Monday, June 10, 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

Some participants may join remotely, and both members of the media and the public can attend the meeting in person or watch the live stream on the Appleton Area School District YouTube Channel:https://www.youtube.com/channel/UCHo-l09YGgt4uKnCWYvt8Pw

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

1. Meeting Opening

Subject	**A. Roll Call**
Meeting	Jun 10, 2024 - Board of Education Meeting
Category	1. Meeting Opening
Type	Procedural

Subject	**B. Pledge of Allegiance**
Meeting	Jun 10, 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	Jun 10, 2024 - Board of Education Meeting
Category	2. Approval of Agenda (GC-2: Governing Commitments)
Type	Procedural

Subject	**B. Approval of Agenda**
Meeting	Jun 10, 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 Nick Ross, second by Kristine Sauter.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross

3. Special Presentation

Subject	**A. None**
Meeting	Jun 10, 2024 - Board of Education Meeting
Category	3. Special Presentation
Type	Presentation

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

Subject	**A. Public Input**
Meeting	Jun 10, 2024 - Board of Education Meeting
Category	4. Public Input (GC-3.3: Initiate and maintain effective communication with the citizens.)
Type	Procedural

Public Input:
Members of the public wishing to address the Board may speak during public input 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

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

Subject	**A. None**
Meeting	Jun 10, 2024 - Board of Education Meeting
Category	5. Board Development (GC-2.2: The Board will assure that its members are provided with training and professional support necessary to govern effectively.)
Type	

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

Subject	**A. Business Services Update(s): AP Check Register-May 2024**
Meeting	Jun 10, 2024 - Board of Education Meeting
Category	6. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)
Type	Discussion, Information, Report

Executive Director of Finance, Holly Burr, will report on the Business Services items for consideration.

Subject	**B. School/Student Services Update(s): 5K-5 STEM Curriculum; Intro to Education & Technology (6950) and Child Development (6880) Standards, Curriculum and Materials Adoption**
Meeting	Jun 10, 2024 - Board of Education Meeting
Category	6. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)
Type	Discussion, Information, Report

Assistant Superintendent, Steve Harrison will report on School/Student Services items for consideration.

File Attachments
IFC- 5K-5 STEM Curriculum & Materials.pdf (39 KB)
5K-5 STEM Kindergarten Course Overview Curriculum Document Template (1).pdf (61 KB)
5K-5 STEM First Grade Course Overview Curriculum Document Template (1).pdf (62 KB)
5K-5 STEM Second Grade Course Overview Curriculum Document Template (1).pdf (62 KB)
5K-5 STEM Third Grade Course Overview Curriculum Document Template (1).pdf (61 KB)
5K-5 STEM Fourth Grade Course Overview Curriculum Document Template (1).pdf (61 KB)
5K-5 STEM Fifth Grade Course Overview Curriculum Document Template (1).pdf (61 KB)
IFC-6950&6880.pdf (48 KB)
Public Input Received - CTE Materials - 5.20.24 BOE (1).pdf (46 KB)
Child Development Course Overview Curriculum Document REVISION2024 (1).pdf (89 KB)
Introduction to Education and Technology Course Overview Curriculum (1).pdf (102 KB)

Subject	**C. Personnel Services Update(s): Professional Educator New Hire(s), Contract Change(s), and Resignation(s); Administrative Hire(s) and Transfer(s)**
Meeting	Jun 10, 2024 - Board of Education Meeting
Category	6. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)
Type	Discussion, Information, Report

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

File Attachments
IFC Professional Educator New Hires 6-10-24.pdf (160 KB)
IFC Professional Educator Contract Changes 6-10-24.pdf (107 KB)
IFC Professional Educator Resignations 6-10-24 (1).pdf (114 KB)
IFC-Administrative Hire(s) 6.10.24.pdf (102 KB)
IFC-Administrative Transfer(s) 6.10.24.pdf (102 KB)

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

Subject	**A. Board Meeting Minutes from May 20, 2024**
Meeting	Jun 10, 2024 - Board of Education Meeting
Category	7. Board's Consent Agenda (GC-2.4: The Board will use a consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss.)
Type	Action, Minutes

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

Subject	**B. Expulsion Meeting Minutes from May 22, 2024**
Meeting	Jun 10, 2024 - Board of Education Meeting
Category	

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

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

Motion & Voting

Motion to approve the Expulsion Meeting Minutes from May 22, 2024, as presented.

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

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

Subject	**A. 5K-5 STEM Curriculum**
Meeting	Jun 10, 2024 - Board of Education Meeting
Category	8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action

File Attachments
IFC- 5K-5 STEM Curriculum & Materials.pdf (39 KB)
5K-5 STEM Kindergarten Course Overview Curriculum Document Template (1).pdf (61 KB)
5K-5 STEM First Grade Course Overview Curriculum Document Template (1).pdf (62 KB)
5K-5 STEM Second Grade Course Overview Curriculum Document Template (1).pdf (62 KB)
5K-5 STEM Third Grade Course Overview Curriculum Document Template (1).pdf (61 KB)
5K-5 STEM Fourth Grade Course Overview Curriculum Document Template (1).pdf (61 KB)
5K-5 STEM Fifth Grade Course Overview Curriculum Document Template (1).pdf (61 KB)

Subject	**B. Intro to Education & Technology (6950) and Child Development (6880) Standards, Curriculum and Materials Adoption**
Meeting	Jun 10, 2024 - Board of Education Meeting
Category	8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action

File Attachments
IFC-6950&6880.pdf (48 KB)
Introduction to Education and Technology Course Overview Curriculum (1).pdf (102 KB)

Child Development Course Overview Curriculum Document REVISION2024 (1).pdf (89 KB)
Public Input Received - CTE Materials - 5.20.24 BOE (1).pdf (46 KB)

Subject	**C. Professional Educator New Hire(s)**
Meeting	Jun 10, 2024 - Board of Education Meeting
Category	8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action

File Attachments
IFC Professional Educator New Hires 6-10-24.pdf (160 KB)

Subject	**D. Professional Educator Contract Change(s)**
Meeting	Jun 10, 2024 - Board of Education Meeting
Category	8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action

File Attachments
IFC Professional Educator Contract Changes 6-10-24.pdf (107 KB)

Subject	**E. Professional Educator Resignation(s)**
Meeting	Jun 10, 2024 - Board of Education Meeting
Category	8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action

File Attachments
IFC Professional Educator Resignations 6-10-24 (1).pdf (114 KB)

Subject	**F. Administrative Hire(s)**
Meeting	Jun 10, 2024 - Board of Education Meeting
Category	8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action

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

Subject	**G. Administrative Transfer(s)**
Meeting	Jun 10, 2024 - Board of Education Meeting
Category	8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action
Recommended Action	Motion to approve the Administrative Transfer(s) as presented.

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

Motion & Voting

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

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

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

Subject	**A. Business Services Report: None**
Meeting	Jun 10, 2024 - Board of Education Meeting
Category	9. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)
Type	Discussion, Information, Presentation, Report

Subject	**B. School/Student Services Report: Recognition of American Councils for International Education; Policy Update: 422.1-Rule International Exchange; Policy Update: 453.4 & 453.4 Rule- Administration of Drug Products/Medications to Students; Middle School ELA Materials Adoption**
Meeting	Jun 10, 2024 - Board of Education Meeting
Category	9. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)
Type	Discussion, Information, Presentation, Report

Assistant Superintendent, Mike Hernandez, will present Recognition of American Councils for International Education and Policy Update: 422.1-Rule International Exchange items of information.

Executive Director of Student Services, Laura Jackson, will present Policy Update: 453.4 & 453.4 Rule- Administration of Drug Products/Medications to Students item of information.

Assistant Superintendent, Steve Harrison and Director of ELA, Kelly Leopold will present the Middle School ELA Materials Adoption item of information.

File Attachments
IOI-American Councils.docx.pdf (35 KB)
IOI- Policy Update 422.1.pdf (43 KB)
DRAFT of International Exchange 422.1 FINAL rev 7-24-23.docx.pdf (54 KB)
IOI-Policy 453.4 - Administration of Drug Products Medications to Students.docx.pdf (36 KB)
DRAFT Administration of Drug Products-Medications to Students 453.4.pdf (90 KB)
IOI- Middle School ELA.pdf (65 KB)
_KWKT- Middle School Materials Purchase- Amplify ELA (06_10_24).pdf (108 KB)
Public Input Received - Amplify ELA (6_10_24).pdf (69 KB)

Subject	**C. Personnel Services Report: Paid Time-Off (PTO) Update**
Meeting	Jun 10, 2024 - Board of Education Meeting
Category	9. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)
Type	Discussion, Information

Chief Human Resources Officer, Julie King will provide an update on Paid Time-Off (PTO).

File Attachments
Paid Time Off BOE Report 6-10-24.docx (254 KB)

10. Board Business

Subject	**A. AP Check Register-May 2024**
Meeting	Jun 10, 2024 - Board of Education Meeting
Category	10. Board Business
Type	Action, Report
Fiscal Impact	Yes
Budgeted	Yes
Recommended Action	Motion to approve the AP Check Register-May 2024 as presented.

Motion & Voting

Motion to approve the AP Check Register-May 2024 as presented.

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

Subject	**B. Consent Agenda Item(s) Removed for Separate Consideration**
Meeting	Jun 10, 2024 - Board of Education Meeting
Category	10. Board Business
Type	Action, Discussion, Procedural

11. Items of Information

Subject	**A. 2024-2025 Board of Education Meeting and Work Session Schedules**
Meeting	Jun 10, 2024 - Board of Education Meeting
Category	11. Items of Information
Type	Discussion, Information

File Attachments
24-25 Board of Ed Calendar.pdf (267 KB)
24-25 Board of Ed Work Session Calendar.pdf (256 KB)

12. Future Meetings

Subject	**A. Board Meeting: Monday, June 24, 2024 6:00 PM**
Meeting	Jun 10, 2024 - Board of Education Meeting
Category	12. Future Meetings
Type	Information

Subject	**B. Board Work Session: Wednesday, June 26, 2024, 7:30AM**
Meeting	Jun 10, 2024 - Board of Education Meeting
Category	12. Future Meetings
Type	Information

13. Adjourn

Subject	**A. Motion to Adjourn the Meeting**
Meeting	Jun 10, 2024 - Board of Education Meeting
Category	13. Adjourn
Type	Action, Procedural
Recommended Action	Motion to adjourn the meeting.

Motion & Voting

Motion to adjourn the meeting.

Motion by Pheng Thao, second by Kristine Sauter.

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

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: 5K-5 STEM Curriculum and Materials

Background Information: Prior to the 2023 referendum, AASD formed a STEM Work Group to create a vision for AASD. Along with this vision, the work group also created experiences they wanted all AASD students to experience within STEM. With this information and the passing of the 2023 referendum, we have researched standards, curriculum and materials. We have done this through field testing in our 5k-5 classrooms, attending professional development and collaborating with other districts. The curriculum and materials were field tested by AASD teachers and recommended by our AASDS STEM Work Group for implementation in the 2024-2025 school year.

Fiscal Note: The cost for the materials will be funded through the referendum. The total cost per school for the materials is approximately $51,504. All instructional materials will be implemented during the 2024-25 school year.

Instructional Impact: The instructional impact of STEM (Science, Technology, Engineering, and Mathematics) in elementary schools is multifaceted. STEM education fosters critical thinking, problem-solving skills, and creativity among students. Through hands-on activities, experiments, and projects, students not only develop a deeper understanding of core STEM concepts but also learn to apply them in real-world contexts. This approach cultivates inquiry-based learning, encouraging students to ask questions, explore, and collaborate with their peers. Moreover, STEM education in elementary schools helps bridge the gap between classroom learning and future career opportunities, preparing students for success in an increasingly technology-driven world. By nurturing a foundation of curiosity and analytical thinking early on, STEM education empowers students to become lifelong learners and innovators.

Administrative Recommendation: Approve as submitted.

Contact Person(s): Kristin Comerford, 920-852-5320 ext. 60171, comerfordkrist@aasd.k12.wi.us
Steve Harrison, Ph.D. 920-852-5320 ext. 60121, harrisonstepha@aasd.k12.wi.us

BOE: June 10, 2024

Kindergarten Course Overview Curriculum Document

Course Description

STEM (Science, Technology, Engineering and Mathematics) education is an interdisciplinary approach to student learning. Our students learn a variety of rigorous academic concepts and skills through the integration and application of science, technology, engineering, and mathematics. These authentic learning experiences make connections between our students' school and community while preparing them for the multi-dimensional challenges of tomorrow.

Credits	Prerequisites
NA	NA
Board Approved	**Revised**
Pending 6/10/24	

Required Assessments

District - Wide, Standards Based Common Summative Assessments

Textbooks/Resources

Course Essential Understandings

As a result of successfully completing this STEM course, students will understand that:

- Technology can be used as a tool for learning, exploration and problem solving.
- Design thinking is a concept. Students will learn to:
  - Identify a problem or be given a challenge
  - Brainstorm possible solutions
  - Draft a plan
  - Create
  - Test designs and make improvements
  - Share and reflect

Overall:

- STEM is about **curiosity and exploration**: STEM courses encourage students to ask questions, experiment, and explore the world around them.
- STEM promotes **communication and collaboration**: Activities are designed to include teamwork and communication. Students can learn from each other and share their ideas.
- STEM fosters **creativity and innovation**: Activities promote creativity and open-ended problem-solving. There's often more than one way to solve a problem in STEM!

Course Relevance Questions

- How do I communicate and collaborate with others?
- What does it mean to engage in critical thinking?
- How do I use critical thinking skills to persevere?
- What is the Engineering Design Process and how do I use it to complete a task or solve a problem?
- What is responsible and appropriate use of technology?
- How do I effectively use technology?
- What are STEM careers?

Unit Overviews

Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
Simple Machines	In this unit, students will learn what a simple machine is and how it can impact daily lives and work.	What is a gear? What is a simple machine? What is an inclined plane? What is a pulley? What is a lever? How do gears work together? How do simple machines work together?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ECT.1 K-5.ECT.2 BB1.c.1.e ENG5.b.3.e	K-5.CC.1 K-5.CC.2 K-5.CC.3
Coding, Programing & Robotics	In this unit, students will learn about unplugged programming, computational programming and sequencing while working with materials (ex:robots, trains) to complete a task.	What is code? What is sequencing? How does sequencing impact a program? What is a bug in a program? How do I debug a program?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2 AP1.a.1e AP6.a.1.e	K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2
Mechanics & Structure	In this unit, students will explore structure and function through the engineering design process.	What is structure? What does function mean? How does structure and function impact each other? What is the Engineering Design Process?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3

			K-5.ECT.1 K-5.ECT.2 ENG1a.3e	
Technology	Students will utilize technology (ex: chromebook, robots, 3D pens, and other tools) in different lessons and activities. They will learn how to safely use and understand how technology impacts their daily lives.	What is technology? How do I use technology to complete a task or solve a problem? How do I use technology appropriately?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2 IC1.a.1.e	K-5.TL.1 K-5.TL.2
Energy & Forces	In this unit students will learn about the impact of the sun, gravity and the cause and effect of a push and pull.	What is the cause and effect of push and pull? What is gravity's impact on an object? What is a circuit? How do we use energy created by the sun? How does solar energy power a circuit?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 K-PS2-1 K-PS2-2 K-PS3-1	K-5.CC.1 K-5.CC.2 K-5.CC.3

First Grade Course Overview Curriculum Document

Course Description

STEM (Science, Technology, Engineering and Mathematics) education is an interdisciplinary approach to student learning. Our students learn a variety of rigorous academic concepts and skills through the integration and application of science, technology, engineering, and mathematics. These authentic learning experiences make connections between our students' school and community while preparing them for the multi-dimensional challenges of tomorrow.

Credits	Prerequisites
NA	NA
Board Approved	**Revised**
Pending 6/10/24	

Required Assessments

District - Wide, Standards Based Common Summative Assessments

Textbooks/Resources

Course Essential Understandings

As a result of successfully completing this STEM course, students will understand that:

- Technology can be used as a tool for learning, exploration and problem solving.
- Design thinking is a concept. Students will learn to:
  - Identify a problem or be given a challenge
  - Brainstorm possible solutions
  - Draft a plan
  - Create
  - Test designs and make improvements
  - Share and reflect

Overall:

- STEM is about **curiosity and exploration**: STEM courses encourage students to ask questions, experiment, and explore the world around them.
- STEM promotes **communication and collaboration**: Activities are designed to include teamwork and communication. Students can learn from each other and share their ideas.
- STEM fosters **creativity and innovation**: Activities promote creativity and open-ended problem-solving. There's often more than one way to solve a problem in STEM!

Course Relevance Questions

- How do I communicate and collaborate with others?
- What does it mean to engage in critical thinking?
- How do I use critical thinking skills to persevere?
- What is the Engineering Design Process and how do I use it to complete a task or solve a problem?
- What is responsible and appropriate use of technology?
- How do I effectively use technology?
- What are STEM careers?

Unit Overviews

Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
Simple Machines	In this unit, students will learn what a simple machine is and how it can impact daily lives and work as a system.	What is a simple machine? What is a gear? What is an inclined plane? What is a lever? What is a screw? How do simple machines work together as a system?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 BB1.c.1.e ENG5.b.3.e	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3
Coding,Programing & Robotics	In this unit, students will learn about coding, if/then conditionals, computational programming and sequencing while working with materials (ex. robot/trains) to complete a task.	What is code? What is sequencing? How does sequencing impact a program? What is an if/then conditional and how does it impact a program? What is an algorithm? What is a bug in a program? How do I debug a program?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2 AP1.a.1e AP6.a.1.e	K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2
Mechanics & Structure	In this unit, students will gain a deeper understanding of the design process used by engineers to create structures.	What is the Engineering Design Process? How can I apply the Engineering Design Process?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1

		How can I make improvements to my design?	K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2 ENG1a.3e	K-5.ED.2 K-5.ED.3 K-5.TL.1 K-5.TL.2
Technology	Students will utilize technology (ex: Chromebook, robots and other tools) in different lessons and activities. They will learn how to safely use and understand how it impacts their daily lives.	How do I use technology to complete a task or solve a problem? How do I use technology appropriately?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2 IC1.a.1.e	K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2
Energy & Forces	In this unit, students will learn the pathways that make things light up, buzz, and come alive. They will discover the basic components of circuits and how they work together. Students will also continue to deepen their understanding of gravity and the cause and effect of forces.	What is the cause and effect of forces? What is gravity's impact on an object? What is a simple circuit? How does energy flow through a circuit to power a load?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 K-2ETS1-2 K-2ETS1-3 EL2.a.3.e	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2

Second Grade Course Overview Curriculum Document

Course Description

STEM (Science, Technology, Engineering and Mathematics) education is an interdisciplinary approach to student learning. Our students learn a variety of rigorous academic concepts and skills through the integration and application of science, technology, engineering, and mathematics. These authentic learning experiences make connections between our students' school and community while preparing them for the multi-dimensional challenges of tomorrow.

