



**Monday, November 27, 2023
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.

Main Governing Board

1. Meeting Opening

Subject	A. Roll Call
Meeting	Nov 27, 2023 - Board of Education Meeting
Category	1. Meeting Opening
Type	Procedural

Subject	B. Pledge of Allegiance
Meeting	Nov 27, 2023 - 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
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Meeting	Nov 27, 2023 - Board of Education Meeting
Category	2. Approval of Agenda (GC-2: Governing Commitments)
Type	Procedural

Subject	B. Approval of Agenda
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Meeting	Nov 27, 2023 - 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.
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Motion & Voting

Motion to approve the Board Agenda as presented.

Motion by Nick Ross, second by James Bacon.

Final Resolution: Motion Carried

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

3. Special Presentation

Subject	A. None
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Meeting	Nov 27, 2023 - Board of Education Meeting
Category	3. Special Presentation
Type	Recognition, Report

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

Subject	A. Public Input
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Meeting	Nov 27, 2023 - Board of Education Meeting
Category	4. Public Input (GC-3.3: Initiate and maintain effective communication with the citizens.)
Type	Procedural

Public Input:

Members of the public wishing to address the Board may speak during public input in accordance with the procedures posted on the District's website and state law. The Wisconsin Open Meetings Law requires that Board of Education members do not discuss topics or respond to questions that are not listed on the agenda. The practice of

the Board is to not respond to public comments during the meeting; however, when appropriate the Board may request the administration to reach out to a citizen regarding a concern they may have. Speakers will be bound by the guidelines and responsibilities outlined on the District's [website](#) and established in policy. The Board reserves the right to terminate remarks of any individual who does not adhere to established rules, whose comments are unduly repetitive of previous comments, who makes comments that are obscene, threatening, harassing, or defamatory, or whose conduct is otherwise disorderly. Comments that introduce complaints or concerns that are directed toward and that identify individual staff members or individual students are not permissible.

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

Policy References:

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

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

Subject	A. None
Meeting	Nov 27, 2023 - 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, Presentation

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): None
Meeting	Nov 27, 2023 - 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

Subject	B. School/Student Services Report: Alternative Education and Service Curriculum & Materials Adoption; EL Curriculum & Materials Adoption; 2024-2025 School Calendar
Meeting	Nov 27, 2023 - 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

Assistant Superintendent, Steve Harrison, will present the Alternative Education and Service Curriculum & Materials along with EL Curriculum & Materials Adoption items for consideration.

Superintendent Greg Hartjes and Assistant Superintendent Sheree Garvey, will present the 2024-2025 School Calendar item for consideration.

File Attachments

[IFC-1810 EL Beginning Reading Writing.pdf \(37 KB\)](#)

[EL 1810W Course Overview.pdf \(77 KB\)](#)

[EL 1810R Course Overview.pdf \(68 KB\)](#)

[IFC 1855 Project Success for Newcomers.pdf \(37 KB\)](#)

[_1855 Project Success for Newcomers Curriculum Document .pdf \(94 KB\)](#)

[IFC-Alternative Education Curriculum Update.pdf \(47 KB\)](#)

[Investigating Success 1 Course Overview Curriculum Document.pdf \(73 KB\)](#)

[Investigating Success 2 Course Overview Curriculum Document.pdf \(67 KB\)](#)

[Jump Start Course Overview Curriculum Document.pdf \(66 KB\)](#)

[Service Learning & Leadership 1 Course Overview Curriculum Document.pdf \(59 KB\)](#)

[Service Learning & Leadership 2 Course Overview Curriculum Document.pdf \(59 KB\)](#)

[Service Learning & Leadership 3 Course Overview Curriculum Document.pdf \(59 KB\)](#)

[Item for Consideration Calendar 24-25.pdf \(31 KB\)](#)

[Draft 2024-2025 School Calendar.pdf \(124 KB\)](#)

Subject C. Personnel Services Update(s): Professional Educator New Hire(s) and Contract Change(s)

Meeting Nov 27, 2023 - 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

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

File Attachments

[IFC Professional Educator New Hire 11-27-23.pdf \(154 KB\)](#)

[IFC Professional Educator Contract Change 11-27-23.pdf \(101 KB\)](#)

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

Subject A. Board Meeting Minutes from November 13, 2023

Meeting Nov 27, 2023 - 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 from November 13, 2023.
Minutes	View Minutes for Nov 13, 2023 - 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 from November 13, 2023.

Motion by Pheng Thao, second by Kristine Sauter.

Final Resolution: Motion Carried

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

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. Alternative Education and Service Curriculum & Materials Adoption
Meeting	Nov 27, 2023 - 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-Alternative Education Curriculum Update.pdf \(47 KB\)](#)
[Investigating Success 1 Course Overview Curriculum Document.pdf \(73 KB\)](#)
[Investigating Success 2 Course Overview Curriculum Document.pdf \(67 KB\)](#)
[Jump Start Course Overview Curriculum Document.pdf \(66 KB\)](#)
[Service Learning & Leadership 1 Course Overview Curriculum Document.pdf \(59 KB\)](#)
[Service Learning & Leadership 2 Course Overview Curriculum Document.pdf \(59 KB\)](#)
[Service Learning & Leadership 3 Course Overview Curriculum Document.pdf \(59 KB\)](#)

Subject	B. EL Curriculum & Materials Adoption
Meeting	Nov 27, 2023 - 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 1855 Project Success for Newcomers.pdf \(37 KB\)](#)

[EL 1810W Course Overview.pdf \(77 KB\)](#)
[EL 1810R Course Overview.pdf \(68 KB\)](#)
[IFC-1810 EL Beginning Reading Writing.pdf \(37 KB\)](#)
[1855 Project Success for Newcomers Curriculum Document .pdf \(94 KB\)](#)

Subject C. 2024-2025 School Calendar

Meeting Nov 27, 2023 - 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

[Item for Consideration Calendar 24-25.pdf \(31 KB\)](#)
[Draft 2024-2025 School Calendar.pdf \(124 KB\)](#)

Subject D. Professional Educator New Hire(s)

Meeting Nov 27, 2023 - 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 11-27-23.pdf \(156 KB\)](#)

Subject E. Professional Educator Contract Change(s)

Meeting Nov 27, 2023 - 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 Professional Educator Contract Change(s) as presented.

File Attachments

[IFC Professional Educator Contract Change 11-27-23.pdf \(101 KB\)](#)

Motion & Voting

Motion to approve the Professional Educator Contract Change(s) as presented.

Motion by Kay Eggert, second by Edward Ruffolo.

Final Resolution: Motion Carried

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	Nov 27, 2023 - 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: ELA 7-Curriculum and Materials Update
Meeting	Nov 27, 2023 - 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 and Director of 7-12 ELA Kelly Leopold, will present the ELA 7- Curriculum and Materials Update.

File Attachments
[IOI-ELA 7 Updates.pdf \(39 KB\)](#)
[KWKT- ELA 7 .pdf \(98 KB\)](#)
[Public Input Received - ELA 7.pdf \(62 KB\)](#)

Subject	C. Personnel Services Report: None
Meeting	Nov 27, 2023 - 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

10. Board Business

Subject	A. Omolade Academy Charter School Contract
Meeting	Nov 27, 2023 - Board of Education Meeting
Category	10. Board Business
Type	Action
Recommended Action	Motion to approve the Omolade Academy Charter School Contract as presented.

African Hertigae Inc. will present and discuss the Omolade Academy Charter School Contract item for consideration.

File Attachments

[IFC - African Heritage, Inc. request for authorizer.pdf \(46 KB\)](#)

Motion & Voting

Motion to approve the Omolade Academy Charter School Contract as presented.

Motion by Edward Ruffolo, second by James Bacon.

Final Resolution: Motion Carried

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

Subject **B. Monitoring Report: R-2.1.1 English Language Art**

Meeting Nov 27, 2023 - Board of Education Meeting

Category 10. Board Business

Type Action

Assistant Superintendent, Steve Harrison, will present the Monitoring Report: R-2.1.1 English Language Art item for consideration.

File Attachments

[AASD R-2.1.1 ELA - 2023-24 Monitoring Report \(for the 2022-23 school year\).pdf \(1,440 KB\)](#)

Subject **C. Monitoring Report: R-2.1.2 Mathematics**

Meeting Nov 27, 2023 - Board of Education Meeting

Category 10. Board Business

Type Action

Recommended Motion to approve Monitoring Report: R-2.1.2 Mathematics as presented.
Action

Assistant Superintendent, Steve Harrison, will present the Monitoring Report: R-2.1.2 Mathematics item for consideration.

File Attachments

[AASD R-2.1.2 Mathematics - 2023-24 Monitoring Report \(for the 2022-23 school year\).pdf \(1,454 KB\)](#)

Motion & Voting

Motion to approve Monitoring Report: R-2.1.2 Mathematics as presented.

Motion by Edward Ruffolo, second by Kristine Sauter.

Final Resolution: Motion Carried

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

Subject **D. Policy 131- School Board Elections**

Meeting	Nov 27, 2023 - Board of Education Meeting
Category	10. Board Business
Type	Action
Recommended Action	Motion to approve the updated Policy 131.1- Board Member Qualifications to Policy 131-School Board Elections as presented.

Board President, Kay Eggert, will present Policy 131.1- Board Member Qualifications change to Policy 131-School Board Elections item for consideration.

File Attachments
[FINAL School Board Elections 131.1.pdf \(34 KB\)](#)

Motion & Voting

Motion to approve the updated Policy 131.1- Board Member Qualifications to Policy 131-School Board Elections as presented.

Motion by Kristine Sauter, second by Jason Kolpack.

Final Resolution: Motion Carried

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

Subject E. Policy 672- Purchasing Policy

Meeting	Nov 27, 2023 - Board of Education Meeting
Category	10. Board Business
Type	Action
Recommended Action	Motion to approve to update Policy 672- Purchasing Procedures to Policy 672-Purchasing Policy as presented.

Executive Director of Finance, Holly Burr, will present Policy 672- Purchasing Procedures change to Policy 672- Purchasing Policy item for consideration.

File Attachments
[FINAL Purchasing Procedures-672.pdf \(115 KB\)](#)

Motion & Voting

Motion to approve to update Policy 672- Purchasing Procedures to Policy 672- Purchasing Policy as presented.

Motion by Kay Eggert, second by Pheng Thao.

Final Resolution: Motion Carried

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

Subject F. OE 6- Financial Planning Policy

Meeting	Nov 27, 2023 - Board of Education Meeting
Category	10. Board Business

Type Discussion, Information, Presentation

Executive Director of Finance, Holly Burr, will present the OE-6 Financial Planning Policy item of information.

File Attachments

[DRAFT Policy OE-6 Financial Administration \(2\).pdf \(75 KB\)](#)

[OE-6 Financial Administration .pdf \(486 KB\)](#)

Subject G. Policy 522.1 - Drug Free Workplace

Meeting Nov 27, 2023 - Board of Education Meeting

Category 10. Board Business

Type Discussion, Information

Chief Human Resources Officer, Julie King, will present Policy 522.1- Drug Free Workplace item of information.

File Attachments

[DRAFT 523.11 Employee Alcohol and Drug Testing.docx \(1\).pdf \(36 KB\)](#)

Subject H. School Safety Plan

Meeting Nov 27, 2023 - Board of Education Meeting

Category 10. Board Business

Type Discussion, Information

Executive Director of Operations, Mark Hansel, will present the School Safety Plan item of information.

File Attachments

[IOI School Safety Information.docx.pdf \(43 KB\)](#)

[23-24 Emergency Management Forms Checklist - Google Sheets.pdf \(87 KB\)](#)

Subject I. Consent Agenda Item(s) Removed for Separate Consideration

Meeting Nov 27, 2023 - Board of Education Meeting

Category 10. Board Business

Type Action, Discussion

Motion & Voting

11. Items of Information

Subject	A. None
Meeting	Nov 27, 2023 - Board of Education Meeting
Category	11. Items of Information
Type	Information

12. Future Meetings

Subject	A. Board Meeting: Monday, December 11, 2023, 6:00PM
Meeting	Nov 27, 2023 - Board of Education Meeting
Category	12. Future Meetings
Type	

Subject	B. Board Work Session: Wednesday, December 20, 2023, 7:30AM
Meeting	Nov 27, 2023 - Board of Education Meeting
Category	12. Future Meetings
Type	

Subject	C. Board Work Session: Monday, January 8, 2024 4:00PM
Meeting	Nov 27, 2023 - Board of Education Meeting
Category	12. Future Meetings
Type	

Subject	D. Board Meeting: Monday, January 8, 2024 6:00PM
Meeting	Nov 27, 2023 - Board of Education Meeting
Category	12. Future Meetings
Type	

13. Adjourn

Subject	A. Motion to Adjourn the Meeting
Meeting	Nov 27, 2023 - Board of Education Meeting
Category	13. Adjourn
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: 1810 EL Beginning Reading/Writing: Standards and Curriculum Adoption

Background Information: Amy Swick, EL/Bilingual Coordinator, has been working with AASD High School English Learner (EL) Teachers to revise the current curriculum in a standards-based format. Our revisions align with Teacher Clarity, supporting district, site, and department collaboration and implementation of standards-based curriculum and instruction to meet the needs of all students while providing access to a guaranteed and viable curriculum.

Fiscal Note: No fiscal responsibility as this is only a request to the curriculum. A request for the material will be coming in the future.

Instructional Impact: High school EL students will receive a standards-based EL curriculum that aligns with the Teacher Clarity Framework and provides access to a guaranteed and viable curriculum across our three high school sites.

Administrative Recommendation: Approve as submitted.

Contact Person(s): Amy Swick, Ed.D. EL/Bilingual Coordinator, 920-832-1729
swickamy@aasd.k12.wi.us

Steve Harrison, Ph.D., Assistant Superintendent of AC&I, 832-6157 x2177,
harrisonstepha@aasd.k12.wi.us

BOE: 11/27/23

EL Basic Writing (1810) Course Overview Curriculum Document			
Course Description			
This course primarily focuses on growing students’ understanding of English grammar, syntax, and the foundational structures and functions of academic English. Through collaborative speaking and writing activities, students practice all four language domains to show understanding. Students will explore and experiment with vocabulary, grammar, and English language skills to express themselves in a school setting. Social and academic language are learned in the context of grammatical structure and conventions. The complexity of reading, writing, speaking, listening, and vocabulary tasks are dependent upon students’ prior experiences, prior knowledge, and English language development.			
Credits		Prerequisites	
One ELA Credit/Year		None	
Board Approved		Revised	
11/27/23			
Required Assessments			
District-wide, standards-based common assessments, ACCESS 2.0			
Textbooks/Resources			
Resources: Focus on Grammar 1 - An Integrated Skills Approach (text & workbook) Semuela Eckstut Side by Side 1 (text & workbook) - Steven J. Molinsky and Bill Bliss English in Action 1 and 2 (text & workbook) - Barbara H. Foley and Elizabeth R. Neblett Step-by-Step Writing: A Standards Based Approach - Books 1 & 2 - Linda Lonon Blanton Supplemental: More Grammar Practice 1 - Thomson Heinle publishers			
Course Essential Understandings		Course Essential Questions	
As a result of successfully completing this course, students will: - Write about a topic at the sentence and paragraph level clearly, with good organization - Be able to use phrases and clauses to converse with other students using academic English about a topic they’re studying - Improve both academic and social English proficiency - Improve writing skills and develop an interest in reading and writing - Use the studied grammar concepts correctly when speaking and writing Language Objective: English Language Development Standard 1: - Communicate for Social and Instructional purposes within the school setting		- How do I effectively communicate with others through writing? - How can I learn to write in English? - What are the rules for writing in English?	
Unit Overviews			
Unit Name	Unit Description	Unit Essential Question	Instructional and Assessed Standards
Information About You	Students will explore level appropriate vocabulary and grammar structures while writing about themselves, their families, and their lives.	- What words in English are used to talk about school? - What grammar conventions form the present tense in English? - What words in English describe me and my family?	W2B L4 L5 L6
Describing Family and Home	Students will explore level appropriate vocabulary and grammar structures while describing themselves, their families, and their home lives using descriptive language	- What is the present tense? - What are the rules for writing in the present tense? - What are prepositions and what do they do? - What are possessive adjectives and what do they do? - What words are used in English to describe my family and my home?	W2B L4 L5 L6
Explain How to Do Something	Students will explore level appropriate vocabulary and grammar structures while writing about everyday tasks and writing out directions to follow processes.	- How do I remember and understand food and cooking words? - How do I give and follow directions? - What words in English show a sequence?	W2B L4 L5
Holidays and Celebrations	Students will explore time and space specific level appropriate vocabulary and grammar structures while writing about the countries, nationalities and celebrations of their home cultures as well as the home cultures of their classmates.	- How do I remember and understand new words? - What holidays do we celebrate and why? When do those holidays happen? - Where are we from and what similarities and differences do we bring to our classroom?	W2B L4 L5 L6
Persuade your Classmates	Students will explore level appropriate persuasive	How do I remember and understand new words?	W2A W3C

	vocabulary and grammar structures while writing about their community.	• How do I describe my neighborhood and community? • What words and phrases do I use to persuade?	L4 L5 L6
Describe your Future Plans	Students will begin to learn about the future tense by describing their plans, promises, and predictions for the future.	• How do I remember and understand new words? • How do I explain what I and others will do in the future? • What words and phrases do I use to communicate my everyday activities?	W2C L4 L5 L6
Write a Message to a Friend	Students will explore multiple verb tenses and to write about their lives.	• How do I remember and understand new words? • How do I talk about events that happened in the past? • How do I format an email or letter to someone?	W2C W4 L4 L5 L6
Tell a Story	Students will explore the use of transition words while continuing to practice using multiple verb tenses to write about important events in their lives.	• How do I remember and understand new words? • How do I write a story about a problem or conflict?	W2C W3C L4 L5 L6

