



## AGENDA

Wisconsin Rapids Board of Education  
**Educational Services Committee**

510 Peach Street · Wisconsin Rapids, WI 54494 · (715) 424-6701

August 5, 2013

Anne Lee, Chairman  
John Benbow, Jr.  
Katie Bielski-Medina  
Larry Davis  
Sandra Hett  
Mary Rayome  
John Krings, President

LOCATION: Board of Education, 510 Peach Street, Wisconsin Rapids, WI  
Conference Room A/B

TIME: Immediately following the Business Services Committee and Personnel Services  
Committee meetings, but not before 6:15 p.m.

- I. Call to Order
- II. Public Comment
- III. Actionable Items
  - A. Policy 365.1 RULE – Network and Internet Acceptable Use and Internet Safety Policy (AUP) Revisions for First Reading
  - B. Professional Educator Compensation for Credits and District Education Units (DEUs)
  - C. Charter School Contracts: Mead Elementary Charter School and Vesper Community Academy
  - D. Math Expressions Purchase
- IV. Updates
  - A. Wisconsin Student Information System (SSIS)
- V. Consent Agenda Items
- VI. Future Agenda Items/Information Requests

The Wisconsin open meetings law requires that the Board, or Board Committee, only discuss subject matter that is noticed on their respective agendas. Persons wishing to place items on the agenda should contact the District Office at 715-424-6701, at least seven working days prior to the meeting date for the item to be considered. The item may be referred to the appropriate committee or placed on the Board agenda as determined by the Superintendent and/or Board president.

With advance notice, efforts will be made to accommodate the needs of persons with disabilities by providing a sign language interpreter or other auxiliary aids, by calling 715-424-6701.

School Board members may attend the above Committee meeting(s) for information gathering purposes. If a quorum of Board members should appear at any of the Committee meetings, a regular School Board meeting may take place for purposes of gathering information on an item listed on one of the Committee agendas. If such a meeting should occur, the date, time, and location of the Board meeting will be that of the particular Committee as listed on the Committee agenda.



## BACKGROUND

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TIME: Immediately following the Business Services Committee and Personnel  
Services Committee meetings, but not before 6:15 p.m.

- I. Call to Order
- II. Public Comment
- III. Actionable Items
  - A. Policy 365.1 RULE – Network and Internet Acceptable Use and Internet Safety Policy (AUP) Revisions for First Reading

The Technology Department has been working with Lincoln High School Administration to expand our students' ability to use their own personal devices while at school. Our current Policy 365.1 RULE - Network and Internet Acceptable Use and Internet Safety allows students to use Personal Electronic Devices, also known as Bring Your Own Device (BYOD), while at school. Current practice has been to allow students very limited use of these devices. Over time these devices have become more accessible and affordable for many students and families, making these devices more common in the school setting. Therefore, LHS administration would like to expand the educational use of these devices during the school day. To ensure District policy reflects these changes, our current Acceptable Use Policy (AUP) needs to be updated.

The first suggested revision found in Attachment "A" is to change certain language to reflect current terminology and to further define expectations. The second recommended change found in Attachment "B" is to remove the entire Policy 365.1 - Exhibit 1 from Board policy. This Exhibit is the "WRPS Acceptable Use Policy (AUP) Consent Form." The form will continue to be used by the District, as students and parents/guardians will still be required to read and sign a consent form as stipulated in policy to utilize district technology resources or personal devices in classrooms. However, removing the consent form from Board policy will allow the administration to make necessary changes to this form as needed and dictated by changing technology.

The administration recommends approval of changes to Board Policy 365.1 RULE - Network and Internet Acceptable Use and Internet Safety Policy for first reading; and the deletion of Policy 365.1 - Exhibit 1 - Independent Use Student Consent and Waiver.

B. Professional Educator Compensation for Credits and District Education Units (DEUs)

In September 2012, the Board of Education approved professional educator compensation for credits and District Education Units (DEUs). As a result, during the 2012-2013 school year, there has been an increase in the number of workshops and classes offered at the district level, further expanding professional development opportunities for instructional staff. A list of the courses and workshops offered in the 2012-2013 school year can be found in Attachment "C."

After implementing the program for one year, it is necessary to adjust some of the procedures to increase efficiency and ease of implementation. Attachment "D" sets out the proposed changes to professional educator compensation procedures for credits and DEUs, and will serve in lieu of "Appendix W" currently referenced in the Professional Staff Employee Handbook.

The administration recommends approval of the proposed changes in the professional educator compensation procedures for credits and DEUs.

C. Charter School Contracts: Mead Elementary Charter School and Vesper Community Academy

The Charter School Contracts for Mead Elementary Charter School and Vesper Community Academy expired at the end of the 2012-2013 school year. Both schools' Governing Councils have met and developed proposed Charter School Contracts with the intention of applying to the state to maintain their current charter status. In addition, administration from both schools has met with Central Office Administration to discuss the proposed charters. The proposed Mead Elementary Charter School Contract is set out in Attachment "E." The proposed Vesper Community Academy Charter School Contract is set out in Attachment "F."

Continuing the charter contract will not provide additional funding to Vesper Community Academy. Continuing the charter at Mead Elementary Charter School will enable Mead Elementary Charter School to accept \$125,000.00 for the 2013-2014 school year to continue their dissemination grant.

The administration recommends approval of the Mead Elementary Charter School Contract renewal for the 2013-2014 school year only.

The administration recommends not renewing the Vesper Community Academy Charter School Contract.

D. Math Expressions Purchase

In 2011, the Board of Education approved the use of Math Expressions as the primary text material for grades K-5 math instruction. This approval involved an annual purchase of soft cover student activity books at an approximate cost of \$28.00 per student.

Purchasing hard cover texts for grade five students instead of the annual purchase of soft cover workbooks would reduce this ongoing expense.

Attachment "G" sets out the purchase orders which include the annual student activity book purchase, teacher materials for Special Education teachers, and hard cover books for grade five.

The administration recommends approval of the following purchases:

- |                                      |             |                             |
|--------------------------------------|-------------|-----------------------------|
| - Student Activity Books: Grades K-4 | \$56,006.40 | <i>Curriculum – Fund 10</i> |
| - Teacher Materials for SwD Teachers | \$12,778.88 | <i>Special Ed – Fund 27</i> |
| - Hard Cover Books: Grade 5          | \$30,660.30 | <i>Referendum</i>           |

#### IV. Updates

##### A. Wisconsin Student Information System (SSIS)

In an article entitled Medical Laboratory Procedure Results and Religion: Invasive Common Core Data Mining Worries Parents (EAGnews.org. Velderman, Ben), the author discussed the creation of longitudinal data systems that can track a student's education progress from preschool through college. These data systems are commonly known as Statewide Student Information Systems (SSIS). The author expressed concern that "there is a wide range of student attributes a state could collect information about, including...medical conditions...religious affiliations, family income range..." The author cautioned against privacy violations, including the release of information to higher education, employers, and corporations seeking to sell products based on the information.

In May 2013, the Joint Finance Committee defunded a single vendor SSIS system in Wisconsin. Prior to this, the state published a Functionality Overview listing the information that would have been included in the state's SSIS. Blood type, voting status, and religious affiliation were not included. Family income would be included in the case of families that complete free or reduced lunch applications. Lisa Jo Vanallnen, DPI consultant for the SSIS, confirmed that none of these items would have been included in Wisconsin's SSIS with the exception of family income in free or reduced lunch situations.

As school districts and states expand student data collection systems, and rely more and more on this data for decision making, it is important that we keep student privacy a priority, and are vigilant that student data is only used to benefit student learning and growth.

#### V. Consent Agenda Items

Committee members will be asked to decide which items should be placed on the consent agenda for the regular Board of Education meeting.

#### VI. Future Agenda Items/Information Requests

Agenda items are determined by Committee Chair after consultation with appropriate administration depending upon other agenda items, presentation information, and agenda availability.

**365.1 RULE - NETWORK AND INTERNET ACCEPTABLE USE AND INTERNET SAFETY  
GUIDELINES FOR STUDENTS**

WRPS has conduct standards for all users that detail appropriate school behavior, outline rights, and set expectations for users. Because the WRDN and the Internet are used as part of a school activity, the school's code of conduct applies to these activities, as well. Therefore, the network use policy is an extension of the school's behavior code. The conduct standards apply to vandalism of computer equipment, unauthorized access to information, computer piracy, hacking, and information loss due to the introduction of viruses or worms and any tampering with hardware and software. They also apply to electronic harassment and abusive or obscene language. This document serves as a somewhat comprehensive understanding for identifying examples of acceptable and unacceptable use of district technology and the Internet and providing guidelines for Internet safety, electronic libraries and online resource use, and electronic mail. This document applies to all students, as well as guests, using the WRDN.

Student users and their parent(s) or guardian(s) will be **required** ~~asked~~ to sign the Student Consent and Waiver form. This signed **form grants** ~~statement becomes~~ permission for independent use of the Internet; **district owned technology; personal electronic devices, also known as Bring Your Own Device (BYOD);** and monitoring of **student** ~~their~~ network activity. Independent use is defined as student use of the Internet without the direct supervision of a teacher.

**Using Resources**

The WRDN and the Internet represents a significant change in the way information will be used and communicated. Technology changes rapidly and concerns with it and its implementation cannot be anticipated. The following guidelines attempt to deal with the known and emerging technology concerns in a manner consistent with current district practices and policies.

**Using the WRDN**

Do:

- Follow proper procedure for using district resources (hardware, software, and services) off school grounds.
- Close programs that are not being used.
- Keep personal directories organized (delete files that are no longer needed).
- Use print resources responsibly (no classroom sets, use cut and paste).
- Lock your work station if stepping away.
- Logoff properly when finished.
- Properly power-down equipment when appropriate.

Do not:

- Tie up the WRDN with non-school related activities.
- Play non-educational games on the WRDN or the Internet.
- Download files without permission.
- Download files for personal use.
- Print items for personal use.
- Share your network password or use another's password.

- Install programs without permission.
- Register for any on-line or real-time subscription/data services that do not relate to education.

### **The School District Network**

The WRDN provides access for the purpose of fulfilling the district's mission of teaching, learning, and public service operations. The WRDN makes sharing of information, resources and communication among the school buildings possible. It also serves as the district's connection to the Internet. The WRDN supports activities that have educational and administrative value for district staff and students. Access to the WRDN and the Internet is a privilege and not a right. A WRDN account will be granted to all students. The account provides access to computers, instructional programs, information technology systems, and the Internet. When students graduate or leave the district, accounts will be deleted.

### **The Internet and Internet Safety**

The Internet is a global network made up of many smaller contributing networks, of which WRDN is a part. The Internet supports the open exchange of information among many different institutions all over the world. This system gives immediate access to information. For example, articles, documents and pictures as well as current information about news, weather, and sports, can be found on the Internet. Understanding the Internet and using it appropriately will allow students to develop 21<sup>st</sup> Century Skills such as resource sharing, innovation, and communication.

