



## Charter Contract Renewal

### Review of Contractual Guidelines

#### Student Program

**1) What are the school's program alternatives and how do they provide for parent and student needs?**

*Appleton eSchool uses new and emerging technologies in web based courses to provide high quality standards-driven curriculum. The staff, in collaboration with parents, guardians, and other mentor/coaches endeavors to empower students to take greater ownership of their learning preparing them for 21<sup>st</sup> Century academic and workplace opportunities. Appleton eSchool has established a structured learning environment that provides considerable flexibility to accommodate individual students' needs and interests. Students have access to their online courses 24 hours a day, 7 days per week during their enrollment. Students are able to enroll on a full or part-time basis.*

**2) Is there a community need for the option?**

*For a significant number of students the traditional curriculum, semester calendar and school day do not in part or whole meet their needs and/or interests. For some students various obstacles may interfere with their normal progression of educational experiences. For others, the eSchool provides unique opportunities to enrich or expand their educational experiences. These students benefit from the individualization and flexibility that exists in the online learning environment. Although many students complete their courses within a traditional semester time frame, the eSchool makes it possible to compress or expand the course pace to meet individual needs.*

**3) What is the make up of the enrollment?**

**a) What total enrollment is targeted?**

*Every effort is made to provide online learning opportunities to a broad spectrum of students to reflect the demographics of the Appleton Area School District.*

*Examples of students enrolled as full-time eSchool students include:*

- *Open enrolled students*
- *66:0301 agreement students*
- *Voluntarily withdrawn and expelled students*
- *Students with ongoing health issues*
- *Traveling students*
- *Returning dropouts*

*Examples of students enrolled on a part-time basis include:*

- *Students complementing their schedule at one of the AASD high schools ( i.e. special interest courses, schedule conflicts, personal preference) This includes TAG, special education and at risk students.*

- Part-time open enrolled students
- 66:0301 agreement students
- Network “seat swap” students

### **School Year Enrollment Growth**

Beginning with the fall of 2002 Appleton eSchool offered **10 courses**: American History, World History, English II, Creative Writing, Algebra 1, Algebra II, Chemistry, Biology, Marine Science and Civics. Enrollment the first year included **29 students with 33 semester courses** completed.

During the 2006-07 school year **25 courses** are being offered directly and **over 200 course** options are also available through a partnership with VHS, Inc. (Twenty-five seats were available each semester because Appleton provided a teacher for their Bioethics course.)

### **Summer Enrollment Growth**

The 2003 summer session, in partnership with the Fox Valley Summer Consortium, offered **3 courses**: Personal Fitness, Creative Writing and Health with **56 enrollments**.

The 2006 summer session, in partnership with the Fox Valley Summer Consortium, offered **18 courses**: 2D Art, Algebra 1A, Algebra, Geometry, Algebra II, Pre-Calculus, Civics, World History, American History, Creative Writing, English I, II, III and IV, Earth Space Science, Health, Fitness Lifestyles and Personal Financial Management. **363 students requested 405 semester enrollments**.

**Note:** Four year growth reports for the school year and summer sessions are attached.

### **b) What process is used to enroll students?**

Full-time enrollment applications are completed in hard copy. All course requests for full-time students are given priority over all other requests. If the student has completed credits other than from AASD schools a transcript must accompany their enrollment form.

Local students seeking full-time online status need to apply in January during the Intra-district open enrollment period for the following school year. Throughout the year local students may be enrolled on a full-time basis at the request/approval of administration.

Out of district students need to apply during the Wisconsin Department of Public Instruction determined time in February. Out of district students may also be enrolled full-time through a contract with their resident district.

Initially students made all of their course requests by completing a paper enrollment form and all school records were maintained on spreadsheets. All course requests and records are now maintained electronically via the Virtual School Administrator system.

Students complete an online Course Request Form, which is then signed by the student, parent and guidance counselor. Once the signed form is received, the student is enrolled in an Orientation mini-course. Once that is successfully completed the student and their parent/mentor coach either attend a live First Day of Class session or participate in a Welcome Call. The student is fully up and running in their online course at this point.

