approved	Revised
Pending Board Approval 5/24/21	NA
Required Assessments	
District-wide, standards-based assessments identified	
Textbooks/Resources	
https://mysteryscience.com/lessons/seasonal/spring	
AASD Science Goals for K-12 Students	As a result of successfully completing this course, students will be able to...
AASD Science Goals - Students will demonstrate an understanding of key science concepts and apply them to their world. - Students will demonstrate knowledge and understanding that scientific knowledge is continually undergoing revision and refinement based on new experiments and data. - Students will demonstrate knowledge and understanding that the process of science is based on questioning and providing empirical evidence to support claims. - Students will apply scientific concepts and processes to evaluate consequences and make informed, responsible choices (regarding self, others, environment). - Students will demonstrate an understanding that science and technology are critical in order to provide and evaluate alternative solutions to problems in our world. - Students will engage in STEM experiences as both scientists and engineers in order to prepare for postsecondary and career readiness. AASD Science Mission Statement AASD Science Guiding Principles	- Use science and engineering practices, crosscutting concepts, and an understanding of <i>Human Machine</i> to make sense of phenomena and solve problems. - Use science and engineering practices, crosscutting concepts, and an understanding of <i>The Birth of Rocks</i> to make sense of phenomena and solve problems. - Use science and engineering practices, crosscutting concepts, and an understanding of <i>Waves of Sound</i> to make sense of phenomena and solve problems. - Use science and engineering practices, crosscutting concepts, and an understanding of <i>Energizing Everything</i> to make sense of phenomena and solve problems.
Essential Questions	
What thought-provoking questions will foster inquiry, meaning-making, and transfer? Unit 1 - Why do your biceps bulge? (4-LS1-1) - What do people who are blind see? (4-LS1-1, 4-LS1-2, 4-PS4-2) - How can some animals see in the dark? (4-LS1-1, 4-LS1-2, 4-PS4-2) - How does your brain control your body? (4-LS1-1, 4-LS1-2) Unit 2 - Could a volcano pop up where you live? (4-ESS1-1, 4-ESS2-2) - Why do some volcanoes explode? (4-ESS1-1) - Will a mountain last forever? (4-ESS1-1, 4-ESS2-1) - How could you survive a landslide? (4-ESS2-1, 4-ESS3-2) Unit 3 - How far can a whisper travel? (4-PS4-1, 4-PS4-3) - What would happen if you screamed in outer space? (4-PS4-1) - Why are some sounds high and some sounds low? (4-PS4-1) Unit 4 - How is your body similar to a car? (4-PS3-1, 4-PS3-4) - What makes roller coasters go so fast? (4-PS3-1, 4-PS3-3) - Why is the first hill of a roller coaster always the highest? (4-PS3-3) - Could you knock down a building using only dominoes? (4-PS3-4, 3-5-ETS1-1) - Can you build a chain reaction machine? (4-PS3-4, 3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3) - What if there were no electricity? (4-PS3-2, 4-PS3-4)	

- How long did it take to travel across the country before cars and planes? (**4-PS3-2, 4-PS3-4**)
- Where does energy come from? (**4-ESS3-1**)

Unit Overview

Unit #1 - Human Machine

Your body is like a machine or robot. It has parts for moving around, sensors, a built-in computer (and it all even runs on power-but that’s a topic for a later time).

Instructional Standards: **4-LS1-1, 4-LS1-2, 4-PS4-2**

Assessed Standards:

Unit #2 - Birth of Rocks

Every rock has a story that it tells, if you know how to “read” it, i.e. by identifying *patterns* and knowing the causes of how the various rocks are formed. Take any place that seems mundane to people now-like a parking lot-and a rock will tell you something extraordinary about what that place *used* to be like: it may well have been the site of a volcano. You will soon discover that nowhere on earth has been mundane forever. One of the most seemingly dull things you can imagine-a simple rock-is actually the relic of something astounding.

Instructional Standards: **4-ESS1-1, 4-ESS2-1, 4-ESS2-2, 4-ESS3-2**

Assessed Standards:

Unit #3 - Waves of Sound

Even though “sound” might seem like a short-lived phenomenon without any real form, it is very much a physical thing, a wave of vibrations traveling through the air. Sound has properties: it takes time to travel, it can be transmitted over a string, manipulated to become high or low, turned into music, even captured and frozen in time. Equipped with this understanding, students can begin to make sense of how sound and music work.

Instructional Standards: **4-PS4-1, 4-PS4-3**

Assessed Standards:

Unit #4 - Energizing Everything

“Energy” is a real thing-not just some vague term-almost like a power or substance that causes objects to move, speed up, or slow down. This power or substance can be transferred between objects when they collide. Thinking about the world in terms of energy helps us to make sense of how and why things speed up and slow down.