Before using these research tools, it is important to understand the many issues related to Internet use. The moral and ethical issues relating to the use of worldwide information systems are controversial. The issues involve free speech, intellectual freedom, and access to information we deem appropriate according to our district and community standards. The intent of WRPS is to use connections on the Internet only for purposes consistent with our approved curriculum and/or administrative functions. However, making Internet access available to students and staff also brings with it the potential that some content may be controversial and of potential harm. Present technologies do not allow the district to filter out all of the materials that are unacceptable for users and intentionally accessing such materials in any form is strictly forbidden. If there is a question or concern regarding any of the information found on the Internet, students should contact a teacher, a computer lab supervisor, or a building administrator. The following Internet Safety guidelines (along with the restricted Internet uses listed above) serve as policy to be enforced by the district:

- A: Inappropriate Data. Avoid obscene material, obscene performances, and sexual conduct that are inappropriate for and or harmful to minors. (For a full definition of obscene material or performance, reference Wisconsin Statute section 944.21).
- B: Privacy and Disclosing Information. The WRDN and the Internet are “public places.” Users must remember this space is shared with many other users and can be monitored. If a particular service is used on the network, chances are someone could find out about the connections made and what was looked at while in the system. When using the WRDN to communicate with others, keep the following in mind:
- You cannot see them;
  - You cannot tell age or gender;
  - They can tell you anything, and you cannot always be sure what they are telling you is true; information shared may be false;
  - Absolute privacy cannot be guaranteed in a network environment; and

- You need to think carefully about what you say and how you say it.

Similarly, it is inappropriate to misrepresent your identity or purpose while using the WRDN. If there is a problem with any of the information someone is giving or asking for, tell a teacher, a computer lab supervisor, or a building administrator. Because these network and Internet connections are granted as part of the curriculum, WRPS reserves the right to monitor all traffic on the WRDN. The district does this to make sure the network continues to function properly and district policies are being followed.

Guard people's personal safety and do not reveal Personal Identifiable Information (PII). PII includes first name, last name, address, e-mail address (or other online contact information or a stream name that reveals an e-mail address), telephone number, Social Security number, a persistent identifier such as a customer number held in a cookie or a processor serial number, or any other information that permits physical or on-line contact. PII of students is not to be disclosed or used in any way on the Internet without the permission of a minor student's parent/guardian or adult student. Students may not provide PII while on a district computer unless permission is given by the teacher; e.g., Wisconsin Career Info System, online curricular projects such as Cyber Surfari. Before granting permission, the teacher must review the site's privacy policy for compliance with Children's Online Privacy Protection Act (COPPA) and seek parental permission if necessary. Only sites that comply with the COPPA will be considered for use within the district. Since COPPA only applies to children 12 and under, every effort should be made to use only sites that extend COPPA compliance to all students. No third-party disclosure of PII is acceptable. If the company either shares PII or reserves the right to share PII with third parties, then the website is not acceptable for use by WRPS students. Sites that do not purge collected information should be avoided.

- C: Web 2.0 - Blogs and Social Networking Sites. Use of blogs and social networking sites have increased rapidly in the past few years. While these types of sites are often used to communicate with friends, there are risks associated with their use. Many students post very personal information on blogs or social networking sites, sometimes without regard for their safety. Any information posted online can be accessed around the world by scholarship and college admission committees, future employers, and, most dangerously, by sexual predators. Always protect your identity and character. While not recommended for any age group, minors should not arrange face-to-face meetings with any person they have "met" on the Internet without permission of their parent or guardian. It is possible the person initiating a meeting is disguised (logged on) as someone else and may have wrongful intentions. When using the WRDN, only social networking sites approved by teaching staff should be accessed and used for educational purposes only.
- D: Criminal Behaviors. Using WRDN and Internet access to gain or attempt to gain unauthorized access to other computer systems is prohibited. This includes engaging in any illegal act or violating any local, state, or federal statute or law. According to Wisconsin State Statutes (Section 943.70) it is unlawful to willingly, knowingly, and without authorization:
- Modify data, computer programs, or supporting documentation.
  - Destroy data, computer programs, or supporting documentation.
  - Access computer programs or supporting documentation.
  - Take possession of and/or copy data, computer programs, or supporting documentation.
  - Disclose restricted access codes or other restricted access information to unauthorized persons.
  - Intentionally cause an interruption in service.

Users of WRDN are prohibited from disclosing their network access codes and allowing any other user to login under their credentials. Any user committing acts of this kind may face disciplinary action by the school and legal action. The user will be punished to the full extent of the law. Some examples of offenses are removing another user's accounts, changing other users' passwords, using an unauthorized account, damaging any files, altering the system, using the system to make money illegally (or for financial gain), arranging for a sale or purchase of illegal substances, engaging in criminal gang activity, "hacking," and other illegal activities.

E: Plagiarism and Copyright. Plagiarism is prohibited. The dictionary defines plagiarism as "taking ideas or writings from another person and offering them as your own." A student user who leads readers to believe that what they are reading is the user's original work (when it is not) is guilty of plagiarism. Be careful when using the Internet. Cutting and pasting text and images into a document is very easy to do. Credit must be given to the author through citations. Teachers need to know what ideas belong to the author and what ideas belong to the student user. The WRDN and the Internet provides access to a variety of media - text, music, graphics, and video. Each of these formats has copyright restrictions and caution is recommended. Copyright law does not allow the re-publishing of text or graphics found on the Internet or file servers without written permission. Computer software also has copyright restrictions:

- All software programs used on the district network must be legally licensed.
- School resources/programs may not be used on home or personal computers without licensing consent.
- Personal software may not be loaded on school computers.

**Further information regarding copyright violations may be obtained in the WRPS Copyright and Fair Use Handbook or from the A/V Director or Library Media Specialist.**

F: Content Restriction Measures. The district uses filtering technologies to filter Internet sites that serve no educational purpose and to filter and protect against visual depictions that are obscene, including child pornography and other content harmful to minors. Filtering should not be construed by the public to mean that students may not encounter objectionable material on the Internet. Internet filtering tools are best effort tools to filter unsuitable sites, it is impossible to control access to all objectionable material. Every student must take responsibility for his or her use of the Internet and avoid sites and activities that are inappropriate or harmful to minors.

G: Cyber-bullying. WRDN should not be used for the purpose of harassment or cyber-bullying. Cyber-bullying is the use of any electronic communication device to convey a message in any form (text, image, audio or video) that defames, intimidates, harasses, or is otherwise intended to harm, insult or humiliate in a deliberate, repeated, or hostile and unwanted manner under a person's true or false identity. Any communication of this form which disrupts or prevents a safe and positive educational environment may be considered cyber-bullying.

H: Internet Safety Instruction. The school district will provide instruction related to Internet safety. This content will be instructed within information technology courses as well as integrated into regular classroom instruction. The content will cover digital citizenship topics related to Internet safety, copyright/plagiarism, and social networking.

### **Personal Electronic Device Use**

While WRPS will provide district owned hardware and software that is used to access the internal WRDN, student personal electronic devices may be allowed:



- When used for a curriculum project in a classroom or instructional area based on staff discretion and individual school policy. At the discretion of the teacher, personally-owned media such as floppy disks, CD's, DVD's, and flash memory may be used but will be scanned by antivirus software prior to each use with district equipment.
  - WRPS Technology Support will not support personally owned computers or electronic devices.
  - WRPS is not liable for any physical damage, loss, or theft of the device.
- When assistive technologies are needed by special education students as identified in the student's Individual Education Plan (IEP) or Section 504 plan.

### **Electronic Libraries and Online Resources**

The Internet provides a vast digital library. Electronic databases and information search tools are an integral part of school library media centers and classrooms and are available on the WRDN as part of their services. This means users have the right to information, but the school has the right to restrict any information that does not support the approved curriculum and/or administrative functions. The following items need to be considered when using online resources:

- |                          |  |
|--------------------------|--|
| Site Security -          | Web-based companies must assure that they have taken steps to secure any data that has been given to them by WRPS users.   |
| Compatibility -          | The site must provide acceptable technical performance, levels of support, and be compatible with local WRDN infrastructure.   |
| Advertising -            | Current selection policies discourage advertising in curricular materials. This policy should be extended as practicable to use of websites. Avoid websites that feature advertising promoting activities that would be illegal or inappropriate for students (gambling, drinking, sexually explicit, etc.). In the event an inappropriate site is inadvertently accessed students will notify a staff member.   |
| Contracts/Partnerships - | Contractual agreements with web-based companies may only be entered into by an authorized administrator. Objectionable clauses must be open to negotiation. Ownership of any data created by WRPS users shall remain the property of the user or WRPS as appropriate. No changes can be made in the contract without the consent of WRPS. The district should not enter into exclusive contracts. Contract may not restrict WRPS users from existing “fair use” provisions of the law. |

### **Electronic Mail Guidelines**

The Network Manager shall be responsible for maintaining the WRDN electronic mail system. Electronic mail (e-mail) is any electronic message sent or received by students or district employees for educational/communications purposes.

Due to the frequent use as a communication tool, WRPS will provide district employees with an e-mail account and students in grades 6-12 with a student email account. For elementary grades, student e-mail accounts can be created based on educational need. It is the intention of WRPS that e-mail accounts will be used in a responsible manner in accordance with district policies. Student access to e-mail on WRDN will be through the district-provided account only. Other commercial e-mail services will not be allowed.

All district assigned e-mail accounts are owned by the district, and, therefore, are not private. Messages received by the e-mail system are retained. Contents of email may be subject to Wisconsin Public Record Law (Wis. Stat 19.31-19.39) The Network Manager will establish mailbox size limits, and all users should manage their mailbox by removing old messages in a timely fashion.

Users of district e-mail accounts are expected to adhere to the following guidelines:

- All e-mail accounts will be protected by a manual login and individual password.
- Use of e-mail for financial gain is prohibited.
- Use of an e-mail account assigned to another user, forging of e-mail messages, or posting anonymous messages is prohibited.
- Allowing another person to use your e-mail account is prohibited.
- Use of e-mail to send messages that may be discriminatory, harassing, or offensive to others, or contain material that defames an individual, company, or business, or violates district policy, or discloses personal information without authorization is prohibited.
- Logoff your e-mail when finished.
- Student access to a listserv is by teacher permission only.
- Student access to chat rooms/videoconferencing is by teacher supervision only.
- Printing of e-mail messages is limited to educational or administrative functions.
- E-mail messages that may be viewed as a representation of the Wisconsin Rapids School District must be consistent with existing policy regarding district communication.
- Questions or concerns on the proper use of the resources should be directed to the appropriate building administrator, the Network Manager, or the district Technology Director.

