



**Monday, May 20, 2024
Board of Education Meeting**

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

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

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

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

1. Meeting Opening

Subject	A. Roll Call
Meeting	May 20, 2024 - Board of Education Meeting
Category	1. Meeting Opening
Type	Procedural

Subject	B. Pledge of Allegiance
Meeting	May 20, 2024 - Board of Education Meeting
Category	1. Meeting Opening

Type Procedural

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

Subject **A. Board Member Request to Remove Consent Agenda Item(s) for Separate Consideration**

Meeting May 20, 2024 - Board of Education Meeting

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

Type Procedural

Subject **B. Approval of Agenda**

Meeting May 20, 2024 - Board of Education Meeting

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

Type Action, Procedural

Recommended Action Motion to approve the Board Agenda as presented.

Motion & Voting

Motion to approve the Board Agenda as presented.

Motion by Kristine Sauter, second by James Bacon.

Final Resolution: Motion Carried

Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack

Not Present at Vote: Nick Ross

3. Special Presentation

Subject **A. None**

Meeting May 20, 2024 - Board of Education Meeting

Category 3. Special Presentation

Type Presentation

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

Subject **A. Public Input**

Meeting May 20, 2024 - Board of Education Meeting

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

Type Procedural

Public Input:

Members of the public wishing to address the Board may speak during public input in accordance with the procedures posted on the District's website and state law. The Wisconsin Open Meetings Law requires that Board of Education members do not discuss topics or respond to questions that are not listed on the agenda. The practice of the Board is to not respond to public comments during the meeting; however, when appropriate the Board may request the administration to reach out to a citizen regarding a concern they may have. Speakers will be bound by the guidelines and responsibilities outlined on the District's [website](#) and established in policy. The Board reserves the right to terminate remarks of any individual who does not adhere to established rules, whose comments are unduly repetitive of previous comments, who makes comments that are obscene, threatening, harassing, or defamatory, or whose conduct is otherwise disorderly. Comments that introduce complaints or concerns that are directed toward and that identify individual staff members or individual students are not permissible.

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

Policy References:
[Board Policy and Rule 187 - Public Input at School Board and Board Subcommittee Meetings](#)

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

Subject	A. Sun Prairie Board Governance Gathering Discussion
Meeting	May 20, 2024 - Board of Education Meeting
Category	5. Board Development (GC-2.2: The Board will assure that its members are provided with training and professional support necessary to govern effectively.)
Type	Discussion, Information

School Board members present at the Sun Prairie Board Governance gathering will share their insights from the meeting.

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

Subject	A. Business Services Update(s): Gifts/Donations to the District (January-April 2024); Grants (2023-2024)
Meeting	May 20, 2024 - Board of Education Meeting
Category	6. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)
Type	Discussion, Information, Report

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

File Attachments

[IFC- Gifts Grants \(Jan-April 2024\).pdf \(34 KB\)](#)
[Donations Jan-Apr 2024 - Sheet1 \(1\).pdf \(67 KB\)](#)
[IFC-May Grants 2024.docx.pdf \(35 KB\)](#)

Subject	B. School/Student Services Update(s): English Language Arts (ELA) Materials Purchase- Interpersonal Communication; English Language Arts (ELA) Materials Purchase- The Martian
Meeting	May 20, 2024 - Board of Education Meeting
Category	6. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)
Type	Discussion, Information, Report

Assistant Superintendent, Steve Harrison and Director-ELA, Kelly Leopold will report on the School/Student Services items for consideration.

File Attachments

[IFC-Interpersonal Communicaiton Materials.pdf \(45 KB\)](#)
[KWKT- Interpersonal Communication .pdf \(85 KB\)](#)
[Public Input Received - Interpersonal Comm \(5 6 24\).pdf \(65 KB\)](#)
[IFC- The Martian Materials.pdf \(48 KB\)](#)
[KWKT- ELA 10.pdf \(98 KB\)](#)
[Public Input Received - ELA 10 \(5 6 24\).pdf \(60 KB\)](#)

Subject	C. Personnel Services Update(s): Professional Educator New Hire(s), Contract Change(s), and Resignation(s); Administrative Transfer(s)
Meeting	May 20, 2024 - Board of Education Meeting
Category	6. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)
Type	Discussion, Information, Report

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

File Attachments

[IFC Professional Educator New Hires 5-20-24.pdf \(158 KB\)](#)
[IFC Professional Educator Contract Change 5-20-24.pdf \(104 KB\)](#)
[IFC Professional Educator Resignations 5-20-24.pdf \(110 KB\)](#)
[IFC-Administrative Transfer\(s\) 5.20.24.pdf \(102 KB\)](#)

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

Subject	A. Expulsion Meeting Minutes from May 3, 2024
Meeting	May 20, 2024 - Board of Education Meeting
Category	7. Board's Consent Agenda (GC-2.4: The Board will use a consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss.)
Type	Action, Minutes

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

Subject	B. Board Meeting Minutes from May 6, 2024
Meeting	May 20, 2024 - Board of Education Meeting
Category	7. Board's Consent Agenda (GC-2.4: The Board will use a consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss.)
Type	Action, Minutes
Recommended Action	Motion to approve the Board Meeting Minutes of May 6, 2024 as presented.
Minutes	View Minutes for May 6, 2024 - Board of Education Meeting

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

Motion & Voting

Motion to approve the Board Meeting Minutes of May 6, 2024 as presented.

Motion by Edward Ruffolo, second by James Bacon.

Final Resolution: Motion Carried

Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack

Not Present at Vote: Nick Ross

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

Subject	A. Gifts/Donations to the District (January-April 2024)
Meeting	May 20, 2024 - Board of Education Meeting
Category	8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action
Fiscal Impact	Yes

Budgeted Yes

File Attachments

[IFC- Gifts Grants \(Jan-April 2024\).pdf \(34 KB\)](#)

[Donations Jan-Apr 2024 - Sheet1.pdf \(67 KB\)](#)

Subject B. Grants (2023-2024)

Meeting May 20, 2024 - Board of Education Meeting

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

Type Action

Fiscal Impact Yes

Budgeted Yes

File Attachments

[IFC-May Grants 2024.docx.pdf \(35 KB\)](#)

Subject C. English Language Arts (ELA) Materials Purchase- Interpersonal Communication

Meeting May 20, 2024 - Board of Education Meeting

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

Type Action

File Attachments

[IFC-Interpersonal Communicaiton Materials.pdf \(45 KB\)](#)

[Public Input Received - Interpersonal Comm \(5 6 24\).pdf \(65 KB\)](#)

[KWKT- Interpersonal Communication .pdf \(85 KB\)](#)

Subject D. English Language Arts (ELA) Materials Purchase- The Martian

Meeting May 20, 2024 - Board of Education Meeting

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

Type Action

File Attachments

[IFC- The Martian Materials.pdf \(48 KB\)](#)

[KWKT- ELA 10.pdf \(98 KB\)](#)

[Public Input Received - ELA 10 \(5 6 24\).pdf \(60 KB\)](#)

Subject **E. Professional Educator New Hire(s)**

Meeting May 20, 2024 - Board of Education Meeting

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

Type Action

File Attachments
[IFC Professional Educator New Hires 5-20-24.pdf \(158 KB\)](#)
[IFC Professional Educator New Hires 5-20-24 REVISED.pdf \(159 KB\)](#)

Subject **F. Professional Educator Contract Change(s)**

Meeting May 20, 2024 - Board of Education Meeting

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

Type Action

File Attachments
[IFC Professional Educator Contract Change 5-20-24.pdf \(104 KB\)](#)

Subject **G. Professional Educator Resignation(s)**

Meeting May 20, 2024 - Board of Education Meeting

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

Type Action

File Attachments
[IFC Professional Educator Resignations 5-20-24.pdf \(110 KB\)](#)

Subject **H. Administrative Transfer(s)**

Meeting May 20, 2024 - Board of Education Meeting

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

Type Action

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

File Attachments

[IFC-Administrative Transfer\(s\).pdf \(102 KB\)](#)

Motion & Voting

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

Motion by Kay Eggert, second by Kristine Sauter.

Final Resolution: Motion Carried

Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack

Not Present at Vote: Nick Ross

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

Subject	A. Business Services Report: None
Meeting	May 20, 2024 - Board of Education Meeting
Category	9. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)
Type	Discussion, Information, Presentation, Report
Subject	B. School/Student Services Report: Academic & Career Planning (ACP) Yearly Communication; 5K-5 STEM Curriculum; Intro to Education & Technology (6950) and Child Development (6880) Curriculum/Materials Adoption
Meeting	May 20, 2024 - Board of Education Meeting
Category	9. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)
Type	Discussion, Information, Presentation, Report

Assistant Superintendent, Steve Harrison, Coordinator of CBL/CTE Kristin Comerford, and STEM teachers will report on the School/Student Services Reports.

File Attachments

[2024 AASD District's ACP E4E Plan .pdf \(441 KB\)](#)

[_KWKT-2024 ACP .pdf \(82 KB\)](#)

[Board Presentation STEM.pdf \(4,896 KB\)](#)

[_5K-5 STEM First Grade Course Overview Curriculum Document Template.pdf \(62 KB\)](#)

[5K-5 STEM Kindergarten Course Overview Curriculum Document Template.pdf \(61 KB\)](#)

[5K-5 STEM Third Grade Course Overview Curriculum Document Template.pdf \(61 KB\)](#)

[5K-5 STEM Second Grade Course Overview Curriculum Document Template.pdf \(63 KB\)](#)

[5K-5 STEM Fourth Grade Course Overview Curriculum Document Template.pdf \(61 KB\)](#)

[5K-5 STEM Fifth Grade Course Overview Curriculum Document Template.pdf \(61 KB\)](#)

[Education Pathway.pdf \(144 KB\)](#)

[IFC- 6950 & 6880.pdf \(37 KB\)](#)

[Introduction to Education and Technology Course Overview Curriculum.pdf \(102 KB\)](#)

[Child Development Course Overview Curriculum Document REVISION2024.pdf \(89 KB\)](#)

[Public Input Received - CTE Materials - 5.20.24 BOE.pdf \(42 KB\)](#)

[IOI- 5K-5 STEM Curriculum Materials.pdf \(38 KB\)](#)

Subject	C. Personnel Services Report: Paid Time-Off (PTO)
Meeting	May 20, 2024 - Board of Education Meeting
Category	9. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)
Type	Discussion, Information

Chief Human Resources Officer, Julie King will report on the Paid Time-Off (PTO) item of information.

File Attachments
[IOI- Paid Time Off.pdf \(132 KB\)](#)
[DRAFT Handbook Language Paid Time Off \(PTO\) AASD \(5-20-24\).pdf \(233 KB\)](#)

10. Board Business

Subject	A. Monitoring Report: OE-8 Communicating with the Board
Meeting	May 20, 2024 - Board of Education Meeting
Category	10. Board Business
Type	Action
Recommended Action	Motion to approve OE-8 Communicating with the Board as presented.

File Attachments
[OE-8 Communicating With and Support for the Board.pdf \(497 KB\)](#)

Motion & Voting

Motion to approve OE-8 Communicating with the Board as presented.

Motion by James Bacon, second by Nick Ross.

Final Resolution: Motion Carried

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

Subject	B. Monitoring Report: OE-9 Communicating with the Public
Meeting	May 20, 2024 - Board of Education Meeting
Category	10. Board Business
Type	Action
Recommended Action	Motion to approve OE-9 Communicating with the Public as presented.

File Attachments
[OE-9 Communicating with the Public \(1\).pdf \(442 KB\)](#)

Motion & Voting

Motion to approve OE-9 Communicating with the Public as presented.

Motion by Pheng Thao, second by Edward Ruffolo.

Final Resolution: Motion Carried

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

Subject	C. Consent Agenda Item(s) Removed for Separate Consideration
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Meeting	May 20, 2024 - Board of Education Meeting
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Category	10. Board Business
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Type	Action, Discussion, Procedural
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11. Items of Information

Subject	A. None
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Meeting	May 20, 2024 - Board of Education Meeting
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Category	11. Items of Information
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Type	Discussion, Information, Procedural
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12. Future Meetings

Subject	A. Board Work Session: Monday, June 10, 2024, 3:00 PM
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Meeting	May 20, 2024 - Board of Education Meeting
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Category	12. Future Meetings
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Type	Information
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Subject	B. Board Meeting: Monday, June 10, 2024 6:00 PM
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Meeting	May 20, 2024 - Board of Education Meeting
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Category	12. Future Meetings
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Type	Information
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Subject	C. Board Meeting: Monday, June 24, 2024 6:00 PM
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Meeting	May 20, 2024 - Board of Education Meeting
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Category	12. Future Meetings
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Type	Information
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Subject	D. Board Work Session: Wednesday, June 26, 2024, 7:30AM
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Meeting	May 20, 2024 - Board of Education Meeting
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Category	12. Future Meetings
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13. Closed Session

Subject **A. Motion to go into Closed Session**

Meeting May 20, 2024 - Board of Education Meeting

Category 13. Closed Session

Type Action, Procedural

Recommended Motion to go into Closed Session.
Action

Motion & Voting

Motion to go into Closed Session.

Motion by Pheng Thao, second by James Bacon.

Final Resolution: Motion Carried

Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack

Abstain: Nick Ross

Subject **B. Wisconsin State Statute 19.85 (1)(c)-Considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility, for the purpose of discussing compensation for the following groups/individuals within said groups: Professional Educators, Administrators, Administrative Support, Maintenance, Secretaries and Paraprofessionals.**

Meeting May 20, 2024 - Board of Education Meeting

Category 13. Closed Session

Type Discussion, Information

Subject **C. Motion to Adjourn the Meeting**

Meeting May 20, 2024 - Board of Education Meeting

Category 13. Closed Session

Type Action, Procedural

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: Gifts/Donations and Grants to the District (January to April 2024)

Background

Information: The attached list has been designated as Gifts/Donations and Grants to the District.