Instructional Standards: **4-PS3-1, 4-PS3-2 4-PS3-3, 4-PS3-4, 3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3, 4-ESS3-1**

Assessed Standards:

Fifth Grade Science Course Overview	
Course Description	
Credits	Prerequisites
NA	NA
Board Approved	Revised
Pending Board Approval 5/24/21	NA
Required Assessments	
District-wide, standards-based assessments identified	
Textbooks/Resources	
https://mysteryscience.com/lessons/seasonal/spring	
AASD Science Goals for K-12 Students	As a result of successfully completing this course, students will be able to...
AASD Science Goals - Students will demonstrate an understanding of key science concepts and apply them to their world. - Students will demonstrate knowledge and understanding that scientific knowledge is continually undergoing revision and refinement based on new experiments and data. - Students will demonstrate knowledge and understanding that the process of science is based on questioning and providing empirical evidence to support claims. - Students will apply scientific concepts and processes to evaluate consequences and make informed, responsible choices (regarding self, others, environment). - Students will demonstrate an understanding that science and technology are critical in order to provide and evaluate alternative solutions to problems in our world. - Students will engage in STEM experiences as both scientists and engineers in order to prepare for postsecondary and career readiness. AASD Science Mission Statement AASD Science Guiding Principles	- Use science and engineering practices, crosscutting concepts, and an understanding of <i>Web of Life</i> to make sense of phenomena and solve problems. - Use science and engineering practices, crosscutting concepts, and an understanding of <i>Watery Planet</i> to make sense of phenomena and solve problems. - Use science and engineering practices, crosscutting concepts, and an understanding of <i>Spaceship Earth</i> to make sense of phenomena and solve problems. - Use science and engineering practices, crosscutting concepts, and an understanding of <i>Chemical Magic</i> to make sense of phenomena and solve problems.
Essential Questions	
What thought-provoking questions will foster inquiry, meaning-making, and transfer? Unit 1 - Why would a hawk move to New York City? (5-LS2-1) - What do plants eat? (5-LS1-1, 5-LS2-1) - Where do fallen leaves go? (5-LS2-1) - Do worms really eat dirt? (5-LS2-1) - Why do you have to clean a fish tank but not a pond? (5-LS2-1) - Why did the dinosaurs go extinct? (5-PS3-1) Unit 2 - How much water is in the world? (5-ESS2-2) - When you turn on the faucet, where does the water come from? (5-ESS2-2) - Can we make it rain? (5-ESS2-1) - How can you save a town from a hurricane? (5-ESS2, 5-ESS3-1, 3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3) Unit 3 - How fast does the Earth spin? (5-ESS1-2) - Who set the first clock? (5-ESS1-2) - How can the Sun tell you the season? (5-ESS1-2) - Why do the stars change with the seasons? (5-ESS1-2) - Why does the Moon change shape? (5-ESS1-2) - What are the wandering stars? (5-ESS1-2) - Why is gravity different on other planets? (5-PS2-1) - Could there be life on other planets? (5-ESS1-1)	

- Unit 4**
- Are magic potions real? (5-PS1-1, 5-PS1-2)
 - Could you transform something worthless into gold? (5-PS1-1, 5-PS1-2)
 - What would happen if you drank a glass of acid? (5-PS1-3)
 - What do fireworks, rubber, and silly putty have in common? (5-PS1-4)
 - Why do some things explode? (5-PS1-1)

Unit Overview

Unit #1 - Web of Life
The food materials and energy that our bodies use for growth ultimately come from plants. Plants in turn derive their materials from air, water, and soil and their energy from the sun. Thus in a very real way, our bodies come from the earth and sun. And when we die, decomposers return our materials and energy to the earth, to be used again by future organisms. The whole of nature forms a great system-the ecosystem.
Instructional Standards: 5-LS1-1, 5-LS2-1, 5-PS3-1
Assessed Standards:

Unit #2 - Watery Planet
This unit helps students develop the idea that water is a profoundly important natural resource, but one which requires surprising ingenuity to find and maintain.
Instructional Standards: 5-ESS2-1, 5-ESS2-2, 5-ESS3-1, 3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3
Assessed Standards:

Unit #3 - Spaceship Earth
This astronomy unit helps students develop a new perspective on the world they’re standing on. They will be given evidence that the Earth beneath our feet is actually moving through space, both spinning on its axis, and traveling in a great orbit around the Sun. They will see how these movements account for the patterns we see in our sky (the paths of our Sun across the sky, the changing seasons, and the changing constellations). Accompanying us on this journey are the Moon and planets, which the students will observe have their own patterns of movement in the sky.
Instructional Standards: 5-ESS1-2, 5-PS2-1
Assessed Standards:

Unit #4 - Chemical Magic
This unit helps students develop the concepts of “substances” and “chemical reactions”. Students see that chemical reactions enable us to make new materials by transforming the ones we have. The results of these reactions are interesting and sometimes profoundly useful.
Instructional Standards: 5-PS1-1, 5-PS1-2, 5-PS1-3, 5-PS1-4
Assessed Standards:

ITEM FOR CONSIDERATION

Topic: Classical School Five Year Charter Contract Renewal

**Background
Information:**

Classical School opened in the fall of 1999 and currently serves 471 students in kindergarten – grade 8. Classical School’s mission is to provide excellence and justice in education for students through a common foundation. Classical is an official Core Knowledge® school with students taught a contextual body of organized knowledge, the skills of learning within a classical framework, and the values of a democratic society.

The school day at Classical is structured around teacher-led instruction and knowledge-centered education rather than learner-centered education. Teachers’ classroom leadership is acknowledged, and each student is held responsible for his or her academic effort.

Classical School develops graduates who are critical thinkers, coherent writers, confident speakers, thoughtful leaders, and responsible, compassionate, and virtuous citizens. Classical School provides an engaging learning environment where all students enjoy learning and develop life-long learning skills. As students develop their intellects and moral habits, they internalize truth, beauty and goodness - the central goal of a classical education.

**Fiscal
Note:**

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

**Instructional
Impact:**

Charter schools provide another educational option for students and parents.

**Administrative
Recommendation:**

Approval of the charter school contract between the Appleton Area School District and Classical Charter School Association, Inc.