EL Basic Reading (1810) Course Overview Curriculum Document				
Course Description				
Students will build reading and comprehension skills and develop confidence in reading and writing in order to be successful in academic settings. Students will develop collaborative skills and strengthen English speaking, reading, writing, and listening skills. Students build foundational English language skills. Students will explore and experiment with vocabulary, grammar, English language skills to express themselves in a school setting. Social and academic language are applied through the use of multiple genres. The complexity of reading, writing, speaking, listening, and vocabulary tasks are dependent upon students’ prior experiences, prior knowledge, and English language development.				
Credits		Prerequisites		
One ELA Credit/Year		None		
Board Approved		Revised		
11/27/23				
Required Assessments				
District-wide, standards-based common assessments, ACCESS 2.0				
Textbooks/Resources				
Resources: Edge Textbook, Inside Textbook, Side by Side Textbook Supplemental: Inside Phonics, National Geographic Leveled Readers, Foundations Reading Library Leveled Readers, Page Turners Leveled Readers, Tales from Many Cultures (Penny Cameron)				
Course Essential Understandings		Course Essential Questions		
As a result of successfully completing this course, students will: - Understand written language related to familiar topics - Describe ideas or concepts using phrases and short sentences - Use structure and function of academic dialogue to show understanding of material - Develop English reading skills and an interest in reading Language Objective: English Language Development Standard 1: - Language for Social and Instructional purposes within the school setting English Language Development Standard 2: - Language for Language Arts		- How can I learn to read in English? - What do words and phrases look like and sound like in English? - What helps me understand what I am reading? - How do I show that I understand what I read? - How can I connect to what I read?		
Unit Overviews				
Unit Name	Unit Description	Unit Essential Question	Instructional Standards	Assessed Standards
All About Me	Students will read texts relating to their life while creating English phonemic awareness, building vocabulary, and creating the foundation for learning basic academic and social English.	How do we communicate information about ourselves in English?	R.9-10.2 R.9-10.3 W.9-10.1 L.9-10.2b L.9-10.4	R.9-10.2 R.9-10.3 W.9-10.1 L.9-10.2b L.9-10.4
What makes us wise?	Students will read folktales as well as non-fiction biographies while continuing to build phonemic awareness, vocabulary, and build upon the foundation of the students’ emerging knowledge of social and academic English. Students will focus on lessons that can be learned from texts, as well as if characters and important figures can be considered “wise”.	What lessons do people learn in their lives? How can stories teach us lessons? How do I remember and understand new words?	R.9-10.1 R.9-10.2 R.9-10.9 W.9-10.9 SL.9-10.4 L.9-10.4	R.9-10.1 R.9-10.2 R.9-10.9 W.9-10.9 SL.9-10.4 L.9-10.4
Global Village	Students will read non-fiction texts while continuing to build phonemic awareness, vocabulary, and build upon the foundation of the students’ emerging knowledge of social and academic English. Students will focus on finding important details from texts. Students will interpret visual data present in non fiction articles about a variety of global topics.	How do I find and represent important information about our world? What are some defining features of various cultures around the world? How are they similar and different? How do I use charts, graphs, and pictures to help me understand a text? How do I remember and understand new words?	R.9-10.1 R.9-10.2 W.9-10.2B SL.9-10.1A L.9-10.4	R.9-10.1 R.9-10.2 W.9-10.2B SL.9-10.1A L.9-10.4
Stories about Real Life	Students will read realistic fiction texts while continuing to build phonemic awareness, vocabulary, and build upon the foundation of the students’ emerging knowledge of social and academic English. Students will build their understanding of the elements of plot while	How does understanding the structure of a narrative help me understand what I read? What connections can I make to	R.9-10.2 R9-10.3 W9-10.1 SL9-10.1A L.9-10.4	R.9-10.2 R.9-10.3 W.9-10.1 SL.9-10.1A L9-10.4

	reading. Students will use pictures to aid in comprehension of texts.	what I am reading? How do I remember and understand new words?		
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ITEM FOR CONSIDERATION

Topic: 1855 Project Success for Newcomers: Standards and Curriculum Adoption

**Background
Information:**

Amy Swick, EL/Bilingual Coordinator, has been working with AASD High School English Learner (EL) Teachers to revise current curriculum in a standards-based format. Our revisions align with Teacher Clarity, supporting district, site, and department collaboration and implementation of standards-based curriculum and instruction to meet the needs of all students while providing access to a guaranteed and viable curriculum.

Fiscal

Note: No fiscal responsibility as this is only a request to the curriculum. A request for the material will be coming in the future.

Instructional

Impact: High school EL students will receive a standards-based EL curriculum that aligns with the Teacher Clarity Framework and provides access to a guaranteed and viable curriculum across our three high school sites.

Administrative

Recommendation: Approve as submitted.

Contact

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Steve Harrison, Ph.D., Assistant Superintendent of AC&I, 832-6157 x2177,
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BOE: 11/27/23

Project Success for Newcomers (1855) Course Overview Curriculum Document				
Course Description				
This course is designed for newcomer level 1 and 2 English Learners. Project Success for Newcomers integrates reading, writing, listening and speaking, and language. Students will use social and academic language to demonstrate respect and responsibility in their everyday lives, to communicate effectively and work collaboratively with diverse groups, and to think creatively and critically when making informed decisions and applying their learning. The major focus of this course is the application of Career Technical Standards and English Language Development Standard 1: Language for Social and Instructional Purposes through literature and informational texts using authentic, community-embedded learning opportunities. Students may remain in this course for up to 2 years.				
Credits		Prerequisites		
One Elective Credit / Year		none		
Board Approved		Revised		
11/27/23				
Required Assessments				
ACCESS 2.0				
Textbooks/Resources				
Welcome Newcomers book set / What is a Community? Supplemental: Newsela (online resource) / Xello (online resource) / Individual Student Planners Experiential field trips to: Local businesses, Universities and colleges, Volunteer opportunities, Job shadow opportunities				
Course Essential Understandings		Course Essential Questions		
As a result of successfully completing this course, students will understand that: Act Responsibly & Respectfully - Manage time and project deadlines effectively to complete tasks on time - Make ethical choices in both personal and school-wide expectations - Participate actively and show reliability, accountability, and punctuality Communicates Effectively & Works Collaboratively - Communicate appropriately across various settings to engage diverse audiences - Work collaboratively with others to complete tasks, solve problems, resolve conflicts, provide information, and offer support - Be open to ideas and opinions of others - Respond openly and effectively to different ideas, groups, and opinions of others Thinks Critically & Creatively - Apply informed decision making and reasoning that leads to ideas, innovation and personal growth - Seek and evaluates feedback in order to make necessary adjustments Language Objective: English Language Development Standard 1: • Language for Social and Instructional purposes within the school setting		• What does it mean to be a successful and responsible student in the United States? • What does it mean to be a positive and productive member of society in the United States? • How do I overcome barriers to effectively communicate with others? • How do I choose and negotiate a successful life path?		
Unit Overviews				
Unit Name	Unit Description	Unit Essential Question	Instructional Standards	Assessed Standards
	First Cycle (A)			
Unit #1- School Success	Students will discuss school culture and ways to be successful in a US high school setting. They will develop skills for organization, studying, and effective communication with staff and peers. Students will create realistic smart goals at their current proficiency level and track their outcomes.	• What skills are needed to be successful in a high school setting? • How do I create a realistic goal? • How do I track my progress on a goal? • How do I communicate with my teachers and peers?	4C3.a.11.h CD1.b.6.h CD1.d.5.h SL.9-10.1c	CD1.b.6.h
Unit #2 - Virtues and Ethics in My Life	Students will read/view a variety of texts or other media that highlight virtues and ethics to determine how virtues and ethics have an impact on their world.	• What are virtues? • What virtues are important to me?	IMT2.b4.h EHS1A12H R.9-10.2 SL.9-10.1	IMT2.b.4.h

	Following analysis, they will present a virtue that is meaningful to them.	How do virtues influence the decisions I make?		
Unit #3 - Growth Mindset & Executive Functions	Students will compare and contrast a variety of informational texts, videos and other media to reflect on their everyday actions and choices and identify what their role is in their future academic success. Students will also explore the Growth Mindset and how the concepts and ideas can be used to help them be a successful student.	- What are executive functioning skills and how will they help me be successful? - What is a growth mindset versus a fixed mindset? - How will having a growth mindset help me be successful?	4C2.a.13.h CD3.b.4.h CD4.d.7.h L.9-10.2	L.9-10.2 CD3.b.4.h
Second Cycle (B)				
Unit #1- School Success	Students will discuss school culture and ways to be successful in a US high school setting. They will develop skills for organization, studying, and effective communication with staff and peers. Students will create realistic smart goals at their current proficiency level and track their outcomes.	- What skills are needed to be successful in a high school setting? - How do I create a realistic goal? - How do I track my progress on a goal? - How do I communicate with my teachers and peers?	4C3.a.11.h CD1.b.6.h CD1.d.5.h SL.9-10.1c	CD1.b.6.h
Unit #4 - Career Preparedness	Students will read a variety of informational texts and participate in interactive simulations to evaluate how reaching their future goals depends on the habits and skills they build while in high school. Ultimately, students will present a detailed career pathway and plan to reach their personal career goal(s). Students will also participate in a job shadow experience.	- How do I choose a career? - What is the connection between my education and a career?	W4 W5 W7 SL1 L1 CD1A-3H CD4A	W4 W7 SL1 L1 CD1A-3H CD4A
Unit #5 - Community and Current Events	In order to be college and career ready, students need to recognize the value of being a part of the community in which they reside. This includes giving back to the community in a variety of ways as well as building an awareness of the issues and needs of their community and world. Students will participate in a volunteer experience. Students will read a variety of leveled texts and view a variety of videos to become aware of their community and world events.	- How can I get involved in my community in a way that is meaningful to me? - What are the issues and needs facing my community?	R2 R6 R9 W5 W6 W10 SL2 SL4 L3 L4 LE1C-7H GCA1B	R6 R9 W10 SL4 L3 GCA1B LE1C-9H

ITEM FOR CONSIDERATION

Topic: Alternative Education Curriculum Updates: (9908) Investigating Success 1, (9905) Investigating Success 2, (9910) Jump Start; Service Learning Elective Curriculum Updates: (3610) Service Learning & Leadership 1, (3620) Service Learning & Leadership 2, (3630) Service Learning & Leadership 3

**Background
Information:**

The Appleton Area School District (AASD) offers a number of alternative educational opportunities for students who are at risk of not completing their education. These opportunities target specific learning needs and offer alternatives to the traditional classroom setting. In addition, the AASD recognizes the importance of taking proactive measures to support high school students during the freshmen year in order to improve student engagement and attendance in order to minimize if not eliminate the future need for credit recovery.

In conjunction with the Alternative Education Department, the district administration is recommending the approval of the following courses that directly support our students in need of Alternative Education services:

- (9908) Investigating Success 1
- (9905) Investigating Success 2
- (9910) Jump Start

Additionally, district administration is recommending approval of the following service-learning elective courses for students in grades 10-12 in order to provide opportunities to build student leadership capacity while also providing peer support to students in the 9th grade:

- (3610) Service Learning & Leadership 1
- (3620) Service Learning & Leadership 2
- (3630) Service Learning & Leadership 3

Fiscal

Note: No fiscal responsibility as this is only a request to the curriculum. A request for the material will be coming in the future.

**Instructional
Impact:**

AASD high school students participating in Alternative Education programming will have the opportunity to learn concepts and skills through a supportive environment that will positively impact success in the school environment as well as in their communities. Service Learning & Leadership student leaders will inspire learning and school connectedness for our freshmen by creating a supportive environment for all students to lead, care, and contribute.

Administrative

Recommendation: Approve as submitted

Contact

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BOE: 11/27/23

Investigating Success 1 (9908) Course Overview Curriculum Document				
Course Description				
Investigating Success 1 provides a supportive environment for students with unique needs (ie: attendance, mental health, school connectedness). This course is designed to introduce students to concepts that can positively impact success in the school environment as well as in life.				
Credits		Prerequisites		
.5 Elective		None		
Board Approved		Revised		
11/27/23				
Required Assessments				
District-wide, standards-based common summative assessments				
Textbooks/Resources				
No Textbooks Required				
Course Essential Understandings		Course Relevance Questions		
As a result of successfully completing this course, students will: ● Demonstrate the ability to use self-awareness skills to enhance success. ● Analyze the influence of various factors in order to problem solve and make choices that enhance success. ● Identify and utilize resources available to enhance success. ● Discover ways to stay on course to meet lifelong learning goals. ● Experiment with applying overall health concepts to live a well-balanced life. ● Continuously grow in self-management to demonstrate academic and personal success with goal setting, organization, time management, attendance, punctuality, and self-advocacy. ● Demonstrate the ability to use the career and life skills established by Appleton Area School District.		How can self-management, having a growth mindset (problem solving), and utilizing my resources (tools and people), help me experience success as a lifelong learner? How can I continue to grow in managing myself to demonstrate academic and personal success in the following areas? ● Goal setting ● Organization ● Time management ● Attendance and punctuality ● Self-Advocacy		
Unit Overviews				
Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
Introduction: Creating A Classroom Community	In this unit, students will explore and develop the cultural norms and expectations we will use during our journey together in this class so all students can feel safe, be engaged learners, and understand how they fit into our classroom culture.	What are the cultural norms and expectations for this class? How can I feel safe and fit into our classroom culture as a learner?	AE1 CLS1	AE1 CLS1
Self-Management (Self-Regulation)	In this unit, students will learn about the concept of self-management, how their brains function best (healthy behaviors), and develop self-management as a skill with health behaviors.	How is my brain today (self-management)? ● Physical Activity ● Nutrition (breakfast) ● Mental/Emotional state ● Avoid Substance use ● Sleep What is the I AM ME Journey with health behaviors? ● Identify health behaviors that keep me healthy ● Make a list of what you can do to keep yourself healthy ● Explain the importance of taking responsibility for your health.	AE1 AE2 AE6	AE2 AE6
Success Concepts	In this unit, students will explore the idea of success, who or what influences their ideas of success, and write their own definition of success.	What is success? Who or what influences our ideas of success? What is my definition for success?	AE1 AE2	AE1 AE2
Mindsets	In this unit, students will learn about Carol Dweck's Growth Mindset research and apply their	What is Growth Mindset Theory?	AE1 AE2 AE3	AE1 AE2

	understanding of Growth Mindset Theory to their lives (adjustments to process, strategy, time or effort).	How can I apply growth mindset theory in my life? How does the choice tree tool help me change my mindset?	AE4 AE5	AE5
Strengths, Goals, and Motivation	In this unit, students will learn about the relationship between their strengths, motivation, and goal completion to be more successful at achieving personal and academic goals.	What motivates me? What is the relationship between my strengths, motivation and goal completion?	AE1 AE2 AE4	AE1 AE4
Organization System	In this unit, students will learn about the importance of establishing and maintaining an organization system to be more successful at achieving personal and academic goals.	How can organization help me more effectively achieve my goals? How can I improve my organization?	AE1 AE2 AE4	AE1 AE2 AE4
Time Management	In this unit, students will explore and demonstrate how time management can be a tool to be more successful at achieving personal and academic goals.	How can time management help me more effectively achieve my goals? How can I improve how I manage my time?	AE1 AE2 AE4	AE1 AE2 AE4
Attendance and Punctuality	In this unit, students will learn the importance of improving their attendance and punctuality to be more successful at achieving personal and academic goals.	How does attendance and punctuality help me achieve my goals? How can I improve my attendance and punctuality?	AE1 AE2 AE4	AE1 AE2 AE4
Self-Advocacy	In this unit, students will learn the importance of using their resources and growing their self-advocacy skills to be more successful at achieving personal and academic goals.	How does self-advocacy and using my resources help me achieve my goals? How can I improve my self-advocacy?	AE1 AE2 AE3 AE4	AE1 AE2 AE3 AE4
Executive Functioning Skills (Self-Management)	Students will demonstrate executive functioning skills to enhance academic and personal success. • Goal setting • Organization system • Time management: task planning, prioritizing, and execution • Attendance and punctuality • Self-Advocacy: who is on my success team and what resources do I utilize? How can I grow my self advocacy skills and resources?	How can I continue to grow in managing myself to demonstrate academic and personal success in the following areas? • Goal setting • Organization • Time management • Attendance and punctuality • Self-Advocacy	AE1 AE2 AE3 AE4 AE5	AE1 AE2 AE3 AE4
Final Portfolio	In this unit, students will demonstrate their understanding of the material, ability to apply the material, and demonstrate active participation in the learning process by writing a reflective essay response to questions about the notes, practice work, drafts, handouts, journals, and any other materials used in class (this will be a part of both semester final reflection projects).	What have I learned in this class? How have my school attendance and connectedness changed as a result of being a part of this class? How can I apply what I have learned in this class to my school environment and life?	AE1 AE2 AE3 AE4	AE1 AE2 AE3 AE4

