



**Monday, May 6, 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: CLOSED SESSION AT 5:00 PM, REGULAR BOARD MEETING AT 6:00 PM

****PLEASE NOTE: THE MEETING LIVE STREAM WILL BEGIN UPON THE RETURN TO OPEN SESSION AT 6:00 PM****

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

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

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

1. Closed Session

Subject	A. Motion to go into Closed Session
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Meeting	May 6, 2024 - Board of Education Meeting
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Category	1. Closed Session
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Type	Action, Procedural
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Subject	B. Wisconsin State Statute 19.85 (1)(c)-Considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility, for the purpose of discussing compensation for the following groups/individuals within said groups: Professional Educators, Administrators, Administrative Support, Maintenance, Secretaries and Paraprofessionals.
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Meeting May 6, 2024 - Board of Education Meeting

Category 1. Closed Session

Type Discussion, Information

Subject C. Wisconsin State Statute 19.85 (1)(c)(f)-For the purpose of Individual Administrator and Teacher Contract Matters

Meeting May 6, 2024 - Board of Education Meeting

Category 1. Closed Session

Type Discussion, Information

Subject D. Motion to Return to Open Session

Meeting May 6, 2024 - Board of Education Meeting

Category 1. Closed Session

Type Action, Procedural

2. Possible Recess / Reconvene at 6:00 PM

Subject A. **PLEASE NOTE The regular open session business portion of the meeting will begin at 6:00 PM or upon the conclusion of the closed session, whichever is later. If the closed session concludes prior to 6:00 PM, the Board will recess until 6:00 PM.**

Meeting May 6, 2024 - Board of Education Meeting

Category 2. Possible Recess / Reconvene at 6:00 PM

Type Procedural

3. Meeting Opening

Subject A. Roll Call

Meeting May 6, 2024 - Board of Education Meeting

Category 3. Meeting Opening

Type Procedural

Subject B. Pledge of Allegiance

Meeting May 6, 2024 - Board of Education Meeting

Category 3. Meeting Opening

Type Procedural

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

Subject	A. Board Member Request to Remove Consent Agenda Item(s) for Separate Consideration
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Meeting	May 6, 2024 - Board of Education Meeting
Category	4. Approval of Agenda (GC-2: Governing Commitments)
Type	Procedural

Subject	B. Approval of Agenda
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Meeting	May 6, 2024 - Board of Education Meeting
Category	4. Approval of Agenda (GC-2: Governing Commitments)
Type	Action, Procedural

5. Special Presentation

Subject	A. 2023-2024 Student School Board Representatives Final Report: Jocelyn Scanlon (East), Lauren Choi (North), and Joshua Hartlep (West)
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Meeting	May 6, 2024 - Board of Education Meeting
Category	5. Special Presentation
Type	Information, Report

Student School Board Representatives will be thanked for their service to the School Board for the 2023-24 school year.

Subject	B. Junior Math League
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Meeting	May 6, 2024 - Board of Education Meeting
Category	5. Special Presentation
Type	Information, Presentation

Rebecca Hendrick will present the Junior Math League.

Subject	C. Appreciation of Staff
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Meeting	May 6, 2024 - Board of Education Meeting
Category	5. Special Presentation
Type	Information, Presentation

Board members will present the 2024 Staff Appreciation Resolution.

File Attachments

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

Subject	A. Public Input
Meeting	May 6, 2024 - Board of Education Meeting
Category	6. 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](#)

7. 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	May 6, 2024 - Board of Education Meeting
Category	7. Board Development (GC-2.2: The Board will assure that its members are provided with training and professional support necessary to govern effectively.)
Type	Discussion, Information, Presentation

8. 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-April 2024
Meeting	May 6, 2024 - Board of Education Meeting

Category	8. 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 Business Services item for consideration.

Subject	B. School/Student Services Update(s): 5K-5 ELA Curriculum and Materials
Meeting	May 6, 2024 - Board of Education Meeting
Category	8. 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 and Director of Elementary Education, Carrie Willer, will report on the School/Student Services items for consideration.

File Attachments

[IFC- 5K-5 ELA Curriculum and Materials.pdf \(51 KB\)](#)
[Public Input Received - ELA Materials - 4.22.24 BOE.pdf \(71 KB\)](#)
[KWKT 5K-5 Wit & Wisdom, Geodes Readable Texts, and Really Great Reading's HD Word Study\(4 22 24\).\(1\).pdf \(180 KB\)](#)
[KWKT UFLI Foundations \(4 22 24\).pdf \(199 KB\)](#)
[KWKT ELA Heggerty Primary Extension for 12 weeks of Phonemic Awareness \(4 22 24\).pdf \(121 KB\)](#)
[KWKT ELA Kindergarten Heggerty Phonemic and Phonological Awareness \(4 22 24\).pdf \(247 KB\)](#)
[KWKT Gr 3 ELA Handwriting Without Tears 2025 Cursive Edition \(4 22 24\).pdf \(384 KB\)](#)
[Grade K AASD Board Template Curriculum Document.pdf \(82 KB\)](#)
[Grade 1 AASD Board Document.pdf \(94 KB\)](#)
[Grade 2 AASD Board Document.pdf \(103 KB\)](#)
[Grade 3 AASD Board Document.pdf \(96 KB\)](#)
[Grade 4 AASD Board Document.pdf \(98 KB\)](#)
[Grade 5 AASD Board Document.pdf \(101 KB\)](#)

Subject	C. Personnel Services Update(s): Professional Educator New Hire(s), Resignation(s), Final Notice of Non-Renewal(s); Administrative Hire(s) and Resignation
Meeting	May 6, 2024 - Board of Education Meeting
Category	8. 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 the Personnel Services items for consideration.

File Attachments

[IFC-Administrative Hire\(s\).pdf \(105 KB\)](#)
[IFC Professional Educator Final Notice of Non-Renewals 5-6-24.pdf \(164 KB\)](#)
[IFC Professional Educator Resignations 5-6-24.pdf \(108 KB\)](#)
[IFC Professional Educator New Hires 5-6-24.pdf \(158 KB\)](#)

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

Subject	A. Board Meeting Minutes from April 22, 2024
Meeting	May 6, 2024 - Board of Education Meeting
Category	9. 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.

10. 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 ELA Curriculum and Materials
Meeting	May 6, 2024 - Board of Education Meeting
Category	10. 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 ELA Curriculum and Materials.pdf \(51 KB\)](#)
[Public Input Received - ELA Materials - 4.22.24 BOE.pdf \(71 KB\)](#)
[KWKT Gr 3 ELA Handwriting Without Tears 2025 Cursive Edition \(4 22 24\).pdf \(384 KB\)](#)
[KWKT ELA Kindergarten Heggerty Phonemic and Phonological Awareness \(4 22 24\).pdf \(247 KB\)](#)
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[KWKT UFLI Foundations \(4 22 24\).pdf \(199 KB\)](#)
[KWKT 5K-5 Wit & Wisdom, Geodes Readable Texts, and Really Great Reading's HD Word Study\(4 22 24\).\(1\).pdf \(180 KB\)](#)
[Grade K AASD Board Template Curriculum Document.pdf \(82 KB\)](#)
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[Grade 2 AASD Board Document.pdf \(103 KB\)](#)
[Grade 3 AASD Board Document.pdf \(96 KB\)](#)
[Grade 4 AASD Board Document.pdf \(98 KB\)](#)
[Grade 5 AASD Board Document.pdf \(101 KB\)](#)

Subject	B. Professional Educator New Hire(s)
Meeting	May 6, 2024 - Board of Education Meeting
Category	

10. 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 5-6-24.pdf \(158 KB\)](#)

Subject C. Professional Educator Resignation(s)

Meeting May 6, 2024 - Board of Education Meeting

Category 10. 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 5-6-24.pdf \(108 KB\)](#)

Subject D. Professional Educator Final Notice of Non-Renewal(s)

Meeting May 6, 2024 - Board of Education Meeting

Category 10. 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 Final Notice of Non-Renewals 5-6-24.pdf \(164 KB\)](#)

Subject E. Administrative Hire(s)

Meeting May 6, 2024 - Board of Education Meeting

Category 10. 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 \(105 KB\)](#)

Subject F. Administrative Resignation

Meeting May 6, 2024 - Board of Education Meeting

Category	10. 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

11. 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	May 6, 2024 - Board of Education Meeting
Category	11. 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: English Language Arts (ELA) Materials Purchase- Interpersonal Communication; English Language Arts (ELA) Materials Purchase- The Martian
Meeting	May 6, 2024 - Board of Education Meeting
Category	11. 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, Steve Harrison and Director-ELA, Kelly Leopold will report on the School/Student Services items of information.

File Attachments

[IOI- ELA Interpersonal Communication Material.pdf \(45 KB\)](#)
[KWKT- Interpersonal Communication .pdf \(85 KB\)](#)
[IOI-ELA The Martian Materials.pdf \(47 KB\)](#)
[Public Input Received - ELA 10 and Interpersonal Communications \(5 6 24\).pdf \(76 KB\)](#)
[KWKT- ELA 10.pdf \(98 KB\)](#)

Subject	C. Personnel Services Report: None
Meeting	May 6, 2024 - Board of Education Meeting
Category	11. 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

12. Board Business

Subject	A. AP Check Register April-2024
Meeting	May 6, 2024 - Board of Education Meeting
Category	12. Board Business

Type	Action
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Subject	B. Resolution Awarding the Sale of \$14,800,000 General Obligation Promissory Notes, Series 2024
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Meeting	May 6, 2024 - Board of Education Meeting
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Category	12. Board Business
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Type	Action, Discussion, Information
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File Attachments

[IFC-Resolution.pdf \(37 KB\)](#)

[Appleton Area SD - 24 GOPN - Award Resolution \(1\).pdf \(8,449 KB\)](#)

Subject	C. Hmong American Immersion School (HAIS) Amended Contract
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Meeting	May 6, 2024 - Board of Education Meeting
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Category	12. Board Business
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Type	Action
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File Attachments

[IFC- HAIS Amended Contact.pdf \(36 KB\)](#)

[HAIS Charter School Contract \[Final 5.6.2024 DPI ready\].docx \(66 KB\)](#)

Subject	D. Consent Agenda Item(s) Removed for Separate Consideration
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Meeting	May 6, 2024 - Board of Education Meeting
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Category	12. Board Business
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Type	Action, Discussion
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13. Items of Information

Subject	A. None
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Meeting	May 6, 2024 - Board of Education Meeting
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Category	13. Items of Information
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Type	Information
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14. Future Meetings

Subject	A. Board Meeting: Monday, May 20, 2024, 6:00 PM
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Meeting May 6, 2024 - Board of Education Meeting
Category 14. Future Meetings
Type Information

Subject B. Board Work Session: Monday, June 10, 2024, 4:00 PM

Meeting May 6, 2024 - Board of Education Meeting
Category 14. Future Meetings
Type Information

Subject C. Board Meeting: Monday, June 10, 2024 6:00 PM

Meeting May 6, 2024 - Board of Education Meeting
Category 14. Future Meetings
Type Information

Subject D. Board Meeting: Monday, June 24, 2024 6:00 PM

Meeting May 6, 2024 - Board of Education Meeting
Category 14. Future Meetings
Type Information

Subject E. Board Work Session: Wednesday, June 26, 2024, 7:30AM

Meeting May 6, 2024 - Board of Education Meeting
Category 14. Future Meetings
Type Information

15. Adjourn

Subject A. Motion to Adjourn the Meeting

Meeting May 6, 2024 - Board of Education Meeting
Category 15. Adjourn
Type Action, Procedural



RESOLUTION IN APPRECIATION OF THE OUTSTANDING DEDICATION OF OUR STAFF DURING THE 2023–2024 SCHOOL YEAR

WHEREAS the Appleton Area School District is honored to have devoted staff who steadfastly believe in the potential of each and every student, and recognizes the profound impact this belief has on student success;

WHEREAS our staff serve as mentors, inspirers, and pillars of support for our students and exhibit exceptional dedication in meeting the needs of students and families;

WHEREAS the excellence of AASD's educational programs is a testament to the hard work, talent, and innovation of our staff, who employ their expertise and empathy to craft tailored learning experiences for ALL students;

WHEREAS it is imperative to express profound gratitude, respect, and recognition for the diverse roles within our school community, including Educators, Administrators, Student Services personnel, Special Education staff, Therapists, School Nurses, Paraprofessionals, Administrative Assistants, Administrative Support Unit staff, DEI staff, Facilities and Technology Services teams, Substitute staff, Coaches, Advisors, Hourly staff, Transportation staff, and Food Service teams;

WHEREAS the Appleton Area School District Board of Education wishes to extend its deepest appreciation for the remarkable contributions of these staff members to the education and overall well-being of our students throughout the 2023–2024 school year.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education proclaims May 6th through the 10th, 2024 as **AASD STAFF APPRECIATION WEEK**, honoring the exceptional dedication of our staff to their students, schools, and community this academic year;

BE IT FURTHER RESOLVED that the Board encourages all members of our community to join them in showing appreciation to our staff for their unwavering commitment to the success of our children and community, Every Student, Every Day.

 Kay Eggert, Board President

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).

187-Rule (cont.)

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

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

Background

Information: Based on the results of our ELA Program Review, student data, literacy audits, and strong teacher support, the AASD is making the shift from a balanced literacy methodology to a structured literacy methodology to improve our student outcomes in literacy. In December, all teachers were able to explore every knowledge building ELA resource that was green lighted in EdReports and supported by CURATE (a teacher created curriculum review from Massachusetts). Three initial resources were selected, and all AASD Teachers were then invited to a curriculum fair in February at Appleton East, and teachers moved three resources to two resources.

The ELA Resource Adoption Team convened, consisting of three teachers from every elementary school, including representation from every department and administrator. In March, members of our ELA Resource Adoption Team traveled to Two Rivers and Kiel, Wisconsin, to begin our Act phase by participating in site visits to meet with elementary teachers using the resources. Observers were asked to take notes on the resource using both our resource rubric and culturally and linguistically responsive rubric. Prior to the final meeting with the Adoption Team, sites were asked to provide their input on which of the two resources they'd like to be selected. Overall, consensus was reached as both individual sites, and members of the ELA Resource Adoption Work Group recommended Wit & Wisdom, UFLI, Heggerty Kindergarten Phonemic Awareness and Heggerty Primary Extension.