*Most students begin with one online course and after successfully completing at least one semester, they are eligible to work on two courses simultaneously. Full-time students may stagger the start of 3-4 online courses, with a schedule designed to complete at least 6 credits each year.*

*If more students request full-time enrollment than resources would allow, a lottery would be held to fill existing openings. To date all eligible open enrollments have been accepted and there has not been the need for a lottery.*

**c) How is the school marketed to students and parents?**

- *The Appleton eSchool Website (which is currently undergoing major updates) is linked to the AASD home page.*
- *Appleton eSchool brochures are available at all of the high schools and other community agencies.*
- *Appleton eSchool staff members provide articles on a regular basis in the high school newsletters.*
- *Appleton eSchool staff members provide office hours weekly at both North and West.*
- *Appleton East students are able to come to the eSchool office whenever they have a free class hour since the office is located in their building.*
- *Appleton eSchool is represented in the district Charter School video aired on the community channel.*
- *Appleton eSchool has been featured in various articles in the Post Crescent i.e. March 20, 2005" People on the Rise" section.*
- *Appleton eSchool representatives meet each fall with the district administrators to provide updates on policies, procedures and expanded course opportunities.*
- *Appleton eSchool staff members participate at least once each year with the NEW Counselor Meetings.*
- *Appleton eSchool staff members provide displays with information at the Curriculum Fairs and Parent Nights at each of the high schools and for any other groups seeking information.*
- *The East High School TV media class is in the process of developing a promotional video about Appleton eSchool. They are also learning to create podcasts and will be preparing several on various topics related to online learning. In addition, they will then teach the online teachers how to create podcasts.*

**d) How does the charter reflect the diversity of the community?**

*Every effort is made to provide information to diverse populations about the opportunities that Appleton eSchool provides that could meet their individual needs. Contacts are made within the AASD community to ensure information is available to diverse student populations. Minority students have found success in the online learning format. We are exploring the potentials of offering content courses in languages other than English.*

**e) Is a special segment of school population targeted?**

*Although the Appleton eSchool opportunities are available to any high school student, particular efforts are made to provide opportunities for students whose needs are not*

currently being met in part or whole in the traditional environment. This includes the need to prepare for 21<sup>st</sup> Century workplaces.

The Appleton eSchool population includes the following categories:

- Students, voluntarily withdrawn, on a long- term suspension, expulsion, or seen as a safety risk to the traditional school.
- Students who feel uncomfortable or unsafe in a traditional setting due to school phobia, anxiety disorders, or other mental or emotional health issues
- Homebound students with extended medical issues
- Incarcerated students confined for an extended period of time
- Transient students who may be residing in a group home or other residence particularly if they are entering the district other than at the beginning of a new semester
- Students in treatment programs for an extended period of time
- School age parents, married students and self-supporting students
- Students who left school within 6 credits of completing their diploma requirements
- Students with extraordinary needs for acceleration including elementary and middle school students appropriately placed in high school level courses
- Students needing remediation or credit recovery options
- Students schooled at home
- Students whose personal or family activities preclude traditional daily attendance such as temporary job relocations, involvement in professional level athletics or other endeavors
- Students seeking to graduate early or need to extend their learning beyond the traditional 4 years
- Students with unique interests
- Students with schedule conflicts that could not be resolved or the requested course is not available in their building due to low enrollments

**f) How are students with special needs accommodated?**

The inherent nature of the online learning environment provides for many of the most common accommodations needed to meet the goals of an IEP. (I.e. extended time on assignments and tests, notes on lesson content, providing content at an appropriate developmental level, reduced workload by exempting assignments, the opportunity to resubmit assignments to improve the grade etc.)

Parents and Special Needs teachers find the high level of accountability provided by the online Gradebook provides them access to “up to the minute” information on the student’s progress including what has been submitted and when, and the online teacher’s comments for any of the assignments (which is particularly helpful for assignments needing revisions). All assignments are submitted electronically and are preserved within the course, so there are no lost assignments. Students have an embedded email account within their course so they can readily email their online teacher with questions. Each student has a pace chart that identifies the due dates for all of their assignments so there is no question about what is expected of them.

A recent addition was the ability for the teachers to include audio, video or image responses in their lesson comments and in their course announcements.

*The newest tool provided for the online teachers is a virtual office. This makes it possible for the student/parent to communicate live with the online teacher who can share documents, websites and a whiteboard to support student efforts whether they are across town or many miles away. (The teachers are just beginning to build confidence and skill in using this tool.)*

*Successful online students have good organization, time management and intrinsic motivation. They also have good reading and writing skills. For special needs students, a more robust support system may need to be in place to support their efforts in the online learning environment. With the appropriate support, they can develop these skills as they work through the online course. Working in a supported environment such as a resource room or with regular monitoring and support from their parent/mentor/coach, can help to build the skills and confidence needed to be successful.*

*All of the online courses used are ADA (Americans with Disabilities Act) compliant so screen readers and audio capabilities can be used to meet individual needs where hearing or vision may be concerns. The courses also meet SCORM compliance. SCORM Compliance refers to Shareable Content Object Reference Model. This is a new standard for developing, packaging, and delivering high-quality training materials for online courses. It assures that online course content is reusable, accessible, interoperable and durable.*