Fiscal

Impact: The total value of all Gifts/Donations and Grants to the District is \$231, 578.92.

Administrative

Recommendation: Acceptance of the Gifts/Donations and Grants with gratitude. Letters will be sent from the Board President expressing appreciation.

Contact

Person(s): Executive Director of Finance, Holly Burr, 920-852-5300, ext. 60061

BOE: May 20, 2024

Contributor	Recipient	Use	Value
Adams, Rick	Columbus Elementary	Meditation Devices, Headphones and Bluetooth speaker	\$401.91
American Heart Association	Jefferson Elementary	Supplies for PE	\$200.00
American Welding Society - Fox Valley Section	Appleton Technical Academy (ATECH)	Purchase of a Miller XR Aluma Pro welding wire feeder	\$3,000.00
Appleton Education Foundation - "Reading is a Gift" Fund	Horizons Elementary	Reading is a Gift program (one free book for each student)	\$2,163.43
Appleton Education Foundation - "Reading is a Gift" Fund	Highlands Elementary School	Reading is a Gift program (one free book for each student)	\$3,314.62
Appleton Education Foundation - "Reading is a Gift" Fund	Jefferson Elementary	Reading is a Gift program (one free book for each student)	\$1,503.31
Appleton Education Foundation - "Reading is a Gift" Fund	Columbus Elementary	Reading is a Gift program (one free book for each student)	\$531.69
Appleton Education Foundation - "Reading is a Gift" Fund	Badger Elementary	Reading is a Gift program (one free book for each student)	\$1,868.83
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Appleton Education Foundation - Appleton East "Patriots Pay it Forward" Fund	East High School	LMC Interactive Wall	\$524.00
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Appleton Education Foundation - Appleton Education Foundation Fund	Berry Elementary	Building Math Fact Fluency project	\$2,316.00
Appleton Education Foundation - Appleton Education Foundation Fund	District Wide	Cognitive Coaching Foundation Seminar	\$1,800.00
Appleton Education Foundation - Appleton Education Foundation Fund	Kaleidoscope Academy (KA)	Arts Integration Supplies	\$500.00
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Appleton Education Foundation - Betsy Melzer Endowment Fund	Kaleidoscope Academy (KA)	Mindfulness in the Classroom project	\$500.00
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Appleton Education Foundation - Scheuerman Family Fund	East High School	Choral Workshop & Clinic with Composer/Conductor Paul Ayres	\$500.00
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Appleton Education Foundation - Stan and Phyllis Thatcher Family Fund for STEM	Johnston Elementary	Teaching 3-D Printing to 5th and 6th Graders	\$500.00
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Duscher, Paul and Katherine	Odyssey/Magellan Magnet	Wish List	\$250.00
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Gail and Donald Hoff	Classical Charter	2024 Knowledge-a-thon	\$300.00
Gharabeighlou, Keyvan	Classical Charter	2024 Knowledge-a-thon	\$200.00
Grand Chute Lions Club	Highlands Elementary	School supplies	\$300.00
Gruse, Judy	Foster Elementary	End of Year treat for entire school	\$220.00
Happel, Claudine	West High School	Principals discretion	\$50,000.00
In Memory of Tom O'Hearn	Highlands/Odyssey	Supplies for LMC	\$500.00
Jarvis, Joshua and Beatriz	Odyssey/Magellan Magnet	Future Problem Solver Fees	\$350.00
Kaufman, Cheri	Odyssey/Magellan Magnet	To help students with fees for Future Problem Solvers	\$3,000.00
Kimberly-Clark	Classical Charter	Rocking Chairs	\$400.00
Krainik, Aimee & Andre	Classical Charter	2024 Knowledge-a-thon	\$200.00
Krowiorz, Tyler	Classical Charter	2024 Knowledge-a-thon	\$200.00
Milk Can Technologies	Berry Elementary	Coach buses for Field Trip to Madison, WI	\$500.00
Miller, Paul & Laura	Classical Charter	2024 Knowledge-a-thon	\$200.00
National Sales	Highlands Elementary	Unfundraiser wish list	\$200.00
Olson, Adam and Emily	Odyssey/Magellan Magnet	Unfundraiser wish list	\$300.00
Patwardhan, Ashish and Shah, Manasi	Odyssey/Magellan Magnet	Unfundraiser wish list	\$200.00
Poola, Harsha	Classical Charter	2024 Knowledge-a-thon	\$200.00

Prince of Peace Lutheran Church	District Wide	Food Boxes for identified families	\$16,000.00
Private Donation	West High School	Headgear for wrestling team	\$400.00
Private Donation	North High School	Monetary donation for theatre program performances	\$10,000.00
Probst, Therese	Appleton Public Montessori (APM)	Decodable books	\$250.00
Project SPEAK	Huntley Elementary	Classroom Play Items	\$400.00
Project SPEAK (Appleton Citywide Parent Network)	Dunlap Elementry	Classroom tools	\$98.00
Riva, Crystal	Therapy and Special Phy. Ed. Department	KidWalk Gait Mobility Systems	\$4,260.00
Rockey, Chelsey	Classical Charter	2024 Knowledge-a-thon	\$600.00
Schmidt, Albert and Shirley	Odyssey/Magellan Magnet	Wish list	\$2,000.00
St. Mary's Catholic Community	Family & Community Engagement Dept.	Food donation for Family & Community Engagement Dept. distribution where needed	\$700.00
St. Mary's Catholic Community	Family & Community Engagement Dept.	Socks (\$6250) and food supplies (\$200) distributed to Social Worker, Community Schools, several elementary schools, & all high schools	\$6,450.00
Taylor, Christopher	Therapy and Special Phy. Ed. Department	KidWalk Gait Mobility Systems	\$4,260.00
The Savides Group- Baird	TAG programming at Elem. level	Junior Math League expenses	\$500.00
Voight, Martha	Student Services Department	Mental Health Services	\$1,000.00
Wisconsin Future Problem Solving	Odyssey/Magellan Magnet	To help cover costs for International FPS	\$300.00
Zeimet, Anthony	Classical Charter	2024 Knowledge-a-thon	\$600.00
		Grand Total Donations/Gifts to the District	\$231,578.92

ITEM FOR CONSIDERATION

Topic: 2023-2024 Grants

**Background
Information:**

The Appleton Area School District has been awarded various grants for the 23-24 fiscal year. The name and amount of each grant is listed below:

Fund 11

Education for Homeless Children and Youth	\$55,000.00
Educator Effectiveness Grant	\$100,640.00
Peer to Peer Sources of Strength	\$5,000.00

Fund 50

Fresh Fruit and Vegetable Program Part B	\$207,405.00
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**Administrative
Recommendation:**

Approval of the 2023-2024 Grants as presented.

**Contact
Person(s):**

Holly Burr, Executive Director of Finance 920-852-5300 x60061
Diane Wittman, 920-852-5300 x60067

BOE: May 20, 2024

ITEM FOR CONSIDERATION

Topic: English Language Arts: Materials Purchase- Interpersonal Communication Textbook **(1600)** Cengage Learning: *COMM⁶* 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 2023-24 AC&I budget. All instructional materials will be implemented during the 2024-25 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.

Administrative Recommendation: Approve as submitted.

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

BOE: May 20, 2024

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

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

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ITEM FOR CONSIDERATION

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.

Administrative Recommendation: Approve as submitted.

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: May 20, 2024



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

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

ITEM FOR CONSIDERATION

Topic: Professional Educator New Hire(s)

**Background
Information:**

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

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>
Hailey B. Clear	Physical Education	Einstein	100%
Caden P. DeBruin	Business Education	East	90%
Kirsten J. Hedberg	World Language-French	KA/Odyssey	100%
Katie R. Matter	World Language-Spanish	West	60%
Alison K. McDonald	English Language Arts	Madison	100%
Annika H. Rice	English Language Arts	East	80%
Elizabeth A. Roenz	Grade 2	WCA	100%
Hilda Santos	School Counselor	ABS/Columbus	80%
Madisen A. Smith	Grade 4/5	Badger	100%
Amyah I. Theiss	Special Ed-CC	Highlands	100%

**Instructional
Impact:**

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

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

**Administrative
Recommendation:** Approval

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

ITEM FOR CONSIDERATION

Topic: Professional Educator Contract Change(s)

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

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>
Benjamin R. Skifton	Social Studies	East	90% to 100%

Fiscal Note: As indicated above.

Administrative Recommendation: Approval

Instructional Impact: This assignment adjustment will meet student needs.

Contact Person: 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, unless otherwise noted.

Britney A. Breckheimer has been with the District for one year, most recently as a Grade 3 Teacher at Jefferson Elementary School. Ms. Breckheimer's resignation is effective at the end of the Monday, June 10, 2024, workday.

Lisabeth K. Ryan has been with the District for a combined total of eleven years, most recently as a Special Education Teacher at Edison Elementary School.

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

Molly M. Hietpas – District Math Interventionist, located at the Scullen Leadership Center.

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: Administrative Transfer(s)

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

Poyee V. Xiong is recommended for the Principal position at Madison Middle School with a 260-day contract. Ms. Xiong has been with the District for nine years, most recently as the Associate Principal at Madison Middle School.

Instructional Impact: A qualified replacement will be procured.

Fiscal Impact: Dependent upon replacement.

Administrative Recommendation: Approval

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

ITEM FOR CONSIDERATION

Topic: Gifts/Donations and Grants to the District (January to April 2024)

Background

Information: The attached list has been designated as Gifts/Donations and Grants to the District.

Fiscal

Impact: The total value of all Gifts/Donations and Grants to the District is \$231, 578.92.

Administrative

Recommendation: Acceptance of the Gifts/Donations and Grants with gratitude. Letters will be sent from the Board President expressing appreciation.

Contact

Person(s): Executive Director of Finance, Holly Burr, 920-852-5300, ext. 60061

BOE: May 20, 2024

Contributor	Recipient	Use	Value
Adams, Rick	Columbus Elementary	Meditation Devices, Headphones and Bluetooth speaker	\$401.91
American Heart Association	Jefferson Elementary	Supplies for PE	\$200.00
American Welding Society - Fox Valley Section	Appleton Technical Academy (ATECH)	Purchase of a Miller XR Aluma Pro welding wire feeder	\$3,000.00
Appleton Education Foundation - "Reading is a Gift" Fund	Horizons Elementary	Reading is a Gift program (one free book for each student)	\$2,163.43
Appleton Education Foundation - "Reading is a Gift" Fund	Highlands Elementary School	Reading is a Gift program (one free book for each student)	\$3,314.62
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Grand Chute Lions Club	Highlands Elementary	School supplies	\$300.00
Gruse, Judy	Foster Elementary	End of Year treat for entire school	\$220.00
Happel, Claudine	West High School	Principals discretion	\$50,000.00
In Memory of Tom O'Hearn	Highlands/Odyssey	Supplies for LMC	\$500.00
Jarvis, Joshua and Beatriz	Odyssey/Magellan Magnet	Future Problem Solver Fees	\$350.00
Kaufman, Cheri	Odyssey/Magellan Magnet	To help students with fees for Future Problem Solvers	\$3,000.00
Kimberly-Clark	Classical Charter	Rocking Chairs	\$400.00
Krainik, Aimee & Andre	Classical Charter	2024 Knowledge-a-thon	\$200.00
Krowiorz, Tyler	Classical Charter	2024 Knowledge-a-thon	\$200.00
Milk Can Technologies	Berry Elementary	Coach buses for Field Trip to Madison, WI	\$500.00
Miller, Paul & Laura	Classical Charter	2024 Knowledge-a-thon	\$200.00
National Sales	Highlands Elementary	Unfundraiser wish list	\$200.00
Olson, Adam and Emily	Odyssey/Magellan Magnet	Unfundraiser wish list	\$300.00
Patwardhan, Ashish and Shah, Manasi	Odyssey/Magellan Magnet	Unfundraiser wish list	\$200.00
Poola, Harsha	Classical Charter	2024 Knowledge-a-thon	\$200.00

Prince of Peace Lutheran Church	District Wide	Food Boxes for identified families	\$16,000.00
Private Donation	West High School	Headgear for wrestling team	\$400.00
Private Donation	West High School	Monetary donation for theatre program performances	\$10,000.00
Probst, Therese	Appleton Public Montessori (APM)	Decodable books	\$250.00
Project SPEAK	Huntley Elementary	Classroom Play Items	\$400.00
Project SPEAK (Appleton Citywide Parent Network)	Dunlap Elementry	Classroom tools	\$98.00
Riva, Crystal	Therapy and Special Phy. Ed. Department	KidWalk Gait Mobility Systems	\$4,260.00
Rockey, Chelsey	Classical Charter	2024 Knowledge-a-thon	\$600.00
Schmidt, Albert and Shirley	Odyssey/Magellan Magnet	Wish list	\$2,000.00
St. Mary's Catholic Community	Family & Community Engagement Dept.	Food donation for Family & Community Engagement Dept. distribution where needed	\$700.00
St. Mary's Catholic Community	Family & Community Engagement Dept.	Socks (\$6250) and food supplies (\$200) distributed to Social Worker, Community Schools, several elementary schools, & all high schools	\$6,450.00
Taylor, Christopher	Therapy and Special Phy. Ed. Department	KidWalk Gait Mobility Systems	\$4,260.00
The Savides Group- Baird	TAG programming at Elem. level	Junior Math League expenses	\$500.00
Voight, Martha	Student Services Department	Mental Health Services	\$1,000.00
Wisconsin Future Problem Solving	Odyssey/Magellan Magnet	To help cover costs for International FPS	\$300.00
Zeimet, Anthony	Classical Charter	2024 Knowledge-a-thon	\$600.00
		Grand Total Donations/Gifts to the District	\$231,578.92

ITEM FOR CONSIDERATION

Topic: 2023-2024 Grants

**Background
Information:**

The Appleton Area School District has been awarded various grants for the 23-24 fiscal year. The name and amount of each grant is listed below:

Fund 11

Education for Homeless Children and Youth	\$55,000.00
Educator Effectiveness Grant	\$100,640.00
Peer to Peer Sources of Strength	\$5,000.00

Fund 50

Fresh Fruit and Vegetable Program Part B	\$207,405.00
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**Administrative
Recommendation:**

Approval of the 2023-2024 Grants as presented.