**Contact
Persons:**

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P&S: 05/13/21
BOE: 05/24/21

**CHARTER SCHOOL CONTRACT BETWEEN
THE APPLETON AREA SCHOOL DISTRICT AND CLASSICAL CHARTER SCHOOL 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 Classical Charter School Association, Inc. Governance Board (“CCSA”), 3310 N Durkee 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 CCSA 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. “Partner School” is defined as a public or private school with which Classical School shares educational facilities and/or students participate in co-curricular activities.

2. Establishment. The entity seeking to establish the charter school is the CCSA.

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 Classical School 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 Classical School 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 Classical School with a list of all information required and Classical School 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. Classical School will be an instrumentality of the AASD.

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

Classical School is a K-8 classical school with two components of a classical education, a School of Grammar (K-4) and a School of Logic (5-8). Curricular and program changes will be at the discretion of CCSA; administrator(s) and staff members may not add to or remove from the curriculum/program. The educational program of Classical School will consist of these main features:

- a. **Core Knowledge.** The Core Knowledge® Sequence as set by the Core Knowledge Foundation is the K-8 curricula for instruction in math, history, geography, science, music, art, literature, English, and language arts. Teachers will use a variety of proven and effective methods to teach the children this Core Knowledge® content. Saxon Math will be used for levels kindergarten through geometry. SRA/McGraw-Hill's Direct Instruction program will be used for the "Learning to Read" stages through the Reading Mastery 3 level. SRA/McGraw-Hill's Direct Instruction program, Spelling Mastery, is used for spelling instruction in the school of grammar. The Shurley English program may be used to teach the English grammar portion of the Core Knowledge® Sequence. Content will be taught through teacher-led instruction within the framework of a classical education.
- b. **World Language.** Spanish will be taught daily for a minimum of 25 minutes for grades K-6 and for one class period for grades 7-8. Spanish lessons will be taught in Spanish whenever possible. The Spanish curriculum may be modified as deemed necessary by CCSA. Additionally, students may learn Greek and Latin roots and phrases to further their understanding of English and Spanish.
- c. **Fine Arts Education.** The music and art curricula will follow the Core Knowledge® Sequence. Fine Arts instruction will include band, orchestra, and chorus.
- d. **Health and Human Performance.** Physical education classes follow the AASD curriculum and are taught on the home campus for grades K-6 and by a Classical School teacher/s at our Partner School (Einstein) for grades 7-8. Classical School reserves the right to develop its own physical education curriculum.
- e. **Other Curriculum**
 - i. Informal and Formal Logic may be taught in the School of Logic.
 - ii. Other curriculum will be developed consistent with the Mission and Philosophy Statement of Classical School as CCSA shall determine.
- f. **Other Programs**
 - i. **Guidance.** As a matter of course, Classical School will not include guidance instruction in its curriculum. Guidance services for crisis situations will be provided through assigned AASD personnel for grades K-8, as well as 8th grade scheduling for high school. The CCSA Board must approve any Guidance related instruction.

- ii. Media Services. The CCSA Board will approve library acquisitions. Library functions such as cataloging, shelving, and checking books in and out will be staffed in a manner consistent with other AASD schools. These services may be carried out by Classical staff and volunteers should human resources be reallocated to better serve the mission of Classical School.
- iii. Talented and Gifted (TAG). Classical School students will not participate in TAG instruction or TAG pullout with the exception of special events that will be attended at the discretion of the parent/guardian. TAG identifications for elementary grades will be the responsibility of AASD personnel in conjunction with CCSA staff pursuant to AASD Board policy and procedures and will ensure nondiscriminatory practices.
- iv. Skill-Level Grouping. Math and reading will be grouped according to skill level. Math will be skill grouped at all grade levels and reading will be skill grouped through fourth grade. Student placement will be determined by the principal, with recommendations from teaching staff. The number of skill groups and skill group matrices will be approved by CCSA. Certain levels of spelling may be grouped by skill level as determined by Classical School administration.

6. **Methods of Measuring Student Progress.** Classical School shall use the following local measures, assessments and standardized tests to measure pupil progress. Classical School will report directly to the Board of Education on an annual basis in lieu of participation-participate in the District's Continuous School Improvement Planning (CSIP) and reporting process. The current method of reporting is sufficient.

a. Student Goal 1--Increase student achievement in mathematics.

- (1) Objective: All Classical School students in grades K-8 will show growth in mathematics as defined by one or more of the following measures.

Assessments:

- i. Longitudinal assessment (i.e., MAP, iReady, etc.) target/growth.
- ii. Saxon math program progress monitoring/benchmarking.
- iii. IEP (Individualized Education Plan) progress goal reports.

b. Student Goal 2--Increase student achievement in English language literacy.

- (1) Objective: All Classical School students in grades K-8 will show growth in English language literacy as defined by one or more of the following measures.

Assessments:

- i. Longitudinal assessment (i.e., MAP, iReady, etc.) target/growth.
- ii. Reading/English report card.
- iv. SRA Direct Instruction Reading program checkouts/benchmarking.
- v. IEP (Individualized Education Plan) progress goal reports.

- c. Student Goal 3—Increase student achievement in Science.
 - (1) Objective: All Classical School students in grades K-8 will show growth in science as defined by one or more of the following measures.
 - Assessments:
 - i. Wisconsin State Assessment System (WSAS), grades 4 and 8
 - ii. Science report card.
 - iii. IEP (Individualized Education Plan) progress goal reports.
- d. Student Goal 4—Increase student achievement in History.
 - (1) Objective: All Classical School students in grades K-8 will show growth in history as defined by one or more of the following measures.
 - Assessments:
 - i. Wisconsin State Assessment System (WSAS), grades 4 and 8.
 - ii. History report card.
 - iii. IEP (Individualized Education Plan) progress goal reports.
- e. Classical School shall report progress on IEPs in accordance with the IDEA and AASD administrative practices.
- f. Classical School shall administer other assessments as required under state and federal law, and as directed implemented by AASD.
- g. Classical School shall provide AASD records upon request as required to document compliance with state and federal law.