**g) What are the requirements for admission to the school?**

*Priority is given first to students seeking full-time enrollment, as described in 3b above. All out of district open enrollment applications are reviewed by the central office.*

*Approved applicants submit the Appleton eSchool Enrollment Form for full-time students. A credit review is done and a course selection plan is developed identifying course requirements and elective choices. This is typically done in a face-to-face meeting but in the future could be done using Elluminate, the virtual office tool.*

*All students are required to identify a mentor/coach. This is typically a parent but may be another adult that has regular contact and influence with them. Special education teachers, at risk teachers, adult siblings, grandparents and even military recruiters have been successful mentor/coaches. The mentor/coach is the liaison between the student and teacher in monitoring process and supporting student efforts. They are an essential part of the online learning environment.*

*All new students complete the Orientation mini-course and then with their parent participate in either a live First Day of Class session or a Welcome Call to get started in each of their content courses.*

*Note: Appleton Area School District students are strongly encouraged to complete one online course to determine if online learning is a good fit for them before applying for fulltime placement.*

**4) What are the educational goals of the charter school/program?**

*In the spring of 2003 the Governance Board created the following belief statements that have driven the development of Appleton eSchool since that time.*

**Based on our research and experiences during the past two years,  
the Appleton eSchool Governance Board believes:**

- Appleton eSchool should offer a wide variety of course options for high school credit as generated by student needs and interests.
  - Appleton Area School District students should be encouraged to complete at least one online course as preparation for an increasingly technological world.
  - In general it is not recommended that students take all of their high school courses through online learning.
  - The future success of Appleton eSchool is contingent upon exploring and engaging in partnerships that maximize resources to benefit students.
- a) **Describe the curriculum content and method of instruction that is used with students.**

*Online course content from about 70 vendors was initially previewed for alignment and mapping with national and state standards, for its ability to be modified and ability to be taught by local teachers. It was determined that course content from Florida Virtual School (FLVS) best met the criteria and it became the basis of our initial course offerings. One course, Creative Writing was developed locally.*

*It soon became clear that we could not be financially sustainable with this level of operating costs so FLVS was approached to explore ways to upfront costs while grant funds were available. FLVS developed a perpetual licensing model which accomplished those goals and laid the groundwork for what has now officially become the Wisconsin eSchool Network. This model provides for the sharing of course content resources and supports the efforts of other districts and organizations to offer high quality online teaching and learning opportunities. Core courses for graduation are now provided. We are able to provide these courses on a rolling enrollment basis which provides considerable flexibility.*

*Finding enough variety of elective options for students with different ability levels and interests was a concern. This challenge was resolved by becoming a partner with the Virtual High School in Massachusetts (VHS, Inc). As part of this agreement, an Appleton teacher, will now be providing 2 sections of Bioethics for students from all over the world. Appleton pays her salary and an annual fee and in exchange we have access to 50 course enrollments each semester in any of their 200+ offerings.*

*In most cases full-time students work on a home computer and provide their own Internet access. Internet access may be on a phone modem, DSL, cable or satellite connection. A limited number of used computers with Internet access have been made available on a loan basis for student use but have rarely been used. Part-time students may work on campus as well as at home. Students also have computer access at West High School on Tuesday and Thursday evenings, the Public Library and Harmony Café.*

*Note: A list of available courses is attached.*

## **b) What will a typical student day schedule look like?**

*Students can access their course(s) 24 hours a day, 7 days a week from anywhere there is Internet access.*

*The flexibility of online learning allows the student and their family the opportunity to determine their own schedule. Although the time and place where students work may be very different, their coursework and expectations have significant structure in terms of having due dates that are the benchmarks to that keep them on track to reach their completion goals.*

*Full-time students are expected to spend at least 25 hours each week on their coursework. Typically they are working on 3-4 courses at any given time with an overall pace set to complete at least 6 credits within a school year.*

*In most cases a part-time student would be taking one or two courses simultaneously. Part-time students are expected to spend 5-7 hours per week on each online course if their pace is set to complete the semester course within a traditional semester. Students seeking to complete a semester of work in 9 weeks (or a full-credit course in a semester) would need to spend 12-14 hours per week on each of their courses.*

*Online teachers respond to student emails in 24 hours or less and grade assignments within 48 hours on school days. Most of the teachers also work on weekends and vacations because their students are often working then.*

*Students communicate with their online teachers in several ways.*

- *Email (most frequently used)*
- *Instructor Comments on Assignments*
- *Discussion boards (asynchronous)*
- *Phone*
- *Chat Room (synchronous)*
- *Whiteboard (synchronous)*
- *Virtual Office (synchronous)*