Credits	Prerequisites
NA	NA
Board Approved	**Revised**
Pending 6/10/24	

Required Assessments

District - Wide, Standards Based Common Summative Assessments

Textbooks/Resources

Course Essential Understandings

As a result of successfully completing this STEM course, students will understand that:

- Technology can be used as a tool for learning, exploration and problem solving.
- Design thinking is a concept. Students will learn to:
  - Identify a problem or be given a challenge
  - Brainstorm possible solutions
  - Draft a plan
  - Create
  - Test designs and make improvements
  - Share and reflect

Overall:

- STEM is about **curiosity and exploration**: STEM courses encourage students to ask questions, experiment, and explore the world around them.
- STEM promotes **communication and collaboration**: Activities are designed to include teamwork and communication. Students can learn from each other and share their ideas.
- STEM fosters **creativity and innovation**: Activities promote creativity and open-ended problem-solving. There's often more than one way to solve a problem in STEM!

Course Relevance Questions

- How do I communicate and collaborate with others?
- What does it mean to engage in critical thinking?
- How do I use critical thinking skills to persevere?
- What is the Engineering Design Process and how do I use it to complete a task or solve a problem?
- What is responsible and appropriate use of technology?
- How do I effectively use technology?
- What are STEM careers?

Unit Overviews

Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
Simple Machines	In this unit, students will learn what a simple machine is and how it can impact daily lives and work as a system.	How do simple machines work together as a system? How do we use simple machines to create a system and complete a challenge?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 BB1.c.1.e ENG5.b.3.e	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ECT.1 K-5.ECT.2
Coding, Programing & Robotics	In this unit, students will learn about coding, if/then conditionals, computational programming and sequencing while working with materials (ex. humanoid robot/Scratch Jr) to complete a task.	How does sequencing impact a program? How does if/then conditionals impact a program? What is an algorithm? What is a loop in a program? How do I identify a bug in a program? How do I debug a program?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2 AP1.a.1e AP6.a.1.e	K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2
Mechanics & Structure	In this unit, students will gain a deeper understanding of the design process used by engineers to create structures.	How can I apply the Engineering Design Process? How can I make improvements to my design?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1

			K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2 ENG1a.3e K-2-ETS1-1 K-2-ETS1-2 K-2-ETS1-3	K-5.ED.2 K-5.ED.3
Technology	Students will utilize technology (ex: Chromebook, 3D pens, robots and other tools) in different lessons and activities. They will learn how to safely use and understand how it impacts their daily lives.	How do I use technology to complete a task or solve a problem? How do I use technology appropriately?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2 IC1.a.1.e	K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2
Energy & Forces	Students will discover the basic components of circuits and how they work together to solve a task. Students will explore the concept of energy transfer (wind energy). Students will also continue to deepen their understanding of gravity and the cause and effect of forces.	What is gravity's impact on an object? What is the cause and effect of forces? How does energy transfer?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 EL1.a.3.e ET1.b.2.e	K-5.CC.1 K-5.CC.2 K-5.CC.3

Third Grade Course Overview Curriculum Document

Course Description

STEM (Science, Technology, Engineering and Mathematics) education is an interdisciplinary approach to student learning. Our students learn a variety of rigorous academic concepts and skills through the integration and application of science, technology, engineering, and mathematics. These authentic learning experiences make connections between our students' school and community while preparing them for the multi-dimensional challenges of tomorrow.

Credits	Prerequisites
NA	NA
Board Approved	**Revised**
Pending 6/10/24	

Required Assessments

District - Wide, Standards Based Common Summative Assessments

Textbooks/Resources

Course Essential Understandings

As a result of successfully completing this STEM course, students will understand that:

- Technology can be used as a tool for learning, exploration and problem solving.
- Design thinking is a concept. Students will learn to:
  - Identify a problem or be given a challenge
  - Brainstorm possible solutions
  - Draft a plan
  - Create
  - Test designs and make improvements
  - Share and reflect

Overall:

- STEM is about **curiosity and exploration**: STEM courses encourage students to ask questions, experiment, and explore the world around them.
- STEM promotes **communication and collaboration**: Activities are designed to include teamwork and communication. Students can learn from each other and share their ideas.
- STEM fosters **creativity and innovation**: Activities promote creativity and open-ended problem-solving. There's often more than one way to solve a problem in STEM!

Course Relevance Questions

- How do I communicate and collaborate with others?
- What does it mean to engage in critical thinking?
- How do I use critical thinking skills to persevere?
- What is the Engineering Design Process and how do I use it to complete a task or solve a problem?
- What is responsible and appropriate use of technology?
- How do I effectively use technology?
- What are STEM careers?

Unit Overviews

Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
Coding,Programing & Robotics	In this unit, students will learn about coding, if/then conditionals, events, loops, computational programming and sequencing while working with materials (ex. humanoid robot, LEGO Spike Essential) to complete a task.	How does sequencing impact a program? How does if/then conditionals impact a program? What is an algorithm? What is a loop in a program? How do I identify a bug in a program? How do I debug a program? What is artificial intelligence?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2 AP1.a.4.i AP2.a.3.i AP6.a.2.i	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2
Mechanics & Structure	In this unit, students will gain a deeper understanding of the design process used by engineers to create structures.	How can I apply the Engineering Design Process? How can I make improvements to my design?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 ENG1a.3e 3-5ETS-1-1 3-5ETS-1-2 3-5ETS-1-3	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3

Technology	Students will utilize technology (ex: Chromebook, 3D printer, robots and other tools) in different lessons and activities. They will learn how to safely use and understand how it impacts their daily lives.	How do I use technology to complete a task or solve a problem? How do I use technology appropriately? How does 3D printers impact society?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2 IC1.a.2.i	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2
Energy & Forces	Students will gain a deeper understanding of how circuits are incorporated in structures and how they work together to solve a task. Students will continue to deepen their understanding of gravity and explore the forces of flight.	What is gravity's impact on an object? What is the cause and effect of forces? How does energy transfer? What are series and parallel circuits? How do circuits work in our daily lives? What are the four forces of flight?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 EL.1.a.3.e EL2.a.3.e ET.1.b.2.e	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2

Fourth Grade Course Overview Curriculum Document

Course Description

STEM (Science, Technology, Engineering and Mathematics) education is an interdisciplinary approach to student learning. Our students learn a variety of rigorous academic concepts and skills through the integration and application of science, technology, engineering, and mathematics. These authentic learning experiences make connections between our students' school and community while preparing them for the multi-dimensional challenges of tomorrow.

Credits	Prerequisites
NA	NA
Board Approved	**Revised**
Pending 6/10/24	

Required Assessments

District - Wide, Standards Based Common Summative Assessments

Textbooks/Resources

Course Essential Understandings

As a result of successfully completing this STEM course, students will understand that:

- Technology can be used as a tool for learning, exploration and problem solving.
- Design thinking is a concept. Students will learn to:
  - Identify a problem or be given a challenge
  - Brainstorm possible solutions
  - Draft a plan
  - Create
  - Test designs and make improvements
  - Share and reflect

Overall:

- STEM is about **curiosity and exploration**: STEM courses encourage students to ask questions, experiment, and explore the world around them.
- STEM promotes **communication and collaboration**: Activities are designed to include teamwork and communication. Students can learn from each other and share their ideas.
- STEM fosters **creativity and innovation**: Activities promote creativity and open-ended problem-solving. There's often more than one way to solve a problem in STEM!

Course Relevance Questions

- How do I communicate and collaborate with others?
- What does it mean to engage in critical thinking?
- How do I use critical thinking skills to persevere?
- What is the Engineering Design Process and how do I use it to complete a task or solve a problem?
- What is responsible and appropriate use of technology?
- How do I effectively use technology?
- What are STEM careers?

Unit Overviews

Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
Coding,Programing & Robotics	In this unit, students will apply coding and programming knowledge to complete a task.	How do I create an algorithm with if/then conditionals, loops, events and sequencing? How do I debug a program? What is artificial intelligence? How do you use AI to program? What sequenced instructions do I input to achieve a desired outcome?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2 AP1.a.4.i AP2.a.3.i AP6.a.2.i	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2
Mechanics & Structure	In this unit, students will gain a deeper understanding of the design process used by engineers to create structures.	How can I apply the Engineering Design Process? How can I make improvements to my design?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 ENG1a.3e 3-5ETS-1-1 3-5ETS-1-2 3-5ETS-1-3	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3

Technology	Students will utilize technology (ex: Chromebook, robots and other tools) in different lessons and activities. They will learn how to safely use and understand how it impacts their daily lives.	How do I use technology to complete a task or solve a problem? How do I use technology appropriately?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2 IC1.a.2.i	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2
Energy & Forces	Students will make observations, ask questions and make connections as they explore energy usage and transfers. Students will define and explore various types of energy (solar, thermal, mechanical, light, wind, sound, electrical).	How does energy impact our daily lives? How does energy transfer? How do various careers use different types of energy? What are conductors and insulators?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 EL.1.a.3.e EL2.a.3.e ET.1.b.2.e	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2

Fifth Grade Course Overview Curriculum Document

Course Description

STEM (Science, Technology, Engineering and Mathematics) education is an interdisciplinary approach to student learning. Our students learn a variety of rigorous academic concepts and skills through the integration and application of science, technology, engineering, and mathematics. These authentic learning experiences make connections between our students' school and community while preparing them for the multi-dimensional challenges of tomorrow.

Credits	Prerequisites
NA	NA
Board Approved	**Revised**
Pending 6/10/24	

Required Assessments

District - Wide, Standards Based Common Summative Assessments

Textbooks/Resources

Course Essential Understandings

As a result of successfully completing this STEM course, students will understand that:

- Technology can be used as a tool for learning, exploration and problem solving.
- Design thinking is a concept. Students will learn to:
  - Identify a problem or be given a challenge
  - Brainstorm possible solutions
  - Draft a plan
  - Create
  - Test designs and make improvements
  - Share and reflect

Overall:

- STEM is about **curiosity and exploration**: STEM courses encourage students to ask questions, experiment, and explore the world around them.
- STEM promotes **communication and collaboration**: Activities are designed to include teamwork and communication. Students can learn from each other and share their ideas.
- STEM fosters **creativity and innovation**: Activities promote creativity and open-ended problem-solving. There's often more than one way to solve a problem in STEM!

Course Relevance Questions

- How do I communicate and collaborate with others?
- What does it mean to engage in critical thinking?
- How do I use critical thinking skills to persevere?
- What is the Engineering Design Process and how do I use it to complete a task or solve a problem?
- What is responsible and appropriate use of technology?
- How do I effectively use technology?
- What are STEM careers?

Unit Overviews

Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
Coding, Programing & Robotics	In this unit, students will apply coding and programming knowledge to complete a task.	How do I plan, create and solve a task using coding and robotics? What sequenced instructions do I input to achieve a desired outcome? How are coding & robotics impacting careers?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2 AP1.a.4.i AP2.a.3.i AP6.a.2.i	K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2
Mechanics & Structure	In this unit, students will apply the design process used by engineers to create structures.	How can I apply the Engineering Design Process? How can I make improvements to my design? How can I showcase my designs and share my knowledge and understanding with others?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 ENG1a.3e 3-5ETS-1-1	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5. ECT.1 K-5.ECT.2

			3-5ETS-1-2 3-5ETS-1-3	
Technology	Students will utilize technology (ex: Chromebook, 3D printers, drones and other tools) in different lessons and activities. They will learn how to safely use and understand how it impacts their daily lives.	How do I use technology to complete a task or solve a problem? How do I use technology appropriately?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2 IC1.a.2.i	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2
Energy & Forces	Students will explore and show their understanding of potential and kinetic energy. Students will gain an understanding of how the space program utilizes forces and energy.	What is potential and kinetic energy? How does energy impact our daily lives? How do various careers use different types of energy?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 EL.1.a.3.e EL2.a.3.e ET.1.b.2.e	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2

ITEM FOR CONSIDERATION

Topic: Introduction to Education & Technology (6950): Standards, Curriculum and Materials Adoption
Child Development (6880): Standards, Curriculum and Materials Adoption

Background Information: Introduction to Teaching was approved by the School board in 2019 as a .5 Credit CAPP course with UW Oshkosh. Students were encouraged to take this course along with CTE Internship and work in our schools at Teaching Assistants. In the current offering, the course only connects to UW-Oshkosh as a CAPP course. As the need for Educators has changed, we have evaluated our pathway seeking to increase industry-recognized certificates and dual enrollment.

The proposed changes are changing Introduction to Teaching to: *Introduction to Education & Technology*, which will increase from .5 to 1.0 credits.

The proposed change to Child Development will be adding one unit of learning about children thru age 21.

Fiscal Note: The cost of textbooks for Introduction to Education & Technology Course - $3680 and Child Development Course $5520.

Instructional Impact: This opportunity will allow for increased dual credit enrollment opportunities, pathway progression, increased certificate - FVTC - Introduction to Education Certificate (before or after school program, paraprofessional certificate) and support our District goal of recruitment.

Administrative Recommendation: Approve as submitted.

Contact Person(s):
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BOE: June 10, 2024

Introduction to Education & Technology (6950)

Time Period of Public Input
April 8, 2024 - May 17, 2024
Number and Breakdown of Responses Received (Supportive/Unsupportive)
0 Responses **Comments:** ● none
Overall Themes Identified From Responses
Responses: ● none

Child Development (6880)

Time Period of Public Input
April 8, 2024 - May 17, 2024
Number and Breakdown of Responses Received (Supportive/Unsupportive)
0 Responses **Comments:** ● none
Overall Themes Identified From Responses
Responses: ● none

Child Development 6880 Course Overview Curriculum Document

Course Description

This course is Transcripted through FVTC allowing students the opportunity to gain credits in order to eventually become a lead-teacher certified in a childcare setting or gain credit towards the Introduction to Teaching certificate. Students will explore expectations for themselves as future parents, and/or individuals who want to relate more successfully with children, including child care providers or teachers. Course competencies include: integrate strategies that support diversity and anti-bias perspectives; analyze development of infants and toddlers and potentially up to age 21; correlate prenatal conditions with development; summarize child development theories; analyze the role of heredity and the environment; examine culturally and developmentally appropriate environments for infants and toddlers and possibly to age 21, examine the role of brain development in early learning; examine caregiving routines as curriculum. Practical experiences include observations and sponsorship of a mini-nursery school or work directly with an AASD elementary school.

Credits	Prerequisites
1	none

Board Approved	Revised
Pending Board Approval - 6/10/24	

Required Assessments

District-wide, standards-based common summative assessments

Textbooks/Resources

Marotz, Lynn and Allen, K. Eileen. Developmental Profiles: Pre-Birth Through Adolescence 8th ed. Cengage Learning 2016 (ISBN 9781305088313)
Christi Crosby Bergin, David Allen Bergin. Child and Adolescent Development in your Classroom, Topical Approach. Cengage 2025

Course Essential Understandings

As a result of successfully completing this course, students will:

- Integrate strategies that support diversity and anti-bias perspectives.
- Correlate prenatal conditions with development.
- Analyze development of infants and toddlers (conception to thirty-six months) and stages beyond up to age 21.
- Examine culturally and developmentally appropriate environments for infants and toddlers.
- Summarize child development theories.
- Examine the role of brain development in early learning (conception through thirty-six months) and stages beyond up to age 21.
- Examine caregiving routines and educator roles as curriculum.
- Analyze the role of heredity and the environment.
- Examine developmental and environmental assessment strategies for infants and toddlers, and up to age 21.

Course Essential Questions

- How do I apply child development theory to practice?
- How do I cultivate relationships with children, family, and the community?
- How do I assess child growth and development?
- What are best practices in teaching and learning?
- How do I demonstrate professionalism?
- How do I integrate health, safety, and nutrition practices?

Unit Overviews

Unit Name	Unit Description	Unit Essential Question	Instructional Standards	Assessed Standards
Unit 1 - Themes and Theories of Child Development	Students will learn about theories of child development including theories from Erikson, Piaget, Maslow, Skinner, Bronfenbrenner, Bandura, Vygotsky, Freud, Gardner, Gesell, Lorenz, Bowlby, and Ainsworth. Students will focus on one theory of their choice to explain in depth.	How have theories and theorists influenced how childcare services are currently provided? How will you apply theories of child development to various classroom situations?	EC1.b.2.h: Identify the historical contributions that have influenced how child care services are currently provided. EC1.b.3.h: Apply theories of child development to various classroom situations.	EC1.b: Apply theories of developmentally appropriate practice to classroom situations.
Unit 2 - Conception, Prenatal Development, and Labor/Delivery	Students will learn about nature vs. nurture in regards to child development including genotype, phenotype, and epigenetics. Students will learn about prenatal development including conception, reproductive terminology, infertility & pregnancy loss, healthy development throughout pregnancy, effect of teratogens & birth defects, labor and delivery stages (APGAR). Students will learn about different careers in the field and the education requirements.	Are you able to distinguish the effect of heredity and environment on human growth and development? How will you display understanding for human growth and development across the lifespan? How will you show understanding of the reproductive system?	P1.d.7.h: Analyze biological processes related to prenatal development, birth and health of child and mother. P1.d.9.h: Analyze the implications of alternatives to biological parenthood.	P1.d: Analyze factors related to preparing for parenthood.