7. Governance Structure.

- a. Governance Board. A Governance Board consisting of staff, parents, and /or community members will govern the school (the “CCSA Governance Board”). The CCSA Governance Board will determine and oversee the mission and strategic plan, coordinate public relations strategies, and 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 except as prohibited by the 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 Classical School 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 participate in interviews as appropriate and 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 CCSA members to its committees, in accordance with CCSA bylaws (See Appendix B for the 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 CCSA may deem necessary or appropriate with regard to the operations or affairs of Classical School, 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 Classical School by AASD. AASD will appoint the principal in collaboration with the CCSA Governance Board. The Classical School principal will demonstrate an interest and a commitment to the students as well as the mission and vision of the school. The Classical School principal will be appropriately licensed, pursuant to state law.

- c. Governance Board Constitution. Other than issues specifically addressed in this Agreement regarding the CCSA Governance Board, the size, method of appointment and constitution of the CCSA Governance Board will be as stipulated in the CCSA Governance Board's by-laws. Total membership of the CCSA Governance Board shall be comprised of fewer than 50% AASD employees. AASD administrators and AASD Board of Education members will not serve on the CCSA Governance Board.
- d. Officers. Election of officers is detailed in the by-laws of the CCSA Governance Board.
- e. Meetings. Meetings will be held 6 times per year (as outlined in the bylaws). A quorum, consisting of a majority of the Voting Members of the CCSA 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.
- f. 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) parent satisfaction survey results

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

- a. Parents/guardians/community members will be invited to participate in the committees established by CCSA. Yearly Committee Goals found in CCSA/Classical School Strategic Plan.
- b. Parents/guardians/community members will serve on the CCSA Board of Directors.
- c. Parents/guardians are encouraged to volunteer within Classical School a minimum of 10 hours/school year.

- d. Parents/guardians will receive mid-quarter and quarterly reports on student progress at Classical School. Parents/guardians can also monitor student progress using the AASD's online tools (e.g., Infinite Campus). Parent-teacher conferences will be held during the first and third quarters. Additional in-person parent-teacher conferences, e-mail/print correspondence, and telephone/video contacts will be used on an individual basis to communicate student progress when the parents or teachers feel it is appropriate.
- e. Students in grades 7 and 8 will be eligible to participate in extracurriculars at Partner School (Einstein).
- f. Parental issues, concerns, questions, and complaints will be handled following these steps:
 - (1) Contact the classroom teacher.
 - (2) If resolution is not reached, or if the concern is school wide, the Classical School principal will be contacted.
 - ~~(3) If resolution is still not reached, the principal will be contacted.~~
 - (4) If resolution is still not reached and based on the issue, the charter school principal will contact the CCSA Governing Board or AASD Assistant Superintendent.
 - (5) Unresolved issues may be appealed the Superintendent of Schools.
 - (6) The final step in the District appeal process is to contact the Board of Education.

9. **Faculty Qualifications.**

- a. Describe qualifications: Individuals who have a desire to teach at Classical School will be teachers who obtain an appropriate license pursuant to state law. They must also have knowledge or a desire to acquire knowledge in a classical framework, Core Knowledge, and must subscribe to and support the school's mission and philosophy including all provisions of the Classical School handbook.
- b. Teachers who work at Classical School 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 Classical School will be posted and filled through the staffing process as outlined in the AASD Employee Handbook.
- e. CCSA 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 Classical School may be located. In addition, the health and safety policies applicable to all other non-charter schools in the AASD shall apply equally to Classical School.

11. Recruitment and Means of Achieving Racial/Ethnic Balance

- a. Classical School 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. Classical School's official non-discrimination policy will be applied in all operations. Access to Classical School 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. Classical School 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. Classical School 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 Classical School is voluntary and no tuition is charged. Students who do not wish to attend or are not admitted to Classical School may attend their neighborhood schools or seek enrollment in another AASD school per AASD Board policy.
- b. Parents will enroll their children by written or electronic registration form. A parent/guardian is encouraged to attend one informational meeting or visit Classical School 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. Classical School will give enrollment preference to current students at Classical School. This group will be exempt from the lottery. Siblings of current students will be given preference in the lottery.

- e. Children of Classical School full-time staff and governing board members may be given a preference for enrollment but must be limited to no more than 10% of Classical School's total enrollment.
- f. Other lottery preferences that are in accordance with state statutes may be employed at CCSA's discretion except as otherwise stated herein.
- g. Students may enroll and attend Classical School at any point during the school year as space permits in accordance with Classical School lottery procedures and guidelines.
- h. Students must be enrolled in or open-enrolled in the AASD.
- i. 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.
- j. 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.
- k. Students graduating from the eighth grade at Classical School may attend their neighborhood high school or may choose among Appleton High Schools East, West, or North, subject to the AASD Open Enrollment Policy and process, unless required programs to meet disability related needs are not available at their school of choice. Students must declare which high school they will attend by the AASD deadline during the eighth-grade year.

