Monday, April 22, 2024
Board of Education Meeting

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

The Board of Education will be meeting in the Scullen Leadership Center, 131 E. Washington Street, Suite 1A. Some individuals may be joining via remote technology and the meeting will be livestreamed on YouTube. Members of the media or general public may continue to access meetings in person or via a live stream broadcast on the Appleton Area School District YouTube Channel: https://www.youtube.com/channel/UCHo-l09YGgt4uKnCWYvt8Pw

This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. There is a time for public participation during the meeting as indicated in the agenda. Members of the public wishing to address the Board may speak during public input in accordance with the procedures posted on the District's website (http://www.aasd.k12.wi.us/district/board_of_education/public_input) and state law. The Wisconsin Open Meetings Law allows only brief discussion of topics that are not listed on the agenda. Therefore, the Board may not be able to fully address comments made during public input. When appropriate the Board may request the administration to reach out to a citizen regarding a concern they may have.

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

1. Meeting Opening

Subject	**A. Roll Call**
Meeting	Apr 22, 2024 - Board of Education Meeting
Category	1. Meeting Opening
Type	Procedural

Subject	**B. Pledge of Allegiance**
Meeting	Apr 22, 2024 - Board of Education Meeting
Category	1. Meeting Opening

Type	Procedural

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

Subject	**A. Board Member Request to Remove Consent Agenda Item(s) for Separate Consideration**
Meeting	Apr 22, 2024 - Board of Education Meeting
Category	2. Approval of Agenda (GC-2: Governing Commitments)
Type	Procedural

Subject	**B. Approval of Agenda**
Meeting	Apr 22, 2024 - Board of Education Meeting
Category	2. Approval of Agenda (GC-2: Governing Commitments)
Type	Action, Procedural
Recommended Action	Motion to approve the Board Agenda as presented.

Motion & Voting

Motion to approve the Board Agenda as presented.

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

3. Board Organizational

Subject	**A. Board of Education Member Commitment**
Meeting	Apr 22, 2024 - Board of Education Meeting
Category	3. Board Organizational
Type	

All Board members will recite the Board of Education Member Commitment.

Subject	**B. Election of Officers of the Board**
Meeting	Apr 22, 2024 - Board of Education Meeting
Category	3. Board Organizational
Type	

The Board of Education will elect, from among its members, the following Officers of the Board:

-President

-Vice President

-Treasurer

-Clerk

File Attachments
Board Policy-Board Officers 141 and 141-Rule (1).pdf (203 KB)

Subject	**C. Appoint CESA 6 Representative**
Meeting	Apr 22, 2024 - Board of Education Meeting
Category	3. Board Organizational
Type	

The Board of Education will appoint a member to serve as the representative for CESA 6.

Subject	**D. Appoint WASB Delegate**
Meeting	Apr 22, 2024 - Board of Education Meeting
Category	3. Board Organizational
Type	

The Board of Education will appoint a member to serve as the delegate to the WASB Delegate Assembly, and another to serve as the alternate delegate.

Subject	**E. Reauthorization of the Board Ad Hoc Committee for Community Linkages**
Meeting	Apr 22, 2024 - Board of Education Meeting
Category	3. Board Organizational
Type	Action, Discussion, Information

The Board of Education will consider whether they wish to reauthorize the Board Ad Hoc Committee for Community Linkages, for a period beginning Monday, April 22, 2024, and expiring on Sunday, April 27, 2025.

Motion & Voting

(not specified)

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

Subject	**F. Authorize a Board Ad Hoc Committee for Policy Review**

Meeting	Apr 22, 2024 - Board of Education Meeting
Category	3. Board Organizational
Type	Action, Discussion, Information

The Board of Education will consider whether they wish to authorize a Board Ad Hoc Committee for Policy Review, for a period beginning Monday, April 22, 2024, and expiring on Sunday, April 27, 2025.

Motion & Voting

(not specified)

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

4. Special Presentation

Subject	**A. Student School Board Representative Report**
Meeting	Apr 22, 2024 - Board of Education Meeting
Category	4. Special Presentation
Type	Information, Recognition, Report

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

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

Subject	**A. Public Input**
Meeting	Apr 22, 2024 - Board of Education Meeting
Category	5. Public Input (GC-3.3: Initiate and maintain effective communication with the citizens.)
Type	Procedural

Public Input:
Members of the public wishing to address the Board may speak during public input in accordance with the procedures posted on the District's website and state law. The Wisconsin Open Meetings Law requires that Board of Education members do not discuss topics or respond to questions that are not listed on the agenda. The practice of the Board is to not respond to public comments during the meeting; however, when appropriate the Board may request the administration to reach out to a citizen regarding a concern they may have. Speakers will be bound by the guidelines and responsibilities outlined on the District's website and established in policy. The Board reserves the

right to terminate remarks of any individual who does not adhere to established rules, whose comments are unduly repetitive of previous comments, who makes comments that are obscene, threatening, harassing, or defamatory, or whose conduct is otherwise disorderly. Comments that introduce complaints or concerns that are directed toward and that identify individual staff members or individual students are not permissible.

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

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

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

Subject	**A. None**
Meeting	Apr 22, 2024 - Board of Education Meeting
Category	6. Board Development (GC-2.2: The Board will assure that its members are provided with training and professional support necessary to govern effectively.)
Type	Discussion, Information, Presentation

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

Subject	**A. Business Services Update(s): None**
Meeting	Apr 22, 2024 - Board of Education Meeting
Category	7. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)
Type	Discussion, Information, Report

Subject	**B. School/Student Services Update(s): Start College Now/Early College Credit (SCN/ECCP)**
Meeting	Apr 22, 2024 - Board of Education Meeting
Category	7. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)

Type	Discussion, Information, Report

Assistant Superintendent Steve Harrison will report on the Start College Now/Early College Credit (SCN/ECCP) item for consideration.

File Attachments
IFC- SCN_ECCP.pdf (39 KB)
SCN_ECCP Course Requests for BOE - Sheet1.pdf (98 KB)

Subject	**C. Personnel Services Update(s): Professional Educator New Hire(s) and Resignation(s); Administrative Resignation(s)**
Meeting	Apr 22, 2024 - Board of Education Meeting
Category	7. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)
Type	Discussion, Information, Report

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

File Attachments
IFC Professional Educator New Hires 4-22-24.pdf (161 KB)
IFC Professional Educator New Hires 4-22-24 REVISED.pdf (161 KB)
IFC Professional Educator Resignations 4-22-24.pdf (113 KB)
IFC-Administrative Resignation(s) (4).pdf (102 KB)

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

Subject	**A. Board Meeting Minutes from April 8, 2024**
Meeting	Apr 22, 2024 - Board of Education Meeting
Category	8. Board's Consent Agenda (GC-2.4: The Board will use a consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss.)
Type	Action, Minutes

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

Subject	**B. Expulsion Meeting Minutes from April 10, 2024**
Meeting	Apr 22, 2024 - Board of Education Meeting
Category	8. Board's Consent Agenda (GC-2.4: The Board will use a consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss.)

Type	Action

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

Subject	**C. Expulsion Meeting Minutes from April 11, 2024**
Meeting	Apr 22, 2024 - Board of Education Meeting
Category	8. Board's Consent Agenda (GC-2.4: The Board will use a consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss.)
Type	Action
Recommended Action	Motion to approve the Expulsion Meeting Minutes of April 11, 2024.

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

Motion & Voting

Motion to approve the Expulsion Meeting Minutes of April 11, 2024.

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

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

Subject	**A. Start College Now/Early College Credit (SCN/ECCP)**
Meeting	Apr 22, 2024 - Board of Education Meeting
Category	9. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action

File Attachments
IFC- SCN_ECCP.pdf (39 KB)
SCN_ECCP Course Requests for BOE - Sheet1.pdf (98 KB)

Subject	**B. Professional Educator New Hire(s)**
Meeting	Apr 22, 2024 - Board of Education Meeting
Category	9. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action

File Attachments

IFC Professional Educator New Hires 4-22-24.pdf (161 KB)
IFC Professional Educator New Hires 4-22-24 REVISED.pdf (161 KB)

Subject	**C. Professional Educator Resignation(s)**
Meeting	Apr 22, 2024 - Board of Education Meeting
Category	9. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action

File Attachments
IFC Professional Educator Resignations 4-22-24.pdf (113 KB)

Subject	**D. Administrative Resignation(s)**
Meeting	Apr 22, 2024 - Board of Education Meeting
Category	9. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action
Recommended Action	Motion to approve the Administrative Resignations(s) as presented.

File Attachments
IFC-Administrative Resignation(s).pdf (102 KB)

Motion & Voting

Motion to approve the Administrative Resignations(s) as presented.

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

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

Subject	**A. Business Services Report: Second Debt Issue for the November 2022 Referendum**
Meeting	Apr 22, 2024 - Board of Education Meeting
Category	10. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)
Type	Discussion, Information, Presentation, Report

Executive Director of Finance Holly Burr and Erik Kass, a representative from PMA Securities will report on the Second Debt Issue for the November 2022 Referendum item of information.

File Attachments
IOI- Second Debt Issue.pdf (35 KB)
Debt Issuance Discusstion - Appleton ASD Draft 4.22.24.pdf (1,015 KB)

Subject	**B. School/Student Services Report: Report on Graduation Rates; 5K-5 ELA Curriculum and Materials Update**
Meeting	Apr 22, 2024 - Board of Education Meeting
Category	10. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)
Type	Discussion, Information, Presentation, Report

Superintendent Greg Hartjes and Assistant Superintendent Mike Hernandez will present the Report on Graduation Rates.
Assistant Superintendent Steve Harrison and Director of Elementary Ed Carrie Willer will present the 5K-5 ELA Curriculum and Materials Update item of information.

File Attachments
Graduation presentation for Apr 22 BOE meeting.pdf (488 KB)
IOI-5K-5 ELA Curriculum and Materials Update.pdf (51 KB)
KWKT Gr 3_ ELA Handwriting Without Tears 2025 Cursive Edition (4_22_24).pdf (384 KB)
KWKT_ ELA Kindergarten Heggerty Phonemic and Phonological Awareness (4_22_24).pdf (247 KB)
KWKT ELA Heggerty Primary Extension for 12 weeks of Phonemic Awareness (4_22_24).pdf (121 KB)
KWKT_ UFLI Foundations (4_22_24).pdf (199 KB)
KWKT_ 5K-5 Wit & Wisdom, Geodes Readable Texts, and Really Great Reading's HD Word Study(4_22_24).pdf (180 KB)
Public Input Received - ELA Materials - 4.22.24 BOE.pdf (71 KB)
Grade K AASD Board Template Curriculum Document.pdf (82 KB)
Grade 1 AASD Board Document.pdf (94 KB)
Grade 2 AASD Board Document.pdf (103 KB)
Grade 3 AASD Board Document.pdf (96 KB)
Grade 4 AASD Board Document.pdf (98 KB)
Grade 5 AASD Board Document.pdf (101 KB)

Subject	**C. Personnel Services Report: None**
Meeting	Apr 22, 2024 - Board of Education Meeting
Category	10. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)
Type	Discussion, Information, Presentation, Report

11. Board Business

Subject	**A. Consent Agenda Item(s) Removed for Separate Consideration**
Meeting	Apr 22, 2024 - Board of Education Meeting

Category	11. Board Business
Type	Action, Discussion

12. Items of Information

Subject	**A. None**
Meeting	Apr 22, 2024 - Board of Education Meeting
Category	12. Items of Information
Type	Information

13. Future Meetings

Subject	**A. Board Work Session: Monday, May 6, 2024, 4:00PM**
Meeting	Apr 22, 2024 - Board of Education Meeting
Category	13. Future Meetings
Type	Information

Subject	**B. Board Meeting: Monday, May 6, 2024, 6:00PM**
Meeting	Apr 22, 2024 - Board of Education Meeting
Category	13. Future Meetings
Type	Information

Subject	**C. Board Meeting: Monday, May 20, 2024, 6:00 PM**
Meeting	Apr 22, 2024 - Board of Education Meeting
Category	13. Future Meetings
Type	Information

14. Closed Session

Subject	**A. Motion to go into Closed Session**
Meeting	Apr 22, 2024 - Board of Education Meeting
Category	14. Closed Session
Type	Action
Recommended Action	Motion to go into Closed Session.

Motion & Voting

Motion to go into Closed Session.

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

Abstain: Nick Ross

Subject	**B. Wisconsin State Statute 19.85 (1)(c)- Considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility, for the purpose of discussing compesnation for the following groups/individuals within said groups: Professional Educators, Administrators, Administrative Support, Maintenance, Secretaries and Paraprofessionals.**
Meeting	Apr 22, 2024 - Board of Education Meeting
Category	14. Closed Session
Type	Discussion, Information

Subject	**C. Motion to Adjourn the Meeting**
Meeting	Apr 22, 2024 - Board of Education Meeting
Category	14. Closed Session
Type	Action
Recommended Action	Motion to Adjourn the Meeting.

Motion & Voting

Motion to Adjourn the Meeting.

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

BOARD OFFICERS

The Board of Education shall annually elect the following Board officers from among its members at the organizational meeting of the Board, which is to be held on or within 30 days after the fourth Monday in April. Board officers shall consist of a President, Vice President, Clerk and Treasurer. If there is only one nominee for an officer position, voting shall be done by voice vote. If there is more than one nominee for an officer position, voting shall be done by secret ballot. The officers shall be elected in the following order: President, Vice-President, Treasurer and Clerk. Voting for any of the officers shall continue until a majority vote is received.

Board officers shall serve for one-year terms, from one organizational meeting until the next provided that the officer remains a member of the Board. In the event of an officer's absence or inability to act, or a Board officer vacancy, the Board shall appoint another Board member to discharge the officer's duties using the same voting method as outlined above. When an officer is elected to fill a vacancy, the person elected to fill the vacancy shall serve until the next organizational meeting. As noted below, the Vice President shall automatically carry out the duties and responsibilities of the President in his/her temporary absence or inability to act.

Removal of any Board officer from his/her position as an officer prior to the expiration of his/her term as an officer shall be handled in accordance with the requirements of state law and upon advice of legal counsel regarding the appropriate procedures.

DUTIES OF THE OFFICERS:

The President shall:

1. Serve as chairperson of all Board meetings and be responsible for seeing that minutes are properly recorded, approved, and signed.
2. Countersign all checks and other orders for the disbursement of District funds.
3. Defend the District from actions brought against it and prosecute actions brought by the District.
4. Prepare the agenda for all regular and special Board meetings, in consultation with the Superintendent.
5. Ensure that public notice is given for all meetings of the Board.
6. Serve as spokesperson for the Board.
7. Appoint standing Board committees and any other committees as determined necessary by the Board.
8. Vote on matters before the Board just as any other Board member.
9. Perform other duties as required by law or assigned by the Board.

The Vice President shall:

1. In the absence of the President, discharge the duties and responsibilities of the President.
2. Perform other duties as required by law or assigned by the Board.

The Clerk shall:

1. Be responsible for recording of all proceedings of all Board meetings and entering

them, together with copies of all reports to municipal clerks in the District's official records.
2. Carry out school board election duties as required by law.
3. Administer the oath of office to newly elected and appointed School Board members.
4. Report the name and address of all board members to the Clerk and Treasurer of each municipality having territory within the School District within 10 days of their election or appointment.
5. Draw orders upon the Treasurer and see that they are properly recorded.
6. Sign checks in payment of lawfully incurred and properly approved expenditures as required by law.
7. Furnish each teacher with a copy of the contract between him/her and the School Board.
8. Deliver annually on or before November 10 to the Clerk of each municipality having territory within the School District, a certified statement showing that proportion of the amount of taxes levied.
9. Notify the proper postmaster of the name and location of any new school(s) and the proper disposition of mail addressed to it.
10. File a timely and verified annual school district report with the Department of Public Instruction.
11. Perform other duties as required by law or assigned by the Board.

The Treasurer shall:

1. Receive and deposit promptly in the officially designated District depository(ies) all monies paid to the District, and keep a record of the receipt of such monies.
2. Provide for the disbursement of District funds in accordance with State law.
3. See that a monthly report is submitted to the Board reflecting the current balance in District funds and receipts for the preceding month.
4. Present to the annual meeting a written statement of all money received and disbursed by the treasurer during the preceding year.
5. Sign checks in payment of lawfully incurred and properly approved expenditures as required by law.
6. Make arrangements to apply for, receive and sue for all money appropriated to or collected for the school district and disburse the same in accordance with State statute.
7. Perform such other duties as required by law or assigned by the Board.

DELEGATION OF BOARD OFFICER DUTIES

Although board officers may delegate certain ministerial or administrative tasks associated with the performance of their duties to another board member or a school district employee, they cannot delegate power and authority. Regardless of the decision to delegate any ministerial or administrative tasks, the board officer is ultimately responsible for any duty or obligation assigned to him/her.

Legal References: Wisconsin State Statutes 17.13, 19.88(2), 120.05, 120.06, 120.11(2), 120.15, 120.16, and 120.17

Adoption Date: November 27, 1989

Amended Date: March 9, 2020

BOARD OFFICER ELECTION PROCEDURES

If there is only one nominee for an officer position, voting shall be done by voice vote. If there is more than one nominee for an officer position, voting shall be done by secret ballot. The officers shall be elected in the following order: President, Vice-President, Treasurer and Clerk.