*Teachers may post their office hours each week. They may then be available by phone, in the chat room or on the whiteboard or in their new virtual office. During this time they may do oral assessments, answer questions, tutor, or discuss upcoming course assignments.*

*Although students and parents have access to the student Gradebook 24/7, at least monthly a progress report is sent to the email contacts identified in the Virtual School Administrator system. Parents are strongly encouraged to set up a Guardian Account and so that they have their own access to student progress information.*

### **Minimum Attendance Requirements**

*Appleton eSchool maintains official attendance information. The minimum attendance is defined as “appropriately completing and successfully submitting at least one assignment every calendar week for each course in which they are enrolled”. Students who do not meet this expectation without having made advance arrangements with their online teacher maybe considered habitually truant. A habitual truancy process has been developed that parallels*

*that of the other high schools. It includes a Warning Letter, Conference(s) with parents, and potential referral for a municipal citation. For out of district students, these efforts must be coordinated with their resident district.*

### **Drop Window**

*Part-time students have 3 weeks from their First Day of Class or Welcome Call to drop the course without consequences. Students may be administratively dropped if they do not successfully submit their first assignment within 7 days of their First Day of Class or Welcome Call, are not making reasonable progress by the end of the second week or are not on pace by the end of the third week. Teachers and the eSchool staff work very closely with any students having difficulties as they begin their online course to work out any technology issues so that students get off to a good start. Students may forfeit their on-line opportunities if regular progress does not occur and they are not communicating any special needs to the teacher.*

*Note: Student Contract is attached.*

### **c) What assessment tools are used to evaluate student progress?**

*Student progress is evaluated in a variety of ways. A majority of the assignments are authentic assessments including any combination of the following: worksheets, essays, research projects, PowerPoint presentations, newsletters, brochures, audio and video files, scanned and digital pictures, oral assessments, auto graded quizzes and proctored final exams. (No more than 25% of course assessments are auto graded.) Students are required to pass the final exam in a proctored setting to demonstrate master of the course content and be awarded credit for the course. Out of district students arrange for an approved proctor typically at their local public library or technical college.*

*Appleton eSchool student course completion rates have consistently averaged 90%.*

*All 10<sup>th</sup> grade students are required to participate in the WKCE testing.*

*A portfolio for each student is maintained in the eSchool office. It includes documentation of course requests and completion data. It may also include pertinent communications, sample assignments, immunization records (for full-time students) and IEP information. It may also include results from district-developed end of course tests as applicable. Other individual testing and assessments may also be available.*

### **d) How is student progress communicated to parents/guardians?**

*All parents are provided full access information to their student's course which includes the Gradebook. In the First Day of Class sessions or Welcome Calls, parents are instructed on how to check the grade book and monitor the pace charts.*

*Student progress is communicated to parents on an informal basis via emails, and phone calls. On a monthly basis, progress is reported more formally via an electronic report that compares the students' status with the benchmarks that would indicate whether or not the pace was appropriate to meet the goals set in their individual Pace Chart.*

*Parents are encouraged to set up and use Guardian Accounts which provides them their own access to all progress records for their child.*

**e) Describe how discipline is dealt with at the school. What is the discipline plan?**

*Discipline issues and concerns in the online learning environment typically center on issues such as plagiarism, lack of progress, inappropriate use of computers, emails, chatrooms or discussions. These expectations are clearly outlined in the student contract and in the VSA system. Minor offenses may be dealt with just by the teacher. More serious issues are brought to the principal. Consequences may include: a warning, resubmission of work without credit, a formal conference, filing for truancy or even removal from a particular course depending on the seriousness of the offense.*

**5) What is the relationship with District goals?**

**a) In what manner and how often is a report on student progress in mandated State testing, as well as specific charter measurements, to be communicated to the Board of Education and the community?**

*Students will participate in all mandated testing. As required, test results for students in the Appleton eSchool will be reported as the charter school OR as part of the aggregate data for high schools and/or the district.*

**Budget**

**1) Describe the anticipated budget line items (not all categories may apply or there may be added categories) and if there is an anticipated need for District or private contract services.**

**a) Personnel**

**2006-07 Staff - 3.5 FTE's currently assigned as follows:**

*2 full-time positions*

*1.0 Program Leader (includes teaching online course)*

*1.0 Position includes: .4 Program Support Teacher (Manages all full-time enrollments, facilitates registrations and monitors progress for VHS enrollments), .2 VHS (teacher), .2 Health/Physical Education and .2 Science*