13. Budget Responsibilities of AASD and the Charter School.

- a. Equal Funding: Classical School 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 Classical School space. In addition, Classical School receives funding based on the per-pupil formula applied to all schools in the AASD. The CCSA 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. The AASD will provide CCSA with documentation/reports which provide transparency to the equal funding of Classical School upon request.

- b. Purchases: Tangible materials/equipment purchased by Charter Schools with grants or donor dollars will be the property of the Charter School and the AASD and will be labeled as such. If the materials/equipment purchased becomes outdated or inoperable, it will be the Charter's responsibility to maintain and/or replace this material/equipment according to the District's specifications. If the Charter dissolves, the property reverts to AASD ownership.

All Charter Schools will receive the same level of support for materials/equipment. As such, when the District updates old technology or teaching materials with more current items, the District will do so for the Charter Schools at the same rate as all other schools in the district. Example: If a Charter School purchases additional computers beyond the District's allocation for the building, it is the responsibility of the Charter Schools 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 Classical School 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, administrators, paraprofessionals, secretaries, and other staffing will be allocated by AASD formula or other standard operating procedures that allocate staff equitably 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 by CCSA. A quality curriculum at Classical School will be sustained through AASD textbook replacement/adoption funds. Other expense incurred through the curriculum development process will be offset by alternate sources of funding, i.e., those not covered in technology upgrades or other curricular purchases.
- f. Liability Insurance: As an instrumentality of the AASD, the Classical School will fall under the umbrella of the AASD's liability insurance.
- g. Co-curricular Activities: All Classical School students in grades 7 and 8 may participate on athletic teams and other extra-curricular activities of Partner School (Einstein).
- 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: Legally required state and federal testing and assessment that is administered by the AASD will be the same for Classical School students as is given to students at other AASD schools. Classical School retains autonomy with respect to testing and assessment not mandated by the state or federal government.
- l. Grant Funds: Grant funds will be used to support travel and professional development budget for Classical School to attend schools and workshops and other professional development conferences that are aligned to the mission and goals of Classical School.
- m. Health and Safety: Classical School will rely upon AASD nursing staff and trained staff to provide the necessary resources. Classical School 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 Classical School will consist of the following steps:
 - 1) Inappropriate behavior will result in the use of Classical School's school wide three-tiered consequential behavior model. The system relies on positive feedback and three tiers of consequences for infractions. CCSA may amend the specific details of the discipline model consistent with the intent to create an organized and structured academic environment. The principal shall be trained and experienced to guide on discipline policy issues and otherwise be legally compliant.
- b. The CCSA Governance Board reserves the right to create and/or approve a Classical School 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 Classical School principal and all AASD expulsion policies and procedures will be followed.

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

16. Tuition. Classical School shall not charge any tuition. Classical School 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 Classical School. The scope of the annual audit will be determined by the AASD and conducted at the expense of the AASD. Classical School 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 Classical School 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.** Classical School is currently located at 3310 N. Durkee 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 Classical School 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, CCSA 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 CCSA of any provision of this Agreement;
 - b) Failure by CCSA Governance Board to comply with all applicable law, relating to this Agreement or operation of Classical School, 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 CCSA Governance Board, or its employees or agents in connection with the performance of the obligations of CCSA Governance Board under this Agreement.

The obligation of CCSA 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 CCSA 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 CCSA 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 CCSA 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 CCSA 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. Classical School 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 Classical School 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.

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

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

- a. AASD will provide employees to provide required IEP services to Classical School.
- b. Classical School 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. Classical School shall document the interventions as required through the Response to Intervention Process for use and consideration in all referrals under the IDEA.
- d. Classical School will cooperate with the LEA in all initial evaluation and re-evaluation processes.
- e. Classical School 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. Classical School will provide the LEA with any required data for IDEA self-assessment process in a timely fashion.
- g. Classical School shall provide appropriate notification to parents of all the LEA notices and procedural safeguards.
- h. Classical School's implementation of the student IEPs shall follow the LEA AASD calendar, which will be provided to the Classical School annually. If the Classical School calendar does not follow the LEA AASD calendar, IEP implementation shall follow the Classical School 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 Classical School principal in accordance with state requirements and sent upon request.
- k. The Classical School principal 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. Classical School 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 Classical School in CPI: Nonviolent Crisis Intervention Training rotation schedule.
- p. The District will invite the Classical School 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 2021-22 school year, and shall expire at midnight, on June 30, 2026, 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 CCSA 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 CCSA deem appropriate. The parties agree to adhere to the terms of this Contract, during any period of renewal negotiation after the expiration of the Term, until this Contract is renewed.
- c. Termination by Board of Education. This Contract may be terminated by the AASD Board of Education if it finds that:
 - (1) Classical School has insufficient enrollment to successfully operate a charter school,
 - (2) If Classical School fails to comply with generally accepted accounting principles and standards of fiscal management,
 - (3) If the students of Classical School have not shown sufficient academic progress using multiple measures. Students enrolled at Classical School 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 CCSA Governance Board and AASD.
 - (4) If students enrolled in Classical School 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 CCSA 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 Classical School will take to attain such educational goals within a reasonable timeframe. If the AASD Board accepts the written plan, or a modified plan, Classical School shall be allowed a reasonable time in which to correct the progress deficiencies.
 - (5) The CCSA 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) Classical School has failed materially to comply with Applicable Law,

- (7) Any director, members, employee, or agent of Classical School has knowingly violated any statute, ordinance or Board policy with respect to the operation of the Charter School,
 - (8) Classical School knowingly violates Section 118.40 of the Wisconsin Statutes governing charter schools,
 - (9) Classical School 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,
 - (10) If AASD asserts that any of the above have occurred, including a material default on the part of CCSA, the AASD will provide written notice of the occurrence specific material default asserted and afford CCSA 60 calendar days in which to cure the asserted occurrence material default. If not cured within such 60 calendar day period, or if not curable within such 60 calendar day period (as reasonably determined by the AASD), the AASD may terminate this Agreement. This provision 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 CCSA 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 Classical School undertake corrective and remedial actions identified by the AASD. Termination of this Contract may be suspended by AASD upon compliance by Classical School 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 Classical School is put at actual risk thereby, the AASD Board of Education shall provide CCSA 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 Classical School pending further action.
- f. Termination by CCSA Governance Board. This Contract may be terminated by CCSA Governance Board if CCSA finds that any of the following have occurred:
- (1) Classical School 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 Classical School 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.