		What changes occur as a fetus is developing throughout prenatal development to when the baby is born? What are a number of education and training requirements and opportunities for career paths in family and community services?		
Unit 3 - Caregiver Routines	Students will learn about newborn care, including: newborn reflexes, the 5s's to calming baby (happiest baby on the block), SIDS and AHT (SBS) training. Students will learn about licensing in child care and routines, including a brief overview of requirements for different positions, Youngstar guidelines, how to find licensing rules and how to use it (group child care rulebook vs family book), child care ratios, what is WMELS and a guide to routines. Students will gain an understanding of different careers that work with kids and what type of education is required for the different careers.	What nurturing practices can you show/explain that support human growth and development? What are important expectations and responsibilities of parenting? How are state licensing protocols for center safety shown? How will you create a physically safe and emotionally secure environment for children both inside and outside of the center according to the licensing regulations? What are a number of education and training requirements and opportunities for career paths in family and community services?	EC1.a.3.h: Identify trends that impact child care. EC1.a.4.h: Differentiate among the various types of quality child care programs.	EC1.a: Investigate the necessity for and purpose of quality group care for young children.
Unit 4 - Brain Development and Cognition	Students will learn about brain development, including parts of the brain, the importance of brain development in the first 5 years, ACES & toxic stress- brain architecture, how to build a healthy brain, delays and the brain and how it aligns with Piaget's theory.	How do early experiences impact brain development? How has participating in SIDS, Abusive Head Trauma and Child Abuse Prevention training through state and national resources in required mandated reporting systems prepared you to work with children?	HD1.a.7.h: Distinguish between physical, emotional, social, spiritual, and intellectual development. HD1.a.8.h: Analyze interrelationships among physical, emotional, social and intellectual aspects of human growth and development. HD1.a.9.h: Analyze current and emerging research about human growth and development, including research on brain development. HD1.b.13.h: Analyze the effects of life events on individuals physical, intellectual, social, moral, and emotional development. HD1.c.9.h: Analyze the role of family and social services support systems in meeting human growth and development needs.	HD1.a: Analyze principles of human growth and development across the life span. HD1.b: Analyze conditions that influence human growth and development HD1.c: Analyze strategies that promote growth and development across the life span.
Unit 5 - Sensory and Perceptual Development	Students will learn about sensory and perceptual development milestones over the years for children, how sensory development stimulates brain development, how sensory toys are developmentally appropriate for a certain age, sensory difficulties and strategies to help, and how to	What are the critical windows of development in the different senses? What are some sensory difficulties that children may have?	HD1.a.7.h: Distinguish between physical, emotional, social, spiritual, and intellectual development.	HD1.a: Analyze principles of human growth and development across the life span.

	create a sensory development project of choice for a specific age group.	What are strategies to support sensory development in children?	HD1.a.8.h: Analyze interrelationships among physical, emotional, social and intellectual aspects of human growth and development. HD1.a.9.h: Analyze current and emerging research about human growth and development, including research on brain development. HD1.b.13.h: Analyze the effects of life events on individuals physical, intellectual, social, moral, and emotional development. HD1.c.9.h: Analyze the role of family and social services support systems in meeting human growth and development needs.	HD1.b: Analyze conditions that influence human growth and development HD1.c: Analyze strategies that promote growth and development across the life span.
Unit 6 - Language Development	Students will understand language development and how it relates to speech and language milestones (phonics, morphemes, semantics, pronunciation, true speech), the Importance of reading (using CROWD prompts), baby sign language. Students will learn how to nurture language development and types of research and what research says about language development.	What are important speech and language milestones to know? How can we nurture language development in children? What does the research say about language development in children?	HD1.a.7.h: Distinguish between physical, emotional, social, spiritual, and intellectual development. HD1.a.8.h: Analyze interrelationships among physical, emotional, social and intellectual aspects of human growth and development. HD1.a.9.h: Analyze current and emerging research about human growth and development, including research on brain development. HD1.b.13.h: Analyze the effects of life events on individuals physical, intellectual, social, moral, and emotional development. HD1.c.9.h: Analyze the role of family and social services support systems in meeting human growth and development needs.	HD1.a: Analyze principles of human growth and development across the life span. HD1.b: Analyze conditions that influence human growth and development HD1.c: Analyze strategies that promote growth and development across the life span.
Unit 7 - Physical and Motor Development	Students will learn about the difference between fine and gross motor development, milestones for motor skills, how to nurture motor skill development, how to make objective observations, and the importance of the ages and stages questionnaire.	What is the difference between fine motor and gross motor skills? How do we help children develop their fine and gross motor skills?	HD1.a.7.h: Distinguish between physical, emotional, social, spiritual, and	HD1.a: Analyze principles of human growth and development across the life span.

		How can we use objective observations and the Ages and Stages questionnaire to help us understand physical and motor development milestones?	intellectual development. HD1.a.8.h: Analyze interrelationships among physical, emotional, social and intellectual aspects of human growth and development. HD1.a.9.h: Analyze current and emerging research about human growth and development, including research on brain development. HD1.b.13.h: Analyze the effects of life events on individuals physical, intellectual, social, moral, and emotional development. HD1.c.9.h: Analyze the role of family and social services support systems in meeting human growth and development needs.	HD1.b: Analyze conditions that influence human growth and development HD1.c: Analyze strategies that promote growth and development across the life span.
Unit 8 - Social/Emotional Development	Student will learn about social and emotional development including types of temperament and attachment, review theory beliefs of Bowlby, Ainsworth, and Erikson, evaluate how your temperament style impacts your work with children, what influences self esteem and social development, types of play and importance of play, and how to teach social/emotional development.	How do children develop social/emotional skills? What are the different types of temperament and attachment? How does our temperament style impact our work with children?	HD1.a.7.h: Distinguish between physical, emotional, social, spiritual, and intellectual development. HD1.a.8.h: Analyze interrelationships among physical, emotional, social and intellectual aspects of human growth and development. HD1.a.9.h: Analyze current and emerging research about human growth and development, including research on brain development. HD1.b.13.h: Analyze the effects of life events on individuals physical, intellectual, social, moral, and emotional development. HD1.c.9.h: Analyze the role of family and social services support systems in meeting human growth and development needs.	HD1.a: Analyze principles of human growth and development across the life span. HD1.b: Analyze conditions that influence human growth and development HD1.c: Analyze strategies that promote growth and development across the life span.
Unit 9- Advocate for Early Childhood Education	Students will understand the importance of advocating about early childhood. This unit will cover a topic of choice selected	What are the education and training requirements and opportunities for	EC1.a.3.h: Identify trends that impact child care.	EC1.a: Investigate the necessity for and purpose of quality

	by the student. The student will identify careers, organizations, foundations related to the topic.	career paths in family and community services? How do I advocate for early childhood?	EC1.a.4.h: Differentiate among the various types of quality child care programs.	group care for young children.
Unit 10- Development for early elementary, adolescents, and young adults	This unit delves into the multifaceted journey of human development from school age through adolescence and into young adulthood. Students will investigate the physical, cognitive, and social-emotional milestones that mark this transformative period, gaining insight into the factors influencing growth and maturation.	What are the major physical development milestones of school-age children, adolescents, and young adults, including changes in body composition, motor skills, and sexual maturation? What are the cognitive development milestones of individuals during the specified age ranges, focusing on advancements in reasoning, problem-solving, and abstract thinking? What are the major social-emotional development traits of children and adolescents? What are key environmental and societal influences on developmental trajectories, such as family dynamics, cultural norms, and technological advancements? What are some implications of developmental theories and research findings for educational practices, parenting strategies, and social interventions?	HD1.a.7.h: Distinguish between physical, emotional, social, spiritual, and intellectual development. HD1.a.8.h: Analyze interrelationships among physical, emotional, social and intellectual aspects of human growth and development. HD1.a.9.h: Analyze current and emerging research about human growth and development, including research on brain development. HD1.b.13.h: Analyze the effects of life events on individuals physical, intellectual, social, moral, and emotional development. HD1.c.9.h: Analyze the role of family and social services support systems in meeting human growth and development needs. HD1.a: Analyze principles of human growth and development across the life span. HD1.b: Analyze conditions that influence human growth and development HD1.c: Analyze strategies that promote growth and development across the life span.	HD1.a: Analyze principles of human growth and development across the life span. HD1.b: Analyze conditions that influence human growth and development HD1.c: Analyze strategies that promote growth and development across the life span.

Introduction to Education and Technology (#6950) Course Overview Curriculum Document

Course Description

This course is designed to engage students who have an interest in the teaching profession through the exploration of various field experiences. Students will gain experience working with diverse learners and environments. The course will study the history, development, organization, and practices of education as it applies to the individual, school, and society. Students will examine their own educational backgrounds and analyze influences that have shaped them as members of society and potential educators. Students will learn to develop, teach, and evaluate lessons taught in a classroom setting. Students will also research technology trends and understand the impact it has on education. The Career and Technical Education Internship Job (9664J) can be taken simultaneously to obtain a paid AASD Teacher Assistant position within our elementary schools. Students will have the option to take this course for 3 UW-Oshkosh college credits or 6 Fox Valley Technical College Credits.

Credits	Prerequisites
1 3 UW-Oshkosh college credits OR 6 FVTC credits	Junior/Senior
Board Approved	**Revised**
Pending Board Approval - 6/10/24	June, 2024

Required Assessments

District-wide, standards-based common summative assessments

Textbooks/Resources

Ryan,Cooper,Mason Bolick, Callahan. Those Who Can Teach. Cengage 2022 (ISBN 9780357518441)

Cennamo,Ross,Ertmer.Technology Integration for Meaningful Classroom. Cengage 2019 (ISBN 9781305960572)

Course Essential Understandings

As a result of successfully completing this course, students can:

Unit 1: Experiencing Learning: The Individual

- Students will evaluate themselves as diverse individuals, learners, and community members.
- Students will determine how diversity enhances the classroom and the community.
- Students will recognize and establish a respectful environment for diverse populations of students in the classroom.
- Students will analyze roles and responsibilities of school personnel.
- Students will use a variety of digital resources and tools to construct knowledge.

Unit 2: Experiencing the classroom: The School and Society

- Students will analyze their strengths and areas for improvement as potential teachers.
- Students will evaluate the positive and negative aspects of the teaching profession.
- Students will defend effective teaching methodologies and strategies.
- Students will examine the science of teaching and learning.
- Students will analyze the components of the lesson plan.
- Students will describe the role of assessment in education.
- Students will examine components of classroom management.
- Students will use a variety of digital resources and tools to become an innovative designer and computational thinker.

Unit 3: Experiencing the teaching profession: The School and Society

- Students will identify and analyze the impact of key historical educational events in the United States.
- Students will evaluate various educational philosophies and begin developing their own personal philosophy of education.
- Students will analyze topics affecting education today
- Students will analyze the governance structure of their local, state, and national educational systems.
- Students will demonstrate how teachers can exhibit leadership as advocates and agents of change for education and their communities
- Students will use a variety of digital tools to become a creative communicator

Unit 4: Experiencing Technology in Education

- Students will explore how technologies can help students become empowered learners
- Students will explore components of Digital Citizenship
- Students will use digital tools to broaden perspectives and become

Course Essential Questions

Unit 1: Experiencing Learning: The Individual

Overarching Compelling Question(s)

What are the major impacts on demographics in education and what barriers arise within the growth and development of students?

Topical (supporting questions)

How can I use my own experiences in learning to help me develop within the education profession?
What are the major roles and duties within a school?
What does confidentiality look like in a school setting?
What are valuable research strategies and how can I determine the credibility of the information?

Unit #2 Experiencing the classroom: The School and Society

Overarching Compelling Question(s)

What education platform or experience should I pursue?

Topical (supporting questions)

What are the different educational programs?
What is the history behind them and how have they evolved?
Which one best suits my interest within the pathway?
How do I construct a lesson plan and what are the components?
What does assessment mean and what are the different roles?
What are different classroom management strategies?
How can I design, collect, and analyze data to problem solve in education?

Unit #3 Experiencing the teaching profession: The School and Society

Overarching Compelling Question(s)

How can I construct an effective and meaningful philosophy?

Topical (supporting questions)

How has education reformed?
What is school choice?
What are some effective teaching methodologies and developmentally appropriate strategies?
How can I promote a respectful environment?
How can I develop positive and productive relationships with children?
How do I use digital tools to create and share content?
How do I start the job search for my future career?

Unit #4 Technology in Education

Overarching Compelling Question(s)

How can information and technology literacy empower learners?

Topical (supporting questions)

How can I utilize and select digital tools for the learning process?
What are the rights, responsibilities, and opportunities in an interconnected digital world?

global collaborators ● Students will explore current trends in educational technology	How can I guarantee credibility and safety? What is “fair use” and intellectual freedom? What is censorship? How can I use collaborative digital resources? What are current classroom technology tools to support learning? What are issues related to teaching and learning with technology? What are pros and cons of the emerging technologies related to teaching and learning?

Unit Overviews

Unit Name	Unit Description	Unit Essential Question	Instructional Standards	Assessed Standards
Unit 1: Experiencing Learning: The Individual	In this unit, students will be able to Identify how historic and philosophical foundations of education influence school practice and the roles educators and students assume in today’s schools. Students will also understand the impact of demographics (ethnicity, race, gender, social class, sexuality, language, etc.) on schools, teachers, and students.	What are the major impacts on demographics in education and what barriers arise within the growth and development of students?	HD1.b.11.h: Analyze the impact of social, economic, technological, and political forces on individual growth and development. HD1.b.12.h: Analyze the effects of gender, ethnicity and culture on individual development. HD1.b.13.h: Analyze the effects of life events on individuals’ physical, intellectual, social, moral and emotional development. HD1.c.7.h: Analyze the role of nurturance on human growth and development. HD1.c.9.h: Analyze the role of family and social services support systems in meeting human growth and development needs. EC1.d.10.h:. Demonstrate interpersonal skills and strategies that promote a respectful environment with positive and productive relationships with children. EC1.d.16.h: Implement strategies that will appropriately address the challenging behaviors. EC1.a.3.h: Identify trends that impact education. EC1.b.3.h: Apply theories of child development and educational philosophies to various classroom situations.	HD1.b: Analyze conditions that influence human growth and development. HD1.c: Analyze strategies that promote growth and development across the lifespan. EC1.c.d: Cultivate positive relationships with children and guide appropriate behaviors in an education setting. EC1.a: Investigate the necessity for and purpose of quality education for children. EC1.b: Apply theories of developmentally appropriate practice to classroom situations. EC1.e: Create and facilitate developmentally appropriate activities.

			EC1.e.6.h: Choose developmentally appropriate activities.	
Unit 2: Experiencing the classroom: The School and Society	In this unit, students will begin to analyze their strengths and areas for improvement as potential teachers. Students will evaluate positive and negative aspects of the teaching profession and defend effective teaching methodologies and strategies.	What education platform or experience should I pursue?	EC1.c.7.h Demonstrate characteristics of effective teaching methodologies and developmentally appropriate strategies. EC1.d.10.h:. Demonstrate interpersonal skills and strategies that promote a respectful environment with positive and productive relationships with children. EC1.d.16.h: Implement strategies that will appropriately address the challenging behaviors. EC1.e.6.h: Choose developmentally appropriate activities. EC1.e.7.h: Plan and implement lesson plans (i.e., objectives, content, supplies, motivation, introduction, step-by-step procedures, closure/transition and evaluation). EC1.b.3.h: Apply theories of child development and educational philosophies to various classroom situations. HD1.c.7.h: Analyze the role of nurturance on human growth and development.	EC1.c.d: Cultivate positive relationships with children and guide appropriate behaviors in an education setting. EC1.b: Apply theories of developmentally appropriate practice to classroom situations. EC1.e: Create and facilitate developmentally appropriate activities. HD1.c: Analyze strategies that promote growth and development across the lifespan.
Unit 3: Experiencing the teaching profession: The School and Society	In this unit, students will start constructing a teaching philosophy by reflecting on beliefs, values, and approaches to education. Students will consider what they believe about teaching and learning by looking at school choice and reform in education. Students will think about what they want their own students to gain from teaching. What knowledge, skills, and attitudes do they want to teach? Students will reflect on teaching methods and strategies and techniques to use to promote active learning, critical thinking, and problem-solving. By the end, students will have a	How can I construct an effective and meaningful philosophy?	EC1.a.3.h: Identify trends that impact education. EC1.a.4.h: Differentiate among the various types of education programs.	EC1.f Analyze a career pathway within the education and training program of study. EC1.a: Investigate the necessity for and purpose of

	teaching philosophy that reflects beliefs, values, and approach to education, and guides their practice as an educator.		EC1.b.2.h: Identify the historical contributions that have influenced how education services are currently provided. EC1.b.3.h: Apply theories of child development and educational philosophies to various classroom situations. EC1.f.4.h: Identify the roles and functions of individuals engaged in education services. EC1.f.5.h: Summarize education and training requirements and opportunities for career paths in education. EC1.f.7.h: Analyze the governance structure of the local, state, and national educational systems. EC1.f.6.h: Analyze opportunities for employment. EC1.f.8.h: Reflect on career based learning experiences.	quality education for children. EC1.b: Apply theories of developmentally appropriate practice to classroom situations.
Unit #4 Technology in Education	Technology has become an integral part of modern education, revolutionizing the way students learn and educators teach. From interactive digital resources to online collaboration tools, technology offers a myriad of opportunities to enhance the educational experience. Students will learn about Digital Learning Platforms, Online Classes and Remote Learning, Adaptive Learning Systems, Interactive Whiteboards and Multimedia Tools, Collaboration and Communication Tools and how to gain access to Information and resources. As technology continues to evolve, its role in education will only become more significant, empowering educators and learners to thrive in an increasingly digital world.	How can information and technology literacy empower learners?	HD1.c.8.h: Analyze the role of communication on human growth and development.	HD1.c: Analyze strategies that promote growth and development across the lifespan.

ITEM FOR CONSIDERATION

Topic: Professional Educator New Hire(s)

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

Name	***Position***	***Location***	***FTE***
Rebecca C. Bunker	English Language Arts	FCLA/North	100%
Tyler J. Burkert	Special Ed-Cross Cat	TBD	100%
Richard A. Case	Special Ed-Cross Cat	EHS	100%
Brittani L. Feuerhelm	Special Ed-Cross Cat	NHS	100%
Melissa M. Heisse	Special Ed-Cross Cat	Edison	100%
Allison K. Karolewicz	School Counselor	Edison/Ferber	80%
Brandi L. Kunst	Elementary	TBD	100%
Jennifer A. Lehl	Kindergarten	Edison	100%
Jennifer L. Morkin	Elementary	TBD	100%
Amanda R. Schmidt	Speech & Language Pathologist	TBD	100%
Lesley J. Wilz	Social Worker	Johnston	50%
Tiffany A. Wimmer	Technology Education	Kaleidoscope	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: June 10, 2024

ITEM FOR CONSIDERATION

Topic: Professional Educator Contract Change(s)

Background Information: The following contract changes are recommended for the 2024-2025 school year (effective August 26, 2024):

Name	Position	Location	FTE
Gwendolyn L. Bohm	Music-Strings	Huntley/McKinley	100% to 80%
Melissa A. Gurholt	Music-Strings	Columbus	90% to 100%
Aaron C. Shoemaker	Dean of Students	Foster	100% to 80%
Madelyn G. Wagner	Art	Einstein/Madison	54% to 84%

Fiscal Note: As indicated above.

Administrative Recommendation: Approval

Instructional Impact: These assignment adjustments will meet student needs.

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

BOE: June 10, 2024

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, unless otherwise noted.

Julie L. Cone has been with the District for one year, most recently as a Special Education Teacher at Horizons Elementary School and Foster Elementary Charter School.

Kaelynn M. Disch has been with the District for five years, most recently as a Math Teacher at West High School. Ms. Disch's resignation is effective at the end of the Friday, June 21, 2024, workday.

Meghan D. Gallardo has been with the District for seven years, most recently as an Itinerant Speech & Language Pathologist.

Abby D. Honick has been with the District for three years, most recently as a Title I Literacy Interventionist at Franklin Elementary School. Ms. Honick's resignation is effective at the end of the Wednesday, July 3, 2024, workday.