*8 Part-time teaching positions totaling the following:*

*.3 Communication Arts*

*.4 Social Studies*

*.3 Mathematics*

*.1 Art*

*.1 Computer Applications*

*.3 Personal Financial Management*

*.6 Secretary, registrar and attendance officer*

**b) Administration**

*The Program Leader handles daily coordination activities for Appleton eSchool with oversight by Principal Ben Vogel.*

- c) Curriculum – Current course offerings include, courses purchased through Florida Virtual School (FLVS), locally developed courses and enrollments through the Virtual High School in Massachusetts (VHS, Inc). (See the attached course lists.)**

**Wisconsin eSchool Network** – As of January 2007, the Wisconsin eSchool Network has become a reality. (See [www.wisconsineschool.net](http://www.wisconsineschool.net) for additional details.) A brochure is provided.

*The Mission of the Wisconsin eSchool Network is to share high quality online learning resources and best practices while maintaining maximum autonomy for schools and programs to best meet the needs of their local community.*

The Appleton and Kiel eSchools have been sharing resources (swapping seats) for the past 3 years. The network represents expanding these opportunities to other districts. By pooling resources and expanding current perpetual district licensing to statewide perpetual licensing, a highly sustainable model is created. This provides the opportunity to upfront costs and leverage purchasing power, making high quality content available to students in any of the participating schools while continuing to expand course options.

***FLVS perpetually licensed courses – provides primarily core curriculum courses***

Appleton eSchool grant funds totaling \$191,250 funded the purchase of 13 courses. Course upgrades and ongoing course maintenance are available for \$500 per year per course. These costs are now to be shared through the Network.

***VHS, Inc partnership – provides primarily elective course options***

During the 2006-07 school year, an annual fee of \$6,500 and a .2 position teacher were provided to VHS in exchange for 25 course enrollments each semester. For the 2007-08 school year an annual fee of \$11,000 and a .4 position teacher will be provided in exchange for 50 enrollments each semester.

***Locally developed courses –***

These courses helped fill the need for courses that were not available for purchase or available courses did not meet local needs. Creative Writing, Personal Financial Management, eLearning Computer Applications and a Civics course were developed in a format similar to the FLVS course offerings and are offered on the same course management system.

**d) Instructional Supplies and Equipment**

Software licensing and some textbooks will continue to be needed to supplement online course content. The cost for these would be covered through district curriculum budget allocations.

**e) Contract and Outsourced Services**

The **Ucompass Educator** course management system used to provide the tools and data collection for the online courses is outsourced to Ucompass Educator at a current cost of

about \$10,000 per year. This will now become a pro-rated cost shared by the Network.

The **Virtual School Administrator (VSA)** system now manages the course registrations, completions and data accessible to administration, parents and students.

**Illuminate**, a web conferencing tool was added in December providing real time support for students and parents particularly those outside of the district. It provides instructional and technology support. This resource is shared by Instructional Technology and Wisconsin Connections Academy.

**No expenses are anticipated in the following areas. These areas are covered within existing systems.**

- f) Facilities**
- g) Liability Insurance**
- h) Pupil Services**
- i) Testing and Assessment**

**j) Other**                \$1,000

*Miscellaneous expenses such as: office expenses: paper, toner, postage, printing, phone, supplies for meetings*

**2) Describe the anticipated financial support from District and outside sources.**

*A total of \$700,000 in charter school grants have been awarded to date. The current dissemination grant runs through the end of 2007.*

*Ongoing operating expenses are to be covered in pro-rated state aid funds based on enrollment and contracted services from outside districts. \$40,840 was received during the 2006-07 school year.*

*Some additional state aid becomes available as private school resident students and home school students exercise their rights to access public school courses online.*

*Both full-time and part-time open enrolled students also bring additional state aid revenue into the district.*

**3) In what manner is the financial operations audited and communicated to the Board of Education?**

*Appleton eSchool will be subject to the same audit processes and reporting procedures currently in place in the Appleton Area School District.*

*As fiscal agent for the Wisconsin eSchool Network, separate accounts have been set up to handle revenues and disbursements on behalf of the network.*

**Personnel**

**1) How will personnel for the charter be recruited and selected?**

*Any new positions created are posted to all AEA members.*

*Arena staffing procedures are followed. Prior to arena staffing, information is provided to prospective staff via email. Inquiries and questions are answered via phone and/or informal meetings.*

*Staff development opportunities are provided on an ongoing basis for teachers to learn more about online learning, particularly as new cutting edge tools are incorporated into the courses and as supporting resources.*

*Through the end of 2007, the Management of Online Learning (MOL) and the Online Teacher Facilitation Course (OTFC) are being offered to any interested staff in the district at very nominal cost.*