CCSA shall provide notice of termination effective June 30 of any year upon written notice to the Board of Education prior to January 31. When CCSA asserts a material default on the part of the AASD, CCSA 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, CCSA shall assist the AASD Board of Education in conducting a final accounting of Classical School by making available to the AASD Board of Education all books and records that have been reviewed in preparing Classical School annual audits and statements under Section 17 of this Contract.
- h. Equipment Disposition. Classical School 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 CCSA, Classical School or school organizations shall be considered gifts to Classical School. All gifts and bequests become property of CCSA and Classical School, but may be used to offset any debt owed to AASD upon the final accounting.

23. Autonomy.

- a. Classical School 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, **Classical School** and the CCSA Governance Board will have autonomy related to:
 - 1) Curriculum Development
 - 2) Educational Materials Selection
 - 3) Professional Staff Development
 - 4) School Day Schedule
 - 5) School Calendar
 - 6) Longitudinal Assessment
 - 7) Other District Wide Assessments
 - 8) Course Offerings

9) K-7 Grade Promotion—CCSA may establish nondiscriminatory criteria consistent with state and federal law.

10) 8th grade Graduation Requirements—CCSA may establish nondiscriminatory criteria consistent with state and federal law.

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

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 CCSA: Board President
 Classical School
 3310 N. Durkee St
 Appleton, WI 54911

With a copy to: Principal
 Classical School
 3310 N. Durkee St
 Appleton, WI 54911

Notice hereunder shall be effective if made by hand delivery or by United States Mail, postage prepaid, certified with return receipt requested. Notices shall be effective (i) when actually received by the addressee, if made by hand delivery, or (ii) 2 days after delivering the pertinent notice to the control of the United States Postal Service, if made by certified mail with return receipt requested.

26. **AASD and Charter School Liability.** The parties agree that the establishment of Classical School 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 Classical School shall have no effect on the liability of Classical School other than those obligations specifically undertaken by Classical School 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. Force Majeure. Neither party shall be in breach of this Agreement or incur any liability to the other party due to a failure to fulfill, or any delay in fulfilling, any of its obligations under this Agreement because of the occurrence of Force Majeure, but only to the extent permitted by federal and state laws, regulations, and rules applicable to AASD (which shall also apply to CCSA and Classical School for the purpose of this paragraph) and/or charter schools, and as allowed by the agencies charged with the enforcement of such laws, regulations and rules. "Force Majeure" means any foreseeable or unforeseeable event beyond the reasonable control of a party, including, but not limited to, any weather conditions, flood, fire, strike (or other cessation, slowdown or stoppage of labor), sabotage, riot, war (declared or undeclared), terrorist act, enemy action, epidemic or pandemic (including the current COVID-19/SARS-CoV-2 pandemic).
- d. Enrollment. Total full-time equivalent pupil enrollment at Classical School is two classes each of grades Kindergarten - Grade 8. Classical School shall not be increased by a net change of more than sixty (60) students per academic year based on the prior academic year's highest total without the AASD Board of Education's consent.
- e. 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.
- f. 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.
- g. 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.
- h. Assignment. This Contract is not assignable.

- i. 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:

Deborah C. Truymen
Board of Education Clerk
Date: _____

Classical Charter School Association, Inc.

By: _____
Tim Broeckert
CCSA Governance Board President
Date: _____

ATTEST:

Terri Meisel
CCSA Governance Board Secretary
Date: _____

Summary of Proposed Changes for

Classical School

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

Item #	Section and Page(s) of contract	Proposed Contract Revisions	Rationale <i>(Be specific, you must identify the Law, Policy, Bargaining agreement, or current practice the justifies the need for the revision)</i>	Lead Person Requesting Change	Notes
1	p.3 #6	Maintain language from prior contract. Classical School will keep existing practices in lieu of the District's CSIP process.	Classical School does not participate in the district's CSIP process.	CCSA Legal Counsel	
2	p.4 #6.F.	Maintain language from prior contract. Replace "directed" w/ "implemented"	Preferred legal language.	CCSA Legal Counsel	
3	P.4 #6.G.	add "upon request"	Requests needed as requirements are subject to change.	CCSA Legal Counsel	
4	p.4 #7.A.	Modify language regarding board makeup ("and" modified to "and/or") and miscellaneous grammatical fixes.	Preferred legal language.	CCSA Legal Counsel	
5	p.4 #7.A.	Misc grammar fixes; replace "and specific authorization by AASD" with "except as prohibited by the AASD"	Originally wording would require specific AASD authorization to "coordinate public relations, establish policies, ..."	CCSA Legal Counsel	
6	p.5 #7.A.7.	add "participate in interviews as appropriate and"	better define role in Classical School staffing	CCSA President	
7	p.7 #8.F.3	Remove	Duplicate of #8.e.2 as Classical does not have a lead teacher.	CCSA President	
8	P.9 #12.F.	add "Other lottery preferences that are in accordance with state statutes and the mission of Classical School may be employed at CCSA's discretion except as otherwise stated herein."	E.g., Preference would be given to F&R students as we had done in the past.	CCSA President	
9	P.9 #12.K.	Add paragraph allowing high school choice.	Restoring language from previous contracts	CCSA President	