Jennifer A. Morales has been with the District for fourteen years, most recently as a Dean of Students at Foster Elementary Charter School.

Roxanne Parker has been with the District for twelve years, most recently as a English Language Arts/Social Studies Teacher at Einstein Middle School.

Sara M. Smet has been with the District for eight years, most recently as a Special Education 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:

Abbie K. Lindbom – Grade 6 English Language Arts/Social Studies at Wilson 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: June 10, 2024

ITEM FOR CONSIDERATION

Topic:	Administrative Hire(s)
Background Information:	The individual listed below has been recommended for a contractual position starting July, 1, 2024. **Nicholas J. Winch** is recommended for the Principal position at Classical Charter School. Mr. Winch most recently served as Dean of Students at Maplewood Middle School in Menasha.
Instructional Impact:	This highly qualified candidate will ensure the continuation of quality instruction and student support.
Fiscal Impact:	Salary will be commensurate with education and experience.
Administrative Recommendation:	Approval
Contact Person(s):	Julie King (920) 852-5302

BOE: June 10, 2024

ITEM FOR CONSIDERATION

Topic: Administrative Transfer(s)

Background Information: The following administrator is recommended for a transfer effective July 1, 2024:

David R. Nitka is recommended for the Associate Principal position at Madison Middle School with a 260-day contract. Mr. Nitka has been with the District for three years, most recently as the Associate Principal at Highlands Elementary.

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: June 10, 2024

ITEM FOR CONSIDERATION

Topic: 5K-5 STEM Curriculum and Materials

Background Information: Prior to the 2023 referendum, AASD formed a STEM Work Group to create a vision for AASD. Along with this vision, the work group also created experiences they wanted all AASD students to experience within STEM. With this information and the passing of the 2023 referendum, we have researched standards, curriculum and materials. We have done this through field testing in our 5k-5 classrooms, attending professional development and collaborating with other districts. The curriculum and materials were field tested by AASD teachers and recommended by our AASDS STEM Work Group for implementation in the 2024-2025 school year.

Fiscal Note: The cost for the materials will be funded through the referendum. The total cost per school for the materials is approximately $51,504. All instructional materials will be implemented during the 2024-25 school year.

Instructional Impact: The instructional impact of STEM (Science, Technology, Engineering, and Mathematics) in elementary schools is multifaceted. STEM education fosters critical thinking, problem-solving skills, and creativity among students. Through hands-on activities, experiments, and projects, students not only develop a deeper understanding of core STEM concepts but also learn to apply them in real-world contexts. This approach cultivates inquiry-based learning, encouraging students to ask questions, explore, and collaborate with their peers. Moreover, STEM education in elementary schools helps bridge the gap between classroom learning and future career opportunities, preparing students for success in an increasingly technology-driven world. By nurturing a foundation of curiosity and analytical thinking early on, STEM education empowers students to become lifelong learners and innovators.

Administrative Recommendation: Approve as submitted.

Contact Person(s): Kristin Comerford, 920-852-5320 ext. 60171, comerfordkrist@aasd.k12.wi.us
Steve Harrison, Ph.D. 920-852-5320 ext. 60121, harrisonstepha@aasd.k12.wi.us

BOE: June 10, 2024

Kindergarten Course Overview Curriculum Document

Course Description

STEM (Science, Technology, Engineering and Mathematics) education is an interdisciplinary approach to student learning. Our students learn a variety of rigorous academic concepts and skills through the integration and application of science, technology, engineering, and mathematics. These authentic learning experiences make connections between our students' school and community while preparing them for the multi-dimensional challenges of tomorrow.

Credits	Prerequisites
NA	NA
Board Approved	**Revised**
Pending 6/10/24	

Required Assessments

District - Wide, Standards Based Common Summative Assessments

Textbooks/Resources

Course Essential Understandings

As a result of successfully completing this STEM course, students will understand that:

- Technology can be used as a tool for learning, exploration and problem solving.
- Design thinking is a concept. Students will learn to:
  - Identify a problem or be given a challenge
  - Brainstorm possible solutions
  - Draft a plan
  - Create
  - Test designs and make improvements
  - Share and reflect

Overall:

- STEM is about **curiosity and exploration**: STEM courses encourage students to ask questions, experiment, and explore the world around them.
- STEM promotes **communication and collaboration**: Activities are designed to include teamwork and communication. Students can learn from each other and share their ideas.
- STEM fosters **creativity and innovation**: Activities promote creativity and open-ended problem-solving. There's often more than one way to solve a problem in STEM!

Course Relevance Questions

- How do I communicate and collaborate with others?
- What does it mean to engage in critical thinking?
- How do I use critical thinking skills to persevere?
- What is the Engineering Design Process and how do I use it to complete a task or solve a problem?
- What is responsible and appropriate use of technology?
- How do I effectively use technology?
- What are STEM careers?

Unit Overviews

Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
Simple Machines	In this unit, students will learn what a simple machine is and how it can impact daily lives and work.	What is a gear? What is a simple machine? What is an inclined plane? What is a pulley? What is a lever? How do gears work together? How do simple machines work together?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ECT.1 K-5.ECT.2 BB1.c.1.e ENG5.b.3.e	K-5.CC.1 K-5.CC.2 K-5.CC.3
Coding, Programing & Robotics	In this unit, students will learn about unplugged programming, computational programming and sequencing while working with materials (ex:robots, trains) to complete a task.	What is code? What is sequencing? How does sequencing impact a program? What is a bug in a program? How do I debug a program?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2 AP1.a.1e AP6.a.1.e	K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2
Mechanics & Structure	In this unit, students will explore structure and function through the engineering design process.	What is structure? What does function mean? How does structure and function impact each other? What is the Engineering Design Process?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3

			K-5.ECT.1 K-5.ECT.2 ENG1a.3e	
Technology	Students will utilize technology (ex: chromebook, robots, 3D pens, and other tools) in different lessons and activities. They will learn how to safely use and understand how technology impacts their daily lives.	What is technology? How do I use technology to complete a task or solve a problem? How do I use technology appropriately?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2 IC1.a.1.e	K-5.TL.1 K-5.TL.2
Energy & Forces	In this unit students will learn about the impact of the sun, gravity and the cause and effect of a push and pull.	What is the cause and effect of push and pull? What is gravity's impact on an object? What is a circuit? How do we use energy created by the sun? How does solar energy power a circuit?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 K-PS2-1 K-PS2-2 K-PS3-1	K-5.CC.1 K-5.CC.2 K-5.CC.3

First Grade Course Overview Curriculum Document

Course Description

STEM (Science, Technology, Engineering and Mathematics) education is an interdisciplinary approach to student learning. Our students learn a variety of rigorous academic concepts and skills through the integration and application of science, technology, engineering, and mathematics. These authentic learning experiences make connections between our students' school and community while preparing them for the multi-dimensional challenges of tomorrow.

Credits	Prerequisites
NA	NA
Board Approved	**Revised**
Pending 6/10/24	

Required Assessments

District - Wide, Standards Based Common Summative Assessments

Textbooks/Resources

Course Essential Understandings

As a result of successfully completing this STEM course, students will understand that:

- Technology can be used as a tool for learning, exploration and problem solving.
- Design thinking is a concept. Students will learn to:
  - Identify a problem or be given a challenge
  - Brainstorm possible solutions
  - Draft a plan
  - Create
  - Test designs and make improvements
  - Share and reflect

Overall:

- STEM is about **curiosity and exploration**: STEM courses encourage students to ask questions, experiment, and explore the world around them.
- STEM promotes **communication and collaboration**: Activities are designed to include teamwork and communication. Students can learn from each other and share their ideas.
- STEM fosters **creativity and innovation**: Activities promote creativity and open-ended problem-solving. There's often more than one way to solve a problem in STEM!

Course Relevance Questions

- How do I communicate and collaborate with others?
- What does it mean to engage in critical thinking?
- How do I use critical thinking skills to persevere?
- What is the Engineering Design Process and how do I use it to complete a task or solve a problem?
- What is responsible and appropriate use of technology?
- How do I effectively use technology?
- What are STEM careers?

Unit Overviews

Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
Simple Machines	In this unit, students will learn what a simple machine is and how it can impact daily lives and work as a system.	What is a simple machine? What is a gear? What is an inclined plane? What is a lever? What is a screw? How do simple machines work together as a system?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 BB1.c.1.e ENG5.b.3.e	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3
Coding,Programing & Robotics	In this unit, students will learn about coding, if/then conditionals, computational programming and sequencing while working with materials (ex. robot/trains) to complete a task.	What is code? What is sequencing? How does sequencing impact a program? What is an if/then conditional and how does it impact a program? What is an algorithm? What is a bug in a program? How do I debug a program?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2 AP1.a.1e AP6.a.1.e	K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2
Mechanics & Structure	In this unit, students will gain a deeper understanding of the design process used by engineers to create structures.	What is the Engineering Design Process? How can I apply the Engineering Design Process?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1

		How can I make improvements to my design?	K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2 ENG1a.3e	K-5.ED.2 K-5.ED.3 K-5.TL.1 K-5.TL.2
Technology	Students will utilize technology (ex: Chromebook, robots and other tools) in different lessons and activities. They will learn how to safely use and understand how it impacts their daily lives.	How do I use technology to complete a task or solve a problem? How do I use technology appropriately?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2 IC1.a.1.e	K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2
Energy & Forces	In this unit, students will learn the pathways that make things light up, buzz, and come alive. They will discover the basic components of circuits and how they work together. Students will also continue to deepen their understanding of gravity and the cause and effect of forces.	What is the cause and effect of forces? What is gravity's impact on an object? What is a simple circuit? How does energy flow through a circuit to power a load?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 K-2ETS1-2 K-2ETS1-3 EL2.a.3.e	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2

Second Grade Course Overview Curriculum Document

Course Description

STEM (Science, Technology, Engineering and Mathematics) education is an interdisciplinary approach to student learning. Our students learn a variety of rigorous academic concepts and skills through the integration and application of science, technology, engineering, and mathematics. These authentic learning experiences make connections between our students' school and community while preparing them for the multi-dimensional challenges of tomorrow.

Credits	Prerequisites
NA	NA
Board Approved	**Revised**
Pending 6/10/24	

Required Assessments

District - Wide, Standards Based Common Summative Assessments

Textbooks/Resources

Course Essential Understandings

As a result of successfully completing this STEM course, students will understand that:

- Technology can be used as a tool for learning, exploration and problem solving.
- Design thinking is a concept. Students will learn to:
  - Identify a problem or be given a challenge
  - Brainstorm possible solutions
  - Draft a plan
  - Create
  - Test designs and make improvements
  - Share and reflect

Overall:

- STEM is about **curiosity and exploration**: STEM courses encourage students to ask questions, experiment, and explore the world around them.
- STEM promotes **communication and collaboration**: Activities are designed to include teamwork and communication. Students can learn from each other and share their ideas.
- STEM fosters **creativity and innovation**: Activities promote creativity and open-ended problem-solving. There's often more than one way to solve a problem in STEM!

Course Relevance Questions

- How do I communicate and collaborate with others?
- What does it mean to engage in critical thinking?
- How do I use critical thinking skills to persevere?
- What is the Engineering Design Process and how do I use it to complete a task or solve a problem?
- What is responsible and appropriate use of technology?
- How do I effectively use technology?
- What are STEM careers?

Unit Overviews

Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
Simple Machines	In this unit, students will learn what a simple machine is and how it can impact daily lives and work as a system.	How do simple machines work together as a system? How do we use simple machines to create a system and complete a challenge?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 BB1.c.1.e ENG5.b.3.e	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ECT.1 K-5.ECT.2
Coding, Programing & Robotics	In this unit, students will learn about coding, if/then conditionals, computational programming and sequencing while working with materials (ex. humanoid robot/Scratch Jr) to complete a task.	How does sequencing impact a program? How does if/then conditionals impact a program? What is an algorithm? What is a loop in a program? How do I identify a bug in a program? How do I debug a program?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2 AP1.a.1e AP6.a.1.e	K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2
Mechanics & Structure	In this unit, students will gain a deeper understanding of the design process used by engineers to create structures.	How can I apply the Engineering Design Process? How can I make improvements to my design?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1

			K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2 ENG1a.3e K-2-ETS1-1 K-2-ETS1-2 K-2-ETS1-3	K-5.ED.2 K-5.ED.3
Technology	Students will utilize technology (ex: Chromebook, 3D pens, robots and other tools) in different lessons and activities. They will learn how to safely use and understand how it impacts their daily lives.	How do I use technology to complete a task or solve a problem? How do I use technology appropriately?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2 IC1.a.1.e	K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2
Energy & Forces	Students will discover the basic components of circuits and how they work together to solve a task. Students will explore the concept of energy transfer (wind energy). Students will also continue to deepen their understanding of gravity and the cause and effect of forces.	What is gravity's impact on an object? What is the cause and effect of forces? How does energy transfer?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 EL1.a.3.e ET1.b.2.e	K-5.CC.1 K-5.CC.2 K-5.CC.3

Third Grade Course Overview Curriculum Document

Course Description

STEM (Science, Technology, Engineering and Mathematics) education is an interdisciplinary approach to student learning. Our students learn a variety of rigorous academic concepts and skills through the integration and application of science, technology, engineering, and mathematics. These authentic learning experiences make connections between our students' school and community while preparing them for the multi-dimensional challenges of tomorrow.

Credits	Prerequisites
NA	NA
Board Approved	**Revised**
Pending 6/10/24	

Required Assessments

District - Wide, Standards Based Common Summative Assessments

Textbooks/Resources

Course Essential Understandings

As a result of successfully completing this STEM course, students will understand that:

- Technology can be used as a tool for learning, exploration and problem solving.
- Design thinking is a concept. Students will learn to:
  - Identify a problem or be given a challenge
  - Brainstorm possible solutions
  - Draft a plan
  - Create
  - Test designs and make improvements
  - Share and reflect

Overall:

- STEM is about **curiosity and exploration**: STEM courses encourage students to ask questions, experiment, and explore the world around them.
- STEM promotes **communication and collaboration**: Activities are designed to include teamwork and communication. Students can learn from each other and share their ideas.
- STEM fosters **creativity and innovation**: Activities promote creativity and open-ended problem-solving. There's often more than one way to solve a problem in STEM!

Course Relevance Questions

- How do I communicate and collaborate with others?
- What does it mean to engage in critical thinking?
- How do I use critical thinking skills to persevere?
- What is the Engineering Design Process and how do I use it to complete a task or solve a problem?
- What is responsible and appropriate use of technology?
- How do I effectively use technology?
- What are STEM careers?

Unit Overviews

Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
Coding,Programing & Robotics	In this unit, students will learn about coding, if/then conditionals, events, loops, computational programming and sequencing while working with materials (ex. humanoid robot, LEGO Spike Essential) to complete a task.	How does sequencing impact a program? How does if/then conditionals impact a program? What is an algorithm? What is a loop in a program? How do I identify a bug in a program? How do I debug a program? What is artificial intelligence?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2 AP1.a.4.i AP2.a.3.i AP6.a.2.i	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2
Mechanics & Structure	In this unit, students will gain a deeper understanding of the design process used by engineers to create structures.	How can I apply the Engineering Design Process? How can I make improvements to my design?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 ENG1a.3e 3-5ETS-1-1 3-5ETS-1-2 3-5ETS-1-3	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3

Technology	Students will utilize technology (ex: Chromebook, 3D printer, robots and other tools) in different lessons and activities. They will learn how to safely use and understand how it impacts their daily lives.	How do I use technology to complete a task or solve a problem? How do I use technology appropriately? How does 3D printers impact society?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2 IC1.a.2.i	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2
Energy & Forces	Students will gain a deeper understanding of how circuits are incorporated in structures and how they work together to solve a task. Students will continue to deepen their understanding of gravity and explore the forces of flight.	What is gravity's impact on an object? What is the cause and effect of forces? How does energy transfer? What are series and parallel circuits? How do circuits work in our daily lives? What are the four forces of flight?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 EL.1.a.3.e EL2.a.3.e ET.1.b.2.e	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2

Fourth Grade Course Overview Curriculum Document

Course Description

STEM (Science, Technology, Engineering and Mathematics) education is an interdisciplinary approach to student learning. Our students learn a variety of rigorous academic concepts and skills through the integration and application of science, technology, engineering, and mathematics. These authentic learning experiences make connections between our students' school and community while preparing them for the multi-dimensional challenges of tomorrow.

Credits	Prerequisites
NA	NA
Board Approved	**Revised**
Pending 6/10/24	

Required Assessments

District - Wide, Standards Based Common Summative Assessments

Textbooks/Resources

Course Essential Understandings

As a result of successfully completing this STEM course, students will understand that:

- Technology can be used as a tool for learning, exploration and problem solving.
- Design thinking is a concept. Students will learn to:
  - Identify a problem or be given a challenge
  - Brainstorm possible solutions
  - Draft a plan
  - Create
  - Test designs and make improvements
  - Share and reflect

Overall:

- STEM is about **curiosity and exploration**: STEM courses encourage students to ask questions, experiment, and explore the world around them.
- STEM promotes **communication and collaboration**: Activities are designed to include teamwork and communication. Students can learn from each other and share their ideas.
- STEM fosters **creativity and innovation**: Activities promote creativity and open-ended problem-solving. There's often more than one way to solve a problem in STEM!

Course Relevance Questions

- How do I communicate and collaborate with others?
- What does it mean to engage in critical thinking?
- How do I use critical thinking skills to persevere?
- What is the Engineering Design Process and how do I use it to complete a task or solve a problem?
- What is responsible and appropriate use of technology?
- How do I effectively use technology?
- What are STEM careers?

Unit Overviews

Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
Coding,Programing & Robotics	In this unit, students will apply coding and programming knowledge to complete a task.	How do I create an algorithm with if/then conditionals, loops, events and sequencing? How do I debug a program? What is artificial intelligence? How do you use AI to program? What sequenced instructions do I input to achieve a desired outcome?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2 AP1.a.4.i AP2.a.3.i AP6.a.2.i	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2
Mechanics & Structure	In this unit, students will gain a deeper understanding of the design process used by engineers to create structures.	How can I apply the Engineering Design Process? How can I make improvements to my design?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 ENG1a.3e 3-5ETS-1-1 3-5ETS-1-2 3-5ETS-1-3	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3

Technology	Students will utilize technology (ex: Chromebook, robots and other tools) in different lessons and activities. They will learn how to safely use and understand how it impacts their daily lives.	How do I use technology to complete a task or solve a problem? How do I use technology appropriately?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2 IC1.a.2.i	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2
Energy & Forces	Students will make observations, ask questions and make connections as they explore energy usage and transfers. Students will define and explore various types of energy (solar, thermal, mechanical, light, wind, sound, electrical).	How does energy impact our daily lives? How does energy transfer? How do various careers use different types of energy? What are conductors and insulators?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 EL.1.a.3.e EL2.a.3.e ET.1.b.2.e	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2

Fifth Grade Course Overview Curriculum Document

Course Description

STEM (Science, Technology, Engineering and Mathematics) education is an interdisciplinary approach to student learning. Our students learn a variety of rigorous academic concepts and skills through the integration and application of science, technology, engineering, and mathematics. These authentic learning experiences make connections between our students' school and community while preparing them for the multi-dimensional challenges of tomorrow.