### **Equity Concerns**

Provisions must be made for those students who do not have Internet access at home and in some cases at school. Alternatives to Internet-based activities need to be provided for students who don't have access outside of school.

Accommodations need to be considered for special needs students.

**Adoption:** Approved by District Information and Technology Literacy Committee, Superintendent, School Board.

**Distribution:** On paper to staff and students. Policy and guidelines will also be available on the district website.

**Revision:** The District Information and Technology Literacy Committee will periodically review and maintain this policy and guidelines. Requests for policy changes should be forwarded to the District Technology Director.

**APPROVED:** March 11, 1996

**REVISED:** May 10, 1999  
 May 14, 2001  
 February 2004  
 April 10, 2006  
 February 11, 2008  
 July 11, 2011  
**TBD**

365.1-EXHIBIT 1 INDEPENDENT USE STUDENT CONSENT AND WAIVER



# WRPS Acceptable Use Policy (AUP) Consent Form



This form **MUST BE SIGNED AND ON FILE**  
for **use of the Internet, e-mail and other network services**

Attached are the WRPS Network and Acceptable Use Policy and Guidelines for your records. WRPS expects responsible and appropriate use of network services and other technology. Through this consent form, you agree to these terms and permit you son/daughter to use the Internet and other District network services.

*Key Components:*



The Internet



Remote Access



Student e-mail



Teacher-student correspondence and online collaboration.



Student-student correspondence and online collaboration



Other teacher authorized activities.



All other email services are blocked at school (Hotmail, Yahoo mail, etc.)



The AUP applies to all school technology including:



Printing, computer use, access to software, file storage, etc.

**Failure to abide by the attached guidelines may result in disciplinary action, which may include the loss of your network privileges.**

Signing this form indicates that I have read the District policy/guidelines  
and agree that I/my child will use school technology resources in a responsible manner.

**Please contact your building principal with any questions.**

Students Name (print): \_\_\_\_\_ Grade: \_\_\_\_\_

Student ID#: \_\_\_\_\_ School: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

PROFESSIONAL DEVELOPMENT  
 Courses and Workshops 2012-13

Workshop/Class Name	Date(s)	DEUs/Credits	Facilitator Contact	Target Audience
Approaches to Teaching & Learning Music	12/6, 1/17, 2/21, 3/21, 4/18, 1/16, 1/30, 2/13, 2/27, 3/13,	1 DEU 1 DEU	Amy Ulrich Matt Renwick	K-12 Music Staff All WRPS Staff
Behavior Strategies for Dealing with Difficult Students	8/26/2013	3 hours towards DEU	Shannon Huff, Pam McCarville, Leigh	K-12 Classroom and Special Education Teachers, Support Staff
Blended Online Teaching & Learning	10/23 - 12/29	2 DEU or 2 credit	Martha Kronholm	K-12
Blended Online Teaching & Learning	2/5 - Mid-May	2 DEU or 2 credit	Martha Kronholm	K-12
Blended Online Teaching & Learning	5/30 - Mid-August	2 DEU or 2 credit	Martha Kronholm	K-12
Brain Movement Techniques	4/15	1 hour	Amy Heintzman	Classroom Teachers
Common Ground - Embracing the 21st Century Overview	11/6, 11/13, 11/27, 12/4, 12/11, 12/18	1 DEU	Connie Henke	Art Specialists
Creating and Using Google Forms in the Classroom	11/8	1 hour	Lynda Blomberg	WRAMS & E/JF Staff
Creating Compassionate Schools: Addressing the Impact of Trauma on Student Design Learning & Curriculum	3/25, 4/22, 4/29, 5/13 plus Action Research	1 DEU or 1 credit	Margie Dorshorst	PreK-12 Classroom, Special Ed, Counselors, Social Workers, Psychologists, Administrators
ELA CCSS Mapping	2/18	1 DEU	Jeanine Kiernan	K-12 Art Educators
Effective Teacher Language Using Responsive Classroom	8/13 & 14, 2013	1 DEU + 2 hours	Amy Ryan	By Invite Only
Engaging Students Through Service Learning	9/26	1 hour	Tina Miller	Mead, THINK & VCA Staff
File Management Storing Data	11/8, 1/22, 2/5, 2/19, 3/5, 3/19	1 DEU or 1 credit	Hayati Breyhan	4K-12 Teachers
Get Smart with Your Smartboard	11/14	1 hour	Dan Rayburn	WRAMS & E/JF Staff
Gleims Benson	4/27, 4/30, 5/2	1 DEU	Christine Pace	Any teacher, aide, or sub
Google in the Classroom for Beginners	2/18	6.5 hours	Rudy Desimons	All WRPS Staff/Parents
Google Introduction & Application	4/8, 4/22, 5/6	4.5 hours	Becky Sturdy & Nikki Graf	K-12 Staff new to Google Apps
Handwriting	11/13, 11/27, 12/4, 12/11	6 hours	Scott Sigourney	Woodside Staff
Help Readers Love Reading	8/27/13	--	Amy Ryan	Grade 4 Teachers
IPad Exploration	5/9	1 hour	Brian Wilhorn	4K-5, Reading, and other teachers interested in children's literature
IPad Exploration	2/21, 3/21, 4/18, 5/16	6 hours	Christopher Weimhold	4K-5 Classroom Teachers & Support Staff
IPad Workshop	3/5, 3/19, 4/16, 5/14	6 hours	Christopher Weimhold	4K-5 Classroom Teachers & Support Staff
I'm Teaching What?	8/8/13	6 hours	Phil Bickelhaupt	Elementary Teachers, Secondary staff that use iPad in their curriculum, administrators
Introduction to the STAR Math Screener	5/20, ..., 8/27	1 DEU	Dave Bergerson	K-12 Teachers experiencing a curricular change
LEAF School Grounds Workshop, K-12	8/27/13	--	Kath Stebbins Hintz	Grade 1 Teachers
LEAF School Grounds Workshop, K-12	4/16	3 hours	Dave Bergerson	4K-5 Teachers
LEAF School Grounds Workshop, K-12	8/26	3 hours	Dave Bergerson	K-12 Teachers
Math Expressions: Introduction to Revised Materials Mentor Training	6/14, 6/18, OR 8/27	2 hours	Bill Fehrenbach, Jen Rehberg, & Math Expressions Consultants	K-5 Classroom Teachers, K-5 ELL and Special Education Teachers that teach math, Elementary Lead Interventionists
Microsoft Excel 2010	9/11	--	Kath Stebbins Hintz	2013-14 Mentors
Microsoft Power Point 2010	10/10	1 hour	Dan Rayburn	WRAMS & E/JF Staff
Microsoft Publisher 2010	10/17	1 hour	Dan Rayburn	WRAMS & E/JF Staff
Microsoft Word 2010	10/31	1 hour	Dan Rayburn	WRAMS & E/JF Staff
Mind Play Virtual Reading Coach	10/9	1 hour	Dan Rayburn	WRAMS & E/JF Staff
Mobile Devices and Personalized Learning Workshops	8/26/13	4 hours	Amy Ryan	By Invite Only
	10/22 - 5/10	12 hours/1 DEU	PMT Bickelhaupt	All Staff

	10/18	1 hour	Kelly Schaeffer	All Staff
Navigating Google Docs	8/21-23, 2013	1 + 8 hours	Kathi Stebbins Hintz	Teachers beginning their first year in WRPS
New Teacher Orientation	2/27	1 hour	J Weinhold, Breyhan, Krings	K-5 Teachers
Online Math Resources for CCSS	Aug-Oct, 2012	1.5 hours	Amy Ryan	Kindergarten Teachers, Interventionists, Elementary ELL, Special Ed Teachers
PALS-K Administration and Scoring Course	Oct-Nov, 2012	1 hour	Amy Ryan	Kindergarten Teachers
PALS-K Online Score Entry and Reporting System Tutorial	10/17	1 hour	Tessa Gruszynski	Mead Staff
PBIS World - Behavior Interventions	10/8	1 hour	Jen Wilhorn	K-5 Classroom Teachers
Preparing for Genre Writing	10/2, 10/15, 12/10 plus three online - 10/10, 10/22, 12/6	2 DEU	Tina Miller (Janet Bontz, Viterbo)	THINK & VCA Teachers
Project Based Learning	8/26	4 hours	Dave Bergerson	Grades 3-5 Classroom & Special Education Teachers, 6-10 Science
Project Flying WILD	8/9/13	3 hours	Kathi Stebbins Hintz	Invite Only
RTI Skyward Module Training				Secondary English/Language Arts Teachers,
RTI Skyward Module Training	8/29/13	--	Kathi Stebbins Hintz	Secondary Math, and Invited Guests
Read 180 Training	7/30 & 7/31, 2013	1 DEU	Amy Ryan	By Invite Only
Reading Plus Training	8/12/13	4 hours	Amy Ryan	By Invite Only
Responsive Classroom 1	7/29 - 8/2, 2013	3 DEUs or 3 Credits	Tina Miller & Margie Dorshorst	Elementary Teachers & Support Staff
School Improvement Through the PLC Model	1/14, 1/21, 2/4, 2/11, 2/15, 3/4, 3/18, 3/25	1 DEU	Ron Rasmussen, Kevin Yeske	Grade 6-12 Teachers
STAR Enterprise and Accelerated Math	8/13 & 14, 2013	2 DEU + 2 hours	Kathi Stebbins Hintz	Invite Only
STAR Math/Accelerated Math Training	8/15 or 8/26	6 hours	Bill Fehrenbach	6-12 Math Teachers or by invite only
Summer Innovative Institute	6/19 & 20	1 DEU	Margie Dorshorst, Tina Miller, Jen Wilhorn	Elementary PreK-5
Summer Tech Splash	7/24/13	1 DEU OR 1 Credit	Phil Bickelhaupt & Naomi Harm	Teachers & Administrators
Understanding the Culture of Poverty	1/30, 2/13 & 20, 3/27, 4/17 & 24, 5/2 & 15	2DEUs or 2 Credits	Kathi Stebbins Hintz, Margie Dorshorst	All PK-12 Staff
Understanding the Impact of Trauma on Student Learning and Behavior	1/14, 2/4, 2/25, 3/4	1 DEU or 1 credit	Margie Dorshorst	Pre K-12 Teachers, Administrators, Counselors, Social Workers, Psychologists
Unpacking Next Generation Science Standards	6/12, 13 & 14	2 DEU	Dave Bergerson	K-5 Classroom & Special Ed, 6-12 Science & Special Ed Teachers
Using Google Contacts in the Classroom	10/4 OR 10/8	1 hour	Lynda Blomberg	WRAMS & E/JH Staff
Using Google Documents in the Classroom	10/15 or 10/16	1 hour	Lynda Blomberg	WRAMS & E/JH Staff
Using iPads & iPods in the Classroom	11/28	1 hour	Brian Wilhorn	K-5 Teachers
Using the iPad to Confer with and Assess Readers	12/5	1 hour	Matt Renwick	K-7 Teachers, Interventionists
Using the Write Tools to Improve Student Writing				Write Tools Training and/or strong application of Write Tools in the Classroom instruction
Using the Write Tools to Improve Student Writing: Informative/Explanatory	2/18, 4/11 + 3 hours	1 DEU or 1 Credit	Margie Dorshorst	
Using the Write Tools to Improve Student Writing: Opinion/Argumentation	8/19 & 20	1 DEU or 1 Credit	Matt Renwick	K-5 Teachers, Special Education Teachers, Interventionists
Using the Write Tools to Improve Student Writing: What's Working in Writing?	8/19 & 20, 2013	1 DEU or 1 Credit	Margie Dorshorst	K-5 Teachers, Special Education Teachers, Interventionists
	5/23	1 hour	Nina Mairs	4K-5 Teachers, but all welcome