10	p.9 #13.A.	Allow for CCSA to request equal funding documentation.	Provides transparency and meet DPI directive for more fiscal responsibility for charter schools	CCSA Legal Counsel	
11	p.10 #13.C.	add administrators and other staff for equitable staffing	administrators have been included in past contracts and other staffing should be included as well.	CCSA President	
12	p.11 #13.K.	add "Classical School retains autonomy with respect to testing and assessment not mandated by the state or federal government"	define Classical School autonomy over testing that is not mandated by the state or federal government	CCSA Legal Counsel	
13	p.11 #16.	Remove "Classical School may charge "activity fees" provided the AASD Board of Education has approved the activities and corresponding fees in advance."	Clarify "Activity Fees" to avoid unnecessary AASD board approvals	CCSA President	
14	p.16 #22.B.	add "The parties agree to adhere to the terms of this Contract, during any period of renewal negotiation after the expiration of the Term, until this Contract is renewed."	Restore status quo during contract negotiation from prior contracts	CCSA President	
15	p.17 #22.C.9-10	The previous subsection 9 has been divided into 2 sections, 9 & 10.	Improved legal format	CCSA Legal Counsel	
16	p.17 #22.C.10.	Add "that any of the above have occurred, including" and "which shall be governed under Section 22.d" replace "material default" with "occurrence"	Legal clarifications	CCSA Legal Counsel	
17	p.19 #24.	Change language to "not currently provided" to "Classical School"	Equity in transportation	CCSA President	
18	p. 20 #27.C.	add Force Majeure section.	Neither party shall be in breach of contract due to events outside their control.	CCSA Legal Counsel	

6. Methods of Measuring Student Progress. Classical School will monitor student academic achievement through both formal and informal assessment methods. In-class assessments will be made frequently to ascertain whether students have mastered the content and skill material. Student and class performance will be communicated to the parents through a variety of methods to include parent-teacher conferences, monthly teacher and school newsletters, assignment notebooks, report cards, and the AASD parent portal.

I. Student Goal 1 – increase student achievement in mathematics

A. Objective: All Classical School students in grades K-8 will show at least one year's growth in mathematics in a minimum of two measures.

1. Assessments:

a) Grade level target MAP (Measures of Academic Progress) or Individual student target MAP RIT growth

MAP Math Spring (Percentage of students scoring average percentile or higher)	2016-17	2017-18	2018-19	2019-20	2020-21
Grade 1	NA	92%	81%	NA	NA
Grade 2	NA	96%	88%	NA	NA
Grade 3	92%	77%	77%	NA	NA
Grade 4	81%	89%	91%	NA	NA
Grade 5	87%	85%	91%	NA	NA
Grade 6	91%	96%	88%	NA	NA
Grade 7	88%	91%	95%	NA	NA

b) Saxon math program progress monitoring/benchmarking overall score of 85% or higher

3rd QTR Report Card Data	Average # of Students	Percentage of Students with 85% or more in 2016-17	Percentage of Students with 85% or more in 2017-18	Percentage of Students with 85% or more in 2018-19	Percentage of Students with 85% or more in 2019-20	Percentage of Students with 85% or more in 2020-21
Saxon K	25	100.00%	100.00%	88.46%	100.00%	100.00%
Saxon 1	52	100.00%	98.18%	100.00%	100.00%	98.11%
Saxon 2	51	90.57%	89.13%	94.44%	86.79%	88.00%
Saxon 3	55	96.43%	82.46%	92.31%	77.78%	83.33%
Saxon 54	54	70.59%	70.18%	72.22%	76.47%	51.79%
Saxon 65	55	76.36%	70.59%	80.65%	74.07%	74.07%
Saxon 76	54	72.22%	69.09%	71.74%	75.81%	43.40%
Saxon PreAlgebra	57	55.36%	52.46%	59.32%	62.22%	39.06%
Saxon Algebra	50	47.37%	45.83%	64.15%	52.73%	57.89%
Saxon Geometry	21	69.23%	91.67%	75.00%	80.00%	65.38%

c) IEP (Individualized Education Plan) progress goal reports

- All IEP Goals related to Math were met in 2016-17.
- All IEP Goals related to Math were met in 2017-18.
- All IEP Goals related to Math were met in 2018-19.
- All IEP Goals related to Math were met in 2019-20.
- All IEP Goals related to Math have been met or are in progress for 2020-21.

II. Student Goal 2 – increase student achievement in English language literacy

A. Objective: All Classical School students in grades K-8 will show at least one year's growth in English language literacy in a minimum of two measures.