**Contact
Person(s):**

Holly Burr, Executive Director of Finance 920-852-5300 x60061
Diane Wittman, 920-852-5300 x60067

BOE: May 20, 2024

ITEM FOR CONSIDERATION

Topic: English Language Arts: Materials Purchase- Interpersonal Communication Textbook **(1600)** Cengage Learning: *COMM⁶* 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 2023-24 AC&I budget. All instructional materials will be implemented during the 2024-25 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.

Administrative Recommendation: Approve as submitted.

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

BOE: May 20, 2024

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

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.

Administrative Recommendation: Approve as submitted.

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: May 20, 2024



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

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

ITEM FOR CONSIDERATION

Topic: Professional Educator New Hire(s)

**Background
Information:**

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

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>
Hailey B. Clear	Physical Education	Einstein	100%
Caden P. DeBruin	Business Education	East	90%
Kirsten J. Hedberg	World Language-French	KA/Odyssey	100%
Katie R. Matter	World Language-Spanish	West	60%
Alison K. McDonald	English Language Arts	Madison	100%
Annika H. Rice	English Language Arts	East	80%
Elizabeth A. Roenz	Grade 2	WCA	100%
Hilda Santos	School Counselor	ABS/Columbus	80%
Madisen A. Smith	Grade 4/5	Badger	100%
Amyah I. Theiss	Special Ed-CC	Highlands	100%

**Instructional
Impact:**

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

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

**Administrative
Recommendation:** Approval

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

ITEM FOR CONSIDERATION

Topic: Professional Educator New Hire(s) - REVISED

**Background
Information:**

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

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>
Hailey B. Clear	Physical Education	Einstein	100%
Caden P. DeBruin	Business Education	East	90%
Kirsten J. Hedberg	World Language-French	KA/Odyssey	100%
Katie R. Matter	World Language-Spanish	WCA	60%
Alison K. McDonald	English Language Arts	Madison	100%
Annika H. Rice	English Language Arts	East	80%
Elizabeth A. Roenz	Grade 2	WCA	100%
Hilda Santos	School Counselor	ABS/Columbus	80%
Madisen A. Smith	Grade 4/5	Badger	100%
Amyah I. Theiss	Special Ed-CC	Highlands	100%

**Instructional
Impact:**

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

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

**Administrative
Recommendation:** Approval

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

ITEM FOR CONSIDERATION

Topic: Professional Educator Contract Change(s)

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

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>
Benjamin R. Skifton	Social Studies	East	90% to 100%

Fiscal Note: As indicated above.

Administrative Recommendation: Approval

Instructional Impact: This assignment adjustment will meet student needs.

Contact Person: 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, unless otherwise noted.

Britney A. Breckheimer has been with the District for one year, most recently as a Grade 3 Teacher at Jefferson Elementary School. Ms. Breckheimer's resignation is effective at the end of the Monday, June 10, 2024, workday.

Lisabeth K. Ryan has been with the District for a combined total of eleven years, most recently as a Special Education Teacher at Edison Elementary School.

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

Molly M. Hietpas – District Math Interventionist, located at the Scullen Leadership Center.

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: Administrative Transfer(s)

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

Poyee V. Xiong is recommended for the Principal position at Madison Middle School with a 260-day contract. Ms. Xiong has been with the District for nine years, most recently as the Associate Principal at Madison Middle School.

Instructional Impact: A qualified replacement will be procured.

Fiscal Impact: Dependent upon replacement.

Administrative Recommendation: Approval

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



Appleton Area School District



Introduction

Academic and Career Planning, or ACP, is a student-driven, adult-supported process. Students create their own unique vision for post-secondary success. This is achieved through self-exploration, career exploration, and the development of career planning skills.

Classroom to Career is a strategy to strengthen opportunities for students to connect with local businesses to raise student awareness and prepare them for their future employment.

Traditionally determining college and career readiness has focused on coursework grades and test results. As a school district we have worked to identify additional indicators of a student's readiness for post-high school coursework and the world of work.

It is our intention to develop opportunities for our students to get direct involvement with our businesses and community both in and out of the classroom.

Classroom to Career equips EACH student with skills, tools, and qualities needed to develop a rewarding career plan that fits their talents and interests.

CAREER READINESS MISSION/VISION

All students in the AASD will experience a dynamic Academic Career Plan. This plan evolves from PK-12 learning experiences, both in and out of school, that support employability skills, career awareness, exploration, planning and training.

All AASD graduates will:

Lead - Our students will set an example for others to follow by thinking critically, solving problems, and communicating effectively.

Care - Our students will show care for themselves, others, and their community by displaying empathy, compassion, and respect.

Contribute Our students will contribute to their classrooms, schools, communities, and the world by being self-directed, productive, and accountable

CAREER READINESS TEAM

List the names and titles of staff that are members of your district's Career Readiness (ACP) team.

Kristin Comerford - Coordinator Career Based Learning & CTE
Seth Hahnke - West ACP Coordinator
Hayden Hoffmann - East ACP Coordinator
Jarrett Bednar - North ACP Coordinator
Mark Cain -West Launch Coordinator
Karen Coonen - East Launch Coordinator
Christi Lemery - North Launch Coordinator
K-12 Business & Community Advisory
High School Business Advisory

Career Readiness Data

DISTRICT CAREER READINESS DATA

Postsecondary Preparation Data

Year	Advanced Courses	Dual Enrollment	Industry-Recognized Credentials	Work-Based Learning
2021-22	15.9% (712)	31.9%(1,428)	1.3% (59)	2.9% (131)
2020-21	20.5% (903)	31.7% (1,397)	1.0% (46)	2.0% (89)
2019-20	20.2% (963)	32.3% (1,543)	0.8% (37)	0.6% (30)

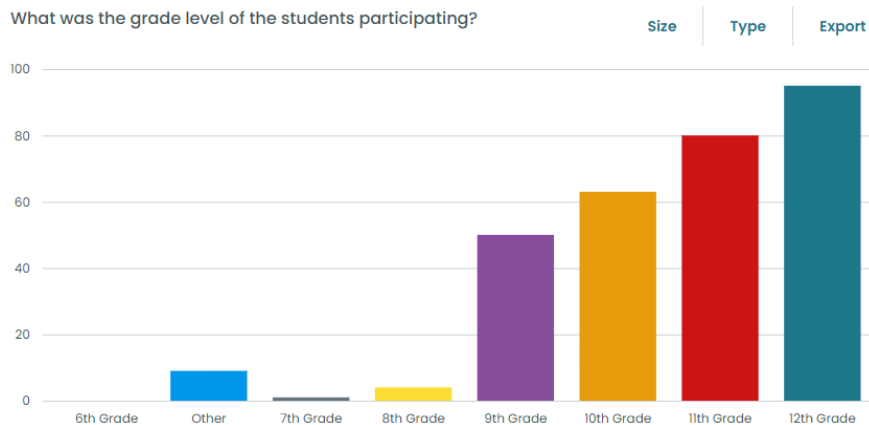
Year	Graduate Continuance into Postsecondary
2022-23	51.8% (after 6 months additional .3%)
2021-22	51.4% (after 6-12 months an additional 7.1% enrolled)
2020-21	50.1% (after 6-12 months an additional 10.7% enrolled)

Career Based Learning Experiences as of 5/13/24:

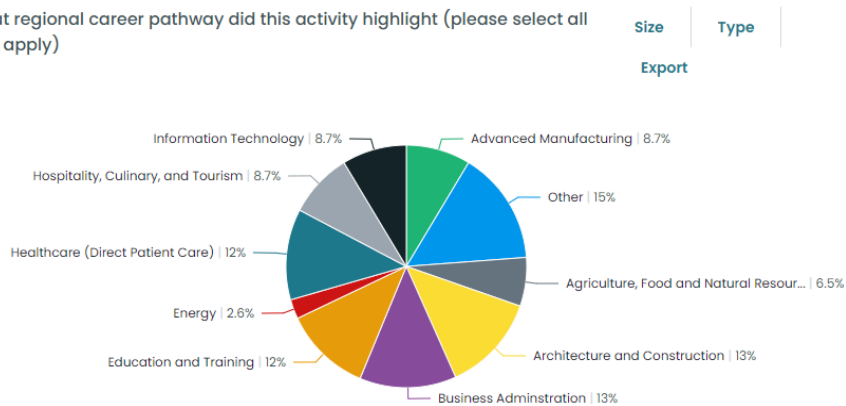
- 8,426 Participants as of 5/15/24
 - 22% Classroom Speaker
 - 15% Company Tour
 - 20% Career Fair
 - 25% Information Interview
 - 18% Career Mentoring, Simulated Worksite, Job Shadow, CTSO, Career-Related

Project

What was the grade level of the students participating?



What regional career pathway did this activity highlight (please select all that apply)



CURRENT PROGRESS AND FUTURE GOALS FOR IMPLEMENTATION

We have aligned our District Coherence Governance Policies [R.3](#), District Scorecard and to ensure we have alignment in reaching our Career Readiness Outcome and future goals. We continue to have goals of increasing connecting students to opportunities within our community, being responsive to their interests/need and

Career Readiness in the Appleton Area School District

ACP CURRICULUM, SUPPORT, AND SERVICES

Grade Level Appropriate ACP Activities

- K-5: ACP Activities
 - Field Trips/Classroom presentations/Classroom jobs
 - School Counselor Lessons & Second Step
 - Curricular connections
 - 4th Grade JA BizTown
- 6-8: ACP Activities
 - ACP Quarter Course -8th Grade
 - 6th & 7th Grade Business/Marketing & ACP
 - 7th grade - Post Secondary Exploration via FVTC & Lakeland University
 - 8th Grade- Career Exploration via Fox Cities Chamber Career Expo
- [9-12: ACP Activities](#)
 - LAUNCH
 - Career Presentations, Career Conversations, Field Trip, Simulations
 - School Events/Announcements
 - Homeroom/Advisory Lessons and Presentations
 - Content Integration
 - Work Based Learning
 - Wisconsin Career Readiness Standards Review

ACP/School Counseling Services

AASD School Counselors support ACP in many different ways and work to be responsive to students' needs. Students are supported through individual meetings, homeroom presentations, course selection process, parent engagement through school events, Junior planning conferences and connections to Launch events.

Whole School Support

Currently ACP lessons at the High School are primarily delivered through Homeroom/Advisory. Career readiness is growing in its content integration through field trips, guest speakers, simulations and partnerships with our local business community. All students are evaluated on Career & Life skills which provides feedback on Employability Skills. We are currently in the process of aligning our Career & Life skills with Portrait of a Graduate Essential Traits.

All Content areas are reviewing the drafted [Wisconsin Career Readiness Standards](#) for content integration. This will support the continued professional development specific to Teacher Clarity - module 6 - Relevancy.

PREPARING FOR THE FUTURE

The ACP program within AASD School District ensures every student is prepared for life after high school no matter what path they plan to take. This includes:

- [Course & Career Planning Guide](#)
 - Career and technical education provided in the school district in grades 7-12.
 - Courses that provide advance placement and/or advanced standing.
 - Early College Credit Program and Start College Now

- Postsecondary education preparation
- Work Based Learning -Youth apprenticeship, CTE Internship, AASD Student Marketing and Project Search
- Simulated Work Experiences - PAES Lab, School Stores, House Construction
- Industry Recognized Credentials offered - Microsoft MOS, Adobe, Photoshop, Illustrator, Employability Skills, Leadership Skills and OSHA Certifications
- Career and Technical Education Student Organizations: DECA, HOSA, Educators Rising and SkillsUSA

CAREER PATHWAYS

We have 10 certified career pathways in the AASD Career & Technical Education program(Marketing, Manufacturing, IT, Hospitality, Health, Education, Business, Arts AV, Transportation, and Construction) that meet three of the five requirements. (Size, Scope & Quality, Dual Enrollment, Work Based Learning, Industry Recognized Credential and CTE Student Organization). With the recent referendum passing, we will be adding the STEM Pathway for the 2024-25 School year.

Here is a link to our [Course Correlation Guide](#) to help students see we have courses that support all 16 Career Pathways within AASD.

LABOR MARKET INFORMATION

Labor market information (LMI) helps our school districts develop cutting-edge Career and Technical Education programs by uncovering the skills students will need in the future. In addition, LMI can help students understand which jobs are most likely to be available and well-compensated.

We utilize Workforce Development for our Labor Market information. Here is a link to the [Fox Valley Information](#). In addition to this site, we also use our partnerships with local industry to gather qualitative data specific to skills and current workforce needs.

Career Readiness is for ALL of our Students

INDIVIDUALIZED ACP SUPPORT

AASD believes in the statement “student-driven, adult supported” and is creating a system to ensure equitable access for students with a continuum of support as we know students' needs are different. This happens through relationships with our students and families. We utilize our Learning Benchmarks and Outcomes to support students in Academic and Career Planning. They can be referenced on our [Classroom to Career website](#).

ACCESS FOR ALL STUDENTS

ACP is for all of our students, and all means every. [This includes students with disabilities](#) who have Individualized Education Programs/Post-secondary Transition Plans, as well as students with Section 504 Accommodation Plans, English Learners, students who are Gifted and or Talented,

students who are homeless, and students considered neglected and delinquent.