Investigating Success 2 (9905) Course Overview Curriculum Document				
Course Description				
Investigating Success 2 provides a soft landing for students with unique needs (ie: attendance, mental health, school connectedness). This course is designed to introduce students to concepts that can positively impact success in the school environment as well as in life. Integration of current theory and evidence-based research allows students to study and apply effective strategies to their own lives.				
Credits		Prerequisites		
.5 Elective		None		
Board Approved		Revised		
11/27/23				
Required Assessments				
District-wide, standards-based common summative assessments				
Textbooks/Resources				
No Textbooks Required				
Course Essential Understandings		Course Relevance Questions		
As a result of successfully completing this course, students will: ● Demonstrate the ability to use self-awareness skills to enhance success. ● Analyze the influence of various factors in order to problem solve and make choices that enhance success. ● Identify and utilize resources available to demonstrate interdependence skills that support success. ● Discover ways to stay on course to meet lifelong learning goals and demonstrate the ability to be a self-regulated learner. ● Comprehend cognitive and affective theories to enhance academic success. ● Experiment with applying overall health concepts to live a well-balanced life. ● Demonstrate the ability to use the career and life skills established by Appleton Area School District.		How can integrating current theory and evidence-based research help me experience success as a lifelong learner? How can applying effective strategies from current theory and evidence-based research help me live a healthy well-balanced life of well-being?		
Unit Overviews				
Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
Introduction: Creating A Classroom Community	In this unit, students will explore and develop the cultural norms and expectations we will use during our journey together in this class so all students can feel safe, be engaged learners, and understand how they fit into our classroom culture.	What are the cultural norms and expectations for this class? How can I feel safe and fit into our classroom culture as a learner?	AE1 CLS1	AE1 CLS1
Self-Management (Self-Regulation)	In this unit, students will learn about the concept of self-management, how their brains function best (healthy behaviors), develop self-management as a skill with health behaviors, and monitor their growth of self-management with a chosen health behavior.	How is my brain today (self-management)? ● Physical Activity ● Nutrition (breakfast) ● Mental/Emotional state ● Avoid Substance use ● Sleep What is the I AM ME Journey with health behaviors? ● Identify health behaviors that keep me healthy ● Act on the health behaviors ● Monitor the impact of the health behavior ● Make a list of what you can do to keep yourself healthy ● Explain the importance of taking responsibility for your health.	AE1 AE2 AE6	AE2 AE6
Success Concepts	In this unit, students will explore the idea of success, complete a self-assessment activity to identify beliefs and behaviors that support success, explore who or what influences their ideas of success, and write their own definition of success.	What is success? Who or what influences our ideas of success? What is my definition for success?	AE1 AE2	AE1 AE2
Well-being	In this unit, students will learn about Martin Seligman’s Well-being Theory (PERMA), determine if success brings long	What is Martin Seligman’s Well-being Theory (PERMA)?	AE1 AE2	AE1 AE2

	term happiness and explain why/why not, and explore a sense of meaning/purpose in order to live a healthier and more fulfilled life of overall well-being.	How can I apply PERMA in my life in order to live a healthier and more fulfilled life of overall well-being?	AE3 AE4 AE5	AE3 AE5
Four Disciplines of Execution: School Connectedness and Attendance	In this unit, students will learn how attendance can impact academic learning, employment, and create a realistic attendance goal using the Four Disciplines of Execution (by Stephen Covey) for improving our class attendance.	How does attendance impact academic learning? How does attendance impact employment? What are the four steps to execute a goal (according to the Four Disciplines of Execution)?	AE1 AE2 AE3 AE4	AE2 AE3 AE4
Mindsets	In this unit, students will learn about Carol Dweck's Growth Mindset research, apply their understanding of Growth Mindset Theory to their lives, and learn about the choice tree as a tool to help change their mindsets.	What is Growth Mindset Theory? How can I apply growth mindset theory in my life? How does the choice tree tool help me change my mindset?	AE1 AE2 AE3 AE4 AE5	AE1 AE2 AE5
Values, Goals, and Motivation	In this unit, students will learn about their values, and the relationship between their values, motivation, and goal completion.	What are my top values? What motivates me? What is the relationship between my values, motivation, and goal completion?	AE1 AE2 AE4	AE1 AE4
Culture of Secondary Education	In this unit, students will learn about the culture of secondary education, how critical thinking skills can help us see from different perspectives as well as its importance to life-long learning, and will determine what they want their relationship with learning to look like (based upon important strategies from neuroscience to help our brains learn).	What is our current culture of secondary education? What is learning AND what is the purpose of school? Why are lifelong learning and strong critical thinking skills important when living in a global society? What do I want my relationship with learning to look like? What are three important strategies from neuroscience to help our brains learn?	AE1 AE2 AE4	AE2
Labels, Stereotypes, and Power	In this unit, students will learn about unintentional bias (Valerier Purdie-Vaughns research) of assumptions, labels, stereotypes; stereotype threat (Claude Steele's research) and how these can impact our performance; and strategies to maintain power to overcome stereotype threat.	What is unintentional bias? What is a stereotype threat? How can you apply this learning to your life to maintain power and use strategies to overcome stereotype threat?	AE1 AE2 AE3 AE5	AE1 AE2
Interdependence and Resources	In this unit, students will learn about the loneliness crisis and the importance of engaging in healthy relationships by growing their interdependence skills (Johari's Window) and resources.	Why is there a loneliness crisis and what are the implications? How do I engage in healthy relationships? How can I grow my interdependence skills and resources?	AE1 AE3 AE4 AE5	AE1 AE3 AE4
Procrastination and SCARF	In this unit, students will understand the big lie of procrastination, be able to recognize their top avoidance techniques, understand the neuroscience behind procrastination (David Rock's SCARF Model) and explore how SCARF can be a tool to decrease procrastination and improve motivation.	What are my top avoidance techniques I use to procrastinate? What is the neuroscience behind procrastination (SCARF)? How can SCARF be used as a tool to decrease procrastination and improve motivation?	AE1 AE2 AE5	AE1 AE2 AE5
Time Management and Power of Quadrants	In this unit, students will explore how time management can be a tool to be more successful at achieving goals and living out values, as well as practice using Stephen Covey's power of quadrants as a tool to help have a better understanding of how they are currently utilizing their time.	How can time management help me more effectively achieve my goals and live out my values? How can I use four quadrants to improve how I manage my time?	AE1 AE2 AE4	AE1 AE2 AE4

NASA Problem Solving	In this unit, students will learn about NASA Problem Solving as a tool to help practice finding solutions to their problems.	What is the NASA problem solving method? How can I use the NASA problem solving method to practice finding solutions to my problems?	AE1 AE2 AE4	AE1 AE2 AE4
Behavior Change	In this unit, students will define behavior and learn about the six stages of behavior change in order to start to explore a behavior they want to change.	What is the definition of behavior? What are the six stages of behavior change? How can I use the stages of behavior change to help me change a chosen behavior(s)?	AE1 AE2 AE3 AE4 AE5	AE1 AE2 AE4
Flow	In this unit, students will learn about Mihaly Csikszentimihaly’s Flow Theory, so they can apply this understanding to achieve more flow in their own lives.	What is Flow Theory? How can I use Flow Theory to achieve more flow in my life?	AE1 AE5	AE1
Scripts	In this unit, students will be able to identify areas of their lives where they notice patterns that are keeping them off track from achieving success or achieving their goals. Students are introduced to techniques that will help them disrupt these patterns to help them achieve their goals.	What is scripts theory? How can I use scripts theory to disrupt patterns that are keeping me off track from achieving my goals?	AE1 AE2 AE3 AE4 AE5	AE1 AE2 AE4
Final Portfolio	In this unit, students will demonstrate their understanding of the material, ability to apply the material, and demonstrate active participation in the learning process by writing a reflective essay response to questions about the notes, practice work, drafts, handouts, journals, and any other materials used in class (this will be a part of both semester final reflection projects).	What have I learned in this class? How have my school attendance and connectedness changed as a result of being a part of this class? How can I apply what I have learned in this class to my school environment and life?	AE1 AE2 AE3 AE4	AE1 AE2 AE3 AE4

JUMP START (9910) Course Overview Curriculum Document				
Course Description				
Jump Start provides a soft landing for students (Grades 9-12) with unique needs (ie: social, academic, emotional, attendance). A student who has been referred to Jump Start will benefit from support as they develop skills to become more aware of self, interact more positively within the school environment, and prepare more effectively for the future.				
Credits		Prerequisites		
.5 Elective		None		
Board Approved		Revised		
11/27/23				
Required Assessments				
None				
Textbooks/Resources				
No Textbooks Required				
Course Essential Understandings		Course Relevance Questions		
As a result of successfully completing this course, students will understand: - Self-reflection and identification of strengths, growth areas, and strategies for improvement - Components of healthy lifestyle choices - Goal-setting		- How do I understand myself? - How do I interact with my school environment? - How do I plan for my future?		
Unit Overviews				
Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
To eat good food...	In this unit, students will discover how food fuels their bodies. Students will understand healthy food choices, how to access affordable best choices, and how to eat to optimize how a student feels.	How does what I eat impact how I feel (mentally and physically)? What healthy goal(s) can I set for myself regarding nutrition? What foods should I eat and drink? How does drinking water impact my health/body? Where can I access affordable, healthy food in my community?	<u>Nutrition:</u> C.12.3 E.12.3 E.12.5 <u>Health:</u> 1:4:A2 1:4:A3 2:4:A2 2:4:A4 5:4:A1 5:4:B2 5:4:B3 6:4:A1 7:4:B1.	1:4:A2
To get good sleep...	In this unit, students will discover how sleep affects their mental and physical well-being. Students will develop strategies for better sleep.	How is mental health related to sleep? Do my sleep habits affect my physical health? Do I have control of my sleep quality?	<u>Health:</u> 1:4:A2 1:4:A3 1:4:A5 2:4:A1 2:4:A2 2:4:A3 2:4:A4 2:4:A5 7:1:A1	1:4:A3
To have healthy relationships...	In this unit, students will discover how healthy relationships can support overall well-being. Students will initially understand their own mental wellness status. Students will learn how to initiate and maintain productive relationships, as well as problem-solve conflict resolution strategies. Finally, students will understand how positive relationships with peers, school staff, and trusted adults will foster a more comfortable school experience.	How does my personality impact how I communicate with others? How do healthy and unhealthy relationships impact my wellbeing? How can I maintain positive relationships? Is there an adult in school I feel comfortable talking to? What can I do when I’m in a conflict with a friend, peer, family member, lover, etc.?	<u>Health:</u> 4:4:A1 4:4:A2 4:4:A3 4:4:B1 4:4:B2 4:4: B3 <u>WI School Mental Health Framework</u>	4:4:A1

To make positive decisions...	In this unit, students will discover how to analyze influences that lead to positive decision-making. Students will also determine steps to remedy situations in which less-than-desirable decisions are made.	Who and/or what influences me (positively or negatively) and why? What can I do/steps can I take if I make the wrong decision?	Health: 5:4:A1 5:4:B2 5:4:B3 5:4:B4 5:4:B5 5:4:B6 6:4:B3 7:4:A1 7:4:B2	7:4:A1
To look toward the future...	In this unit, students will work to discover their plans for the remainder of their high school experience and beyond.	What are my strengths and growth areas? What are my interests? What does my future look like, and what steps will I need to take?	Health: 2:4:A4 3:4:A1 7:3:B2 7:4:B1 Wisconsin Common Career Technical Standards	7:3:B2

Service Learning & Leadership 1 (3610) Course Overview Curriculum Document				
Course Description				
Service Learning & Leadership 1 Team Leaders develop an awareness of personal strengths and leadership skills to practice service learning. Leaders will understand the connection they have to our school, and the value they bring in making our school community a better place. Leaders will inspire learning and school connectedness for our freshmen within an inclusive and supportive environment. Curriculum training for student leaders will rotate on a three year cycle: care, lead, contribute. Year one student leaders will learn about their strengths, connection within the broader school community, and explore who they are as a leader. This course is available to students in grades 10 - 12.				
Credits		Prerequisites		
.5 Elective		10th - 12th Grade and approved Service Learning & Leadership Student Leader application Requirements: Upholds AASD Code of Conduct		
Board Approved		Revised		
11/27/23				
Required Assessments				
District-wide, standards-based common summative assessments				
Textbooks/Resources				
No Textbooks Required				
Course Essential Understandings		Course Relevance Questions		
As a result of successfully completing this course, students will: ● Develop self awareness and reflection skills to enhance personal growth. ● Develop interpersonal skills to demonstrate leadership in order to accomplish Service Learning & Leadership Team goals and objectives. ● Develop an understanding of one’s connection to the broader community through inclusivity as well as knowledge of the school culture and operations. ● Implement strategic practices to positively impact freshmen learning and school connectedness.		How can self awareness, reflection, and interpersonal skills help me continue my personal growth and experience success as a leader? How can my connection to the broader community enhance inclusivity and my ability to guide 9th graders’ understanding of the school culture and operations? How can applying strategic leadership practices help me positively impact freshmen learning and school connectedness?		
Unit Overviews				
Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
Round 0 - Student Leader Training	Student leaders will receive training in the following areas: ● Care: with great leadership comes great responsibility and every leader will recognize their role in creating a positive change in our school community ● The connection they have to our school community and the value they bring to help make our school community a better place. ● The vision for Service Learning & Leadership Team and how we measure success so that leaders can make connections with 9th graders and the various stakeholders (administration, staff, families and the greater school community) ● Their role on their student leader team and how they are measured for success, so that they can be prepared to teach lessons. ● Their role as a student mentor in supporting ninth graders with achieving academic and personal success. Task specific training related to meeting the needs of different stakeholders: ● Monthly Trainings: Advisors to student leaders ● Team Building Activities: leader to leader and leader to ninth graders ● Communication and connection with students and families: postcards, birthday cards ● Building Tours: connections with 9th graders and transfer students to our school community ● Academic support for 9th graders and their families: Open House and Explore Night ● Community outreach for support: fundraising ● Connection with 9th graders through extra-curricular involvements: Fall/Winter events attendance	What connections do I currently have within our school community? What value do I bring to helping make our school community a better place? How does my role as a Service Learning & Leadership Team student leader inspire learning and school connectedness with ninth graders? How do I apply my leadership strengths to various team settings? How do I build relationships with various stakeholders as a leader within my school community?	DT.1abcd DT.2abcd DT.3abcd DT.4abcd	DT.1 DT.2 DT.3 DT.4

Round 1	In this phase, student leaders will provide six weeks of universal instruction to ninth graders in the following areas: ● Introduction to critical personnel and resources in the building ● Service Learning & Leadership Program: maintain school academic, behavior and attendance expectations ● Technology: appropriate use and how to effectively use is at as tool for learning ● Goal setting: academic and personal ● School behavior expectations and good decision making to be responsible, respectful, and safe ● School academic expectations	How can I effectively support incoming ninth graders as they transition to high school? How can I connect incoming ninth graders to resources and the school community?	DT.1abcd DT.2abcd DT.3abcd DT.4abcd	DT.1 DT.2 DT.3 DT.4
Round 2	In this twelve week phase, student leaders will provide targeted academic support to identified students. Leaders serve as mentors in a small group setting to assist ninth graders in the following areas: ● Step by step assistance with academics/course work ● Providing peer editing ● Study skills ● Providing academic/relational application from personal life experiences ● Technology: accessing academic progress and the learning management system ● Organization system ● Time management and prioritization ● Communication with teachers ● Self-advocacy	How can I effectively support the academic achievement and personal needs of ninth graders in their first semester of high school? How can I mentor incoming ninth graders to utilize the resources and make connections within the school community?	DT.1abcd DT.2abcd DT.3abcd DT.4abcd	DT.1 DT.2 DT.3 DT.4
Round 3	In this phase (semester two), student leaders voluntarily continue to provide targeted academic support to identified students. Leaders voluntarily serve as mentors in a small group setting to assist ninth graders in the following areas: ● Step by step assistance with academics/course work ● Providing peer editing ● Study skills ● Providing academic/relational application from personal life experiences ● Technology: accessing academic progress and the learning management system ● Organization system ● Time management and prioritization ● Communication with teachers ● Self-advocacy	How can I effectively support the academic achievement and personal needs of ninth graders in their first semester of high school? How can I mentor incoming ninth graders to utilize the resources and make connections within the school community?	DT.1abcd DT.2abcd DT.3abcd DT.4abcd	DT.1 DT.2 DT.3 DT.4