Fiscal

Note: The cost for the entire Wit & Wisdom program level \$1,650,288.58 This includes shipping cost of \$223,593.84. The cost for the UFLI Teacher Edition is \$35,000.00 for the teacher print books, with an additional shipping cost of \$2,625.00. The total purchase for both the teacher editions and shipping has a combined cost of \$37,625.00. The cost for the Gr 3-5 Primary Extension Phonemic Awareness 2022 Edition is \$7,350.00 for the teacher print books, with an additional digital cost of \$2,403.00 and shipping cost of \$737.04. The total purchase for both the teacher editions, digital access, and shipping has a combined cost of \$10,613.00. The cost for the Heggerty Kindergarten Phonemic Awareness 2022 Edition is

\$6,675.00 for the teacher print books, with an additional shipping cost of \$534.00. The total purchase for both the teacher editions and shipping has a combined cost of \$7,209.00. The cost for the Gr 3 Cursive Handwriting 2025 Student Edition workbook to be used at the grade one level is \$13,500.00. The cost for the Teacher Edition of the My Printing Book 2025 Edition to be used at the grade three level is \$749.25 with an additional combined shipping cost of \$1,424.93. The total purchase for both the workbook and teacher editions, and shipping has a combined cost of \$15,674.18

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

Administrative

Recommendation: Approve as submitted

Contact

Person(s): Carrie Willer, PhD 920-832-5320 ext. 60170, willercarrie@asds.k12.wi.us
Steve Harrison, PhD 920-832-5320 ext. 60121, harrisonstepha@asds.k12.wi.us

BOE: 05/6/24

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

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

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

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

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

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

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

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

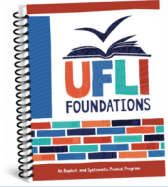
English Language Arts: Materials Purchase- Heggerty Kindergarten Phonemic and Phonological Awareness

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

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

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

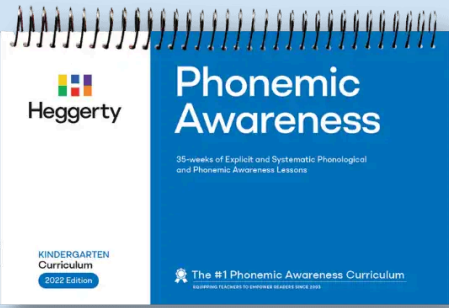
English Language Arts: Material Purchase- UFLI Foundations Teacher Manual

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

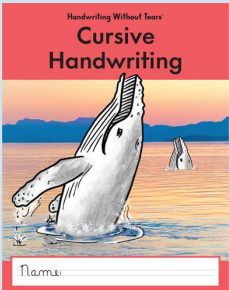
English Language Arts: Material Purchase- Heggerty Primary Extension for Gr 3-5 Phonemic Awareness Teacher 2022 Edition

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

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

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

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

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

Course Overview Curriculum Document

AASD Instructional Framework

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

Board Approved

5-6-2024 (pending)

Revised

Required Assessments

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

Textbooks/Resources

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

AASD ELA Foundations

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

Course Relevance Question(s)

Unit Overviews

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

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

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

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

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

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

Course Overview Curriculum Document

AASD Instructional Framework

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Board Approved

5-6-2024 (pending)

Revised

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

Textbooks/Resources

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AASD ELA Foundations

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

Course Relevance Question(s)

Unit Overviews

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

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

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

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

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

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

Course Overview Curriculum Document

AASD Instructional Framework

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

Board Approved

5-6-2024 (pending)

Revised

Required Assessments

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

Textbooks/Resources

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

AASD ELA Foundations

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

Course Relevance Question(s)

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

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

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

	• Cultures pass down stories to teach lessons and morals. • Cinderella stories have specific characteristics, including an element of magic. • People admire others for different reasons.		Vocabulary Acquisition and Use L.1.2, 3a, b, 4 Conventions of Standard English L.1.5a, c, d, 6a, c, d	
UFLI Overview				
Lesson Name	Lesson Description		Instructional Standards	Assessed Standards
Lessons 35-41: Alphabet Review & Longer Words	The Alphabet Review and Longer Words Unit provides students with additional practice with decoding and encoding words containing the concepts learned in the previous Alphabet lessons (Lessons 1-34). These lessons have alternate forms (e.g., Lesson 38a, 38b). You can select the version of the lesson that best meets your students’ needs, or you can teach all the versions to provide additional review and practice		Print Concepts RF.1.1a, b, c, d Phonological Awareness RF.1.2a, b, c, d, e Phonics and Word Recognition RF.1.3a, b, c, d Fluency RF.1.4 Production and Distribution of Writing W.J.6 Conventions of Standard English L.1.6c, d	All instructional standards are assessed regularly.
Lessons 42-53: Digraphs	A consonant digraph is a combination of two consonant letters that represent a single consonant speech sound. The lessons in this unit are designed to strengthen students’ familiarity with consonant digraphs.			
Lessons 54-62: VCe	Vowel-consonant-e (VCe) is a spelling pattern in which a silent e at the end signals a change from the short vowel sound to a long vowel sound (e.g., kit → kite). The lessons in this unit are designed to develop students’ skills for reading with words that contain the VCe pattern.			
Lessons 63-68: Reading Longer Words	The Reading Longer Words Unit is students’ first introduction to words with more than one syllable. These lessons address word endings, open and closed syllables, and compound words.			
Lessons 69-76: Ending Spelling Patterns	The Ending Spelling Patterns Unit introduces students to spelling patterns that only occur at the end of words, such as, -tch, -dge, or -le. The lessons in this unit are designed to develop students’ skills for reading with words that contain these specific spelling patterns.			
Lessons 77-83:	When a vowel is followed by an R, the sound of the vowel often changes and is said to be controlled by the vowel. There are three main r-controlled vowel sounds: the /ar/ sound, as in barn; the /or/ sound, as in corn; and the /er/			

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

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

AASD Instructional Framework

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

Board Approved

5-6-2024 (pending)

Revised

Required Assessments

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

Textbooks/Resources

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

AASD ELA Foundations

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

Course Relevance Question(s)

Unit Overviews

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

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

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

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

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

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

Course Overview Curriculum Document

AASD Instructional Framework

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Board Approved

5-6-2024 (pending)

Revised

Required Assessments

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

Textbooks/Resources

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

AASD ELA Foundations

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

Course Relevance Question(s)

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

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

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

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

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

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

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

AASD Instructional Framework

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

Board Approved

5-6-2024 (pending)

Revised

Required Assessments

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

Textbooks/Resources

Wit & Wisdom Language Arts Curriculum
Really Great Reading HD Word

AASD ELA Foundations

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

Course Relevance Question(s)

Unit Overviews

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

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

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

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

			Presentation of Knowledge and Ideas SL.4.4, 5 Knowledge of Language L.4.1a, b, c Vocabulary Acquisition and Use L.4.2a, b, 3a, b, c, d, 4a Conventions of Standard English L.4.5f, 6d	
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Module 1: A Cultures in Conflict	Students are coming of age in a world made up of increasingly diverse and conflicting cultures. They will repeatedly return to these questions as they navigate their own place among others in our complex cultural landscape. This module gives fifth-grade students the opportunity to ask these universal questions in the context of one of America’s most heartbreaking and tumultuous eras as they explore the devastating impact of U.S. territorial growth through the eyes of one Native American tribe, the Nez Perce. Suggested Student Understandings: Cultures define themselves in many ways, including their beliefs and values.	How do cultural beliefs and values guide people?	Reading Foundational Skills- Fluency RF.5.4a Key Ideas and Details R.5.1, 2, 3 Craft and Structure R.5.4, 5, 6 Integration of Knowledge and Ideas R.5.7, 8, 9 Text Types and Purposes W.5.1, 2b, 3a, c Production and Distribution of Writing	Key Ideas and Details R.5.1, 2, 3 Text Types and Purposes W.5.2b Production and Distribution of Writing W.5.4, 5 Inquiry to Build and Present Knowledge W.5.9 Knowledge of Language L.5.1d, 2 Conventions of Standard English

	• A culture's beliefs and values help determine the actions and behaviors of its people. • Cultural conflicts often occur as a result of differing beliefs and values. • We can learn about an individual's or culture's most important beliefs and values by observing their words and actions.		W.5.4, 5 Inquiry to Build and Present Knowledge W.5.8, 9 Comprehension and Collaboration SL.5.1a, b, c, 2 Presentation of Knowledge and Ideas SL.5.4 Knowledge of Language L.5.1a, d Vocabulary Acquisition and Use L.5.2a, 3b, c, d, 4a Conventions of Standard English L.5.5a, 6b, c	L.5.5a, 6b
Module 2: Word Play	For students to understand and appreciate these authors' masterful use of wordplay, they must first understand how words and phrases in the English language—including homophones, homographs, and idiomatic expressions—can cause confusion because of their various possible meanings. They must grasp the idea that language can convey meaning in both a literal and a figurative sense. As students are increasingly called upon to read rich, complex texts, knowledge of how authors use wordplay and figurative language to convey meaning will empower them to unlock meaning, and it will further enrich their experiences of reading, writing, and the brilliant world around them. Suggested Student Understandings: • Language can convey meaning in both a literal and figurative sense.	• How and why do writers play with words?	Key Ideas and Details R.5.1, 2, 3 Craft and Structure R.5.4, 5, 6 Integration of Knowledge and Ideas R.5.7 Text Types and Purposes W.5.1, 2b, c, 3a, c Production and Distribution of Writing W.5.4, 5 Inquiry to Build and Present Knowledge W.5.9	Key Ideas and Details R.5.2 Text Types and Purposes W.5.2c Production and Distribution of Writing W.5.4, 5 Knowledge of Language L.5.1d Conventions of Standard English L.5.5a, 6a

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

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

	- The Negro Leagues created opportunities for African Americans to play professional baseball and paved the way for Jackie Robinson to break baseball's color barrier. - Throughout history, individual athletes, teams, and coaches have worked hard to overcome adversity and challenge barriers of gender, culture, physical limitations, and race. - Athletes and teams who have overcome adversity and challenged barriers inspire us and teach us important lessons about perseverance, hard work, and the power of teamwork and community.		Presentation of Knowledge and Ideas SL.5.4, 5 Knowledge of Language L.5.1a, d Vocabulary Acquisition and Use L.5.2a, 3b, c, d, 4a Conventions of Standard English L.5.5a, 6c	
Really Great Reading Overview				
Lesson Focus Each Week	Skills		Instructional Standards	Assessed Standards
1: Oral Reading Fluency/ Comprehension 2: Phonemic Awareness 3&4: Phonics Concept 5: Student Practice	HD Word lessons firmly establish key foundational skills that prep students for the complex word reading they face in older grades. When lessons are implemented with fidelity, students are prepared to: - Distinguish long and short vowels when reading regularly spelled one-syllable words - Know spelling-sound correspondences for common vowel teams - Decode regularly spelled 2-, 3-, and 4-syllable words with complex vowel spellings - Decode words with common prefixes and suffixes - Identify words with inconsistent but common spelling-sound correspondences - Identify and know the meaning of the most common prefixes and derivational suffixes - Decode words with common Latin suffixes - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to accurately read unfamiliar multisyllabic words in and out of context)		Phonics and Word Recognition RF.3: Know and apply grade-level phonics and word analysis skills in decoding words Fluency RF.4: Read with sufficient accuracy and fluency to support comprehension Phonological Awareness is also taught, as a way to meet the grade level standards above.	All instructional standards are assessed regularly.

ITEM FOR CONSIDERATION

Topic: Administrative Hire(s)

Background Information: The individual listed below has been recommended for a contractual position starting May 13, 2024.

Raymond G. Przekurat is recommended for the Executive Director of Operations position. Mr. Przekurat most recently served as President of Pacelli Catholic Schools.

Instructional Impact: This highly qualified candidate will oversee District operations and facilities 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

ITEM FOR CONSIDERATION

Topic: Professional Educator Contracts – Final Notices of Non-renewal

Background Information: As per Wisconsin State Statutes §118.22, the board must provide educators with written notice of renewal or refusal to renew the educator's contract for the ensuing school year. The deadline to provide a final notice of non-renewal is May 15th. The educators listed below were hired with a one-year, temporary contract and are recommended to receive a final notice of contract non-renewal for the 2024-2025 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>
Rebecca C. Bunkert	ELA/Math/Science Grade 6/7	Classical	100%
Robin L. Burklund	Media Specialist	Franklin/Highlands	100%
Shaquese M. Clincy	Special Ed-SEBD	McKinley	100%
Melissa M. Ernst	English Learner	Central/WCA	30%
Katyna L. Gaines	Special Ed-AUT	Ferber	100%
Stephanie M. Jacobs	Special Ed-ID	Huntley	100%
Shawna J. Janota	Family & Consumer Science	Kaleidoscope	34%
Katie L. Johnson	School Nurse	Badger/Dunlap	40%
Justin J. Oshefsky	Technology Education	Wilson/Magellan	100%
Rylee M. Polman	Kindergarten	Franklin	100%
Bethany J. Riley	School Counselor	Ferber/Huntley	80%
Madisen A. Smith	Grade 1	Badger	100%
Carrie L. Walkup	Special Ed-SEBD	McKinley	100%
Richard J. Waters	Dean of Students	Huntley	100%
Jerry D. Weissbuch	Literacy-Interventionist	Wilson	34%

Instructional Impact: None

Fiscal Impact: None

Administrative Recommendation: Approval

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

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:

Brett B. Harvath has been with the District for three years, most recently as a Grade 5 Teacher at Houdini Elementary School.

Kiana L. Rickman has been with the District for two years, most recently as a Social Studies Teacher at East High School.

Melissa L. Walter has been with the District for six years, most recently as an English Learner Teacher at Ferber Elementary School.

Scott A. Winkler has been with the District for one year, most recently as an English Language Arts Teacher at East High School.

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

Makenna R. Krause – Elementary Educator to be determined.

Lisa M. Kuehl – Special Education-Cross Categorical Educator at North High School.

Instructional Impact: Qualified replacements will be procured.

Fiscal Impact: Dependent upon replacements.

Administrative Recommendation: Approval

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

ITEM FOR CONSIDERATION

Topic: Professional Educator New Hire(s)

**Background
Information:**

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

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>
Trista N. Hansen	School Counselor	Einstein/Madison	100%
Mary F. Huff	Social Studies-History	Madison	100%
Brooke A. Jester	School Psychologist	TBD	100%
Erin R. Muthig	Grade 3	WCA	100%
Hannah L. Retzleff	Kindergarten	Houdini	100%
Benjamin R. Skifton	Social Studies	East/North	90%
Brody J. Strachan	Music-Choir	Classical	30%
Madelyn G. Wagner	Art	Einstein/TBD	54%

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

ITEM FOR CONSIDERATION

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

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

Background

Information: Based on the results of our ELA Program Review, student data, literacy audits, and strong teacher support, the AASD is making the shift from a balanced literacy methodology to a structured literacy methodology to improve our student outcomes in literacy. In December, all teachers were able to explore every knowledge building ELA resource that was green lighted in EdReports and supported by CURATE (a teacher created curriculum review from Massachusetts). Three initial resources were selected, and all AASD Teachers were then invited to a curriculum fair in February at Appleton East, and teachers moved three resources to two resources.

The ELA Resource Adoption Team convened, consisting of three teachers from every elementary school, including representation from every department and administrator. In March, members of our ELA Resource Adoption Team traveled to Two Rivers and Kiel, Wisconsin, to begin our Act phase by participating in site visits to meet with elementary teachers using the resources. Observers were asked to take notes on the resource using both our resource rubric and culturally and linguistically responsive rubric. Prior to the final meeting with the Adoption Team, sites were asked to provide their input on which of the two resources they'd like to be selected. Overall, consensus was reached as both individual sites, and members of the ELA Resource Adoption Work Group recommended Wit & Wisdom, UFLI, Heggerty Kindergarten Phonemic Awareness and Heggerty Primary Extension.