We are working to help all of our **students earn a diploma by design, not by default**. This is possible through equipping students with meaningful and supportive adult relationships, the ability to adapt to opportunities and challenges and help them begin their personalized journeys to successful lives.

CAREER READINESS TECHNOLOGY

In AASD students in grades 6-12 utilize XELLO platform to support their ACP plan. We also have recently updated our [Website](#), [Business Engagement Guide](#), and created a [JOBS Board](#) to support students' seeking employment.

Get Involved

FAMILY ENGAGEMENT

The School District of Appleton engages families and caregivers in academic and career planning by:

- Informing parents in each school year about what academic and career planning services their child receives via AASD website.
- Provide parents with multiple opportunities during each school year to participate in their child's academic and career planning. Describe how this happens.
 - School Events/Announcements
 - Explore Night
 - FAFSA Nights
 - College planning nights
 - Progress reports
 - Request for meetings with Counselors
 - Community Helpers in classrooms
 - Charter School Fair
- Update parents throughout the school year on the progress of their child's academic and career planning. Describe how this happens.
 - Conferences
 - Progress Reports
 - Course scheduling
 - Individual meetings
- XELLO is ready for parent engagement and will be launched at the start of the 2024 school year for all students in grades 6-12.

COMMUNITY PARTNERSHIPS

The Appleton Area School District is proud to collaborate with our local community. AASD values our business and community partners and continues to work on growing our partnerships to ensure we are providing different opportunities for our students. We utilize our local partners to ensure we are preparing students for their future and highlighting the

community we live in. We have a K-12 Business and Community Advisory that helps us in this work. We have used our District Scorecard to keep focused on growing our partnerships. This year our goal is to increase by 10% in each category. We have created an engagement model to continue to redefine our goals by measuring the quality of partnerships we are building.



Most Recent Date of Board Presentation: May 20, 2024



2024 AASD Academic Career Plan/Education for Employment Yearly presentation

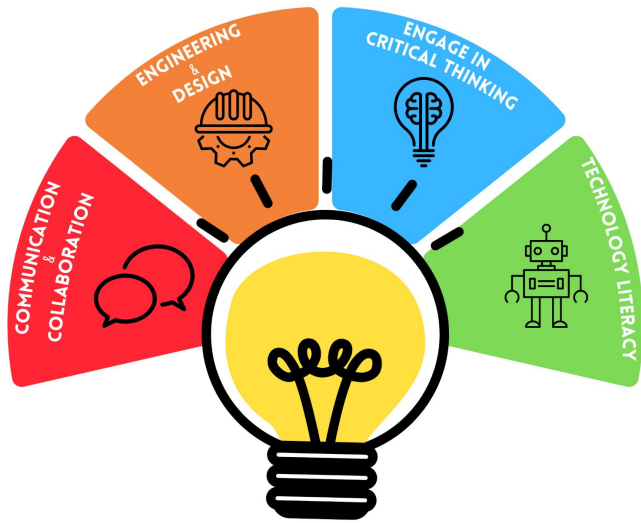
WHY Academic and Career Planning/Education for Employment update?	Academic and Career Planning/Education for Employment: ● PI 26.01 established the following: ○ Every school board is providing academic and career planning services to pupils enrolled in grades 6 to 12 in the school district beginning in the 2017-18 school year. ○ The purpose of academic and career planning services is to assist pupils with planning and preparing for opportunities after graduating from high school. These opportunities may include postsecondary education and training that leads to careers. This chapter describes school districts' academic and career planning responsibilities while allowing school districts to determine how they meet those responsibilities.
WHAT is important to know about this ACP in AASD?	Academic and Career Planning is: ● a student-driven, adult-supported process. Students create their own unique vision for post-secondary success. ● Monitored through student surveys, participation and our District Scorecard. ● Adapting to meet the needs of our students and community.
HOW did we adapt from the 2022-23 school year to 2023-24?	Academic and Career Planning adapted by: ● Creating a K-12 Business and Community Advisory and one High School Advisory ● Utilizing a different participation data system to gather data. ● Hostins Career Fairs at our High Schools ● Increased collaboration with teachers for content specific connections.
HOW will we adapt for the 2024-25 School year?	Academic and Career Planning is going to: ● Launch Xello for parents in grades 6-12. ● Analyze and integrate Wisconsin Career Readiness Standards. ● Continuing to increase knowledge and participation in Advanced Courses, Dual Enrollment, Industry Recognized Credentials and Work Based Learning. ● Continuing to partner with our local community to support our students in ACP.



GEARING UP FOR STEM IN AASD

"In the Appleton Area School District, STEM education is an interdisciplinary approach to student learning. Our students learn a variety of rigorous academic concepts and skills through the integration and application of science, technology, engineering, and mathematics. These authentic learning experiences make connections between our students' school and community while preparing them for the multi-dimensional challenges of tomorrow." (Approved 12/13/22)





AASD K-5 STEM Standards

Communication & Collaboration	Participate in collaborative conversations. Listen and respond appropriately to the ideas of others. Collaborate as a productive member of a group to share and support the efforts of others.
Engineering & Design	Identify problems and brainstorm solutions to create an appropriate plan. Create a physical or computational solution to a problem. Evaluate solutions to designs and consider improvements to design.
Engage in Critical Thinking	Ask questions, explore possibilities and have a genuine interest in uncovering new knowledge. Willing to embrace a challenge and see mistakes as a way to learn.
Technology Literacy	Engage in responsible and appropriate use of technology tools. Effectively use technology to solve a problem or challenge.

Kindergarten students will...

- use the Engineering Design Process to overcome a challenge through literature and tactile experiences.
- discover the basics of coding, programming and robotics using unplugged, robots and computer programming.
- experiment with force, motion and simple machines.



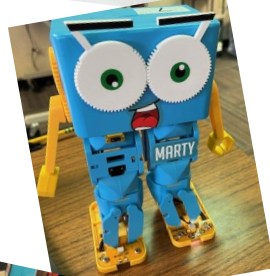
First grade students will..

- begin focusing on cooperative problem solving through coding, programming and circuitry.
- follow the Engineering Design Process to complete a challenge for a storybook character and make improvements to designs.
- explore real-world simple machines through hands-on activities.
- gain a basic understanding of space and flight.



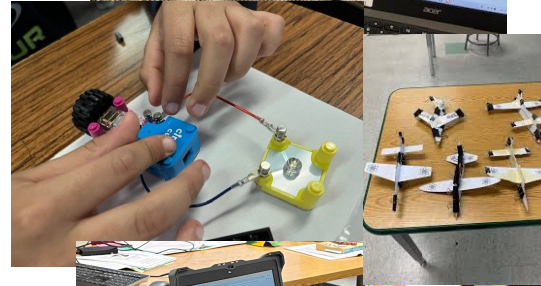
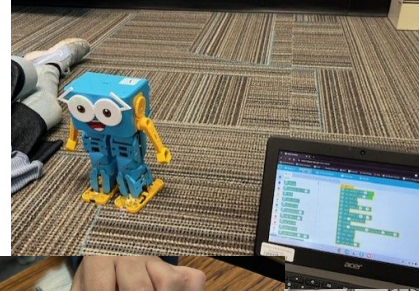
Second grade students will...

- experience coding, programming and robotics through more complex computational programming.
- collaboratively use the Engineering Design Process to create and improve designs that solve a problem.
- explore sustainable resources and their impact on the environment.



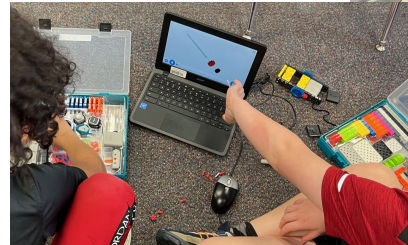
Third grade students will...

- be introduced to the ever changing world of 3D printing and engage in more complex coding and programming projects.
- experiment with the forces of flight using the Engineering Design Process.
- embark on more complex circuitry experiences to gain a deeper understanding of how they're used in structures and work together as a system.



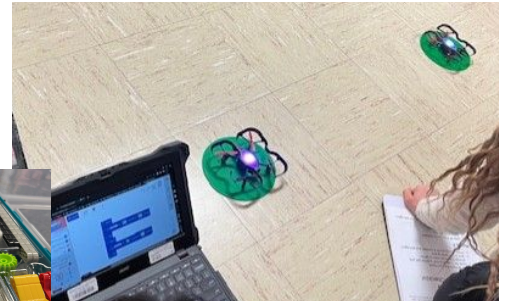
Fourth grade students will...

- follow the Engineering Design Process and use their knowledge of circuitry to solve real world problems and explore careers.
- explore types of energy through hands-on experiments and creative problem solving.
- code, program and complete challenges using more advanced platforms.



Fifth grade students will...

- follow the Engineering Design Process to effectively plan, create and improve a project.
- acquire fundamental knowledge of space and aviation through exploration and experimentation.
- bridge STEM learning from the classroom to the outside world in order to make an impact.



First Grade Course Overview Curriculum Document				
Course Description				
STEM (Science, Technology, Engineering and Mathematics) education is an interdisciplinary approach to student learning. Our students learn a variety of rigorous academic concepts and skills through the integration and application of science, technology, engineering, and mathematics. These authentic learning experiences make connections between our students' school and community while preparing them for the multi-dimensional challenges of tomorrow.				
Credits		Prerequisites		
NA		NA		
Board Approved		Revised		
Pending 5/20/24				
Required Assessments				
District - Wide, Standards Based Common Summative Assessments				
Textbooks/Resources				
Course Essential Understandings		Course Relevance Questions		
As a result of successfully completing this STEM course, students will understand that: - Technology can be used as a tool for learning, exploration and problem solving. - Design thinking is a concept. Students will learn to: - Identify a problem or be given a challenge - Brainstorm possible solutions - Draft a plan - Create - Test designs and make improvements - Share and reflect Overall: - STEM is about curiosity and exploration: STEM courses encourage students to ask questions, experiment, and explore the world around them. - STEM promotes communication and collaboration: Activities are designed to include teamwork and communication. Students can learn from each other and share their ideas. - STEM fosters creativity and innovation: Activities promote creativity and open-ended problem-solving. There's often more than one way to solve a problem in STEM!		- How do I communicate and collaborate with others? - What does it mean to engage in critical thinking? - How do I use critical thinking skills to persevere? - What is the Engineering Design Process and how do I use it to complete a task or solve a problem? - What is responsible and appropriate use of technology? - How do I effectively use technology? - What are STEM careers?		
Unit Overviews				
Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
Simple Machines	In this unit, students will learn what a simple machine is and how it can impact daily lives and work as a system.	What is a simple machine? What is a gear? What is an inclined plane? What is a lever? What is a screw? How do simple machines work together as a system?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 BB1.c.1.e ENG5.b.3.e	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3
Coding,Programing & Robotics	In this unit, students will learn about coding, if/then conditionals, computational programming and sequencing while working with materials (ex. robot/trains) to complete a task.	What is code? What is sequencing? How does sequencing impact a program? What is an if/then conditional and how does it impact a program? What is an algorithm? What is a bug in a program? How do I debug a program?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2 AP1.a.1e AP6.a.1.e	K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2
Mechanics & Structure	In this unit, students will gain a deeper understanding of the design process used by engineers to create structures.	What is the Engineering Design Process? How can I apply the Engineering Design Process?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1

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

Kindergarten Course Overview Curriculum Document				
Course Description				
STEM (Science, Technology, Engineering and Mathematics) education is an interdisciplinary approach to student learning. Our students learn a variety of rigorous academic concepts and skills through the integration and application of science, technology, engineering, and mathematics. These authentic learning experiences make connections between our students' school and community while preparing them for the multi-dimensional challenges of tomorrow.				
Credits		Prerequisites		
NA		NA		
Board Approved		Revised		
Pending 5/20/24				
Required Assessments				
District - Wide, Standards Based Common Summative Assessments				
Textbooks/Resources				
Course Essential Understandings		Course Relevance Questions		
As a result of successfully completing this STEM course, students will understand that: - Technology can be used as a tool for learning, exploration and problem solving. - Design thinking is a concept. Students will learn to: - Identify a problem or be given a challenge - Brainstorm possible solutions - Draft a plan - Create - Test designs and make improvements - Share and reflect Overall: - STEM is about curiosity and exploration: STEM courses encourage students to ask questions, experiment, and explore the world around them. - STEM promotes communication and collaboration: Activities are designed to include teamwork and communication. Students can learn from each other and share their ideas. - STEM fosters creativity and innovation: Activities promote creativity and open-ended problem-solving. There's often more than one way to solve a problem in STEM!		- How do I communicate and collaborate with others? - What does it mean to engage in critical thinking? - How do I use critical thinking skills to persevere? - What is the Engineering Design Process and how do I use it to complete a task or solve a problem? - What is responsible and appropriate use of technology? - How do I effectively use technology? - What are STEM careers?		
Unit Overviews				
Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
Simple Machines	In this unit, students will learn what a simple machine is and how it can impact daily lives and work.	What is a gear? What is a simple machine? What is an inclined plane? What is a pulley? What is a lever? How do gears work together? How do simple machines work together?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ECT.1 K-5.ECT.2 BB1.c.1.e ENG5.b.3.e	K-5.CC.1 K-5.CC.2 K-5.CC.3
Coding, Programing & Robotics	In this unit, students will learn about unplugged programming, computational programming and sequencing while working with materials (ex:robots, trains) to complete a task.	What is code? What is sequencing? How does sequencing impact a program? What is a bug in a program? How do I debug a program?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2 AP1.a.1e AP6.a.1.e	K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2
Mechanics & Structure	In this unit, students will explore structure and function through the engineering design process.	What is structure? What does function mean? How does structure and function impact each other? What is the Engineering Design Process?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3