Service Learning & Leadership 2 (3620) Course Overview Curriculum Document				
Course Description				
Service Learning & Leadership 2 Team Leaders develop an awareness of personal strengths and leadership skills to practice service learning. Leaders will understand the connection they have to our school, and the value they bring in making our school community a better place. Leaders will inspire learning and school connectedness for our freshmen within an inclusive and supportive environment. Curriculum training for student leaders will rotate on a three year cycle: care, lead, contribute. Year two student leaders will strengthen their interpersonal skills and build greater competency as a leader. This course is available to students in grades 11 - 12.				
Credits		Prerequisites		
.5 Elective		11th - 12th Grade, approved Service Learning & Leadership Student Leader application, and completion of Service Learning & Leadership Leadership 1 Requirements: Upholds AASD Code of Conduct		
Board Approved		Revised		
11/27/23				
Required Assessments				
District-wide, standards-based common summative assessments				
Textbooks/Resources				
No Textbooks Required				
Course Essential Understandings		Course Relevance Questions		
As a result of successfully completing this course, students will: • Develop self awareness and reflection skills to enhance personal growth. • Develop interpersonal skills to demonstrate leadership in order to accomplish Service Learning & Leadership Team goals and objectives. • Develop an understanding of one’s connection to the broader community through inclusivity as well as knowledge of the school culture and operations. • Implement strategic practices to positively impact freshmen learning and school connectedness.		How can self awareness, reflection, and interpersonal skills help me continue my personal growth and experience success as a leader? How can my connection to the broader community enhance inclusivity and my ability to guide 9th graders’ understanding of the school culture and operations? How can applying strategic leadership practices help me positively impact freshmen learning and school connectedness?		
Unit Overviews				
Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
Round 0 - Student Leader Training	Student leaders will receive training in the following areas: • Lead: leaders can have an impact on one person at a time; they will practice self-awareness and apply this learning to various team settings • The connection they have to our school community and the value they bring to help make our school community a better place. • The vision for Service Learning & Leadership Team and how we measure success so that leaders can make connections with 9th graders and the various stakeholders (administration, staff, families and the greater school community) • Their role on their student leader team and how they are measured for success, so that they can be prepared to teach lessons. • Their role as a student mentor in supporting ninth graders with achieving academic and personal success. Task specific training related to meeting the needs of different stakeholders: • Monthly Trainings: Advisors to student leaders • Team Building Activities: leader to leader and leader to ninth graders • Communication and connection with students and families: postcards, birthday cards • Building Tours: connections with 9th graders and transfer students to our school community • Academic support for 9th graders and their families: Open House and Explore Night • Community outreach for support: fundraising • Connection with 9th graders through extra-curricular involvements: Fall/Winter events attendance	What connections do I currently have within our school community? What value do I bring to helping make our school community a better place? How does my role as a Service Learning & Leadership Team student leader inspire learning and school connectedness with ninth graders? How do I apply my leadership strengths to various team settings? How do I build relationships with various stakeholders as a leader within my school community?	DT.1abcd DT.2abcd DT.3abcd DT.4abcd	DT.1 DT.2 DT.3 DT.4
Round 1	In this phase, student leaders will provide six weeks of universal instruction to ninth graders in the following areas:	How can I effectively support incoming ninth graders as they transition to high school?	DT.1abcd DT.2abcd DT.3abcd	DT.1 DT.2 DT.3

	● Introduction to critical personnel and resources in the building ● Service Learning & Leadership Program: maintain school academic, behavior and attendance expectations ● Technology: appropriate use and how to effectively use is at as tool for learning ● Goal setting: academic and personal ● School behavior expectations and good decision making to be responsible, respectful, and safe ● School academic expectations	How can I connect incoming ninth graders to resources and the school community?	DT.4abcd	DT.4
Round 2	In this twelve week phase, student leaders will provide targeted academic support to identified students. Leaders serve as mentors in a small group setting to assist ninth graders in the following areas: ● Step by step assistance with academics/course work ● Providing peer editing ● Study skills ● Providing academic/relational application from personal life experiences ● Technology: accessing academic progress and the learning management system ● Organization system ● Time management and prioritization ● Communication with teachers ● Self-advocacy	How can I effectively support the academic achievement and personal needs of ninth graders in their first semester of high school? How can I mentor incoming ninth graders to utilize the resources and make connections within the school community?	DT.1abcd DT.2abcd DT.3abcd DT.4abcd	DT.1 DT.2 DT.3 DT.4
Round 3	In this phase (semester two), student leaders voluntarily continue to provide targeted academic support to identified students. Leaders voluntarily serve as mentors in a small group setting to assist ninth graders in the following areas: ● Step by step assistance with academics/course work ● Providing peer editing ● Study skills ● Providing academic/relational application from personal life experiences ● Technology: accessing academic progress and the learning management system ● Organization system ● Time management and prioritization ● Communication with teachers ● Self-advocacy	How can I effectively support the academic achievement and personal needs of ninth graders in their first semester of high school? How can I mentor incoming ninth graders to utilize the resources and make connections within the school community?	DT.1abcd DT.2abcd DT.3abcd DT.4abcd	DT.1 DT.2 DT.3 DT.4

Service Learning & Leadership 3 (3630) Course Overview Curriculum Document				
Course Description				
Service Learning & Leadership 3 Team Leaders develop an awareness of personal strengths and leadership skills to practice service learning. Leaders will understand the connection they have to our school and the value they bring in making our school community a better place. Leaders will inspire learning and school connectedness for our freshmen within an inclusive and supportive environment. Curriculum training for student leaders will rotate on a three year cycle: care, lead, contribute. Year three student leaders will model what leadership is for newer leaders and relationally differentiate their influence within a variety of contexts. This course is available to students in grade 12.				
Credits		Prerequisites		
.5 Elective		12th Grade, approved Service Learning & Leadership Student Leader application, and completion of Service Learning & Leadership Leadership 2. Requirements: Upholds AASD Code of Conduct		
Board Approved		Revised		
11/27/23				
Required Assessments				
District-wide, standards-based common summative assessments				
Textbooks/Resources				
No Textbooks Required				
Course Essential Understandings		Course Relevance Questions		
As a result of successfully completing this course, students will: • Develop self awareness and reflection skills to enhance personal growth. • Develop interpersonal skills to demonstrate leadership in order to accomplish Service Learning & Leadership Team goals and objectives. • Develop an understanding of one’s connection to the broader community through inclusivity as well as knowledge of the school culture and operations. • Implement strategic practices to positively impact freshmen learning and school connectedness.		How can self awareness, reflection, and interpersonal skills help me continue my personal growth and experience success as a leader? How can my connection to the broader community enhance inclusivity and my ability to guide 9th graders’ understanding of the school culture and operations? How can applying strategic leadership practices help me positively impact freshmen learning and school connectedness?		
Unit Overviews				
Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
Round 0 - Student Leader Training	Student leaders will receive training in the following areas: • Contribute: leaders will ask the question, “How do I want to be remembered (legacy)?” and demonstrate servant leadership within the school community • The connection they have to our school community and the value they bring to help make our school community a better place. • The vision for Service Learning & Leadership Team and how we measure success so that leaders can make connections with 9th graders and the various stakeholders (administration, staff, families and the greater school community) • Their role on their student leader team and how they are measured for success, so that they can be prepared to teach lessons. • Their role as a student mentor in supporting ninth graders with achieving academic and personal success. Task specific training related to meeting the needs of different stakeholders: • Monthly Trainings: Advisors to student leaders • Team Building Activities: leader to leader and leader to ninth graders • Communication and connection with students and families: postcards, birthday cards • Building Tours: connections with 9th graders and transfer students to our school community • Academic support for 9th graders and their families: Open House and Explore Night • Community outreach for support: fundraising • Connection with 9th graders through extra-curricular involvements: Fall/Winter events attendance	What connections do I currently have within our school community? What value do I bring to helping make our school community a better place? How does my role as a Service Learning & Leadership Team student leader inspire learning and school connectedness with ninth graders? How do I apply my leadership strengths to various team settings? How do I build relationships with various stakeholders as a leader within my school community?	DT.1abcd DT.2abcd DT.3abcd DT.4abcd	DT.1 DT.2 DT.3 DT.4

Round 1	In this phase, student leaders will provide six weeks of universal instruction to ninth graders in the following areas: ● Introduction to critical personnel and resources in the building ● Service Learning & Leadership Program: maintain school academic, behavior and attendance expectations ● Technology: appropriate use and how to effectively use is at as tool for learning ● Goal setting: academic and personal ● School behavior expectations and good decision making to be responsible, respectful, and safe ● School academic expectations	How can I effectively support incoming ninth graders as they transition to high school? How can I connect incoming ninth graders to resources and the school community?	DT.1abcd DT.2abcd DT.3abcd DT.4abcd	DT.1 DT.2 DT.3 DT.4
Round 2	In this twelve week phase, student leaders will provide targeted academic support to identified students. Leaders serve as mentors in a small group setting to assist ninth graders in the following areas: ● Step by step assistance with academics/course work ● Providing peer editing ● Study skills ● Providing academic/relational application from personal life experiences ● Technology: accessing academic progress and the learning management system ● Organization system ● Time management and prioritization ● Communication with teachers ● Self-advocacy	How can I effectively support the academic achievement and personal needs of ninth graders in their first semester of high school? How can I mentor incoming ninth graders to utilize the resources and make connections within the school community?	DT.1abcd DT.2abcd DT.3abcd DT.4abcd	DT.1 DT.2 DT.3 DT.4
Round 3	In this phase (semester two), student leaders voluntarily continue to provide targeted academic support to identified students. Leaders voluntarily serve as mentors in a small group setting to assist ninth graders in the following areas: ● Step by step assistance with academics/course work ● Providing peer editing ● Study skills ● Providing academic/relational application from personal life experiences ● Technology: accessing academic progress and the learning management system ● Organization system ● Time management and prioritization ● Communication with teachers ● Self-advocacy	How can I effectively support the academic achievement and personal needs of ninth graders in their first semester of high school? How can I mentor incoming ninth graders to utilize the resources and make connections within the school community?	DT.1abcd DT.2abcd DT.3abcd DT.4abcd	DT.1 DT.2 DT.3 DT.4

ITEM FOR CONSIDERATION

TOPIC: Appleton Area School District 2024-2025 School Calendar

**BACKGROUND
INFORMATION:**

The District Leadership Team has worked with representative administrators and the Calendar Workgroup to gather input on the proposed calendar for the 2024-2025 school year. A tentative calendar has been established based on input from these representatives with subsequent review by the District Leadership Team. Board approval is the final step in the approval process.

For the 2024-2025 school year, September 3, 2024, is the proposed start date for elementary, middle, and high school students. Staff would return to schools on Wednesday, August 21, 2024.

The calendar will include nine professional development days with three of those professional development days before school starts.

**FISCAL
NOTE:**

No cost will be incurred by the Appleton Area School District.

**ADMINISTRATIVE
RECOMMENDATION:**

Approval as submitted.

**INSTRUCTIONAL
IMPACT:**

Approval of the proposed Appleton Area School District 2024- 2025 School Calendar.

**CONTACT
PERSON(S):**

Sheree Garvey, 852-5300 x-60118, garveysheree@aasd.k12.wi.us

Appleton Area School District Calendar 2024-2025

Half Days

June 2024						
S	M	T	W	R	F	S
						1
2	3	4	5	6	7	8
9	SS	SS	SS	SS	SS	15
16	SS	SS	19	SS	SS	22
23/30	SS	SS	SS	SS	SS	29

July 2024						
S	M	T	W	R	F	S
	SS	SS	SS	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024						
S	M	T	W	R	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	NTO	NTO	SO/PD	SO/PD	NS	24
25	SO/PD	SO/PD	SO/PD	SO/PD	NS	31

September 2024						
S	M	T	W	R	F	S
1	NS	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	PD					

October 2024						
S	M	T	W	R	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	PD	26
27	28	29	30	31		

November 2024						
S	M	T	W	R	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	C	NS	NS	30

Days of School

Elem
MS
HS

Notes Regarding Bolded Calendar Days

June 2024
10 to 30 Summer School (E/M) (no summer school 6/19)
10 to 28 Summer School (S) (no summer school 6/19)

July 2024
1 to 3 Summer School (E/M)

August 2024
19 & 20 New Teacher Orientation
21 & 22 Staff Orientation/Professional Development
23 No School
26 to 29 Staff Orientation/Professional Development
30 No School

September 2024
2 No School - Labor Day
3 First Day of School
30 No Class All Day - Professional Development

October 2024
25 No Class All Day - Professional Development

November 2024
27 No Class All Day - Conference Compensation
28 & 29 - No School - Thanksgiving Break

December 2024
23 to 31 No School - Winter Break

January 2025
1 No School - New Year's Day
2 Classes resume
17 No Class All Day - Professional Development
20 No School - Martin Luther King Day

February 2025
17 No Class All Day - Professional Development

March 2025
21 No Class All Day - Conference Compensation
24 to 28 - No School - Spring Break

April 2025
18 No Class All Day - Professional Development
May 2025
23 No Class All Day - Professional Development
26 No School - Memorial Day

June 2025
6 Last Day of School (E,M,S)
6 PM - No Class - Records (E,M,S)

December 2024						
S	M	T	W	R	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	NS	NS	NS	NS	NS	28
29	NS	NS				

January 2025						
S	M	T	W	R	F	S
			NS	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	PD	18
19	NS	21	22	23	24	25
26	27	28	29	30	31	

February 2025						
S	M	T	W	R	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	PD	18	19	20	21	22
23	24	25	26	27	28	

March 2025						
S	M	T	W	R	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	C	22
23	NS	NS	NS	NS	NS	29
30	31					

April 2025						
S	M	T	W	R	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	PD	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
S	M	T	W	R	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	PD	24
25	NS	27	28	29	30	31

June 2025						
S	M	T	W	R	F	S
1	2	3	4	5	EMS/R	7
8	9	10	11	12	13	8

E = Elementary School
M = Middle School
S = Senior High School
C = Conference Compensation
NS = No School (Non-Contract)
NTO = New Teacher Orientation
PD = Professional Development
R = Records
SO/PD = Staff Orientation/ Professional Development TBD
SS = Summer School

Semester Dates

End of 1st Qtr	November	1	42
End of 2nd Qtr/Semester	January	16	43
End of 3rd Qtr	March	21	42
End of 4th Qtr/Semester	June	6	47

ITEM FOR CONSIDERATION

Topic: Professional Educator New Hire(s)

Background Information: The Professional Educator listed below is recommended for a contractual position for the 2023-2024 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>	<u>Effective Date:</u>
Cheridan V. Peterson	English Language Arts	North	100%	1/22/24

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

Administrative Recommendation: Approval

Instructional Impact: The candidate listed above has been recommended by the administrator to whom they will report as the best candidate for the position.

Contact Person: Julie King, (920) 852-5300 (ext. 60085)

ITEM FOR CONSIDERATION

Topic: Professional Educator Contract Change(s)

Background Information: The following contract change is recommended for the 2023-24 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>	<u>Effective Date</u>
Riley R. Johnson	Technology Education	East	100% to 120%	8/28/23-1/19/24

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: Alternative Education Curriculum Updates: (9908) Investigating Success 1, (9905) Investigating Success 2, (9910) Jump Start; Service Learning Elective Curriculum Updates: (3610) Service Learning & Leadership 1, (3620) Service Learning & Leadership 2, (3630) Service Learning & Leadership 3

**Background
Information:**

The Appleton Area School District (AASD) offers a number of alternative educational opportunities for students who are at risk of not completing their education. These opportunities target specific learning needs and offer alternatives to the traditional classroom setting. In addition, the AASD recognizes the importance of taking proactive measures to support high school students during the freshmen year in order to improve student engagement and attendance in order to minimize if not eliminate the future need for credit recovery.

In conjunction with the Alternative Education Department, the district administration is recommending the approval of the following courses that directly support our students in need of Alternative Education services:

- (9908) Investigating Success 1
- (9905) Investigating Success 2
- (9910) Jump Start

Additionally, district administration is recommending approval of the following service-learning elective courses for students in grades 10-12 in order to provide opportunities to build student leadership capacity while also providing peer support to students in the 9th grade:

- (3610) Service Learning & Leadership 1
- (3620) Service Learning & Leadership 2
- (3630) Service Learning & Leadership 3

Fiscal

Note: No fiscal responsibility as this is only a request to the curriculum. A request for the material will be coming in the future.

**Instructional
Impact:**

AASD high school students participating in Alternative Education programming will have the opportunity to learn concepts and skills through a supportive environment that will positively impact success in the school environment as well as in their communities. Service Learning & Leadership student leaders will inspire learning and school connectedness for our freshmen by creating a supportive environment for all students to lead, care, and contribute.