Fiscal

Note: The cost for the entire Wit & Wisdom program level \$1,650,288.58 This includes shipping cost of \$223,593.84. The cost for the UFLI Teacher Edition is \$35,000.00 for the teacher print books, with an additional shipping cost of \$2,625.00. The total purchase for both the teacher editions and shipping has a combined cost of \$37,625.00. The cost for the Gr 3-5 Primary Extension Phonemic Awareness 2022 Edition is \$7,350.00 for the teacher print books, with an additional digital cost of \$2,403.00 and shipping cost of \$737.04. The total purchase for both the teacher editions, digital access, and shipping has a combined cost of \$10,613.00. The cost for the Heggerty Kindergarten Phonemic Awareness 2022 Edition is

\$6,675.00 for the teacher print books, with an additional shipping cost of \$534.00. The total purchase for both the teacher editions and shipping has a combined cost of \$7,209.00. The cost for the Gr 3 Cursive Handwriting 2025 Student Edition workbook to be used at the grade one level is \$13,500.00. The cost for the Teacher Edition of the My Printing Book 2025 Edition to be used at the grade three level is \$749.25 with an additional combined shipping cost of \$1,424.93. The total purchase for both the workbook and teacher editions, and shipping has a combined cost of \$15,674.18

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

Administrative

Recommendation: Approve as submitted

Contact

Person(s): Carrie Willer, PhD 920-832-5320 ext. 60170, willercarrie@asds.k12.wi.us
Steve Harrison, PhD 920-832-5320 ext. 60121, harrisonstepha@asds.k12.wi.us

BOE: 05/6/24

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

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

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

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

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

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

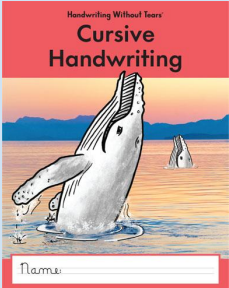
English Language Arts: Materials Purchase- Wit & Wisdom for 5K-5

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

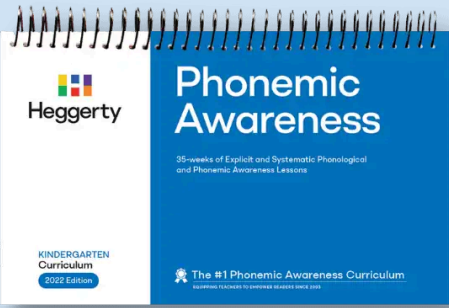
English Language Arts: Materials Purchase- Heggerty Kindergarten Phonemic and Phonological Awareness

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

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

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

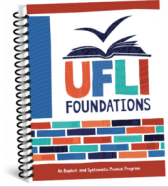
English Language Arts: Material Purchase- Heggerty Phonemic and Phonological Awareness Teacher 2022 Edition

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

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

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

English Language Arts: Material Purchase- UFLI Foundations Teacher Manual

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

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

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

Course Overview Curriculum Document

AASD Instructional Framework

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

Board Approved

5-6-2024 (pending)

Revised

Required Assessments

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

Textbooks/Resources

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

AASD ELA Foundations

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

Course Relevance Question(s)

Unit Overviews

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

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

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

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

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

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

Course Overview Curriculum Document

AASD Instructional Framework

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

Board Approved

5-6-2024 (pending)

Revised

Required Assessments

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

Textbooks/Resources

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

AASD ELA Foundations

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

Course Relevance Question(s)

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

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

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

	• Cultures pass down stories to teach lessons and morals. • Cinderella stories have specific characteristics, including an element of magic. • People admire others for different reasons.		Vocabulary Acquisition and Use L.1.2, 3a, b, 4 Conventions of Standard English L.1.5a, c, d, 6a, c, d	
UFLI Overview				
Lesson Name	Lesson Description		Instructional Standards	Assessed Standards
Lessons 35-41: Alphabet Review & Longer Words	The Alphabet Review and Longer Words Unit provides students with additional practice with decoding and encoding words containing the concepts learned in the previous Alphabet lessons (Lessons 1-34). These lessons have alternate forms (e.g., Lesson 38a, 38b). You can select the version of the lesson that best meets your students’ needs, or you can teach all the versions to provide additional review and practice		Print Concepts RF.1.1a, b, c, d Phonological Awareness RF.1.2a, b, c, d, e Phonics and Word Recognition RF.1.3a, b, c, d Fluency RF.1.4 Production and Distribution of Writing W.J.6 Conventions of Standard English L.1.6c, d	All instructional standards are assessed regularly.
Lessons 42-53: Digraphs	A consonant digraph is a combination of two consonant letters that represent a single consonant speech sound. The lessons in this unit are designed to strengthen students’ familiarity with consonant digraphs.			
Lessons 54-62: VCe	Vowel-consonant-e (VCe) is a spelling pattern in which a silent e at the end signals a change from the short vowel sound to a long vowel sound (e.g., kit → kite). The lessons in this unit are designed to develop students’ skills for reading with words that contain the VCe pattern.			
Lessons 63-68: Reading Longer Words	The Reading Longer Words Unit is students’ first introduction to words with more than one syllable. These lessons address word endings, open and closed syllables, and compound words.			
Lessons 69-76: Ending Spelling Patterns	The Ending Spelling Patterns Unit introduces students to spelling patterns that only occur at the end of words, such as, -tch, -dge, or -le. The lessons in this unit are designed to develop students’ skills for reading with words that contain these specific spelling patterns.			
Lessons 77-83:	When a vowel is followed by an R, the sound of the vowel often changes and is said to be controlled by the vowel. There are three main r-controlled vowel sounds: the /ar/ sound, as in barn; the /or/ sound, as in corn; and the /er/			

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

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

AASD Instructional Framework

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

Board Approved

5-6-2024 (pending)

Revised

Required Assessments

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

Textbooks/Resources

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

AASD ELA Foundations

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

Course Relevance Question(s)

Unit Overviews

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

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

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

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

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

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

Course Overview Curriculum Document

AASD Instructional Framework

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Board Approved

5-6-2024 (pending)

Revised

Required Assessments

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

Textbooks/Resources

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

AASD ELA Foundations

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

Course Relevance Question(s)

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

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

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

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

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

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

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

AASD Instructional Framework

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

Board Approved

5-6-2024 (pending)

Revised

Required Assessments

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

Textbooks/Resources

Wit & Wisdom Language Arts Curriculum
Really Great Reading HD Word

AASD ELA Foundations

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

Course Relevance Question(s)

Unit Overviews

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

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

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

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

			Presentation of Knowledge and Ideas SL.4.4, 5 Knowledge of Language L.4.1a, b, c Vocabulary Acquisition and Use L.4.2a, b, 3a, b, c, d, 4a Conventions of Standard English L.4.5f, 6d	
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Module 1: A Cultures in Conflict	Students are coming of age in a world made up of increasingly diverse and conflicting cultures. They will repeatedly return to these questions as they navigate their own place among others in our complex cultural landscape. This module gives fifth-grade students the opportunity to ask these universal questions in the context of one of America’s most heartbreaking and tumultuous eras as they explore the devastating impact of U.S. territorial growth through the eyes of one Native American tribe, the Nez Perce. Suggested Student Understandings: Cultures define themselves in many ways, including their beliefs and values.	How do cultural beliefs and values guide people?	Reading Foundational Skills- Fluency RF.5.4a Key Ideas and Details R.5.1, 2, 3 Craft and Structure R.5.4, 5, 6 Integration of Knowledge and Ideas R.5.7, 8, 9 Text Types and Purposes W.5.1, 2b, 3a, c Production and Distribution of Writing	Key Ideas and Details R.5.1, 2, 3 Text Types and Purposes W.5.2b Production and Distribution of Writing W.5.4, 5 Inquiry to Build and Present Knowledge W.5.9 Knowledge of Language L.5.1d, 2 Conventions of Standard English

	• A culture's beliefs and values help determine the actions and behaviors of its people. • Cultural conflicts often occur as a result of differing beliefs and values. • We can learn about an individual's or culture's most important beliefs and values by observing their words and actions.		W.5.4, 5 Inquiry to Build and Present Knowledge W.5.8, 9 Comprehension and Collaboration SL.5.1a, b, c, 2 Presentation of Knowledge and Ideas SL.5.4 Knowledge of Language L.5.1a, d Vocabulary Acquisition and Use L.5.2a, 3b, c, d, 4a Conventions of Standard English L.5.5a, 6b, c	L.5.5a, 6b
Module 2: Word Play	For students to understand and appreciate these authors' masterful use of wordplay, they must first understand how words and phrases in the English language—including homophones, homographs, and idiomatic expressions—can cause confusion because of their various possible meanings. They must grasp the idea that language can convey meaning in both a literal and a figurative sense. As students are increasingly called upon to read rich, complex texts, knowledge of how authors use wordplay and figurative language to convey meaning will empower them to unlock meaning, and it will further enrich their experiences of reading, writing, and the brilliant world around them. Suggested Student Understandings: • Language can convey meaning in both a literal and figurative sense.	• How and why do writers play with words?	Key Ideas and Details R.5.1, 2, 3 Craft and Structure R.5.4, 5, 6 Integration of Knowledge and Ideas R.5.7 Text Types and Purposes W.5.1, 2b, c, 3a, c Production and Distribution of Writing W.5.4, 5 Inquiry to Build and Present Knowledge W.5.9	Key Ideas and Details R.5.2 Text Types and Purposes W.5.2c Production and Distribution of Writing W.5.4, 5 Knowledge of Language L.5.1d Conventions of Standard English L.5.5a, 6a

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

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

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

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

ITEM FOR CONSIDERATION

Topic: Professional Educator New Hire(s)

**Background
Information:**

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

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>
Trista N. Hansen	School Counselor	Einstein/Madison	100%
Mary F. Huff	Social Studies-History	Madison	100%
Brooke A. Jester	School Psychologist	TBD	100%
Erin R. Muthig	Grade 3	WCA	100%
Hannah L. Retzleff	Kindergarten	Houdini	100%
Benjamin R. Skifton	Social Studies	East/North	90%
Brody J. Strachan	Music-Choir	Classical	30%
Madelyn G. Wagner	Art	Einstein/TBD	54%

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

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:

Brett B. Harvath has been with the District for three years, most recently as a Grade 5 Teacher at Houdini Elementary School.

Kiana L. Rickman has been with the District for two years, most recently as a Social Studies Teacher at East High School.

Melissa L. Walter has been with the District for six years, most recently as an English Learner Teacher at Ferber Elementary School.

Scott A. Winkler has been with the District for one year, most recently as an English Language Arts Teacher at East High School.

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

Makenna R. Krause – Elementary Educator to be determined.

Lisa M. Kuehl – Special Education-Cross Categorical Educator at North High School.

Instructional Impact: Qualified replacements will be procured.

Fiscal Impact: Dependent upon replacements.

Administrative Recommendation: Approval

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

ITEM FOR CONSIDERATION

Topic: Professional Educator Contracts – Final Notices of Non-renewal

Background Information: As per Wisconsin State Statutes §118.22, the board must provide educators with written notice of renewal or refusal to renew the educator's contract for the ensuing school year. The deadline to provide a final notice of non-renewal is May 15th. The educators listed below were hired with a one-year, temporary contract and are recommended to receive a final notice of contract non-renewal for the 2024-2025 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>
Rebecca C. Bunkert	ELA/Math/Science Grade 6/7	Classical	100%
Robin L. Burklund	Media Specialist	Franklin/Highlands	100%
Shaquese M. Clincy	Special Ed-SEBD	McKinley	100%
Melissa M. Ernst	English Learner	Central/WCA	30%
Katyna L. Gaines	Special Ed-AUT	Ferber	100%
Stephanie M. Jacobs	Special Ed-ID	Huntley	100%
Shawna J. Janota	Family & Consumer Science	Kaleidoscope	34%
Katie L. Johnson	School Nurse	Badger/Dunlap	40%
Justin J. Oshefsky	Technology Education	Wilson/Magellan	100%
Rylee M. Polman	Kindergarten	Franklin	100%
Bethany J. Riley	School Counselor	Ferber/Huntley	80%
Madisen A. Smith	Grade 1	Badger	100%
Carrie L. Walkup	Special Ed-SEBD	McKinley	100%
Richard J. Waters	Dean of Students	Huntley	100%
Jerry D. Weissbuch	Literacy-Interventionist	Wilson	34%

Instructional Impact: None

Fiscal Impact: None

Administrative Recommendation: Approval

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

ITEM FOR CONSIDERATION

Topic: Administrative Hire(s)

Background Information: The individual listed below has been recommended for a contractual position starting May 13, 2024.

Raymond G. Przekurat is recommended for the Executive Director of Operations position. Mr. Przekurat most recently served as President of Pacelli Catholic Schools.

Instructional Impact: This highly qualified candidate will oversee District operations and facilities 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

ITEM OF INFORMATION

Topic:	English Language Arts: Materials Purchase- Interpersonal Communication Textbook (1600) Cengage Learning: <i>COMM</i> ⁶ Speech Communication.
Background Information:	The Interpersonal Communication course is an English Language Arts dual-credit option for senior students in the Appleton Area School District. In order to offer this course, Fox Valley Technical College requires the district to utilize and be no more than 2 editions behind the text they are using on their campus. Additionally, this textbook fits the needs of the course competencies, and further articulates skills that are introduced in written communication, such as interviewing and organization.
Fiscal Note:	The cost is \$93,475.00 for a classroom set of soft cover texts for all high school instructors. The cost is within the dollars allocated in the 2021-2022 AC&I budget. All instructional materials will be implemented during the 2022-23 school year.
Instructional Impact:	Classroom teachers of Interpersonal Communication will instruct and assess English Language Arts standards that align with the FVTC competency standards. This concise, practical edition reflects best practices in communication with a focus on foundations of communication, interpersonal communication, group communication, and public speaking. It offers tools to educators that connect to our district's universal instruction and assist teachers in their intentional planning and clear delivery.
Contact Person(s):	Kelly Leopold, 920-832-6157 x60172 , leopoldkelly@asds.k12.wi.us Steve Harrison, Ph.D., 920-852-5300 x60121, harrisonstepha@asds.k12.wi.us

BOE: 05/06/24

English Language Arts: Materials Purchase - Interpersonal Communication Textbook (1600) Cengage Learning: COMM⁶ Speech Communication.

WHY would we like to purchase this textbook?	The purchase of this textbook will offer: ● Engagement for students of varying ages and learning styles ● The opportunity for the district to pair a second dual half credit ELA course for seniors, alongside Written Communication ● The needs of the FVTC course competencies ● Best practices in communication ● The latest tools to communicate professionally
WHAT are some of the contents found within the text?	The contents of this edition include: ● Foundations of Communication ○ Perspectives (processes, purpose, ethical principles) ○ Perceptions of self and others (norms) ○ Intercultural Communication (identities, context) ○ Verbal/non-verbal messaging ○ Listening ● Interpersonal Communication ○ Relationships ○ Style and Support ● Group Communication ○ Group Leadership and Problem Solving (roles, responsibilities) ● Public Speaking ○ Organization, Topic and Development ○ Presentational Aids ○ Language and Style ○ Delivery ○ Informative Speaking ○ Persuasive Speaking
HOW was public input solicited prior to making the administrative recommendation to the Board?	Copies of proposed instructional materials were made available to the public for over 30 days in order to submit written public input. Notification of requested feedback also publicized through the AASD website as well as through the superintendent's family communication letter.
HOW will this textbook be resourceful for the Senior Communication teachers ?	The textbook offers: ● Course management, assessment and analytics ● Auto-graded video quizzes for each chapter ● Best practice, the latest research, and relevant examples ● Test banks ● Access to the text and interactive learning tools on almost device ● Learning objectives ● Academic vocabulary ● Reflection and writing prompts ● Real world situations ● Engaging materials to enrich discussions ● Built-in study tools

ITEM OF INFORMATION

Topic: **English Language Arts:** Materials Purchase- *The Martian: Classroom Edition* by Andy Weir; ELA 10 (1020/1030).

Background Information: The English Language Arts- grade 10 courses (1020/1030) are standards-based courses (SBC) in the Appleton Area School District. As part of course instruction, students read a variety of texts to identify the key ideas and details, main idea, theme(s), event sequence(s), point of view, character development, and author's purpose. Additionally students articulate their ideas in collaborative discussions and independent written reflections and/or reviews. This title will be one of the literature circle choices within their science-fiction unit of study.

Fiscal Note: The cost is \$4,930.80, for two classroom sets of hard cover texts for all three high school instructors. The cost is within the dollars allocated in the 2023-2024 AC&I budget. All instructional materials will be implemented during the 2024-25 school year.

Instructional Impact: As the secondary English department focuses on high leverage strategies, there is great value in both full class read-alouds, as well as offering students a choice in literature circles. With either approach, the instruction will always incorporate reading and writing; however the speaking and listening are much easier to integrate in small group classroom discussions. It is a seamless method for text-to-text, text-to-research, and text-to-world connections that help to engage students in their text analysis and making inferences.

Contact Person(s): Kelly Leopold, 920-832-6157 x60172 , leopoldkelly@asds.k12.wi.us
Steve Harrison, Ph.D., 920-852-5300 x60121, harrisonstepha@asds.k12.wi.us

BOE: 05/06/24

English Language Arts: Materials Purchase- *The Martian: Classroom Edition* by Andy Weir; ELA 10 (1020/1030).

Time Period of Public Input
03/04/24 - 04/22/24
Number and Breakdown of Responses Received (Supportive/Unsupportive)
0 Total Responses: 0 Supportive Responses/ 0 Responders Unsupportive

English Language Arts: Materials Purchase- Interpersonal Communication Textbook (1600) Cengage Learning: *COMM*⁶ Speech Communication.

Time Period of Public Input
03/04/24 - 04/22/24
Number and Breakdown of Responses Received (Supportive/Unsupportive)
1 Total Response: 1 Comment
Comment: How would this work with students with an IEP? Would they have accommodations to what they are required to do?

English Language Arts: Materials Purchase- *The Martian: Classroom Edition* by Andy Weir; ELA 10 (1020/1030).