The current Board President shall have the duty of presiding over the election of officers, unless he/she is no longer on the Board, in which case the current ranking officer shall preside over the election of officers. The Board President or other presiding officer shall appoint a member of the District staff to count any paper ballots used in connection with the election process and shall then confirm with the School Board the method of voting that will be used to elect officers. The election process, to be repeated as many times for each office as is necessary to elect the officer, shall be as follows:

1. The current Board President or other presiding officer shall make a call for nominations for the officer position to be elected. Any Board member may nominate any eligible person for the office, including him/herself. Nominations need not be seconded. The nominees shall be asked to accept or decline the nomination. Once the nominees for the particular round of voting are clearly established, a vote shall be taken by the method specified above. All Board members who are participating in the meeting, including all nominees for the officer position in question, shall cast a vote.

2. If a nominee earns a majority of the votes cast for the officer position in question, the position is filled and the process begins anew for the next officer position until all officer positions are filled. If no nominee earns a majority of the votes cast, the voting process repeats for that position. Additional nominees (including nominees who previously declined nomination or who withdrew from consideration during a prior round of voting) may be added prior to each new round of voting for the office, if such additional rounds of voting are needed.

Adoption Date: March 9, 2020

PUBLIC INPUT AT SCHOOL BOARD AND BOARD SUBCOMMITTEE MEETINGS

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

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

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

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

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

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

Adoption Date: September 14, 1987

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

PUBLIC INPUT AT SCHOOL BOARD AND BOARD SUBCOMMITTEE MEETINGS

Procedures

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

Please note the following in the Procedures below:

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

I. School Board Meetings

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

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

II. Board Subcommittee Meetings

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

III. Public Hearings

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

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

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

Guidelines for Speaking at School Board and Board Subcommittee Meetings

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

Speaker Responsibilities at School Board and Board Subcommittee Meetings

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

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

Authority and Responsibility of the Board President or Chair

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

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

School Board Meetings

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

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

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

Adoption Date: September 14, 1987

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

Appendix 1

Public Input Disclaimer

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

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

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

ITEM FOR CONSIDERATION

Topic: Start College Now/Early College Credit Program – 1st Semester/Lawrence Term 1/ 2024-25 Classes

Background Information: The Start College Now/Early College Credit Program (SCN/ECCP) allows students in grades 11 and 12 to take courses at institutions of higher learning at district expense to a maximum of 18 post-secondary credits. SCN/ECCP students typically apply for access to multiple courses (and multiple institutions) to improve chances of a successful class match. Student options are limited based on postsecondary criteria (e.g. space in class, pre-testing qualification, schedule). While students may apply to multiple institutions, they may, by statute, attend only one institution per term. Students approved for courses at district expense must be accepted and registered at the institution of higher education. Grades earned will become part of the high school transcript but will not be applied towards grade point average or class rank.

Curriculum administrators have reviewed and either approved or denied the requested courses as eligible for enrollment under the revised Youth Options program; input was solicited from staff.

Fiscal Note: As determined by Wis. Stat. § 118.55(5), the funding for successfully completed Early College Credit courses consists of the District ultimately paying 75% of the course tuition, fees, and course materials after a 25% tuition reimbursement coming from the Department of Workforce.

As determined by Wis. Stat. § 38.12(14), the district shall pay only such tuition, fees, and course materials costs as required by law for Start College Now.

Administrative Recommendation: Approve payment for student requests for post-secondary courses. This approval is for the 1st semester/term 1 of 2024-25.

Instruct the Assistant Superintendent of ACI to notify involved parents and students of this action by May 15, 2024 as per state statute.

Instructional Impact: The district will be in compliance with Wisconsin Act 39.
Students will be able to expand their postsecondary program options while still in high school.

Contact Person: Steve Harrison, Ph.D., Assistant Superintendent for ACI
harrisonstepha@aasd.k12.wi.us; 852-5300 ex 60121

BOE: 4/22/2024

SCN / ECCP Course Requests for Semster 1 / Term 1 Fall 2024

SCHOOL	COURSE	COLLEGE / UNIVERSITY	CREDIT	APPROVED	DENIED	COMPARABLE COURSE
ATech	**FCAW (Flux-Cored Arc Welding) Techniques**	FVTC	2	x		
	GMAW (Gas Metal Arc Welding) Techniques 2		2	x		
	Gears and Cams		1	x		
	Introduction to Solid Works		2	x		
	Structural and Piping Drawing		1	x		
	Threads and Fasteners		1	x		
	Working Drawings		1	x		
EHS	**Calculus III**	UW Oshkosh - Fox Cities	4	x		
	Differential Equations		3	x		
	Linear Algebra		3	x		
	Multivariable Calculus	Lawrence University	6	x		
	Intro to Food Production	FVTC	3		x	
	Baking Essentials		2	x		
	Culinary Fundamentals		3		x	
	Fire Fighting Principles		4	x		
	Hazardous Materials Technician		3	x		
	Fire Prevention		4	x		
	Principles of Emergency Services		2	x		
	Introduction to Educational Practices		3		x	Intro to Teaching
	Supporting Students with Disabilities		3	x		
	Technology in Education		3		x	Intro to Teaching
	Japanese 110	UW Oshkosh	4	x		
	Japanese 210		4	x		
	Early Childhood Education: Social Studies, Art & Music		3	x		
	Early Childhood Education: STEM		3	x		
	Family & Community Relations		3	x		
	Early Language & Literacy		3	x		
	Principals of Sustainability		3	x		
	Introduction to Family Child Care		3		x	Child Development and Foundations fo Early Childhood
NHS	**Economics**	FVTC	3		x	Introduction to Economics (3450)
	Automotive Maintenance and Light Repair I		4		x	Auto Mechanics
	Nursing Assistant (CNA)		3	x		
	EMT - Basic		5	x		
	Multivariable Calculus	Lawrence University	3	x		
	Stagecraft		1	x		
	German 102	UW Milwaukee	3	x		
	German 203		3	x		
	German 204		3	x		
Tesla	**Universtiy Physics**	UW Oshkosh	5		x	AP Physics

	Multivariable Calculus	Lawrence University	6	x		
	Calculus III	UW Oshkosh Fox Cities	4	x		
Valley New School	**Landscape Tools**	FVTC	1	x		
	Hydrophonic Growing & Systems		2	x		
	Intro to Horticulture		3	x		
	Plant Propagation		2	x		
	Plant Diagnostics		2	x		
	Agribusiness Work Experience		3		x	CTE Internship
	Agricultural Planting Systems		2		x	CTe Internship
	Soil Principles & Fertility		2	x		
	Psychology of Learning	Lawrence University	6		x	Psychology 1 (3300), Psychology 2 (3340), AP Psychology (3320)
	Introduction to Arts Management		6	x		
	Introdcution to Sustainable Design & Development	UW Stout	3	x		
	Introduction to Digital Marketing Technology		1	x		
	Health Care Systems: Interdisciplinary Approach	UW Madison	2	x		
	Orientation to Occupational Therapy		1	x		
	Personal and Professional Foundation in Business		1	x		
	Anatomy & Physiology I	Bellin College			x	Anatomy & Physiology I
	Health Communication			x		
	Nursing Assistant (CNA)			x		
	Customer Service in Healthcare				x	Culture of Healthcare
	Nursing Assistant (CNA)	FVTC		x		
WHS	**PLC (Programmable Logic Controller) 2**	FVTC	1	x		
	Enterprise Integration I		1	x		
	Ethical Hacking		3	x		
	Network Essentials		2	x		
	College Success		1	x		
	Nursing Assistant (CNA)		3	x		
	Medical Terminology		3	x		
	Multivariable Calculus	Lawrence University	3	x		
	Complex Sequence and Series		3	x		
	Discrete Mathematics		3	x		
	American Sign Language (ASL) Level 2	UW Milwaukee	3	x		
	American Sign Language Level (ASL) 3		3	x		
	American Sign Language Level (ASL) 4		3	x		
	American Sign Language III	UW Oshkosh	3	x		
WCA	**General Psychology**	UW Oshkosh	3		x	Psychology 1 (3300), Psychology 2 (3340), AP Psychology (3320)
	Child and Adolescent Development		3		x	Child Development
	Introduction to Business		3		x	Exploring Business
	Introduction to Sociology		3		x	Intro to Sociology (3350)
	Elementary Logic		3	x		
	Oral/Interpersonal Communication		3		x	Interpersonal Communication

Intro to Psychology	Lakeshore Technical College	3		x	Psychology 1 (3300), Psychology 2 (3340), AP Psychology (3320)
English Composition		3		x	
Intro to Sociology		3		x	Intro to Sociology (3350)
Introdcution to Ethics		3	x		
Intro to American Government		3		x	AP Government and Politics (3400)
Accounting for Professionals		3			
Microeconomics		3	x		
Speech		3	x		
Legal Research		3	x		
Legal Writing		3	x		
Principles of Animal Biology	FVTC - Oshkosh	4	x		
Written Communication		3		x	Written Communication (1290)
Oral/Interpersonal Communication		3		x	Interpersonal Communication (1600)
Intro to Psychology		3		x	Psychology 1 (3300), Psychology 2 (3340), AP Psychology (3320)
Intro to Sociology		3		x	Intro to Sociology (3350)
Written Communication	FVTC	3		x	Written Communication (1290)
Oral/Interpersonal Communication		3		x	Interpersonal Communication (1600)
Introduction to Sociology		3		x	Sociology (3350)
College Mathematics		3		x	Math Topics
Introduction to Public Health	UW Milwaukee	3	x		
Introduction to Psychology	UW Oshkosh	3		x	Psychology 1 (3300), Psychology 2 (3340), AP Psychology (3320)
Introduction to Sociology		3		x	Sociology (3350)
Early Civilizations		3	x		
World Regional Geography		3		x	Global Studies (3520)
Intermediate Spanish Language II	UW Green Bay	3		x	Spanish 2 (2590)
Introduction to Diversity Studies	FVTC	3	x		
Business Law 1		3	x		
Speech		3	x		
French 1		3		x	French 1 (2190)
Philosophy	UW Superior	3	x		

ITEM FOR CONSIDERATION

Topic: Professional Educator New Hire(s)

Background Information: The Professional Educators listed below are recommended for contractual position for the 2024-2025 school year (effective August 26, 2024):

Name	***Position***	***Location***	***FTE***
Olivia M. Baehman	School Counselor	Huntley	100%
Jacob W. Beno	Special Ed-Cross Cat.	North	100%
Mikenna M. Buchinger	Speech & Language Pathologist	District	100%
Jason A. Cummings	English Language Arts	WCA	100%
Sandra A. Davis	ELA/Social Studies	Wilson	100%
Shea E. Dechant	Special Ed-Cross Cat.	Wilson	100%
Nyla D. Jacobs	World Lang-French/ACP	Einstein	100%
Courtney P. Mallinger	School Psychologist	District	60%
Aristotle P. Peters	Special Ed-Cross Cat.	West	100%
Michael S. Rajsich	Business Education	WCA	100%
Kaelyn J. Zachowski	Grade 4/5	Richmond	100%

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

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

Administrative Recommendation: Approval

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

BOE: 4/22/24

ITEM FOR CONSIDERATION

Topic: Professional Educator New Hire(s)

Background Information: The Professional Educators listed below are recommended for contractual position for the 2024-2025 school year (effective August 26, 2024):

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Jason A. Cummings	English Language Arts	WCA	100%
Sandra A. Davis	ELA/Social Studies	Wilson	100%
Shea E. Dechant	Special Ed-Cross Cat.	Wilson	100%
Nyla D. Jacobs	World Lang-French/ACP	Einstein	100%
Courtney P. Mallinger	School Psychologist	District	60%
Aristotle P. Peters	Special Ed-Cross Cat.	West	100%
Michael S. Rajsich	Business Education	WCA	100%
Kaelyn J. Zachowski	Grade 4/5	Richmond	100%

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

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

Administrative Recommendation: Approval

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

BOE: 4/22/24

ITEM FOR CONSIDERATION

Topic: Professional Educator Resignation(s)

Background Information: The following Professional Educators have submitted a letter of resignation effective at the end of the 2023-2024 school year:

Sophia M. Carter has been with the District for four and a half years, most recently as a Grade 8 English Language Arts Teacher at Madison Middle School.

Zoey E. Dougherty has been with the District for seven years, most recently as a Grade 1 Teacher at Richmond Elementary School.

Allison C. Glampe has been with the District for three years, most recently as a Grade 8 English Language Arts/Social Studies Teacher at Madison Middle School.

Maricela Leon has been with the District for three years, most recently as a Bilingual 4K Teacher with Appleton Community 4K, located at Edison Elementary School.

Stephanie A. O'Connell has been with the District for one year, most recently as a Speech & Language Pathologist at Johnston Elementary School.

Katherine L.C. Ray has been with the District for one and a half years, most recently as a Business Education Teacher at East High School.

Allie G. Siegel has been with the District for one year, most recently as a Grade 3 Teacher at Edison Elementary School.

Tiffannie R. Sorenson has been with the District for four years, most recently as a School Psychologist Ferber Elementary School and Early Childhood Diagnostics.

Amber J. Trost has been with the District for two years, most recently as a Kindergarten Teacher at Huntley Elementary School.

The following Professional Educator was a recent hire and has submitted a letter of resignation prior to the August 26, 2024 start date:

Trey T. Tennessen - Physical Education at Einstein Middle School.

Instructional Impact: Qualified replacements will be procured.

Fiscal Impact: Dependent upon replacements.

Administrative Recommendation: Approval

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

BOE: 4/22/24

ITEM FOR CONSIDERATION

Topic: Administrative Resignation(s)

Background Information: The following administrator has submitted a letter of resignation effective 6/28/24:

Stephan J. Harrison has been with the District for nine years, most recently as an Assistant Superintendent (AC&I).

Instructional Impact: A qualified replacement will be procured.

Fiscal Impact: Dependent upon replacement.

Administrative Recommendation: Approval

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

BOE: 4/22/24

ITEM FOR CONSIDERATION

Topic: Start College Now/Early College Credit Program – 1st Semester/Lawrence Term 1/ 2024-25 Classes

Background Information: The Start College Now/Early College Credit Program (SCN/ECCP) allows students in grades 11 and 12 to take courses at institutions of higher learning at district expense to a maximum of 18 post-secondary credits. SCN/ECCP students typically apply for access to multiple courses (and multiple institutions) to improve chances of a successful class match. Student options are limited based on postsecondary criteria (e.g. space in class, pre-testing qualification, schedule). While students may apply to multiple institutions, they may, by statute, attend only one institution per term. Students approved for courses at district expense must be accepted and registered at the institution of higher education. Grades earned will become part of the high school transcript but will not be applied towards grade point average or class rank.

Curriculum administrators have reviewed and either approved or denied the requested courses as eligible for enrollment under the revised Youth Options program; input was solicited from staff.

Fiscal Note: As determined by Wis. Stat. § 118.55(5), the funding for successfully completed Early College Credit courses consists of the District ultimately paying 75% of the course tuition, fees, and course materials after a 25% tuition reimbursement coming from the Department of Workforce.

As determined by Wis. Stat. § 38.12(14), the district shall pay only such tuition, fees, and course materials costs as required by law for Start College Now.

Administrative Recommendation: Approve payment for student requests for post-secondary courses. This approval is for the 1st semester/term 1 of 2024-25.

Instruct the Assistant Superintendent of ACI to notify involved parents and students of this action by May 15, 2024 as per state statute.

Instructional Impact: The district will be in compliance with Wisconsin Act 39.
Students will be able to expand their postsecondary program options while still in high school.