1. Assessments:

a) Grade level target MAP (Measures of Academic Progress) or Individual student target MAP RIT growth

MAP Reading Spring (Percentage of students scoring average percentile or higher)	2016-17	2017-18	2018-19	2019-20	2020-21
Grade 1	88%	87%	87%	NA	NA
Grade 2	81%	90%	88%	NA	NA
Grade 3	87%	81%	83%	NA	NA
Grade 4	81%	94%	95%	NA	NA
Grade 5	96%	93%	89%	NA	NA
Grade 6	91%	100%	88%	NA	NA
Grade 7	93%	90%	82%	NA	NA

b) **PALS-Screener (Phonological Awareness Literacy Screening)** Wisconsin FORWARD Exam

Forward ELA Proficient/Advanced	2016-17	2017-18	2018-19	2019-20	2020-21
Grade 3	50%	44%	55%	NA	NA
Grade 4	59%	70%	69%	NA	NA
Grade 5	74%	65%	67%	NA	NA
Grade 6	65%	72%	63%	NA	NA
Grade 7	58%	67%	80%	NA	NA
Grade 8	56%	72%	79%	NA	NA

c) Reading/English report card mastery performance of 85%

3rd QTR Report Card Data	Average # of Students	Percentage of Students with 85% or more in 2016-17	Percentage of Students with 85% or more in 2017-18	Percentage of Students with 85% or more in 2018-19	Percentage of Students with 85% or more in 2019-20	Percentage of Students with 85% or more in 2020-21
Horizons A - K	26	100.00%	88.00%	84.62%	100.00%	96.00%
Horizons A/B -K	26	100.00%	100.00%	100.00%	100.00%	100.00%
Horizons B - 1	28	92.59%	87.10%	96.00%	84.62%	83.87%
Reading Mastery 2	50	100.00%	100.00%	96.08%	92.31%	91.84%
Reading Mastery 3	47	71.70%	88.46%	83.02%	90.74%	88.24%
Reading Mastery 4	47	NA	92.00%	98.00%	93.88%	85.45%
Reading 4 -Literature & Writing / Reading Mastery 5	28	92.16%	93.55%	70.97%	96.43%	100.00%
English 5	54	75.93%	55.77%	57.89%	75.93%	79.25%
ELA 6	52	66.00%	83.02%	70.59%	85.19%	59.26%
ELA 7	54	64.91%	44.83%	41.07%	50.00%	31.91%
ELA 8	55	58.00%	63.79%	41.38%	49.06%	64.81%

- d) SRA Direct Instruction Reading program checkouts/benchmarking overall score of 85%
- *Direct Instruction checkouts/assessments are designed to be individually administered to each child every 5 or 10 lessons depending upon the level of the program.*
 - *Students generally do not get below 85% on these checkouts regularly because if they did consistently score lower than 85%, then the student is misplaced in the reading level.*
 - *In a typically performing class of 27 students, all but an average of three students will get a lower percentage than 85%.*
- e) IEP (Individualized Education Plan) progress goal reports
- *All IEP Goals related to ELA were met in 2016-17.*
 - *All IEP Goals related to ELA were met in 2017-18.*
 - *All IEP Goals related to ELA were met in 2018-19.*
 - *All IEP Goals related to ELA were met in 2019-20.*
 - *All IEP Goals related to ELA have been met or are in progress for 2020-21.*

III. Student Goal 3 – increase student achievement in Science

A. Objective: All Classical School students in grades K-8 will show at least one year's growth in science in one measure.

1. Assessments:

a) ~~WKCE (Wisconsin Knowledge and Concepts Exam)~~, FORWARD grades 4 and 8

Forward Science Proficient/Advanced	2016-17	2017-18	2018-19	2019-20	2020-21
Grade 4	70%	83%	73%	NA	NA
Grade 8	80%	86%	81%	NA	NA

b) Science report card mastery performance of 85%

3rd QTR Report Card Data	Average # of Students	Percentage of Students with 85% or more in 2016-17	Percentage of Students with 85% or more in 2017-18	Percentage of Students with 85% or more in 2018-19	Percentage of Students with 85% or more in 2019-20	Percentage of Students with 85% or more in 2020-21
Science Grade 4	54	81.48%	83.33%	78.18%	77.78%	70.37%
Science Grade 5	54	94.44%	68.52%	77.78%	74.07%	74.07%
Science Grade 6	53	66.04%	77.36%	65.38%	64.81%	42.59%
Science Grade 7	54	64.91%	58.62%	35.71%	61.11%	82.98%
Science Grade 8	55	74.00%	68.97%	46.55%	73.58%	57.41%

c) IEP (Individualized Education Plan) progress goal reports

- *No IEP Goals related to Science were created for any of the past five years.*

IV. Student Goal 4 – increase student achievement in History

A. Objective: All Classical School students in grades K-8 will show at least one year's growth in history in one measure.

1. Assessments:

a) ~~WKCE (Wisconsin Knowledge and Concepts Exam)~~, FORWARD grades 4 and 8

Forward Social Studies Proficient/Advanced	2016-17	2017-18	2018-19	2019-20	2020-21
Grade 4	67%	85%	82%	NA	NA
Grade 8	80%	84%	82%	NA	NA

b) History report card mastery performance of 85%

3rd QTR Report Card Data	Average # of Students	Percentage of Students with 85% or more in 2016-17	Percentage of Students with 85% or more in 2017-18	Percentage of Students with 85% or more in 2018-19	Percentage of Students with 85% or more in 2019-20	Percentage of Students with 85% or more in 2020-21
History Grade 4	54	85.19%	85.19%	87.27%	92.59%	68.52%
History Grade 5	54	87.04%	88.89%	79.63%	75.93%	62.96%
History Grade 6	53	66.04%	62.26%	59.62%	68.52%	59.26%
History Grade 7	55	68.42%	60.34%	82.46%	62.96%	78.72%
History Grade 8	55	52.00%	82.76%	79.31%	69.81%	62.96%

c) IEP (Individualized Education Plan) progress goal reports

- *No IEP Goals related to History were created for any of the past five years.*