Administrative

Recommendation: Approve as submitted

Contact

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BOE: 11/27/23

Investigating Success 1 (9908) Course Overview Curriculum Document				
Course Description				
Investigating Success 1 provides a supportive environment for students with unique needs (ie: attendance, mental health, school connectedness). This course is designed to introduce students to concepts that can positively impact success in the school environment as well as in life.				
Credits		Prerequisites		
.5 Elective		None		
Board Approved		Revised		
11/27/23				
Required Assessments				
District-wide, standards-based common summative assessments				
Textbooks/Resources				
No Textbooks Required				
Course Essential Understandings		Course Relevance Questions		
As a result of successfully completing this course, students will: ● Demonstrate the ability to use self-awareness skills to enhance success. ● Analyze the influence of various factors in order to problem solve and make choices that enhance success. ● Identify and utilize resources available to enhance success. ● Discover ways to stay on course to meet lifelong learning goals. ● Experiment with applying overall health concepts to live a well-balanced life. ● Continuously grow in self-management to demonstrate academic and personal success with goal setting, organization, time management, attendance, punctuality, and self-advocacy. ● Demonstrate the ability to use the career and life skills established by Appleton Area School District.		How can self-management, having a growth mindset (problem solving), and utilizing my resources (tools and people), help me experience success as a lifelong learner? How can I continue to grow in managing myself to demonstrate academic and personal success in the following areas? ● Goal setting ● Organization ● Time management ● Attendance and punctuality ● Self-Advocacy		
Unit Overviews				
Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
Introduction: Creating A Classroom Community	In this unit, students will explore and develop the cultural norms and expectations we will use during our journey together in this class so all students can feel safe, be engaged learners, and understand how they fit into our classroom culture.	What are the cultural norms and expectations for this class? How can I feel safe and fit into our classroom culture as a learner?	AE1 CLS1	AE1 CLS1
Self-Management (Self-Regulation)	In this unit, students will learn about the concept of self-management, how their brains function best (healthy behaviors), and develop self-management as a skill with health behaviors.	How is my brain today (self-management)? ● Physical Activity ● Nutrition (breakfast) ● Mental/Emotional state ● Avoid Substance use ● Sleep What is the I AM ME Journey with health behaviors? ● Identify health behaviors that keep me healthy ● Make a list of what you can do to keep yourself healthy ● Explain the importance of taking responsibility for your health.	AE1 AE2 AE6	AE2 AE6
Success Concepts	In this unit, students will explore the idea of success, who or what influences their ideas of success, and write their own definition of success.	What is success? Who or what influences our ideas of success? What is my definition for success?	AE1 AE2	AE1 AE2
Mindsets	In this unit, students will learn about Carol Dweck's Growth Mindset research and apply their	What is Growth Mindset Theory?	AE1 AE2 AE3	AE1 AE2

	understanding of Growth Mindset Theory to their lives (adjustments to process, strategy, time or effort).	How can I apply growth mindset theory in my life? How does the choice tree tool help me change my mindset?	AE4 AE5	AE5
Strengths, Goals, and Motivation	In this unit, students will learn about the relationship between their strengths, motivation, and goal completion to be more successful at achieving personal and academic goals.	What motivates me? What is the relationship between my strengths, motivation and goal completion?	AE1 AE2 AE4	AE1 AE4
Organization System	In this unit, students will learn about the importance of establishing and maintaining an organization system to be more successful at achieving personal and academic goals.	How can organization help me more effectively achieve my goals? How can I improve my organization?	AE1 AE2 AE4	AE1 AE2 AE4
Time Management	In this unit, students will explore and demonstrate how time management can be a tool to be more successful at achieving personal and academic goals.	How can time management help me more effectively achieve my goals? How can I improve how I manage my time?	AE1 AE2 AE4	AE1 AE2 AE4
Attendance and Punctuality	In this unit, students will learn the importance of improving their attendance and punctuality to be more successful at achieving personal and academic goals.	How does attendance and punctuality help me achieve my goals? How can I improve my attendance and punctuality?	AE1 AE2 AE4	AE1 AE2 AE4
Self-Advocacy	In this unit, students will learn the importance of using their resources and growing their self-advocacy skills to be more successful at achieving personal and academic goals.	How does self-advocacy and using my resources help me achieve my goals? How can I improve my self-advocacy?	AE1 AE2 AE3 AE4	AE1 AE2 AE3 AE4
Executive Functioning Skills (Self-Management)	Students will demonstrate executive functioning skills to enhance academic and personal success. • Goal setting • Organization system • Time management: task planning, prioritizing, and execution • Attendance and punctuality • Self-Advocacy: who is on my success team and what resources do I utilize? How can I grow my self advocacy skills and resources?	How can I continue to grow in managing myself to demonstrate academic and personal success in the following areas? • Goal setting • Organization • Time management • Attendance and punctuality • Self-Advocacy	AE1 AE2 AE3 AE4 AE5	AE1 AE2 AE3 AE4
Final Portfolio	In this unit, students will demonstrate their understanding of the material, ability to apply the material, and demonstrate active participation in the learning process by writing a reflective essay response to questions about the notes, practice work, drafts, handouts, journals, and any other materials used in class (this will be a part of both semester final reflection projects).	What have I learned in this class? How have my school attendance and connectedness changed as a result of being a part of this class? How can I apply what I have learned in this class to my school environment and life?	AE1 AE2 AE3 AE4	AE1 AE2 AE3 AE4

Investigating Success 2 (9905) Course Overview Curriculum Document				
Course Description				
Investigating Success 2 provides a soft landing for students with unique needs (ie: attendance, mental health, school connectedness). This course is designed to introduce students to concepts that can positively impact success in the school environment as well as in life. Integration of current theory and evidence-based research allows students to study and apply effective strategies to their own lives.				
Credits		Prerequisites		
.5 Elective		None		
Board Approved		Revised		
11/27/23				
Required Assessments				
District-wide, standards-based common summative assessments				
Textbooks/Resources				
No Textbooks Required				
Course Essential Understandings		Course Relevance Questions		
As a result of successfully completing this course, students will: ● Demonstrate the ability to use self-awareness skills to enhance success. ● Analyze the influence of various factors in order to problem solve and make choices that enhance success. ● Identify and utilize resources available to demonstrate interdependence skills that support success. ● Discover ways to stay on course to meet lifelong learning goals and demonstrate the ability to be a self-regulated learner. ● Comprehend cognitive and affective theories to enhance academic success. ● Experiment with applying overall health concepts to live a well-balanced life. ● Demonstrate the ability to use the career and life skills established by Appleton Area School District.		How can integrating current theory and evidence-based research help me experience success as a lifelong learner? How can applying effective strategies from current theory and evidence-based research help me live a healthy well-balanced life of well-being?		
Unit Overviews				
Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
Introduction: Creating A Classroom Community	In this unit, students will explore and develop the cultural norms and expectations we will use during our journey together in this class so all students can feel safe, be engaged learners, and understand how they fit into our classroom culture.	What are the cultural norms and expectations for this class? How can I feel safe and fit into our classroom culture as a learner?	AE1 CLS1	AE1 CLS1
Self-Management (Self-Regulation)	In this unit, students will learn about the concept of self-management, how their brains function best (healthy behaviors), develop self-management as a skill with health behaviors, and monitor their growth of self-management with a chosen health behavior.	How is my brain today (self-management)? ● Physical Activity ● Nutrition (breakfast) ● Mental/Emotional state ● Avoid Substance use ● Sleep What is the I AM ME Journey with health behaviors? ● Identify health behaviors that keep me healthy ● Act on the health behaviors ● Monitor the impact of the health behavior ● Make a list of what you can do to keep yourself healthy ● Explain the importance of taking responsibility for your health.	AE1 AE2 AE6	AE2 AE6
Success Concepts	In this unit, students will explore the idea of success, complete a self-assessment activity to identify beliefs and behaviors that support success, explore who or what influences their ideas of success, and write their own definition of success.	What is success? Who or what influences our ideas of success? What is my definition for success?	AE1 AE2	AE1 AE2
Well-being	In this unit, students will learn about Martin Seligman’s Well-being Theory (PERMA), determine if success brings long	What is Martin Seligman’s Well-being Theory (PERMA)?	AE1 AE2	AE1 AE2

	term happiness and explain why/why not, and explore a sense of meaning/purpose in order to live a healthier and more fulfilled life of overall well-being.	How can I apply PERMA in my life in order to live a healthier and more fulfilled life of overall well-being?	AE3 AE4 AE5	AE3 AE5
Four Disciplines of Execution: School Connectedness and Attendance	In this unit, students will learn how attendance can impact academic learning, employment, and create a realistic attendance goal using the Four Disciplines of Execution (by Stephen Covey) for improving our class attendance.	How does attendance impact academic learning? How does attendance impact employment? What are the four steps to execute a goal (according to the Four Disciplines of Execution)?	AE1 AE2 AE3 AE4	AE2 AE3 AE4
Mindsets	In this unit, students will learn about Carol Dweck's Growth Mindset research, apply their understanding of Growth Mindset Theory to their lives, and learn about the choice tree as a tool to help change their mindsets.	What is Growth Mindset Theory? How can I apply growth mindset theory in my life? How does the choice tree tool help me change my mindset?	AE1 AE2 AE3 AE4 AE5	AE1 AE2 AE5
Values, Goals, and Motivation	In this unit, students will learn about their values, and the relationship between their values, motivation, and goal completion.	What are my top values? What motivates me? What is the relationship between my values, motivation, and goal completion?	AE1 AE2 AE4	AE1 AE4
Culture of Secondary Education	In this unit, students will learn about the culture of secondary education, how critical thinking skills can help us see from different perspectives as well as its importance to life-long learning, and will determine what they want their relationship with learning to look like (based upon important strategies from neuroscience to help our brains learn).	What is our current culture of secondary education? What is learning AND what is the purpose of school? Why are lifelong learning and strong critical thinking skills important when living in a global society? What do I want my relationship with learning to look like? What are three important strategies from neuroscience to help our brains learn?	AE1 AE2 AE4	AE2
Labels, Stereotypes, and Power	In this unit, students will learn about unintentional bias (Valerier Purdie-Vaughns research) of assumptions, labels, stereotypes; stereotype threat (Claude Steele's research) and how these can impact our performance; and strategies to maintain power to overcome stereotype threat.	What is unintentional bias? What is a stereotype threat? How can you apply this learning to your life to maintain power and use strategies to overcome stereotype threat?	AE1 AE2 AE3 AE5	AE1 AE2
Interdependence and Resources	In this unit, students will learn about the loneliness crisis and the importance of engaging in healthy relationships by growing their interdependence skills (Johari's Window) and resources.	Why is there a loneliness crisis and what are the implications? How do I engage in healthy relationships? How can I grow my interdependence skills and resources?	AE1 AE3 AE4 AE5	AE1 AE3 AE4
Procrastination and SCARF	In this unit, students will understand the big lie of procrastination, be able to recognize their top avoidance techniques, understand the neuroscience behind procrastination (David Rock's SCARF Model) and explore how SCARF can be a tool to decrease procrastination and improve motivation.	What are my top avoidance techniques I use to procrastinate? What is the neuroscience behind procrastination (SCARF)? How can SCARF be used as a tool to decrease procrastination and improve motivation?	AE1 AE2 AE5	AE1 AE2 AE5
Time Management and Power of Quadrants	In this unit, students will explore how time management can be a tool to be more successful at achieving goals and living out values, as well as practice using Stephen Covey's power of quadrants as a tool to help have a better understanding of how they are currently utilizing their time.	How can time management help me more effectively achieve my goals and live out my values? How can I use four quadrants to improve how I manage my time?	AE1 AE2 AE4	AE1 AE2 AE4

NASA Problem Solving	In this unit, students will learn about NASA Problem Solving as a tool to help practice finding solutions to their problems.	What is the NASA problem solving method? How can I use the NASA problem solving method to practice finding solutions to my problems?	AE1 AE2 AE4	AE1 AE2 AE4
Behavior Change	In this unit, students will define behavior and learn about the six stages of behavior change in order to start to explore a behavior they want to change.	What is the definition of behavior? What are the six stages of behavior change? How can I use the stages of behavior change to help me change a chosen behavior(s)?	AE1 AE2 AE3 AE4 AE5	AE1 AE2 AE4
Flow	In this unit, students will learn about Mihaly Csikszentimihaly’s Flow Theory, so they can apply this understanding to achieve more flow in their own lives.	What is Flow Theory? How can I use Flow Theory to achieve more flow in my life?	AE1 AE5	AE1
Scripts	In this unit, students will be able to identify areas of their lives where they notice patterns that are keeping them off track from achieving success or achieving their goals. Students are introduced to techniques that will help them disrupt these patterns to help them achieve their goals.	What is scripts theory? How can I use scripts theory to disrupt patterns that are keeping me off track from achieving my goals?	AE1 AE2 AE3 AE4 AE5	AE1 AE2 AE4
Final Portfolio	In this unit, students will demonstrate their understanding of the material, ability to apply the material, and demonstrate active participation in the learning process by writing a reflective essay response to questions about the notes, practice work, drafts, handouts, journals, and any other materials used in class (this will be a part of both semester final reflection projects).	What have I learned in this class? How have my school attendance and connectedness changed as a result of being a part of this class? How can I apply what I have learned in this class to my school environment and life?	AE1 AE2 AE3 AE4	AE1 AE2 AE3 AE4

JUMP START (9910) Course Overview Curriculum Document				
Course Description				
Jump Start provides a soft landing for students (Grades 9-12) with unique needs (ie: social, academic, emotional, attendance). A student who has been referred to Jump Start will benefit from support as they develop skills to become more aware of self, interact more positively within the school environment, and prepare more effectively for the future.				
Credits		Prerequisites		
.5 Elective		None		
Board Approved		Revised		
11/27/23				
Required Assessments				
None				
Textbooks/Resources				
No Textbooks Required				
Course Essential Understandings		Course Relevance Questions		
As a result of successfully completing this course, students will understand: - Self-reflection and identification of strengths, growth areas, and strategies for improvement - Components of healthy lifestyle choices - Goal-setting		- How do I understand myself? - How do I interact with my school environment? - How do I plan for my future?		
Unit Overviews				
Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
To eat good food...	In this unit, students will discover how food fuels their bodies. Students will understand healthy food choices, how to access affordable best choices, and how to eat to optimize how a student feels.	How does what I eat impact how I feel (mentally and physically)? What healthy goal(s) can I set for myself regarding nutrition? What foods should I eat and drink? How does drinking water impact my health/body? Where can I access affordable, healthy food in my community?	<u>Nutrition:</u> C.12.3 E.12.3 E.12.5 <u>Health:</u> 1:4:A2 1:4:A3 2:4:A2 2:4:A4 5:4:A1 5:4:B2 5:4:B3 6:4:A1 7:4:B1.	1:4:A2
To get good sleep...	In this unit, students will discover how sleep affects their mental and physical well-being. Students will develop strategies for better sleep.	How is mental health related to sleep? Do my sleep habits affect my physical health? Do I have control of my sleep quality?	<u>Health:</u> 1:4:A2 1:4:A3 1:4:A5 2:4:A1 2:4:A2 2:4:A3 2:4:A4 2:4:A5 7:1:A1	1:4:A3
To have healthy relationships...	In this unit, students will discover how healthy relationships can support overall well-being. Students will initially understand their own mental wellness status. Students will learn how to initiate and maintain productive relationships, as well as problem-solve conflict resolution strategies. Finally, students will understand how positive relationships with peers, school staff, and trusted adults will foster a more comfortable school experience.	How does my personality impact how I communicate with others? How do healthy and unhealthy relationships impact my wellbeing? How can I maintain positive relationships? Is there an adult in school I feel comfortable talking to? What can I do when I'm in a conflict with a friend, peer, family member, lover, etc.?	<u>Health:</u> 4:4:A1 4:4:A2 4:4:A3 4:4:B1 4:4:B2 4:4: B3 <u>WI School Mental Health Framework</u>	4:4:A1

To make positive decisions...	In this unit, students will discover how to analyze influences that lead to positive decision-making. Students will also determine steps to remedy situations in which less-than-desirable decisions are made.	Who and/or what influences me (positively or negatively) and why? What can I do/steps can I take if I make the wrong decision?	Health: 5:4:A1 5:4:B2 5:4:B3 5:4:B4 5:4:B5 5:4:B6 6:4:B3 7:4:A1 7:4:B2	7:4:A1
To look toward the future...	In this unit, students will work to discover their plans for the remainder of their high school experience and beyond.	What are my strengths and growth areas? What are my interests? What does my future look like, and what steps will I need to take?	Health: 2:4:A4 3:4:A1 7:3:B2 7:4:B1 Wisconsin Common Career Technical Standards	7:3:B2

Service Learning & Leadership 1 (3610) Course Overview Curriculum Document				
Course Description				
Service Learning & Leadership 1 Team Leaders develop an awareness of personal strengths and leadership skills to practice service learning. Leaders will understand the connection they have to our school, and the value they bring in making our school community a better place. Leaders will inspire learning and school connectedness for our freshmen within an inclusive and supportive environment. Curriculum training for student leaders will rotate on a three year cycle: care, lead, contribute. Year one student leaders will learn about their strengths, connection within the broader school community, and explore who they are as a leader. This course is available to students in grades 10 - 12.				
Credits		Prerequisites		
.5 Elective		10th - 12th Grade and approved Service Learning & Leadership Student Leader application Requirements: Upholds AASD Code of Conduct		
Board Approved		Revised		
11/27/23				
Required Assessments				
District-wide, standards-based common summative assessments				
Textbooks/Resources				
No Textbooks Required				
Course Essential Understandings		Course Relevance Questions		
As a result of successfully completing this course, students will: ● Develop self awareness and reflection skills to enhance personal growth. ● Develop interpersonal skills to demonstrate leadership in order to accomplish Service Learning & Leadership Team goals and objectives. ● Develop an understanding of one’s connection to the broader community through inclusivity as well as knowledge of the school culture and operations. ● Implement strategic practices to positively impact freshmen learning and school connectedness.		How can self awareness, reflection, and interpersonal skills help me continue my personal growth and experience success as a leader? How can my connection to the broader community enhance inclusivity and my ability to guide 9th graders’ understanding of the school culture and operations? How can applying strategic leadership practices help me positively impact freshmen learning and school connectedness?		
Unit Overviews				
Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
Round 0 - Student Leader Training	Student leaders will receive training in the following areas: ● Care: with great leadership comes great responsibility and every leader will recognize their role in creating a positive change in our school community ● The connection they have to our school community and the value they bring to help make our school community a better place. ● The vision for Service Learning & Leadership Team and how we measure success so that leaders can make connections with 9th graders and the various stakeholders (administration, staff, families and the greater school community) ● Their role on their student leader team and how they are measured for success, so that they can be prepared to teach lessons. ● Their role as a student mentor in supporting ninth graders with achieving academic and personal success. Task specific training related to meeting the needs of different stakeholders: ● Monthly Trainings: Advisors to student leaders ● Team Building Activities: leader to leader and leader to ninth graders ● Communication and connection with students and families: postcards, birthday cards ● Building Tours: connections with 9th graders and transfer students to our school community ● Academic support for 9th graders and their families: Open House and Explore Night ● Community outreach for support: fundraising ● Connection with 9th graders through extra-curricular involvements: Fall/Winter events attendance	What connections do I currently have within our school community? What value do I bring to helping make our school community a better place? How does my role as a Service Learning & Leadership Team student leader inspire learning and school connectedness with ninth graders? How do I apply my leadership strengths to various team settings? How do I build relationships with various stakeholders as a leader within my school community?	DT.1abcd DT.2abcd DT.3abcd DT.4abcd	DT.1 DT.2 DT.3 DT.4