Contact Person: Steve Harrison, Ph.D., Assistant Superintendent for ACI
harrisonstepha@aasd.k12.wi.us; 852-5300 ex 60121

BOE: 4/22/2024

SCN / ECCP Course Requests for Semster 1 / Term 1 Fall 2024

SCHOOL	COURSE	COLLEGE / UNIVERSITY	CREDIT	APPROVED	DENIED	COMPARABLE COURSE
ATech	**FCAW (Flux-Cored Arc Welding) Techniques**	FVTC	2	x		
	GMAW (Gas Metal Arc Welding) Techniques 2		2	x		
	Gears and Cams		1	x		
	Introduction to Solid Works		2	x		
	Structural and Piping Drawing		1	x		
	Threads and Fasteners		1	x		
	Working Drawings		1	x		
EHS	**Calculus III**	UW Oshkosh - Fox Cities	4	x		
	Differential Equations		3	x		
	Linear Algebra		3	x		
	Multivariable Calculus	Lawrence University	6	x		
	Intro to Food Production	FVTC	3		x	
	Baking Essentials		2	x		
	Culinary Fundamentals		3		x	
	Fire Fighting Principles		4	x		
	Hazardous Materials Technician		3	x		
	Fire Prevention		4	x		
	Principles of Emergency Services		2	x		
	Introduction to Educational Practices		3		x	Intro to Teaching
	Supporting Students with Disabilities		3	x		
	Technology in Education		3		x	Intro to Teaching
	Japanese 110	UW Oshkosh	4	x		
	Japanese 210		4	x		
	Early Childhood Education: Social Studies, Art & Music		3	x		
	Early Childhood Education: STEM		3	x		
	Family & Community Relations		3	x		
	Early Language & Literacy		3	x		
	Principals of Sustainability		3	x		
	Introduction to Family Child Care		3		x	Child Development and Foundations fo Early Childhood
NHS	**Economics**	FVTC	3		x	Introduction to Economics (3450)
	Automotive Maintenance and Light Repair I		4		x	Auto Mechanics
	Nursing Assistant (CNA)		3	x		
	EMT - Basic		5	x		
	Multivariable Calculus	Lawrence University	3	x		
	Stagecraft		1	x		
	German 102	UW Milwaukee	3	x		
	German 203		3	x		
	German 204		3	x		
Tesla	**Universtiy Physics**	UW Oshkosh	5		x	AP Physics

	Multivariable Calculus	Lawrence University	6	x		
	Calculus III	UW Oshkosh Fox Cities	4	x		
Valley New School	**Landscape Tools**	FVTC	1	x		
	Hydrophonic Growing & Systems		2	x		
	Intro to Horticulture		3	x		
	Plant Propagation		2	x		
	Plant Diagnostics		2	x		
	Agribusiness Work Experience		3		x	CTE Internship
	Agricultural Planting Systems		2		x	CTe Internship
	Soil Principles & Fertility		2	x		
	Psychology of Learning	Lawrence University	6		x	Psychology 1 (3300), Psychology 2 (3340), AP Psychology (3320)
	Introduction to Arts Management		6	x		
	Introdcution to Sustainable Design & Development	UW Stout	3	x		
	Introduction to Digital Marketing Technology		1	x		
	Health Care Systems: Interdisciplinary Approach	UW Madison	2	x		
	Orientation to Occupational Therapy		1	x		
	Personal and Professional Foundation in Business		1	x		
	Anatomy & Physiology I	Bellin College			x	Anatomy & Physiology I
	Health Communication			x		
	Nursing Assistant (CNA)			x		
	Customer Service in Healthcare				x	Culture of Healthcare
	Nursing Assistant (CNA)	FVTC		x		
WHS	**PLC (Programmable Logic Controller) 2**	FVTC	1	x		
	Enterprise Integration I		1	x		
	Ethical Hacking		3	x		
	Network Essentials		2	x		
	College Success		1	x		
	Nursing Assistant (CNA)		3	x		
	Medical Terminology		3	x		
	Multivariable Calculus	Lawrence University	3	x		
	Complex Sequence and Series		3	x		
	Discrete Mathematics		3	x		
	American Sign Language (ASL) Level 2	UW Milwaukee	3	x		
	American Sign Language Level (ASL) 3		3	x		
	American Sign Language Level (ASL) 4		3	x		
	American Sign Language III	UW Oshkosh	3	x		
WCA	**General Psychology**	UW Oshkosh	3		x	Psychology 1 (3300), Psychology 2 (3340), AP Psychology (3320)
	Child and Adolescent Development		3		x	Child Development
	Introduction to Business		3		x	Exploring Business
	Introduction to Sociology		3		x	Intro to Sociology (3350)
	Elementary Logic		3	x		
	Oral/Interpersonal Communication		3		x	Interpersonal Communication

Intro to Psychology	Lakeshore Technical College	3		x	Psychology 1 (3300), Psychology 2 (3340), AP Psychology (3320)
English Composition		3		x	
Intro to Sociology		3		x	Intro to Sociology (3350)
Introdcution to Ethics		3	x		
Intro to American Government		3		x	AP Government and Politics (3400)
Accounting for Professionals		3			
Microeconomics		3	x		
Speech		3	x		
Legal Research		3	x		
Legal Writing		3	x		
Principles of Animal Biology	FVTC - Oshkosh	4	x		
Written Communication		3		x	Written Communication (1290)
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Oral/Interpersonal Communication		3		x	Interpersonal Communication (1600)
Introduction to Sociology		3		x	Sociology (3350)
College Mathematics		3		x	Math Topics
Introduction to Public Health	UW Milwaukee	3	x		
Introduction to Psychology	UW Oshkosh	3		x	Psychology 1 (3300), Psychology 2 (3340), AP Psychology (3320)
Introduction to Sociology		3		x	Sociology (3350)
Early Civilizations		3	x		
World Regional Geography		3		x	Global Studies (3520)
Intermediate Spanish Language II	UW Green Bay	3		x	Spanish 2 (2590)
Introduction to Diversity Studies	FVTC	3	x		
Business Law 1		3	x		
Speech		3	x		
French 1		3		x	French 1 (2190)
Philosophy	UW Superior	3	x		

ITEM FOR CONSIDERATION

Topic: Professional Educator New Hire(s)

Background Information: The Professional Educators listed below are recommended for contractual position for the 2024-2025 school year (effective August 26, 2024):

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Michael S. Rajsich	Business Education	WCA	100%
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Instructional Impact: The candidates listed above are recommended by the administrator to whom they will report as the best candidates for the positions.

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

Administrative Recommendation: Approval

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

BOE: 4/22/24

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BOE: 4/22/24

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Instructional Impact: Qualified replacements will be procured.

Fiscal Impact: Dependent upon replacements.

Administrative Recommendation: Approval

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

BOE: 4/22/24

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Topic: Administrative Resignation(s)

Background Information: The following administrator has submitted a letter of resignation effective 6/28/24:

Stephan J. Harrison has been with the District for nine years, most recently as an Assistant Superintendent (AC&I).

Instructional Impact: A qualified replacement will be procured.

Fiscal Impact: Dependent upon replacement.

Administrative Recommendation: Approval

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

BOE: 4/22/24

ITEM OF INFORMATION

Topic: Second Debt Issue for the November 2022 Referendum

Background Information: In November of 2022, the District passed a capital referendum totalling $129.8 million dollars. In 2023 we issued the first round of debt for the capital projects totalling $90 million. Rather than issue the full amount at one time, we are looking to issue the debt strategically to meet construction spending timelines, minimize interest rate risk, minimize arbitrage risk (maximize interest earnings on investments) and provide flexibility for tax levy and mill rate management in the future.

We are proposing to issue $14.8 million in debt as a second round at this time. This is considered a small issue that avoids arbitrage rules and could provide additional interest income if issued now rather than waiting until next year. A third and final issue of the remaining $25 million would be anticipated for 2025.

Financial Impact: Approximately $750,000 in interest earnings

Contact Person: Executive Director of Finance, Holly Burr (920-852-5305)

BOE: 4/22/24

Appleton Area School District
Referendum Financing Plan – Phase II
Total Borrowing: $129,800,000

Debt Management and Debt Issuance Discussion

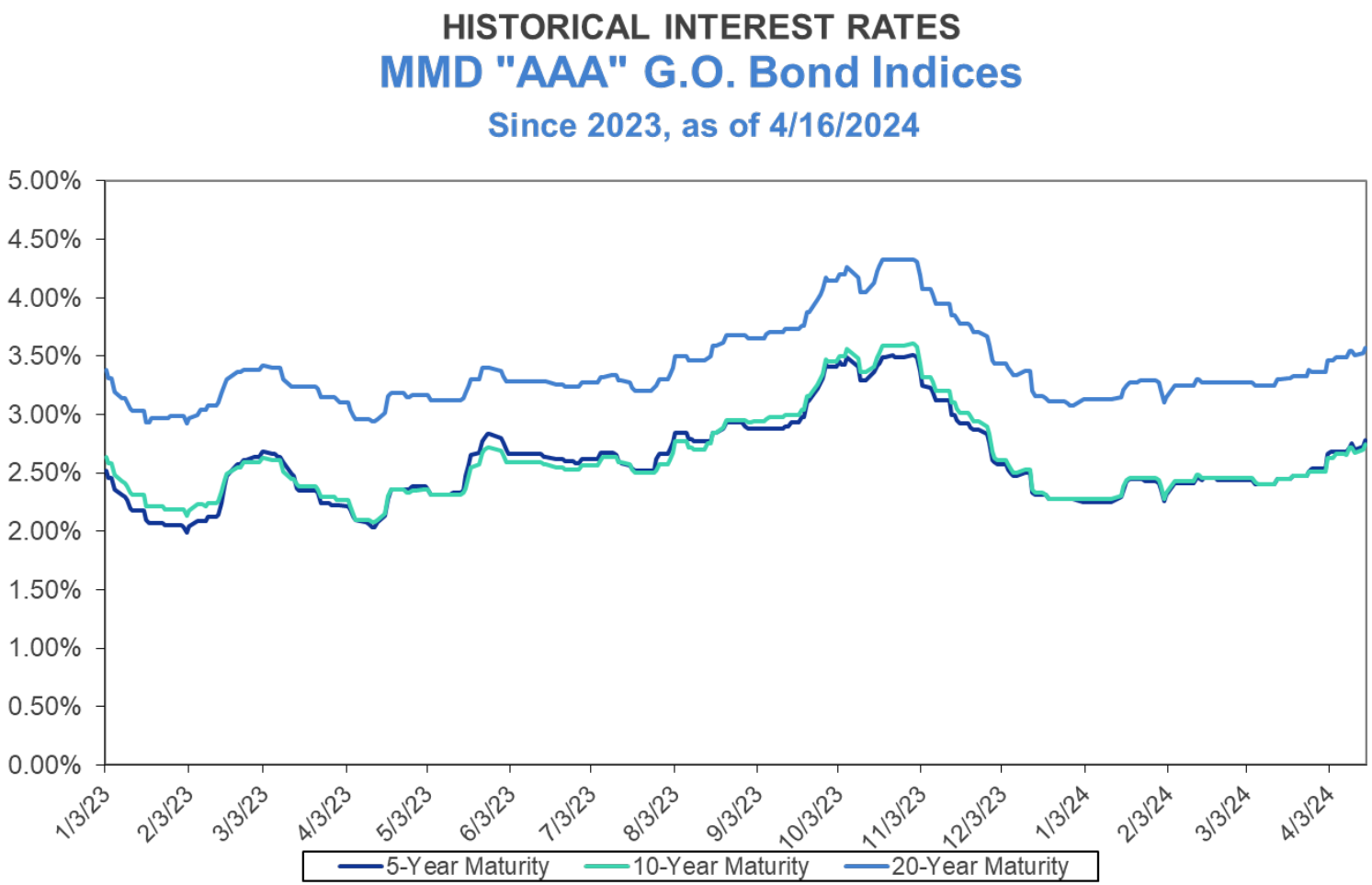
Erik J Kass
Director, Public Finance
PMA Securities, LLC.

April 22, 2024

Referendum Financing Plan Outline

- The Financing Plan is focused on the following goals:
  - Minimize Interest Rate Risk
  - Provide Flexibility for tax levy and mill rate management moving forward
  - Meet construction spending timelines
  - **Minimize arbitrage risk to the District**
    - **Maximize interest earnings**

Interest Rate Environment (2023 Chart)



REFINITIV MMD yields for General Obligation AAA rated, 5-, 10-, and 20-year maturities (5.00% coupons).

Appleton Area School District

NOVEMBER, 2022 REFERENDUM EXAMPLE FINANCING PLAN ($129.8 MIL FACILITIES / $5 MIL OPERATING)

LEVY YEAR	YEAR DUE	FUND 39 EXISTING DEBT SERVICE	FINAL $90,000,000 BANs Dated January 4, 2023 (Due 7/3/23) INTEREST RATE= 4.00% AIC = 3.94%	FINAL $70,750,000 G.O. REFUNDING BONDS Dated March 1, 2023 (First interest 9/1/23) PRINCIPAL (3/1)	INTEREST (3/1 & 9/1) AIC= 3.05%	$39,800,000 G.O. PROMISSORY NOTES Dated July 1, 2024 (First interest 3/1/25) PRINCIPAL (3/1) (due 3/1/2029; shown with ex. prepayments)	LESS: PRINCIPAL REFINANCED	INTEREST (3/1 & 9/1) EST. AVG= 4.00%	FUND 39 DEBT LEVY EXISTING PLUS NEW	$5,000,000 RECURRING OPERATING OVERRIDE	STATE AID IMPACT OVER BASE YEAR (FY 2021-22) (A)	FUND 39 COMBINED TOTAL (Factoring Aid)	YEAR DUE
2021	2022	$7,618,603							$7,618,603			$7,618,603	2022
2022	2023	$1,980,195	$900,000		$1,718,641				$15,132,252		$0	$15,132,252	2023
2023	2024	$2,041,679		$8,225,000	$3,231,656				$13,498,336	$5,000,000	($3,380,010)	$15,118,326	2024
2024	2025	$2,015,619		$1,000,000	$3,001,031	$5,740,000		$1,742,533	$13,499,184	$5,000,000	($3,770,454)	$14,728,730	2025
2025	2026	$452,925		$1,000,000	$2,951,031	$7,890,000		$1,204,600	$13,498,556	$5,000,000	($3,644,264)	$14,854,292	2026
2026	2027			$1,000,000	$2,901,031	$8,725,000		$872,300	$13,498,331	$5,000,000	($3,765,501)	$14,732,830	2027
2027	2028			$1,000,000	$2,851,031	$9,135,000		$515,100	$13,501,131	$5,000,000	($3,767,477)	$14,733,655	2028
2028	2029			$2,255,000	$2,769,656	$8,310,000	$0	$166,200	$13,500,856	$5,000,000	($3,769,080)	$14,731,776	2029
2029	2030			$11,065,000	$2,436,656				$13,501,656	$5,000,000	($3,771,209)	$14,730,447	2030
2030	2031			$11,630,000	$1,869,281				$13,499,281	$5,000,000	($3,779,206)	$14,720,075	2031
2031	2032			$12,225,000	$1,272,906				$13,497,906	$5,000,000	($3,780,919)	$14,716,987	2032
2032	2033			$12,855,000	$645,906				$13,500,906	$5,000,000	($3,782,888)	$14,718,019	2033
2033	2034			$710,000	$310,331				$1,020,331	$5,000,000	($3,785,621)	$2,234,710	2034
2034	2035			$740,000	$281,331				$1,021,331	$5,000,000	$945,426	$6,966,757	2035
2035	2036			$770,000	$251,131				$1,021,131	$5,000,000	$944,425	$6,965,556	2036
2036	2037			$800,000	$221,231				$1,021,231	$5,000,000	$944,175	$6,965,406	2037
2037	2038			$830,000	$191,688				$1,021,688	$5,000,000	$944,675	$6,966,363	2038
2038	2039			$860,000	$160,519				$1,020,519	$5,000,000	$944,050	$6,964,568	2039
2039	2040			$895,000	$127,613				$1,022,613	$5,000,000	$944,104	$6,966,717	2040
2040	2041			$925,000	$93,488				$1,018,488	$5,000,000	$942,384	$6,960,871	2041
2041	2042			$965,000	$57,447				$1,022,447	$5,000,000	$944,613	$6,967,060	2042
2042	2043			$1,000,000	$19,375				$1,019,375	$5,000,000	$941,289	$6,960,664	2043
2043	2044								$0	$5,000,000	$942,787	$5,942,787	2044
		$14,109,022	$900,000	$70,750,000	$27,362,981	$39,800,000	$0	$4,500,733	$167,956,153		($31,558,703)	$241,397,450	

Assumes levy is applied to 9/1/2023 interest payment on Bonds and the remaining available levy of $11,428,530 is applied to BAN interest and principal (partially). The balance of BAN principal is refinanced with Bonds on 4/4/2023.

(A) State aid impact based on prior fiscal year incremental expenditure over base year (FY 2021-22) at the following aid levels (2022-23 October certification):

Secondary Aid Cap	$4,462,325
Secondary Aid Percentage	62.57%
Tertiary Aid Percentage	14.58%

NOTES: Example financing scenarios could be impacted by other variables, such as significant market or statutory changes, which may necessitate adjustments to the financing plans.

Long-term financings may be preceded by short-term financings (Bond Anticipation Notes) in order to conduct a negotiated sale.

Scenarios where a greater portion of the overall debt is issued in advance of the expenditures of the proceeds will likely result in higher fees earned by the investment manager of the debt proceeds.