**a) What qualifications are required of the individuals employed at the school?**

*Only qualified and certified staff is employed. Due to the need to evaluate, modify and develop coursework, as well as performing various online teaching tasks, staff are sought with 5 or more years of experience in the content area of certification.*

**b) What is the relationship with the Appleton Education Association?**

*Appleton eSchool staff as employed teaching staff of the Appleton Area School District and are members of the Appleton Education Association.*

**c) How are salary and benefits structured?**

*As members of the Appleton Education Association, the terms established by the collective bargaining unit apply to all staff.*

**d) How are parents and staff involved in the recruitment of staff?**

*If positions remain available after the arena process, a team that would include Appleton eSchool staff, and whenever possible parents, would interview certified teachers. The team's recommendations would be sent to principal who would forward those to the Board of Education for approval.*

**e) What policies and procedures govern charter school personnel?**

*All district policies and procedures will be followed to the greatest extent possible. Whenever there is a need to define district policy as it applies in the online learning environment recommendations are made to the Board of Education by the Governance Board for consideration for adoption within official district policies.*

*The Appleton eSchool Governance Board is responsible for ongoing program development and policymaking. A copy of the current policies and procedures is posted on the Appleton eSchool website.*

*The Governance Board includes an assistant superintendent, principal, associate principal of curriculum, Board of Education member; content Program Leader, guidance counselor, representative from another charter school, parent, post secondary representative and the Program Leader for Appleton eSchool. This group provides representation from East, West and North high schools.*

*When the unique nature of an online high school brings forth situations that do not fit existing protocols, the Appleton eSchool personnel continues to work through the issues in good faith with the district and AEA utilizing such existing processes as the Issues Resolution Council, until appropriate contractual language can be developed if needed.*

## **Operations**

### **1) What facility is used for the school?**

*An office for Appleton eSchool is located at East High School. Students primarily work from their home. Some of the students may also work in areas of district buildings that are available and supervised. This may include scheduled open evening hours in any of the high school media centers, a study hall or other open computer lab areas.*

#### **a) What lease or purchase arrangements are made or expected?**

*No lease or purchase arrangements have been made or are expected.*

#### **b) What ADA assurances will be made?**

*All ADA (Americans with Disabilities Act) and SCORM (Shareable Content Object Reference Model) requirements are to be met in current and future course. (See page 5)*

#### **c) What insurance and liability plans are made?**

*When students, staff and parents are using district facilities, they are covered by AASD policies. When working from their home, their personal insurance and liability would apply.*

#### **d) What procedures are used to ensure the health and safety of students and staff? (i.e., nursing procedures, illness, medications)**

*An AASD school nurse reviews all immunization records for full-time students to ensure their compliance and works with the eSchool staff to obtain any missing information. The school nurse also acts as the liaison in any situations when medical information needs to be substantiated or defined.*

*When students are using district facilities or district equipment such as a computer, the appropriate staff at that facility or the district IT staff provide technology support services. When working at home, the family is responsible for technology safety issues.*

*As mandated, Appleton eSchool teachers are legally bound to report suspected abuse or neglect for any students.*

**2) How is the program administered and what structure will be used to deal with operational issues?**

**a) How are issues and concerns involving students, parent/guardians and staff be resolved?**

*Issues and concerns involving students, parent/guardians and staff are resolved following the same basic procedures as with other staff in the district. The parties involved would first seek to resolve the issues amongst themselves. If this does not resolve the issue/concern, it is taken to the administrator of record and/or the Governance Board. If resolution is still not found, it can be referred to the AASD administration and/or Board of Education.*

**b) What is the expected governance structure of the school?**

*The program leader is responsible to coordinate the day-to-day operations of Appleton eSchool. An administrator and an assistant superintendent have been assigned to oversee these functions and act as liaison between the school and the district central administration and Board of Education. The Governance Board is responsible for developing and implementing the ongoing goals and future vision of the school as well as the policies and procedures that guide its ongoing growth and development.*

**c) How are parents/guardians involved in the school?**

**There is a parent position on the Governance Board.**

**End of Course Surveys**

*Parent feedback is gathered in End of Course online surveys to determine their satisfaction as well as gain input and recommendations for future growth and development.*

**Orientation mini-course**

*When a student requests enrollment in Appleton eSchool on either a full-time or part-time basis, they are enrolled in an Orientation mini-course which provides an overview of the school, explains the characteristics and skills needed to be successful in this learning environment and teaches how to use the various tools in the online learning environment. Portions of the mini-course require the involvement of the parent/mentor/coach.*