Round 1	In this phase, student leaders will provide six weeks of universal instruction to ninth graders in the following areas: ● Introduction to critical personnel and resources in the building ● Service Learning & Leadership Program: maintain school academic, behavior and attendance expectations ● Technology: appropriate use and how to effectively use is at as tool for learning ● Goal setting: academic and personal ● School behavior expectations and good decision making to be responsible, respectful, and safe ● School academic expectations	How can I effectively support incoming ninth graders as they transition to high school? How can I connect incoming ninth graders to resources and the school community?	DT.1abcd DT.2abcd DT.3abcd DT.4abcd	DT.1 DT.2 DT.3 DT.4
Round 2	In this twelve week phase, student leaders will provide targeted academic support to identified students. Leaders serve as mentors in a small group setting to assist ninth graders in the following areas: ● Step by step assistance with academics/course work ● Providing peer editing ● Study skills ● Providing academic/relational application from personal life experiences ● Technology: accessing academic progress and the learning management system ● Organization system ● Time management and prioritization ● Communication with teachers ● Self-advocacy	How can I effectively support the academic achievement and personal needs of ninth graders in their first semester of high school? How can I mentor incoming ninth graders to utilize the resources and make connections within the school community?	DT.1abcd DT.2abcd DT.3abcd DT.4abcd	DT.1 DT.2 DT.3 DT.4
Round 3	In this phase (semester two), student leaders voluntarily continue to provide targeted academic support to identified students. Leaders voluntarily serve as mentors in a small group setting to assist ninth graders in the following areas: ● Step by step assistance with academics/course work ● Providing peer editing ● Study skills ● Providing academic/relational application from personal life experiences ● Technology: accessing academic progress and the learning management system ● Organization system ● Time management and prioritization ● Communication with teachers ● Self-advocacy	How can I effectively support the academic achievement and personal needs of ninth graders in their first semester of high school? How can I mentor incoming ninth graders to utilize the resources and make connections within the school community?	DT.1abcd DT.2abcd DT.3abcd DT.4abcd	DT.1 DT.2 DT.3 DT.4

Service Learning & Leadership 2 (3620) Course Overview Curriculum Document				
Course Description				
Service Learning & Leadership 2 Team Leaders develop an awareness of personal strengths and leadership skills to practice service learning. Leaders will understand the connection they have to our school, and the value they bring in making our school community a better place. Leaders will inspire learning and school connectedness for our freshmen within an inclusive and supportive environment. Curriculum training for student leaders will rotate on a three year cycle: care, lead, contribute. Year two student leaders will strengthen their interpersonal skills and build greater competency as a leader. This course is available to students in grades 11 - 12.				
Credits		Prerequisites		
.5 Elective		11th - 12th Grade, approved Service Learning & Leadership Student Leader application, and completion of Service Learning & Leadership Leadership 1 Requirements: Upholds AASD Code of Conduct		
Board Approved		Revised		
11/27/23				
Required Assessments				
District-wide, standards-based common summative assessments				
Textbooks/Resources				
No Textbooks Required				
Course Essential Understandings		Course Relevance Questions		
As a result of successfully completing this course, students will: • Develop self awareness and reflection skills to enhance personal growth. • Develop interpersonal skills to demonstrate leadership in order to accomplish Service Learning & Leadership Team goals and objectives. • Develop an understanding of one’s connection to the broader community through inclusivity as well as knowledge of the school culture and operations. • Implement strategic practices to positively impact freshmen learning and school connectedness.		How can self awareness, reflection, and interpersonal skills help me continue my personal growth and experience success as a leader? How can my connection to the broader community enhance inclusivity and my ability to guide 9th graders’ understanding of the school culture and operations? How can applying strategic leadership practices help me positively impact freshmen learning and school connectedness?		
Unit Overviews				
Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
Round 0 - Student Leader Training	Student leaders will receive training in the following areas: • Lead: leaders can have an impact on one person at a time; they will practice self-awareness and apply this learning to various team settings • The connection they have to our school community and the value they bring to help make our school community a better place. • The vision for Service Learning & Leadership Team and how we measure success so that leaders can make connections with 9th graders and the various stakeholders (administration, staff, families and the greater school community) • Their role on their student leader team and how they are measured for success, so that they can be prepared to teach lessons. • Their role as a student mentor in supporting ninth graders with achieving academic and personal success. Task specific training related to meeting the needs of different stakeholders: • Monthly Trainings: Advisors to student leaders • Team Building Activities: leader to leader and leader to ninth graders • Communication and connection with students and families: postcards, birthday cards • Building Tours: connections with 9th graders and transfer students to our school community • Academic support for 9th graders and their families: Open House and Explore Night • Community outreach for support: fundraising • Connection with 9th graders through extra-curricular involvements: Fall/Winter events attendance	What connections do I currently have within our school community? What value do I bring to helping make our school community a better place? How does my role as a Service Learning & Leadership Team student leader inspire learning and school connectedness with ninth graders? How do I apply my leadership strengths to various team settings? How do I build relationships with various stakeholders as a leader within my school community?	DT.1abcd DT.2abcd DT.3abcd DT.4abcd	DT.1 DT.2 DT.3 DT.4
Round 1	In this phase, student leaders will provide six weeks of universal instruction to ninth graders in the following areas:	How can I effectively support incoming ninth graders as they transition to high school?	DT.1abcd DT.2abcd DT.3abcd	DT.1 DT.2 DT.3

	● Introduction to critical personnel and resources in the building ● Service Learning & Leadership Program: maintain school academic, behavior and attendance expectations ● Technology: appropriate use and how to effectively use is at as tool for learning ● Goal setting: academic and personal ● School behavior expectations and good decision making to be responsible, respectful, and safe ● School academic expectations	How can I connect incoming ninth graders to resources and the school community?	DT.4abcd	DT.4
Round 2	In this twelve week phase, student leaders will provide targeted academic support to identified students. Leaders serve as mentors in a small group setting to assist ninth graders in the following areas: ● Step by step assistance with academics/course work ● Providing peer editing ● Study skills ● Providing academic/relational application from personal life experiences ● Technology: accessing academic progress and the learning management system ● Organization system ● Time management and prioritization ● Communication with teachers ● Self-advocacy	How can I effectively support the academic achievement and personal needs of ninth graders in their first semester of high school? How can I mentor incoming ninth graders to utilize the resources and make connections within the school community?	DT.1abcd DT.2abcd DT.3abcd DT.4abcd	DT.1 DT.2 DT.3 DT.4
Round 3	In this phase (semester two), student leaders voluntarily continue to provide targeted academic support to identified students. Leaders voluntarily serve as mentors in a small group setting to assist ninth graders in the following areas: ● Step by step assistance with academics/course work ● Providing peer editing ● Study skills ● Providing academic/relational application from personal life experiences ● Technology: accessing academic progress and the learning management system ● Organization system ● Time management and prioritization ● Communication with teachers ● Self-advocacy	How can I effectively support the academic achievement and personal needs of ninth graders in their first semester of high school? How can I mentor incoming ninth graders to utilize the resources and make connections within the school community?	DT.1abcd DT.2abcd DT.3abcd DT.4abcd	DT.1 DT.2 DT.3 DT.4

Service Learning & Leadership 3 (3630) Course Overview Curriculum Document				
Course Description				
Service Learning & Leadership 3 Team Leaders develop an awareness of personal strengths and leadership skills to practice service learning. Leaders will understand the connection they have to our school and the value they bring in making our school community a better place. Leaders will inspire learning and school connectedness for our freshmen within an inclusive and supportive environment. Curriculum training for student leaders will rotate on a three year cycle: care, lead, contribute. Year three student leaders will model what leadership is for newer leaders and relationally differentiate their influence within a variety of contexts. This course is available to students in grade 12.				
Credits		Prerequisites		
.5 Elective		12th Grade, approved Service Learning & Leadership Student Leader application, and completion of Service Learning & Leadership Leadership 2. Requirements: Upholds AASD Code of Conduct		
Board Approved		Revised		
11/27/23				
Required Assessments				
District-wide, standards-based common summative assessments				
Textbooks/Resources				
No Textbooks Required				
Course Essential Understandings		Course Relevance Questions		
As a result of successfully completing this course, students will: - Develop self awareness and reflection skills to enhance personal growth. - Develop interpersonal skills to demonstrate leadership in order to accomplish Service Learning & Leadership Team goals and objectives. - Develop an understanding of one’s connection to the broader community through inclusivity as well as knowledge of the school culture and operations. - Implement strategic practices to positively impact freshmen learning and school connectedness.		How can self awareness, reflection, and interpersonal skills help me continue my personal growth and experience success as a leader? How can my connection to the broader community enhance inclusivity and my ability to guide 9th graders’ understanding of the school culture and operations? How can applying strategic leadership practices help me positively impact freshmen learning and school connectedness?		
Unit Overviews				
Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
Round 0 - Student Leader Training	Student leaders will receive training in the following areas: - Contribute: leaders will ask the question, “How do I want to be remembered (legacy)?” and demonstrate servant leadership within the school community - The connection they have to our school community and the value they bring to help make our school community a better place. - The vision for Service Learning & Leadership Team and how we measure success so that leaders can make connections with 9th graders and the various stakeholders (administration, staff, families and the greater school community) - Their role on their student leader team and how they are measured for success, so that they can be prepared to teach lessons. - Their role as a student mentor in supporting ninth graders with achieving academic and personal success. Task specific training related to meeting the needs of different stakeholders: - Monthly Trainings: Advisors to student leaders - Team Building Activities: leader to leader and leader to ninth graders - Communication and connection with students and families: postcards, birthday cards - Building Tours: connections with 9th graders and transfer students to our school community - Academic support for 9th graders and their families: Open House and Explore Night - Community outreach for support: fundraising - Connection with 9th graders through extra-curricular involvements: Fall/Winter events attendance	What connections do I currently have within our school community? What value do I bring to helping make our school community a better place? How does my role as a Service Learning & Leadership Team student leader inspire learning and school connectedness with ninth graders? How do I apply my leadership strengths to various team settings? How do I build relationships with various stakeholders as a leader within my school community?	DT.1abcd DT.2abcd DT.3abcd DT.4abcd	DT.1 DT.2 DT.3 DT.4

Round 1	In this phase, student leaders will provide six weeks of universal instruction to ninth graders in the following areas: ● Introduction to critical personnel and resources in the building ● Service Learning & Leadership Program: maintain school academic, behavior and attendance expectations ● Technology: appropriate use and how to effectively use is at as tool for learning ● Goal setting: academic and personal ● School behavior expectations and good decision making to be responsible, respectful, and safe ● School academic expectations	How can I effectively support incoming ninth graders as they transition to high school? How can I connect incoming ninth graders to resources and the school community?	DT.1abcd DT.2abcd DT.3abcd DT.4abcd	DT.1 DT.2 DT.3 DT.4
Round 2	In this twelve week phase, student leaders will provide targeted academic support to identified students. Leaders serve as mentors in a small group setting to assist ninth graders in the following areas: ● Step by step assistance with academics/course work ● Providing peer editing ● Study skills ● Providing academic/relational application from personal life experiences ● Technology: accessing academic progress and the learning management system ● Organization system ● Time management and prioritization ● Communication with teachers ● Self-advocacy	How can I effectively support the academic achievement and personal needs of ninth graders in their first semester of high school? How can I mentor incoming ninth graders to utilize the resources and make connections within the school community?	DT.1abcd DT.2abcd DT.3abcd DT.4abcd	DT.1 DT.2 DT.3 DT.4
Round 3	In this phase (semester two), student leaders voluntarily continue to provide targeted academic support to identified students. Leaders voluntarily serve as mentors in a small group setting to assist ninth graders in the following areas: ● Step by step assistance with academics/course work ● Providing peer editing ● Study skills ● Providing academic/relational application from personal life experiences ● Technology: accessing academic progress and the learning management system ● Organization system ● Time management and prioritization ● Communication with teachers ● Self-advocacy	How can I effectively support the academic achievement and personal needs of ninth graders in their first semester of high school? How can I mentor incoming ninth graders to utilize the resources and make connections within the school community?	DT.1abcd DT.2abcd DT.3abcd DT.4abcd	DT.1 DT.2 DT.3 DT.4

ITEM FOR CONSIDERATION

Topic: 1855 Project Success for Newcomers: Standards and Curriculum Adoption

**Background
Information:**

Amy Swick, EL/Bilingual Coordinator, has been working with AASD High School English Learner (EL) Teachers to revise current curriculum in a standards-based format. Our revisions align with Teacher Clarity, supporting district, site, and department collaboration and implementation of standards-based curriculum and instruction to meet the needs of all students while providing access to a guaranteed and viable curriculum.

Fiscal

Note: No fiscal responsibility as this is only a request to the curriculum. A request for the material will be coming in the future.

Instructional

Impact: High school EL students will receive a standards-based EL curriculum that aligns with the Teacher Clarity Framework and provides access to a guaranteed and viable curriculum across our three high school sites.

Administrative

Recommendation: Approve as submitted.

Contact

Person(s): Amy Swick, Ed.D. EL/Bilingual Coordinator, 920-832-1729
swickamy@aasd.k12.wi.us

Steve Harrison, Ph.D., Assistant Superintendent of AC&I, 832-6157 x2177,
harrisonstepha@aasd.k12.wi.us)

BOE: 11/27/23

EL Basic Writing (1810) Course Overview Curriculum Document			
Course Description			
This course primarily focuses on growing students’ understanding of English grammar, syntax, and the foundational structures and functions of academic English. Through collaborative speaking and writing activities, students practice all four language domains to show understanding. Students will explore and experiment with vocabulary, grammar, and English language skills to express themselves in a school setting. Social and academic language are learned in the context of grammatical structure and conventions. The complexity of reading, writing, speaking, listening, and vocabulary tasks are dependent upon students’ prior experiences, prior knowledge, and English language development.			
Credits		Prerequisites	
One ELA Credit/Year		None	
Board Approved		Revised	
11/27/23			
Required Assessments			
District-wide, standards-based common assessments, ACCESS 2.0			
Textbooks/Resources			
Resources: Focus on Grammar 1 - An Integrated Skills Approach (text & workbook) Semuela Eckstut Side by Side 1 (text & workbook) - Steven J. Molinsky and Bill Bliss English in Action 1 and 2 (text & workbook) - Barbara H. Foley and Elizabeth R. Neblett Step-by-Step Writing: A Standards Based Approach - Books 1 & 2 - Linda Lonon Blanton Supplemental: More Grammar Practice 1 - Thomson Heinle publishers			
Course Essential Understandings		Course Essential Questions	
As a result of successfully completing this course, students will: - Write about a topic at the sentence and paragraph level clearly, with good organization - Be able to use phrases and clauses to converse with other students using academic English about a topic they’re studying - Improve both academic and social English proficiency - Improve writing skills and develop an interest in reading and writing - Use the studied grammar concepts correctly when speaking and writing Language Objective: English Language Development Standard 1: - Communicate for Social and Instructional purposes within the school setting		- How do I effectively communicate with others through writing? - How can I learn to write in English? - What are the rules for writing in English?	
Unit Overviews			
Unit Name	Unit Description	Unit Essential Question	Instructional and Assessed Standards
Information About You	Students will explore level appropriate vocabulary and grammar structures while writing about themselves, their families, and their lives.	- What words in English are used to talk about school? - What grammar conventions form the present tense in English? - What words in English describe me and my family?	W2B L4 L5 L6
Describing Family and Home	Students will explore level appropriate vocabulary and grammar structures while describing themselves, their families, and their home lives using descriptive language	- What is the present tense? - What are the rules for writing in the present tense? - What are prepositions and what do they do? - What are possessive adjectives and what do they do? - What words are used in English to describe my family and my home?	W2B L4 L5 L6
Explain How to Do Something	Students will explore level appropriate vocabulary and grammar structures while writing about everyday tasks and writing out directions to follow processes.	- How do I remember and understand food and cooking words? - How do I give and follow directions? - What words in English show a sequence?	W2B L4 L5
Holidays and Celebrations	Students will explore time and space specific level appropriate vocabulary and grammar structures while writing about the countries, nationalities and celebrations of their home cultures as well as the home cultures of their classmates.	- How do I remember and understand new words? - What holidays do we celebrate and why? When do those holidays happen? - Where are we from and what similarities and differences do we bring to our classroom?	W2B L4 L5 L6
Persuade your Classmates	Students will explore level appropriate persuasive	How do I remember and understand new words?	W2A W3C

	vocabulary and grammar structures while writing about their community.	• How do I describe my neighborhood and community? • What words and phrases do I use to persuade?	L4 L5 L6
Describe your Future Plans	Students will begin to learn about the future tense by describing their plans, promises, and predictions for the future.	• How do I remember and understand new words? • How do I explain what I and others will do in the future? • What words and phrases do I use to communicate my everyday activities?	W2C L4 L5 L6
Write a Message to a Friend	Students will explore multiple verb tenses and to write about their lives.	• How do I remember and understand new words? • How do I talk about events that happened in the past? • How do I format an email or letter to someone?	W2C W4 L4 L5 L6
Tell a Story	Students will explore the use of transition words while continuing to practice using multiple verb tenses to write about important events in their lives.	• How do I remember and understand new words? • How do I write a story about a problem or conflict?	W2C W3C L4 L5 L6