PMA™ SECURITIES

Appleton Area School District

NOVEMBER, 2022 REFERENDUM EXAMPLE FINANCING PLAN ($129.8 MIL FACILITIES / $5 MIL OPERATING)

SCENARIO 1: 3-YEAR AMORTIZATIONS FOR REMAINING ISSUES / DROP IN 2034

LEVY YEAR	YEAR DUE	FUND 39 EXISTING DEBT SERVICE	FINAL $90,000,000 BANs Dated January 4, 2023 (Due 7/3/23) INTEREST RATE= 4.00% AIC = 3.94%	FINAL $70,750,000 G.O. REFUNDING BONDS Dated March 1, 2023 (First interest 9/1/23) PRINCIPAL (3/1)	INTEREST (3/1 & 9/1) AIC= 3.05%	PRELIMINARY $14,800,000 G.O. PROMISSORY NOTES Dated June 3, 2024 (First interest 3/1/25) PRINCIPAL (3/1)	INTEREST (3/1 & 9/1) EST. AIC= 3.90%	PRELIMINARY $25,000,000 G.O. PROMISSORY NOTES Dated March 1, 2025 (First interest 3/1/26) PRINCIPAL (3/1)	INTEREST (3/1 & 9/1) EST. AVG= 4.25%	LESS: EST. REOFFERING PREMIUM	LEVY MANAGEMENT FUND	FUND 39 DEBT LEVY EXISTING PLUS NEW	$5,000,000 RECURRING OPERATING OVERRIDE	STATE AID IMPACT OVER BASE YEAR (FY 2022-23) (A)	FUND 39 COMBINED TOTAL (Factoring Aid)	YEAR DUE
2021	2022	$7,618,603										$7,618,603			$7,618,603	2022
2022	2023	$1,980,195	$900,000		$1,718,641							$15,132,252		$0	$15,132,252	2023
2023	2024	$2,033,884		$8,225,000	$3,231,656						($722,289)	$12,768,252	$5,000,000	($1,867,314)	$15,900,938	2024
2024	2025	$2,013,280		$1,000,000	$3,001,031	$6,250,000	$611,711			($18,597)		$12,857,426	$5,000,000	($2,333,544)	$15,523,883	2025
2025	2026	$452,295		$1,000,000	$2,951,031	$6,800,000	$206,000		$1,593,750			$13,003,076	$5,000,000	($2,160,363)	$15,842,713	2026
2026	2027			$1,000,000	$2,901,031	$1,750,000	$35,000	$7,900,000	$894,625		($1,350,000)	$13,130,656	$5,000,000	($2,145,190)	$15,985,466	2027
2027	2028			$1,000,000	$2,851,031			$8,900,000	$537,625			$13,288,656	$5,000,000	($2,505,951)	$15,782,705	2028
2028	2029			$2,255,000	$2,769,656			$8,200,000	$174,250			$13,398,906	$5,000,000	($2,296,030)	$16,102,876	2029
2029	2030			$11,065,000	$2,436,656			$0	$0			$13,501,656	$5,000,000	($2,318,097)	$16,183,559	2030
2030	2031			$11,630,000	$1,869,281			$0	$0			$13,499,281	$5,000,000	($2,343,995)	$16,155,287	2031
2031	2032			$12,225,000	$1,272,906			$0	$0			$13,497,906	$5,000,000	($2,346,040)	$16,151,866	2032
2032	2033			$12,855,000	$645,906			$0	$0			$13,500,906	$5,000,000	($2,348,391)	$16,152,515	2033
2033	2034			$710,000	$310,331			$0	$0			$1,020,331	$5,000,000	($2,351,655)	$3,668,676	2034
2034	2035			$740,000	$281,331			$0	$0			$1,021,331	$5,000,000	$969,149	$6,990,480	2035
2035	2036			$770,000	$251,131							$1,021,131	$5,000,000	$968,123	$6,989,254	2036
2036	2037			$800,000	$221,231							$1,021,231	$5,000,000	$967,866	$6,989,097	2037
2037	2038			$830,000	$191,688							$1,021,688	$5,000,000	$968,379	$6,990,067	2038
2038	2039			$860,000	$160,519							$1,020,519	$5,000,000	$967,738	$6,988,256	2039
2039	2040			$895,000	$127,613							$1,022,613	$5,000,000	$967,794	$6,990,406	2040
2040	2041			$925,000	$93,488							$1,018,488	$5,000,000	$966,030	$6,984,517	2041
2041	2042			$965,000	$57,447							$1,022,447	$5,000,000	$968,315	$6,990,762	2042
2042	2043			$1,000,000	$19,375							$1,019,375	$5,000,000	$964,907	$6,984,282	2043
2043	2044											$0	$5,000,000	$966,443	$5,966,443	2044
2044	2045											$0	$5,000,000	$1,632,697	$6,632,697	2045
		$14,098,258	$900,000	$70,750,000	$27,362,981	$14,800,000	$852,711	$25,000,000	$3,200,250	($18,597)	($2,072,289)	$165,406,731		($13,709,130)	$261,697,601	

Assumes levy is applied to 9/1/2023 interest payment on Bonds and the remaining available levy of $11,428,530 is applied to BAN interest and principal (partially). The balance of BAN principal is refinanced with Bonds on 4/4/2023.

(A) State aid impact based on prior fiscal year incremental expenditure over base year (FY 2022-23) at the following aid levels (2023-24 October certification):

Secondary Aid Cap	$831,096
Secondary Aid Percentage	64.14%
Tertiary Aid Percentage	17.41%

NOTES: Example financing scenarios could be impacted by other variables, such as significant market or statutory changes, which may necessitate adjustments to the financing plans.

Long-term financings may be preceded by short-term financings (Bond Anticipation Notes) in order to conduct a negotiated sale.

Scenarios where a greater portion of the overall debt is issued in advance of the expenditures of the proceeds will likely result in higher fees earned by the investment manager of the debt proceeds.

PMA™ SECURITIES

Addressing Priorities

1. Minimize Interest Rate Risk
   - Shortened the amortization to three years and maintaining overall five years
2. Future Levy Flexibility
   - Retains future drop in required levy for repayment
3. Meet Construction spending timelines
   - Provides funds ahead of schedule to maintain proper liquidity
4. Minimize Arbitrage
   - Small issuer avoids arbitrage and provides approximately $750,000 interest earnings

Disclosure

The information contained herein is solely intended to suggest/discuss potentially applicable financing applications and is not intended to be a specific buy/sell recommendation, nor is it an official confirmation of terms. Any terms discussed herein are preliminary until confirmed in a definitive written agreement.

The analysis or information presented herein is based upon hypothetical projections and/or past performance that have certain limitations. No representation is made that it is accurate or complete or that any results indicated will be achieved. In no way is past performance indicative of future results. Changes to any prices, levels, or assumptions contained herein may have a material impact on results. Any estimates or assumptions contained herein represent our best judgment as of the date indicated and are subject to change without notice. Examples are merely representative and are not meant to be all-inclusive. The information set forth herein was gathered from sources which we believe, but do not guarantee, to be accurate. Neither the information, nor any options expressed, constitute a solicitation by us for purposes of sale or purchase of any securities or commodities. Investment/financing decisions by market participants should not be based on this information.

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v01.04.24

Report on Graduation Rates

April 22, 2024

APPLETON AREA
SCHOOL DISTRICT

Class of 2023 graduation rates

		4-year
Class of 2023	Black	61.6%
	Hispanic	73.6%
	White	91.7%
	EL	60.4%
	SWD	65.9%
	ALL	86.7%

*Certified on 3/21/24 in WISEdash Public Portal

86.5% in 2022
84.8% in 2021

Class of 2022 graduation rates

		4-year	5-year
Class of 2022	Black	68.8%	73.5%
	Hispanic	75.4%	81.3%
	White	89.3%	92.5%
	EL	66.2%	82.1%
	SWD	60.4%	70.4%
	ALL	86.5%	90.2%

Class of 2021 graduation rates

		4-year	5-year	6-year
Class of 2021	Black	63.5%	76.7%	83.1%
	Hispanic	79.2%	85.8%	86.6%
	White	88.1%	92.7%	93.2%
	EL	66.7%	78.1%	89.0%
	SWD	55.8%	74.2%	79.9%
	ALL	84.8%	90.4%	91.4%

Gaps in Graduation Rates (2019-2023)

	Black	White	Gap
4-year average rate	64.7%	89.9%	25.2%
5-year average rate	76.9%	93.4%	16.5%
6-year average rate	82.0%	94.1%	12.1%

Gaps in Graduation Rates (2019-2023)

	Hispanic	White	Gap
4-year average rate	76.0%	89.9%	13.9%
5-year average rate	83.3%	93.4%	10.1%
6-year average rate	85.8%	94.1%	8.3%

Gaps in Graduation Rates (2019-2023)

	English as 2nd language	All students	Gap
4-year average rate	64.4%	86.4%	22.0%
5-year average rate	78.0%	91.2%	13.2%
6-year average rate	84.3%	92.4%	8.1%

Gaps in Graduation Rates (2019-2023)

	Students with a disability	All students	Gap
4-year average rate	61.5%	86.4%	24.9%
5-year average rate	75.2%	91.2%	16.0%
6-year average rate	81.1%	92.4%	11.3%

Educational Options for Students

- Central High School
- GPS Educational Partners - Workforce Development
- Appleton Area School District Summer School
- Option 3 - available during the year as well as the summer
- Alternative Education within school
- Continued programming in the traditional high school, supported by our alternative education program and supplemented by Option 3.
- Higher Ground
- Quest (FVTC)
- GEDO 2 (test/state requirement/15 hours in school/portfolio)
- GED (test)
- HSED Diploma (equivalency diploma)
- Appleton eSchool
- E20/20 - Edgenuity
- Work experience
- Youth Apprenticeships
- CTE Internships
- CBI Lab (Community Based Instruction)
- Special Education options until the age of 22
- EL program until exiting or turn 21

ITEM OF INFORMATION

Topic: English Language Arts- Grade Kindergarten -Grade Five material purchases for ELA

- Wit & Wisdom & Geodes Gr K-5: 2023 Student and Teacher Edition
- HD Really Great Reading Word Study Gr 3-5: 2023 Edition
- Handwriting Without Tears Student Workbook, by Learning Without Tears: Letters and Numbers For Me 2022 Student Edition
- UFLI Foundations (University of Florida Language Institute) Teacher Manual
- Heggerty Kindergarten Phonemic Awareness: 35 weeks of Explicit and Systematic Phonological and Phonemic Awareness lessons, 2022 edition.
- Heggerty Primary Extension: 12 weeks of Explicit and Systematic Phonemic Awareness lessons for 3rd-5th Grade Classrooms, 2022 edition.

Background Information: Based on the results of our ELA Program Review, student data, literacy audits, and strong teacher support we are making the shift from a balanced literacy methodology to a structured literacy methodology to improve our student outcomes in literacy. In December, using a SEA (Study, Explore, and Act) process, all teachers were able to explore every knowledge building ELA resource that was green lighted in EdReports and supported by CURATE (a teacher created curriculum review from Massachusetts). Three initial resources were selected. Then, all AASD Teachers were invited to a curriculum fair in February at Appleton East, and teachers moved three resources to two resources in our Explore phase. We had over 180 teachers vote for their top two preferences, and included a trivia contest and Citywide PTO provided refreshments during the fair.

The ELA Resource Adoption Team convened, consisting of three teachers from every elementary school, including representation from every department and administrator. In March, members of our ELA Resource Adoption Team traveled to Two Rivers and Kiel, Wisconsin, to begin our Act phase by participating in site visits to meet with elementary teachers using the resources. We were warmly welcomed at both sites, and used a guided note catcher to observe classrooms, talk with teachers, and get first hand exposure to these resources. Observers were asked to take notes on the resource using both our resource rubric and culturally and linguistically responsive rubric. Prior to the final meeting with the Adoption Team, sites were asked to provide their input on which of the two resources they'd like to be selected. Overally, consensus was easily

reached as both individual sites, and members of the ELA Resource Adoption Work Group recommended Wit & Wisdom, UFLI, Heggerty Kindergarten Phonemic Awareness and Heggerty Primary Extension.

Fiscal Note:

The cost for the entire Wit & Wisdom program level $1,650,288.58 This includes shipping cost of $223,593.84. The cost for the UFLI Teacher Edition is $35,000.00 for the teacher print books, with an additional shipping cost of $2,625.00. The total purchase for both the teacher editions and shipping has a combined cost of $37,625.00. The cost for the Gr 3-5 Primary Extension Phonemic Awareness 2022 Edition is $7,350.00 for the teacher print books, with an additional digital cost of $2,403.00 and shipping cost of $737.04. The total purchase for both the teacher editions, digital access, and shipping has a combined cost of $10,613.00. The cost for the Heggerty Kindergarten Phonemic Awareness 2022 Edition is $6,675.00 for the teacher print books, with an additional shipping cost of $534.00. The total purchase for both the teacher editions and shipping has a combined cost of $7,209.00. The cost for the Gr 3 Cursive Handwriting 2025 Student Edition workbook to be used at the grade one level is $13,500.00. The cost for the Teacher Edition of the My Printing Book 2025 Edition to be used at the grade three level is $749.25 with an additional combined shipping cost of $1,424.93. The total purchase for both the workbook and teacher editions, and shipping has a combined cost of $15,674.18

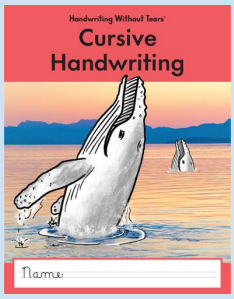
All instructional materials will be implemented during the 2024-25 school year.

Contact Person(s):

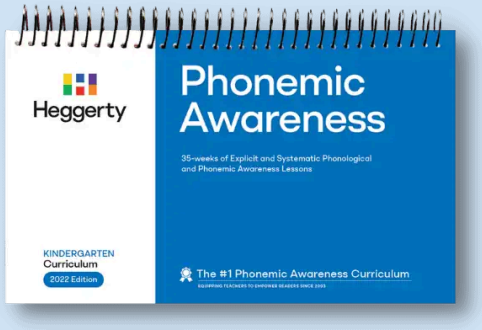
Carrie Willer, PhD 920-832-5320 ext. 60170, willercarrie@aasd.k12.wi.us
Steve Harrison, PhD 920-832-5320 ext. 60121, harrisonstepha@aasd.k12.wi.us

BOE: 04/22/24

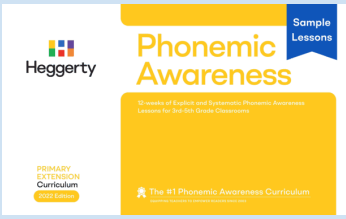
English Language Arts: Materials Purchase- Handwriting Without Tears Cursive Student Workbook and Teacher Edition for Gr.3

WHY would we like to purchase a gr. 3 cursive handwriting workbook for each elementary student within the AASD?	AASD offers universal instruction in cursive handwriting at grade three using Handwriting Without Tears 2022 edition. However, Handwriting Without Tears recently revised the edition to align with Science of Reading Research around the verbal pathway and phoneme-grapheme connection. Lessons have updated vocabulary and knowledge building extensions to align with our new ELA material resource.
WHAT are some of the new features for this edition? 	The features of the Cursive Handwriting Workbook 2025 edition include: • Digital Teaching Tool • Transitional practice activities from printing to cursive that include cursive warm-ups. • Activity pages include paragraphs, poems, composition, and cross-curricular lessons. • Expanded space on the page for writing • Digital instruction opportunities • Teacher lesson plans with explicit instruction, including guided practice, checks for letter and word formation, and knowledge building connections
HOW was public input solicited prior to making the administrative recommendation to the Board?	Copies of proposed instructional materials were made available to the public for over 30 days in order to submit written public input. Notification of requested feedback also publicized through the AASD website as well as through the superintendent's family communication letter.
HOW will these books be resourceful for Grades 3 classroom teachers and students performing at grade three levels?	The Handwriting Without Tears student workbooks accompany the Teacher Edition manuals to provide targeted practice for students in Grade Three, and those students working at these levels with needed handwriting practice to meet Wisconsin State Writing Standards (W.K.6): *With guidance and support from adults, students will learn to produce writing through printing (including forming most printed upper- and lowercase letters), cursive, and/or typing.*

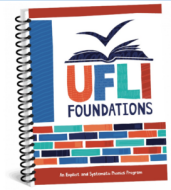
English Language Arts: Material Purchase- Heggerty Phonemic and Phonological Awareness Teacher 2022 Edition

WHY would we like to purchase a Heggerty Kindergarten 35 Weeks of Phonemic and Phonological Awareness lessons teacher resource 2022 edition for all Kindergarten teachers within the AASD?	AASD currently does not offer universal instruction nor provide a material resource in explicit and systematic phonemic and phonological awareness. Field Test teachers and our ELA Resource Adoption Team have requested this particular resource, to be used 10 minutes per day as a warm up to kindergarten phonics instruction prior to using UFLI Foundations. This resource may be used in small groups or whole group to provide support for kindergarten students. This resource was designed to supplement universal phonics instruction and to provide additional oral and auditory instructional support to ensure that all kindergartners receive a foundation on which phonics instruction can be built.
WHAT are some of the features for this edition? 	Referred to as "The Blue Book" this resource provides students with oral and auditory instruction in: • 8 phonemic awareness skills • Alphabet knowledge and phoneme-grapheme connections • Word awareness and rhyme activities • Phoneme isolation (initial, medial, final) • Blending and segmenting activities for words, syllables, onset-rime, and phonemes • Adding, deleting and substituting syllables and phonemes Lessons are 'perky paced' and include explicit and systematic scope and sequence, with additional digital supports for teachers and hand motion videos, including a weekly lesson demonstration video.
HOW was public input solicited prior to making the administrative recommendation to the Board?	Copies of proposed instructional materials were made available to the public for over 30 days in order to submit written public input. Notification of requested feedback also publicized through the AASD website as well as through the superintendent's family communication letter.
HOW will these books be resourceful for Grade One classroom teachers, and those specialist teachers who provide handwriting instruction for out of grade level students?	The Heggerty Kindergarten Phonemic and Phonological Awareness Blue Book teacher manual provides additional instructional support to improve student's reading, spelling and writing, as the students learn to hear and isolate the individual sounds in words. Phonemic awareness is a strong predictor of a student's later success in learning to read and a core casual factor when working with children with reading struggles. Common Core State Standards (RF.K.1d, RF.K.2a, RF.K.2b,RF.K.2c, RF.K.2d, RF.K2e, RF.K2f): *recognize & produce rhyming words; count, pronounce, blend & segment syllables in spoken words; blend & segment onsets and rimes of single-syllable spoken words; isolate & pronounce initial, medial and final sounders in CVC words; add or substitute individual sounds in one syllable words; concepts of print, recognize and name all uppercase and lowercase letters of the alphabet.*

English Language Arts: Material Purchase- Heggerty Primary Extension for Gr 3-5 Phonemic Awareness Teacher 2022 Edition