### Professional Educator Compensation

Beginning with the ~~2012-13~~ 2013-2014 school year:

- ~~Teachers~~ *Professional educators* will receive \$125 added to their salary per approved credit or DEU taken between September 1 and August 30 of a given school year, for up to six credits or DEUs or a maximum of \$750. *Any professional development hours earned beyond the 7.5 required hours of DEUs in a given school year may be compensated at the hourly professional development or curriculum rate, if sufficient funds are available.*
- *There will be no carryover of hours, DEUs, or credits from one school year to the next. (Exception: Hours toward a DEU from 2012-2013 may be carried over to 2013-2014.)*
- *Professional educators* ~~Teachers~~ will receive \$5,000 added to their salary for an approved master's degree program completed prior to August 30. ~~Teachers~~ Professional educators will be compensated for only one master's degree.
- Compensation will be paid beginning with the first payroll in October, following the year in which the educational units are completed. Proof of completed credits, DEUs, or master's degree must be submitted to the Director of Human Resources no later than September 15 of the year in which said compensation begins.
- The approval process and the definition of approved credits, DEUs, and master's programs ~~will be~~ was established by the Quality Educator Committee *in the fall of 2012*, and ~~brought to~~ approved by the School Board in September 2012.
- ~~Teachers will begin the 2012-13 school year at the same level of compensation as placed on the 2011-12 salary schedule. Exception will be made for teachers earning a master's degree between September 1, 2011, and August 30, 2012. These teachers will receive a \$5,000 increase over their 2011-12 salary placement beginning in the 2012-13 school year. Proof of the master's degree must be submitted to the Director of Human Resources no later than September 15, 2012. Compensation will be paid for the master's degree beginning with the first October payroll in 2012.~~

- ~~Teachers Professional educators~~ hired new to the District will begin at the ~~2011-12 2013-2014 base salary of \$36,182~~ *entry level base rate of \$36,500.*  
~~Teachers Professional educators~~ hired new to the District with years of experience or a master's degree **may** have the following added to the ~~\$36,182 base salary entry level rate:~~

  - \$5,000 for a master's degree
  - \$750 per year of experience for up to five years of experience
  - An amount based on the Superintendent's discretion
  
- ~~Teachers who were compensated at the top of the 2011-12 salary schedule or \$70,391 during the 2011-12 school year may also earn \$125 per approved credit and/or DEU.~~ *Professional educators with an annual salary at or above \$70,000 may earn \$125 per approved credit and/or DEU.* However, this will be paid as a "one time only" stipend the following year in which the credit(s) or DEU(s) are completed.
  
- ~~The CPI increase will continue to be established on an annual basis (calculated using the base salary, which includes prior CPI increases, but excludes all salary adjustments for credits or degree).~~ *This compensation plan is subject to annual review by the District at the discretion of the Board of Education.*

**Charter School Contract  
Between  
Wisconsin Rapids School District  
And  
Mead Elementary Charter School Governing Council, Inc.**

This contract is made on the \_\_\_\_\_ day of August, 2013, by and between the Wisconsin Rapids School District, by its Board of Education (“District”), and the Mead Elementary School Governing Council, Inc. (“Mead”).

**Whereas**, District and Mead (collectively the “Parties”) have previously entered into a charter school contract dated May 1, 2008, to operate Mead Elementary Charter School (“School”); and

**Whereas**, the Parties desire to renew the contract for the operation of School; and

**Whereas**, District is authorized by Section 118.40(2m)(a), Wis. Stats., to enter into a contract with an individual or group to operate a school as a charter school; and

**Whereas**, the Parties have successfully negotiated this Contract as a renewal charter school contract in accordance with Section 118.40, Wis. Stats.

**Now therefore**, in consideration of the terms, covenants, conditions, and obligations set forth in this Contract, the Parties hereby agree to the following:

**1. Parties**

- 1.1 Mead seeks to continue the existence of the School.
- 1.2 The Authorizer is the District.
- 1.3 The School will continue to be an instrumentality of the District.

**2. Term**

- 2.1 This contract shall be for ~~five~~ one years, commencing on July 1, 2013, and ending on June 30, ~~2014~~, unless terminated earlier as provided herein.
- 2.2 This contract may be modified during its term only upon written agreement of both Parties.
- ~~2.3 This contract shall be reviewed annually by the Parties to evaluate progress towards the charter goals and to discuss any issues regarding the contract.~~



following:

- a. By the Parties, upon mutual, written agreement.
- b. By Mead, if it determines that the District has violated any term or condition of this Contract and the District has failed to cure such violations within 60 days after written notice of same.
- c. By the District, if it determines that Mead has violated any term or condition of this Contract and Mead has failed to cure such violations within 60 days after written notice of same.

2.45 In the event School shall cease to be a charter school, Mead shall retain any funds it has an independent legal entity and may disburse or retain said funds, all in accordance with applicable law.

2.56 In the event there is future state or federal legislation which substantially ~~effects~~ ***affects*** the operation or funding of charter schools, this contract may be ~~renegotiated by the Parties~~ ***terminated at the discretion of either the District or Mead.***

### 3. Governance

~~3.1 As a separate legal entity, the School will be governed by Mead. As an instrumentality of the District, Mead is an independent Governing Council responsible for the operation of the School. Mead will work cooperatively with the District and its administrative team in furthering the purpose of the School.~~

3.12 The primary responsibility of Mead is to assure the charter contract is fulfilled. ~~This includes responsibility for budget development, staffing, and contract evaluation.~~ Mead will work collaboratively with School staff to develop an effective system for evaluating the goals included in this contract.

3.23 Mead Governing Council Members shall be elected and serve according to its Articles of Incorporation and Bylaws. Mead shall have at least one parent be a member of ~~an~~ its Council at all times.

3.34 The Governing Council shall be responsible for all operations of the school, including, ~~but not limited to:~~

- a. Setting the basic educational philosophy of the School
- b. Making recommendations to the District on all aspects of the operation of the School.
- c. Ensuring compliance with the charter contract.

~~d. Selecting the Principal of the School, in consultation with the District.~~

e. Expending funds from ~~allocated budgets~~, grant funds, funds raised or donated by Mead, or funds donated specifically to the School.

~~f. Selecting the personnel to work in the School, in consultation with the District.~~

~~g. Determining FTE allocations in consultation with the District and adjusting same as may be necessary for the operation of the School~~

h. Setting the calendar and daily schedule, provided transportation of students is not impacted.

i. Ensuring the curriculum and instruction is consistent with the charter school vision and goals and meets expectations.

j. Determining the policies and procedures specifically unique to the daily operations of the School that are not addressed in District policies.

k. Marketing, registration, and enrollment.

3.45 Meetings of the Governing Council shall be governed by Robert's Rules of Order, Newly Revised, and shall comply with Wisconsin Open Meetings Law for public entities, § 19.81, et seq., Wisconsin Statutes.

#### 4. Administration and Staff

4.1 The School shall be under the charge of a Principal, who shall be the Administrator of the School and who shall be named by the District. ~~or at the direction of, Mead, in consultation with the Mead District.~~

4.2 The Administrator will oversee the operation of the School and will be responsible for administrative decisions at the School regarding the following:

- a. All discipline in accordance with the Mead School Responsive Classroom Expectations and Mead School Handbook policies.
- b. The system for evaluating the charter school goals included in this contract, in collaboration with the teaching staff and Governing Council.
- c. Budget management, in collaboration with the Governing Council.
- d. Supervision and evaluation of School personnel.
- e. Assisting Governing Council with public relations for the School.

- f. Collaboration with the Governing Council to build and maintain community partnerships.
  - g. Reports to the Governing Council.
- 4.3 All School staff for which licensure is required under state law shall hold and maintain the requisite license or permit to teach. All School staff shall abide by the Employee Handbook and other employment policies of the District, except as specifically provided herein.
- 4.4 All staff who wish to work at the School must demonstrate competencies in Responsive Classroom Write Tools, Service Learning, Culture of Poverty, Trauma-Sensitive Schools practices, Differentiated Workshop Models, Professional Learning Communities, and Current Technologies; within three years of employment at School.
- 4.5 School Staff shall be allowed to participate in fundraising for the benefit of Mead, and School staff shall be allowed to solicit funds through students in the same way solicitation may be made for PTC or other school-related fundraisers.
- 4.6 Staff vacancies will be filled through a process that includes the Administrator and School review team, in accordance with District hiring procedures. Every effort will be made to include a Governing Council Member in this process as an advisory member. and approval by the Governing Council. Final recommendations for hiring will be made by the Council to the District.
- 4.7 All staff assigned to the School must adhere to the School mission and be actively involved in professional development as well as the vision of the School. The District recognizes that staff professional development/training which supports the mission of the School is critical to the success of the School. ~~Therefore, the District agrees that it is important to retain current staff incumbents who received professional development/training specifically related to the charter school mission.~~ Therefore, The District will make every effort to maintain **currently** trained staff at the School. will receive preferential assignment to the School with regards to District assignments.
- ~~4.8 In the event a School staff member is reassigned from the School by the District, the District will assist the School in providing new staff with professional development/training in charter school mission instructional methods.~~

## 5. Description and Mission of the Charter School

- 5.1 The School is focused on creating an engaging, inviting and positive learning environment. The purposeful creation of this learning environment is intended to empower students to propel themselves as learners. The design is built upon four pillars of success, determined to provide School students with essential learning for their futures as follows:

**Differentiation** – Learning is differentiated to increase success for students. Daily intervention and enrichment in language arts and math provides targeted instruction in these core areas. Access to high-level technology, differentiated literacy and math resources,

and opportunities for academic choice through a workshop model of instruction are essential to this pillar.

**Service-Learning** – Students participate in meaningful service to their school and community by integrating curriculum through service-learning projects. Students complete real-life projects that teach academic skills and civic responsibility.