WHY is the ELA 10 PLC looking for approval of an additional novel for the science-fiction unit literature circles?	The novel will allow students to: • Select a piece of literature that is relevant to current events (modern era of space exploration that represents Americans from different cultural backgrounds as NASA scientists). • Select a piece of literature that is integrated with math and science (examples of concepts: physics, botany, rocket science, NASA, etc.). • Make text-to-text, text-to-research, and text-to-world connections. • Engage in collaborative discussions. • Make inferences based on real/imagined problems. • Complete analysis and writing responses that align to reading, writing, language, and speaking/listening standards.
WHAT is important to know about this novel?	This novel: • Is a popular, contemporary example of science fiction that incorporates scientific formulas, logic and problem-solving to tell the story. • Is one of the top ten most popular science fiction books of all time. • Is fast-paced and suspenseful making it interesting to a wide range of students (Alex Award in 2015). • Encompasses many themes (scientific potential, collaboration, self-determination, and survival). • Helps students to process what a mission to Mars would entail, as well as reflect on the purpose of exploration. • Explores the triumph of the human spirit through extreme adversity (technology/humanity concept that complements other text options within this unit).
HOW was public input solicited prior to making the administrative recommendation to the Board?	Copies of proposed instructional materials were made available to the public for over 30 days in order to submit written public input. Notification of requested feedback also publicized through the AASD website as well as through the superintendent's family communication letter.
HOW will instruction benefit ?	Instruction will benefit by: • Varying reading strategies and comprehension checks • Incorporating all four domains in instruction and assessment • Providing student choice • Examining theme, point of view, main idea, argumentation, and character development

ITEM FOR CONSIDERATION

Topic: Resolution Awarding the Sale of \$14, 800,000 General Obligation Promissory Notes, Series 2024

**Background
Information:**

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

We are proposing to issue \$14.8 million in debt as a second round at this time as General Obligation Promissory Notes to be paid off over the next three years.

This is considered a small debt issue that avoids arbitrage rules and could provide additional interest income if issued now rather than waiting until next year. A third and final issue of the remaining \$25 million would be anticipated for 2025.

Please see attached draft Resolution for full detail on this debt issue. The final version will be provided at the board meeting as the pricing is determined on the date of sale.

**Instructional
Impact:**

N/A

**Financial
Impact:**

Approximately \$750,000 in interest earnings,

**Administrative
Recommendation:**

The administration recommends approval of the Resolution Awarding the sale of \$14, 800,000 General Obligation Promissory Notes, Series 2024

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

BOE: 5/6/24

RESOLUTION NO. _____

RESOLUTION AWARDDING THE SALE OF \$14,800,000
GENERAL OBLIGATION PROMISSORY NOTES, SERIES 2024

WHEREAS, on August 8, 2022, the School Board of the Appleton Area School District, Outagamie, Calumet and Winnebago Counties, Wisconsin (the "District") adopted an initial resolution (the "Initial Resolution") authorizing the issuance of general obligation bonds in an amount not to exceed \$129,800,000 for the public purpose of paying the cost of a school building and facility improvement project consisting of: district-wide updates to classroom and STEM (science, technology, engineering, and math) areas, and safety and security improvements; construction of a new elementary school and related site improvements on district-owned land; remodeling and learning space updates at the elementary schools; renovations and construction of additions at the middle schools and the high schools, including for classrooms and high school fitness center and physical education space; and acquisition of furnishings, fixtures and equipment (the "Project");

WHEREAS, on August 8, 2022, the School Board also adopted a resolution providing for a referendum election (the "Referendum") on the proposition of whether the Initial Resolution should be approved;

WHEREAS, the Referendum was held on November 8, 2022 in the District in which 29,396 votes were cast "YES" for approval and 12,982 votes were cast "NO" for rejection of the Initial Resolution;

WHEREAS, the Board of Canvassers duly reported the aforesaid results to the District Clerk who has made said results public;

WHEREAS, the School Board hereby finds and determines that the Project is within the District's power to undertake and therefore serves a "public purpose" as that term is defined in Section 67.04(1)(b), Wisconsin Statutes;

WHEREAS, school districts are authorized by the provisions of Section 67.12(12), Wisconsin Statutes, to borrow money and to issue general obligation promissory notes for public purposes such as the Project;

WHEREAS, the provisions of Section 67.12(12)(e)(2), Wisconsin Statutes, provide that if the purpose and amount of a borrowing have been approved by the electors, general obligation promissory notes may be issued without any additional approval by the electors;

WHEREAS, the District issued its \$90,000,000 Bond Anticipation Notes, Series 2023, dated January 4, 2023 to pay a portion of the cost of the Project authorized by the Initial Resolution and the Referendum, which were refunded by the District's \$70,750,000 General Obligation Refunding Bonds, Series 2023, dated March 1, 2023;

WHEREAS, it is necessary and desirable for the District to issue general obligation promissory notes in the aggregate principal amount of \$14,800,000 to pay an additional portion of the cost of the Project authorized by the Initial Resolution and the Referendum; and

WHEREAS, it is the finding of the School Board that it is necessary, desirable and in the best interest of the District to sell such general obligation promissory notes designated as "General Obligation Promissory Notes, Series 2024" (the "Notes") to Robert W. Baird & Co. Incorporated (the "Purchaser"), pursuant to the terms and conditions of its note purchase proposal attached hereto as Exhibit A and incorporated herein by this reference (the "Proposal").

NOW, THEREFORE, BE IT RESOLVED by the School Board of the District that:

Section 1. Sale of the Notes. For the purpose of paying an additional portion of the cost of the Project, there shall be borrowed pursuant to Section 67.12(12), Wisconsin Statutes, the principal sum of FOURTEEN MILLION EIGHT HUNDRED THOUSAND DOLLARS (\$14,800,000) from the Purchaser in accordance with the terms and conditions of the Proposal. The Proposal is hereby accepted and the District President and District Clerk or other appropriate officers of the District are authorized and directed to execute an acceptance of the Proposal on behalf of the District. To evidence the obligation of the District, the District President and District Clerk are hereby authorized, empowered and directed to make, execute, issue and sell to the Purchaser for, on behalf of and in the name of the District, the Notes aggregating the principal amount of FOURTEEN MILLION EIGHT HUNDRED THOUSAND DOLLARS (\$14,800,000) for the sum set forth on the Proposal, plus accrued interest to the date of delivery.

Section 2. Terms of the Notes. The Notes shall be designated "General Obligation Promissory Notes, Series 2024"; shall be issued in the aggregate principal amount of \$14,800,000; shall be dated June 3, 2024; shall be in the denomination of \$5,000 or any integral multiple thereof; shall be numbered R-1 and upward; and shall bear interest at the rates per annum and mature on March 1 of each year, in the years and principal amounts as set forth on the Pricing Summary attached hereto as Exhibit B-1 and incorporated herein by this reference. Interest shall be payable semi-annually on March 1 and September 1 of each year commencing on March 1, 2025. Interest shall be computed upon the basis of a 360-day year of twelve 30-day months and will be rounded pursuant to the rules of the Municipal Securities Rulemaking Board. The schedule of principal and interest payments due on the Notes is set forth on the Debt Service Schedule attached hereto as Exhibit B-2 and incorporated herein by this reference (the "Schedule").

Section 3. Redemption Provisions. The Notes are not subject to optional redemption.

Section 4. Form of the Notes. The Notes shall be issued in registered form and shall be executed and delivered in substantially the form attached hereto as Exhibit C and incorporated herein by this reference.

Section 5. Tax Provisions.

(A) Direct Annual Irrepealable Tax Levy. For the purpose of paying the principal of and interest on the Notes as the same becomes due, the full faith, credit and resources of the District are hereby irrevocably pledged, and there is hereby levied upon all of the taxable property of the District a direct annual irrepealable tax in the years 2024 through 2026 for the payments due in the years 2025 through 2027 in the amounts set forth on the Schedule.

(B) Tax Collection. So long as any part of the principal of or interest on the Notes remains unpaid, the District shall be and continue without power to repeal such levy or obstruct the collection of said tax until all such payments have been made or provided for. After the issuance of the Notes, said tax shall be, from year to year, carried onto the tax roll of the District and collected in addition to all other taxes and in the same manner and at the same time as other taxes of the District for said years are collected, except that the amount of tax carried onto the tax roll may be reduced in any year by the amount of any surplus money in the Debt Service Fund Account created below.

(C) Additional Funds. If at any time there shall be on hand insufficient funds from the aforesaid tax levy to meet principal and/or interest payments on said Notes when due, the requisite amounts shall be paid from other funds of the District then available, which sums shall be replaced upon the collection of the taxes herein levied.

Section 6. Segregated Debt Service Fund Account.

(A) Creation and Deposits. There shall be and there hereby is established in the treasury of the District, if one has not already been created, a debt service fund, separate and distinct from every other fund, which shall be maintained in accordance with generally accepted accounting principles. Debt service or sinking funds established for obligations previously issued by the District may be considered as separate and distinct accounts within the debt service fund.

Within the debt service fund, there hereby is established a separate and distinct account designated as the "Debt Service Fund Account for General Obligation Promissory Notes, Series 2024, dated June 3, 2024" (the "Debt Service Fund Account") and such account shall be maintained until the indebtedness evidenced by the Notes is fully paid or otherwise extinguished. There shall be deposited into the Debt Service Fund Account (i) all accrued interest received by the District at the time of delivery of and payment for the Notes; (ii) any premium which may be received by the District above the par value of the Notes and accrued interest thereon; (iii) all money raised by the taxes herein levied and any amounts appropriated for the specific purpose of meeting principal of and interest on the Notes when due; (iv) such other sums as may be necessary at any time to pay principal of and interest on the Notes when due; (v) surplus monies in the Borrowed Money Fund as specified below; and (vi) such further deposits as may be required by Section 67.11, Wisconsin Statutes.

(B) Use and Investment. No money shall be withdrawn from the Debt Service Fund Account and appropriated for any purpose other than the payment of principal of and interest on the Notes until all such principal and interest has been paid in full and the Notes canceled; provided (i) the funds to provide for each payment of principal of and interest on the Notes prior to the scheduled receipt of taxes from the next succeeding tax collection may be invested in direct obligations of the United States of America maturing in time to make such payments when they are due or in other investments permitted by law; and (ii) any funds over and above the amount of such principal and interest payments on the Notes may be used to reduce the next succeeding tax levy, or may, at the option of the District, be invested by purchasing the Notes as permitted by and subject to Section 67.11(2)(a), Wisconsin Statutes, or in permitted municipal investments under the pertinent provisions of the Wisconsin Statutes ("Permitted Investments"), which investments shall continue to be a part of the Debt Service Fund Account. Any investment of the Debt Service Fund Account shall at all times conform with the provisions of the Internal Revenue Code of 1986, as amended (the "Code") and any applicable Treasury Regulations (the "Regulations").

(C) Remaining Monies. When all of the Notes have been paid in full and canceled, and all Permitted Investments disposed of, any money remaining in the Debt Service Fund Account shall be transferred and deposited in the general fund of the District, unless the School Board directs otherwise.

Section 7. Proceeds of the Notes; Segregated Borrowed Money Fund. The proceeds of the Notes (the "Note Proceeds") (other than any premium and accrued interest which must be paid at the time of the delivery of the Notes into the Debt Service Fund Account created above) shall be deposited into a special fund (the "Borrowed Money Fund") separate and distinct from all other funds of the District and disbursed solely for the purpose or purposes for which borrowed. Monies in the Borrowed Money Fund may be temporarily invested in Permitted Investments. Any monies, including any income from Permitted Investments, remaining in the Borrowed Money Fund after the purpose or purposes for which the Notes have been issued have been accomplished, and, at any time, any monies as are not needed and which obviously thereafter cannot be needed for such purpose(s) shall be deposited in the Debt Service Fund Account.

Section 8. No Arbitrage. All investments made pursuant to this Resolution shall be Permitted Investments, but no such investment shall be made in such a manner as would cause the Notes to be "arbitrage bonds" within the meaning of Section 148 of the Code or the Regulations and an officer of the District, charged with the responsibility for issuing the Notes, shall certify as to facts, estimates, circumstances and reasonable expectations in existence on the date of delivery of the Notes to the Purchaser which will permit the conclusion that the Notes are not "arbitrage bonds," within the meaning of the Code or Regulations.

Section 9. Compliance with Federal Tax Laws. (a) The District represents and covenants that the projects financed by the Notes and the ownership, management and use of the projects will not cause the Notes to be "private activity bonds" within the meaning of Section 141 of the Code. The District further covenants that it shall comply with the provisions of the Code to the extent necessary to maintain the tax-exempt status of the interest on the Notes including, if applicable, the rebate requirements of Section 148(f) of the Code. The District

further covenants that it will not take any action, omit to take any action or permit the taking or omission of any action within its control (including, without limitation, making or permitting any use of the proceeds of the Notes) if taking, permitting or omitting to take such action would cause any of the Notes to be an arbitrage bond or a private activity bond within the meaning of the Code or would otherwise cause interest on the Notes to be included in the gross income of the recipients thereof for federal income tax purposes. The District Clerk or other officer of the District charged with the responsibility of issuing the Notes shall provide an appropriate certificate of the District certifying that the District can and covenanting that it will comply with the provisions of the Code and Regulations.

(b) The District also covenants to use its best efforts to meet the requirements and restrictions of any different or additional federal legislation which may be made applicable to the Notes provided that in meeting such requirements the District will do so only to the extent consistent with the proceedings authorizing the Notes and the laws of the State of Wisconsin and to the extent that there is a reasonable period of time in which to comply.

Section 10. Execution of the Notes; Closing; Professional Services. The Notes shall be issued in printed form, executed on behalf of the District by the manual or facsimile signatures of the District President and District Clerk, authenticated, if required, by the Fiscal Agent (defined below), sealed with its official or corporate seal, if any, or a facsimile thereof, and delivered to the Purchaser upon payment to the District of the purchase price thereof, plus accrued interest to the date of delivery (the "Closing"). The facsimile signature of either of the officers executing the Notes may be imprinted on the Notes in lieu of the manual signature of the officer but, unless the District has contracted with a fiscal agent to authenticate the Notes, at least one of the signatures appearing on each Note shall be a manual signature. In the event that either of the officers whose signatures appear on the Notes shall cease to be such officers before the Closing, such signatures shall, nevertheless, be valid and sufficient for all purposes to the same extent as if they had remained in office until the Closing. The aforesaid officers are hereby authorized and directed to do all acts and execute and deliver the Notes and all such documents, certificates and acknowledgements as may be necessary and convenient to effectuate the Closing. The District hereby authorizes the officers and agents of the District to enter into, on its behalf, agreements and contracts in conjunction with the Notes, including but not limited to agreements and contracts for legal, trust, fiscal agency, disclosure and continuing disclosure, and rebate calculation services. Any such contract heretofore entered into in conjunction with the issuance of the Notes is hereby ratified and approved in all respects.

Section 11. Payment of the Notes; Fiscal Agent. The principal of and interest on the Notes shall be paid by Associated Trust Company, National Association, Green Bay, Wisconsin, which is hereby appointed as the District's registrar and fiscal agent pursuant to the provisions of Section 67.10(2), Wisconsin Statutes (the "Fiscal Agent"). The District hereby authorizes the District President and District Clerk or other appropriate officers of the District to enter into a Fiscal Agency Agreement between the District and the Fiscal Agent. Such contract may provide, among other things, for the performance by the Fiscal Agent of the functions listed in Wis. Stats. Sec. 67.10(2)(a) to (j), where applicable, with respect to the Notes.

Section 12. Persons Treated as Owners; Transfer of Notes. The District shall cause books for the registration and for the transfer of the Notes to be kept by the Fiscal Agent. The person in whose name any Note shall be registered shall be deemed and regarded as the absolute owner thereof for all purposes and payment of either principal or interest on any Note shall be made only to the registered owner thereof. All such payments shall be valid and effectual to satisfy and discharge the liability upon such Note to the extent of the sum or sums so paid.

Any Note may be transferred by the registered owner thereof by surrender of the Note at the office of the Fiscal Agent, duly endorsed for the transfer or accompanied by an assignment duly executed by the registered owner or his attorney duly authorized in writing. Upon such transfer, the District President and District Clerk shall execute and deliver in the name of the transferee or transferees a new Note or Notes of a like aggregate principal amount, series and maturity and the Fiscal Agent shall record the name of each transferee in the registration book. No registration shall be made to bearer. The Fiscal Agent shall cancel any Note surrendered for transfer.

The District shall cooperate in any such transfer, and the District President and District Clerk are authorized to execute any new Note or Notes necessary to effect any such transfer.

Section 13. Record Date. The 15th day of the calendar month next preceding each interest payment date shall be the record date for the Notes (the "Record Date"). Payment of interest on the Notes on any interest payment date shall be made to the registered owners of the Notes as they appear on the registration book of the District at the close of business on the Record Date.