WHY would we like to purchase a Heggerty Primary Extension 24 Weeks of Phonemic Awareness lessons teacher resource 2022 edition for all grade 3-5 teachers within the AASD?	AASD currently does not offer universal instruction nor provide a material resource in explicit and systematic phonemic awareness in gr 3-5. Field Test teachers and our ELA Resource Adoption Team have requested this particular resource, to be used 7-10 minutes per day for just 12 weeks as a warm up to phonics instruction prior to using UFLI Foundations or HD Word. This resource may be used in small groups or whole group to provide support for struggling intermediate students. This resource was designed to supplement universal phonics and word study instruction and to provide additional oral and auditory instructional support to ensure that all intermediate students receive a foundation on which grade level phonics instruction can be built.
WHAT are some of the features for this edition? 	Referred to as "The Yellow Book" this resource provides students with oral and auditory instruction in: • 5 basic and advanced phonemic awareness skills • Phoneme isolation (initial, medial, final) • Blending and segmenting activities for words, syllables, onset-rime, and phonemes • Adding, deleting and substituting syllables and phonemes • Reversals, along with phoneme-grapheme connections Lessons are 'perky paced' and include explicit and systematic scope and sequence, with additional digital supports for teachers and hand motion videos, including a weekly lesson demonstration video.
HOW was public input solicited prior to making the administrative recommendation to the Board?	Copies of proposed instructional materials were made available to the public for over 30 days in order to submit written public input. Notification of requested feedback also publicized through the AASD website as well as through the superintendent's family communication letter.
HOW will these books be resourceful for Grade One classroom teachers, and those specialist teachers who provide handwriting instruction for out of grade level students?	The Heggerty Primary Extension 24 Weeks of Phonemic Awareness Yellow Book teacher manual provides additional instructional support to improve student's reading, spelling and writing, as the students learn to hear and isolate the individual sounds in words. Phonemic awareness is a strong predictor of a student's later success in learning to read and a core casual factor when working with children with reading struggles. Common Core State Standards (RF.K.1d, RF.K.2a, RF.K.2b,RF.K.2c, RF.K.2d, RF.K2e, RF.K2f): *recognize & produce rhyming words; count, pronounce, blend & segment syllables in spoken words; blend & segment onsets and rimes of single-syllable spoken words; isolate & pronounce initial, medial and final sounders in CVC words; add or substitute individual sounds in one syllable words; concepts of print, recognize and name all uppercase and lowercase letters of the alphabet.*

English Language Arts: Material Purchase- UFLI Foundations Teacher Manual

WHY would we like to purchase a UFLI Foundations teacher manual for all 5K--5 teachers within the AASD?	AASD currently does not offer universal instruction nor provide a material resource in explicit and systematic phonics instruction at the K-5 level. Field Test teachers and our ELA Resource Adoption Team have requested this particular resource, to be used 20-30 minutes per day in grades 5K-2 as a universal resource and as a small group support for struggling gr 3.-5 students.
WHAT are some of the features for this resource? 	Referred to as UFLI (University of Florida Language Institute) this resource provides teachers with the following: • 148 ready to implement lesson plans • Lesson slide decks • Premade center activities • Home support activities • UFLI apps and online resources • Decodable text passages to support connected text • Handwriting verbal pathway
HOW was public input solicited prior to making the administrative recommendation to the Board?	Copies of proposed instructional materials were made available to the public for over 30 days in order to submit written public input. Notification of requested feedback also publicized through the AASD website as well as through the superintendent's family communication letter.
HOW will these books be resourceful for classroom teachers?	The UFLI Foundations supports teachers with a sequential, research based resource for teaching foundational reading skills. Each lesson is focused on an 8-step routine (phonemic awareness; visual drill; auditory drill; blending drill; new concept; word work; irregular words; connected text). Common Core State Standards (RF.K.1d, RF.K.2a, RF.K.2b,RF.K.2c, RF.K.2d, RF.K2e, RF.K2f): *recognize & produce rhyming words; count, pronounce, blend & segment syllables in spoken words; blend & segment onsets and rimes of single-syllable spoken words; isolate & pronounce initial, medial and final sounders in CVC words; add or substitute individual sounds in one syllable words; concepts of print, recognize and name all uppercase and lowercase letters of the alphabet.*

English Language Arts: Material Purchase- 5K-5 Wit & Wisdom, Geodes Readable Texts, and Really Great Reading's HD Word Study

WHY would we like to purchase a comprehensive ELA resource for all 5K--5 teachers within the AASD?	Results of our AASD ELA Program Evaluation, 5K-2 Literacy audit, student data, and strong teacher support indicate that our current Fountas and Pinnell ELA Resource does not meet our student or teacher instructional needs. Field Test teachers, elementary school sites, and our ELA Resource Adoption Team have requested this particular knowledge-building resource, to be used daily with our students. While acquiring phonics and foundational skills to develop learners into readers, writers and speakers, Wit & Wisdom created by Great Minds offers multiple opportunities for practice and application, while at the same time building knowledge around geography, history, science and the arts.
WHAT are some of the features for this resource?	This resource is one of the three approved knowledge building ELA curricula supported by the Early Literacy Curriculum Council in the State of Wisconsin. It contains: • A Launch unit plus 4 module topics covered at each grade level. Each module is about 30 lessons covered in 6-8 weeks, integrating reading, writing, speaking, listening, and language instruction. • Volume of Reading literary and informational texts to supplement a classroom library around the topics of study within the modules • Core Texts for students grounded in social and emotional development that build knowledge • Student assessment packs • Multilingual resources • Geodes readable student texts that students can apply phonics skills while building content knowledge. 384 books are provided at the K-2 level with a teacher resource
HOW was public input solicited prior to making the administrative recommendation to the Board?	Copies of proposed instructional materials were made available to the public for over 30 days in order to submit written public input. Notification of requested feedback also publicized through the AASD website as well as through the superintendent's family communication letter.
HOW will these books be resourceful for classroom teachers?	Wit & Wisdom is aligned to all WI State Standards: Reading Foundational Skills, Fluency, Craft and Structure, Text Types and Purposes, Production and Distribution of Writing, Inquiry to Build and Present Knowledge, Comprehension and Collaboration, Presentation of Knowledge and Ideas, Knowledge of Language, Vocabulary Acquisition and Use, Conventions of English, Text types and Purposes. Teachers are seeking a comprehensive resource to support their lesson design within a structured literacy framework.

English Language Arts: Materials Purchase- Handwriting Without Tears Student Workbooks For 3rd Grade

Time Period of Public Input
03/15/24 - 05/03/24
Number and Breakdown of Responses Received (Supportive/Unsupportive)
0 Responses **Comments:** • none
Overall Themes Identified From Responses
Responses: • none

English Language Arts: Materials Purchase- UFLI Foundations for Grades 5K-2

Time Period of Public Input
03/15/24 - 05/03/24
Number and Breakdown of Responses Received (Supportive/Unsupportive)
0 Responses **Comments:** • none
Overall Themes Identified From Responses
Responses: • none

English Language Arts: Materials Purchase- Heggerty Primary Extension for Grades 3-5

Time Period of Public Input
03/15/24 - 05/03/24
Number and Breakdown of Responses Received (Supportive/Unsupportive)
0 Responses **Comments:** • none
Overall Themes Identified From Responses
Responses: • none

English Language Arts: Materials Purchase- Wit & Wisdom for 5K-5

Time Period of Public Input
03/15/24 - 05/03/24
Number and Breakdown of Responses Received (Supportive/Unsupportive)
4 Responses **Supportive: 1 response** **Unsupportive: 3 responses** **Comments:** ● Concern that a separate resource is used for foundational skills; concern that the science and social studies themes aren't deep enough which will require teachers to continuing teaching science and social studies, and concerned that the four modules go too deep ● Concerns about three books offered at the gr 3-5 levels whose themes could cause sadness for students ● Concerns that some of the primary books are too serious in nature and not light hearted enough ● Appreciative of the switch to knowledge building and wanting to be sure that all students, especially EL and Special Education, have equal opportunities to benefit from the knowledge building
Overall Themes Identified From Responses
Responses: ● 1 concern: separate foundational skills resource used with Wit & Wisdom ● 2 concerns: books have mature themes and topics that may be challenging for students ● 1 concern: ensuring that all students have equal opportunities to engage in the resource

English Language Arts: Materials Purchase- Heggerty Kindergarten Phonemic and Phonological Awareness

Time Period of Public Input
03/15/24 - 05/03/24
Number and Breakdown of Responses Received (Supportive/Unsupportive)
0 Responses **Comments:** ● none
Overall Themes Identified From Responses
Responses: ● none

Course Overview Curriculum Document

AASD Instructional Framework

AASD is focused on providing high-quality literacy instruction to ensure the prevention of potential reading difficulties while accelerating the growth of all students. Competencies include word identification skills, including fluent and accurate word recognition while reading in context, comprehension, spelling and writing. Elementary literacy focuses on student aptitude with reading, writing, listening, speaking, viewing, and presenting within English language arts and across all content areas.

Board Approved	Revised
5-6-2024 (pending)	

Required Assessments

State Required K-3 Phonics Screener (fall, winter and spring); iReady District Assessment (fall, winter and spring); standards-based common summative assessments

Textbooks/Resources

Wit & Wisdom Language Arts Curriculum
University of Florida Literacy Institute (UFLI) Foundations Phonics Program
Heggerty Phonemic Awareness Kindergarten Curriculum

AASD ELA Foundations	Course Relevance Question(s)
• English Language Arts is an integrated discipline • English Language Arts instruction builds an understanding of the human experience • Literacy is an evolving concept, and becoming literate is a lifelong learning process • Critical thinking and problem solving, communication, collaboration, and creativity are aspects of effective Communication Arts instruction and attributes of AASD graduates • Literacy, language, and meaning are socially constructed and are enhanced by multiple perspectives	

Unit Overviews

Module Name	Unit Description and Suggested Understandings	Unit Relevance Question	Instructional Standards	End of Unit (EOU) Assessed Standards

Module 0	A brief module that introduces students and teachers to Wit & Wisdom's key components and features. This introductory module also serves to cultivate a community of readers and writers. Suggested Student Understandings: ● Reading a book multiple times for different purposes helps readers better understand and enjoy the story. ● Different readers enjoy different types of books.	● How does reading help us learn?		
Module 1: The Five Senses	Studying the five senses lays an early foundation for the study of science. Full of rhyme, rhythm, and color, this module introduces children to the joy and rigor of text-based, content-rich learning. Students become aware of how writers and artists leverage these tools to communicate experience. They understand how readers use senses to process information and learn. Students gain transferable knowledge of how a text's words and illustrations work together to provide a rich sensory experience. Suggested Student Understandings ● We have five senses: smell, taste, touch, hearing, and sight. ● Our senses take in information and make us aware of the world around us. ● People use their senses to learn about the world and to learn from books. ● Details in illustration, speech, and text provide more information for readers. ● Words and illustrations work together to tell a story and present information.	● How do our senses help us learn?	**Phonological Awareness** RF.K.2 **Phonics and Word Recognition** RF.K.3.b **Key Ideas and Details** R.K.1,2,3 **Craft and Structure** R.K.4, 5, 6 **Integration of Knowledge and Ideas** R.K.7, 8, 9 **Text Types and Purposes** W.K.1, 2b, c, 3a, b **Production and Distribution of Writing** W.K.4 **Inquiry to Build and Present Knowledge** W.K.8, 9 **Comprehension and Collaboration** SL.K.1a, b, c, d, 2, 3 **Presentation of Knowledge and Ideas** SL.K.4 **Knowledge of Language** L.K.1, a **Vocabulary Acquisition and Use** L.K.2a, b, 3a, b, d, e, 4	**Key Ideas and Details** R.K.1 **Text Types and Purposes** W.K.2b **Production and Distribution of Writing** W.K.5 **Conventions of Standard English** L.K.6,c,d

			Conventions of Standard English L.K.5a, c, d, 6b, c, d	
Module 2: Once Upon a Farm	In this module, students explore story structure through a group of texts united by an intriguing, classic theme for young readers: farm animals. Suggested Student Understandings: ● Authors of informational texts teach us about real life through their books. ● Authors of narrative texts use their imaginations to tell fictional stories that entertain and teach us. ● In real life, farm animals live on farms and help people in different ways. ● Life on a farm and the animals' behavior change with the seasons. ● Informational texts and fictional stories are structurally different. Fictional stories have characters, setting, problems, and resolutions. Informational texts tell facts about a topic.	● What makes a good story?	**Phonics and Word Recognition** RF.K.3.b **Key Ideas and Details** R.K.1, 2, 3 **Craft and Structure** R.K.4, 5, 6 **Integration of Knowledge and Ideas** R.K.7, 9 **Text Types and Purposes** W.K.1, 2a, b, c, 3a, b **Production and Distribution of Writing** W.K.4, 5, 6 **Inquiry to Build and Present Knowledge** W.K.8, 9 **Comprehension and Collaboration** SL.K.1a, b, c, d, 3 **Presentation of Knowledge and Ideas** SL.K.4 **Knowledge of Language** L.K.1, a **Vocabulary Acquisition and Use** L.K.2a, 3a, b, c, d, e, 4 **Conventions of Standard English** L.K.5a, b, c, d, 6c, d	**Text Types and Purposes** W.K.2c **Conventions of Standard English** L.K.5d, 6c,d
Module 3: Then and Now	Through text and photos they see how their grandparents and even parents had very different experiences with home and school from their own. Students pick out topics and details in written texts and pay attention to these texts' features, or the way they are composed, in preparation for writing their own informative pieces. Suggested Student Understandings:	● How has life in America changed over time?	**Key Ideas and Details** R.K.1,2,3 **Craft and Structure** R.K.4, 5, 6 **Integration of Knowledge and Ideas** R.K.7, 8, 9 **Text Types and Purposes**	**Key Ideas and Details** R.K.3 **Text Types and Purposes** W.K.2b **Inquiry to Build and Present Knowledge** W.K.7, 8

	● Authors of informational texts teach us information about real life through their books. ● Informational texts have main topics supported by key details that tell readers more about a topic. ● Life at home and life at school in America have changed over time. ● Modes of transportation and communication in America have changed over time. ● Inventions make life easier and help people do things in new ways.		W.K.1, 2a, b, c, 3a, b **Production and Distribution of Writing** W.K.4, 6 **Inquiry to Build and Present Knowledge** W.K.7, 8, 9 **Comprehension and Collaboration** SL.K.1a, c, d, 2, 3 **Presentation of Knowledge and Ideas** SL.K.5 **Knowledge of Language** L.K.1, a **Vocabulary Acquisition and Use** L.K.2a, b, 3a, b, c, d, e, 4 **Conventions of Standard English** L.K.5a, b, c, d, 6a, b, c, d	**Presentation of Knowledge and Ideas** SL.K.5 **Conventions of Standard English** L.K.5a, b, d, 6c
Module 4: The Continents	To build a deep well of world knowledge, students study the seven continents. They begin by considering the texts Europe and Asia, and the interesting things people can do in these places. In the next set of lessons, students consider another aspect of the world: the various geographical features around which cultures develop. Students learn about these natural features by focusing on two contrasting continents: Africa and Antarctica, and their corresponding texts. A passion for knowledge often develops into a passion for travel, and in the next series of lessons, students experience how elements of a story can help them imagine being in another place. Suggested Student Understandings: ● The world is a large place with diverse people and places. ● Each continent is characterized by its own animals, natural features, and things to do. ● Maps and photographs can visually transport viewers to different locations around the world.	● What makes the world fascinating?	**Key Ideas and Details** R.K.1,2,3 **Craft and Structure** R.K.4, 5 **Integration of Knowledge and Ideas** R.K.7, 8, 9 **Text Types and Purposes** W.K.1, 2a, b, c, 3a, b **Production and Distribution of Writing** W.K.4, 5 **Inquiry to Build and Present Knowledge** W.K.7, 8, 9 **Comprehension and Collaboration** SL.K.1a, c, d, 2, 3 **Presentation of Knowledge and Ideas**	**Key Ideas and Details** R.K.1 **Craft and Structure** R.K.5 **Text Types and Purposes** W.K.2a **Inquiry to Build and Present Knowledge** W.K.8 **Conventions of Standard English** L.K.5d **Conventions of Standard English** L.K.6a

	• Stories can transport readers to another place through language and illustrations. • Collecting and reflecting upon information allows a person to make and support an informed opinion with reasons.		SL.K.4 **Knowledge of Language** L.K.1, a **Vocabulary Acquisition and Use** L.K.2a, b, 3a, b, c, d, e, 4 **Conventions of Standard English** L.K.5a, b, c, d, 6a, b, c, d	

UFLI Overview

Lesson Name	Lesson Description	Instructional Standards	Assessed Standards
Lessons A-J: Getting Ready	The first 10 lessons are intended to be taught across approximately the first two weeks of school. These lessons introduce key concepts that will be reviewed throughout the core lessons. In these lessons, students are introduced to the sound wall and the 44 phonemes of spoken English. They are also introduced to the letters of the alphabet during the Alphabet Knowledge and Letter Formation section. None of the content of Lessons A-J is expected to be mastered during the lesson. These lessons build students' background knowledge to support their later acquisition and mastery of skills.	**Print Concepts** RF.K.1a, b, c, d **Phonological Awareness** RF.K.2a, b, c, d, e **Phonics and Word Recognition** RFK1.3a, b, c, d **Fluency** RF.K.4 **Production and Distribution of Writing** WKJ.6 **Conventions of Standard English** L.K.6c, d	All instructional standards are assessed regularly.
Lessons 1-34: Alphabet	Alphabet knowledge includes knowledge of the letter names, knowledge of the letter sounds, knowledge of letter formation, and the ability to access this knowledge automatically. The lessons in this unit are designed to build students' alphabet knowledge and decoding and encoding skills.		
Lessons 35-41: Alphabet Review & Longer Words	The Alphabet Review and Longer Words Unit provides students with additional practice with decoding and encoding words containing the concepts learned in the previous Alphabet lessons (Lessons 1-34). These lessons have alternate forms (e.g., Lesson 38a, 38b). You can select the version of the lesson that best meets your students' needs, or you can teach all the versions to provide additional review and practice		

Lessons 42-53: Digraphs	A consonant digraph is a combination of two consonant letters that represent a single consonant speech sound. The lessons in this unit are designed to strengthen students' familiarity with consonant digraphs.		
Lessons 54-62: VCe	Vowel-consonant-e (VCe) is a spelling pattern in which a silent e at the end signals a change from the short vowel sound to a long vowel sound (e.g., kit → kite). The lessons in this unit are designed to develop students' skills for reading with words that contain the VCe pattern.		
Lessons 63-68: Reading Longer Words	The Ending Spelling Patterns Unit introduces students to spelling patterns that only occur at the end of words, such as, -tch, -dge, or -le. The lessons in this unit are designed to develop students' skills for reading with words that contain these specific spelling patterns.		