Credits	Prerequisites
NA	NA
Board Approved	**Revised**
Pending 6/10/24	

Required Assessments

District - Wide, Standards Based Common Summative Assessments

Textbooks/Resources

Course Essential Understandings

As a result of successfully completing this STEM course, students will understand that:

- Technology can be used as a tool for learning, exploration and problem solving.
- Design thinking is a concept. Students will learn to:
  - Identify a problem or be given a challenge
  - Brainstorm possible solutions
  - Draft a plan
  - Create
  - Test designs and make improvements
  - Share and reflect

Overall:

- STEM is about **curiosity and exploration**: STEM courses encourage students to ask questions, experiment, and explore the world around them.
- STEM promotes **communication and collaboration**: Activities are designed to include teamwork and communication. Students can learn from each other and share their ideas.
- STEM fosters **creativity and innovation**: Activities promote creativity and open-ended problem-solving. There's often more than one way to solve a problem in STEM!

Course Relevance Questions

- How do I communicate and collaborate with others?
- What does it mean to engage in critical thinking?
- How do I use critical thinking skills to persevere?
- What is the Engineering Design Process and how do I use it to complete a task or solve a problem?
- What is responsible and appropriate use of technology?
- How do I effectively use technology?
- What are STEM careers?

Unit Overviews

Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
Coding, Programing & Robotics	In this unit, students will apply coding and programming knowledge to complete a task.	How do I plan, create and solve a task using coding and robotics? What sequenced instructions do I input to achieve a desired outcome? How are coding & robotics impacting careers?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2 AP1.a.4.i AP2.a.3.i AP6.a.2.i	K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2
Mechanics & Structure	In this unit, students will apply the design process used by engineers to create structures.	How can I apply the Engineering Design Process? How can I make improvements to my design? How can I showcase my designs and share my knowledge and understanding with others?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 ENG1a.3e 3-5ETS-1-1	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5. ECT.1 K-5.ECT.2

			3-5ETS-1-2 3-5ETS-1-3	
Technology	Students will utilize technology (ex: Chromebook, 3D printers, drones and other tools) in different lessons and activities. They will learn how to safely use and understand how it impacts their daily lives.	How do I use technology to complete a task or solve a problem? How do I use technology appropriately?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2 IC1.a.2.i	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2
Energy & Forces	Students will explore and show their understanding of potential and kinetic energy. Students will gain an understanding of how the space program utilizes forces and energy.	What is potential and kinetic energy? How does energy impact our daily lives? How do various careers use different types of energy?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 EL.1.a.3.e EL2.a.3.e ET.1.b.2.e	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2

ITEM FOR CONSIDERATION

Topic: Introduction to Education & Technology (6950): Standards, Curriculum and Materials Adoption
Child Development (6880): Standards, Curriculum and Materials Adoption

Background Information: Introduction to Teaching was approved by the School board in 2019 as a .5 Credit CAPP course with UW Oshkosh. Students were encouraged to take this course along with CTE Internship and work in our schools at Teaching Assistants. In the current offering, the course only connects to UW-Oshkosh as a CAPP course. As the need for Educators has changed, we have evaluated our pathway seeking to increase industry-recognized certificates and dual enrollment.

The proposed changes are changing Introduction to Teaching to: *Introduction to Education & Technology*, which will increase from .5 to 1.0 credits.

The proposed change to Child Development will be adding one unit of learning about children thru age 21.

Fiscal Note: The cost of textbooks for Introduction to Education & Technology Course - $3680 and Child Development Course $5520.

Instructional Impact: This opportunity will allow for increased dual credit enrollment opportunities, pathway progression, increased certificate - FVTC - Introduction to Education Certificate (before or after school program, paraprofessional certificate) and support our District goal of recruitment.

Administrative Recommendation: Approve as submitted.

Contact Person(s):
Kristin Comerford, 920-852-5320 ext. 60171, comerfordkrist@aasd.k12.wi.us
Steve Harrison, Ph.D. 920-852-5320 ext. 60121, harrisonstepha@aasd.k12.wi.us

BOE: June 10, 2024

Introduction to Education and Technology (#6950) Course Overview Curriculum Document

Course Description

This course is designed to engage students who have an interest in the teaching profession through the exploration of various field experiences. Students will gain experience working with diverse learners and environments. The course will study the history, development, organization, and practices of education as it applies to the individual, school, and society. Students will examine their own educational backgrounds and analyze influences that have shaped them as members of society and potential educators. Students will learn to develop, teach, and evaluate lessons taught in a classroom setting. Students will also research technology trends and understand the impact it has on education. The Career and Technical Education Internship Job (9664J) can be taken simultaneously to obtain a paid AASD Teacher Assistant position within our elementary schools. Students will have the option to take this course for 3 UW-Oshkosh college credits or 6 Fox Valley Technical College Credits.

Credits	Prerequisites
1 3 UW-Oshkosh college credits OR 6 FVTC credits	Junior/Senior
Board Approved	**Revised**
Pending Board Approval - 6/10/24	June, 2024

Required Assessments

District-wide, standards-based common summative assessments

Textbooks/Resources

Ryan,Cooper,Mason Bolick, Callahan. Those Who Can Teach. Cengage 2022 (ISBN 9780357518441)

Cennamo,Ross,Ertmer.Technology Integration for Meaningful Classroom. Cengage 2019 (ISBN 9781305960572)

Course Essential Understandings

As a result of successfully completing this course, students can:

Unit 1: Experiencing Learning: The Individual

- Students will evaluate themselves as diverse individuals, learners, and community members.
- Students will determine how diversity enhances the classroom and the community.
- Students will recognize and establish a respectful environment for diverse populations of students in the classroom.
- Students will analyze roles and responsibilities of school personnel.
- Students will use a variety of digital resources and tools to construct knowledge.

Unit 2: Experiencing the classroom: The School and Society

- Students will analyze their strengths and areas for improvement as potential teachers.
- Students will evaluate the positive and negative aspects of the teaching profession.
- Students will defend effective teaching methodologies and strategies.
- Students will examine the science of teaching and learning.
- Students will analyze the components of the lesson plan.
- Students will describe the role of assessment in education.
- Students will examine components of classroom management.
- Students will use a variety of digital resources and tools to become an innovative designer and computational thinker.

Unit 3: Experiencing the teaching profession: The School and Society

- Students will identify and analyze the impact of key historical educational events in the United States.
- Students will evaluate various educational philosophies and begin developing their own personal philosophy of education.
- Students will analyze topics affecting education today
- Students will analyze the governance structure of their local, state, and national educational systems.
- Students will demonstrate how teachers can exhibit leadership as advocates and agents of change for education and their communities
- Students will use a variety of digital tools to become a creative communicator

Unit 4: Experiencing Technology in Education

- Students will explore how technologies can help students become empowered learners
- Students will explore components of Digital Citizenship
- Students will use digital tools to broaden perspectives and become

Course Essential Questions

Unit 1: Experiencing Learning: The Individual

Overarching Compelling Question(s)

What are the major impacts on demographics in education and what barriers arise within the growth and development of students?

Topical (supporting questions)

How can I use my own experiences in learning to help me develop within the education profession?
What are the major roles and duties within a school?
What does confidentiality look like in a school setting?
What are valuable research strategies and how can I determine the credibility of the information?

Unit #2 Experiencing the classroom: The School and Society

Overarching Compelling Question(s)

What education platform or experience should I pursue?

Topical (supporting questions)

What are the different educational programs?
What is the history behind them and how have they evolved?
Which one best suits my interest within the pathway?
How do I construct a lesson plan and what are the components?
What does assessment mean and what are the different roles?
What are different classroom management strategies?
How can I design, collect, and analyze data to problem solve in education?

Unit #3 Experiencing the teaching profession: The School and Society

Overarching Compelling Question(s)

How can I construct an effective and meaningful philosophy?

Topical (supporting questions)

How has education reformed?
What is school choice?
What are some effective teaching methodologies and developmentally appropriate strategies?
How can I promote a respectful environment?
How can I develop positive and productive relationships with children?
How do I use digital tools to create and share content?
How do I start the job search for my future career?

Unit #4 Technology in Education

Overarching Compelling Question(s)

How can information and technology literacy empower learners?

Topical (supporting questions)

How can I utilize and select digital tools for the learning process?
What are the rights, responsibilities, and opportunities in an interconnected digital world?

global collaborators ● Students will explore current trends in educational technology	How can I guarantee credibility and safety? What is “fair use” and intellectual freedom? What is censorship? How can I use collaborative digital resources? What are current classroom technology tools to support learning? What are issues related to teaching and learning with technology? What are pros and cons of the emerging technologies related to teaching and learning?

Unit Overviews

Unit Name	Unit Description	Unit Essential Question	Instructional Standards	Assessed Standards
Unit 1: Experiencing Learning: The Individual	In this unit, students will be able to Identify how historic and philosophical foundations of education influence school practice and the roles educators and students assume in today’s schools. Students will also understand the impact of demographics (ethnicity, race, gender, social class, sexuality, language, etc.) on schools, teachers, and students.	What are the major impacts on demographics in education and what barriers arise within the growth and development of students?	HD1.b.11.h: Analyze the impact of social, economic, technological, and political forces on individual growth and development. HD1.b.12.h: Analyze the effects of gender, ethnicity and culture on individual development. HD1.b.13.h: Analyze the effects of life events on individuals’ physical, intellectual, social, moral and emotional development. HD1.c.7.h: Analyze the role of nurturance on human growth and development. HD1.c.9.h: Analyze the role of family and social services support systems in meeting human growth and development needs. EC1.d.10.h:. Demonstrate interpersonal skills and strategies that promote a respectful environment with positive and productive relationships with children. EC1.d.16.h: Implement strategies that will appropriately address the challenging behaviors. EC1.a.3.h: Identify trends that impact education. EC1.b.3.h: Apply theories of child development and educational philosophies to various classroom situations.	HD1.b: Analyze conditions that influence human growth and development. HD1.c: Analyze strategies that promote growth and development across the lifespan. EC1.c.d: Cultivate positive relationships with children and guide appropriate behaviors in an education setting. EC1.a: Investigate the necessity for and purpose of quality education for children. EC1.b: Apply theories of developmentally appropriate practice to classroom situations. EC1.e: Create and facilitate developmentally appropriate activities.

			EC1.e.6.h: Choose developmentally appropriate activities.	
Unit 2: Experiencing the classroom: The School and Society	In this unit, students will begin to analyze their strengths and areas for improvement as potential teachers. Students will evaluate positive and negative aspects of the teaching profession and defend effective teaching methodologies and strategies.	What education platform or experience should I pursue?	EC1.c.7.h Demonstrate characteristics of effective teaching methodologies and developmentally appropriate strategies. EC1.d.10.h:. Demonstrate interpersonal skills and strategies that promote a respectful environment with positive and productive relationships with children. EC1.d.16.h: Implement strategies that will appropriately address the challenging behaviors. EC1.e.6.h: Choose developmentally appropriate activities. EC1.e.7.h: Plan and implement lesson plans (i.e., objectives, content, supplies, motivation, introduction, step-by-step procedures, closure/transition and evaluation). EC1.b.3.h: Apply theories of child development and educational philosophies to various classroom situations. HD1.c.7.h: Analyze the role of nurturance on human growth and development.	EC1.c.d: Cultivate positive relationships with children and guide appropriate behaviors in an education setting. EC1.b: Apply theories of developmentally appropriate practice to classroom situations. EC1.e: Create and facilitate developmentally appropriate activities. HD1.c: Analyze strategies that promote growth and development across the lifespan.
Unit 3: Experiencing the teaching profession: The School and Society	In this unit, students will start constructing a teaching philosophy by reflecting on beliefs, values, and approaches to education. Students will consider what they believe about teaching and learning by looking at school choice and reform in education. Students will think about what they want their own students to gain from teaching. What knowledge, skills, and attitudes do they want to teach? Students will reflect on teaching methods and strategies and techniques to use to promote active learning, critical thinking, and problem-solving. By the end, students will have a	How can I construct an effective and meaningful philosophy?	EC1.a.3.h: Identify trends that impact education. EC1.a.4.h: Differentiate among the various types of education programs.	EC1.f Analyze a career pathway within the education and training program of study. EC1.a: Investigate the necessity for and purpose of

	teaching philosophy that reflects beliefs, values, and approach to education, and guides their practice as an educator.		EC1.b.2.h: Identify the historical contributions that have influenced how education services are currently provided. EC1.b.3.h: Apply theories of child development and educational philosophies to various classroom situations. EC1.f.4.h: Identify the roles and functions of individuals engaged in education services. EC1.f.5.h: Summarize education and training requirements and opportunities for career paths in education. EC1.f.7.h: Analyze the governance structure of the local, state, and national educational systems. EC1.f.6.h: Analyze opportunities for employment. EC1.f.8.h: Reflect on career based learning experiences.	quality education for children. EC1.b: Apply theories of developmentally appropriate practice to classroom situations.
Unit #4 Technology in Education	Technology has become an integral part of modern education, revolutionizing the way students learn and educators teach. From interactive digital resources to online collaboration tools, technology offers a myriad of opportunities to enhance the educational experience. Students will learn about Digital Learning Platforms, Online Classes and Remote Learning, Adaptive Learning Systems, Interactive Whiteboards and Multimedia Tools, Collaboration and Communication Tools and how to gain access to Information and resources. As technology continues to evolve, its role in education will only become more significant, empowering educators and learners to thrive in an increasingly digital world.	How can information and technology literacy empower learners?	HD1.c.8.h: Analyze the role of communication on human growth and development.	HD1.c: Analyze strategies that promote growth and development across the lifespan.

Child Development 6880 Course Overview Curriculum Document

Course Description

This course is Transcripted through FVTC allowing students the opportunity to gain credits in order to eventually become a lead-teacher certified in a childcare setting or gain credit towards the Introduction to Teaching certificate. Students will explore expectations for themselves as future parents, and/or individuals who want to relate more successfully with children, including child care providers or teachers. Course competencies include: integrate strategies that support diversity and anti-bias perspectives; analyze development of infants and toddlers and potentially up to age 21; correlate prenatal conditions with development; summarize child development theories; analyze the role of heredity and the environment; examine culturally and developmentally appropriate environments for infants and toddlers and possibly to age 21, examine the role of brain development in early learning; examine caregiving routines as curriculum. Practical experiences include observations and sponsorship of a mini-nursery school or work directly with an AASD elementary school.

Credits	Prerequisites
1	none

Board Approved	Revised
Pending Board Approval - 6/10/24	

Required Assessments

District-wide, standards-based common summative assessments

Textbooks/Resources

Marotz, Lynn and Allen, K. Eileen. Developmental Profiles: Pre-Birth Through Adolescence 8th ed. Cengage Learning 2016 (ISBN 9781305088313)
Christi Crosby Bergin, David Allen Bergin. Child and Adolescent Development in your Classroom, Topical Approach. Cengage 2025

Course Essential Understandings

As a result of successfully completing this course, students will:

- Integrate strategies that support diversity and anti-bias perspectives.
- Correlate prenatal conditions with development.
- Analyze development of infants and toddlers (conception to thirty-six months) and stages beyond up to age 21.
- Examine culturally and developmentally appropriate environments for infants and toddlers.
- Summarize child development theories.
- Examine the role of brain development in early learning (conception through thirty-six months) and stages beyond up to age 21.
- Examine caregiving routines and educator roles as curriculum.
- Analyze the role of heredity and the environment.
- Examine developmental and environmental assessment strategies for infants and toddlers, and up to age 21.

Course Essential Questions

- How do I apply child development theory to practice?
- How do I cultivate relationships with children, family, and the community?
- How do I assess child growth and development?
- What are best practices in teaching and learning?
- How do I demonstrate professionalism?
- How do I integrate health, safety, and nutrition practices?

Unit Overviews

Unit Name	Unit Description	Unit Essential Question	Instructional Standards	Assessed Standards
Unit 1 - Themes and Theories of Child Development	Students will learn about theories of child development including theories from Erikson, Piaget, Maslow, Skinner, Bronfenbrenner, Bandura, Vygotsky, Freud, Gardner, Gesell, Lorenz, Bowlby, and Ainsworth. Students will focus on one theory of their choice to explain in depth.	How have theories and theorists influenced how childcare services are currently provided? How will you apply theories of child development to various classroom situations?	EC1.b.2.h: Identify the historical contributions that have influenced how child care services are currently provided. EC1.b.3.h: Apply theories of child development to various classroom situations.	EC1.b: Apply theories of developmentally appropriate practice to classroom situations.
Unit 2 - Conception, Prenatal Development, and Labor/Delivery	Students will learn about nature vs. nurture in regards to child development including genotype, phenotype, and epigenetics. Students will learn about prenatal development including conception, reproductive terminology, infertility & pregnancy loss, healthy development throughout pregnancy, effect of teratogens & birth defects, labor and delivery stages (APGAR). Students will learn about different careers in the field and the education requirements.	Are you able to distinguish the effect of heredity and environment on human growth and development? How will you display understanding for human growth and development across the lifespan? How will you show understanding of the reproductive system?	P1.d.7.h: Analyze biological processes related to prenatal development, birth and health of child and mother. P1.d.9.h: Analyze the implications of alternatives to biological parenthood.	P1.d: Analyze factors related to preparing for parenthood.