Section 14. Utilization of The Depository Trust Company Book-Entry-Only System. In order to make the Notes eligible for the services provided by The Depository Trust Company, New York, New York ("DTC"), the District agrees to the applicable provisions set forth in the Blanket Issuer Letter of Representations, which the District Clerk or other authorized representative of the District is authorized and directed to execute and deliver to DTC on behalf of the District to the extent an effective Blanket Issuer Letter of Representations is not presently on file in the District Clerk's office.

Section 15. Official Statement. The School Board hereby approves the Preliminary Official Statement with respect to the Notes and deems the Preliminary Official Statement as "final" as of its date for purposes of SEC Rule 15c2-12 promulgated by the Securities and Exchange Commission pursuant to the Securities and Exchange Act of 1934 (the "Rule"). All actions taken by officers of the District in connection with the preparation of such Preliminary Official Statement and any addenda to it or final Official Statement are hereby ratified and approved. In connection with the Closing, the appropriate District official shall certify the Preliminary Official Statement and any addenda or final Official Statement. The District Clerk shall cause copies of the Preliminary Official Statement and any addenda or final Official Statement to be distributed to the Purchaser.

Section 16. Undertaking to Provide Continuing Disclosure. The District hereby covenants and agrees, for the benefit of the owners of the Notes, to enter into a written

undertaking (the "Undertaking") if required by the Rule to provide continuing disclosure of certain financial information and operating data and timely notices of the occurrence of certain events in accordance with the Rule. The Undertaking shall be enforceable by the owners of the Notes or by the Purchaser on behalf of such owners (provided that the rights of the owners and the Purchaser to enforce the Undertaking shall be limited to a right to obtain specific performance of the obligations thereunder and any failure by the District to comply with the provisions of the Undertaking shall not be an event of default with respect to the Notes).

To the extent required under the Rule, the District President and District Clerk, or other officer of the District charged with the responsibility for issuing the Notes, shall provide a Continuing Disclosure Certificate for inclusion in the transcript of proceedings, setting forth the details and terms of the District's Undertaking.

Section 17. Record Book. The District Clerk shall provide and keep the transcript of proceedings as a separate record book (the "Record Book") and shall record a full and correct statement of every step or proceeding had or taken in the course of authorizing and issuing the Notes in the Record Book.

Section 18. Bond Insurance. If the Purchaser determines to obtain municipal bond insurance with respect to the Notes, the officers of the District are authorized to take all actions necessary to obtain such municipal bond insurance. The District President and District Clerk are authorized to agree to such additional provisions as the bond insurer may reasonably request and which are acceptable to the District President and District Clerk including provisions regarding restrictions on investment of Note proceeds, the payment procedure under the municipal bond insurance policy, the rights of the bond insurer in the event of default and payment of the Notes by the bond insurer and notices to be given to the bond insurer. In addition, any reference required by the bond insurer to the municipal bond insurance policy shall be made in the form of Note provided herein.

Section 19. Conflicting Resolutions; Severability; Effective Date. All prior resolutions, rules or other actions of the School Board or any parts thereof in conflict with the provisions hereof shall be, and the same are, hereby rescinded insofar as the same may so conflict. In the event that any one or more provisions hereof shall for any reason be held to be illegal or invalid, such illegality or invalidity shall not affect any other provisions hereof. The foregoing shall take effect immediately upon adoption and approval in the manner provided by law.

Adopted, approved and recorded May 6, 2024.

Kay S. Eggert
District President

ATTEST:

Pheng Thao
District Clerk

(SEAL)

EXHIBIT A

Note Purchase Proposal

To be provided by the Purchaser and incorporated into the Resolution.

(See Attached)

NOTE PURCHASE AGREEMENT

May 6, 2024

The logo for Baird, featuring the word "BAIRD" in a bold, white, sans-serif font, set against a dark, tilted rectangular background.

Ms. Kay Eggert, District President
and Members of the School Board
Appleton Area School District
131 E. Washington Street, Suite 1A
Appleton, WI 54911

Dear Ms. Eggert and Members of the School Board:

Robert W. Baird & Co. Incorporated (the "Underwriter") hereby offers to enter into this Note Purchase Agreement (the "Agreement") with Appleton Area School District (the "Issuer") for the purchase by the Underwriter and sale by the Issuer of all its \$14,800,000.00 General Obligation Promissory Notes, Series 2024 (the "Securities"), to be dated June 3, 2024. This offer is made subject to acceptance by the Issuer on May 6, 2024. The Securities shall mature, bear interest at the rates, have such terms and be payable at the times, all as set forth in Exhibit A attached hereto. The issuance and terms of the Securities will be duly authorized and adopted by the Issuer by a resolution dated May 6, 2024 (the "Resolution").

Upon the terms and conditions and upon the basis of the representations herein set forth, the Underwriter hereby agrees to purchase from the Issuer and the Issuer hereby agrees to sell to the Underwriter, all (but not less than all) the Securities, at a price of \$14,964,230.30 (representing the principal amount of the Securities, plus original issue premium of \$361,876.50, less underwriter's discount of \$197,646.20), plus accrued interest, if any, from the dated date to the date of Closing (as defined below). The underwriter's discount will include \$127,346.20 of costs of issuance to be paid by the Underwriter on behalf of the Issuer.

The closing shall occur on June 3, 2024, at a time to be determined, or on such other date mutually agreeable to the Issuer and the Underwriter (the "Closing"). The Securities will be delivered as fully registered bonds, bearing proper CUSIP numbers, and registered in the name of Cede & Co., as nominee of The Depository Trust Company, which will act as securities depository for the Securities.

The Issuer confirms that the Preliminary Official Statement (including any addenda or amendments thereto) delivered to the Underwriter was and hereby is "deemed final" as of its date by the Issuer for purposes of Rule 15c2-12 under the Securities Exchange Act of 1934 (the "Rule"), and the Issuer consented to its distribution and use by the Underwriter prior to the date hereof in connection with the public offering and sale of the Securities.

The Securities are being purchased subject to satisfaction of the following conditions at Closing:

1. The Issuer agrees to take such action as necessary so that the Underwriter will be in receipt of a final Official Statement (the "Official Statement") within seven (7) business days after the date hereof and in sufficient time to accompany any confirmation that requests payment from any customer, and in sufficient quantity to comply with paragraph (b)(4) of the Rule and applicable rules of the Municipal Securities Rulemaking Board (the "MSRB"). The Issuer hereby authorizes and approves the Official Statement and consents to the use and distribution of the Official Statement by the Underwriter in connection with the public offering and sale of the Securities. At the time of or prior to the Closing, the Underwriter will file, or cause to be filed, the Official Statement with the MSRB.
2. If applicable, the current rating on the Securities or on the insurer of the Securities shall not have been lowered, put on negative outlook, suspended or withdrawn by an applicable credit ratings agency.
3. Bond Counsel shall provide an unqualified approving opinion in form and substance satisfactory to the Underwriter.
4. The Issuer shall execute and deliver a written undertaking to provide ongoing disclosure for the benefit of holders of the Securities as required by the Rule, subject to any applicable exemptions under the Rule.
5. The Issuer shall deliver true and complete copies of the Resolution authorizing the issuance and sale of the Securities, which shall be in full force and effect.
6. The Issuer shall deliver one or more closing, compliance, tax and other certificates from its duly authorized representatives as the Underwriter may reasonably request.

7. The Underwriter has not cancelled their obligation to purchase the Securities or terminated this Agreement by written notice to the Issuer following the occurrence, escalation or existence of the following events as of the Closing: (a) any legislation or development adversely affecting the legality of the issuance, sale or delivery of the Securities or the tax treatment of interest to be received on the Securities; (b) any outbreak or escalation of hostilities, a declaration of war by the United States, a national emergency or other national or international calamity or crisis materially affecting the financial markets of the United States or elsewhere; (c) a material disruption in securities settlement, payment or clearance services affecting the Securities or the ability of the Underwriter to enforce contracts for the sale of the Securities, or a new restriction on transactions in securities materially affecting the market for securities (including the imposition of any limitation on interest rates) or extension of credit by, or a charge to the net capital requirements of underwriters; (d) a general banking moratorium shall have been declared by authorities having jurisdiction and be in force; (e) a general suspension of trading on the New York Stock Exchange or other major exchange shall be in force, or minimum or maximum prices for trading shall have been fixed and be in force, or maximum ranges for securities shall have been required and be in force on any such exchange, whether by virtue of determination by that exchange or by order of the SEC or any other governmental authority having jurisdiction; (f) an event or circumstance that either makes untrue or incorrect in any material respect any statement or information contained in the Official Statement or is not reflected in the Official Statement but should be reflected therein in order to make the statements contained therein not misleading in any material respect; (g) a decision by a court of the United States shall be rendered, or a stop order, release, regulation or no-action letter by or on behalf of the SEC or any other governmental agency having jurisdiction, to the effect that the issuance, offering or sale of the Securities, including any underlying obligations as contemplated by this Agreement or by the Official Statement, or any document related to the issuance, offering or sale of Securities, is or would be in violation of any provision of the federal securities laws at the Closing Date, including the Securities Act, the Exchange Act and the Resolution.

The Underwriter agrees to assist the Issuer in establishing the issue price of the Securities and shall execute and deliver to the Issuer at Closing an "issue price" or similar certificate, together with the supporting pricing wires or equivalent communications, substantially in the form attached hereto as Exhibit B, with such modifications as may be appropriate or necessary, in the reasonable judgment of the Underwriter, the Issuer and Bond Counsel, to accurately reflect, as applicable, the sales price or prices or the initial offering price or prices to the public of the Securities.

The Issuer will treat the first price at which 10% of each maturity of the Securities (the "10% test") is sold to the public as the issue price of that maturity (if different interest rates apply within a maturity, each separate CUSIP number within that maturity will be subject to the 10% test). At or promptly after the execution of this Note Purchase Agreement, the Underwriter shall report to the Issuer the price or prices at which it has sold to the public each maturity of Securities. If at that time the 10% test has not been satisfied as to any maturity of the Securities, the Underwriter agrees to promptly report to the Issuer the prices at which it sells the unsold Securities of that maturity to the public. That reporting obligation shall continue, whether or not the Closing Date has occurred, until the 10% test has been satisfied as to the Securities of that maturity or until all Securities of that maturity have been sold to the public.

The Underwriter confirms that any selling group agreement and any retail distribution agreement relating to the initial sale of the Securities to the public, together with the related pricing wires, contains or will contain language obligating each dealer who is a member of the selling group and each broker-dealer that is a party to such retail distribution agreement, as applicable, to

(A) report the prices at which it sells to the public the unsold Securities of each maturity allotted to it until it is notified by the Underwriter that either the 10% test has been satisfied as to the Securities of that maturity or all Securities of that maturity have been sold to the public and

(B) comply with the hold-the-offering-price rule, if applicable, in each case if and for so long as directed by the Underwriter. The Issuer acknowledges that, in making the representation set forth in this subsection, the Underwriter will rely on (i) in the event a selling group has been created in connection with the initial sale of the Securities to the public, the agreement of each dealer who is a member of the selling group to comply with the hold-the-offering-price rule, if applicable, as set forth in a selling group agreement and the related pricing wires, and (ii) in the event that a retail distribution agreement was employed in connection with the initial sale of the Securities to the public, the agreement of each broker-dealer that is a party to such agreement to comply with the hold-the-offering-price rule, if applicable, as set forth in the retail distribution agreement and the related pricing wires. The Issuer further acknowledges that the Underwriter shall not be liable for the failure of any dealer who is a member of a selling group, or of any broker-dealer that is a party to a retail distribution agreement, to comply with its corresponding agreement regarding the hold-the-offering-price rule as applicable to the Securities.

The Issuer agrees to indemnify and hold harmless the Underwriter against any and all losses, claims, damages, expenses or liabilities incurred by the Underwriter that arise out of or are based upon any untrue statement or alleged untrue statement of a material fact made in the Preliminary Official Statement or Official Statement or which arise out of or are based upon the omission or alleged omission to state in such connection a material fact required to be stated therein or necessary in order to make the statements made therein not misleading in light of the circumstances under which they are made.

The Underwriter shall be responsible for paying all costs of issuance of the Securities.

The Issuer acknowledges and agrees that the purchase and sale of the Securities pursuant to this Agreement is an arm's-length commercial transaction between the Issuer and the Underwriter, acting solely as a principal and not as a municipal advisor, financial advisor or agent of the Issuer. The Underwriter has not assumed a financial advisory responsibility in favor of the Issuer with respect to the offering of the Securities or the process leading thereto (whether or not the Underwriter, or any affiliate of the Underwriter, has advised or is currently advising the Issuer on other matters) or any other obligation to the Issuer except the obligations expressly set forth in this Agreement, it being the Issuer's understanding that a financial advisory relationship shall not be deemed to exist when, in the course of acting as an underwriter, a broker, dealer or municipal securities dealer, a person renders advice to an issuer, including advice with respect to the structure, timing, terms and other similar matters concerning a new issue of municipal securities.

Unlike a municipal advisor or financial advisor, the Underwriter does not have a fiduciary duty to the Issuer under the federal securities law and is, therefore, not required by federal law to act in the best interests of the Issuer without regard to its own financial or other interests. Although MSRB Rule G-17 requires an underwriter to deal fairly at all times with both municipal issuers and investors, the Underwriter's primary role is to purchase the Securities with a view to distribution and it has financial and other interests that differ from those of the Issuer. The Underwriter has a duty to purchase the Securities from the Issuer at a fair and reasonable price, but must balance that duty to sell the Securities to investors at prices that are fair and reasonable. The Underwriter has reviewed the Official Statement for the Securities in accordance with, and as part of, its responsibilities to investors under the federal securities laws, as applied to the facts and circumstances of the transaction.

The Underwriter's compensation in the form of a fee or discount from the public offering price is contingent on the closing of the Offering. Such compensation that is contingent on the closing of a transaction or the size of a transaction presents a conflict of interest because it may cause the Underwriter to recommend a transaction that is unnecessary or to recommend that the transaction be larger than is necessary.

Very truly yours,

ROBERT W. BAIRD & CO. INCORPORATED

By: _____

Michel D. Clark, Managing Director

Date: May 6, 2024

ACCEPTED:

Appleton Area School District

By: _____

Kay Eggert, District President

Date: May 6, 2024

By: _____

Pheng Thao, District Clerk

Date: May 6, 2024

Exhibit A - Debt Service Schedule



Period Ending	Principal	Coupon	Interest	Debt Service	Annual Debt Service
03/01/2025	6,250,000	5.000%	550,888.89	6,800,888.89	
09/01/2025			213,750.00	213,750.00	7,014,638.89
03/01/2026	6,800,000	5.000%	213,750.00	7,013,750.00	
09/01/2026			43,750.00	43,750.00	7,057,500.00
03/01/2027	1,750,000	5.000%	43,750.00	1,793,750.00	
09/01/2027					1,793,750.00
	14,800,000		1,065,888.89	15,865,888.89	15,865,888.89

Exhibit B - Underwriter's Certificate

Appleton Area School District, Wisconsin
\$14,800,000
General Obligation Promissory Notes, Series 2024,
dated June 3, 2024

UNDERWRITER'S CERTIFICATE

The undersigned, on behalf of Robert W. Baird & Co. Incorporated ("Baird"), hereby certifies as set forth below with respect to the sale and issuance of the above-captioned obligations (the "Notes").

1. ***Sale of the Notes.*** As of the date of this certificate, for each Maturity of the Notes, the first price at which at least 10% of such Maturity of the Notes was sold to the Public is the respective price listed in Schedule A.

2. ***Defined Terms.***

(a) "District" means the Appleton Area School District, Outagamie, Calumet and Winnebago Counties, Wisconsin.

(b) "Maturity" means Notes with the same credit and payment terms. Notes with different maturity dates, or Notes with the same maturity date but different stated interest rates, are treated as separate Maturities.

(c) "Public" means any person (including an individual, trust, estate, partnership, association, company, or corporation) other than an Underwriter or a related party to an Underwriter. The term "related party" for purposes of this certificate generally means any two or more persons who have greater than 50 percent common ownership, directly or indirectly.

(d) "Underwriter" means (i) any person that agrees pursuant to a written contract with the District (or with the lead underwriter to form an underwriting syndicate) to participate in the initial sale of the Notes to the Public, and (ii) any person that agrees pursuant to a written contract directly or indirectly with a person described in clause (i) of this paragraph to participate in the initial sale of the Notes to the Public (including a member of a selling group or a party to a retail distribution agreement participating in the initial sale of the Notes to the Public).