Course Overview Curriculum Document

AASD Instructional Framework

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Board Approved	Revised
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Unit Overviews				
Module Name	**Unit Description and Suggested Understandings**	**Unit Relevance Question**	**Instructional Standards**	**End of Unit (EOU) Assessed Standards**
Module 0	A brief module that introduces students and teachers to Wit & Wisdom's key components and features. This introductory module also serves to cultivate a community of readers and writers. Suggested Student Understandings: ● Reading a book multiple times for different purposes helps readers better understand and enjoy the story. ● Different readers enjoy different types of books.	● How does reading help us learn?		
Module 1: A World of Books	Through inspiring texts, students journey to new places, meeting diverse characters whose lives change positively and irrevocably because of books. With each new text, students construct more knowledge and collect more evidence about how and why children everywhere read in order to answer the Essential Question: How do books change lives around the world? Suggested Student Understandings: ● Reading books helps people everywhere build knowledge. ● Stories have messages that can change the way people think and feel. ● People all over the world enjoy books, though people living in different places get books in different ways. ● Some people, including all kinds of librarians from around the world, dedicate their lives to making sure others have access to books. ● Reading changes lives by helping people imagine things they haven't experienced.	● How do books change lives around the world?	**Key Ideas and Details** R.1.1,2,3 **Craft and Structure** R.1.4 **Integration of Knowledge and Ideas** R.1.7, 9 **Text Types and Purposes** W.1.1, 2b, c, 3a, b, c **Production and Distribution of Writing** W.1.4, 5 **Inquiry to Build and Present Knowledge** W.1.8, 9 **Comprehension and Collaboration** SL.1.1a, b, d, 2 **Knowledge of Language** L.1.1, a **Vocabulary Acquisition and Use** L.1.2a, b, 3, 4 **Conventions of Standard English**	**Key Ideas and Details** R.1.2, 3 **Text Types and Purposes** W.1.2c **Inquiry to Build and Present Knowledge** W.1.8 **Comprehension and Collaboration** SL.1.1a **Conventions of Standard English** L.1.5a, d, 6b

			L.1.5a, c, d, 6a, b, d	
Module 2: Creature Features	Through this module, students discover the diverse characteristics, or features, of all kinds of creatures and identify the commonalities across species. By describing both the main ideas and details, students unlock complex messages in informational texts. As they write informative/explanatory responses to text and draw animals, students build the structure and complexity of their writing and thinking in service of developing their own animal expertise. Suggested Student Understandings: ● People can learn about what makes animals similar and different from one another by observing and describing animal features. ● Animal experts describe animals in books, pictures, and videos to help us learn about the natural world and how animals survive. ● When authors and illustrators write or draw about animals, they research them carefully and use a lot of detail so others can learn more about them. ● Informational texts and fictional stories are structurally different. Fictional stories have characters, setting, problems, and resolutions. Informational texts tell facts about a topic.	● What can we discover about animals' unique features?	**Key Ideas and Details** R.1.1, 2, 3 **Craft and Structure** R.1.4 **Integration of Knowledge and Ideas** R.1.7, 8, 9 **Text Types and Purposes** W.1.1, 2a, b, 3a, c **Production and Distribution of Writing** W.1.4, 5, 6 **Inquiry to Build and Present Knowledge** W.1.7, 8 **Comprehension and Collaboration** SL.1.1a, d, 2 **Presentation of Knowledge and Ideas** SL.1.5 **Knowledge of Language** L.1.1, a **Vocabulary Acquisition and Use** L.1.3b, c, 4 **Conventions of Standard English** L.1.5c, d, 6b	**Text Types and Purposes** W.1.2b **Inquiry to Build and Present Knowledge** W.1.7, 8 **Conventions of Standard English** L.1.5c, d, 6b **Presentation of Knowledge and Ideas** SL.1.5
Module 3: Powerful Forces	Students discover the capacity of wind and the emotions it evokes. The familiar yet intriguing topic of wind introduces students to the key scientific concepts of weather and forces. Students learn sensory words to describe the invisible force of wind and explore how wind moves objects and generates power. As students study characters' reactions to varying intensities of wind, they explore another invisible power: emotions. Students learn vocabulary to describe emotions and	● How do people respond to the powerful force of the wind?	**Key Ideas and Details** R.1.1,2,3 **Craft and Structure** R.1.5, 6 **Integration of Knowledge and Ideas** R.1.7, 8, 9 **Text Types and Purposes** W.1.1, 2b, c, 3a, b, c	**Text Types and Purposes** W.1.2c **Conventions of Standard English** L.1.5c

	interpret stories. The module is an investigation of scientific and social-emotional topics. Suggested Student Understandings: ● Forces like wind can be strong or gentle. ● People can respond differently to the force of the wind. ● People can experience different emotions in reaction to the same event. ● People can use the wind to help them. ● Authors use descriptive words to communicate feelings and sensory perceptions.		**Production and Distribution of Writing** W.1.4, 5 **Inquiry to Build and Present Knowledge** W.1.7, 8, 9 **Comprehension and Collaboration** SL.1.1a, b, c, d, 2, 3 **Knowledge of Language** L.1.1, a **Vocabulary Acquisition and Use** L.1.2a, b, 3a, b, c, 4 **Conventions of Standard English** L.1.5b, c, d, 6	
Module 4: Cinderella Stories	In this module, students travel to faraway lands as they explore a range of Cinderella stories from diverse traditional cultures. With each text, they dig into both the story's narrative elements as well as the Cinderella character. They compare the adventures and experiences of the various Cinderella characters while still recognizing the common elements present in each tale. Students learn the importance of citing details from the texts to support their opinions, in addition to reviewing text evidence, prior to formulating their opinions. This learning is applied in their writing throughout the module as students consider what makes the Cinderella character admirable. This module leads to an appreciation for the uniqueness of each Cinderella story as well as an understanding of the common elements that connect one version to another. Suggested Student Understandings: ● There are thousands of Cinderella stories from all over the world.	● Why do people around the world admire Cinderella?	**Key Ideas and Details** R.1.1,2,3 **Craft and Structure** R.1.6 **Integration of Knowledge and Ideas** R.1.7, 9 **Text Types and Purposes** W.1.1, 2a, 3a, c **Production and Distribution of Writing** W.1.4, 5 **Inquiry to Build and Present Knowledge** W.1.7, 8, 9 **Comprehension and Collaboration** SL.1.1a, b, d, 2 **Presentation of Knowledge and Ideas** SL.1.4 **Knowledge of Language** L.1.1, a	**Text Types and Purposes** W.1.2a **Production and Distribution of Writing** W.1.5 **Inquiry to Build and Present Knowledge** W.1.8 **Conventions of Standard English** L.1.6a, d

	• Cultures pass down stories to teach lessons and morals. • Cinderella stories have specific characteristics, including an element of magic. • People admire others for different reasons.		**Vocabulary Acquisition and Use** L.1.2, 3a, b, 4 **Conventions of Standard English** L.1.5a, c, d, 6a, c, d	

UFLI Overview

Lesson Name	Lesson Description	Instructional Standards	Assessed Standards
Lessons 35-41: Alphabet Review & Longer Words	The Alphabet Review and Longer Words Unit provides students with additional practice with decoding and encoding words containing the concepts learned in the previous Alphabet lessons (Lessons 1-34). These lessons have alternate forms (e.g., Lesson 38a, 38b). You can select the version of the lesson that best meets your students' needs, or you can teach all the versions to provide additional review and practice	**Print Concepts** RF.1.1a, b, c, d **Phonological Awareness** RF.1.2a, b, c, d, e **Phonics and Word Recognition** RF.1.3a, b, c, d **Fluency** RF.1.4 **Production and Distribution of Writing** W.J.6 **Conventions of Standard English** L.1.6c, d	All instructional standards are assessed regularly.
Lessons 42-53: Digraphs	A consonant digraph is a combination of two consonant letters that represent a single consonant speech sound. The lessons in this unit are designed to strengthen students' familiarity with consonant digraphs.		
Lessons 54-62: VCe	Vowel-consonant-e (VCe) is a spelling pattern in which a silent e at the end signals a change from the short vowel sound to a long vowel sound (e.g., kit → kite). The lessons in this unit are designed to develop students' skills for reading with words that contain the VCe pattern.		
Lessons 63-68: Reading Longer Words	The Reading Longer Words Unit is students' first introduction to words with more than one syllable. These lessons address word endings, open and closed syllables, and compound words.		
Lessons 69-76: Ending Spelling Patterns	The Ending Spelling Patterns Unit introduces students to spelling patterns that only occur at the end of words, such as, -tch, -dge, or -le. The lessons in this unit are designed to develop students' skills for reading with words that contain these specific spelling patterns.		
Lessons 77-83:	When a vowel is followed by an R, the sound of the vowel often changes and is said to be controlled by the vowel. There are three main r-controlled vowel sounds: the /ar/ sound, as in barn; the /or/ sound, as in corn; and the /er/		

R-Controlled Vowels	sound, as in fern, bird, and curl. The lessons in this unit are designed to build students' proficiency in reading and spelling words that contain r-controlled vowels.		
Lessons 84-88: Long Vowel Teams	A vowel team is a combination of letters that represents a vowel sound. These lessons focus on vowel teams that represent the sound of the first vowel (e.g., team, rain). These lessons are designed to build students' accuracy and automaticity in connecting these vowel teams with the sounds associated with them. The lessons also build students' proficiency in reading and spelling words that contain these vowel teams.		
Lessons 89-94: Other Vowel Teams	A vowel team is a combination of letters that represents a vowel sound. These lessons focus on vowel teams that represent a new sound (e.g., draw, book) and vowel teams that include letters that aren't vowels (e.g., dew, high). These lessons are designed to build students' accuracy and automaticity in connecting these vowel teams with the sounds associated with them. The lessons also build students' proficiency in reading and spelling words that contain these vowel teams.		
Lessons 95-98: Diphthongs and Silent Letters	A Diphthong is sound produced by combining two vowels, gliding the tongue from one position to another during articulation (e.g., /ow/, /oy/). These lessons are designed to build students' accuracy and automaticity in recognizing diphthongs. The lessons also build students' proficiency in reading and spelling words that contain diphthongs. The Silent Letters Unit only consists of one lesson, but this lesson instructs students on three common silent letter patterns (e.g., kn-, wr-, and -mb). This lesson is designed to build students' accuracy and automaticity in recognizing silent letter patterns. The lesson also builds students' proficiency in reading and spelling words that contain silent letter patterns.		
Lessons 99-106: Suffixes and Prefixes	Affixes are morphemes that can be added to the beginning (prefix) or end (suffix) of a word. This unit introduces students to several of the most common prefixes and suffixes. The lessons in this unit are designed to strengthen students' familiarity and automaticity with these affixes. These lessons are designed to build students' accuracy and automaticity in recognizing affixes. The lessons also build students' proficiency in reading and spelling words that contain affixes.		
Lessons 107-110:	The lessons in this unit address several spelling changes when adding suffixes, such as the doubling rule, drop -e rule, and changing -y to i rule. The lessons		

Suffix Spelling Changes	build students' proficiency in reading and spelling words that contain suffixes with spelling changes.		

Course Overview Curriculum Document

AASD Instructional Framework

AASD is focused on providing high-quality literacy instruction to ensure the prevention of potential reading difficulties while accelerating the growth of all students. Competencies include word identification skills, including fluent and accurate word recognition while reading in context, comprehension, spelling and writing. Elementary literacy focuses on student aptitude with reading, writing, listening, speaking, viewing, and presenting within English language arts and across all content areas.

Board Approved	Revised
5-6-2024 (pending)	

Required Assessments

State Required K-3 Phonics Screener (fall, winter and spring); iReady District Assessment (fall, winter and spring); standards-based common summative assessments

Textbooks/Resources

Wit & Wisdom Language Arts Curriculum
University of Florida Literacy Institute (UFLI) Foundations Phonics Program

AASD ELA Foundations	Course Relevance Question(s)
• English Language Arts is an integrated discipline • English Language Arts instruction builds an understanding of the human experience • Literacy is an evolving concept, and becoming literate is a lifelong learning process • Critical thinking and problem solving, communication, collaboration, and creativity are aspects of effective Communication Arts instruction and attributes of AASD graduates • Literacy, language, and meaning are socially constructed and are enhanced by multiple perspectives	

Unit Overviews

Module Name	Unit Description and Suggested Understandings	Unit Relevance Question	Instructional Standards	End of Unit (EOU) Assessed Standards
Module 0	A brief module that introduces students and teachers to Wit & Wisdom's key components and features. This introductory module also serves to cultivate a community of readers and writers. Suggested Student Understandings: ● Reading a book multiple times for different purposes helps readers better understand and enjoy the story. ● Different readers enjoy different types of books.	● How does reading help us learn?		
Module 1: A Season of Change	Change is a concept that students wrestle with in school, in their lives, and in the world. This module focuses on seasons as an example of change and transformation . The study also exposes students to the science behind the transition from fall to winter. The knowledge gained in the module provides a foundation for understanding the complex changes students will encounter in text and in their lives. Suggested Student Understandings: ● Change is a complex process. ● Seasonal changes impact people and nature. ● Autumn is a season of much change. ● Leaves change color in autumn because of the changes in weather. ● Friends can help us change.	● How does change impact people and nature?	**Reading Foundational Skills** RF.2.4b **Key Ideas and Details** R.2.1, 2, 3 **Craft and Structure** R.2.4, 5, 6 **Integration of Knowledge and Ideas** R.2.7, 8, 9 **Text Types and Purposes** W.2.2b, 3a, c **Production and Distribution of Writing** W.2.4, 5 **Inquiry to Build and Present Knowledge** W.2.7, 8, 9 **Comprehension and Collaboration** SL.2.1a, b, c, d, 2, 4	**Key Ideas and Details** R.2.2 **Text Types and Purposes** W.2.2b, 3a, c **Integration of Knowledge and Ideas** R.2.9 **Production and Distribution of Writing** W.2.5 **Inquiry to Build and Present Knowledge** W.2.8 **Conventions of Standard English** L.2.5b

			Knowledge of Language L.2.1a, b **Vocabulary Acquisition and Use** L.2.2a, b, c, d, 3a, b, c, 4 **Conventions of Standard English** L.2.5b, 6	
Module 2: The American West	Throughout our nation's history, the West has symbolized hope, courage, and possibility. Native populations and early settlers, however, encountered the harshness of life in the West firsthand. What growth came from their struggles? What was life like in the American West for those native to the land? What was it like for those who settled there? How do changes impact people and nature? This module explores changes to the people and the environment of the West, building on the concept of change introduced in Module 1. Suggested Student Understandings: ● People can learn about what makes animals similar and different from one another by observing and describing animal features. ● Animal experts describe animals in books, pictures, and videos to help us learn about the natural world and how animals survive. ● When authors and illustrators write or draw about animals, they research them carefully and use a lot of detail so others can learn more about them. ● Informational texts and fictional stories are structurally different. Fictional stories have characters, setting, problems, and resolutions. Informational texts tell facts about a topic.	● What was life like in the West for early Americans?	**Reading Foundational Skills** RF.2.4b **Key Ideas and Details** R.2.1, 2, 3 **Craft and Structure** R.2.4, 5, 6 **Integration of Knowledge and Ideas** R.2.7, 9 **Text Types and Purposes** W2.2b, 3a, c **Production and Distribution of Writing** W.2.4, 5, 6 **Inquiry to Build and Present Knowledge** W.2.8, 9 **Comprehension and Collaboration** SL.2.1a, b, d, 2, 4, 5 **Presentation of Knowledge and Ideas** L.2.1a **Vocabulary Acquisition and Use**	**Key Ideas and Details** R.2.2 **Text Types and Purposes** W.2.2b **Production and Distribution of Writing** W.2.5 **Inquiry to Build and Present Knowledge** W.2.8