EL Basic Reading (1810) Course Overview Curriculum Document				
Course Description				
Students will build reading and comprehension skills and develop confidence in reading and writing in order to be successful in academic settings. Students will develop collaborative skills and strengthen English speaking, reading, writing, and listening skills. Students build foundational English language skills. Students will explore and experiment with vocabulary, grammar, English language skills to express themselves in a school setting. Social and academic language are applied through the use of multiple genres. The complexity of reading, writing, speaking, listening, and vocabulary tasks are dependent upon students’ prior experiences, prior knowledge, and English language development.				
Credits		Prerequisites		
One ELA Credit/Year		None		
Board Approved		Revised		
11/27/23				
Required Assessments				
District-wide, standards-based common assessments, ACCESS 2.0				
Textbooks/Resources				
Resources: Edge Textbook, Inside Textbook, Side by Side Textbook Supplemental: Inside Phonics, National Geographic Leveled Readers, Foundations Reading Library Leveled Readers, Page Turners Leveled Readers, Tales from Many Cultures (Penny Cameron)				
Course Essential Understandings		Course Essential Questions		
As a result of successfully completing this course, students will: - Understand written language related to familiar topics - Describe ideas or concepts using phrases and short sentences - Use structure and function of academic dialogue to show understanding of material - Develop English reading skills and an interest in reading Language Objective: English Language Development Standard 1: - Language for Social and Instructional purposes within the school setting English Language Development Standard 2: - Language for Language Arts		- How can I learn to read in English? - What do words and phrases look like and sound like in English? - What helps me understand what I am reading? - How do I show that I understand what I read? - How can I connect to what I read?		
Unit Overviews				
Unit Name	Unit Description	Unit Essential Question	Instructional Standards	Assessed Standards
All About Me	Students will read texts relating to their life while creating English phonemic awareness, building vocabulary, and creating the foundation for learning basic academic and social English.	How do we communicate information about ourselves in English?	R.9-10.2 R.9-10.3 W.9-10.1 L.9-10.2b L.9-10.4	R.9-10.2 R.9-10.3 W.9-10.1 L.9-10.2b L.9-10.4
What makes us wise?	Students will read folktales as well as non-fiction biographies while continuing to build phonemic awareness, vocabulary, and build upon the foundation of the students’ emerging knowledge of social and academic English. Students will focus on lessons that can be learned from texts, as well as if characters and important figures can be considered “wise”.	What lessons do people learn in their lives? How can stories teach us lessons? How do I remember and understand new words?	R.9-10.1 R.9-10.2 R.9-10.9 W.9-10.9 SL.9-10.4 L.9-10.4	R.9-10.1 R.9-10.2 R.9-10.9 W.9-10.9 SL.9-10.4 L.9-10.4
Global Village	Students will read non-fiction texts while continuing to build phonemic awareness, vocabulary, and build upon the foundation of the students’ emerging knowledge of social and academic English. Students will focus on finding important details from texts. Students will interpret visual data present in non fiction articles about a variety of global topics.	How do I find and represent important information about our world? What are some defining features of various cultures around the world? How are they similar and different? How do I use charts, graphs, and pictures to help me understand a text? How do I remember and understand new words?	R.9-10.1 R.9-10.2 W.9-10.2B SL.9-10.1A L.9-10.4	R.9-10.1 R.9-10.2 W.9-10.2B SL.9-10.1A L.9-10.4
Stories about Real Life	Students will read realistic fiction texts while continuing to build phonemic awareness, vocabulary, and build upon the foundation of the students’ emerging knowledge of social and academic English. Students will build their understanding of the elements of plot while	How does understanding the structure of a narrative help me understand what I read? What connections can I make to	R.9-10.2 R9-10.3 W9-10.1 SL9-10.1A L.9-10.4	R.9-10.2 R.9-10.3 W.9-10.1 SL.9-10.1A L9-10.4

	reading. Students will use pictures to aid in comprehension of texts.	what I am reading? How do I remember and understand new words?		
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ITEM FOR CONSIDERATION

Topic: 1810 EL Beginning Reading/Writing: Standards and Curriculum Adoption

**Background
Information:**

Amy Swick, EL/Bilingual Coordinator, has been working with AASD High School English Learner (EL) Teachers to revise the current curriculum in a standards-based format. Our revisions align with Teacher Clarity, supporting district, site, and department collaboration and implementation of standards-based curriculum and instruction to meet the needs of all students while providing access to a guaranteed and viable curriculum.

Fiscal

Note: No fiscal responsibility as this is only a request to the curriculum. A request for the material will be coming in the future.

Instructional

Impact: High school EL students will receive a standards-based EL curriculum that aligns with the Teacher Clarity Framework and provides access to a guaranteed and viable curriculum across our three high school sites.

Administrative

Recommendation: Approve as submitted.

Contact

Person(s): Amy Swick, Ed.D. EL/Bilingual Coordinator, 920-832-1729
swickamy@aasd.k12.wi.us

Steve Harrison, Ph.D., Assistant Superintendent of AC&I, 832-6157 x2177,
harrisonstepha@aasd.k12.wi.us

BOE: 11/27/23

Project Success for Newcomers (1855) Course Overview Curriculum Document				
Course Description				
This course is designed for newcomer level 1 and 2 English Learners. Project Success for Newcomers integrates reading, writing, listening and speaking, and language. Students will use social and academic language to demonstrate respect and responsibility in their everyday lives, to communicate effectively and work collaboratively with diverse groups, and to think creatively and critically when making informed decisions and applying their learning. The major focus of this course is the application of Career Technical Standards and English Language Development Standard 1: Language for Social and Instructional Purposes through literature and informational texts using authentic, community-embedded learning opportunities. Students may remain in this course for up to 2 years.				
Credits		Prerequisites		
One Elective Credit / Year		none		
Board Approved		Revised		
11/27/23				
Required Assessments				
ACCESS 2.0				
Textbooks/Resources				
Welcome Newcomers book set / What is a Community? Supplemental: Newsela (online resource) / Xello (online resource) / Individual Student Planners Experiential field trips to: Local businesses, Universities and colleges, Volunteer opportunities, Job shadow opportunities				
Course Essential Understandings		Course Essential Questions		
As a result of successfully completing this course, students will understand that: Act Responsibly & Respectfully - Manage time and project deadlines effectively to complete tasks on time - Make ethical choices in both personal and school-wide expectations - Participate actively and show reliability, accountability, and punctuality Communicates Effectively & Works Collaboratively - Communicate appropriately across various settings to engage diverse audiences - Work collaboratively with others to complete tasks, solve problems, resolve conflicts, provide information, and offer support - Be open to ideas and opinions of others - Respond openly and effectively to different ideas, groups, and opinions of others Thinks Critically & Creatively - Apply informed decision making and reasoning that leads to ideas, innovation and personal growth - Seek and evaluates feedback in order to make necessary adjustments Language Objective: English Language Development Standard 1: • Language for Social and Instructional purposes within the school setting		• What does it mean to be a successful and responsible student in the United States? • What does it mean to be a positive and productive member of society in the United States? • How do I overcome barriers to effectively communicate with others? • How do I choose and negotiate a successful life path?		
Unit Overviews				
Unit Name	Unit Description	Unit Essential Question	Instructional Standards	Assessed Standards
	First Cycle (A)			
Unit #1- School Success	Students will discuss school culture and ways to be successful in a US high school setting. They will develop skills for organization, studying, and effective communication with staff and peers. Students will create realistic smart goals at their current proficiency level and track their outcomes.	• What skills are needed to be successful in a high school setting? • How do I create a realistic goal? • How do I track my progress on a goal? • How do I communicate with my teachers and peers?	4C3.a.11.h CD1.b.6.h CD1.d.5.h SL.9-10.1c	CD1.b.6.h
Unit #2 - Virtues and Ethics in My Life	Students will read/view a variety of texts or other media that highlight virtues and ethics to determine how virtues and ethics have an impact on their world.	• What are virtues? • What virtues are important to me?	IMT2.b4.h EHS1A12H R.9-10.2 SL.9-10.1	IMT2.b.4.h

	Following analysis, they will present a virtue that is meaningful to them.	How do virtues influence the decisions I make?		
Unit #3 - Growth Mindset & Executive Functions	Students will compare and contrast a variety of informational texts, videos and other media to reflect on their everyday actions and choices and identify what their role is in their future academic success. Students will also explore the Growth Mindset and how the concepts and ideas can be used to help them be a successful student.	- What are executive functioning skills and how will they help me be successful? - What is a growth mindset versus a fixed mindset? - How will having a growth mindset help me be successful?	4C2.a.13.h CD3.b.4.h CD4.d.7.h L.9-10.2	L.9-10.2 CD3.b.4.h
Second Cycle (B)				
Unit #1- School Success	Students will discuss school culture and ways to be successful in a US high school setting. They will develop skills for organization, studying, and effective communication with staff and peers. Students will create realistic smart goals at their current proficiency level and track their outcomes.	- What skills are needed to be successful in a high school setting? - How do I create a realistic goal? - How do I track my progress on a goal? - How do I communicate with my teachers and peers?	4C3.a.11.h CD1.b.6.h CD1.d.5.h SL.9-10.1c	CD1.b.6.h
Unit #4 - Career Preparedness	Students will read a variety of informational texts and participate in interactive simulations to evaluate how reaching their future goals depends on the habits and skills they build while in high school. Ultimately, students will present a detailed career pathway and plan to reach their personal career goal(s). Students will also participate in a job shadow experience.	- How do I choose a career? - What is the connection between my education and a career?	W4 W5 W7 SL1 L1 CD1A-3H CD4A	W4 W7 SL1 L1 CD1A-3H CD4A
Unit #5 - Community and Current Events	In order to be college and career ready, students need to recognize the value of being a part of the community in which they reside. This includes giving back to the community in a variety of ways as well as building an awareness of the issues and needs of their community and world. Students will participate in a volunteer experience. Students will read a variety of leveled texts and view a variety of videos to become aware of their community and world events.	- How can I get involved in my community in a way that is meaningful to me? - What are the issues and needs facing my community?	R2 R6 R9 W5 W6 W10 SL2 SL4 L3 L4 LE1C-7H GCA1B	R6 R9 W10 SL4 L3 GCA1B LE1C-9H

ITEM FOR CONSIDERATION

TOPIC: Appleton Area School District 2024-2025 School Calendar

BACKGROUND INFORMATION: The District Leadership Team has worked with representative administrators and the Calendar Workgroup to gather input on the proposed calendar for the 2024-2025 school year. A tentative calendar has been established based on input from these representatives with subsequent review by the District Leadership Team. Board approval is the final step in the approval process.

For the 2024-2025 school year, September 3, 2024, is the proposed start date for elementary, middle, and high school students. Staff would return to schools on Wednesday, August 21, 2024.

The calendar will include nine professional development days with three of those professional development days before school starts.

FISCAL NOTE: No cost will be incurred by the Appleton Area School District.

ADMINISTRATIVE RECOMMENDATION: Approval as submitted.

INSTRUCTIONAL IMPACT: Approval of the proposed Appleton Area School District 2024- 2025 School Calendar.

CONTACT PERSON(S): Sheree Garvey, 852-5300 x-60118, garveysheree@aasd.k12.wi.us

Appleton Area School District Calendar 2024-2025

Half Days

June 2024						
S	M	T	W	R	F	S
						1
2	3	4	5	6	7	8
9	SS	SS	SS	SS	SS	15
16	SS	SS	19	SS	SS	22
23/30	SS	SS	SS	SS	SS	29

July 2024						
S	M	T	W	R	F	S
	SS	SS	SS	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024						
S	M	T	W	R	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	NTO	NTO	SO/PD	SO/PD	NS	24
25	SO/PD	SO/PD	SO/PD	SO/PD	NS	31

September 2024						
S	M	T	W	R	F	S
1	NS	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	PD					

October 2024						
S	M	T	W	R	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	PD	26
27	28	29	30	31		

November 2024						
S	M	T	W	R	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	C	NS	NS	30

Days of School

Elem
MS
HS

Notes Regarding Bolded Calendar Days

June 2024
10 to 30 Summer School (E/M) (no summer school 6/19)
10 to 28 Summer School (S) (no summer school 6/19)

July 2024
1 to 3 Summer School (E/M)

August 2024
19 & 20 New Teacher Orientation
21 & 22 Staff Orientation/Professional Development
23 No School
26 to 29 Staff Orientation/Professional Development
30 No School

September 2024
2 No School - Labor Day
3 First Day of School
30 No Class All Day - Professional Development

October 2024
25 No Class All Day - Professional Development

November 2024
27 No Class All Day - Conference Compensation
28 & 29 - No School - Thanksgiving Break

December 2024
23 to 31 No School - Winter Break

January 2025
1 No School - New Year's Day
2 Classes resume
17 No Class All Day - Professional Development
20 No School - Martin Luther King Day

February 2025
17 No Class All Day - Professional Development

March 2025
21 No Class All Day - Conference Compensation
24 to 28 - No School - Spring Break

April 2025
18 No Class All Day - Professional Development
May 2025
23 No Class All Day - Professional Development
26 No School - Memorial Day

June 2025
6 Last Day of School (E,M,S)
6 PM - No Class - Records (E,M,S)

December 2024						
S	M	T	W	R	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	NS	NS	NS	NS	NS	28
29	NS	NS				

January 2025						
S	M	T	W	R	F	S
			NS	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	PD	18
19	NS	21	22	23	24	25
26	27	28	29	30	31	

February 2025						
S	M	T	W	R	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	PD	18	19	20	21	22
23	24	25	26	27	28	

March 2025						
S	M	T	W	R	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	C	22
23	NS	NS	NS	NS	NS	29
30	31					

April 2025						
S	M	T	W	R	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	PD	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
S	M	T	W	R	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	PD	24
25	NS	27	28	29	30	31

June 2025						
S	M	T	W	R	F	S
1	2	3	4	5	EMS/R	7
8	9	10	11	12	13	8

E = Elementary School
M = Middle School
S = Senior High School
C = Conference Compensation
NS = No School (Non-Contract)
NTO = New Teacher Orientation
PD = Professional Development
R = Records
SO/PD = Staff Orientation/ Professional Development TBD
SS = Summer School

Semester Dates

End of 1st Qtr	November	1	42
End of 2nd Qtr/Semester	January	16	43
End of 3rd Qtr	March	21	42
End of 4th Qtr/Semester	June	6	47

120
188

ITEM FOR CONSIDERATION

Topic: Professional Educator New Hire(s)

Background Information: The Professional Educators listed below are recommended for a contractual position for the 2023-2024 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>	<u>Effective Date:</u>
Crystal N. Bissing	Math Interventionist	Foster/Houdini	100%	12/11/23
Cheridan V. Peterson	English Language Arts	North	100%	1/22/24

Fiscal Note: Salaries will be commensurate with education and experience.

Administrative Recommendation: Approval

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

Contact Person: Julie King, (920) 852-5300 (ext. 60085)

ITEM FOR CONSIDERATION

Topic: Professional Educator Contract Change(s)

Background Information: The following contract change is recommended for the 2023-24 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>	<u>Effective Date</u>
Riley R. Johnson	Technology Education	East	100% to 120%	8/28/23-1/19/24

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 OF INFORMATION

Topic: Supplemental Material Approval- Prisoner B-3087 by Alan Gratz; ELA 7 (1070) and Humanities 7 (3770)

Background

Information: The English Language Arts- Grade 7 courses 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. Approval for this particular novel is coming from the grade 7 Humanities teachers at KA. It is used within their European unit of study that ties in narrative writing and history specific to World War II.

Fiscal

Note: At this time there is no cost as the district has 120 copies of this novel at Kaleidoscope Academy. Additionally, students are able to read this novel using SORA, an online app for e-books. This instructional material will be implemented during the 2023-24 school year. If more copies are requested by the other middle schools, they will be purchased within the AC&I budget as a Humanities item.

Instructional

Impact: This book is currently being used in literature circles when students are given a choice of novels to read. The Humanities 7 and ELA 7 would like this text to be an option to read as a full class. As the secondary English department focuses on Interactive Read Alouds and other high-leverage strategies, the option to read a novel as a full class is important as PLCs plan and strategize for student engagement, assessment design, and feedback to offer students during and post-instruction.