**Goal-Directed** – Essential to this pillar is a vision for the future including career exploration and community involvement. Students identify Hopes and Dreams to focus their learning goals for the year and reflect on their progress.

**Asset-Building** –The Search Institute 40 Developmental Assets is the measure of success for this pillar. Responsive Classroom strategies are applied school-wide to increase social and academic learning through the daily morning meeting and teaching of CARES (Cooperation, Assertion, Responsibility, Empathy, Self-Control). Asset-building is the focus of Club Mead Before and After School programs, parent and family activities, and parent communication. A variety of family activities are key to this pillar.

5.2 The projected enrollment for the School is ~~42540~~ students in grades PreK – 5.

5.3 The educational goals for the School are as follows:

- a. 90% of School families will experience at least three positive and meaningful personal contacts with teachers and staff by June of each year, as measured by parent contact tally sheets. (Asset Building)
- b. 95% of Mead School students will participate in one Service Learning project to the larger community per year as documented in their Life Vision Service Learning portfolio. (Service learning).
- c. 100% of students in grades K-5 will complete an annual reflection of their long-range career goals as part of their spring portfolio by June 1<sup>st</sup> of each year.(Goal Directed)
- d. 100% of students in grades 3-5 will complete the survey of 40 Developmental Assets by June 1<sup>st</sup> of each year.(Asset Building)
- e. School will meet or exceed expectations on the Wisconsin State Report Card each year. (Differentiation)
- f. Monthly attendance will be reviewed and staff will partner with parents to support consistent attendance.

g. The percentage of Mead students in grades K-5 scoring at or above benchmark on the universal screeners in reading and math will increase 5% from Fall 2013 to Spring 2014.

5.4 The method used to attain the educational goals is based on the research-based models of the four pillars of success as follows:

**Differentiation** – Teachers use a variety of instructional materials and strategies to assure that students achieve the Common Core State Standards at their grade level. Daily intervention and enrichment in language arts and math provides targeted instruction in these core areas. Common formative assessments assist teachers in designing

individualized instruction to maximize learning for each student. Weekly Professional Learning Community teacher collaboration is used to determine learning goals and interventions based on student needs, strengths, and interests in accordance with Common Core State Standards.

**Service Learning** – All students participate in service learning projects, integrated in their curricular learning. The key components of effective Service Learning are included in each project.

**Goal-Directed** – All students in grades K-5 focus on career exploration and goal setting. Students design learning goals to achieve their Hopes and Dreams.

**Asset-Building** – All students participate in daily morning meetings through the Responsive Classroom approach. Direct teaching of social skills and developmental assets are connected with the curriculum. Club Mead Before and After School and Parent/Family programs focus on asset building. All staff will proactively address daily school attendance.

5.5 Measurement of progress will include:

**Common Formative Assessments:** Teacher generated assessments that measure the Common Core State Standards at regular intervals.

**District Assessments:** Select district assessments that measure Response to Intervention progress such as universal screeners administered throughout the year.

**State Assessments:** Students in grades 3-5 will complete the current state required assessments (Smarter Balanced, WKCE, or Wisconsin Alternative Assessment). ELL (English Language Learner) students will complete the ACCESS test. Kindergarten students will complete the PALS assessment.

**Portfolio Assessments:** All students will complete a Life Vision Portfolio of their work including samples of academic work, service learning, and career goals.

**Surveys:** Students in grades 3-5 will complete the survey of 40 Developmental Assets.

**Reports:** Parent involvement data and attendance data will be reviewed throughout the year.

**Wisconsin State Report Card:** Proficiency is based on academic performance, attendance, and closing the achievement gap.

5.6 School is allowed to waive the following District policies that would restrict the implementation of the School:

- 321 - School Calendar
- 322 – School Day
- ~~330 – Curriculum Development~~

- ~~■ ——— 334 — Curriculum Evaluation~~
- ~~■ ——— 343.2 — Class Size~~
- ~~■ ——— 345.2 — Progress Reporting to Parents~~
- 346 – Testing Program
- 443 – Rule Code of Classroom Conduct

5.7 School is also exempt from Wisconsin State Statutes, Chapters 118-121, that do not specifically apply to charter schools. District may grant School ~~may request~~ additional policy waivers at the discretion of District. on an as-needed basis.

5.8 School shall be exempt from District training requirements that involve training that the School is already trained on~~are not aligned with the charter school goals.~~

5.9 School will use the Responsive Classroom approach for school-wide discipline. All staff will follow the Mead School Responsive Classroom Expectations.

## 6. Admission/Criteria

6.1 School shall make every effort to achieve a balanced pool of applicants that reflect the racial and cultural diversity of the Wisconsin Rapids area and the Wisconsin Rapids School District. This will be achieved by marketing and advertising efforts in the community.

6.2 School will not deny admission or participation in any program or activity on the basis of a person’s sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

6.3 School is nonsectarian in its practice, programs, admission policies, employment practices, and all other operations and is not affiliated with a sectarian school or religious institution.

6.4 Students with special education needs will be served at School in accordance with their Individual Educational Plan.

6.5 Application to and attendance at School is completely voluntary, with parents or legal guardians having the option to choose to send their students to the School. No student may be required to attend the School. Students who reside in the District and do not wish to attend or are not admitted to the School remain eligible to attend the other District schools.

6.6 No tuition will be charged for School students who reside within the Wisconsin Rapids School District.

6.7 School students will be required to pay for supplemental materials, co-curricular fees and extra-curricular fees in accordance with District Policies.

6.8 ~~Mead and the District shall maintain class sizes at School for grades 4 and 5 that do not exceed 30 per class, and shall make every effort to maintain the District averages at those~~

~~grade levels. Assuming the SAGE program is fully funded, District and shall maintain class sizes in K through grade 3 that are at or below SAGE guidelines. Both parties will secure and assign adequate staff by August 1, based upon the enrolled students as of August 1 of each year, in order to assure adequate preparation and training for the School. Additionally, the District will provide and maintain adequate staff to obtain class sizes that do not exceed the above maximums by the third Friday count in September.~~

**Mead shall make every effort to maintain class sizes as follows, and the District will provide and maintain adequate staff each year to obtain class sizes that do not exceed the maximum by the third Friday count in September:**

- **K-3 (SAGE): 18 students/1 teacher (dependent upon continued SAGE funding)**
- **Grades 4-5: not to exceed 30 students/1 teacher**
- **School will be staffed similar to other elementary schools in the district**

6.9 If applications for admission to School exceed approved capacity, a lottery system will be employed to select from applications submitted. Applicants who are currently enrolled, or siblings of current students, or children of School staff, or who reside within Mead School attendance boundaries will be admitted prior to the lottery, according to § 118.40, Wisconsin Statutes. Any students moving into the Mead attendance area during the year will be automatically admitted.

6.10 A waiting list will be maintained in order drawn by lot, if needed, for admission of students should space become available during the school year.

6.11 An appeal process can be initiated by the parent/legal guardian in the event of a denied application. The appeal must be submitted to the Administrator within 5 days of application denial. The Administrator shall give a recommendation for approval or denial to the Governing Council. The Governing Council shall hear the appeal, with a majority of Council members voting to either deny or uphold the appeal.

## **7. Financial/Operational**

7.1 The District shall provide regular business functions and support, including accounting, payroll, and other similar functions, as provided to other District schools. Once budgeted funds are allocated by District to School, Mead shall have the authority to expend such funds as it deems appropriate or necessary for the operation of the School. Mead will also authorize all budget and grant allocations. Mead may seek additional funding as it deems necessary to continue to reach charter goals. Mead may retain any funds it receives through its dissemination, training, hosting of site visits, or any other activity Mead or its staff undertakes that is primarily or solely related to School being a charter school.

7.2 Mead may apply for additional grant monies available to charter schools and school districts. Grant applications that need District approval will be submitted to the District for consideration. Other than SAGE funding, gGrant funds shall not be used to fund any

operations or personnel which would normally be covered by the general District budget allocation to School.

- 7.3 The District’s Finance department, in accordance with standard District policies and procedures, will perform annual audits of the financial operations of the School.
- Federal and state funds will be distributed to the School as determined by allocation qualifications.
  - All per pupil allocations for School will be equal to per pupil allocations for other District elementary school buildings. ~~Mead will authorize per pupil allocations to meet charter contract goals.~~
  - The District **administrator at Mead** will provide Mead with [access to](#) a monthly financial statement providing budget details.
  - The District will provide the following estimated budget allocations to Mead and School for the ~~5 years~~ **term** of the contract:

	<b>2013-14</b>	<b>2014-15</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
Salary/fringe	4,013,550.00	<del>4,093,820.00</del>	<del>4,175,700.00</del>	<del>4,259,210.00</del>	<del>4,344,390.00</del>
Instruction materials/equip	26,266.00	<del>26,266.00</del>	<del>26,266.00</del>	<del>26,266.00</del>	<del>26,266.00</del>
Supportive services	70,863.00	<del>70,863.00</del>	<del>70,863.00</del>	<del>70,863.00</del>	<del>70,863.00</del>
Administration	138,810.00	<del>141,590.00</del>	<del>144,420.00</del>	<del>147,310.00</del>	<del>150,260.00</del>
Other					
<b>Total</b>	<b>4,249,489.00</b>	<del><b>4,332,539.00</b></del>	<del><b>4,417,249.00</b></del>	<del><b>4,503,649.00</b></del>	<del><b>4,591,779.00</b></del>

7.4 Any grant funds or other allocations that have been granted specifically to the School shall be under the control of Mead, and shall be expensed at the discretion of Mead, all pursuant to the rules of the grantor or funding source. This includes, but is not limited to, **SAGE funds**, ~~Title One Funds~~, United Way allocations, **outside grant funds**, and dissemination grant funds. **This does NOT include SAGE funds or Title One funds.**

7.5 The District will provide appropriate staff, facilities, technology and technology support for the School. The District will provide professional development funding for building goals and provide district professional development resources. School staff will work with the district professional development team to align district offerings with charter goals when possible. The District is responsible for the maintenance/cleaning of the designated facilities.

7.6 The District will provide transportation to those students who reside within the attendance boundaries of the School who are outside of the two-mile radius for walking to school, **provided School’s calendar is consistent with the District’s.** Parents of the students outside of the School attendance area are responsible for providing transportation for their students.



7.7 The School is an instrumentality of the District and, as such, is covered under the District's general liability policies. The District shall assume the liability of the School in the same manner and to the same degree the District assumes the liability with regard to its other schools, school programs, school employees and school volunteers. Additionally, the Mead Governing Council, as long as it is working within the scope of its duties as a Governing Council, shall be covered under the District's liability policies in the same manner ~~as~~ the School Board is covered under District's policies.