			L.2.2a, b, d, 3a, b, c, 4 **Conventions of Standard English** L.2.5a, b, 6a, d	
Module 3: Civil Rights Heroes	Module 3 compels students to closely examine the impact of three key Civil Rights heroes: Martin Luther King Jr., Ruby Bridges, and Sylvia Mendez. How did these figures respond to the injustices they faced? What can we learn from their actions? A series of narrative nonfiction texts and historical photographs serve as students' insight to the past. By examining the impact of these three individuals on the country, and more particularly in public schools, students build deep knowledge of what it means to live out the nation's creed of "liberty and justice for all." Suggested Student Understandings: ● People have fought injustices in the United States. ● The Civil Rights Movement had many heroic leaders. ● Schools, restaurants, movie theaters, and many other public places were segregated before the Civil Rights Movement. ● Equal access to education was an important part of the Civil Rights Movement. ● People fight injustice with words such as speeches, songs, and literature. ● People fight injustice with actions such as protests and petitions to change laws.	● How can people respond to injustice?	**Key Ideas and Details** R.2.1, 2, 3 **Craft and Structure** R.2.4, 5, 6 **Integration of Knowledge and Ideas** R.2.9 **Text Types and Purposes** W.2.2b, c, 3a, c **Production and Distribution of Writing** W.2.4, 5 **Inquiry to Build and Present Knowledge** W.2.8, 9 **Comprehension and Collaboration** SL.2.1c, d, 2, 3, 4 **Knowledge of Language** L.2.1a **Vocabulary Acquisition and Use** L.2.2a, b, c, d, 3a, b, c, 4 **Conventions of Standard English** L.2.5b, 6	**Text Types and Purposes** W.2.2c **Production and Distribution of Writing** W.2.5 **Inquiry to Build and Present Knowledge** W.2.8 **Conventions of Standard English** L.2.5a, b
Module 4: Good Eating	In the final module of the year, students examine how choosing to eat healthy foods can impact their lives. How does food nourish our bodies? What knowledge helps us make healthy eating choices? How can food bring communities	● How does food nourish us?	**Key Ideas and Details** R.2.1, 2, 3 **Craft and Structure** R.2.4, 5, 6	**Key Ideas and Details** R.2.1 **Text Types and Purposes** W.2.2a

	together? Students explore these questions through rich questioning and writing prompts as they internalize the importance of making informed choices about what they eat. Suggested Student Understandings: ● Our digestive system works like a machine to take nutrients from food to keep our bodies healthy. ● The food we eat comes from small and large farms. ● Different foods provide different essential nutrients needed to stay healthy and some of those foods are vegetables. ● Food can nourish a community like it nourishes our body.		**Integration of Knowledge and Ideas** R.2.7, 8 **Text Types and Purposes** W.2.2a, b, 3a, b, c **Production and Distribution of Writing** W.2.4, 5 **Inquiry to Build and Present Knowledge** W.2.7, 8, 9 **Comprehension and Collaboration** SL.2.1a, b, c, d **Presentation of Knowledge and Ideas** SL.2.1d, 2, 4 **Knowledge of Language** L.2.1a, b **Vocabulary Acquisition and Use** L.2.2a, d, 3a, b, c, 4 **Conventions of Standard English** L.2.5b, 6b, c, d	**Inquiry to Build and Present Knowledge** W.2.7, 8

UFLI Overview

Lesson Name	Lesson Description	Instructional Standards	Assessed Standards

Lessons 35-41: Alphabet Review & Longer Words	The Alphabet Review and Longer Words Unit provides students with additional practice with decoding and encoding words containing the concepts learned in the previous Alphabet lessons (Lessons 1-34). These lessons have alternate forms (e.g., Lesson 38a, 38b). You can select the version of the lesson that best meets your students' needs, or you can teach all the versions to provide additional review and practice	**Print Concepts** RF.1.1a, b, c, d **Phonological Awareness** RF.1.2a, b, c, d, e **Phonics and Word Recognition** RF.1.3a, b, c, d **Fluency** RF.1.4 **Production and Distribution of Writing** W.J.6 **Conventions of Standard English** L.1.6c, d	All instructional standards are assessed regularly.
Lessons 42-53: Digraphs	A consonant digraph is a combination of two consonant letters that represent a single consonant speech sound. The lessons in this unit are designed to strengthen students' familiarity with consonant digraphs.		
Lessons 54-62: VCe	Vowel-consonant-e (VCe) is a spelling pattern in which a silent e at the end signals a change from the short vowel sound to a long vowel sound (e.g., kit → kite). The lessons in this unit are designed to develop students' skills for reading with words that contain the VCe pattern.		
Lessons 63-68: Reading Longer Words	The Reading Longer Words Unit is students' first introduction to words with more than one syllable. These lessons address word endings, open and closed syllables, and compound words.		
Lessons 69-76: Ending Spelling Patterns	The Ending Spelling Patterns Unit introduces students to spelling patterns that only occur at the end of words, such as, -tch, -dge, or -le. The lessons in this unit are designed to develop students' skills for reading with words that contain these specific spelling patterns.		
Lessons 77-83: R-Controlled Vowels	When a vowel is followed by an R, the sound of the vowel often changes and is said to be controlled by the vowel. There are three main r-controlled vowel sounds: the /ar/ sound, as in barn; the /or/ sound, as in corn; and the /er/ sound, as in fern, bird, and curl. The lessons in this unit are designed to build students' proficiency in reading and spelling words that contain r-controlled vowels.		
Lessons 84-88: Long Vowel Teams	A vowel team is a combination of letters that represents a vowel sound. These lessons focus on vowel teams that represent the sound of the first vowel (e.g., team, rain). These lessons are designed to build students' accuracy and automaticity in connecting these vowel teams with the sounds associated with them. The lessons also build students' proficiency in reading and spelling words that contain these vowel teams.		
Lessons 89-94: Other Vowel Teams	A vowel team is a combination of letters that represents a vowel sound. These lessons focus on vowel teams that represent a new sound (e.g., draw, book) and vowel teams that include letters that aren't vowels (e.g., dew, high). These lessons		

	are designed to build students' accuracy and automaticity in connecting these vowel teams with the sounds associated with them. The lessons also build students' proficiency in reading and spelling words that contain these vowel teams.		
Lessons 95-98: Diphthongs and Silent Letters	A Diphthong is sound produced by combining two vowels, gliding the tongue from one position to another during articulation (e.g., /ow/, /oy/). These lessons are designed to build students' accuracy and automaticity in recognizing diphthongs. The lessons also build students' proficiency in reading and spelling words that contain diphthongs. The Silent Letters Unit only consists of one lesson, but this lesson instructs students on three common silent letter patterns (e.g., kn-, wr-, and -mb). This lesson is designed to build students' accuracy and automaticity in recognizing silent letter patterns. The lesson also builds students' proficiency in reading and spelling words that contain silent letter patterns.		
Lessons 99-106: Suffixes and Prefixes	Affixes are morphemes that can be added to the beginning (prefix) or end (suffix) of a word. This unit introduces students to several of the most common prefixes and suffixes. The lessons in this unit are designed to strengthen students' familiarity and automaticity with these affixes. These lessons are designed to build students' accuracy and automaticity in recognizing affixes. The lessons also build students' proficiency in reading and spelling words that contain affixes.		
Lessons 107-110: Suffix Spelling Changes	The lessons in this unit address several spelling changes when adding suffixes, such as the doubling rule, drop -e rule, and changing -y to i rule. The lessons build students' proficiency in reading and spelling words that contain suffixes with spelling changes.		
Lessons 111-118: Low Frequency Spelling	There are several graphemes within the English language that have unique spelling patterns and occur with less frequency. However, they may appear in common words, so they are worth learning. The lessons in this unit were designed to build students' proficiency in reading and spelling words that contain these low frequency spelling patterns.		
Lessons 119-128: Additional Affixes	Affixes are morphemes that can be added to the beginning (prefix) or end (suffix) of a word. This unit contains additional affixes that will support students' morphological decoding and encoding skills.		

Course Overview Curriculum Document

AASD Instructional Framework

AASD is focused on providing high-quality literacy instruction to ensure the prevention of potential reading difficulties while accelerating the growth of all students. Competencies include word identification skills, including fluent and accurate word recognition while reading in context, comprehension, spelling and writing. Elementary literacy focuses on student aptitude with reading, writing, listening, speaking, viewing, and presenting within English language arts and across all content areas.

Board Approved	Revised
5-6-2024 (pending)	

Required Assessments

State Required K-3 Phonics Screener (fall, winter and spring); iReady District Assessment (fall, winter and spring); standards-based common summative assessments

Textbooks/Resources

Wit & Wisdom Language Arts Curriculum
Really Great Reading HD Word
Heggerty Primary Extension Phonemic Awareness

AASD ELA Foundations	Course Relevance Question(s)
• English Language Arts is an integrated discipline • English Language Arts instruction builds an understanding of the human experience • Literacy is an evolving concept, and becoming literate is a lifelong learning process • Critical thinking and problem solving, communication, collaboration, and creativity are aspects of effective Communication Arts instruction and attributes of AASD graduates • Literacy, language, and meaning are socially constructed and are enhanced by multiple perspectives	

Unit Overviews				
Module Name	**Unit Description and Suggested Understandings**	**Unit Relevance Question**	**Instructional Standards**	**End of Unit (EOU) Assessed Standards**
Module 0	Module 0 is a brief module that introduces students and teachers to Wit & Wisdom's key components and features. This introductory module also serves to cultivate a community of readers and writers. The Wit & Wisdom design fosters a classroom culture that instills a love of reading, builds the stamina for close and careful analysis of texts, encourages attention to language and its power, and nurtures academic discourse that values inquiry, open-mindedness, and reasoning. Suggested Student Understandings: ● Reading texts can be challenging, and it takes hard work and dedication. The lasting knowledge that reading can build, however, is worth the effort. ● People have different talents and learn in different ways.	● How does reading help us build knowledge?		
Module 1: The Sea	Students encounter the sea through a careful analysis of literature, informational texts, and art. Students not only gain knowledge about the ocean, but also learn to value curiosity as a driving force in human endeavors. Suggested Student Understandings: ● Artists and writers use domain-specific elements to express ideas. ● The ocean is an important ecosystem. ● Scientists observe the ocean carefully to learn more about it.	● Why do people explore the sea?	**Reading Foundational Skills- Fluency** RF.3.4a **Key Ideas and Details** R.3.1, 2, 3 **Craft and Structure** R.3.4, 5 **Integration of Knowledge and Ideas** R.3.7, 8 **Text Types and Purposes** W.3.1, 2b, 3a, b	**Key Ideas and Details** R.3.2 **Integration of Knowledge and Ideas** R.3.7 **Text Types and Purposes** W.3.2b, 3a, b **Inquiry to Build and Present Knowledge** W.3.8 **Vocabulary Acquisition and Use**

	● Squids and sharks are important to the sea's ecosystem. ● People develop technology to solve problems.		**Production and Distribution of Writing** W.3.4, 5 **Inquiry to Build and Present Knowledge** W.3.8, 9 **Comprehension and Collaboration** SL.3.1a, b, 2, 3, 4 **Presentation of Knowledge and Ideas** SL.3.4 **Knowledge of Language** L.3.1a, c **Vocabulary Acquisition and Use** L.3.2a, b, c, 3a, b, c, 4 **Conventions of Standard English** L.3.5a, b, d, 6a, c, e	L.3.3 **Conventions of Standard English** L.3.5b, d, 6a, f
Module 2: Outer Space	Our understanding of outer space has changed drastically over time, but at each period of understanding, the commonly held beliefs about outer space have shaped our perceptions of Earth and our ideas about our place in the universe. Having a strong knowledge of the history of these understandings will deepen students' knowledge of human history, provide an awareness of how scientific understanding can change and deepen, and serve as the basis for forming opinions about modern-day space exploration. Suggested Student Understandings: ● People learn about space through technology, art, and literature.	● How do people learn about space?	**Reading Foundational Skills- Fluency** RF.3.4a **Key Ideas and Details** R.3.1, 2, 3 **Craft and Structure** R.3.4, 6 **Integration of Knowledge and Ideas** R.3.7, 8 **Text Types and Purposes** W3.1, 2a, b, 3a, b **Production and Distribution of Writing**	**Text Types and Purposes** W3.2a **Production and Distribution of Writing** W.3.5 **Conventions of Standard English** L.3.5d

	● Galileo Galilei contributed significantly to the modern understanding of space. ● The astronauts of Apollo 11 participated in an historic event that put people on the Moon. ● Space continues to challenge our imagination.		W.3.4, 5 **Inquiry to Build and Present Knowledge** W.3.7, 8, 9 **Comprehension and Collaboration** SL.3.1b, d, 2, 3, 4, 5 **Presentation of Knowledge and Ideas** SL.3.4, 5 **Knowledge of Language** L.2.1a **Vocabulary Acquisition and Use** L.3.2a, b, 3a, b, c, 4 **Conventions of Standard English** L.3.5a, d, 6a	
Module 3: A New Home	As a nation of immigrants, we are a nation of stories. Each immigrant brings with him a unique history and an unwritten future. This module offers students an opportunity to consider the history of immigration through the lens of stories. Students begin to consider the difficult choices surrounding immigration as they read. Suggested Student Understandings: ● The United States is a nation of immigrants. ● Immigrants seek a new home country for a variety of reasons. ● Immigrants face challenges as they make a home in a new country. ● Immigrants often bring their old traditions to their new home.	● How do stories help us understand immigrants' experiences?	**Key Ideas and Details** R.3.1, 2, 3 **Craft and Structure** R.3.4, 5, 6 **Integration of Knowledge and Ideas** R.3.7, 8, 9 **Text Types and Purposes** W.3.1, 2c, 3a, b, c **Production and Distribution of Writing** W.3.4, 5 **Inquiry to Build and Present Knowledge** W.3.8, 9	**Text Types and Purposes** W.3.2c **Production and Distribution of Writing** W.3.4 **Conventions of Standard English** L.3.5a, c, 6b, c

			Comprehension and Collaboration SL.3.1a, d, 2, 3 **Knowledge of Language** L.3.1a **Vocabulary Acquisition and Use** L.3.2a, b, c, 3a, b, c, 4 **Conventions of Standard English** L.3.5c, 6b, c	
Module 4: Artists Make Art	Students use the core texts, the back matter of the texts, and additional preselected resources to research the lives of great artists. Students create short oral presentations and use technology to interact and collaborate with their peers and publish their work. Suggested Student Understandings: ● Art encompasses the visual arts, dance, music, and poetry. ● Artists use their imagination in different formats. ● Artists teach us to see the world in different ways. ● The challenges that artists face can serve as an inspiration to us. ● Learning about artists and their work helps us gain insight into our society and culture. ● Marian Anderson, Alvin Ailey, Jackson Pollock, William Carlos Williams, and Charles Demuth were groundbreaking artists who changed the way we see the world. ● Choreography is the art of dance. ● Spirituals are an important genre of music. ● Artists use talent, creativity, imagination, and determination to succeed.	● What is an artist?	**Reading Foundational Skills - Phonics and Word Recognition** RF3.3a **Reading Foundational Skills - Fluency** RF3.4b **Key Ideas and Details** R.3.1, 2, 3 **Craft and Structure** R.3.4, 5 **Integration of Knowledge and Ideas** R.3.7, 8 **Text Types and Purposes** W.3.1, 2b, 3a, b **Production and Distribution of Writing** W.3.4, 5, 6 **Inquiry to Build and Present Knowledge** W.3.7, 8, 9	**Key Ideas and Details** R.3.1 **Text Types and Purposes** W.2b **Production and Distribution of Writing** W.3.4, 5 **Inquiry to Build and Present Knowledge** W.3.7, 8 **Knowledge of Language** L.3.1c **Conventions of Standard English** L.3.6d, e, f, g

			Comprehension and Collaboration SL.3.2, 3, 4, 5 **Presentation of Knowledge and Ideas** SL.3.4, 5 **Knowledge of Language** L.3.1a, b, c **Vocabulary Acquisition and Use** L.3.2a, b, c, 3a, b, c, 4 **Conventions of Standard English** L.3.5, 6d, e, f, g	

Really Great Reading Overview

Lesson Focus Each Week	Skills	Instructional Standards	Assessed Standards
1: Oral Reading Fluency/ Comprehension **2:** Phonemic Awareness **3&4:** Phonics Concept **5:** Student Practice	HD Word lessons firmly establish key foundational skills that prep students for the complex word reading they face in older grades. When lessons are implemented with fidelity, students are prepared to: ● Distinguish long and short vowels when reading regularly spelled one-syllable words ● Know spelling-sound correspondences for common vowel teams ● Decode regularly spelled 2-, 3-, and 4-syllable words with complex vowel spellings ● Decode words with common prefixes and suffixes ● Identify words with inconsistent but common spelling-sound correspondences ● Identify and know the meaning of the most common prefixes and derivational suffixes ● Decode words with common Latin suffixes	**Phonics and Word Recognition** RF.3: Know and apply grade-level phonics and word analysis skills in decoding words **Fluency** RF.4: Read with sufficient accuracy and fluency to support comprehension Phonological Awareness is also taught, as a way to	All instructional standards are assessed regularly.

	• Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to accurately read unfamiliar multisyllabic words in and out of context)	meet the grade level standards above.	

Course Overview Curriculum Document

AASD Instructional Framework

AASD is focused on providing high-quality literacy instruction to ensure the prevention of potential reading difficulties while accelerating the growth of all students. Competencies include word identification skills, including fluent and accurate word recognition while reading in context, comprehension, spelling and writing. Elementary literacy focuses on student aptitude with reading, writing, listening, speaking, viewing, and presenting within English language arts and across all content areas.