The representations set forth in this certificate are limited to factual matters only. Nothing in this certificate represents Baird's interpretation of any laws, including specifically Sections 103 and 148 of the Internal Revenue Code of 1986, as amended, and the Treasury Regulations thereunder. Baird understands that the foregoing information will be relied upon by the District with respect to certain of the representations set forth in the Tax Exemption Certificate and compliance with the federal income tax rules affecting the Notes, and by Quarles & Brady LLP, Bond Counsel, in connection with rendering its opinion that the interest on the Notes is excluded from gross income for federal income tax purposes, the preparation of the Internal Revenue Service Form 8038-G and other federal income tax advice that it may give to the District from time to time relating to the Notes.

ROBERT W. BAIRD & CO. INCORPORATED

By: _____

Name: _____

Dated: June 3, 2024

SCHEDULE A
TO
UNDERWRITER'S CERTIFICATE

SALE PRICES

(See Attached)

Appleton Area School District

\$14,800,000 - FINAL

General Obligation Promissory Notes, Series 2024

Dated/Close: June 3, 2024

Pricing Summary

Maturity	Type of Bond	Coupon	Yield	Maturity Value	Price	Dollar Price
03/01/2025	Serial Coupon	5.000%	3.380%	6,250,000.00	101.175%	6,323,437.50
03/01/2026	Serial Coupon	5.000%	3.230%	6,800,000.00	102.973%	7,002,164.00
03/01/2027	Serial Coupon	5.000%	3.110%	1,750,000.00	104.930%	1,836,275.00
Total	-	-	-	\$14,800,000.00	-	\$15,161,876.50

Bid Information

Par Amount of Bonds	\$14,800,000.00
Reoffering Premium or (Discount)	361,876.50
Gross Production	\$15,161,876.50
Total Underwriter's Discount (1.335%)	\$(197,646.20)
Bid (101.110%)	14,964,230.30
Total Purchase Price	\$14,964,230.30
Bond Year Dollars	\$21,317.78
Average Life	1.440 Years
Average Coupon	5.0000000%
Net Interest Cost (NIC)	4.2296087%
True Interest Cost (TIC)	4.1797868%

EXHIBIT B-1

Pricing Summary

To be provided by PMA Securities, LLC and incorporated into the Resolution.

(See Attached)

Appleton Area School District

\$14,800,000 - FINAL

General Obligation Promissory Notes, Series 2024

Dated/Close: June 3, 2024

Pricing Summary

Maturity	Type of Bond	Coupon	Yield	Maturity Value	Price	Dollar Price
03/01/2025	Serial Coupon	5.000%	3.380%	6,250,000.00	101.175%	6,323,437.50
03/01/2026	Serial Coupon	5.000%	3.230%	6,800,000.00	102.973%	7,002,164.00
03/01/2027	Serial Coupon	5.000%	3.110%	1,750,000.00	104.930%	1,836,275.00
Total	-	-	-	\$14,800,000.00	-	\$15,161,876.50

Bid Information

Par Amount of Bonds	\$14,800,000.00
Reoffering Premium or (Discount)	361,876.50
Gross Production	\$15,161,876.50
Total Underwriter's Discount (1.335%)	\$(197,646.20)
Bid (101.110%)	14,964,230.30
Total Purchase Price	\$14,964,230.30
Bond Year Dollars	\$21,317.78
Average Life	1.440 Years
Average Coupon	5.0000000%
Net Interest Cost (NIC)	4.2296087%
True Interest Cost (TIC)	4.1797868%

PMA Securities, LLC

Public Finance/Financial Planning - ph

EXHIBIT B-2

Debt Service Schedule and Irrepealable Tax Levies

To be provided by PMA Securities, LLC and incorporated into the Resolution.

(See Attached)

Appleton Area School District

\$14,800,000 - FINAL

General Obligation Promissory Notes, Series 2024

Dated/Close: June 3, 2024

Debt Service Schedule

Date	Principal	Coupon	Interest	Total P+I	Annual Total
06/03/2024	-	-	-	-	-
03/01/2025	6,250,000.00	5.000%	550,888.89	6,800,888.89	-
09/01/2025	-	-	213,750.00	213,750.00	7,014,638.89
03/01/2026	6,800,000.00	5.000%	213,750.00	7,013,750.00	-
09/01/2026	-	-	43,750.00	43,750.00	7,057,500.00
03/01/2027	1,750,000.00	5.000%	43,750.00	1,793,750.00	-
09/01/2027	-	-	-	-	1,793,750.00
Total	\$14,800,000.00	-	\$1,065,888.89	\$15,865,888.89	-

Yield Statistics

Bond Year Dollars	\$21,317.78
Average Life	1.440 Years
Average Coupon	5.00000000%
DV01	2,066.00
Net Interest Cost (NIC)	4.2296087%
True Interest Cost (TIC)	4.1797868%
Bond Yield for Arbitrage Purposes	3.2301601%
All Inclusive Cost (AIC)	4.1797868%

IRS Form 8038

Net Interest Cost	3.2056095%
Weighted Average Maturity	1.448 Years

EXHIBIT C

(Form of Note)

REGISTERED UNITED STATES OF AMERICA
STATE OF WISCONSIN DOLLARS
OUTAGAMIE, CALUMET AND WINNEBAGO COUNTIES
NO. R-___ APPLETON AREA SCHOOL DISTRICT \$ ___
GENERAL OBLIGATION PROMISSORY NOTE, SERIES 2024

MATURITY DATE: ORIGINAL DATE OF ISSUE: INTEREST RATE: CUSIP:
March 1, ___ May 6, 2024 ___ % ___

DEPOSITORY OR ITS NOMINEE NAME: CEDE & CO.

PRINCIPAL AMOUNT: ___ THOUSAND DOLLARS
(\$ ___)

FOR VALUE RECEIVED, the Appleton Area School District, Outagamie, Calumet and Winnebago Counties, Wisconsin (the "District"), hereby acknowledges itself to owe and promises to pay to the Depository or its Nominee Name (the "Depository") identified above (or to registered assigns), on the maturity date identified above, the principal amount identified above, and to pay interest thereon at the rate of interest per annum identified above, all subject to the provisions set forth herein regarding redemption prior to maturity. Interest shall be payable semi-annually on March 1 and September 1 of each year commencing on March 1, 2025 until the aforesaid principal amount is paid in full. Both the principal of and interest on this Note are payable to the registered owner in lawful money of the United States. Interest payable on any interest payment date shall be paid by wire transfer to the Depository in whose name this Note is registered on the Bond Register maintained by Associated Trust Company, National Association, Green Bay, Wisconsin (the "Fiscal Agent") or any successor thereto at the close of business on the 15th day of the calendar month next preceding each interest payment date (the "Record Date"). This Note is payable as to principal upon presentation and surrender hereof at the office of the Fiscal Agent.

For the prompt payment of this Note together with interest hereon as aforesaid and for the levy of taxes sufficient for that purpose, the full faith, credit and resources of the District are hereby irrevocably pledged.

This Note is one of an issue of Notes aggregating the principal amount of \$14,800,000, all of which are of like tenor, except as to denomination, interest rate and maturity date, issued by the District pursuant to the provisions of Section 67.12(12), Wisconsin Statutes, for the public purpose of paying an additional portion of the cost of a school building and facility improvement project consisting of: district-wide updates to classroom and STEM (science, technology,

engineering, and math) areas, and safety and security improvements; construction of a new elementary school and related site improvements on district-owned land; remodeling and learning space updates at the elementary schools; renovations and construction of additions at the middle schools and the high schools, including for classrooms and high school fitness center and physical education space; and acquisition of furnishings, fixtures and equipment, as authorized by resolutions adopted on August 8, 2022 and May 6, 2024. The electors of the District approved the amount and purpose of the borrowing at a referendum election held on November 8, 2022. Said resolutions are recorded in the official minutes of the School Board for said dates.

The Notes are not subject to optional redemption.

It is hereby certified and recited that all conditions, things and acts required by law to exist or to be done prior to and in connection with the issuance of this Note have been done, have existed and have been performed in due form and time; that the aggregate indebtedness of the District, including this Note and others issued simultaneously herewith, does not exceed any limitation imposed by law or the Constitution of the State of Wisconsin; and that a direct annual irrepealable tax has been levied sufficient to pay this Note, together with the interest thereon, when and as payable.

This Note is transferable only upon the books of the District kept for that purpose at the office of the Fiscal Agent, only in the event that the Depository does not continue to act as depository for the Notes, and the District appoints another depository, upon surrender of the Note to the Fiscal Agent, by the registered owner in person or his duly authorized attorney, together with a written instrument of transfer (which may be endorsed hereon) satisfactory to the Fiscal Agent duly executed by the registered owner or his duly authorized attorney. Thereupon a new fully registered Note in the same aggregate principal amount shall be issued to the new depository in exchange therefor and upon the payment of a charge sufficient to reimburse the District for any tax, fee or other governmental charge required to be paid with respect to such registration. The Fiscal Agent shall not be obliged to make any transfer of the Notes after the Record Date. The Fiscal Agent and District may treat and consider the Depository in whose name this Note is registered as the absolute owner hereof for the purpose of receiving payment of, or on account of, the principal or redemption price hereof and interest due hereon and for all other purposes whatsoever. The Notes are issuable solely as negotiable, fully-registered Notes without coupons in the denomination of \$5,000 or any integral multiple thereof.

This Note shall not be valid or obligatory for any purpose until the Certificate of Authentication hereon shall have been signed by the Fiscal Agent.

No delay or omission on the part of the owner hereof to exercise any right hereunder shall impair such right or be considered as a waiver thereof or as a waiver of or acquiescence in any default hereunder.

IN WITNESS WHEREOF, the Appleton Area School District, Outagamie, Calumet and Winnebago Counties, Wisconsin, by its governing body, has caused this Note to be executed for it and in its name by the manual or facsimile signatures of its duly qualified District President and District Clerk; and to be sealed with its official or corporate seal, if any, all as of the original date of issue specified above.

APPLETON AREA SCHOOL DISTRICT
OUTAGAMIE, CALUMET AND WINNEBAGO
COUNTIES, WISCONSIN

By: _____
Kay S. Eggert
District President

(SEAL)

By: _____
Pheng Thao
District Clerk

Date of Authentication: _____, _____

CERTIFICATE OF AUTHENTICATION

This Note is one of the Notes of the issue authorized by the within-mentioned resolutions of the Appleton Area School District, Outagamie, Calumet and Winnebago Counties, Wisconsin.

ASSOCIATED TRUST COMPANY,
NATIONAL ASSOCIATION,
GREEN BAY, WISCONSIN

By _____
Authorized Signatory

COPY

ASSIGNMENT

FOR VALUE RECEIVED, the undersigned sells, assigns and transfers unto

(Name and Address of Assignee)

(Social Security or other Identifying Number of Assignee)

the within Note and all rights thereunder and hereby irrevocably constitutes and appoints _____, Legal Representative, to transfer said Note on the books kept for registration thereof, with full power of substitution in the premises.

Dated: _____

Signature Guaranteed:

(e.g. Bank, Trust Company
or Securities Firm)

(Depository or Nominee Name)

NOTICE: This signature must correspond with the name of the Depository or Nominee Name as it appears upon the face of the within Note in every particular, without alteration or enlargement or any change whatever.

(Authorized Officer)

ITEM FOR CONSIDERATION

Topic: Hmong American Immersion School (HAIS) Amended Contract

**Background
Information:**

At the Appleton Area School District (AASD) School Board meeting held February 12, 2024, the HAIS contract was approved. HAIS plans to open in August of 2025.

The HAIS contract was reviewed by the Wisconsin Department of Instruction and there is a mandatory benchmark that was missing. The HAIS team has reviewed and amended the following benchmark: Section 13.b to ensure compliance per the Wisconsin Department of Instruction guidelines.

**Instructional
Impact:**

There is no instructional impact. The benchmark amendment is needed to meet the Wisconsin Department of Instruction compliance standards.

**Fiscal
Impact:**

HAIS Charter School is seeking a DPI Charter Grant.

**Administrative
Recommendation:**

The administration recommends accepting amended benchmark Section 13.b for resubmission to the Wisconsin Department of Instruction.

**Contact
Person(s):**

Assistant Superintendent, Ebony Grice, griceebony@aasd.k12.wi.us
Principal at Johnston Elementary, MaiKou Heu
heumaikou@aasd.k12.wi.us (920) 852-5505

BOE: 5/6/2024

**CHARTER SCHOOL CONTRACT BETWEEN
THE APPLETON AREA SCHOOL DISTRICT AND THE HMONG AMERICAN IMMERSION SCHOOL**

THIS AGREEMENT is made by and between the Board of Education of the Appleton Area School District (“AASD”), 131 E. Washington St., Suite 1A, Appleton, WI 54911 and Hmong American Immersion School Inc. Governance Board (“Hmong American Immersion School”), Host School TBD, Appleton, Wisconsin, 54915

WHEREAS, the Board of Education is authorized pursuant to Wisconsin Statute 118.40(2m)(a), to contract with an individual or group to operate a school as a charter school; and,

WHEREAS, the Board of Education wishes to grant to the Hmong American Immersion School Inc. a charter to operate as a charter school pursuant to Wisconsin Statute §118.40(2m)(a),

NOW, THEREFORE, the parties agree as follows:

1. Definitions.

When used in this Agreement, the following definitions shall apply:

- a. “HAIS” is the abbreviation for Hmong American Immersion School. The word “hais” in Hmong literally means speak - using our voices to positively impact change in our community.
- b. “Host School”: means a public school in the AASD that allows HAIS to use its classrooms and other educational facilities for the purpose of educating HAIS’ students.

2. Establishment. The entity seeking to establish the Charter School is the Hmong American Immersion School Inc. (Name of the Non-stock Corporation Or 501 (C) 3).

3. Administrative Services. At its sole cost and expense, AASD will provide administrative services to support all School District employees and all enrolled pupils at HAIS in the same manner as other AASD schools, including but not limited to: purchasing, accounts payable, accounting, bookkeeping, risk management, auditing, cash management, payroll, benefits administration, pupil services, recordkeeping, reporting and other compliance monitoring and fulfillment, building and grounds maintenance, and testing of students. To the extent that AASD requires information maintained only by HAIS to complete the reporting and compliance monitoring requirements hereunder, AASD will, no later than June 15 prior to the start of any school year, provide HAIS with a list of all information required and HAIS will provide full and accurate responses no later than September 1. AASD will at all times remain the sole employer of all personnel engaged in providing administrative services. All services set forth/outlined not in the budget will be provided by the AASD in a like manner as provided to the other schools.

4. **Instrumentality.** HAIS will be an instrumentality of the AASD.
5. **Educational Program.** The following is a description of the Hmong American Immersion School educational program of the school and methods used to enable pupils to attain the educational goals under Wis. Stat. § 118.01. Hmong American Immersion School shall notify the AASD in a timely manner in the event of a change in instruction method.
- a. HAIS is unique to the traditional elementary schools in that it focuses on academic excellence utilizing Hmong culture, history, language, and next generation socially and emotionally intelligent citizens. Hmong culture and history is infused within the themes of reading, writing, social studies, music, art, and physical education. The Hmong heritage language is a standalone class. The Hmong cultural practices of collectiveness is a vehicle to the leadership attributes being taught. As students move through HAIS' 4K-5 educational programming, their learning culminates with stronger identity, leadership, academic performance, and community connection.
 - b. The Hmong cultural values embedded within HAIS' identity will occur within all aspects of HAIS students' educational experiences. Themes that honor Hmong traditions, leadership, and opportunities will be a focus on academic programming, extra-curricular experiences, and staff sponsored clubs and community partnerships. As a result, HAIS students will understand the different aspects of the Hmong people.
 - c. HAIS will have the autonomy to adopt the Appleton Area School District core and encore content curriculum/material or adopt a different curriculum/material to best meet their established charter curriculum. HAIS will utilize best practices for all types of learners in instructional planning and include social justice and emotional learning. These innovative and research-based best practices will be used by our educators to influence our students' academic performance.
 - d. Students will actively participate in a Hmong heritage language class that will allow students to practice and become fluent in reading, writing, and speaking Hmong. The Hmong heritage language class will be part of the essentials of LMC skills, music, art, and physical education. The content area instruction the students receive at HAIS will be done in English and when appropriate connected to the essential influence of Hmong culture and history.
 - e. HAIS will create students who embrace their identities, be empowered by their identities, and value/advocate for diversity and social justice. Equitable Social Emotional Learning practices will be used to teach our students self-awareness, self-management, social awareness, relationship skills, and responsible decision-making for communities of diverse and all backgrounds.
 - f. Through joint planning with the building physical education, music, and art teacher, we will integrate Hmong games/activities, music, and art into our curriculum. Through community partnerships, we will offer Hmong cultural experiences.