**First Day of Class sessions and Welcome Calls**

*Full-time students and their parents communicate with the eSchool staff via phone, email and in person to determine course selections appropriate to meeting the AASD graduation requirements. Typically they come in for a small group session to get started in their initial courses. The tools of the online learning environment are then reviewed. Every effort is made to ensure that the student understands the learning environment and that the parent knows how to access the Virtual School Administrator system, the student grade book and their individual pace chart so that they can effectively monitor and support the student's efforts. As they begin subsequent courses, their new teachers make a Welcome Call to assist them in creating pace charts for that course and explain any unique features of the new course. (With the addition of Eluminate these sessions may also be held using this web conferencing tool.)*

*Part-time students and their parents also participate in a First Day of Class session in which they meet the teacher, set up their VSA Guardian Account to access progress records, develop a pace chart based on the student's course completion goals and complete the first few lessons. These sessions are typically held once per month for each content area September through February. If the student and parent are not able to physically come in (such as with a non-resident student) a Welcome Call may replace the First Day of Class session but the activities and goals of the session would be similar.*

*As an online school email is the primary source of communication with parents and students. Students have embedded email accounts within their course to readily communicate with their online teachers. Progress information is always available to parents at the email addresses they provide in their VSA Guardian Accounts, set up at the First Day of Class sessions. Most course assignments are authentic assessments requiring grading and feedback from the online teachers. Everything submitted by the student is maintained within their course Gradebook including all teacher feedback. It is therefore accessible to the parent as well 24 hours a day, 7 days per week.*

*Additional information about upcoming course opportunities is provided via the Appleton eSchool website.*

**3) Describe how public school status is maintained regarding:**

**a) Non-discrimination**

*All non-discrimination policies are enforced.*

**b) Due Process**

*Appleton eSchool follows all AASD due process procedures.*

*\*\*Please see the attachment with the AASD Complaint Procedure as it applies to Appleton eSchool.*

**4) Partnerships – relationships**

**a) What private sector participation is expected?**

*Appleton eSchool hopes to identify one or more community organizations and/or businesses that would be interested in providing an on-going relationship with the Appleton eSchool, particularly now that chart grant funds have been exhausted. A sponsor may be sought to cover the costs of returning dropouts who are within 6 credits of their diploma. Each year several students with these needs have been enrolled. This opportunity is provided as a community service but because of age these students typically do not qualify for state aid which would help to cover the cost of their online learning opportunities.*

**b) What relationships does the Charter Board have with the District Board of Education?**

*Appleton eSchool is accountable to the District Board of Education in all aspects and*

*provides information as requested as well as an annual enrollment report.*

**c) How are parent/community relationships developed to benefit the school and students?**

*Information regarding Appleton eSchool is provided on a link from the district website. This site is updated on a regular basis. Articles are provided to the newsletters at each of the high schools and in other appropriate district-wide publications. Appleton eSchool brochures are made available in the guidance offices of each of the high schools and in the district office.*

*Communications with various groups such as the Fox Valley Home School Association, Fox Valley Lutheran and Xavier High School are outreach attempts that have brought online opportunities to these resident families.*

**Term and Termination of this Contract**

*The term of this renewal contract will be for a period of five (5) years commencing on the 1<sup>st</sup> day of July 2007. Changes or modifications can only be made by mutual agreement of both parties. The contract can be terminated within this five (5) year period if one of the following circumstances occurs:*

**1) Mutual Agreement.**

*Both parties agree in writing to the termination.*

**2) Contract Violation**

*Appleton eSchool has materially breached this contract, and has failed to cure such breach within thirty (30) days following written notification of such breach from the AASD.*

**3) Educational Goals**

*Students enrolled in Appleton eSchool have failed to make sufficient progress toward attaining the educational goals of their curriculum. If an extension of time to attain such goals is requested by the Governance Board and/or Administration in writing, such request shall include a written plan, acceptable to the District. This plan will set out the additional steps Appleton eSchool will take to attain such educational goals within a reasonable time- frame. If the Board accepts the written plan, or a modified plan, Appleton eSchool shall be allowed a reasonable time in which to correct the progress deficiencies.*

**NOTE:** *Appleton eSchool has consistently maintained an average of 90% successful course completion rate over the past 5 years.*

**4) Fiscal Management**

*Appleton eSchool materially fails to comply with generally accepted accounting standards of fiscal management.*

## **5) Violation of Wisconsin Statute 118.40**

*Appleton eSchool otherwise violates Wisconsin Statute 118.40 (the Wisconsin Statute authoring and governing charter schools).*

## **6) Insolvency**

*Appleton eSchool's revenues are insufficient to pay its expenses as they come due.*