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

Third Grade Course Overview Curriculum Document				
Course Description				
STEM (Science, Technology, Engineering and Mathematics) education is an interdisciplinary approach to student learning. Our students learn a variety of rigorous academic concepts and skills through the integration and application of science, technology, engineering, and mathematics. These authentic learning experiences make connections between our students' school and community while preparing them for the multi-dimensional challenges of tomorrow.				
Credits		Prerequisites		
NA		NA		
Board Approved		Revised		
Pending 5/20/24				
Required Assessments				
District - Wide, Standards Based Common Summative Assessments				
Textbooks/Resources				
Course Essential Understandings		Course Relevance Questions		
As a result of successfully completing this STEM course, students will understand that: - Technology can be used as a tool for learning, exploration and problem solving. - Design thinking is a concept. Students will learn to: - Identify a problem or be given a challenge - Brainstorm possible solutions - Draft a plan - Create - Test designs and make improvements - Share and reflect Overall: - STEM is about curiosity and exploration: STEM courses encourage students to ask questions, experiment, and explore the world around them. - STEM promotes communication and collaboration: Activities are designed to include teamwork and communication. Students can learn from each other and share their ideas. - STEM fosters creativity and innovation: Activities promote creativity and open-ended problem-solving. There's often more than one way to solve a problem in STEM!		- How do I communicate and collaborate with others? - What does it mean to engage in critical thinking? - How do I use critical thinking skills to persevere? - What is the Engineering Design Process and how do I use it to complete a task or solve a problem? - What is responsible and appropriate use of technology? - How do I effectively use technology? - What are STEM careers?		
Unit Overviews				
Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
Coding,Programing & Robotics	In this unit, students will learn about coding, if/then conditionals, events, loops, computational programming and sequencing while working with materials (ex. humanoid robot, LEGO Spike Essential) to complete a task.	How does sequencing impact a program? How does if/then conditionals impact a program? What is an algorithm? What is a loop in a program? How do I identify a bug in a program? How do I debug a program? What is artificial intelligence?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2 AP1.a.4.i AP2.a.3.i AP6.a.2.i	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2
Mechanics & Structure	In this unit, students will gain a deeper understanding of the design process used by engineers to create structures.	How can I apply the Engineering Design Process? How can I make improvements to my design?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 ENG1a.3e 3-5ETS-1-1 3-5ETS-1-2 3-5ETS-1-3	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3

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

Second Grade Course Overview Curriculum Document				
Course Description				
STEM (Science, Technology, Engineering and Mathematics) education is an interdisciplinary approach to student learning. Our students learn a variety of rigorous academic concepts and skills through the integration and application of science, technology, engineering, and mathematics. These authentic learning experiences make connections between our students' school and community while preparing them for the multi-dimensional challenges of tomorrow.				
Credits		Prerequisites		
NA		NA		
Board Approved		Revised		
Pending 5/20/24				
Required Assessments				
District - Wide, Standards Based Common Summative Assessments				
Textbooks/Resources				
Course Essential Understandings		Course Relevance Questions		
As a result of successfully completing this STEM course, students will understand that: - Technology can be used as a tool for learning, exploration and problem solving. - Design thinking is a concept. Students will learn to: - Identify a problem or be given a challenge - Brainstorm possible solutions - Draft a plan - Create - Test designs and make improvements - Share and reflect Overall: - STEM is about curiosity and exploration: STEM courses encourage students to ask questions, experiment, and explore the world around them. - STEM promotes communication and collaboration: Activities are designed to include teamwork and communication. Students can learn from each other and share their ideas. - STEM fosters creativity and innovation: Activities promote creativity and open-ended problem-solving. There's often more than one way to solve a problem in STEM!		- How do I communicate and collaborate with others? - What does it mean to engage in critical thinking? - How do I use critical thinking skills to persevere? - What is the Engineering Design Process and how do I use it to complete a task or solve a problem? - What is responsible and appropriate use of technology? - How do I effectively use technology? - What are STEM careers?		
Unit Overviews				
Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
Simple Machines	In this unit, students will learn what a simple machine is and how it can impact daily lives and work as a system.	How do simple machines work together as a system? How do we use simple machines to create a system and complete a challenge?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 BB1.c.1.e ENG5.b.3.e	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ECT.1 K-5.ECT.2
Coding, Programing & Robotics	In this unit, students will learn about coding, if/then conditionals, computational programming and sequencing while working with materials (ex. humanoid robot/Scratch Jr) to complete a task.	How does sequencing impact a program? How does if/then conditionals impact a program? What is an algorithm? What is a loop in a program? How do I identify a bug in a program? How do I debug a program?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2 AP1.a.1e AP6.a.1.e	K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2
Mechanics & Structure	In this unit, students will gain a deeper understanding of the design process used by engineers to create structures.	How can I apply the Engineering Design Process? How can I make improvements to my design?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1

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

Fourth Grade Course Overview Curriculum Document				
Course Description				
STEM (Science, Technology, Engineering and Mathematics) education is an interdisciplinary approach to student learning. Our students learn a variety of rigorous academic concepts and skills through the integration and application of science, technology, engineering, and mathematics. These authentic learning experiences make connections between our students' school and community while preparing them for the multi-dimensional challenges of tomorrow.				
Credits		Prerequisites		
NA		NA		
Board Approved		Revised		
Pending 5/20/24				
Required Assessments				
District - Wide, Standards Based Common Summative Assessments				
Textbooks/Resources				
Course Essential Understandings		Course Relevance Questions		
As a result of successfully completing this STEM course, students will understand that: - Technology can be used as a tool for learning, exploration and problem solving. - Design thinking is a concept. Students will learn to: - Identify a problem or be given a challenge - Brainstorm possible solutions - Draft a plan - Create - Test designs and make improvements - Share and reflect Overall: - STEM is about curiosity and exploration: STEM courses encourage students to ask questions, experiment, and explore the world around them. - STEM promotes communication and collaboration: Activities are designed to include teamwork and communication. Students can learn from each other and share their ideas. - STEM fosters creativity and innovation: Activities promote creativity and open-ended problem-solving. There's often more than one way to solve a problem in STEM!		- How do I communicate and collaborate with others? - What does it mean to engage in critical thinking? - How do I use critical thinking skills to persevere? - What is the Engineering Design Process and how do I use it to complete a task or solve a problem? - What is responsible and appropriate use of technology? - How do I effectively use technology? - What are STEM careers?		
Unit Overviews				
Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
Coding,Programing & Robotics	In this unit, students will apply coding and programming knowledge to complete a task.	How do I create an algorithm with if/then conditionals, loops, events and sequencing? How do I debug a program? What is artificial intelligence? How do you use AI to program? What sequenced instructions do I input to achieve a desired outcome?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2 AP1.a.4.i AP2.a.3.i AP6.a.2.i	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2
Mechanics & Structure	In this unit, students will gain a deeper understanding of the design process used by engineers to create structures.	How can I apply the Engineering Design Process? How can I make improvements to my design?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 ENG1a.3e 3-5ETS-1-1 3-5ETS-1-2 3-5ETS-1-3	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3

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

Fifth Grade Course Overview Curriculum Document				
Course Description				
STEM (Science, Technology, Engineering and Mathematics) education is an interdisciplinary approach to student learning. Our students learn a variety of rigorous academic concepts and skills through the integration and application of science, technology, engineering, and mathematics. These authentic learning experiences make connections between our students' school and community while preparing them for the multi-dimensional challenges of tomorrow.				
Credits		Prerequisites		
NA		NA		
Board Approved		Revised		
Pending 5/20/24				
Required Assessments				
District - Wide, Standards Based Common Summative Assessments				
Textbooks/Resources				
Course Essential Understandings		Course Relevance Questions		
As a result of successfully completing this STEM course, students will understand that: - Technology can be used as a tool for learning, exploration and problem solving. - Design thinking is a concept. Students will learn to: - Identify a problem or be given a challenge - Brainstorm possible solutions - Draft a plan - Create - Test designs and make improvements - Share and reflect Overall: - STEM is about curiosity and exploration: STEM courses encourage students to ask questions, experiment, and explore the world around them. - STEM promotes communication and collaboration: Activities are designed to include teamwork and communication. Students can learn from each other and share their ideas. - STEM fosters creativity and innovation: Activities promote creativity and open-ended problem-solving. There's often more than one way to solve a problem in STEM!		- How do I communicate and collaborate with others? - What does it mean to engage in critical thinking? - How do I use critical thinking skills to persevere? - What is the Engineering Design Process and how do I use it to complete a task or solve a problem? - What is responsible and appropriate use of technology? - How do I effectively use technology? - What are STEM careers?		
Unit Overviews				
Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
Coding, Programing & Robotics	In this unit, students will apply coding and programming knowledge to complete a task.	How do I plan, create and solve a task using coding and robotics? What sequenced instructions do I input to achieve a desired outcome? How are coding & robotics impacting careers?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2 AP1.a.4.i AP2.a.3.i AP6.a.2.i	K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 K-5.TL.1 K-5.TL.2
Mechanics & Structure	In this unit, students will apply the design process used by engineers to create structures.	How can I apply the Engineering Design Process? How can I make improvements to my design? How can I showcase my designs and share my knowledge and understanding with others?	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5.ECT.1 K-5.ECT.2 ENG1a.3e 3-5ETS-1-1	K-5.CC.1 K-5.CC.2 K-5.CC.3 K-5.ED.1 K-5.ED.2 K-5.ED.3 K-5. ECT.1 K-5.ECT.2

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

Current Education Pathway

AASD Course

College Level Credits

Additional Benefits:

Child Development
#6880

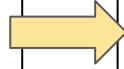


ECE:Child Development (3 cr)
ECE:Infant/Toddler Development (3 cr)



Assistant Child Care Certification
Infant Toddler Certification
(State Certificates)

Childhood Health, Safety,
and Nutrition
#6270



ECE: Health, Safety, and
Nutrition (3 cr)



Child Development (ECE route)
AND Health Safety and
Nutrition=
FVTC Teacher Aide Certificate

Foundations of Early
Childhood Education
#6940



ECE:Foundations of Early
Childhood Education (3 cr)

Introduction to Teaching
#6950



CAPP: EDU 201 (3 cr)

Current Education Pathway

AASD Class	ECE:Child Development	ECE: Infant and Toddler	ACCT	Infant and Toddler Cert	ECE: Health, Safety, Nutrition	ECE: Foundations of EC	CAPP: EDU 201	Teacher Aide Certificate
Child Development								
Health, Safety, Nutrition								
Foundations Early Childhood								
Intro to Teaching								

[Pathway Spreadsheet](#)

Future Education Pathway

AASD Course

Child Development
#6880



College Level Credits

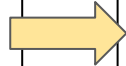
ECE:Child Development (3 cr)
ECE:Infant/Toddler Development (3 cr)
OR
EDU: Child and Adol Development (3 cr)



Additional Benefits:

Assistant Child Care Certification
Infant Toddler Certification
(State Certificates)

Childhood Health, Safety,
and Nutrition
#6270



ECE: Health, Safety, and
Nutrition (3 cr)



Child Development (ECE route)
AND Health Safety and
Nutrition=
FVTC Teacher Aide Certificate

Foundations of Early
Childhood Education
#6940



ECE:Foundations of Early
Childhood Education (3 cr)



Child Development (EDU route)
AND Intro to Teaching (EDU
route)=
FVTC Intro to Teaching
Certificate

Introduction to Teaching
#6950



CAPP: EDU 110 (3 cr)
OR
EDU: Intro to Ed Practices (3 cr)
EDU: Technology in Education (3 cr)

Education Pathway

AASD Class	ECE:Child Development	ECE: Infant and Toddler	ACCT	Infant and Toddler Cert	ECE: Health, Safety, Nutrition	ECE: Foundations of EC	EDU: Intro to Ed Practice	EDU: Technology in Education	EDU: Intro to Teaching	CAPP: EDU 201	Intro to Education Certificate	Teacher Aide Certificate
Child Development												
Health, Safety, Nutrition												
Foundations Early Childhood												
Intro to Teaching												

[Pathway Spreadsheet](#)