		What changes occur as a fetus is developing throughout prenatal development to when the baby is born? What are a number of education and training requirements and opportunities for career paths in family and community services?		
Unit 3 - Caregiver Routines	Students will learn about newborn care, including: newborn reflexes, the 5s's to calming baby (happiest baby on the block), SIDS and AHT (SBS) training. Students will learn about licensing in child care and routines, including a brief overview of requirements for different positions, Youngstar guidelines, how to find licensing rules and how to use it (group child care rulebook vs family book), child care ratios, what is WMELS and a guide to routines. Students will gain an understanding of different careers that work with kids and what type of education is required for the different careers.	What nurturing practices can you show/explain that support human growth and development? What are important expectations and responsibilities of parenting? How are state licensing protocols for center safety shown? How will you create a physically safe and emotionally secure environment for children both inside and outside of the center according to the licensing regulations? What are a number of education and training requirements and opportunities for career paths in family and community services?	EC1.a.3.h: Identify trends that impact child care. EC1.a.4.h: Differentiate among the various types of quality child care programs.	EC1.a: Investigate the necessity for and purpose of quality group care for young children.
Unit 4 - Brain Development and Cognition	Students will learn about brain development, including parts of the brain, the importance of brain development in the first 5 years, ACES & toxic stress- brain architecture, how to build a healthy brain, delays and the brain and how it aligns with Piaget's theory.	How do early experiences impact brain development? How has participating in SIDS, Abusive Head Trauma and Child Abuse Prevention training through state and national resources in required mandated reporting systems prepared you to work with children?	HD1.a.7.h: Distinguish between physical, emotional, social, spiritual, and intellectual development. HD1.a.8.h: Analyze interrelationships among physical, emotional, social and intellectual aspects of human growth and development. HD1.a.9.h: Analyze current and emerging research about human growth and development, including research on brain development. HD1.b.13.h: Analyze the effects of life events on individuals physical, intellectual, social, moral, and emotional development. HD1.c.9.h: Analyze the role of family and social services support systems in meeting human growth and development needs.	HD1.a: Analyze principles of human growth and development across the life span. HD1.b: Analyze conditions that influence human growth and development HD1.c: Analyze strategies that promote growth and development across the life span.
Unit 5 - Sensory and Perceptual Development	Students will learn about sensory and perceptual development milestones over the years for children, how sensory development stimulates brain development, how sensory toys are developmentally appropriate for a certain age, sensory difficulties and strategies to help, and how to	What are the critical windows of development in the different senses? What are some sensory difficulties that children may have?	HD1.a.7.h: Distinguish between physical, emotional, social, spiritual, and intellectual development.	HD1.a: Analyze principles of human growth and development across the life span.

	create a sensory development project of choice for a specific age group.	What are strategies to support sensory development in children?	HD1.a.8.h: Analyze interrelationships among physical, emotional, social and intellectual aspects of human growth and development. HD1.a.9.h: Analyze current and emerging research about human growth and development, including research on brain development. HD1.b.13.h: Analyze the effects of life events on individuals physical, intellectual, social, moral, and emotional development. HD1.c.9.h: Analyze the role of family and social services support systems in meeting human growth and development needs.	HD1.b: Analyze conditions that influence human growth and development HD1.c: Analyze strategies that promote growth and development across the life span.
Unit 6 - Language Development	Students will understand language development and how it relates to speech and language milestones (phonics, morphemes, semantics, pronunciation, true speech), the Importance of reading (using CROWD prompts), baby sign language. Students will learn how to nurture language development and types of research and what research says about language development.	What are important speech and language milestones to know? How can we nurture language development in children? What does the research say about language development in children?	HD1.a.7.h: Distinguish between physical, emotional, social, spiritual, and intellectual development. HD1.a.8.h: Analyze interrelationships among physical, emotional, social and intellectual aspects of human growth and development. HD1.a.9.h: Analyze current and emerging research about human growth and development, including research on brain development. HD1.b.13.h: Analyze the effects of life events on individuals physical, intellectual, social, moral, and emotional development. HD1.c.9.h: Analyze the role of family and social services support systems in meeting human growth and development needs.	HD1.a: Analyze principles of human growth and development across the life span. HD1.b: Analyze conditions that influence human growth and development HD1.c: Analyze strategies that promote growth and development across the life span.
Unit 7 - Physical and Motor Development	Students will learn about the difference between fine and gross motor development, milestones for motor skills, how to nurture motor skill development, how to make objective observations, and the importance of the ages and stages questionnaire.	What is the difference between fine motor and gross motor skills? How do we help children develop their fine and gross motor skills?	HD1.a.7.h: Distinguish between physical, emotional, social, spiritual, and	HD1.a: Analyze principles of human growth and development across the life span.

		How can we use objective observations and the Ages and Stages questionnaire to help us understand physical and motor development milestones?	intellectual development. HD1.a.8.h: Analyze interrelationships among physical, emotional, social and intellectual aspects of human growth and development. HD1.a.9.h: Analyze current and emerging research about human growth and development, including research on brain development. HD1.b.13.h: Analyze the effects of life events on individuals physical, intellectual, social, moral, and emotional development. HD1.c.9.h: Analyze the role of family and social services support systems in meeting human growth and development needs.	HD1.b: Analyze conditions that influence human growth and development HD1.c: Analyze strategies that promote growth and development across the life span.
Unit 8 - Social/Emotional Development	Student will learn about social and emotional development including types of temperament and attachment, review theory beliefs of Bowlby, Ainsworth, and Erikson, evaluate how your temperament style impacts your work with children, what influences self esteem and social development, types of play and importance of play, and how to teach social/emotional development.	How do children develop social/emotional skills? What are the different types of temperament and attachment? How does our temperament style impact our work with children?	HD1.a.7.h: Distinguish between physical, emotional, social, spiritual, and intellectual development. HD1.a.8.h: Analyze interrelationships among physical, emotional, social and intellectual aspects of human growth and development. HD1.a.9.h: Analyze current and emerging research about human growth and development, including research on brain development. HD1.b.13.h: Analyze the effects of life events on individuals physical, intellectual, social, moral, and emotional development. HD1.c.9.h: Analyze the role of family and social services support systems in meeting human growth and development needs.	HD1.a: Analyze principles of human growth and development across the life span. HD1.b: Analyze conditions that influence human growth and development HD1.c: Analyze strategies that promote growth and development across the life span.
Unit 9- Advocate for Early Childhood Education	Students will understand the importance of advocating about early childhood. This unit will cover a topic of choice selected	What are the education and training requirements and opportunities for	EC1.a.3.h: Identify trends that impact child care.	EC1.a: Investigate the necessity for and purpose of quality

	by the student. The student will identify careers, organizations, foundations related to the topic.	career paths in family and community services? How do I advocate for early childhood?	EC1.a.4.h: Differentiate among the various types of quality child care programs.	group care for young children.
Unit 10- Development for early elementary, adolescents, and young adults	This unit delves into the multifaceted journey of human development from school age through adolescence and into young adulthood. Students will investigate the physical, cognitive, and social-emotional milestones that mark this transformative period, gaining insight into the factors influencing growth and maturation.	What are the major physical development milestones of school-age children, adolescents, and young adults, including changes in body composition, motor skills, and sexual maturation? What are the cognitive development milestones of individuals during the specified age ranges, focusing on advancements in reasoning, problem-solving, and abstract thinking? What are the major social-emotional development traits of children and adolescents? What are key environmental and societal influences on developmental trajectories, such as family dynamics, cultural norms, and technological advancements? What are some implications of developmental theories and research findings for educational practices, parenting strategies, and social interventions?	HD1.a.7.h: Distinguish between physical, emotional, social, spiritual, and intellectual development. HD1.a.8.h: Analyze interrelationships among physical, emotional, social and intellectual aspects of human growth and development. HD1.a.9.h: Analyze current and emerging research about human growth and development, including research on brain development. HD1.b.13.h: Analyze the effects of life events on individuals physical, intellectual, social, moral, and emotional development. HD1.c.9.h: Analyze the role of family and social services support systems in meeting human growth and development needs. HD1.a: Analyze principles of human growth and development across the life span. HD1.b: Analyze conditions that influence human growth and development HD1.c: Analyze strategies that promote growth and development across the life span.	HD1.a: Analyze principles of human growth and development across the life span. HD1.b: Analyze conditions that influence human growth and development HD1.c: Analyze strategies that promote growth and development across the life span.

Introduction to Education & Technology (6950)

Time Period of Public Input
April 8, 2024 - May 17, 2024
Number and Breakdown of Responses Received (Supportive/Unsupportive)
0 Responses **Comments:** ● none
Overall Themes Identified From Responses
Responses: ● none

Child Development (6880)

Time Period of Public Input
April 8, 2024 - May 17, 2024
Number and Breakdown of Responses Received (Supportive/Unsupportive)
0 Responses **Comments:** ● none
Overall Themes Identified From Responses
Responses: ● none

ITEM FOR CONSIDERATION

Topic: Professional Educator New Hire(s)

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

Name	***Position***	***Location***	***FTE***
Rebecca C. Bunker	English Language Arts	FCLA/North	100%
Tyler J. Burkert	Special Ed-Cross Cat	TBD	100%
Richard A. Case	Special Ed-Cross Cat	EHS	100%
Brittani L. Feuerhelm	Special Ed-Cross Cat	NHS	100%
Melissa M. Heisse	Special Ed-Cross Cat	Edison	100%
Allison K. Karolewicz	School Counselor	Edison/Ferber	80%
Brandi L. Kunst	Elementary	TBD	100%
Jennifer A. Lehl	Kindergarten	Edison	100%
Jennifer L. Morkin	Elementary	TBD	100%
Amanda R. Schmidt	Speech & Language Pathologist	TBD	100%
Lesley J. Wilz	Social Worker	Johnston	50%
Tiffany A. Wimmer	Technology Education	Kaleidoscope	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: June 10, 2024

ITEM FOR CONSIDERATION

Topic: Professional Educator Contract Change(s)

Background Information: The following contract changes are recommended for the 2024-2025 school year (effective August 26, 2024):

Name	Position	Location	FTE
Gwendolyn L. Bohm	Music-Strings	Huntley/McKinley	100% to 80%
Melissa A. Gurholt	Music-Strings	Columbus	90% to 100%
Aaron C. Shoemaker	Dean of Students	Foster	100% to 80%
Madelyn G. Wagner	Art	Einstein/Madison	54% to 84%

Fiscal Note: As indicated above.

Administrative Recommendation: Approval

Instructional Impact: These assignment adjustments will meet student needs.

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

BOE: June 10, 2024

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, unless otherwise noted.

Julie L. Cone has been with the District for one year, most recently as a Special Education Teacher at Horizons Elementary School and Foster Elementary Charter School.

Kaelynn M. Disch has been with the District for five years, most recently as a Math Teacher at West High School. Ms. Disch's resignation is effective at the end of the Friday, June 21, 2024, workday.

Meghan D. Gallardo has been with the District for seven years, most recently as an Itinerant Speech & Language Pathologist.

Abby D. Honick has been with the District for three years, most recently as a Title I Literacy Interventionist at Franklin Elementary School. Ms. Honick's resignation is effective at the end of the Wednesday, July 3, 2024, workday.

Jennifer A. Morales has been with the District for fourteen years, most recently as a Dean of Students at Foster Elementary Charter School.

Roxanne Parker has been with the District for twelve years, most recently as a English Language Arts/Social Studies Teacher at Einstein Middle School.

Sara M. Smet has been with the District for eight years, most recently as a Special Education 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:

Abbie K. Lindbom – Grade 6 English Language Arts/Social Studies at Wilson 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: June 10, 2024

ITEM FOR CONSIDERATION

Topic:	Administrative Hire(s)
Background Information:	The individual listed below has been recommended for a contractual position starting July, 1, 2024. **Nicholas J. Winch** is recommended for the Principal position at Classical Charter School. Mr. Winch most recently served as Dean of Students at Maplewood Middle School in Menasha.
Instructional Impact:	This highly qualified candidate will ensure the continuation of quality instruction and student support.
Fiscal Impact:	Salary will be commensurate with education and experience.
Administrative Recommendation:	Approval
Contact Person(s):	Julie King (920) 852-5302

BOE: June 10, 2024

ITEM FOR CONSIDERATION

Topic: Administrative Transfer(s)

Background Information: The following administrator is recommended for a transfer effective July 1, 2024:

David R. Nitka is recommended for the Associate Principal position at Madison Middle School with a 260-day contract. Mr. Nitka has been with the District for three years, most recently as the Associate Principal at Highlands Elementary.

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: June 10, 2024

ITEM OF INFORMATION

Topic: Recognition for **American Councils for International Education (American Councils)**

Background Information: In the spring of 2023, **American Councils for International Education (American Councils)** requested to place a foreign exchange student in AASD for the 2023-2024 school year. At that time, **American Councils** was not currently on the District's approved list of International Exchange Sponsoring Organizations. As per AASD Board Policy 422.1 and 422.1 -Rule (International Exchange), student exchange organizations not currently on the AASD's approved list, may be granted a school year trial period and tuition-free status.

The Sponsoring Organizations on our list must be also included on the International Educational Travel and Exchange Programs advisory list developed by the Council on Standards for International Educational Travel (CSIET).

Contact Person(s): Michael Hernandez, Assistant Superintendent, (920) 832-6301
hernandezmicha@aasd.k12.wi.us

BOE: June 10, 2024

ITEM OF INFORMATION

Topic: Policy Update: International Exchange 422.1-Rule

Background Information: The Appleton Area School District recognizes the importance of international exchange for individual students as well as the school community. One update has been made to align with current district and state practices.

- **Update to the list of Sponsoring Organizations.**

Contact Person(s): Mike Hernandez, Assistant Superintendent, (920) 832-6301, hernandezmicha@aasd.k12.wi.us

BOE: June 10, 2024

INTERNATIONAL EXCHANGE

The Appleton Area School District recognizes the importance of international exchange for individual students as well as the school community. Requests for program recognition will be made through the Assistant Superintendent – School Services, who will review the request and present a recommendation to the Board of Education for approval. Only students sponsored by exchange programs included on the International Educational Travel and Exchange Programs advisory list developed by the Council on Standards for International Educational Travel (CSIET) will be considered for enrollment.

To facilitate these exchanges, no tuition charges will be levied for students who attend the Appleton Area Schools under the sponsorship of a Board approved student exchange organization.

Cross Reference: International Exchange, 422.1–Rule

Legal Reference: Wisconsin State Statute 121.84 (1) (c)

Adoption Date: September 14, 1987

Amended Dates: June 27, 1994, May 22, 2006, November 26, 2012, May 23, 2016, June 13, 2022, and July 24, 2023

INTERNATIONAL EXCHANGE
Procedures

Sponsoring Organizations

Organizations seeking approval from the Board of Education must be included on the International Educational Travel and Exchange Programs advisory list developed by the Council on Standards for International Educational Travel (CSIET). The Board of Education recognizes the following student exchange programs and has granted tuition free status to students who attend the Appleton Area School District schools under their sponsorship:

- ✔ Academic Foundation for International Cultural Exchange (AFICE)
- ✔ AFS USA
- ✔ American Councils for International Education (American Councils)
- ✔ American Institute for Foreign Study (AIFS)
- ✔ ASPECT Foundation
- ✔ ASSE and World Heritage International
- ✔ AYUSA Global Youth Exchange
- ✔ Council for Educational Travel (CETUSA)
- ✔ Council on International Education Exchange (CIEE)
- ✔ Cultural Homestay International
- ✔ EF High School Exchange Year
- ✔ Forte International Exchange Association (FIEA)
- ✔ German American Partnership Program (GAPP)
- ✔ International Cultural Exchange Services (ICES)
- ✔ International EXPERIENCE (iE-USA)
- ✔ International Student Exchange (ISE)
- ✔ Nacel Open Door
- ✔ Northwest Student Exchange (NWSE)
- ✔ Program of Academic Exchange (PAX)
- ✔ Reflections International
- ✔ Rotary International
- ✔ STS Foundation
- ✔ Youth for Understanding (YFU)

Student exchange programs not recognized by the Board of Education will apply to the Assistant Superintendent - School Services, who will review the program's components with the high school principals. Among the components to be reviewed are:

- the academic and English language proficiency requirements of the organization
- the location and responsibilities of the organization's contact person
- the code of conduct guidelines established for students

If the results of the program review are positive, the Assistant Superintendent - School Services will make a recommendation to the Board of Education. The recommendation will be for a school year trial period. Following an end of the year review completed by the

same administrators, a recommendation for continuing recognition may be made to the Board of Education.

Failure of sponsoring organizations to abide by the guidelines stated in this policy may result in future nonparticipation in international exchange programs with the Appleton Area School District.

Admission of International Exchange Students

1. Complete informational packets requesting placement for the first semester of the school year must be received by June 30. Requests for second semester placements must be received by November 30. All requests shall be submitted to the Assistant Superintendent - School Services and reviewed with the High School Principal.

2. International exchange students must be placed by an organization approved by the Board of Education.

3. Sponsoring organizations are responsible for handling all student procedures and documents required by Federal and State government. A J1 visa allows the student tuition-free status. No other visa will be acceptable for nonresident, tuition-free status.

4. Placement will be for an entire academic school year.

5. Any organization placing an international student must have a local coordinator who serves as a liaison between the organization and the school(s). The coordinator must provide a copy of the organizational guidelines for the individual exchange program.

6. The Appleton Area School District reserves the right to limit the total number of international students for the year and the number from each country.

Students

1. The Appleton Area School District reserves the right to accept/reject placement of an international exchange student based on the criteria stated herein.

2. Students who have graduated will not be accepted.

3. Students must demonstrate academic accomplishments and sufficient English speaking and writing skills that will allow them to be successful students without special tutoring assistance.

4. International exchange students must carry a full academic load.

5. The Appleton Area School District does not grant official diplomas to international exchange students.

6. The student, host family, and/or organization will be expected to pay all normal school expenses. These expenses would include matriculation, yearbook, activity, and participation fees.

7. International exchange students accepted under this policy and these procedures shall be treated as resident students and will be expected to adhere to all rules and regulations of the school they attend. The Appleton Area School District reserves the right to terminate an international exchange student's enrollment when determined that the student's continued enrollment would be detrimental to the international student, other students, and/or school personnel.

Adoption Date: September 14, 1987
Amended Dates: June 27, 1994, May 22, 2006, November 26, 2012, May 23, 2016, June 13, 2022, July 24, 2023 and June 24, 2024

ITEM OF INFORMATION

Topic: Policy 453.4 - Administration of Drug Products/ Medications to Students
Consider revision to include naloxone, an opioid antagonist in policy 453.4 and the related 453.4 Rule to be used in the event that any person in the school presents with the signs/symptoms of an overdose.

Background Information: Currently policy 453. 4 and the related 453.4 Rule allow for the administration of non-prescription medications for students in grades 7-12 with parental consent. It is recommended that the policy be revised to include students in grade 6. This would allow parents to provide consent for their 6th grade student to receive the following stock medications in the health room at school: acetaminophen, ibuprofen, diphenhydramine, and calcium carbonate.

The administrative rule states "Stock naloxone will be stored in the school office or health room, will not leave school grounds, and will be checked and documented monthly by the school nurse." It is recommended that this be revised to indicate that naloxone is also located in the Naloxone Overdose Reduction Kit which is near the AED in the school.

Contact Person(s): Laura Jackson, Executive Director of Student Services, (920) 852-5317, jacksonlaura@aasd.k12.wi.us

BOE: June 10, 2024

ADMINISTRATION OF DRUG PRODUCTS/MEDICATIONS TO STUDENTS

Drug products/medications are given to students in the school setting, including alternative placements, to continue or maintain a medical therapy which promotes health, prevents disease, relieves symptoms of illness, or aids in diagnosis. Parent(s)/guardian(s) should administer medications to students outside of the school day whenever possible.