6. **Methods of Measuring Student Progress.** HAIS shall use the following local measures, assessments and standardized tests to measure pupil progress. HAIS will participate in the District's Continuous School Improvement Planning (CSIP) and reporting process.

a. Student Goal 1 -- Increase student reading and math achievement as measured by both state and district wide Assessments.

(1) Objective: HAIS will meet or exceed the district's percentage of students of similar demographics meeting typical growth in reading and math on the district's longitudinal assessment for grades 4K-5.

Assessment: District longitudinal assessment

Objective: HAIS will meet or exceed the district's percentage of students of similar demographics students scoring Proficient/Advanced in reading and math on the state assessment for grades 3-5.

Assessment: Wisconsin State Assessment

b. Student Goal 2—HAIS English Learner (EL) students will demonstrate language proficiencies in English.

(1) Objective: By the end of fifth grade 85% or more of EL students who have attended HAIS for four or more consecutive years will demonstrate English proficiency levels at or above the state or district average language proficiency.

Assessment: [ACCESS 2.0](#)

c. Student Goal 3—HAIS students will demonstrate increased knowledge and understanding of the Hmong culture, history, and language.

(1) Objective: Students in HAIS will engage in Hmong heritage language class and take part in Hmong games, art, and music.

Assessment: Students will be evaluated using a rubric created by HAIS staff and approved by the HAIS Charter Board.

d. Student Goal 4—HAIS students will demonstrate increased engagement in their learning.

(1) Objective: HAIS students in grades 3-5 will meet or exceed the district's average of favorable responses in the areas of: Sense of Belonging, Classroom Effort, and Student-Teacher Relationships in Student Perception Surveys.

Assessment: Student Perception Survey

e. HAIS shall report progress on IEPs in accordance with the IDEA and AASD administrative practices.

f. HAIS shall administer other assessments as required under state and federal law, and as directed by AASD.

g. HAIS shall provide AASD records as required to document compliance with state and federal law.

7. **Governance Structure.**

- a. Governance Board. A Governance Board consisting of parents and community members will govern the school (the "HAIS Governance Board"). The HAIS Governance Board will determine and oversee the mission and strategic plan, coordinate public relations strategies, establish policies as well as, oversee and approve the budget of the school subject to the terms of this Agreement and specific authorization by AASD. No individual member of a Charter School Governance Board has the right or authorization to individually exercise the rights listed below.

The Governance Board has the rights, subject to the terms and limitations of this Charter Agreement, necessary pursuant to state law to carry out the terms of this Charter Agreement, including:

- 1) to determine and oversee the mission and strategic plan;
- 2) to set the educational philosophy of HAIS;
- 3) to establish and oversee curriculum;
- 4) to establish and oversee school guidelines and policies not to exceed its authority granted herein;
- 5) to oversee and approve the school budget not to exceed its authority granted herein;
- 6) to coordinate public relations strategies;
- 7) to make recommendations related to employment decisions within the current supervision and evaluation process for AASD employees;
- 8) to ensure compliance with this Agreement not to exceed its authority granted herein;
- 9) to appoint the requisite number of 6 members to its committees, in accordance with HAIS, Inc. bylaws;
- 10) to receive and disburse funds, subject to Section 13 of this Agreement;
- 11) to secure appropriate insurance, which it has done pursuant to Section 18 of this Agreement;
- 12) to enter contracts for technical or financial assistance, academic support, curriculum review or other services, which it has done and is subject to Section 13 of this Agreement;
- 13) to incur debt in reasonable anticipation of funds, subject to Section 13 of this Agreement;
- 14) to pledge, assign or encumber its assets to be used for loans, subject to Sections 13, 18 and 19 of this Agreement;
- 15) to solicit and accept gifts or grants for school purposes, subject to Sections 13 and 18 of this Agreement;
- 16) to acquire real property for its use, subject to Sections 13, 18 and 19 of this Agreement; and

- 17) to sue and be sued in its own name, subject to limitations under this Agreement and state law.
 - 18) Such other matters as the HAIS may deem necessary or appropriate with regard to the operations or affairs of HAIS, but not to exceed the authority granted by the AASD under the terms of this Agreement and state and federal law.
- b. Principal. A principal will be assigned to HAIS by AASD. AASD will appoint the principal in collaboration with the HAIS Governance Board. The HAIS principal will demonstrate an interest and a commitment to the students as well as the mission and vision of the school. The HAIS principal will be appropriately licensed, pursuant to state law.
 - c. Governance Board Constitution. Other than issues specifically addressed in this Agreement regarding the HAIS Governance Board, the size, method of appointment and constitution of the HAIS Governance Board will be as stipulated in the HAIS Governance Board's by-laws. AASD employees and AASD Board of Education members will not serve on the Hmong American Immersion School Governance Board.
 - d. Officers. Election of officers is detailed in the by-laws of the HAIS Governance Board.
 - e. Meetings. Meetings will be held as outlined in the bylaws. A quorum, consisting of a majority of the Voting Members of the HAIS Governance Board must be present. A majority vote of the Voting Members then serving is sufficient for any action, including election of Board Officers. Meetings are open to all staff, parents, students, and community members and participation on standing committees is encouraged.
 - f. Annual Report. AASD will create an Annual Report for DPI requirements as the authorizer. The Annual Report may include:
 - (1) state testing results
 - (2) Longitudinal assessment results (i.e., Forward, iReady, etc.)
 - (3) enrollment data
 - (4) attendance data
 - (5) financial report
 - (6) student academic progress

The Charter School may provide the district with additional data the Governance Board may feel pertinent. Furthermore, this annual report will be available to the Board of Education and the community.

8. Parental and Community Involvement.

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

Parents/guardians will be involved in the HAIS by having representation on HAIS Governance Board. Parents/guardians will also serve on HAIS Governance Board committees such as

enrollment, by-laws, curriculum, and facilities. Parents will be an integral part of instructional delivery as they will be encouraged to share their expertise and interests related to the studies at HAIS.

- a. Parents/guardians are invited to participate in the HAIS community through the following opportunities:
 - (1) Representation on the HAIS Governance Board or sub committees.
 - (2) Participation in host school Parent Organization, the school's equivalent of a PTA.
 - (3) Family Nights and parent learning/sharing opportunities.
 - (4) Volunteering in classrooms, chaperoning field trips, and assisting with other school-based activities.
- b. Parents will receive periodic reports on student progress at HAIS
 - (1) Parent/Teacher conferences will be held during the first and third quarters of the school year.
 - (2) Formal written progress reports will be issued at the end of each semester.
 - (3) Additional Parent/Teacher conferences, electronic mail, print correspondence, and telephone contacts will be used on an individual basis to communicate student progress when the parent or teachers feel it is appropriate.
- c. Parental satisfaction will be monitored through the use of a Parent Survey to be developed and administered annually.
- d. Parental issues, concerns, questions, and complaints will be handled following these steps:
 - (1) Contact the classroom teacher.
 - (2) If resolution has not been reached, or if the concern is school wide, the Hmong American Immersion School Principal will be contacted.
 - (3) If resolution is still not reached and based on the issue, the charter school principal will contact the HAIS Governing Board or AASD Assistant Superintendent.
 - (4) Unresolved issues may be appealed to the Superintendent of Schools.
 - (5) The final step in the district appeal process is to contact the Board of Education.

9. Faculty Qualifications.

- a. Describe qualifications: Individuals who have a desire to teach at HAIS will be teachers who are appropriately licensed pursuant to state law. The positions will be posted to indicate that candidates should demonstrate an interest and a commitment to the students as well as the mission and vision of the school. They should also have

knowledge or a desire to acquire knowledge in Hmong culture, history, and language, utilizing best instructional planning practices and include social justice and emotional learning. All provisions of the Employee Handbook for posting and selection of teaching staff will be followed.

- b. Teachers who work at HAIS will be employees of the AASD and will be entitled to all rights and privileges afforded other teachers in the District.
- c. Salary and benefits will be structured according to the Pay and Benefits Plan for Professional Employees as established by the AASD Board of Education.
- d. Open positions for HAIS will be posted and filled through the staffing process as outlined in the AASD Employee Handbook.
- e. HAIS Governance Board and Principal have discretion on which AASD meetings/trainings teachers will attend, except for mandatory meetings/trainings designated by AASD.

10. Student Health and Safety. All federal, state, and local health and safety regulations and building code standards will be followed at all AASD locations at which HAIS may be located. In addition, the health and safety policies applicable to all other non-charter schools in the AASD shall apply equally to HAIS.

11. Recruitment and Means of Achieving Racial/Ethnic Balance

- a. HAIS prohibits discrimination and will not discriminate against students on the basis of sex, race, color, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression or physical, cognitive, emotional or learning disability in its education programs or activities or any other classification protected by law. HAIS official non-discrimination policy will be applied in all operations. Access to HAIS will also not be restricted or enhanced by the following: family income, academic performance, English language proficiency, or athletic ability. Equal access will be provided to all students.
- b. HAIS will monitor the demographic make-up of the student population. If specific groups are under-represented, outreach efforts will be further customized to raise awareness and generate interest. Examples include holding informational meetings in special locations, providing additional translation or interpretation services, and expanding services to accommodate people with disabilities. Translations and interpretation services will be provided to ensure equal access to all students under the law.

12. Admission Requirements.

- a. HAIS is open to all students of the AASD as well as students applying through the Wisconsin Inter-District Open Enrollment process. Application to and attendance at HAIS is voluntary and no tuition is charged. Students who do not wish to attend or are not admitted to HAIS may attend their neighborhood schools or seek enrollment in another AASD school per AASD Board policy.

- b. Parents will enroll their children by written or electronic registration form. A parent/guardian is encouraged to attend one informational meeting or visit HAIS in order to assure understanding of the nature and work of the school.
- c. If the number of applicants exceeds available positions, a lottery will be employed. The names of students on the waiting list will be recorded in the order in which they were drawn. The waiting list does not roll over from year to year.
- d. HAIS will give enrollment preference to current students at HAIS. This group will be exempt from the lottery. Siblings of current students will be given preference in the lottery.
- e. Children of HAIS full-time staff and governing board members may be given a preference for enrollment but must be limited to no more than 10% of Hmong American Immersion Schools total enrollment.
- f. Students may enroll and attend HAIS at any point during the school year as space permits in accordance with HAIS lottery procedures and guidelines.
- g. Students must be enrolled in or open-enrolled in the AASD.
- h. Special needs of students will be met according to the goals of their IEP. The AASD will provide required special education services as appropriate, given the needs of each student's IEP.
- i. Students with an IEP who apply by the deadline and are selected through the lottery will be enrolled unless FAPE (Free Appropriate Public Education) cannot be provided within the charter program with accommodations and modifications, pursuant to state and federal law.

13. Budget Responsibilities of AASD and the Charter School.

- a. Equal Funding: HAIS understands that AASD support will not be greater or less than the same support given to other AASD schools. As an instrumentality, the AASD will be responsible for salaries and benefits of staff, as well as the lease and associated expenses of HAIS space. In addition, HAIS receives funding based on the per-pupil formula applied to all schools in the AASD. The HAIS Governance Board will oversee, modify, and approve the site budget. All AASD or private contract services will be covered by the AASD with the exception of transportation.
- b. Purchases: Tangible materials/equipment purchased by HAIS with Federal or State grants will be the sole property of HAIS Charter School. Tangible materials/equipment purchased by HAIS with non-federal or state grants or dollars will be the property of the Charter School and the AASD and will be labeled as such. If the materials/equipment purchased becomes outdated or inoperable, it will be the Charter School's responsibility to maintain and/or replace this material/equipment according to the District's specifications. If the Charter dissolves, the property reverts to AASD ownership except for any property purchased with Federal or State grant dollars. HAIS shall return any unspent federal or state grant funds to the department. HAIS shall dispose of all

property purchased with federal or state grant funds as required by state and federal law.

All Charter Schools will receive the same level of support for materials/equipment. As such, when the District updates old technology or teaching materials with more current items, the District will do so for the Charter Schools at the same rate as all other schools in the District. Example: If a Charter School purchases additional computers beyond the District's allocation for the building, it is the responsibility of the Charter School to maintain and/or replace them when they become incompatible with the District's operating programs.

- c. Personnel: Full-time Teacher Equivalents (FTE's) will be allocated to Hmong American Immersion School in the same manner as it does for all AASD schools. As the school's enrollment grows, the necessary FTE's will increase, based on what are current AASD class ratios. Specialists will be allocated by AASD formula as well.
- d. Administration: Administrative services will be provided in the same manner as other AASD schools, including but not limited to: accounting, bookkeeping, risk management, auditing, cash management, payroll, benefits, administrations, labor relations, enrollment pupil services, record keeping, and general testing of students.
- e. Curriculum: The Hmong language curriculum will be developed with input and/or assistance from other Hmong Charter Schools and/or university personnel with the pertinent expertise. In addition, a quality core content curriculum at HAIS will be sustained through AASD textbook replacement/adoption funds. Other expenses incurred through the curriculum development process will be offset by alternate sources of funding, i.e. those not covered in technology upgrades or other curricular purchases.
- f. Liability Insurance: As an instrumentality of the AASD, the Hmong American Immersion School will fall under the umbrella of the AASD's liability insurance.
- g. Co-curricular Activities: All HAIS students may participate in co-curricular activities at their host school site.
- h. Food Services: Food service will be provided through the AASD's food service program assigned to the school's facility.
- i. Pupil Services: Pupil services will be provided through AASD staff assigned to the school's facility and subject to paragraph 21 herein.
- j. Custodial Services: Custodial and maintenance services will be provided by the AASD at the school's facility.
- k. Testing and Assessment: State and Federal testing and assessment that is administered by the AASD will be the same for HAIS students as is given to students at other AASD schools.
- l. Grant Funds: Grant funds will be used to support travel and professional development budget for HAIS to attend Hmong education workshops, Hmong culture experiences, and other professional development conferences that are aligned to the mission and goals of HAIS.

- m. Health and Safety: HAIS will rely upon AASD nursing staff and trained staff to provide the necessary resources. HAIS will abide by all local, state, and federal laws regarding health and safety standards.

14. Student Behavior and Discipline Model.

HAIS will adopt the district's Instructional Response to Behavior (IRB) practices as a systematic approach to preventing and responding to discipline problems. IRB creates and maintains safe learning environments where teachers can teach, and students can learn.

- a. When further discipline steps become necessary, the discipline system for Hmong American Immersion School will consist of the following steps:
 - 1) Student contact within the classroom by the teacher will immediately address the inappropriate behavior.
 - 2) Student meeting after school or during recess to address the behavior and discuss appropriate alternative behaviors.
 - 3) Meet with student and parents to discuss continuing behavioral problems and potential solutions.
- b. The HAIS Governance Board reserves the right to create and/or approve an HAIS School Code of Conduct Policy.
- c. Behaviors that require suspension, removal from class (according to AASD procedures and guidelines), and expulsion will be referred to the HAIS principal and all AASD expulsion policies and procedures will be followed.

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

16. Tuition. HAIS shall not charge any tuition. HAIS may charge "activity fees" provided the AASD Board of Education has approved the activities and corresponding fees in advance.

17. Audits. The AASD usual and annual audit will include HAIS. The scope of the annual audit will be determined by the AASD and conducted at the expense of the AASD. HAIS will participate in all financial audits and comply with all audit procedures and requirements of the AASD audit team as contracted by the AASD Board of Education.

In conformance with the "Governmental Accounting Standards Board Statement No. 39," funds provided by or procured from HAIS as an instrumentality and component unit of the AASD are subject to the AASD fiscal accounting procedures, including audits, and will be included in the AASD financial statements as determined by the AASD audit team as contracted by the AASD Board of Education.

Annually AASD Charter School Committee may review progress toward performance goals.