Board Approved	Revised
5-6-2024 (pending)	

Required Assessments

State Required K-3 Phonics Screener (fall, winter and spring); iReady District Assessment (fall, winter and spring); standards-based common summative assessments

Textbooks/Resources

Wit & Wisdom Language Arts Curriculum
Really Great Reading HD Word

AASD ELA Foundations	Course Relevance Question(s)
• English Language Arts is an integrated discipline • English Language Arts instruction builds an understanding of the human experience • Literacy is an evolving concept, and becoming literate is a lifelong learning process • Critical thinking and problem solving, communication, collaboration, and creativity are aspects of effective Communication Arts instruction and attributes of AASD graduates • Literacy, language, and meaning are socially constructed and are enhanced by multiple perspectives	

Unit Overviews

Module Name	Unit Description and Suggested Understandings	Unit Relevance Question	Instructional Standards	End of Unit (EOU) Assessed Standards
Module 0	Module 0 is a brief module that introduces students and teachers to Wit & Wisdom's key components and features. This introductory module also serves to cultivate a community of readers and writers. The Wit & Wisdom design fosters a classroom culture that instills a love of reading, builds the stamina for close and careful analysis of texts, encourages attention to language and its power, and nurtures academic discourse that values inquiry, open-mindedness, and reasoning. Suggested Student Understandings: ● Reading texts can be challenging, and it takes hard work and dedication. The lasting knowledge that reading can build, however, is worth the effort. ● People have different talents and learn in different ways.	● How does reading help us build knowledge?		
Module 1: A Great Heart	Students explore, challenge, and explain various meanings of the word heart. The literal and figurative uses of heart are presented through quotations from individuals. Next, students explore the systemic, pulmonary, and coronary circuits of the literal heart. Suggested Student Understandings: ● A great heart, literally, is one that pumps blood to keep one's body healthy. The heart connects to the complex circulatory system, which supplies the body's cells with oxygen and releases carbon dioxide into the air. ● A person who demonstrates a figurative great heart is one who is generous, courageous, or heroic.	● What does it mean to have a great heart, literally and figuratively?	**Reading Foundational Skills- Fluency** RF4.4a, b **Key Ideas and Details** R.4.1, 2, 3 **Craft and Structure** R.4.5 **Integration of Knowledge and Ideas** R.4.7, 8 **Text Types and Purposes** W.4.1, 2b, 3a **Production and Distribution of Writing**	**Key Ideas and Details** R.4.1 **Text Types and Purposes** W.4.2b **Production and Distribution of Writing** W.4.4 **Inquiry to Build and Present Knowledge** W.4.9 **Conventions of Standard English** L.4.5c, 6a, b, c

	● Poetry differs from prose in structure and form, and it provides a writer with another vehicle through which to express thoughts and feelings.		W.4.4, 5 **Inquiry to Build and Present Knowledge** W.4.8, 9 **Comprehension and Collaboration** SL.4.1d, 2, 3 **Presentation of Knowledge and Ideas** SL.4.4 **Knowledge of Language** L.4.1c **Vocabulary Acquisition and Use** L.4.2a, b, 3a, c, d, 4a **Conventions of Standard English** L.4.5c, e, 6a, b, c, d	
Module 2: Extreme Settings	The story of this module, titled "Extreme Settings," is about human responses to challenges presented by nature. Students learn that challenges can be both big and small, can come from within a person or the environment, and that our responses to challenges shape the type of people we become. Students build knowledge about the aspects of the environment including land features, living creatures, plants and climate, and see how the environment can be expanded through details to become a key story element in a literary text. Students learn to infer emotions felt by the protagonists in each poem or story by analyzing actions and thoughts. Suggested Student Understandings: ● Adverse weather, rugged terrain, wild animals, and other natural elements can make a setting challenging.	● How does a challenging setting or physical environment change a person?	**Reading Foundational Skills- Fluency** RF4.4a, b **Key Ideas and Details** R.4.1, 2, 3 **Craft and Structure** R.4.4, 5 **Integration of Knowledge and Ideas** R.4.9 **Text Types and Purposes** W4.1, 2b, c, 3a, b, c **Production and Distribution of Writing** W.4.4, 5, 6	**Key Ideas and Details** R.4.1, 3 **Text Types and Purposes** W4.2c

	● The challenges of surviving in a wild, unfamiliar setting require a person to be resourceful and tenacious. ● Many extreme environments such as mountains and big woods have unique characteristics that make them a challenging place to live. ● The setting of a story can shape a character's attitude and actions. ● Strength to overcome challenges can come from within a person.		**Comprehension and Collaboration** SL.4.1a, b, c, 2, 3 **Presentation of Knowledge and Ideas** SL.4.4, 5 **Knowledge of Language** L.4.1c, d **Vocabulary Acquisition and Use** L.4.2a, 3a, d, 4a **Conventions of Standard English** L.4.5a, b, c, 6b	
Module 3: The Redcoats Are Coming!	With a focus on identifying and understanding perspective and its impact on our understanding of events and the decisions people make, students will gain greater skill in the area of critical thinking as both readers and writers. Because opinion essays are the main focus of writing instruction in this module, students will also learn to form and express opinions based on knowledge and text evidence. Suggested Student Understandings: ● Perspective is the angle or stance from which an individual views an issue, and issues can be considered from multiple perspectives. ● A perspective is shaped by a person's beliefs and experiences, and this perspective determines a person's opinion on a matter. ● Multiple perspectives existed concerning the conflicts that led to the American Revolution, resulting in rebellion and eventually war.	● Why is it important to understand all sides of a story?	**Reading Foundational Skills- Fluency** RF4.4a, b **Key Ideas and Details** R.4.1, 2, 3 **Craft and Structure** R.4.4, 5, 6 **Integration of Knowledge and Ideas** R.4.7, 8 **Text Types and Purposes** W.4.1, 2a, b, c, 3a, c **Production and Distribution of Writing** W.4.4, 5, 6 **Inquiry to Build and Present Knowledge** W.4.7, 8, 9 **Comprehension and Collaboration**	**Key Ideas and Details** R.4.1, 3 **Text Types and Purposes** W.4.2a **Production and Distribution** W.4.4, 5 **Inquiry to Build and Present Knowledge** W.4.8, 9 **Conventions of Standard English** L.4.5a, e

	● Determining bias in sources helps a reader evaluate the reliability of each source to present all perspectives. ● Artists have their own perspectives which affect their art. These artworks may sometimes be used to affect or sway public opinion. ● Strong opinions are supported with clear reasons and evidence. ● Reading historical fiction allows readers to learn about historical events and perspectives in the context of a memorable story.		SL.4.1a,b, c, d, 2, 3 **Presentation of Knowledge and Ideas** SL.4.4 **Knowledge of Language** L.4.1a, b, c **Vocabulary Acquisition and Use** L.4.2a, b, 3b, c, d, 4a **Conventions of Standard English** L.4.5a, d, e, 6c	
Module 4: Myth Making	The module begins with an examination of Greek myths to reveal that the ancient Greeks wrote myths to make sense of the world around them and to teach lessons. Students also learn the origins of many of our modern-day words and phrases that are based in Greek mythology. Suggested Student Understandings: ● Humans tell myths and stories to share ideas that are important to them. ● Myths and stories are clues to understanding aspects of the history and culture of a group of people and what they value. ● Myths and stories have multiple layers of meaning. ● Humans use myths and stories to understand unexplained aspects of nature. ● Myths are representative of the journey of the human experience, and different cultures share stories of similar journeys.	● What can we learn from myths and stories?	**Reading Foundational Skills- Fluency** RF4.4a, b **Key Ideas and Details** R.4.1, 2, 3 **Craft and Structure** R.4.4, 5 **Integration of Knowledge and Ideas** R.4.7, 9 **Text Types and Purposes** W.4.1, 2b, 3a, c **Production and Distribution of Writing** W.4.4, 5 **Inquiry to Build and Present Knowledge** W.4.8, 9 **Comprehension and Collaboration** SL.4.1c, d, 3	**Key Ideas and Details** R4.1 **Integration of Knowledge and Ideas** R.4.9 **Text Types and Purposes** W4.2b **Production and Distribution of Writing** W.4.4, 5, 6 **Inquiry to Build and Present Knowledge** W.4.9 **Conventions of Standard English** L.4.5f, 6c, d **Vocabulary Acquisition and Use** L.4.4

			Presentation of Knowledge and Ideas SL.4.4, 5 **Knowledge of Language** L.4.1a, b, c **Vocabulary Acquisition and Use** L.4.2a, b, 3a, b, c, d, 4a **Conventions of Standard English** L.4.5f, 6d	

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Course Overview Curriculum Document

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Really Great Reading HD Word

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Unit Overviews

Module Name	Unit Description and Suggested Understandings	Unit Relevance Question	Instructional Standards	End of Unit (EOU) Assessed Standards
Module 0	Module 0 is a brief module that introduces students and teachers to Wit & Wisdom's key components and features. This introductory module also serves to cultivate a community of readers and writers. The Wit & Wisdom design fosters a classroom culture that instills a love of reading, builds the stamina for close and careful analysis of texts, encourages attention to language and its power, and nurtures academic discourse that values inquiry, open-mindedness, and reasoning. Suggested Student Understandings: ● Reading texts can be challenging, and it takes hard work and dedication. The lasting knowledge that reading can build, however, is worth the effort. ● People have different talents and learn in different ways.	● How does reading help us build knowledge?		
Module 1: A Cultures in Conflict	Students are coming of age in a world made up of increasingly diverse and conflicting cultures. They will repeatedly return to these questions as they navigate their own place among others in our complex cultural landscape. This module gives fifth-grade students the opportunity to ask these universal questions in the context of one of America's most heartbreaking and tumultuous eras as they explore the devastating impact of U.S. territorial growth through the eyes of one Native American tribe, the Nez Perce. Suggested Student Understandings: ● Cultures define themselves in many ways, including their beliefs and values.	● How do cultural beliefs and values guide people?	**Reading Foundational Skills- Fluency** RF.5.4a **Key Ideas and Details** R.5.1, 2, 3 **Craft and Structure** R.5.4, 5, 6 **Integration of Knowledge and Ideas** R.5.7, 8, 9 **Text Types and Purposes** W.5.1, 2b, 3a, c **Production and Distribution of Writing**	**Key Ideas and Details** R.5.1, 2, 3 **Text Types and Purposes** W.5.2b **Production and Distribution of Writing** W.5.4, 5 **Inquiry to Build and Present Knowledge** W.5.9 **Knowledge of Language** L.5.1d, 2 **Conventions of Standard English**

	● A culture's beliefs and values help determine the actions and behaviors of its people. ● Cultural conflicts often occur as a result of differing beliefs and values. ● We can learn about an individual's or culture's most important beliefs and values by observing their words and actions.		W.5.4, 5 **Inquiry to Build and Present Knowledge** W.5.8, 9 **Comprehension and Collaboration** SL.5.1a, b, c, 2 **Presentation of Knowledge and Ideas** SL.5.4 **Knowledge of Language** L.5.1a, d **Vocabulary Acquisition and Use** L.5.2a, 3b, c, d, 4a **Conventions of Standard English** L.5.5a, 6b, c	L.5.5a, 6b
Module 2: Word Play	For students to understand and appreciate these authors' masterful use of wordplay, they must first understand how words and phrases in the English language—including homophones, homographs, and idiomatic expressions—can cause confusion because of their various possible meanings. They must grasp the idea that language can convey meaning in both a literal and a figurative sense. As students are increasingly called upon to read rich, complex texts, knowledge of how authors use wordplay and figurative language to convey meaning will empower them to unlock meaning, and it will further enrich their experiences of reading, writing, and the brilliant world around them. Suggested Student Understandings: ● Language can convey meaning in both a literal and figurative sense.	● How and why do writers play with words?	**Key Ideas and Details** R.5.1, 2, 3 **Craft and Structure** R.5.4, 5, 6 **Integration of Knowledge and Ideas** R.5.7 **Text Types and Purposes** W.5.1, 2b, c, 3a, c **Production and Distribution of Writing** W.5.4, 5 **Inquiry to Build and Present Knowledge** W.59	**Key Ideas and Details** R.5.2 **Text Types and Purposes** W5.2c **Production and Distribution of Writing** W.5.4, 5 **Knowledge of Language** L.5.1d **Conventions of Standard English** L.5.5a. 6a

	• Writers use wordplay and figurative language to engage readers, create humor and interest, develop plot and theme, and convey meaning. • Writers make choices about narrative structure, characters, setting, and wordplay to create dramatic effects and develop themes. • Characters in stories sometimes undertake journeys that can transform the way they perceive and approach the world. Along the way, characters learn about the world and themselves as they meet new people, discover new places, and face challenges.		**Comprehension and Collaboration** SL.5.1b, 2 **Presentation of Knowledge and Ideas** SL.5.4 **Knowledge of Language** L.5.1a, d **Vocabulary Acquisition and Use** L.5.2a, 3b, c, d, 4a **Conventions of Standard English** L.5.5a, 6a	
Module 3: A War Between Us	This module offers students a look at the watershed event of American history from various points of view. This helps to humanize and demystify the perspectives of many groups who lived during the Civil War: Northerners, Southerners, soldiers, girls, and women. Because of the text-centered approach to the learning in this module, however, not all perspectives from this time period are explored. While the experiences of enslaved people are not addressed through the module's text, there are extension opportunities embedded throughout the module for students to learn more about this group's important experience. Suggested Student Understandings: • The Civil War began due to a variety of differences in opinion on political, economic, and moral issues between the Northern and Southern sections of the United States. • Young soldiers, who had various motivations for enlisting, were unprepared for the grim realities of the Civil War.	• How did the Civil War impact people?	**Key Ideas and Details** R.5.1, 2, 3 **Craft and Structure** R.5.4, 5, 6 **Integration of Knowledge and Ideas** R.5.8, 9 **Text Types and Purposes** W.5.1, 2a, 3a, b **Production and Distribution of Writing** W.5.4, 5 **Inquiry to Build and Present Knowledge** W.5.7, .8, 9 **Comprehension and Collaboration** SL.5.1a, c, d, 2, 3 **Presentation of Knowledge and Ideas**	**Key Ideas and Details** R.5.1 **Text Types and Purposes** W.5.2a **Production and Distribution of Writing** W.5.4, 5 **Inquiry to Build and Present Knowledge** W.5.9 **Conventions of Standard English** L.5.5b, 6a

	● The Civil War impacted soldiers and civilians alike; it divided communities and families, brought people together unexpectedly, disrupted lives, took loved ones away, caused great suffering, but also created opportunities for new beginnings. ● Although women did not generally fight in the Civil War, many took roles as nurses or contributed their skills and labor in other ways. Those who stayed home dealt with the emotional toll of war. ● Much was at stake for African Americans, both free and enslaved, during the Civil War. For enslaved people in the South and free Blacks in the North, their freedom was at stake. But for free people of color in New Orleans, the South's loss threatened their way of life, especially for girls and women.		SL.5.4, 5 **Knowledge of Language** L.5.1a, b, c **Vocabulary Acquisition and Use** L.5.2a, 3b, c, d, 4a **Conventions of Standard English** L.5.5b, 6a	
Module 4: Breaking Barriers	There is so much in the world that cannot be predicted or prepared for. Yet sports remain a constant, teaching us from an early age the thrill of victory, the sadness of defeat, the power of teamwork, and the accomplishments made possible by working toward goals. Sports are a universal language, and they need not be defined by barriers of gender, culture, race, or physical limitations. As a spectator or participant, sports can connect complete strangers and create experiences that teach valuable skills and make the world a better place. Students learn how the power of sports has been harnessed throughout history, and in our current day, to leave a positive, lasting impact in the world. Suggested Student Understandings: ● Participating in and observing sports strengthens individuals and communities and brings people of diverse backgrounds and experiences together around a common interest and goal.	● How can sports influence individuals and societies?	**Key Ideas and Details** R.5.1, 2, 3 **Craft and Structure** R.5.4, 5, 6 **Integration of Knowledge and Ideas** R.5.8, 9 **Text Types and Purposes** W.5.1, 2b, 3a **Production and Distribution of Writing** W.5.4, 5, 6 **Inquiry to Build and Present Knowledge** W.5.7, 8, 9 **Comprehension and Collaboration** SL.5.1a, c, 2	**Key Ideas and Details** R.5.1 **Integration of Knowledge and Ideas** R.5.9 **Text Types and Purposes** W5.2b **Production and Distribution of Writing** W.5.6 **Inquiry to Build and Present Knowledge** W.5.7, 8, 9 **Knowledge of Language** L.5.1d **Conventions of Standard English** L.5.6a, c

	• The Negro Leagues created opportunities for African Americans to play professional baseball and paved the way for Jackie Robinson to break baseball's color barrier. • Throughout history, individual athletes, teams, and coaches have worked hard to overcome adversity and challenge barriers of gender, culture, physical limitations, and race. • Athletes and teams who have overcome adversity and challenged barriers inspire us and teach us important lessons about perseverance, hard work, and the power of teamwork and community.		**Presentation of Knowledge and Ideas** SL.5.4, 5 **Knowledge of Language** L.5.1a, d **Vocabulary Acquisition and Use** L.5.2a, 3b, c, d, 4a **Conventions of Standard English** L.5.5a, 6c	

Really Great Reading Overview

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