The Appleton Area School District (AASD) shall administer medication in accordance with Wisconsin State Statutes §§ 118.29, 118.291, 118.292, 121.02(1)(g) and 939.25(1). The District may administer prescription medication to a student in compliance with the written instruction of a licensed practitioner, as defined by Statute § 118.29, and written consent from the student's parent/guardian.

Administration of nonprescription medication requires the written instruction and consent of the student's parent/guardian. A request to administer a nonprescription medication in a dosage other than the recommended therapeutic dose must also be accompanied by the written approval of a licensed practitioner.

For the safety and protection of all students, substances that are not United States Food and Drug Administration (FDA)-approved will not be administered in the school setting.

Students with asthma may possess and self-administer a metered dose or dry powder inhaler with the written approval of a licensed practitioner and parent/guardian.

Students with epinephrine auto-injectors may possess and self-administer for the purpose of treating a severe allergic reaction to include anaphylaxis with the written approval of a licensed practitioner and parent/guardian.

Two doses of adult (0.3 mg) stock epinephrine auto-injectors and two doses of pediatric (0.15 mg) stock epinephrine auto-injectors will be available at each school location, not including community 4K sites. The stock epinephrine auto-injectors must remain on school grounds, and will not be taken off campus (i.e. field trips). If an individual appears to be experiencing a severe allergic reaction, dial "911" or the emergency medical service provider. Any individual who is trained on the proper administration of an epinephrine auto-injector may administer epinephrine to the individual experiencing the severe allergic reaction. Individuals receiving
the epinephrine injection should be transported to the local emergency department by ambulance.

Naloxone nasal spray will be available at each school location, not including community 4K sites. The naloxone will remain on school grounds and will not be taken off campus (i.e. field trips). If an individual shows signs of an opioid overdose or if an overdose is suspected immediately dial "911" for emergency services. Any AASD staff member who

is properly trained following a Department of Public Instruction approved training in the administration of naloxone spray may administer naloxone to the individual who is showing signs of an opioid overdose.

A school administrator will authorize in writing any school employee to administer oral and non-oral prescription or nonprescription medication to students. With the exception of stock epinephrine auto-injectors, administration of non-oral medication or medication by means other than ingestion may be done by any school employee with proper training and evaluation. Determining such individuals will be the joint responsibility of the building administrator and the school nurse. Employees, other than health care professionals, who are authorized to give non-oral medication, will receive training approved by the District and the Department of Public Instruction (DPI).

School employees, other than school nurses, who are authorized and trained to administer medication are immune from civil liability for his or her acts or omissions in administering medication to a student unless the act or omission constitutes criminal negligence which is defined in state law as a "high degree of negligence" (§ 939.25 (1), Wis. Stats). School nurses are regulated by Chapter 441, the Nurse Practitioner Act.

The school administrator who authorizes an employee to administer oral medication and who has received required training for administering non-oral medications will be immune from civil liability for the action authorized, unless a court determines that the action constitutes criminal negligence which is defined in state law as a "high degree of negligence" (§ 939.25 (1), Wis. Stats).

Procedures for obtaining and filing written instructions and consents for medication administration, and the protocols for storage, administration and documentation are delineated in this policy's Administrative Rule.

Legal References: Wisconsin State Statutes §§ 118.29, 118.291, 118.292, 121.02(1)(g), and 939.25(1), Wisconsin Administrative Code N. 6.03(3); Chapter 441

Adoption Date: May 9, 1994

Amended Dates: April 24, 2000; March 14, 2011; August 27, 2012; November 10, 2014; October 24, 2016; April 25, 2022, April 24, 2023 and June 24, 2024

ADMINISTRATION OF DRUG PRODUCTS/MEDICATIONS TO STUDENTS

Procedures

I. Training of Designee

A school administrator will authorize in writing any school employee to administer oral and non-oral prescription or nonprescription medication to students in compliance with Wisconsin State Statutes §§ 118.29 and 118.291. Employees, other than school nurses, who are authorized to administer non-oral medications to students will receive training approved by the District and DPI, when available. Administration of non-oral medication or medication by means other than ingestion may be done by any school employee with proper training, and evaluation. Determining such individuals will be the joint responsibility of the building administrator and the school nurse.

School personnel should complete the knowledge portion of the medication administration training for required routes (non-oral) at least every 4 years and more frequently if needed as provided on the DPI website. Skill training for the required routes of administration must occur at initiation of the medication assignment and should be repeated annually thereafter. This training is provided by the District.

II. Consent to Administer

A. Prescription Medications

Parent/guardian is responsible for providing the school with a completed medication form for each medication administered at school (forms HS-017, HS-018. The statement must include:

- Student name, date of birth
- Medication name, dose, route, frequency, time/conditions, duration, directions
- Reason for medication
- Precautions, possible untoward reactions, and/or interventions
- Name of licensed practitioner
- Parent/guardian signature, licensed practitioner signature, date

Requests must be renewed each school year or more often if changes in dosage occur. The required forms must be completed and submitted each school year, even if no changes in medication or dosing have occurred. All changes will be noted on the medication administration record (form HS-018a), dated and initialed by the designee. The prescribing licensed practitioner may be notified by school personnel when the parent/guardian requests the discontinuation of any

medication at school.

Medications must be supplied by the parent/guardian in the original pharmacy-labeled package and the package name of the student, prescriber, prescription drug product, dose, effective date, and the directions in a legible format. All controlled substances must be delivered to the school by a parent/guardian, or other adult.

The school nurse shall be informed by school personnel of all students receiving medication and any changes in dosage. The school nurse will review the medication record periodically and use professional judgment in contacting the practitioner, school personnel, or parent/guardian to resolve inconsistencies in administration directions.

B. Nonprescription Medications

Nonprescription medication (over-the-counter) which is FDA approved can be administered at school (refer to Section V. for all field trip and activities off school premise). A written, signed statement from the parent/guardian must be on file at the school authorizing school personnel to administer a nonprescription medication (form HS-018).

Nonprescription medication must be supplied in the original manufacturer's package by the parent/guardian. The package must list the ingredients and recommended therapeutic dose in a legible format with the student's name affixed.

If a nonprescription medication is requested to be administered in a dosage other than the recommended therapeutic dose or is intended for long-term use on a daily basis, it must be accompanied by the written approval of a licensed practitioner.

A limited amount of stock medications will be available in the health room for students in grades 6 ~~7~~-12 with the approval of the District Medical Advisor. These medications are acetaminophen, ibuprofen, diphenhydramine, and calcium carbonate. If a parent/guardian wishes for their student to receive as needed medications from this supply, they will be required to give consent through on-line registration or in writing using the following form "Consent for Administering Stock Medications at School."

C. Alternative Medication

For the safety and protection of all students, alternative medications (i.e., food supplements and natural products) will not be given in the school setting.

D. Antineoplastics, Oral Chemotherapeutic Agents, and Other Hazardous Drugs

Permission to administer medications in these drug categories may be granted upon review by the building administrator and school nurse in consultation with the District medical advisor after consideration of safe handling and disposal precautions.

E. Research Medication

Medication prescriptions that do not fall within the established FDA guidelines for pediatric use and/or dosing may fall into the following two categories:

- Off label medications are those FDA approved medications prescribed for non approved indications in children.

- Pediatric experimental or investigational drugs are those medications currently involved in clinical trials. These medications are undergoing formal study to determine the efficacy and safety of pediatric dosing, but they do not have FDA approval.

Requests to administer research medication in school will be evaluated on an individual basis by the school nurse. The following materials will be required from the prescribing licensed practitioner:

1. Information regarding the protocol or a study summary from the research organization
2. Signed parent/guardian permission
3. Reporting requirements
4. Any follow-up required nursing actions to be taken at school
5. Additional information/documentation may be requested as needed

Permission to administer medications in these drug categories may be granted upon review by the building administrator and school nurse in consultation with the District medical advisor. The District reserves the right to refuse to administer the medication.

F. Stock Epinephrine Auto-Injectors

Stock Epinephrine Auto-Injectors will be available in District school buildings for the health and safety of all individuals with known and unknown allergic reactions to foods or other environmental items.

A stock epinephrine auto-injector should be retrieved for use when symptoms of anaphylaxis are identified:

- Difficulty swallowing or tightening of the throat
- Difficulty breathing
- Nausea and vomiting

- Swelling of the face or extremities
- Skin rash, hives

Available doses are the adult (0.30 mg) dose and the pediatric (0.15 mg) dose. If an individual appears to be experiencing a severe allergic reaction, the protocol is to dial "911" or the emergency medical service provider. Any individual who is trained to use an epinephrine auto-injector to administer epinephrine may do so to the individual
experiencing the severe allergic reaction. Individuals receiving the epinephrine injection should be transported to the local emergency department by ambulance.

G. Stock Naloxone Nasal Spray

Stock naloxone nasal spray will be available in District School Buildings for the safety of all individuals. Naloxone is a medication that is an opioid antagonist that rapidly reverses an opioid-related drug overdose and has no effect on someone who does not have opioids in their system.

Stock naloxone nasal spray should be retrieved for use when the symptoms of an opioid-related drug overdose are identified:

- Unconsciousness
- Very small pupils
- Slow or shallow breathing
- An inability to speak
- Faint heartbeat
- Limp arms and legs
- Pale skin
- Purple lips and fingernails
- Vomiting

If an individual appears to be experiencing an opioid-related drug overdose the protocol is to dial "911". An individual trained to administer naloxone through a DPI approved training may do so to the individual who is showing signs of an opioid-related drug overdose. Individuals receiving naloxone should be transported to the local emergency room by ambulance.

III. Self-Administered Medications

A. Students with asthma may possess and self-administer metered dose inhalers or dry powder inhalers for the purpose of preventing or alleviating the onset of asthmatic symptoms. The student must have the written approval of a licensed practitioner and the written approval of the student's parent/guardian (form HS-017). A copy of this approval will be present in the student's school and maintained in the behavioral record (Wisconsin State Statute § 118.291).

B. Students may possess and self-administer a prescription medication upon the

written approval of a licensed practitioner and the written approval of the student's parent/guardian (form HS-017). A copy of this approval will be present in the student's school and maintained in the behavioral record.

The student will possess no more than the daily supply of the medication at a time and the medication must be in the original pharmacy-labeled package.

C. A student may possess and self-administer an epinephrine auto-injector for the purpose of treating a severe allergic reaction, including anaphylaxis that requires the administration of epinephrine to avoid severe injury or death. The student must have written approval of a licensed practitioner and written approval of the student's parent/guardian (HS-017). A copy of this approval will be present in the student's
school and maintained in the behavioral record (Wisconsin State Statute § 118.292). If a student administers epinephrine, dial "911" or an emergency medical service provider.

D. A student may possess and self-administer nonprescription medications. A written statement identifying the medication and granting permission for self-administration is to be signed by the parent/guardian and maintained in the behavioral file. (HS-017).

Factors to be considered will be:

- Type of medication
- Reason for medication
- Age of student

IV. Expired Medications

Parents/guardians are strongly encouraged to supply a medication that will not expire during the school year. For the safety of our students, expired medications should not be administered at school.

V. Administration of Medications for Field Trips

Field trips may include school sponsored activities off school grounds, athletics, student groups or clubs, and any overnight events/field trips where a student has a medication on file that may need to be given. If a student is receiving medication at school on a daily basis, or on an as-needed basis, it is the responsibility of the staff person who is organizing the field trip to ensure that the student receives the medication per the parent/guardian/physician consents, and as indicated by the parent on the field trip permission form.

All information regarding student medication administration is confidential and must be protected accordingly.

The procedures below outline steps to ensure that students receive their required medications.

A. Field Trips – Regular School Day

Prior to the field trip

- A minimum of one staff person who is attending the field trip must have successfully completed the applicable DPI approved training depending on the medication needs of the students and the AASD skills training checklist with the school nurse. Current training documentation must be on file with the District prior to the date of the field trip.
- The staff person organizing the field trip must provide a list of participating students to the school secretary or designee prior to the event. The school secretary or designee will review the list of students and determine which students have medications at school.
- Parents/guardians are required to complete the medication portion of the field trip permission slip indicating if medications are required.

Day of field trip

- The medication will be prepared by the school secretary or designee. The daily medication dose will be put into a white envelope or Ziploc bag with the student's name, organizing staff person's name, and time to be given. The envelope or bag will include a field trip medication form with the student's name, name of medication, dose and time to be given, special instructions, and a place for the organizing staff person to sign that the medication was administered (see attached form HS-029a).
- It is the responsibility of the organizing staff person to see that the medication is given on time and that the child takes the medication. The organizing staff person will sign the form to document the time the medication was administered. "As needed" medications, such as asthma inhalers, if used by the student, will follow the same procedure.

After the field trip

- The organizing staff person will return all forms and all medication to the school secretary or designee promptly upon return from the event.
- The school secretary or designee will document on the medication record that the medication was administered, sign their initials and the initials of the staff person that administered the medication, and note the time the medication was administered. The field trip medication form may be stapled to the medication record.

B. Field Trips – Extended Beyond Regular School Day

Field trips that extend beyond the regular school day may require more doses of a

medication to be administered that are not normally given during the school day. If additional medications and/or doses are required, consents for those medications must be on file prior to departure.

- The parent/guardian must provide the medication in a pharmacy labeled bottle (prescription) or over the counter packaging (non-prescription). The required paperwork must be completed (HS-017 or HS-018) indicating all doses and times the medication is to be administered. Only the amount of medication needed on the field trip should be sent.
- The school secretary or designee may consult with the school nurse regarding questions/organization of the medication.
- It is the responsibility of the organizing staff person to see that the medication is administered on time and that the student successfully takes the medication. The staff person administering the medication on the field trip will document on the field trip medication form all doses of medication that are administered. The Regular School Day "Prior to the field trip" protocols (detailed above) must be completed prior to the trip.
- Emergency medications (i.e., asthma inhalers, EpiPens, glucagon) should be accessible to the student while on a field trip.
- Upon return from the field trip, forms and medication will be returned to the school secretary or designee.
- The school secretary or designee will document on the medication record that the medication was administered, sign their initials and the initials of the staff person, and note the time the medication was administered. The field trip medication form may be stapled to the medication record.

VI. Medication Storage

Medication will be stored in a secure location. Medication which needs to be accessible to the student will be stored in an appropriate location per student need (i.e., emergency medications) and stored to maintain quality (i.e., refrigeration). For the safety of our students, the AASD will not store and administer extra medications for instances when a dose was missed at home.

Building stock epinephrine auto-injectors will be stored in or near the AED cabinet and in the school office, will not leave the school grounds, and will be checked and documented monthly by the staff person completing the AED check. The staff person will also maintain a schedule for tracking stock epinephrine status and expiration dates. ~~Stock naloxone will be stored in the school office or health room, will not leave school grounds, and will be checked and documented monthly by the school nurse.~~ Stock naloxone will be stored in the school office or health room and in the Naloxone Overdose Reduction Kit, and will be checked and documented monthly by the school nurse.

The parent/guardian or student with parent/guardian permission shall pick up unused portions of medication within seven days after the completion of the school year, when a student transfers out of the district, or when medications have been discontinued. After seven days and documentation of written or verbal notification to

the parent/guardian, medications will be given to the Student Resource Officer (SRO) for disposal or destroyed
pursuant to Medical Advisor or pharmaceutical instructions.

VII. Medication Disposal

The safe disposal of medication can prevent diversion and protect the environment. If at all possible, medications should be returned to the student's parent/guardian who has the prescription for the medication. When returning the medication is not possible, the school must assume responsibility to manage the pharmaceutical waste. Schools must follow state law for businesses and institutions for managing waste.

There are four categories of medications for management of disposal:

1. Controlled Substances (e.g. narcotic pain medication and stimulant medications): schools will turn this waste over to the SRO.
2. Hazardous Medication Waste: schools may take advantage of the state hazardous waste contract to manage hazardous waste medications. The building engineers should be contacted for this disposal.
3. Infectious Medication Waste (e.g. Sharps containers): Contact the Building Engineer to properly dispose of Sharps containers.
4. Non-hazardous Medication Waste (e.g. Tylenol, antibiotics etc.): May be disposed of in a licensed solid waste landfill. District employees should mix the medication with an undesirable substance such as kitty litter or coffee grounds and place in disposal container with a lid. The medication can then be placed in the trash.

VIII. Documentation

An accurate individual student record of administered medication will include:

- Demographic data such as name, birthdate, grade, school year.
- Medication name, dose, date/time given, date of expiration if applicable.
- Signature of person administering.
- Dose changes will be dated, with the signature of the designee and reviewed by the school nurse.
- Exceptions (i.e., absent, no school, refused) will be documented on the individual student record.
- Errors (i.e., wrong student, wrong time, wrong medication, wrong dose, wrong route) will be documented on the Medication Incident Review Form (HS-019)
- For controlled substances, school office personnel shall verify the amount of the medication delivered by counting and documenting individual units of medication in the presence of the parent/guardian or adult who delivers it or another staff person. The parent/guardian or adult delivering the medication shall verify the medication count by initialing the medication administration form.

Situations that are not considered medication errors include: students who refuse to

consume or are unable to tolerate the medication, lack of supply of the medication from the parent/guardian, and a medication held by a parent. These situations are documented in the medication log and the parent/guardian is notified.

The Student Medication Record (form HS-018a) including consent forms will be maintained in the student's behavioral record after discontinuation of the medication.

IX. Allergy Environment

The District cannot guarantee an allergy free environment, but recognizes that the risk of accidental exposure to allergens can be reduced in the school setting. The District is committed to working cooperatively with students, parents/guardians and medical providers to minimize accidental exposure to known allergens and improve safety in the learning environment.

The focus of allergy management will be on prevention, education, awareness, communication and emergency response. The District will ensure that interventions and individual health care plans for students with allergies are based on medically accurate information to the extent information is known to the District and evidenced-based practices.

X. Rights and Responsibilities

Authorized school personnel have the responsibility to:

- See that the medication is given within 30 minutes before or after the time specified by parent/guardian and prescribing licensed practitioner.
- Maintain the medication administered at school in a secure place which also maintains medication quality (i.e., refrigeration for liquid antibiotics).
- Report to the school nurse any dose changes, inconsistencies, medication side effects or medication errors. In the event of a drug administration error, parent/guardian and school nurse will be notified, and the licensed practitioner notified if parent/guardian or school nurse determines it is required or necessary under the circumstances. The Medication Incident Review Form (HS-019) shall be completed by the employee involved within 24 hours of the incident.
- Have access to the Administration of Drug Products/Medications to Students Policy 453.4 for immediate reference. Document all medication administered or reason medication was not administered (i.e., absent, refusal, error).
- Respect confidentiality. Student medication administration information is confidential and must be protected accordingly.