18. School Facilities and Liability Insurance.

- a. Facilities. The hosting site for HAIS is yet to be determined by AASD. The AASD will ensure that the building(s) in which the Charter School program is located meet(s) all building codes and other building requirements for a public school facility.
- b. Liability Insurance. The AASD shall insure all ordinary and reasonably foreseeable risks related to the operation of HAIS including liability, property, worker's compensation, errors and omissions, and comprehensive coverage (\$10,000,000/occurrence).

19. Indemnification and Limitation on Liability.

- a. Indemnification of District.
 - 1) Subject to the limitations and immunities set forth in Section 893.80 of the Wisconsin Statutes and all similar laws, to the extent applicable under law, HAIS Governance Board agrees to indemnify, defend and hold AASD and its Board of Education, officers, administrators, agents and employees harmless from and against, any and all liabilities, losses, costs, expenses (including, without limitation, reasonable actual attorneys' fees and expenses) and damages (collectively, "Losses") arising out of any "Indemnity Claim," which means any action, cause of action, suit, proceeding, claim, or demand of any third party that, if true, would establish:
 - a) Breach by HAIS of any provision of this Agreement;
 - b) Failure by HAIS Governance Board to comply with all applicable law, relating to this Agreement or operation of HAIS, and state and/or federal laws concerning the establishment or operation of a charter school, or identification, admission, access, and/or evaluation of, and/or provision of services and/or accommodations to and/or prohibition of discrimination against students or employees with known or suspected disabilities or any other discrimination as prohibited by applicable law against students or employees; or
 - c) Any negligent or willful act or omission of HAIS Governance Board, or its employees or agents in connection with the performance of the obligations of Hmong American Immersion School Governance Board under this Agreement. The obligation of HAIS Governance Board to indemnify and hold harmless under this Section 19 with respect to any Indemnity Claim will be reduced to the comparative extent, as established by a judgment entered in a court of competent jurisdiction after any appeals, that such Indemnity Claim arises out of acts of fraud, willful misconduct, or acts in breach of this Agreement on the part of AASD or its Board of Education, officers, administrators, agents and

employees. The obligations set forth in this Section 19, survive the termination of this Agreement.

b. Indemnification of Hmong American Immersion School Governance Board

- 1) Subject to the limitations and immunities set forth in Section 893.80 of the Wisconsin Statutes and all similar laws, to the extent applicable under law, AASD agrees to indemnify, defend and hold HAIS Governance Board and its directors, officers, agents and employees harmless from and against, any and all liabilities, losses, costs, expenses (including, without limitation, actual reasonable attorneys' fees and expenses) and damages (collectively, "Losses") arising out of any "Indemnity Claim," which means any action, cause of action, suit, proceeding, claim, or demand of any third party that, if true, would establish:
 - a) Breach by AASD of any provision of this Agreement; or
 - b) Any negligent or willful act or omission of AASD, the AASD Board of Education or its employees or agents in connection with the performance of the obligations of AASD under this Agreement and/or applicable law.

The obligation of AASD to indemnify and hold harmless under this Section 19 with respect to any Indemnity Claim will be reduced to the comparative extent, as established by a judgment entered in a court of competent jurisdiction after any appeals, that such Indemnity Claim arises out of acts of fraud, willful misconduct, or acts in breach of this Agreement on the part of HAIS Governance Board or its agents and employees. The obligations set forth in this Section 19 survive the termination of this Agreement.

- c. Indemnification Procedure. Any Party entitled to indemnification under this Section 19 (each an "Indemnified Party") agrees to give the Party required to indemnify such Party hereunder (each an "Indemnifying Party") prompt written notice of any Indemnity Claim as to which it intends to request indemnification hereunder. The Indemnifying Party will have the right to direct, through counsel of its own choosing, the defense or settlement of any Indemnity Claim at its own expense. The Indemnified Party may participate in such defense at its own expense.
- d. If the Indemnifying Party fails to defend or, if after commencing or undertaking any such defense, fails to prosecute or withdraws from such defense, the Indemnified Party will have the right to undertake the defense or settlement thereof, at the Indemnifying Party's expense. If the Indemnified Party assumes the defense of any such Indemnity Claim pursuant to this Section 19 and proposes to settle such Indemnity Claim prior to a final judgment thereon or to forego any appeal with respect thereto, then the Indemnified Party will give the Indemnifying Party prompt written notice thereof and the Indemnifying Party will have the right to participate in the settlement or assume or reassume the defense of such Indemnity Claim. Notwithstanding anything contained in this Section 19 to the contrary, the Indemnifying Party will not, without the prior written consent of the Indemnified Party (which consent will not be unreasonably withheld or delayed), agree to a settlement of any such Indemnity Claim.

- e. Limitation of Indemnity by AASD. The obligation of AASD to indemnify HAIS is limited by the provisions of Section 893.80 of the Wisconsin Statutes to the full extent such statute affords limitations or immunities to AASD, AASD not intending to waive any such provisions.

20. Non-Sectarian Status. HAIS shall be non-sectarian in its programs, admissions, policies, employment practices and all other operations.

21. Local Educational Agency Responsibilities. AASD is the Local Education Agency (LEA) for HAIS for purposes of all state and federal laws, codes, rules and regulations pertaining to LEA duties, rights and responsibilities, including, but not limited to, the Americans with Disabilities Act (ADA), 42 U.S.C. §1210, Section 504 of the Rehabilitation Act of 1973, (Sec. 504), 29 U.S.C. §794, the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §1400 *et seq.*, No Child Left Behind Act, 20 U.S.C. § 6301 *et seq.*, and the Asbestos Hazard Emergency Response Act (AHERA), 15 U.S.C. §2641 *et seq.*, Title II, 28 CFR Part 35 (implementing regulations of the Americans with Disabilities Act) and Wis. Stat. Chapter 115, subchapter V.

HAIS staff shall participate in staff development opportunities provided by AASD pertaining to IDEA, ADA, Section 504, NCLB, AHERA and other related training provided for the implementation of educational services. AASD policies governing the implementation of educational services for students with disabilities are applicable to HAIS. HAIS will follow the AASD policy and state law governing seclusion and restraint.

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

- a. AASD will provide employees to provide required IEP services to HAIS.
- b. HAIS shall implement IEP services as determined by the LEA through the IEP and IDEA referral and evaluation process, including assurances of providing the special education instructional time as required by the IEP and document progress on IEP goals at least as often as documenting progress for students without disabilities.
- c. HAIS shall document the interventions as required through the Response to Intervention Process for use and consideration in all referrals under the IDEA.
- d. HAIS will cooperate with the LEA in all initial evaluation and re-evaluation processes.
- e. HAIS will assist in obtaining any required parental consent under the IDEA on behalf of the LEA in fulfillment of its duties under the IDEA, including parental consent for school-based therapy reimbursement and documentation for such reimbursement.
- f. HAIS will provide the LEA with any required data for IDEA self-assessment process in a timely fashion.

- g. HAIS shall provide appropriate notification to parents of all the LEA notices and procedural safeguards.
- h. HAIS implementation of the student IEPs shall follow the LEA AASD calendar, which will be provided to the HAIS annually. If the HAIS school calendar does not follow the LEA AASD calendar, IEP implementation shall follow the HAIS calendar.
- i. The parties shall engage in regular participation in annual and periodic IEP meetings for the implementation of IEPs and IDEA processes. The parties agree to meet periodically to address IDEA implementation.
- j. Daily attendance records shall be maintained by the HAIS in accordance with state requirements and sent upon request.
- k. The HAIS will assist in the provision of information requested by the Department of Public Instruction (DPI) or the Office of Civil Rights if so requested due to compliance complaints or investigations.
- l. All special education staff providing special education services shall participate in joint training and professional development for purposes of delivery of special education service. All special education staff will be available for meetings outside of school hours, none of which shall be paid for by the AASD.
- m. HAIS will ensure that all employees have completed the DPI training related to mandatory reporting of abuse or neglect and the use of seclusion and restraint pursuant to state law.
- n. CPR and First Aid trained staff shall be available during Program hours.
- o. The District will keep the HAIS in CPI: Nonviolent Crisis Intervention Training rotation schedule.
- p. The District will invite the HAIS special education staff to any District- wide special education professional development opportunities.
- q. The District has the right to inspect the charter school facilities and records with reasonable notice.

22. Term, Renewal and Termination of this Contract.

- a. Term. Consistent with the provisions of §118.40(3)(b), Wis. Stats., the term of this Contract ("Term") shall be for five (5) years commencing on the first day of the July 1, 2024, and shall expire at midnight, on June 30, 2029, unless terminated or extended pursuant to the terms hereof.
- b. Renewal. Pursuant to §118.40(3)(b), Wis. Stats., upon expiration of the initial Term, the AASD Board of Education and HAIS may mutually agree to renew this Contract for such additional terms for up to five (5) years each as the Boards of the AASD and HAIS deem appropriate.
- c. Termination by Board of Education. This Contract may be terminated by the AASD Board of Education if it finds that:

- (1) H AIS has insufficient enrollment to successfully operate a charter school,
 - (2) If H AIS fails to comply with generally accepted accounting principles and standards of fiscal management,
 - (3) If the students of H AIS have not shown sufficient academic progress using multiple measures. Students enrolled at H AIS for two or more consecutive years will perform at or above A ASD average on WSAS or longitudinal assessments of mathematics and reading and local authentic assessment measures agreed upon jointly by the H AIS Governance Board and A ASD.
 - (4) If students enrolled in H AIS have failed to make sufficient progress toward attaining the educational goals of their curriculum. If an extension of time to attain such goals is requested by the H AIS Governance Board and/or Administration in writing, such request shall include a written plan acceptable to the A ASD. This plan will set out the additional steps H AIS will take to attain such educational goals within a reasonable timeframe. If the A ASD Board accepts the written plan, or a modified plan, H AIS shall be allowed a reasonable time in which to correct the progress deficiencies.
 - (5) The H AIS Governance Board, Board Members, employees, or agents provide the A ASD Board of Education false or intentionally misleading information or documentation in the performance of this Contract, or
 - (6) H AIS has failed materially to comply with Applicable Law,
 - (7) Any director, members, employee, or agent of H AIS has knowingly violated any statute, ordinance, or Board policy with respect to the operation of the Charter School,
 - (8) H AIS knowingly violates Section 118.40 of the Wisconsin Statutes governing charter schools,
 - (9) H AIS defaults materially in any of the terms, conditions, promises or representations contained in or incorporated into this Contract, unless otherwise required by law or addressed herein, if A ASD asserts a material default on the part of H AIS, the A ASD will provide written notice of the specific material default asserted and afford H AIS 60 calendar days in which to cure the asserted material default. This does not apply as to student progress or compliance with the IDEA, Sec. 504 or law directing educational services.
- d. Notice. Written notice of such termination shall be provided to the H AIS via certified or registered mail, return receipt requested, and shall include the stated reasons for the termination and its effective date. The A ASD will issue a provisional notice of termination on or before July 1 to be effective the subsequent July 1. During the interim school year, the A ASD may require that H AIS undertake corrective and remedial actions identified by the A ASD. Termination of this Contract may be suspended by A ASD upon compliance by H AIS with the corrective and remedial measures identified by the A ASD. Unless otherwise suspended, the provisional notice of termination will be effective on the date set forth in the provisional notice. In the event of termination, materials and

equipment purchased with AASD funds of any character will remain the property of AASD. Funds raised by non-school groups through fundraising activities and directed to individual schools or school organizations shall be considered gifts to the District and all gifts and bequests shall become the property of the School District.

- e. Emergency Termination or Suspension. If the AASD Board of Education determines that any of the causes for termination set forth in Subsection c., above, have occurred and AASD reasonably determines that the health or safety of the students of Hmong American Immersion School is put at actual risk thereby, the AASD Board of Education shall provide HAIS written notice of such cause for termination and, upon delivering such notice, (i) may either terminate this Contract immediately or (ii) may exercise superintending control of HAIS pending further action.
- f. Termination by Hmong American Immersion School Governance Board. This Contract may be terminated by HAIS Governance Board if HAIS finds that any of the following have occurred:
 - (1) HAIS has insufficient enrollment to successfully operate a public school;
 - (2) The AASD Board of Education defaults materially in any of the terms or conditions contained in this Contract.
 - (3) AASD willfully provides HAIS false or intentionally misleading information or documentation in the performance of this Contract, or
 - (4) AASD defaults materially in any of the terms, conditions, promises or representations contained in or incorporated into this Contract.

HAIS shall provide notice of termination effective June 30 of any year upon written notice to the Board of Education prior to January 31. When HAIS asserts a material default on the part of the AASD, HAIS will provide written notice of the specific material default asserted and afford the AASD 60 calendar days in which to cure the asserted material default.
- g. Final Accounting. Upon termination of this Contract, HAIS shall assist the AASD Board of Education in conducting a final accounting of HAIS by making available to the AASD Board of Education all books and records that have been reviewed in preparing HAIS annual audits and statements under Section 17 of this Contract.
- h. Equipment Disposition. HAIS will respond to requests from the AASD Board of Education and Department of Public Instruction for inventory of equipment purchased with state or federal funds, including federal charter school funds, and the disposition of any individual item of equipment worth \$300 or more.
- i. Funds raised by non-school groups through fundraising activities and directed to HAIS, or school organizations, shall be considered gifts to HAIS. All gifts and bequests become property of HAIS, but may be used to offset any debt owed to AASD upon the final accounting.

23. Autonomy.

- 24. Transportation.** Transportation is not provided for students who choose to attend AASD Charter Schools.
- 25. Notices.** Whenever this Contract provides that notice must or may be given or that information must or may be provided, notice and information shall be provided in the following manner.

To Charter School: Dr. PaLee Moua, Board President
Hmong American Immersion School

2725 E Forest St.
Appleton, WI 54915

With a copy to: Maikou Heu, Founding Partner
Hmong American Immersion School
2725 E Forest St.
Appleton, WI 54915

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

26. AASD and Charter School Liability. The parties agree that the establishment of HAIS shall have no effect on the liability of AASD other than those obligations specifically undertaken by AASD under this Contract. The parties agree that the establishment of HAIS shall have no effect on the liability of HAIS other than those obligations specifically undertaken by HAIS under this Contract.

27. Miscellaneous.

- a. Governing Law. This Contract shall be governed by, construed, and interpreted under the laws of the State of Wisconsin.
- b. Application of Statutes. If, after the effective date of this Contract, there is a change in applicable law which alters or amends the responsibilities or obligations of any of the parties to this Contract, this Contract shall be altered or amended by the parties to conform to the change in existing law as of the effective date of such change.
- c. Enrollment. Total full-time equivalent pupil enrollment at the School shall not exceed classroom/building capacity as determined by the AASD Leadership Team and HAIS Board.
- d. Entire Agreement. This Contract sets forth the entire Agreement between the parties with respect to the subject matter of this Contract. All prior applications, agreements or contracts, representations, statements, negotiations, understandings and undertakings are superseded by this Contract.
- e. Severability. If any provision of this Contract is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the provisions of this Contract. If any provision of this Contract shall be or be determined to be in violation of any federal, state or local law, such provision shall be considered null and void, and all other provisions shall remain in full force and effect.

- f. Modifications. No modification to this Contract shall be effective unless the same is in writing and signed by authorized representatives of both parties. During any year of this Contract, either party may request to amend a provision of this Agreement. A request for amendment will be presented in writing before March 30 of each year and identify the terms of the proposed amendment. Thereafter, the parties will promptly meet and confer in good faith with respect to the proposed amendment. Neither party shall be obligated to accept any request for amendment. Any amendment which is agreed upon will be effective July 1 or on such other date as the parties may agree.
- g. Assignment. This Contract is not assignable.
- h. Counterparts: Signature by Facsimile. This Contract may be signed in counterparts, which shall together constitute the signed original Contract. A signature delivered by facsimile or electronic mail shall be considered an original for purpose of this Contract.

IN WITNESS WHEREOF, the parties have caused this Contract to be executed by their duly authorized representatives as of the date written below. Through their signatures, the representatives of the parties confirm that they have full authority to execute this Contract.

Appleton Area School District:

Kay S. Eggert
President, Board of Education

Date: _____

ATTEST:

Pheng Thao
Board of Education Clerk

Date: _____

Hmong American Immersion

Dr. Pa Lee Moua
Governance Board President

Date: _____

ATTEST:

Sam Lee
Governance Board Secretary

Date: _____