The undersigned have read, understand, and agree to comply with and be bound by the terms and conditions as set forth in this Contract.

Mead Elementary Charter School Governing Council, Inc.

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Susan C. Schill, Chairperson

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Julie Siegler, Treasurer

Wisconsin Rapids School District Board of Education

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John Krings, School Board President

Charter School Contract  
between  
Wisconsin Rapids Public Schools  
and  
The Vesper Community Academy

This contract is made this **first day of August, 2013**, by and between the Board of Education of Wisconsin Rapids Public Schools (Grantor, also referred to as the WRPS Board) and Vesper Community Academy (Grantee, also referred to as the VCA Governance Council), collectively referred to as the Parties.

*Whereas* according to Section 118.40 of the Wisconsin Statutes, the WRPS Board is authorized to enter into a contract continuing Vesper Community Academy as a charter school; and

*Whereas* the VCA Governance Council seeks approval and financial support from the WRPS Board to carry out its responsibilities toward continuing a charter school incorporating the principles of project-based learning; and

*Whereas*, VCA Governance Council and faculty of Vesper Community Academy have, over the past five years, extensively used project-based learning in the charter school; and

*Whereas*, the Parties have successfully negotiated this Contract as a charter school contract in accordance with §118.40, Wisconsin Statutes.

**The Parties agree as follows:**

- A. The WRPS Board hereby continues by this Contract the charter school known as Vesper Community Academy; and
- B. The WRPS Board hereby enters into this Contract with VCA Governance Council and thus, authorizes the Grantee **to assist in the operation of** the charter school; and
- C. In consideration of this grant, the WRPS Board and the VCA Governance Council agree as follows:

**Article I  
General Information**

- 1.1 This Contract will be in effect **one (1) year**.
- 1.2 This Contract may be amended by mutual agreement of the Parties. Any such amendments shall be in writing and signed by the Parties.

**Article II  
Parties**

- 2.1 The Grantee seeking to continue the Vesper Community Academy charter school is the VCA Governance Council of Vesper Community Academy, Vesper, Wisconsin.
- 2.2 The Grantor is the Wisconsin Rapids Public Schools Board of Education, Wisconsin Rapids, Wisconsin.
- 2.3 The Administrator of this Charter School Contract shall be designated by the grantor. Grantor will, as much as possible, designate the administrator with respect to Article 3.3.
- 2.4 All teachers, support staff, and administrators working at Vesper Community Academy shall be employees of the Wisconsin Rapids Public Schools.
- 2.5 All professional staff employed at Vesper Community Academy shall function within the provisions of the WRPS Professional Staff Handbook unless a “Memorandum of Understanding” exempts such provision(s) as agreed to by the WRPS Board and VCA Governance Council.
- 2.6 All staff shall hold appropriate licenses as provided in Chapter PI-34 of the Wisconsin Administrative Code.
- 2.7 Vesper Community Academy is an instrumentality of the Wisconsin Rapids Public Schools.
- 2.8 Vesper Community Academy will be carried under the same General Liability, Automobile Liability, Excess/Umbrella Liability, and Workers Compensation and Employers’ Liability as the Wisconsin Rapids Public Schools.

**Article III  
Description of the Charter School**

Vesper Community Academy will provide an academically rigorous project-based learning (PBL) curriculum in all content areas aligned with the Common Core State Standards (CCSS) as they become available. While science and social studies are the primary focus of the PBL curriculum, reading, writing, language arts, and math instruction will be incorporated throughout. By encompassing this standards-based, constructivist and inquiry-based curriculum, Vesper Community Academy will engage students as scholars, active citizens, friends, neighbors, and above all, learners who strengthen their learning community and larger communities. This 4K-5 charter school (inclusion of 4K is based on district

enrollment) will offer an innovative choice for students to be part of a smaller learning community that exemplifies the best of project-based learning, multi-age grouping, community involvement, and leadership development for life.

Vesper Community Academy will pay rigorous attention to reading, writing, and mathematical proficiencies with project activities that embed basic skills development. Though different in scope for different ages, all Vesper students will experience learning through a blend of teacher and student-led projects as well as individual, small group, classroom, and on occasion, full-school instructional activities. With attention to individualized learning, Vesper students will build life-long learning skills as they gain competence in their project endeavors.

Beginning in 2013-2014, building on both district and school initiatives during previous school years and continuing into subsequent years, Vesper Community Academy projects and outcomes will align with the CCSS. Teachers will use a variety of instructional materials and strategies in the effort to ensure that students achieve proficiency in these standards at their grade level. Daily, scheduled intervention and enrichment will provide targeted instruction where student need is evident. WRPS screeners and assessments as well as Wisconsin state standardized assessments and any school-developed assessments will assist teachers in designing individualized instruction to maximize learning for each student. Weekly teacher collaboration will be used to determine learning goals and interventions based on student needs, strengths, and interests in accordance with the CCSS and requirements of Response to Intervention. To support and build on our language arts and math essentials, we will work toward the following:

**Continuation of a PBL curriculum involving community resources and leaders.** Vesper Community Academy will use a PBL curriculum plan **which integrates the Common Core State Standards and current WRPS learning targets.**

In addition VCA teachers may utilize:

- Curriculum enhancements capitalizing on our community's history, landscape, ecology, and commerce.
- Community leaders/businesses who will be involved in supporting PBL education.
- "Community experts" to be called upon to share their expertise concerning specific educational topics with students.
- Continued **research** concerning instruction within a PBL model.

**Generation of a list of Educational Goals for students and educators to strive for.**

Vesper Community Academy's learning outcomes shall align with the CCSS. In addition the VCA Governance Council shall ensure that a minimum of six student projects will involve teachers interfacing with community members/resources to support the projects' goals and outcomes.

**Core Academics: The Vesper Community Academy curriculum is based on the Common Core State Standards.**

Note: While the CCSS serve as a basis for the VCA curriculum, project-based learning integrates core subjects with one another. Although listed here individually, standards within several core subjects can be, and often are, all part of one project. PBL does not single out areas of study unit by unit, rather, multiple areas of learning are incorporated naturally into the larger project.

**Science:** Students will be immersed in an atmosphere that promotes inquiry-based science, which is a method of teaching where students learn science by using similar methods, attitudes and skills as scientists do when they are conducting scientific research. Students will act like mini-researchers. Students will have the opportunity to discover their own problems and questions, formulate hypotheses, find a method for testing their hypotheses, and then use the data collected to decide whether the hypothesis was correct and thus try to answer their original question. Science content will focus on the Next Generation Science Standards performance expectations, science and engineering practices, disciplinary core ideas of life science, physical science and earth and space science, and cross-cutting concepts.

**Social Studies:** Students will be engaged in a climate that promotes inquiry-based social studies which encourages students to become researchers, historians, archeologists, and inventors. Students will examine the world around them and, through increased levels of understanding, make a difference through knowledge and application. Strands of focus will include, but not be limited to Wisconsin history, US and World Geography, Economics, Careers, Native American history, community history and cultural heritage, US and World History, and Languages.

**Math:** With a focus on CCSS at each grade level, students will be accountable for grade level standards as well as application to projects. The following are key to Vesper Community Academy:

- basic skill development
- inquiry and problem solving
- collaborative learning
- assessment embedded in instruction
- higher order questioning.
- individualized instruction
- ability grouping rather than strict grade-level grouping

**Reading, Writing, and Speaking:** Students will be exposed to all genres of text (fiction, nonfiction, and informational in both print and digital forms) and demonstrate their learning through oral and written language, both traditional and digital. Students will work to merge their existing knowledge with new experiences through both classroom coursework and projects. Each grade level will focus on CCSS to facilitate students becoming independent, lifelong learners.

**Arts:** The arts will be a valuable part of Vesper Community Academy. Students will be given music and art instruction on a regular basis in accordance with WRPS standards.

Although the current structure of Vesper Community Academy goes through grade 5, it is the desire of the VCA Governance Council that students have the opportunity to continue in a PBL environment beyond grade 5. Should circumstances change (budget, enrollment, location, etc.) the Parties agree to reconsider the current structure to provide that opportunity to VCA students.

Vesper Community Academy will be an outstanding school with a high performance, technology-enriched rigorous environment to implement its project-based curriculum. Assessment techniques will be formative, summative, wide-ranging, and frequent. This will guide both instruction and personal learning plans. Shared school governance with staff, community elders, leaders, and parents will be essential to the dynamic project-enhanced learning opportunities. This environment will strive to combine high expectations and a meaningful course of study with powerful, sustained involvement of caring adults who mentor, advise, and support students throughout their educational career. As such, powerful learning will result due to the partnerships between the academy and the community.

- 3.1 The targeted enrollment for Vesper Community Academy is 18 students per class in grades 4K-3 (as long as it is feasible from a budgetary standpoint and SAGE is fully funded) and not more than 30 students per class in grades 4-5.

~~Sustained enrollment will be targeted to meet the sound fiscal needs of Vesper Community Academy as determined by the VCA Governance Council and WRPS Board. If desired enrollment is not maintained, then a review of the economic viability on the school will be undertaken by the VCA Governance Council and the WRPS Board. This review shall follow the protocol under 6.8 review procedures.~~

**Assessment:**

Students, with guidance from staff, will construct portfolios containing their academic and community work. These portfolios will be subjected to continuous assessment designed to measure authentic learning. The following methods may be utilized by Vesper Community Academy to measure and monitor pupil progress:

1. Student Performance on the Wisconsin Knowledge and Concepts Exam (WKCE) until statewide implementation of the Smarter Balanced Assessment.
2. WRPS universal screeners:
  - a. PALS
  - b. STAR Math
  - c. STAR Reading
3. Annual review of individual student progress.
4. Quarterly report cards, either standard WRPS progress reports or school-created progress reports that more accurately reflect PBL outcomes.

5. One parent-teacher conference each year.
  6. One student-led portfolio conference with parents.
  7. The use of project specific rubrics for performance-based assessment in PBL.
  8. Subject area tests.
  9. A comprehensive portfolio tied to projects and presented during the student-led portfolio conference with parents.
  10. Student attendance data.
  11. A review of student behavior records.
  12. A parent satisfaction survey.
  13. Ongoing teacher evaluation of student progress.
- 3.2 Vesper Community Academy may use WRPS district assessments and universal screeners. VCA will also use any Wisconsin state assessments and screeners as required by law for yearly evaluation of program effectiveness and planning for improvement in accordance with WRPS Board policy and Wisconsin Charter School Law, §118.40, Wisconsin Statutes. These include:
- Wisconsin Knowledge and Concepts Examination (WKCE)
  - Smarter Balanced Assessment (to replace WKCE in 2014-2015 school year)
  - STAR Reading
  - STAR Math
  - PALS
- 3.3 Vesper Community Academy instructors will receive specialized training on project-based learning, the Big 6/ Super 3 Research Process, Responsive Classroom, Technology Integration, and other areas needed to fulfill the mission of Vesper Community Academy as determined by staff collaboration and VCA administration.
- 3.4 All Vesper Community Academy students will be held to a high standard of conduct and follow Vesper Community Academy Student Guidelines.
- 3.5 Vesper Community Academy will strengthen the Wisconsin Rapids Public School's ability to offer pedagogical choices that meet the educational needs of all its students. This will include creating a learning environment with the expectation that students will learn challenging, interesting, and relevant standards-based material.
- 3.6 Transportation is the responsibility of Wisconsin Rapids Public Schools when students live within the Vesper Community Academy boundaries. Parents must provide transportation for students outside the Vesper Community Academy boundaries. Students outside the Vesper Community Academy attendance area may have the option of riding a WRPS bus which departs and returns to Mead Elementary Charter School. It is the parents' responsibility to bring students to the Mead bus stop location in the morning and to pick them up at the Mead bus stop location at the end of the day.