Authorized school personnel have the right to refuse to administer medication to students when the medication administration procedures as described in Section II above have not been completed.

The school nurse has the responsibility to:

- Review medications and any changes in medications administered at school when

informed by designated school personnel of new medication or of any changes.

- Use professional judgment in carrying out the policy.
- Verify skills competency for administration of non-oral medications.

XI. Distribution of Policy and Liability Waiver

- All school employees who are authorized and trained to administer medication to a student shall have access to this policy and shall be advised that, pursuant to the provision in Wisconsin State Statutes §§ 118.29, 118.291, 118.292 that they are immune from civil liability for any acts or omissions in administering a prescription or nonprescription medication to a student in accordance with this policy unless he or she is a healthcare professional or the act or omission constitutes criminal negligence which is defined in state law as a "high degree of negligence" (§ 939.25 (1), Wis. Stats).
- The school administrator who authorizes an employee to administer a prescription or nonprescription medication to a student is immune from civil liability for the act of authorization unless it constitutes criminal negligence which is defined in state law as a "high degree of negligence" (§ 939.25 (1), Wis. Stats).
- With the exception of the administration of emergency epinephrine auto-injectors as outlined above, a person administering a medication by means other than ingestion to a student is not immune from civil liability if he or she has not received DPI-approved training. The authorizer is not immune from civil liability if he or she authorizes a person who has not received DPI-approved training to administer medication by means other than ingestion to a student.

Refer to DPI Medication Training and Resources and accompanying District forms.

Adoption Date: May 9, 1994

Amended Date: April 24, 2000; March 14, 2011; August 27, 2012; November 10, 2014; October 24, 2016; April 25, 2022, April 24, 2023, and June 24, 2024

ITEM OF INFORMATION

Topic: Middle School: Materials Purchase- *Amplify ELA* for ELA Grade 6 (1060), ELA Grade 7 (1070), and ELA Grade 8 (1080).

Background Information: One of the action steps of the 5K-12 ELA Program Evaluation in 2022-2023 was to find a comprehensive knowledge building program for grades 5K-8. A Secondary ELA Resource Adoption Team was formed that worked alongside the elementary team. After much research, discussion, virtual presentations, a curriculum resource fair, and a few visits to other Wisconsin School districts, the team evaluated and selected Amplify ELA. The team was looking for a flexible scope and sequence, teacher clarity components, opportunities for differentiation, digital components, skill development aligned to Wisconsin ELA standards, and integration with Canvas, and found all in Amplify ELA. This comprehensive program will be used for grades 6-8 at the middle level.

Fiscal Note: AC&I would be purchasing classroom sets of textbooks and readers to be dispersed among the three middle schools and potential charter schools (Fox River Academy, Classical, and Kaleidoscope Academy). The purchase would also include digital access for six years, all teacher resources, and 1 and a half days of professional development for teachers, as well as one half day of professional development for leaders. The cost without the charter schools included is $273,588.72. The implementation of this instructional material is yet to be finalized.

Instructional Impact: The instructional impact will allow for SEL, grammar, and poetry integration, flexibility and choice in novel studies, and daily lessons that incorporate vocabulary building, collaboration in interpretation, and development & presentation of ideas, while allowing for student reflection and independent work time. Teachers will continue to commonly, summatively assess the four domains: speaking & listening, reading, writing, and language; however, there is additional opportunity for common formative assessments.

Course Overview Documents:

- ELA Grade 6 (#1060)
- ELA Grade 7 (#1070)
- ELA Grade 8 (#1080)

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BOE: June 10, 2024

English Language Arts: Middle School: Materials Purchase- *Amplify ELA* for ELA Grade 6 (1060), ELA Grade 7 (1070), and ELA Grade 8 (1080).

WHY did the middle level ELA Adoption Team select Amplify ELA for future implementation?	A team of middle school ELA teachers (regular, EL, and SPED), curriculum support specialists, instructional coaches, and a site leader discussed the importance of the following items in a comprehensive knowledge building program:
	• Scope and Sequence that allows for flexibility
	• Teacher Clarity
	  ○ Essential Questions
	  ○ Relevancy
	  ○ Academic Vocabulary
	  ○ Formative and Summative Assessments
	• Incorporation of rich text
	• Differentiation & Accessibility (Special Education and EL Supports and Resources)
	• Digital Resources for teachers and students
	• Skill Development that aligns to the Wisconsin ELA State Standards
	• Integration with Canvas

WHAT are the components that will be included in each of the courses?	The components include:
	• Grammar Instructional Scope & Sequence
	• Novel Studies (full novel or excerpt of novel Interactive Read Aloud, as well as other suggested choice reading for independent reading and literature circles that align to each unit) *Audio also available for all texts
	• Daily Lesson
	  ○ Vocabulary Builder
	  ○ Collaboration to interpret text
	  ○ Development and presentation of ideas
	  ○ Reflection
	  ○ Independent Work
	• Digital Library (650 classic and contemporary fiction and nonfiction texts)
	• Poetry in America (3 lessons in each grade level)
	• Story Writing
	• Graphic Organizer Toolkit
	• SEL embedded throughout the curriculum
	• Formative and Summative Assessments

HOW will we assess the students in each of the varying courses?	Amplify ELA incorporates:
	• Feedback on formative and summative assessments that helps determine needs for Tier 2 intervention
	• Writing Rubrics and Exemplars
	• Independent Reading Guides
	• Formative Writing
	  ○ Productivity (number of words written)
	  ○ Focus (one claim, one idea)
	  ○ Use of Evidence
	  ○ Conventions
	• Formative Assessment to support student learning
	  ○ Independent Reading Comprehension

	○ Exit Tickets ○ Measures before FLEX Day instruction to determine groupings and assignments ● Summative: Reading, Essays (Argumentative, Informative, Narrative) ● Alignment to Wisconsin ELA State Standards ○ Speaking & Listening ■ Comprehension & Collaboration ■ Presentation of Knowledge & Ideas ○ Reading ■ Key Ideas and Details ■ Craft & Structure ■ Integration of Knowledge & Ideas ○ Writing ■ Text Types and Purposes ■ Production and Distribution ■ Inquiry to Build and Present Knowledge ○ Language ■ Knowledge of Language ■ Conventions of Standardized English ■ Vocabulary Acquisition and Use

English Language Arts: Middle School: Materials Purchase- *Amplify ELA* for ELA Grade 6 (1060), ELA Grade 7 (1070), and ELA 8 (1080).

Time Period of Public Input
04/22/24 - 06/04/24
Number and Breakdown of Responses Received (Supportive/Unsupportive)
1 Total Response**: 0 Comments** **1 Supportive / 0 Unsupportive**

Paid Time Off (PTO) Board of Education Report (June 10, 2024)

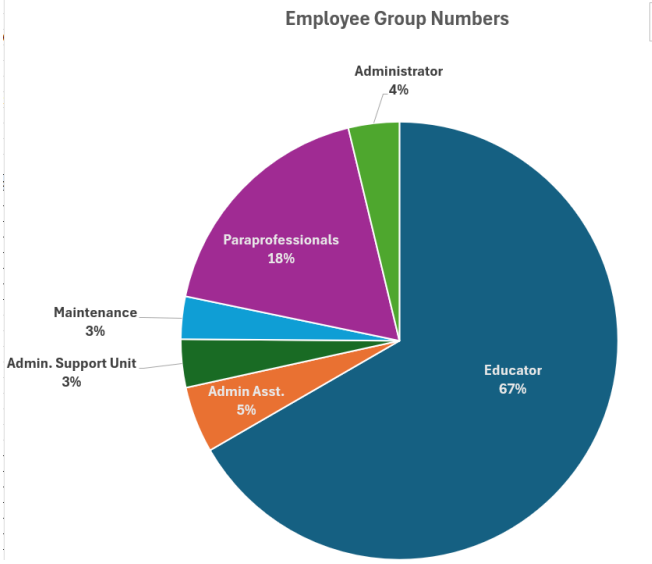
<u>Feedback Form Results</u>: As of Saturday, close of survey, there were 830 responses.

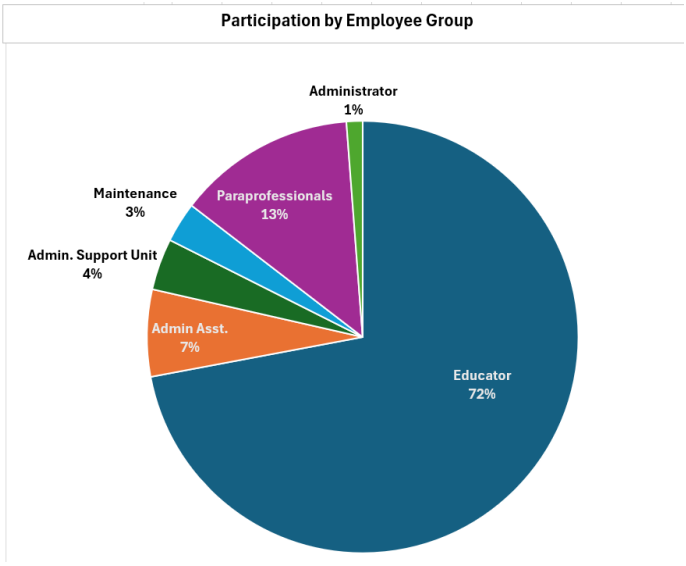
➢ Data Findings summary

- **Number of Staff** – of approximatley 1941 staff:
  - 67% Educators
  - 29% Support Staff *(18% Paraprofessionals, 5% Admin. Assistants, 3% ASU, & 3% Maintenance)*
  - 4% Administrators

Employee Group	No. Group	% of Total
Educator	598	72%
Admin Asst.	54	7%
Admin. Support Unit	32	4%
Maintenance	25	3%
Para	111	13%
Administrator	10	1%
Total	***830***	***100%***

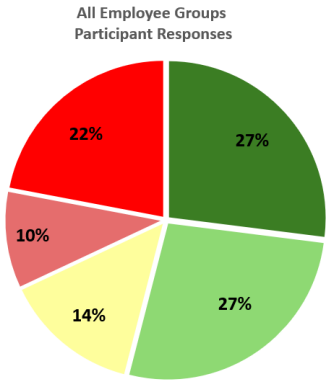
- **Participants by Group:**



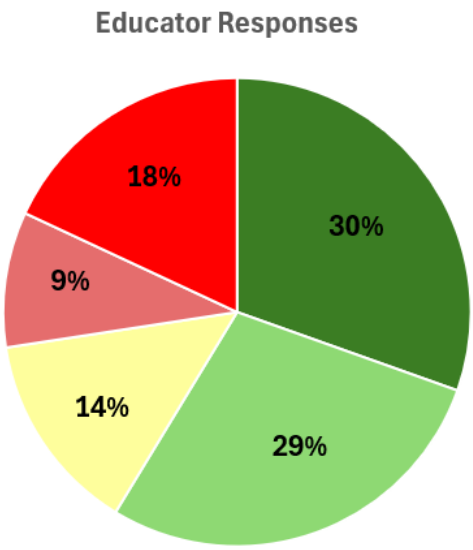


- **Response Data:**

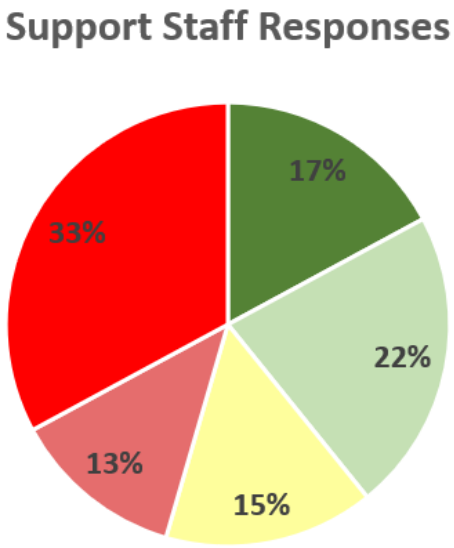
ALL EMPLOYEE Groups	No. Participants	Percentage	Combined Total
I would like this change	226	27%	54%
I think I would like this change	222	27%	
I need more information	117	14%	14%
I do not think I would like this change	84	10%	32%
I do not like this change	181	22%	
TOTAL PARTICIPANTS	830		



- **Response Data *(continued):***



EDUCATORS	No. Participants	Percentage
I would like this change	182	30%
I think I would like this change	169	29%
I need more information	83	14%
I do not think I would like this change	56	9%
I do not like this change	108	18%
TOTAL	598	100%



	Responses by Group					
ALL SUPPORT STAFF	**Admin. Asst**	**Maint.**	**ASU**	**Para**	**Total Support Staff Participants**	**Percentage of Responses**
I would like this change	5	3	8	22	38	17%
I think I would like this change	15	4	8	22	49	22%
I need more information	13	2	1	18	34	15%
I do not think I would like this change	8	6	3	11	28	13%
I do not like this change	13	10	12	38	73	33%
Totals	**54**	**25**	**32**	**111**	**222**	**100%**

- **Themes:**
  - *Based on Data:*
    - More educators are in favor of a PTO model than support staff:

EDUCATORS	Educators	Support Staff
I would like this change	30%	17%
I think I would like this change	29%	22%
I need more information	14%	15%
I do not think I would like this change	9%	13%
I do not like this change	18%	33%

  - *Based on Comments:*
    - <u>Comments Noting Likes</u>
      - Choice of cash incentive
      - More flexibility – reasons for taking time and when time is taken.
    - <u>Questions</u>
      - Why is there an administrative approval process for PTO and there is not current for personal days?
      - What reasons can an employee qualify for FMLA?
      - Does PTO impact vacation and compensatory time (for eligible staff)?
      - There were scenario questions as to what the process if PTO is exhausted.
    - <u>Concerns</u>
      - Number of days allocated.
      - Requiring administrative approval for planned PTO
      - Steps/reasons to access Leave Reserve Bank

Board of Education
Meeting Schedule
2024-2025

*Monday, July 15, 2024	Regular Meeting, Scullen Leadership Center	6:00 PM
Monday, August 12, 2024	Regular Meeting, Scullen Leadership Center	6:00 PM
Monday, August 26, 2024	Regular Meeting, Scullen Leadership Center	6:00 PM
Monday, September 9, 2024	Regular Meeting, Scullen Leadership Center	6:00 PM
Monday, September 23, 2024	Regular Meeting, Scullen Leadership Center	6:00 PM
Monday, October 14, 2024	Regular Meeting, Scullen Leadership Center	6:00 PM
*Monday, October 28, 2024	Public Hearing - 2024-25 Annual Budget Regular Meeting, Scullen Leadership Center	6:00 PM *6:45 PM
*Monday, November 11, 2024	Regular Meeting, Scullen Leadership Center	*6:45 PM
Monday, November 25, 2024	Regular Meeting, Scullen Leadership Center	6:00 PM
Monday, December 9, 2024	Regular Meeting, Scullen Leadership Center	6:00 PM
Monday, January 13, 2025	Regular Meeting, Scullen Leadership Center	6:00 PM
Monday, January 27, 2025	Regular Meeting, Scullen Leadership Center	6:00 PM
Monday, February 10, 2025	Regular Meeting, Scullen Leadership Center	6:00 PM
Monday, February 24, 2025	Regular Meeting, Scullen Leadership Center	6:00 PM
Monday, March 10, 2025	Regular Meeting, Scullen Leadership Center	6:00PM
*Monday, March 31, 2025	Regular Meeting, Scullen Leadership Center	*7:00 PM
Monday, April 14, 2025	Regular Meeting, Scullen Leadership Center	6:00 PM
Monday, April 28, 2025	Regular Meeting, Scullen Leadership Center	6:00 PM
Monday, May 12, 2025	Regular Meeting, Scullen Leadership Center	6:00 PM
*Monday, May 19, 2025	Regular Meeting, Scullen Leadership Center	6:00 PM
Monday, June 9, 2025	Regular Meeting, Scullen Leadership Center	6:00 PM
Monday, June 23, 2025	Regular Meeting, Scullen Leadership Center	6:00 PM

AASD Board of Education meetings are typically held on the second and fourth Monday of each month at 6:00 PM in the Scullen Leadership Center, 131 E. Washington Street, Suite 1A, Appleton, WI
*unless otherwise noted or announced.
Regular Board of Education meetings are also available via a live stream broadcast on the Appleton Area School District YouTube Channel: https://www.youtube.com/channel/UCHo-I09YGgt4uKnCWYvt8Pw.

Please check the individual meeting agenda on BoardDocs (https://go.boarddocs.com/wi/aasd/Board.nsf/Public) for current meeting information.
Please call (920)852-5300, ext. 60111 for more information.

Board of Education

Work Session Schedule

2024-2025

Monday, July 15, 2024	Pre-Meeting Work Session	4:00 - 5:45 PM
Monday, August 12, 2024	Pre-Meeting Work Session	4:00 - 5:45 PM
Wednesday, August 21, 2024	Stand-Alone Work Session	9:00 - 11:00 AM
Monday, September 9, 2024	Pre-Meeting Work Session	4:00 - 5:45 PM
Wednesday, September 18, 2024	Stand-Alone Work Session	7:30 - 10:30 AM
Monday, October 14, 2024	Pre-Meeting Work Session	4:00 - 5:45 PM
Wednesday, October 23, 2024	Stand-Alone Work Session	7:30 - 10:30 AM
Wednesday, November 20, 2024	Stand-Alone Work Session	7:30 - 10:30 AM
Wednesday, December 18, 2024	Stand-Alone Work Session	7:30 - 10:30 AM
Monday, January 13, 2025	Pre-Meeting Work Session	4:00 - 5:45 PM
Wednesday, February 19, 2025	Stand-Alone Work Session	7:30 - 10:30 AM
Wednesday, March 19, 2025	Stand-Alone Work Session	7:30 - 10:30 AM
Monday, April 14, 2025	Pre-Meeting Work Session	4:00 - 5:45 PM
Wednesday, April 23, 2025	Stand-Alone Work Session	7:30 - 10:30 AM
Monday, May 12, 2025	Pre-Meeting Work Session	4:00 - 5:45 PM
Wednesday, May 21, 2025	Stand-Alone Work Session	7:30 - 10:30 AM
Monday, June 9, 2025	Pre-Meeting Work Session	4:00 - 5:45 PM
Wednesday, June 18, 2025	Stand-Alone Work Session	7:30 - 10:30 AM

AASD Board of Education Work Session meetings will be held at the Scullen Leadership Center, 131 E. Washington Street, Suite 1A, Appleton, WI.

As with all meetings of the Board, work sessions are open to the public in accordance with Wisconsin Open Meetings Law. Members of the public are welcome to attend.

Board of Education Work Sessions are conducted for the purpose of information gathering and in-depth discussion. Official Board actions are reserved for Board of Education meetings only; there is no official action of the Board taken during a work session.

Please call (920)852-5300, ext. 60111 for more information.