ITEM OF INFORMATION

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

**Background
Information:**

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

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

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

**Fiscal
Note:**

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

**Instructional
Impact:**

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

**Contact
Person(s):**

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BOE: May 20, 2024

Introduction to Education and Technology (#6950) Course Overview Curriculum Document	
Course Description	
This course is designed to engage students who have an interest in the teaching profession through the exploration of various field experiences. Students will gain experience working with diverse learners and environments. The course will study the history, development, organization, and practices of education as it applies to the individual, school, and society. Students will examine their own educational backgrounds and analyze influences that have shaped them as members of society and potential educators. Students will learn to develop, teach, and evaluate lessons taught in a classroom setting. Students will also research technology trends and understand the impact it has on education. The Career and Technical Education Internship Job (9664J) can be taken simultaneously to obtain a paid AASD Teacher Assistant position within our elementary schools. Students will have the option to take this course for 3 UW-Oshkosh college credits or 6 Fox Valley Technical College Credits.	
Credits	Prerequisites
1 3 UW-Oshkosh college credits OR 6 FVTC credits	Junior/Senior
Board Approved	Revised
	June, 2024
Required Assessments	
District-wide, standards-based common summative assessments	
Textbooks/Resources	
Ryan,Cooper,Mason Bolick, Callahan. Those Who Can Teach. Cengage 2022 (ISBN 9780357518441) Cennamo,Ross,Ertmer.Technology Integration for Meaningful Classroom. Cengage 2019 (ISBN 9781305960572)	
Course Essential Understandings	Course Essential Questions
As a result of successfully completing this course, students can: Unit 1: Experiencing Learning: The Individual - Students will evaluate themselves as diverse individuals, learners, and community members. - Students will determine how diversity enhances the classroom and the community. - Students will recognize and establish a respectful environment for diverse populations of students in the classroom. - Students will analyze roles and responsibilities of school personnel. - Students will use a variety of digital resources and tools to construct knowledge. Unit 2: Experiencing the classroom: The School and Society - Students will analyze their strengths and areas for improvement as potential teachers. - Students will evaluate the positive and negative aspects of the teaching profession. - Students will defend effective teaching methodologies and strategies. - Students will examine the science of teaching and learning. - Students will analyze the components of the lesson plan. - Students will describe the role of assessment in education. - Students will examine components of classroom management. - Students will use a variety of digital resources and tools to become an innovative designer and computational thinker. Unit 3: Experiencing the teaching profession: The School and Society - Students will identify and analyze the impact of key historical educational events in the United States. - Students will evaluate various educational philosophies and begin developing their own personal philosophy of education. - Students will analyze topics affecting education today - Students will analyze the governance structure of their local, state, and national educational systems. - Students will demonstrate how teachers can exhibit leadership as advocates and agents of change for education and their communities - Students will use a variety of digital tools to become a creative communicator Unit 4: Experiencing Technology in Education - Students will explore how technologies can help students become empowered learners - Students will explore components of Digital Citizenship - Students will use digital tools to broaden perspectives and become	Unit 1: Experiencing Learning: The Individual Overarching Compelling Question(s) What are the major impacts on demographics in education and what barriers arise within the growth and development of students? Topical (supporting questions) How can I use my own experiences in learning to help me develop within the education profession? What are the major roles and duties within a school? What does confidentiality look like in a school setting? What are valuable research strategies and how can I determine the credibility of the information? Unit #2 Experiencing the classroom: The School and Society Overarching Compelling Question(s) What education platform or experience should I pursue? Topical (supporting questions) What are the different educational programs? What is the history behind them and how have they evolved? Which one best suits my interest within the pathway? How do I construct a lesson plan and what are the components? What does assessment mean and what are the different roles? What are different classroom management strategies? How can I design, collect, and analyze data to problem solve in education? Unit #3 Experiencing the teaching profession: The School and Society Overarching Compelling Question(s) How can I construct an effective and meaningful philosophy? Topical (supporting questions) How has education reformed? What is school choice? What are some effective teaching methodologies and developmentally appropriate strategies? How can I promote a respectful environment? How can I develop positive and productive relationships with children? How do I use digital tools to create and share content? How do I start the job search for my future career? Unit #4 Technology in Education Overarching Compelling Question(s) How can information and technology literacy empower learners? Topical (supporting questions) How can I utilize and select digital tools for the learning process? What are the rights, responsibilities, and opportunities in an interconnected digital world?

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

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

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

Child Development 6880 Course Overview Curriculum Document				
Course Description				
This course is Transcribed through FVTC allowing students the opportunity to gain credits in order to eventually become a lead-teacher certified in a childcare setting or gain credit towards the Introduction to Teaching certificate. Students will explore expectations for themselves as future parents, and/or individuals who want to relate more successfully with children, including child care providers or teachers. Course competencies include: integrate strategies that support diversity and anti-bias perspectives; analyze development of infants and toddlers and potentially up to age 21; correlate prenatal conditions with development; summarize child development theories; analyze the role of heredity and the environment; examine culturally and developmentally appropriate environments for infants and toddlers and possibly to age 21, examine the role of brain development in early learning; examine caregiving routines as curriculum. Practical experiences include observations and sponsorship of a mini-nursery school or work directly with an AASD elementary school.				
Credits		Prerequisites		
1		none		
Board Approved		Revised		
Required Assessments				
District-wide, standards-based common summative assessments				
Textbooks/Resources				
Marotz, Lynn and Allen, K. Eileen. Developmental Profiles: Pre-Birth Through Adolescence 8th ed. Cengage Learning 2016 (ISBN 9781305088313) Christi Crosby Bergin, David Allen Bergin. Child and Adolescent Development in your Classroom, Topical Approach. Cengage 2025				
Course Essential Understandings		Course Essential Questions		
As a result of successfully completing this course, students will: ● Integrate strategies that support diversity and anti-bias perspectives. ● Correlate prenatal conditions with development. ● Analyze development of infants and toddlers (conception to thirty-six months) and stages beyond up to age 21. ● Examine culturally and developmentally appropriate environments for infants and toddlers. ● Summarize child development theories. ● Examine the role of brain development in early learning (conception through thirty-six months) and stages beyond up to age 21. ● Examine caregiving routines and educator roles as curriculum. ● Analyze the role of heredity and the environment. ● Examine developmental and environmental assessment strategies for infants and toddlers, and up to age 21.		● How do I apply child development theory to practice? ● How do I cultivate relationships with children, family, and the community? ● How do I assess child growth and development? ● What are best practices in teaching and learning? ● How do I demonstrate professionalism? ● How do I integrate health, safety, and nutrition practices?		
Unit Overviews				
Unit Name	Unit Description	Unit Essential Question	Instructional Standards	Assessed Standards
Unit 1 - Themes and Theories of Child Development	Students will learn about theories of child development including theories from Erikson, Piaget, Maslow, Skinner, Bronfenbrenner, Bandura, Vygotsky, Freud, Gardner, Gesell, Lorenz, Bowlby, and Ainsworth. Students will focus on one theory of their choice to explain in depth.	How have theories and theorists influenced how childcare services are currently provided? How will you apply theories of child development to various classroom situations?	EC1.b.2.h: Identify the historical contributions that have influenced how child care services are currently provided. EC1.b.3.h: Apply theories of child development to various classroom situations.	EC1.b: Apply theories of developmentally appropriate practice to classroom situations.
Unit 2 - Conception, Prenatal Development, and Labor/Delivery	Students will learn about nature vs. nurture in regards to child development including genotype, phenotype, and epigenetics. Students will learn about prenatal development including conception, reproductive terminology, infertility & pregnancy loss, healthy development throughout pregnancy, effect of teratogens & birth defects, labor and delivery stages (APGAR). Students will learn about different careers in the field and the education requirements.	Are you able to distinguish the effect of heredity and environment on human growth and development? How will you display understanding for human growth and development across the lifespan? How will you show understanding of the reproductive system?	P1.d.7.h: Analyze biological processes related to prenatal development, birth and health of child and mother. P1.d.9.h: Analyze the implications of alternatives to biological parenthood.	P1.d: Analyze factors related to preparing for parenthood.

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

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

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

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

Practices (Culture) of Health Care (6975)

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

Introduction to Education & Technology (6950)

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

Child Development (6880)

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

ITEM OF INFORMATION

Topic: 5K-5 STEM Curriculum and Materials

**Background
Information:**

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

**Fiscal
Note:**

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

**Instructional
Impact:**

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

**Contact
Person(s):**

Kristin Comerford, 920-852-5320 ext. 60171, comerfordkrist@aasd.k12.wi.us
Steve Harrison, Ph.D. 920-852-5320 ext. 60121,
harrisonstepha@aasd.k12.wi.us

BOE: May 20, 2024

ITEM OF INFORMATION

Topic: Transition to Paid Time Off (PTO) Leave Model

**Background
Information:**

For the past few years, transitioning from the District's traditional leave model to a Paid Time Off (PTO) model has been a frequent topic in employee surveys, stay interviews, employee relations meetings, and administrative discussions. Last year, a representative group consisting of educators, support staff, administrators and Human Resources personnel was formed to research different PTO models in school districts, discuss the benefits and challenges of transitioning to a PTO model, co-author Handbook language, and develop logistical recommendations (procedures, systems, tracking, making requests and approval). The proposed model was also shared with the District Benefits/Wellness Team and administrators for input and feedback. The research and planning was with the hope to implement PTO for the 2024-2025 school year.

The goals of transitioning to a PTO model include:

- Retain and recruit staff by offering more flexibility for taking time off, a payable attendance incentive for excellent attendance, and a simplified system for employees to understand and utilize.
- Ensure continuity of quality instruction during staff absences.
- Enhance the site's capacity to cover absences known in advance, thus reducing unfilled absences.

The Paid Time Off (PTO) benefit plan consolidates paid leave benefits into a single account that allows employees flexibility and personal management of time off. PTO is intended for use in situations where the employee is absent from work due to illness or medical reasons, bereavement (for non-immediate family), emergencies, or personal leave. Unused PTO may be retained in a Leave Reserve Bank to be used for FMLA qualifying events or other paid leaves outlined in the Handbook, and/or compensated at an established rate.

Paid Time Off (PTO) provides staff with a yearly allotment of time off as well as incentives for maximizing their time at work. PTO is designed to increase flexibility and choice. Employees are empowered to balance priorities of personal time, work, and compensation. Not only does PTO promote individual employee work-life balance, but planned PTO also allows site administrators to secure sufficient coverage, which benefits students, staff, and the entire school community. Planned PTO enables individual employees, staff, and administration to properly prepare for scheduled absences so that instruction and other district operations continue with minimal disruption.

Fiscal**Note:**

The estimated cost of transitioning from the current, non-payable leave Benefit to Paid Time Off (PTO) with an attendance incentive (payout) as detailed in the draft Handbook language is projected to cost up to \$500,000 annually. This projection is calculated at a payable rate per day of \$100 (support staff) or \$140 (educators or administrators) based on current leave utilization trends. Maintaining paid time off benefits that staff value is essential for the well-being and retention of our staff and recruiting staff.

Contact**Person(s):**

Julie King (920) 852-5302

Paid Time Off (PTO)

Effective starting July 1, 2024 Tentative Handbook Language

Paid Time Off (PTO) Benefit

Appleton Area School District Paid Time Off (PTO) benefit plan consolidates paid leave benefits into a single account that allows employees flexibility and personal management of time off. PTO is intended for use in situations where the employee is absent from work due to illness or medical reason, bereavement (for non-immediate family), emergencies, or personal leave. Unused PTO may be retained in a Leave Reserve Bank to be used for FMLA or other paid leaves outlined in the Handbook, and/or compensated at an established rate.

Paid Time Off (PTO) provides staff with a yearly allotment of time off as well as incentives for maximizing their time at work. PTO is designed to increase flexibility and choice. Employees are empowered to balance priorities of personal time, work, and compensation. Not only does PTO promote individual employee work-life balance, but planned PTO also allows site administrators to secure sufficient coverage, which benefits students, staff, and the entire school community. Planned PTO enables individual employees, staff, and administration to properly prepare for scheduled absences so that instruction and other district operations continue with minimal disruption.

Paid Time Off (PTO) - Allocation and Accrual

All staff covered by the Employee Handbook shall be advanced Paid Time Off (PTO) by July 1 or prior to the start of the work year for the employee group. Eligible part-time staff shall receive a prorated number of days (based on FTE). Late hires will have PTO prorated based on the number of months they will work in the year. The advanced time is earned one day per month worked and shall be as follows for all full-time (1.0 FTE) employees covered by the Employee Handbook:

- School Year Staff - (10) days of paid time off (PTO)
- 10.5-month Staff - (11) days of paid time off (PTO)
- Full Year Staff - (12) days of paid time off (PTO)

Unused PTO days have a cash value and staff have an opportunity to receive a form of compensation and/or roll days into a **Leave Reserve Bank** at the end of the school year. PTO is an attendance-based program and as such, any PTO used will impact the potential payout at the end of the year.

Paid Time Off (PTO) - Requesting and Recording Time in Frontline

Pre-Planned Paid Time Off (PTO) is mutually beneficial, allowing the employee desired time off and the site/department to secure coverage for the absence. Coverage plans are more effectively administered at the site/department level given first-hand understanding of operational needs of students and available coverage. Therefore, site administration will have autonomy to approve Pre-Planned PTO within a maximum number of staff (cap) that can be off on a given day and approval guidelines. Pre-Planned PTO may not be taken on the first or last day of school, parent-teacher conference dates and designated professional development days.

An approval process is required for *Pre-Planned PTO* (with the exception of health-related appointments) as follows:

- **Pre-planned PTO health-related appointments**: PTO for these reasons may be taken in increments of one hour or more. If time is taken for an appointment, it is expected that the employee reports to work before or after appointments whenever possible.
- **Pre-Planned PTO (other than health-related appointments)** must be taken in full or half-day increments and requested up to, but not to exceed, three (3) consecutive days.
- *Pre-Planned PTO* requests must be submitted 4 workdays in advance for a one (1) day absence or (10) workdays for more than 1 day.
- *Pre-Planned PTO* will be considered by the employee's administrator based on the needs of each site/department and the established cap. In the rare occasion of a once in a lifetime event, a request may be submitted to the Director of Human Resources or designee for considerations up to a maximum of 5 days.
- A reason is not required when requesting *Pre-Planned PTO* in advance of the day. However, in circumstances where more than one employee in the same site or department requests the same day off, providing additional information may assist in the approval of the request.
- *Pre-Planned PTO* must be approved and entered in Frontline 3 workdays prior to the absence.

If an employee has approved pre-planned PTO absences and they deplete their PTO allocation prior to the scheduled pre-planned PTO, a pre-planned PTO day must be removed to accommodate the immediate need for unplanned PTO. Essentially, there will not be unpaid time to accommodate an employee exhausting their PTO allotment for the purpose of a planned absence.

Example: An employee pre-plans and schedules their total allotment of PTO days in advance. In November, the employee becomes ill and has the immediate need for one unplanned PTO day. Then one PTO day will be transferred from the pre-planned absence and applied to the illness absence.

Unplanned Paid Time Off (PTO) - Requesting and Recording Time in Frontline

Unplanned Paid Time Off (PTO) may be used for immediate needs such as illness and/or emergency.

- PTO for these types of reasons may be taken in increments of one hour or more.
- In order to be granted unplanned PTO, an employee must:
 - Enter the absences in Frontline at least one hour prior to work or contact their supervisor or Substitute Services to enter the absence if there are extenuating circumstances.
 - If an employee has a same-day absence, the employee is required to contact their supervisor.
 - Keep their supervisor informed of an anticipated return to work date.