3.7 Vesper Community Academy is allowed to waive the following Wisconsin Rapids Public Schools policies that would restrict the innovation opportunities for the implementation of the Vesper Community Academy.

- School Day Regulations (322)
- Scheduling Parent Conferences (321)
- Assessing and Grading (345.1)
- Progress Reporting (345.2)
- Pedagogical Model to be Used
- Field Trips
- Use of Technology

In addition, Vesper Community Academy will work with the Curriculum Department about waivers in the following areas in order to ensure continued and effective implementation of project- based learning:

- Curriculum Development Cycle (330)
- Curriculum Evaluation (334)
- Professional Development Days

3.8 Vesper Community Academy is also exempt from Wisconsin State Statutes Secs. 118-121 that do not specifically apply to charter schools. Vesper Community Academy may request additional policy waivers on an as needed basis.

#### **Article IV Governance, Structure, and Responsibility**

4.1 The governance structure of Vesper Community Academy will involve cooperation of parents, teachers, students, administrators, and community, represented by the VCA Governance Council.

4.2 The VCA Governance Council shall consist of nine (9) members; six (6) voting and three (3) non-voting.

1. The voting members shall include three (3) parents of Vesper Community Academy students, one of which should be a parent of a virtual student, one (1) academy teacher, and two (2) community members at large.
2. The non-voting members shall include one (1) Vesper Community Academy Principal or Lead Teacher, one (1) VCA Virtual School staff member, and one (1) current fifth grade Vesper Community Academy student or VCA graduate currently enrolled in grades 6-12 in a WRPS school.



3. No more than two of the voting members of the VCA Governance Council may be WRPS employees and no members may be WRPS Board members. A quorum shall consist of a majority of four (4) voting members.
4. Community member-at-large seats will be filled through a nominating and election process. A member-at-large will serve a two (2) year term and will be elected by the VCA Governance Council. Members-at-large will serve rotating two (2) year terms such that no more than two (2) terms will expire each year. A member-at-large may reapply to serve additional terms. Selection will be determined by simple majority vote of a quorum of the VCA Governance Council members.
5. Candidates selected to be VCA Governance Council members will be required to undergo a WRPS background check.
6. Membership on the VCA Governance Council will terminate when:
  - Parent representatives no longer have a student enrolled in the school;
  - Community representatives no longer live in the area;
  - Teacher representatives no longer hold a teaching position at the school;
  - Members have missed three scheduled meetings during an academic year; or
  - Members submit a letter of resignation to the VCA Governance Council Chairperson.
7. Parent members shall be selected through an application and interview process. Parent representatives will serve a two (2) year term and will be appointed by the Governance Council. Parent representatives will serve rotating two (2) year terms such that no more than two (2) terms will expire each year. A parent representative may reapply to serve one additional term. Selection will be determined by a simple majority vote of a quorum of the VCA Governance Council members.
8. Officer elections will occur every year in May. Elected officers will comprise an executive board, which will consist of a chairperson, secretary, and treasurer.
9. Meetings of the VCA Governance Council shall be governed by Robert's Rules of Order, Newly Revised and shall comply with Wisconsin Open Meetings Law for public entities, §19.81, et seq., Wisconsin Statutes.
10. The VCA Governance Council chairperson shall have the authority to call a meeting with a seventy-two hour notice. The VCA Governance Council chair shall distribute an agenda to all VCA Governance Council members at least 24 hours prior to the time of the meeting.

11. The VCA Governance Council shall notify the public of its meetings at least 24 hours in advance of the meeting. The notice shall include the time, date, location and purpose of the meeting and the agenda.
12. The VCA Governance Council, **administration**, and classroom teachers will work together to have autonomy in determining policies related to the day to day operation of the academy such as: student instructional programming, assessment, and student conduct.

VCA administration, in conjunction with The VCA Governance Council, shall have autonomy in determining all expenditures from Wisconsin Rapids Public Schools allocated funds, federal grant funds, and donations designated for Vesper Community Academy. Under the direction of the WRPS Business Services Director, all expenditures from the Vesper Community Academy grant funds shall strictly adhere to all state and federal guidelines for allowable grant uses.

The VCA Governance Council and VCA staff will be allowed to interview and assist in the selection of staff and recommend candidates to the WRPS Board for staff vacancies and transfers. All WRPS staff who wish to transfer to Vesper Community Academy will demonstrate knowledge and experience with, or demonstrate a willingness to be trained in, the pillars of the VCA including project-based learning, the Big6 research process, technology integration, and Responsive Classroom, **and other initiatives as they are implemented**. The specific procedure is outlined in 6.5.3.

- 4.3 VCA administration will oversee the operation of Vesper Community Academy. Administrative responsibilities include those listed in the principal and/or lead teacher job description. Other responsibilities may include, but are not limited to:
  1. Developing appropriate teacher training and developing with staff input, an effective system for evaluating the state charter school goals included in this contract and those added or adjusted on an annual basis.
  2. Charter school budget management.
  3. Working with Vesper Community Academy staff to market the school.
  4. Working with the VCA Governance Council to establish community, business, and educational partners.
  5. Providing reports to the VCA Governance Council.
- 4.4 All instructional and support staff shall be licensed according to Chapter PI-34 of the Wisconsin Administrative Code. All licensed instructional staff, other than substitutes,

are subject to all provisions of the WRPS Professional Staff Handbook unless agreed to under a separate “memorandum of understanding agreement.”

- 4.5 The Wisconsin Rapids Public Schools shall maintain the Vesper Community Academy facility to the same health and safety standards of other Wisconsin Rapids Public Schools buildings as well as keep the facility compliant with local, state, and federal code.
- 4.6 Any significant program change for the Vesper Community Academy is subject to approval by the VCA Governance Council and the WRPS Board.
- 4.7 Vesper Community Academy staff and/or the VCA Governance Council shall not engage in direct discussions or negotiations with the Wisconsin Rapids Education Association (Wisconsin Rapids Teachers Association) on any matter that is not authorized in writing by the Wisconsin Rapids Public Schools Superintendent.

## **Article V Admission/Criteria**

- 5.1 Vesper Community Academy shall make every effort to achieve a gender-balanced pool of applicants that reflect the racial and cultural diversity of Vesper, WI and the greater Wisconsin Rapids Public Schools area. This will be achieved through advertising to the general population of, including but not limited to, residents of the Wisconsin Rapids Public Schools and areas surrounding Vesper Community Academy with special efforts to reach underserved populations.
- 5.2 Vesper Community Academy will not deny admission or participation in any program or activity on the basis of a person’s sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.
- 5.3 Application to and attendance at the Vesper Community Academy is completely voluntary. Students who reside in the Wisconsin Rapids Public Schools district and do not wish to attend or are not admitted to Vesper Community Academy remain eligible to attend the Wisconsin Rapids Public School’s schools.
- 5.4 Vesper Community Academy students will be required to pay for supplemental materials, co-curricular fees and extra-curricular fees in accordance with Wisconsin Rapids Public Schools Policy 470.
- 5.5 Vesper Community Academy shall make every effort to maintain class sizes as follows and Wisconsin Rapids Public Schools will provide and maintain adequate staff each year to obtain class sizes that do not exceed the maximum by the third Friday count in September.

- K – 3 (SAGE): 18 students/1 teacher (dependent upon continued SAGE funding)
  - Grades 4 – 5: not to exceed 30 students/1 teacher
  - Vesper will be staffed similar to other elementary schools in the district.
- 5.6 If applications for admission to Vesper Community Academy exceed approved capacity, a lottery system, pursuant to §118.40, Wisconsin Statutes, will be employed to select from applications submitted. Applicants who reside in the Vesper Community Academy attendance area, siblings of current Vesper Community Academy students, and children of Vesper Community Academy staff or administrators will be admitted prior to the lottery. The enrollment deadline is one (1) week before the start of school.
- 5.7 A waiting list will be maintained in order drawn by lottery, if needed, for admission of students should space become available during the school year. The waiting list will be maintained from the close of the recruitment period and first random selection process (1 week prior to the start of school; see Article 5.6) until the close of the subsequent school year. The VCA Governance Council will be responsible for conducting lottery drawing(s) at a regularly scheduled Council meeting. After the lottery occurs, new additions to the waiting list will be added in the order applications are received. Another lottery will occur with all applications received after the the third quarter of the previous school year up to the close of the recruitment period.

## **Article VI Financial/Operational**

- 6.1 The Wisconsin Rapids Public Schools shall provide regular business functions, accounting, payroll, and similar functions. Budgeted allocations shall be dispersed according to the wishes of the VCA Governance Council in consultation with the administration. Any grants applied for and received by Vesper Community Academy shall be disbursed through the grant guidelines under the direction of the VCA Governance Council. A monthly budget report shall be available to the VCA Governance Council each month.

Vesper Community Academy may apply for additional state and federal grant monies available to all school Wisconsin Rapids Public Schools. Such grant applications are subject to approval by the VCA Governance Council and the Wisconsin Rapids Public School Board. The VCA Governance Council may apply for independent grants at its own discretion.

- 6.2 Vesper Community Academy Goals: The following yearly school goals shall be measured and reported annually by the VCA Governance Council to the Wisconsin Rapids Public Schools Board.