## **7) Sponsors**

*The Governance Board for the Appleton eSchool notifies the Board that they desire to terminate this contract at the end of any school year. In the event of termination of this contract, written notice by certified or registered mail, return receipt requested, shall be provided and shall list the reason(s) for termination and the effective date of the termination. In the event of termination of this contract, the AASD Board shall recover all funds advanced to Appleton eSchool under this contract to which Appleton eSchool is not entitled. Materials and equipment purchased with Charter School Funds will remain the property of the Appleton Area School District in accordance with State Statute.*

## **Notices**

Whenever under this contract notice must or may be given to the other party, or whenever information must or may be provided to the other party, the party who must or may give notice or provide information shall fulfill any such responsibility under this contract if notice is given or information is provided:

**Board of Education:**

Sharon Fenlon  
President, Appleton Area School District  
122 East College Avenue Suite 1A  
Appleton, WI 54911  
Phone: 920.734.0864

**Appleton eSchool Governance Board**

Ben Vogel, Chair  
East High School  
2121 Emmers Drive  
Appleton, WI 54911  
Phone: 920.832.6212

In witness whereof, the parties have caused this contract to be executed by their duly authorized representatives as of the date first above written.

**For the Appleton Area School District**

**For Appleton eSchool**

\_\_\_\_\_  
Sharon Fenlon  
Board of Education President

\_\_\_\_\_  
Ben Vogel  
Appleton eSchool Advisory Committee Chair

\_\_\_\_\_  
Thomas Scullen  
Superintendent

\_\_\_\_\_  
Connie Radtke  
Program Leader for Online Learning

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## **Appleton eSchool Enrollment and Lottery Plan**

*Appleton eSchool is committed to offer a broad spectrum of online courses in order to provide viable opportunities to any/all interested high school students that seek to enroll.*

### **Appleton Area School District Residents**

Requests for full-time placement in Appleton eSchool for Appleton Area School District residents must be made in January during the Intra-district Open Enrollment window for the following school year. Students must demonstrate successful completion of at least one semester of an Appleton eSchool approved online course before the beginning of the requested school year to be eligible for full-time placement.

### **Out of District Residents**

Requests for full-time placement in Appleton eSchool for out of district students includes submission of the Wisconsin Department of Public Instruction "Full-time Public School Open Enrollment Application Form (PI9410) to the Appleton Area School District Attendance and Open Enrollment Office located at 531 N Morrison Street, P. O. Box 2019 Appleton, WI 54911. (Phone 920-832-6116). Applications are only valid during the three weeks in February that the Department of Public Instruction designates for this process under the School Choice Law. Special education students who apply by the deadline and who have been approved by Appleton Area School District Student Services Office will be admitted.

### **Full-time Enrollment Priorities and Lottery Plan**

At any step in the following list of priorities, in which the requests exceed the capacity a lottery would be held for those within that category. The lottery would be held with both an Appleton eSchool Governance Board member and an AASD representative present.

- 1) Requests from continuing or returning students received by January 1<sup>st</sup> for the following school year
- 2) Requests for new full-time enrollments from Appleton Area School District residents received during the January Intra-district Open Enrollment window
- 3) Requests for full-time enrollments received during the February Open Enrollment window
  - a. That have previously successfully completed an online course through an AASD recognized organization
  - b. Other accepted requests

### **Part-time Enrollment Priorities**

Part-time enrollment requests for all students are available on a first come, first served basis, subject to availability within the particular course(s) requested.

### **Note**

Appleton eSchool shall not discriminate in admissions; deny participation in any program or activity on the basis of a student's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability.

## AASD Complaint Procedure

The Appleton Area School District and the Appleton eSchool are committed to working closely with students, parents and guardians to resolve issues and concerns in a way that is mutually agreeable. **These are the steps to follow if there is a concern, question, or problem that needs attention.**

### Step One

Contact the teacher. If it is a serious issue, you may wish to schedule a meeting, rather than discuss it on the phone.

### Step Two

If no resolution has been reached, or if your concern is broader than a single course issue contact Ben Vogel the Administrator of Record for Appleton eSchool at 832-6212

### Step Three

If resolution is still not reached, please contact Mark Huenink, the Assistant Superintendent assigned to Appleton eSchool.

### Step Four

Unresolved issues may be appealed to Dr. Scullen, the Superintendent of Schools, at 832-6126.

### Step Five

The final step in the district appeal process is the Board of Education. Appeal requests should be submitted in writing to Sharon Fenlon, President of the Board of Education, AASD Administrative Center, P.O. Box 2019, Appleton, Wisconsin 54912-2019