If an employee utilizes PTO for more than **three (3) consecutive days**, documentation as to the reason may be required. As an example, if an employee enters unplanned PTO (no pre-planned/approved time) this may include a written statement from a licensed physician in the case of illness.

If requested, the employee must present certification from a doctor or other treating health care professional that he/she was incapable of performing normal work duties during the days absent or to verify any other use of leave time permitted under this provision, including the duration of leave, if there are work limitations, and release of restrictions if appropriate. Nothing in this section should be interpreted as limiting the District's ability to discipline or discharge employees for the fraudulent use of paid time off (PTO).

- If absences are eligible for Wisconsin FMLA, employees have the right to choose what type of accrued, paid leave they would like to apply (PTO, Leave Reserve Bank, or vacation if eligible).

PTO is attendance-based. An individual staff member's attendance incentive (payout) may be reduced depending on their utilization.

In the event an individual's yearly allotment of Paid Time Off (PTO) is exhausted and the reason for an additional absence(s) is not eligible for the Leave Reserve Bank, the absence(s) will be unpaid.

Leave Reserve Bank

Each employee will have a Leave Reserve Bank and may accrue up to a maximum of ninety (90) days. The bank will initially include any unused sick leave accrued before July 1, 2024. In the future, the bank will include any accrued and unused paid time off (PTO) either elected by the employee into the bank or by default due to non-election.

The Leave Reserve Bank may only be used for:

- An employee or family member's serious health condition as defined by the Family Medical Leave Act (FMLA), regardless of the employee's FMLA eligibility, up to the maximum number of days allowed by the District's FMLA policy.
- Extended bereavement for a family member (as defined in bereavement section)
- Other paid leaves of absence as identified in Handbook

To access an employee's individual Leave Reserve Bank, the employee must submit an FMLA Request to Human Resources, leave request, or a written request for extended bereavement leave to the Chief Human Resources Officer.

Should a situation arise where the employee's PTO and Leave Reserve Bank are depleted, an employee may submit a request in writing to Human Resources to be absent from work. If granted, additional time off will be unpaid, and a payroll deduction will be taken including the full cost of both the employer and employee portion of insurance premiums when applicable.

Leave Reserve Bank - Transition to PTO

Each employee's sick leave balance (accrued sick leave prior to July 1, 2024) shall be transferred to an individual Leave Reserve Bank. At the inception of PTO, employees who have a sick leave balance exceeding 90 days will retain all of their time above the 90 day maximum. If the balance of the Leave Reserve Bank falls below 90 days due to utilization, the employee may then only accrue time up to the 90 day maximum moving forward.

End of Year Election: Payout and/or PTO Conversion to Leave Reserve Bank

At the end of each school year, employees may elect any unused PTO to be paid out and/or converted to the **Leave Reserve Bank** for the new fiscal year (July 1-June 30).

Employees have options for unused PTO days: unused days may be converted to the Leave Reserve Bank; paid out; or a combination of both. Staff members with less than 60 days in their Leave Reserve Bank may be compensated for a maximum of 2 days; staff members with more than 60 days in their Leave Reserve Bank may be compensated for a maximum of 4 days. At the end of the year PTO is allocated, unused PTO days have a cash value (subject to change based on district budget allocations). Once PTO days are converted, they do not retain a payout cash value and will not be paid retroactively.

Employees will elect at the end of the school year to receive a payout that must be submitted before the end of business day (4:30 p.m.) on the last day of school. If the payout form is not submitted by the deadline remaining balances will be converted to the Leave Reserve Bank (up to 90 days). The related payout will occur on or before July 15 after verification of time available through June 30. If a payout is chosen, the funds may be:

- Paid via direct deposit on July 15th at the established rate
- Deposited into a tax-sheltered 403b account (if employee is eligible) on July 15th

Termination of Employment

Leave Reserve Bank - In cases of resignation, retirement, termination of employment or any other reason for employment separation, payout of the Leave Reserve Bank will not occur.

Bereavement

This leave is intended to offer a measure of support to you when a loved one dies. It is not intended as an indication of grieving time that is needed, or as the only means of providing time away from the District in the event of loss.

Employees may be granted a maximum of (5) paid bereavement days per year (July 1 - June 30) and are separate from PTO. Staff must notify their supervisor of bereavement time and enter the absence in Frontline as soon as practical. Bereavement leave may be taken in the event of a death of an employee's family members as defined as follows: spouse or partner, child or stepchild, parent or stepparent, sibling or stepsister/brother, and any in-laws (father, mother, daughter, son, brother or sister), grandparent, and grandchild of the staff member.

Employees may use Paid Time Off (PTO) for funeral or bereavement leave for other relationships than those listed above.

Where applicable and in accordance with the specific parameters below, federal and state law and insurance policy guidelines, the following may be available to employees for purposes of bereavement leave:

- Bereavement leave
- Paid Time Off (PTO), *with communication with supervisor/Human Resources*

- Leave Reserve Bank (for child or spouse)
- In extenuating circumstances where PTO and/or the employee's Leave Reserve bank are exhausted, additional unpaid days may be granted by Human Resources
- If the employee or a qualifying family member is experiencing a serious health condition due to the loss of a loved one, the employee may be eligible for Family and Medical Leave or Short-Term Disability if the employee is enrolled.

Inappropriate Use of Leave Time

Inappropriate use of leave time (PTO, Bereavement, etc.) may include failing to enter leave time in Frontline in a timely manner absent of extenuating circumstances, entering PTO after a request was denied, falsifying bereavement leave or patterns of unplanned PTO absences. Misuse of PTO or bereavement leave may result in loss of wages and reimbursement to the District of pro-rated benefits for the time absent, and/or disciplinary action.

Success for
Every Student,
Every Day



**Appleton Area School District
Operational Expectations Monitoring Report
OE-8 Communicating with the Board**

SUPERINTENDENT CERTIFICATION:

With respect to Operational Expectations Policy OE-8, Communicating with the Board, I certify the proceeding interpretations and indicators to be accurate, complete, and reasonable.

☒ **Compliant**

☐ **Compliant with the exceptions noted:**

☐ **Non-Compliant**

Compliant Indicators	Noncompliant Indicators
17	0
Total Indicators: 17	

Executive Summary/Analysis:

The interpretations and indicators, as submitted below, will provide evidence to the Board that the Superintendent provides adequate information and support for members of the Board of Education to complete their responsibilities to the District. Indicators are informed by best practices, follow all legal requirements, and align with other applicable OE and Results policies.

Although all 17 indicators are compliant, and improvement has been shown in several areas, there remain areas where district administration can continue to improve. Revisions were made to several indicators this past year, which will provide more clarity around indicator compliance. These areas include; making monitoring data more consumable, providing trends, facts, and other relevant information for decision-making, providing adequate information regarding administrative decisions that are delegated to the Superintendent, and providing information to the Board in a timely manner.

Notes or exceptions, if any:

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Operational Expectations Policy OE-8, Communicating with the Board, the Board finds that the organization is:

_____ **Compliant**

_____ **Compliant with the exceptions noted:**

_____ **Non-Compliant**

Summary Statements of the Board, if any:

Signed: _____ Date: _____
Board President

Document submitted: _____ Re-submitted: _____

OE – 8 Communicating with the Board

The Superintendent shall assure that the Board is fully supported and adequately informed about matters relating to Board work and significant district concern.

SUPERINTENDENT Interpretation:

The Board values comprehensive information in a reasonable timeframe on notable issues and happenings in the District and on issues that are relevant to its role and responsibilities as defined by Board policy.

- **Fully supported and adequately informed** shall mean that the amount of information and the timing and manner in which information is communicated to the Board shall be such that each Board member will have the necessary information to be able to fulfill his or her responsibilities and will receive relevant information in a timely manner.
- **Matters relating to Board work** shall mean items related to the Board's job description as defined in GC-3.
- **Significant district concern** shall mean matters that impact a large number of employees, students, or stakeholders or matters that may gain large media attention or matters that may have significant cost to the District, financial or otherwise.

OE – 8.1 The Superintendent will submit required monitoring data (see policy **B/SR-5**–Monitoring Superintendent Performance) in a thorough, accurate and understandable fashion, according to the Board's annual work plan schedule, and including both Superintendent interpretations and relevant data to document compliance or reasonable progress.

SUPERINTENDENT Interpretation:

- **Monitoring data** shall mean evidence provided by the Superintendent and staff to support accomplishment of the indicators of compliance and reasonable progress.
- **Thorough, accurate, and understandable fashion** shall mean that the evidence is comprehensive, that it is correct and reported in a manner that promotes transparency, and that the Board is able to consume the information readily.
- **Annual work plan** shall mean the schedule of indicator reports and monitoring reports outlined by the Board.
- **Document compliance or reasonable progress** shall mean to determine whether the Superintendent or District has accomplished the measurable goals or objectives outlined in the OE indicators and Results.

SUPERINTENDENT Indicators of Compliance:

We will know we are compliant when:

8.1.1- The District submits 100% of the monitoring data per the Board's annual work plan for all OE Policies and Results.

8.1.2- A survey of the Board indicates that monitoring data is readily consumable and that the reports are comprehensive and accurate.

In
Compliance

Not in
Compliance

X

X

SUPERINTENDENT Evidence of Compliance:

8.1.1 - At this time, all OE policies and results policies have been submitted and approved as outlined in the Board's "Annual Work Plan".

8.1.2 - Results from the November and April surveys of the Board indicate that the majority of Board members agree or strongly agree that monitoring data is readily consumable and that reports are comprehensive and accurate. This past year saw the Board and administration continue to make revisions to the original indicators for each operational expectation, including indicator 8.1.2.

OE – 8.2 The Superintendent will provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.

SUPERINTENDENT Interpretation:

- **Timely manner** shall mean appropriate relative to the urgency or uniqueness of the situation.
- **Trends, facts and other information** shall mean information that supports the Board's understanding of educational and governance issues, shifts in circumstances that may impact the District (such as teacher shortages, funding, legislative matters, etc.).
- **Relevant to the Board's work** shall mean regarding items related to the Board's job description as defined in GC-3.

SUPERINTENDENT Indicators of Compliance:

We will know we are compliant when:

8.2.1- In a survey of Board members each April and November, a majority of Board members agree that they have been provided information relevant to the Board's work in a timely manner (e.g. within 24 hours for urgent issues, at least three (3) business days in advance of a Board work session or regular meeting for Board Business items requiring discussion and/or action, and in advance of the Board work session or regular meeting for non-urgent, information and consent agenda items).

8.2.2- In a survey of Board members each April and November, a majority of Board members agree that they have been provided with trends, facts or other information (ex. State budget) relevant to the Board's work.

**In
Compliance**

**Not in
Compliance**

X

X

SUPERINTENDENT Evidence of Compliance:

8.2.1 - Results from the November and April surveys of the Board indicate that the majority of Board members agree or strongly agree that they have been provided information relevant to the Board's work in a timely manner. This year, the administration has been more intentional about presenting Items for Information at the meeting prior to when the item needs to be considered (approved). Administration is also working to improve getting information to the Board in advance of work sessions and regular

meetings of the Board. Some challenges continue to exist when we are working with consultants and other non-district entities.

8.2.2 - In addition, the results of the surveys showed that the majority of Board members who responded agree or strongly agree that they have been provided with trends, facts or other information relevant to the Board's work.

OE – 8.3 The Superintendent will inform the Board of significant transfers of money within funds or other changes substantially affecting the district's financial condition.

SUPERINTENDENT Interpretation:

- **Significant transfers of money** shall mean any movement of money in budget line items over \$500,000 from one-line item to another.
- **Substantially affecting the district's financial condition** shall mean contrary to the indicators and interpretations outlined in OE-5 and OE-6.

SUPERINTENDENT Indicators of Compliance:

We will know we are compliant when:

- 8.3.1-** The annual audit of the District's finances (Comprehensive Annual Financial Report) reveals no instance in which a significant amount of money was transferred from one line item to another without having informed the Board and that no other changes substantially affecting the district's financial condition were made without having informed the Board.

**In
Compliance**

**Not in
Compliance**

X

SUPERINTENDENT Evidence of Compliance:

8.3.1 - Attached is the completed audit [Financial Reports](#) and [Executive Summary](#) for the year ended 6/30/2023.

OE – 8.4 The Superintendent will assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions, including matters related to charters.

SUPERINTENDENT Interpretation:

- **Adequate information** shall mean sufficient data, documentation, communications and reports for each Board member to fulfill his or her responsibilities.
- **Variety of internal and external viewpoints** shall mean opinions and perspectives from multiple and diverse representative sources and shall include sources both within and outside of the District (such as the Superintendent, Leadership Team, District surveys, individual stakeholders, etc.).

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: 8.4.1- In a survey of Board members each April and November, a majority of Board members believe they have been provided with ○ Adequate information from a variety of viewpoints. ○ An annual overview of district survey results. ○ An annual overview of District Scorecard results.	In Compliance	Not in Compliance
	X	
SUPERINTENDENT Evidence of Compliance: 8.4.1 - Results from the November and April surveys of the Board indicate that the majority of Board members agree or strongly agree that they have been provided with adequate information from a variety of viewpoints. The annual overview of district surveys and scorecard results will be provided upon completion of the school year. 2023-2024 AASD Scorecard.		
OE – 8.5 The Superintendent will inform the Board of anticipated significant media coverage.		
SUPERINTENDENT Interpretation: ● Anticipated shall mean reasonably predictable or probable. ● Significant shall mean topics that could impact a majority of stakeholders, at the school or District level. ● Media coverage shall mean reports, stories or commentary that may appear in the local print, television or online recognized news outlets.		
SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: 8.5.1- In a survey of Board members each April and November, all Board members agree that they have been informed by the Superintendent or designee with regard to significant reports, stories or commentary that may appear in local or national media ahead of the appearance or within 24 hours of breaking news.	In Compliance	Not in Compliance
	X	

SUPERINTENDENT Evidence of Compliance:

8.5.1 - Results of the November and April surveys show that all Board members who completed the survey agree that they have been informed about significant reports, stories or commentary as described in the indicator. Positive comments were made in the survey about Kylie Harwell.