1. 100% of students will complete a curriculum aligned with the CCSS that stresses the application of knowledge to real-world problems.
  2. 100% of students will have completed a personal goal-setting conference (Hopes & Dreams) with their teacher and >90% of parents will participate via conference, telephone, or questionnaire by November 15<sup>th</sup> of the school year.
  3. 100% of students will include foundation skills (reading, writing, and research skills) and applied learning skills as part of each student's goal setting plan.
  4. 100% of teachers will have a professional development plan by the end of the 3<sup>rd</sup> week of school that contains development in the use of inquiry and project-based instruction to promote critical thinking and problem-solving skills.
  5. 80% of parents will attend conferences each year.
  6. Daily attendance rates at Vesper Community Academy will equal or exceed the average of other schools in the Wisconsin Rapids Public School District.
  7. A survey shall be conducted at the end of each school year of parents, students, teachers, and administration (principal and lead teacher) to receive feedback on the school year.
  8. Students will increase their understanding of local communities, their heritage, history, and resources as demonstrated by community project presentations.
  9. >90% of students will show a minimum Student Growth Percentile (SGP) of 50 on the mid-year and/or end-of-year STAR Reading and Math assessments.
  10. VCA will attain a minimum rating of Meets Expectations on the Wisconsin state School Report Card scores and will strive for yearly growth on the Overall Accountability Score.
- 6.3 Means of Measuring Charter School Goals: The following means shall be used to measure the goals in item 6.2:
1. 100 % of students will prepare portfolios and exhibitions of their work, which will provide evidence of their learning related to curriculum. All students will complete a portfolio of their work including samples of academic work, project-based learning, and goals (grades 3-5). All students in grades 3-5 will complete the WKCE, Wisconsin Alternative Assessment, PALS, and the Smarter Balanced Assessment as required by law and may complete district screeners as well.

2. Each class will create a log of student “Hopes & Dreams” conferences, a log of parent participation including how they participated. Both student and parent goals will be recorded.
  3. Teachers will guide students in including foundational skills and applied learning skills in their goal setting to ensure these goals are present.
  4. A copy of professional development plans will be collected and a check sheet will be completed by VCA administration showing that plans include necessary goals.
  5. Parents will sign in when they come to parent conferences.
  6. An attendance comparison will be completed between Vesper Community Academy and other Wisconsin Rapids Public Schools’ elementary schools.
  7. VCA administration will compile information learned from parent/student/teacher/administrative surveys and report the results to both the VCA Governance Council and the WRPS Board.
  8. Post assessments of project based learning and student survey results will help stakeholders determine increases in student understanding of local communities, their heritage, and history.
  9. Mid- and end-of-year school, class, and student STAR reports will be referenced for Student Growth Percentile (SGP) scores.
  10. VCA’s Wisconsin state School Report Card will be referenced yearly upon its release.
- 6.4 The Wisconsin Rapids Public School’s accounting office, in accordance with standard Wisconsin Rapids Public Schools policies and procedures, will perform annual audits of the financial operations of the Vesper Community Academy.
1. All per pupil allocations for the Vesper Community Academy shall be no less than the per pupil allocations for other WRPS elementary school buildings.
  2. Federal funds will be distributed to Vesper Community Academy as determined by allocation qualifications.
  3. The Wisconsin Rapids Public Schools will provide the VCA Governance Council with a monthly financial statement providing all details on the budget. The financial updates will be available on the Wisconsin Rapids Public Schools accounting software.

- 6.5 The Wisconsin Rapids Public Schools will provide appropriate staff and a designated space for Vesper Community Academy.
1. The Wisconsin Rapids Public Schools is responsible for the maintenance/cleaning of the designated space.
  2. The instructional staff to student ratio shall be comparable to that of other Wisconsin Rapids Public School's buildings.
  3. VCA teacher vacancies will be filled through the following process:
    - a. After the position is posted, candidates are screened by the WRPS Human Resources Department and **district** administration.
    - b. Candidates are interviewed by a VCA interview team. The WRPS HR Department has the option to be represented on the interview team.
    - c. ~~The VCA Governance Council must approve the candidate selected by the interview team and recommend the candidate to the WRPS Board.~~
    - d. The WRPS Board will officially hire the candidate.
  4. The district recognizes that staff professional development/training which supports the mission of VCA is critical to the success of the charter school. Therefore, the district commits that current staff incumbents who received professional development/training specifically related to project-based learning, the Big 6/Super 3 Research Process, Responsive Classroom, Technology Integration, and other areas needed to fulfill the mission of Vesper Community Academy as determined by staff collaboration and administration (Article 3.3) will receive preferential assignment to VCA with regards to district assignments. In the event charter school staff members need to be reassigned from the charter school by the district, the district will assist VCA in providing new staff with professional development/training in VCA's instructional methods.
  5. The Wisconsin Rapids Public Schools will provide necessary special education services to meet the needs outlined in student IEP's.
  6. The Wisconsin Rapids Public Schools shall provide similar support services including technology IT support to Vesper Community Academy.
  7. In the event that the WRPS Board decides to close the Vesper Community Academy building, and VCA is in good standing, the VCA Governance Council and WRPS Board will relocate the charter to another location in the district, keeping the appropriate staff and curriculum in place, thereby allowing teachers to continue using the training, resources, and technology in place to further build upon the foundation that has been laid in past years.

Currently enrolled students will be allowed to maintain enrollment. Future enrollment will be determined by procedures outlined in Article V.

- 6.6 Vesper Community Academy students may participate in Wisconsin Rapids Public Schools extra-curricular activities, but like Wisconsin Rapids Public Schools students, are not guaranteed a role or position where rosters are limited.
- 6.7 Complaints of substance filed either with the Wisconsin Rapids Public Schools, Board, or Vesper Community Academy regarding the operation or the manner in which the Wisconsin Rapids Public Schools/Administration and the VCA Governance Council carry out responsibilities relative to Vesper Community Academy shall be immediately shared between all Parties to the contract.
- 6.8 The contract between Vesper Community Academy and Wisconsin Rapids Public Schools Board shall be reviewed annually.
  1. The annual review between the VCA Governance Council and WRPS Board shall be held in June.
  2. At any time, the Wisconsin Rapids Public Schools Board may place Vesper Community Academy on probation if any of the following occur:
    - a. Failure of Vesper Community Academy to meet the terms of this Agreement.
    - b. If students fail to make sufficient progress towards attaining educational goals under §118.01, Wis. Statutes;
    - c. Failure to comply with generally accepted accounting standards of fiscal management; or
    - d. Failure to comply with state or federal laws.
  3. In the event Vesper Community Academy is placed on probation, the WRPS Board shall identify specific goals or remedies and a reasonable time shall be agreed to between both Parties. VCA Governance Council shall be provided with a written list of the reason(s) upon notification that it is being placed on probation. Both Parties shall agree to a reasonable time period to remedy issues. If conditions of probation are not remedied, the WRPS Board may revoke the contract.
  4. VCA Governance Council may void this contract for any significant breach of provisions by the WRPS Board within 90 days of written notice to Wisconsin Rapids Public Schools.



5. The VCA Governance Council may request to withdraw or revoke the contract, following a unanimous vote of VCA Governance Council members.
- 6.9 In the event the Vesper Community Academy should be dissolved, the Wisconsin Rapids Public Schools shall assume ownership of all charter school assets and unspent funds unless otherwise specified by state or federal law.

## **Article VII**

### **Vesper Community Academy – Virtual Component**

Added: October, 2008

Updated and included with current contract revision.

- 7.1 As an extension of the mission of a personalized learning community, Vesper Community Academy will make virtual schooling available to families for off-campus learning opportunities. Services provided to families are required to be in compliance with Wisconsin Act 222.
- 7.2 The parents/guardians and their student(s) enrolled in the virtual school option will develop a personal learning plan in collaboration with the Vesper Community Academy virtual school staff to provide the student a comprehensive schedule of subjects as selected from a variety of web-based learning tools and other Vesper Community Academy supported resources. Eclectic in design, parent(s)/guardian(s) and their student(s) will collaborate with virtual school staff to build a personalized learning curriculum for each student.

In addition to virtual programming options, students will have the opportunity to attend **grade appropriate** special courses like Art, Music, and P.E. on the Vesper Community Academy campus. A student's personal learning plan may also include individual, self-chosen activities or district sponsored co-curricular activities based on eligibility and district co-curricular policy guidelines.

- 7.3 The Vesper Community Academy Governance Council will work in concert with the virtual school staff and VCA administration for oversight of the virtual school component of Vesper Community Academy. The virtual school staff will maintain a Virtual School Handbook, ~~with Vesper Community Academy Governance Council approval~~, to provide guidelines and protocol for student enrollment, participation, and continuation with the virtual programming option.
- 7.4 Wisconsin Rapids Public Schools will provide a budget for the virtual component of Vesper Community Academy. This budget will cover (but not be limited to) virtual school staff, curriculum, technology, field trips, and supplies.

The undersigned have read, understand, and agree to comply with and be bound by the terms and conditions as set forth in this Contract.

Vesper Community Academy Governance Council	Wisconsin Rapids Public Schools Board of Education
Name	Name
Title	Title
Date	Date

**Requisition**

Req # 00024275

PO # 40001280

Date: 07/10/13

**Bill To:** Wisconsin Rapids School District  
510 Peach Street

Wisconsin Rapids WI 54494

**Vendor :** 1464  
Houghton Mifflin Harcourt  
9205 SouthPark Center Loop  
Orlando FL 32819

**Ship To:** Central Storage  
2510 Industrial Street  
Wisconsin Rapids WI 54495

**Contact:** Fehrenbach/CO

**Contract No:**

**Special Instructions:**

Per Pricing Policy #672 Preferred Vendor

QUANTITY	UOM	DESCRIPTION	UNIT PRICE	AMOUNT
1.00		See attached cost proposal by S. Burgmeier		
		See attached cost proposal	86,666.70	86,666.70
		<u>Account No</u> _____	<u>Encumbrance</u>	
		4-10-807-419-124000-000-000000-2	4,766.40	
		4-10-807-470-124900-000-000000-2	30,660.30	
		4-10-807-472-124000-000-000000-2	51,240.00	
			Freight	.00
			Total	86,666.70
		Per Purchasing Policy #672		

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

**Requisition**

Req # 00024299

PO # 40001154

Date: 07/15/13

**Bill To:** Wisconsin Rapids School District  
510 Peach Street

Wisconsin Rapids WI 54494

**Vendor :** 1464  
Houghton Mifflin Harcourt  
9205 SouthPark Center Loop  
Orlando FL 32819

**Ship To:** Central Storage  
2510 Industrial Street  
Wisconsin Rapids WI 54495

**Contact:** Fehrenbach/co

**Contract No:**

**Special Instructions:**

Fax Proposal & PO to 1-800-269-5232

QUANTITY	UOM	DESCRIPTION	UNIT PRICE	AMOUNT
1.00		Math Expressions National 2013 (for special education department)	11,564.60	11,564.60
1.00		Shipping & Handling 10.50%	1,214.28	1,214.28
1.00		See attached proposal for product list & details		.00
1.00		Fax Proposal & PO to 1-800-269-5232		.00
		<u>Account No.</u>	<u>Encumbrance</u>	
		4-27-810-470-158000-341-000000-2	12,778.88	
			Freight	.00
			Total	12,778.88
		PO Entered By S Minch-Pupil Services		

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