In her role as the Communications Coordinator for the district, Kylie sends the Board emails (media mentions) within 24 hours of a story being published.

Superintendent Hartjes also sends emails, and if more timely, will call Board members to inform them of media reports, stories or commentary.

OE – 8.6 The Superintendent will inform the Board, the Board President or individual members if, in the Superintendent's opinion, the Board or individual members have encroached into areas of responsibility assigned to the Superintendent or if the Board or its members are non-compliant with any **Governance Culture** or **Board/Superintendent Relations** policies.

SUPERINTENDENT Interpretation:

- **Encroached into** shall mean taking action, making requests of staff, or otherwise getting involved in the work of the Superintendent or District as described by the Governance policies or State law.
- **Non-compliant with any Governance Culture or Board/Superintendent Relations** shall mean contrary to the policies outlined by the Board's Coherent Governance policies.

SUPERINTENDENT Indicators of Compliance:

We will know we are compliant when:

- 8.6.1-** The Superintendent reports the specifics of any non-compliance by Board members to the Board President.

In
Compliance

Not in
Compliance

X

SUPERINTENDENT Evidence of Compliance:

8.6.1 - No non-compliance occurred up to this point in the 2023-2024 school year.

OE – 8.7 The Superintendent will present information in simple and concise form, indicating clearly whether the information is incidental, intended for decision preparation, or for formal monitoring.

SUPERINTENDENT Interpretation:

- **Clear and concise** shall mean using succinct language that is not industry specific and can be understood by people without an educational background.
- **Information is incidental, intended for decision preparation or for formal monitoring** shall mean identifying the use of the information that is provided so Board Members can respond appropriately.

SUPERINTENDENT Indicators of Compliance:

We will know we are compliant when:

- 8.7.1- In a survey of Board members each April and November, a majority of Board members indicate that they have been given information in a way they could understand.
- 8.7.2- In a survey of Board members each April and November, a majority of Board members believe they understood the intent of the information they received.

**In
Compliance****Not in
Compliance****X****X****SUPERINTENDENT Evidence of Compliance:**

8.7.1 - Results from the November and April surveys of the Board indicate the majority of Board members agree or strongly agree that they have been given information in a way they could understand.

8.7.2 - Results from the November and April surveys of the Board indicate that the majority of Board members believe they understood the intent of the information they received.

OE – 8.8 The Superintendent will treat all members impartially and assure that all members have equal access to information.

SUPERINTENDENT Interpretation:

- **Treat all members impartially** shall mean to interact with every Board member in a professional and respectful manner, and to communicate with each one in the amount and manner necessary for each Board member to fulfill his or her responsibilities, duties, and Board-assigned tasks.
- **Equal access to information** shall mean that every Board member shall receive the same communications and documents on matters that are of concern to the Board as a whole and upon which the board makes decisions.

SUPERINTENDENT Indicators of Compliance:	In Compliance	Not in Compliance
We will know we are compliant when: 8.8.1- In a survey of Board members each April and November, a majority of Board members believe they have been treated equally and have equal access to information. 8.8.2- Documents for meetings and work sessions for Board members are distributed equally and at the same time 100% of the time as evidenced by records kept by the Superintendent's Office.	X X	
SUPERINTENDENT Evidence of Compliance: 8.8.1 - Results from the November and April surveys of the Board indicate that the majority of Board members believe they have been treated equally and have equal access to information. Furthermore, Superintendent Hartjes uses his Friday update to answer individual questions that are relevant to all Board members. 8.8.2 - Through the use of Boarddocs, all Board members receive documents at the same time 100% of the time. In addition, emails with information from the Superintendent's Executive Assistant are sent to all Board members at the same time.		
OE – 8.9 The Superintendent will inform the Board in a timely manner of any actual or anticipated noncompliance with any Board Operational Expectations policy or any anticipated failure to achieve reasonable progress toward any Results policy.		
SUPERINTENDENT Interpretation: • Timely manner shall mean appropriate relative to the urgency or uniqueness of the situation. • Actual noncompliance shall mean failure to meet the indicators of compliance as outlined in the OEs. • Anticipated noncompliance shall mean likely failure to meet the indicators of compliance as outlined in the OEs as determined by the Superintendent and his/her staff after review of relevant data or information. • Reasonable progress shall mean sufficient achievement gains to achieve the targets outlined in the Results policies.		

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: 8.9.1- In a timely manner, the Superintendent brings to the Board 100% of the instances he/she anticipates noncompliance with Board Operational Expectations or failure to make reasonable progress towards a Results policy.	In Compliance	Not in Compliance
SUPERINTENDENT Evidence of Compliance: 8.9.1 - All instances of noncompliance with Board Operational Expectations or Results policies have been shared with the Board during the scheduled monitoring meetings (Work Sessions). The schedule for such meetings has been updated as needed throughout the year.	X	
OE – 8.10 The Superintendent will 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.		
SUPERINTENDENT Interpretation: • Adequate shall mean sufficient communication and information that will allow the Board to fulfill its responsibilities as described by state law. • Administrative actions and decisions shall mean steps taken by the Superintendent to manage the day-to-day operation of the District and meet the responsibilities outlined in the OE policies. • Delegated to the Superintendent shall mean specifically (in either District or Board policy) assigned as a responsibility of the Superintendent by the Board.		
SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: 8.10.1- The Superintendent brings to the Board 100% of the decisions required by law to be approved by the Board as documented by minutes of meetings of the Board of Education. 8.10.2- In a survey of Board members each April and November, all Board members believe that they have been provided adequate information regarding administrative decisions that are delegated to the Superintendent, but required by law to be approved by the Board.	In Compliance X X	Not in Compliance

SUPERINTENDENT Evidence of Compliance:

8.10.1 - Please see Boarddocs for minutes from regular Board meetings.

8.10.2 - In a survey of Board members each April and November, a majority of Board members believe they have been provided adequate information regarding administrative decisions that are delegated to the Superintendent, but required by law to be approved by the Board.

However, some concern was raised in the survey about clarity on what decisions should be made by the Board and those that are delegated to the Superintendent.

OE – 8.11 Inform the Board in a timely manner of the administrative disposition of formal complaints referred to the Superintendent by the Board.

SUPERINTENDENT Interpretation:

- **Timely manner** shall mean appropriate relative to the urgency or uniqueness of the situation.
- **Administrative disposition** shall mean how the complaint was handled or resolved.
- **Formal** shall mean a complaint that reaches Step 5 of the AASD Complaint Procedure.
- **Complaints** shall mean any concern or issue that is disruptive to operations or student learning and is presented to the Superintendent by the Board.

SUPERINTENDENT Indicators of Compliance:

We will know we are compliant when:

- 8.11.1-** The Superintendent responds, via email or phone call, to every Board complaint that is assigned to the Superintendent with an explanation of how the situation/complaint has been addressed.

In
Compliance

Not in
Compliance

X

SUPERINTENDENT Evidence of Compliance:

8.11.1 - The Superintendent responds to every Board complaint that is assigned to him, and then follows up with the Board with an explanation of how the situation/complaint was addressed.

OE – 8.12 Inform the Board in advance of any deletions of, additions to, or significant modifications of any District policies, instructional programs, or the employee handbook.

SUPERINTENDENT Interpretation:

- **Deletions, additions, and significant modifications** shall mean removal or editing of learning opportunities that require considerable professional development or resources to change.

- **District policies** shall mean all operational policies maintained by the District and under the direction of the Superintendent for his/her use in the day-to-day operation of the District.
- **Instructional programs** shall mean the teaching practices and classroom instruction that have valuable learning opportunities in the District's schools.
- **Employee handbook** shall mean the manual provided to all staff members which outlines and describes the professional expectations and necessary conditions related to their employment with the District.

SUPERINTENDENT Indicators of Compliance:

We will know we are compliant when:

8.12.1- A review of Board meeting or work session minutes or Board communications will show that the Board was informed of 100% of any significant changes to District policies, instructional programs, or the employee handbook prior to the implementation of the change.

**In
Compliance**

**Not in
Compliance**

X

SUPERINTENDENT Evidence of Compliance:

8.12.1 - Board meeting and work session minutes are available on Boarddocs.

Success for
Every Student,
Every Day



**Appleton Area School District
Operational Expectations Monitoring Report
OE-9 Communicating with the Public**

SUPERINTENDENT CERTIFICATION:

Concerning Operational Expectations Policy OE-9, Communicating with the Public, I certify the proceeding interpretations and indicators to be accurate, complete, and reasonable.

☒ **Compliant**

☐ **Compliant with the exceptions noted:**

☐ **Non-Compliant**

Compliant Indicators	Noncompliant Indicators
5	0
Total Indicators: 5	

Executive Summary/Analysis:

The interpretations and indicators, as submitted below, will provide evidence to the Board that the District's communications will ensure that the public is aware of the current activities of the District. Indicators are informed by best practices and align with other applicable OE and Results policies.

All five indicators under OE - 9 are in compliance.

Notes or exceptions, if any:

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Operational Expectations Policy OE-9, Communicating with the Public, the Board finds that the organization is:

_____ **Compliant**

_____ **Compliant with the exceptions noted:**

_____ **Non-Compliant**

Summary Statements of the Board, if any:

Signed: _____ Date: _____
Board President

Document submitted: _____ Re-submitted: _____

OE – 9 Communicating with the Public

The Superintendent shall ensure that the public is adequately informed about the condition and direction of the district.

SUPERINTENDENT Interpretation:

The Board values a public who is aware of the current activities of the District and knows the plan for improvement moving into the future.

- **The public** shall mean the District's families, students, staff, and community members.
- **Adequately informed** shall mean that the public has sufficient opportunities to receive important and strategic communications from the District.
- **The condition** shall mean information about the organization's finances, operations, student results, climate, or honors (awards and recognition).
- **Direction** shall mean to include communication about the district's strategic plan/scorecard, programs, changes, innovations, or initiatives.

OE – 9.1 Assure the timely flow of information, appropriate input, and strategic two-way communications between the district and the public that build understanding and support for district efforts.

SUPERINTENDENT Interpretation:

- **Timely** shall mean mechanisms are in place to inform the public and media on a regular basis for routine matters as well as for urgent, immediate issues that may arise and to gain appropriate input, as needed.
- **Flow of information** shall mean the distribution, availability, and accessibility of information.
- **Appropriate input** shall mean useful ideas, thoughts, questions, and concerns brought to the district through the established chain of command or another identified method.
- **Strategic** shall mean communications related to the vision, strategic plan/scorecard, and challenges facing the District.
- **Two-way communications** shall mean disseminating and listening.
- **Builds understanding and support** shall mean that our communication efforts help the public become informed about the district's direction and progress, and hold a positive perception of the District.

SUPERINTENDENT Indicators of Compliance:

We will know we are compliant when:

- 9.1.1-** The number of visits to the District website will maintain or increase on an annual basis.
- 9.1.2-** The post engagement and follower count of the District Facebook page will maintain or increase on an annual basis.
- 9.1.3-** Results from a random annual survey sample of district residents, including questions that measure public support of the District and its two-way communication efforts, will indicate that a majority of respondents express support for the direction of the district and its two-way communication efforts.
- 9.1.4-** The District will publish community newsletters two times per year. The newsletters will share updates relevant to the District Scorecard and Results policies as shown in a record of communication dates kept by the Superintendent or designee.

**In
Compliance**

**Not in
Compliance**

X

X

X

X

SUPERINTENDENT Evidence of Compliance:

9.1.1- From May of 2023 to May of 2024, we had 2,116,000 visits to our District website. Our two previous years had totals of 1,555,000 and 2,020,000.

9.1.2 - As of May 2024, we have 11,292 Facebook followers, which represents an increase of 854 followers from May of last year. In addition, our post engagement (post reactions, comments, and shares) increased by 3,600 during this time period.

9.1.3 - Our first-ever survey of district residents, which was completed in August of 2023, had 324 respondents. 82.7% support the direction of the district and our two-way communication efforts.

9.1.4 - The fall edition of our District Digest was mailed to all AASD households. The spring edition of our District Digest is completed and will be mailed the week of May 13th, 2024.

OE – 9.2 Prepare and publish, on behalf of the Board, a community report to the public that includes the following items:

- A. Data indicating student progress toward accomplishing the Board's **Results** policies.
- B. Information about school district strategies, programs, and operations intended to accomplish the Board's **Results** policies.
- C. Information about the district's financial condition, including revenues, expenditures, and costs of major programs.

SUPERINTENDENT Interpretation:

- **Publish** shall mean available via print and/or online via the District website.
- **Data** shall mean quantifiable and qualitative assessments summarizing student achievement towards the Board's stated Results.
- **Information** shall mean the administrative and staff work plans to achieve Results, including a summary of the budget and financial administration of the district.

SUPERINTENDENT Indicators of Compliance:

We will know we are compliant when:

- 9.2.1-** The Board, families, community members and staff receive notification of the availability of the District's annual Community Report to the public as documented in a record of communication dates kept by the Superintendent or designee.

In
Compliance

Not in
Compliance

X

SUPERINTENDENT Evidence of Compliance:

9.2.1 - The Postcard linked below was mailed to all AASD households in August of 2023. In addition, a link to the annual Community Report was shared with families and staff via email.

<https://www.aasd.k12.wi.us/cms/One.aspx?portalId=457604&pageId=14562821>