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: 11/27/23



English Language Arts: Supplemental Material Approval- *Prisoner B-3087* by Alan Gratz; ELA 7 (1070) and Humanities 7 (3770)

WHY is the middle school ELA department looking for approval of additional novels for full-class reads?	The middle school ELA department would like to ensure that materials: • Are current and enticing to promote a love of reading • Consistent with the educational goals of the District • Are appropriate for the age, social development, and maturity of students • Meet high standards of quality in factual content • Have factual, aesthetic, literary, ethical, or social value • Are written by competent and qualified authors • Represent our pluralistic society • Foster respect for all groups of people who form our society • Represent varying levels of difficulty with diverse appeal and differing points of view
WHAT is important to know about this novel?	This novel: • Is a historical fiction that follows a young Jewish boy living during the Holocaust/WWII. • Opens students' eyes to the horrors of concentration camps, the tyranny they experienced, and their fight for survival. • Is a story of hope, tenacity, and friendship. At KA: Students will complete other projects related to Prison B-3087 within this unit including writing an adapted narrative from a Holocaust Victim/Survivor's point of view, reading poetry written by children from the Terezin Concentration Camp, and creating a Manifesto after learning about Anne Frank.
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 be benefited by: • Providing students with a variety of voices on the same topic • Creating a deep understanding of the topics presented • Discovering powerful, relatable voices for students to listen to and learn from

English Language Arts: Supplemental Material Approval- *Prisoner B-3087* by Alan Gratz; ELA 7 (1070) and Humanities 7 (3770)

Time Period of Public Input
09/27/23 - 11/10/23
Number and Breakdown of Responses Received (Supportive/Unsupportive)
0 Total Responses: 0 Supportive Responses/ 0 Responders Unsupportive
Overall Themes Identified From Responses
Responses:

.

ITEM FOR CONSIDERATION

Topic: African Heritage, Inc. Request for Charter School Authorizer

Background

Information: African Heritage, Inc. (AHI) first approached the Appleton Area School District (AASD) in the fall of 2022 about serving as the authorizer for a new charter school. At that time, the State of Wisconsin was not accepting grant requests, which would be needed to fund the planning and start-up of a charter school. So, no action was taken by the AASD Board of Education.

During the summer of 2023, AHI applied for a charter school grant from the U.S. Department of Education and was awarded a five-year grant. Upon receiving the grant confirmation, which is valued at \$1,739,807, AHI again approached the AASD about serving as the authorizer of the newly named Qmqladé Academy charter school.

AHI has followed the guidelines outlined in the AASD Charter School Handbook, of which the final step is to enter a five-year contract (charter) with the AASD to operate the Qmqladé Academy.

Fiscal

Note: AHI has secured a grant from the U.S. Department of Education for \$1,739,807 over five years. The first year of the grant includes funding for \$390,400.

Grant dollars will fund all expenses above the customary expenses covered by the AASD through budget allocations, which are based on a per-student funding calculation.

Administrative

Recommendation: The Administration recommends approval of AHI's request for the AASD to serve as the authorizer of the Qmqladé Academy. Approval will result in a contract (charter) between African Heritage, Inc. and the Appleton Area School District.

Instructional

Impact: We anticipate a significant positive impact on the social, emotional, and academic success of the students who enroll at Omolade.

Contact

Person(s): Superintendent, Greg Hartjes (920) 852-5300, ext. 60111
Assistant Superintendent, Ebony Grice (920) 852-5300 ext. 60113

BOE: 11/27/2023

Success for
Every Student,
Every Day



**Appleton Area School District
Results Monitoring Report
R-2.1.1 English Language Arts**

SUPERINTENDENT CERTIFICATION:

With respect to Results Policy R-2.1.1 English Language Arts, the Superintendent certifies that the information is accurate and complete and that the Organization is:

☐ **Making Reasonable Progress**

☒ **Making Reasonable Progress with noted exception(s): See Executive Summary below**

☐ **Failing to make Reasonable Progress**

Key:

 = indicator achieved

 = indicator not achieved as outcome remained the same as the year before or improved but not to the desired level

 = indicator not achieved as the outcome was lower than the year before

Executive Summary/Analysis:

The evidence, as submitted below, provides assurance to the Board that the District provides instructional programming that supports students in their personal growth and achievement in increasingly challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity in English Language Arts. In addition, the measures directly support the District's Continuous School Improvement Process as illustrated through the annual AASD Scorecard.

4K Summary/Analysis: 4K students in the Appleton Area School District continue to achieve at high levels in ELA according to TS Gold results. Results for two of the three objectives within the TS Gold assessment indicate over 90% of 4K students are meeting the widely held expectations for 4K students in ELA.

5K-6 Summary/Analysis: At the program level, all grade levels (with the exception of fifth grade) experienced an increase in students scoring at the proficient/advanced levels on the WI Forward Assessment when compared to 2022 results. At the cohort level, only fourth-grade and sixth-grade students demonstrated an increase in the percentage of students scoring at the proficient/advanced levels when compared to the same group of students in 2022.

Middle School Summary/Analysis: At the program level, there was an increase in the percentage of students in seventh and eighth-grade scoring at the proficient/advanced levels on the WI Forward Assessment when compared to 2022 results. In contrast, when compared to how seventh and eighth-grade students did as a cohort during the 2022 school year, there was a decrease in the percentage of students scoring at the proficient/advanced levels.

High School Summary/Analysis: The PreACT replaced the ACT Aspire during the 2022-23 school year as the state assessment for students in grades 9-10 for ELA. At the program level, results for 9th-grade students illustrate an increase in students scoring proficient/advanced by approximately 5%. Between 2022 and 2023, there was a slight decrease in the percentage of 10th-grade students scoring proficient/advanced. AASD 9th and 10th-grade students both performed slightly above the state average in ELA during the 2023 school year. ACT scores for 11th-grade students in ELA were significantly higher for students scoring as proficient/advanced when compared to 2022 results and were also slightly above the state average.

Gap Analysis Summary/Analysis: Persistent score gaps continue to exist between students in focus demographic groups when compared to their peers (EL/non-EL, SWD/SWOD, Black/White, Hispanic/Not Hispanic). Among the four focus demographic groups, test score gaps continue to be most significant between EL and non-EL students in the AASD.

Notes or exceptions, if any:

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Results Policy 2.1.1 English Language Arts (ELA), the Board finds that the organization is:

_____ **Making Reasonable Progress**

_____ **Making Reasonable Progress with noted exception(s):**

_____ **Failing to make Reasonable Progress**

Summary Statements of the Board, if any:

Signed: _____ Date: _____
Board President

Document submitted: _____ Re-submitted: _____

R-2.1 Results Policy: Academic Performance

Each student will be literate, numerate, and able to integrate and apply the knowledge, skills, and competencies acquired across all academic disciplines.

2.1 Each student will demonstrate personal growth and achievement in increasingly challenging levels of complexity, demonstrating the higher-order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation, and creativity when enrolled in disciplines, including:

2.1.1 English Language Arts

SUPERINTENDENT Interpretation:

- **Each student** shall mean all Full Academic Year (FAY) students enrolled 5K-12 in the Appleton Area School District. Every Student, Every Day.
- **Literate** shall mean the ability to read, write, speak, and listen in ways that will allow us to communicate effectively to a variety of different audiences and to make sense of the world.
- **Numerate** shall mean the ability to access, use, interpret and communicate mathematical information and ideas, to engage in and manage the mathematical demands of various situations in adult years. To be able to numerate is to confidently and effectively use mathematics to meet the everyday demands of life.
- **Able to integrate and apply** shall mean to combine what is learned in the classroom, whether it's theory or technique, with a solution to real-world problems.
- **Skills and competencies** shall mean combinations of knowledge, skills, and attitudes that students develop and apply for successful learning, living and working. They emphasize aspects of learning that apply within and across all subject areas.
- **Academic disciplines** shall mean core academic subject areas. The content to be mastered by students in each of these areas is defined by the state and district learning standards.
- **Personal growth** shall mean how much academic progress a student has made between two points in time.
- **Personal achievement** shall mean individual performance based on the mastery of district-adopted grade-level academic standards or from grade-level expectations on identified measures/assessments.

- **Increasingly challenging levels of complexity** shall mean moving along the continuum of learning from acquisition to application.
- **Higher order thinking skills of:**
 - **Knowledge** shall mean recognizing and recalling facts.
 - **Comprehension** shall mean understanding what facts mean.
 - **Application** shall mean using the facts, rules, concepts, and ideas.
 - **Analysis** shall mean breaking down information into component parts.
 - **Synthesis** shall mean the ability to put parts together to form a new whole.
 - **Evaluation** shall mean justifying the value of information and ideas.
 - **Creativity** shall mean the ability to produce new and original ideas, connections, and solutions to problems.
- **English Language Arts (ELA)** shall mean English, Reading, Writing, and Listening.

Indicators to be Used:

- **TS Gold** - An observation-based assessment system for children from birth through kindergarten. The assessment blends ongoing observational assessment for all areas of development and learning with performance tasks for selected predictors of school success in the areas of literacy and numeracy. TS Gold is administered in the fall and spring to students in 4K.
- **i-Ready Diagnostic** - An adaptive, online, criterion-referenced assessment that measures students' grade-level foundational skills and progress in Reading:
 - Foundational Skills: Phonological Awareness, Phonics, High-Frequency Words
 - Vocabulary
 - Comprehension: Informational Text
 - Comprehension: Literary Text

The assessment is administered to students in grades 5K-8 in the fall, winter, and spring of each school year.

- **Forward Exam** – The Wisconsin state assessment for students in grades 3-8 in ELA and Mathematics; 4, 8, and 10 in Social Studies; and 4 and 8 in Science. The ELA portion of the WI Forward Exam measures proficiency within the following domains:
 - Key Ideas and Details
 - Craft and Structure/Integration of Knowledge and Ideas
 - Vocabulary Use
 - Writing/Language

- o Text Types and Purposes
 - o Research
 - o Language Conventions
 - o Listening
- **ACT Aspire** - nationally normed summative assessment that is used to highlight progress toward ACT College Readiness Standards and Benchmarks. ACT Aspire assesses student readiness in English, math, reading, science, and writing. ACT is taken once a year each spring. Data from the ACT Aspire arrives several months after the assessment is taken, and is used to clarify school-based measures related to the AASD Scorecard. This assessment is administered to students in grades 9-10 and measures student ACT College Readiness within the following areas:
 - o **English**
 - Production of Writing
 - Knowledge of Language
 - Conventions of Standard English
 - o **Reading**
 - Key Ideas & Details
 - Craft & Structure
 - Integration of Knowledge & Ideas
 - Understanding Complex Texts
 - o **Writing**
 - Ideas & Analysis
 - Development & Support
 - Organization
 - Language Use & Conventions
- **PreACT** - PreACT Secure is a summative assessment given to 9th and 10th-grade students that is aligned to the ACT and the ACT College and Career Readiness Standards. Pre-ACT Secure measures what students have learned in the areas of English, Reading, Mathematics, and Science. The PreACT Secure closely mirrors the ACT in many ways, including implementation, test delivery, scoring, and reporting. PreACT Secure scores predict how students will perform on the ACT when they reach 11th grade and their readiness for college-level coursework.
- **ACT with Writing** - nationally normed summative assessment that consists of four multiple-choice tests: English, math, reading, and science; and a 30-minute essay test that measures writing skills. ACT results arrive several months after the assessment is taken, and are used to clarify school-based measures related to the AASD Scorecard. This assessment is administered to students in grade 11 and measures student ACT College Readiness within the following areas:
 - o **English**
 - Production of Writing
 - Knowledge of Language

- Conventions of Standard English
- **Reading**
 - Key Ideas & Details
 - Craft & Structure
 - Integration of Knowledge & Ideas
 - Understanding Complex Texts
- **Writing**
 - Ideas & Analysis
 - Development & Support
 - Organization
 - Language Use & Conventions

Definition of Terms:

- **Norm-referenced** - Assessments that are used to compare students' progress to others in their peer group. This group may contain students in the same grade across the state or nation, or other categories such as special education, disability status, English learners, gifted students, and more. Most commonly, norm-referenced tests use a national peer group.
- **Criterion-referenced** - A criterion-referenced test is designed to measure a student's academic performance against some standard or criteria. This standard or criteria is predetermined before students begin the test. Schools or districts choose a standard, such as a percent of items answered correctly or a state test benchmark, as the criteria for the test. The student's score then shows the progress they have made toward the agreed-upon standard--if they fall short, they must continue to work toward the standard.
- **Typical Growth** - Typical Growth is the average annual growth of students at each grade and placement level on the i-Ready Assessment. Typical Growth allows you to see how a student is growing compared to average student growth at the same grade and placement level.
- **On or above grade level** - Reflects understanding of skills and knowledge expected at each grade level based on the criteria established with the state academic standards for a particular content area.
- **Identified Demographic Groups**
 - EL (English Learners)
 - Not EL (All other students who are not English Learners)
 - SWD (Students with Disabilities)
 - SWOD (Students without Disabilities)
 - Black
 - White
 - Hispanic

- o White/Non-Hispanic

- **WI Forward Exam Ranges:**

- o **Advanced** – Student demonstrates a thorough understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
- o **Proficient** – Student demonstrates adequate understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content readiness.
- o **Basic** – Student demonstrates partial understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
- o **Below Basic** – Student demonstrates minimal understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content readiness.

- **ACT Aspire ELA Score** - The averages of the scores from the English, Reading, and Writing test Scores within the ACT Aspire test
- **ACT with Writing ELA Score** - The averages of the scores from the English, Reading, and Writing test Scores within the ACT with Writing test
- **ACT with Writing Performance Level Scale Scores for ELA**
 - o **Below Basic** – 1-14
 - o **Basic** – 15-19
 - o **Proficient** – 20-27
 - o **Advanced** – 28-36
- **Gaps** - The disparity in academic performance between groups of students
- **FAY** - Full academic year of enrollment. This is specific to students with "continuous *enrollment* beginning within the first ten days of the school year without an enrollment lapse of ten or more consecutive days.
- **Observation-based Assessment** - An assessment that involves obtaining evaluative information through direct observation of the learner's specific actions

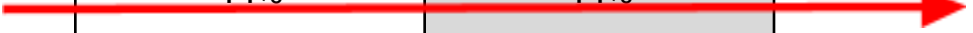
- **Cohort Analysis** - Examines longitudinal data for the same group of students over a period of time.
 - o **Example:** 2020-21 5K students compared to 2021-22 1st-grade students compared to 2022-23 2nd-grade students

	2020-21 % students meeting Typical Growth	2021-22 % students meeting Typical Growth	2022-23 % students meeting Typical Growth
5K	18%	46%	55%
Grade 1	26%	47%	57%
Grade 2	41%	57%	65%
Grade 3	50%	60%	68%
Grade 4	51%	61%	58%
Grade 5	50%	59%	57%

- **Program Analysis** - Examines longitudinal data for the same grade level over a period of time.

Example:

	2020-21 % Students Scoring On or Above Grade Level (Mid-year or Above)	2021-22 % Students Scoring On or Above Grade Level (Mid-year or Above)	2022-23 % Students Scoring On or Above Grade Level (Mid-year or Above)
Grade 1	44%	44%	50%



SUPERINTENDENT Evidence of Reasonable Progress:

Teaching Strategies GOLD - ELA- Grade 4K (Program Analysis)

We will increase by 3% the percentage of 4K students Meeting or Exceeding the widely held expectations of a 4K student in:

- Demonstrates phonological awareness, phonics skills, and word recognition (Objective #15)

TS GOLD Objective	Spring 2021 (% Meeting or Above)	Spring 2022 (% Meeting or Above)	Spring 2023 (% Meeting or Above)
15a Notices and discriminates rhyme	82%	90%	89%
15b Notices and discriminates alliteration	90%	90%	91%
15c Notices and discriminates discrete units of sound	90%	90%	95%

i-Ready Assessment - Reading - Grades 5K-8 (Cohort Analysis)

We will increase the percentage of students in grades 5K-8 on the i-Ready Diagnostic who reach their Typical Growth in Reading (growth expected within one or more year) by the end of the academic year by 1% (Cohort Analysis).

	2020-21 % students meeting Typical Growth	2021-22 % students meeting Typical Growth	2022-23 % students meeting Typical Growth
5K	18%	46%	55%
Grade 1	26%	47%	57%
Grade 2	41%	57%	65%
Grade 3	50%	60%	68%
Grade 4	51%	61%	58%
Grade 5	50%	59%	57%

Grade 6	48%	59%	66%
Grade 7	48%	54%	58%
Grade 8	41%	47%	51%

We will reduce gaps in students reaching Typical Growth in Reading within identified demographic groups in grades 5K-8 on the i-Ready Assessment by 3% (Program Analysis).

	2020-21 % Students Meeting Typical Growth	2021-22 % Students Meeting Typical Growth	2022-23 % Students Meeting Typical Growth
SWOD	43%	56%	60%
SWD	35%	49%	55%
gap	8%	7%	5%
Not EL	43%	40%	60%
EL	33%	29%	54%
gap	10%	11%	6%
White	45%	57%	62%
Black	33%	43%	54%
gap	12%	14%	8%
Not Hispanic	43%	55%	60%
Hispanic	37%	51%	57%
gap	6%	4%	3%

(Cohort Analysis)

We will increase the percentage of students scoring On or Above Grade Level in Reading in grades 5K-8 on the i-Ready Assessment by 1% (Cohort Analysis).

	2020-21 % Students Scoring On or Above Grade Level (Mid-year or Above)	2021-22 % Students Scoring On or Above Grade Level (Mid-year or Above)	2022-23 % Students Scoring On or Above Grade Level (Mid-year or Above)
5K	57%	52%	53%
Grade 1	44%	44%	50%
Grade 2	39%	40%	43%
Grade 3	40%	40%	42%
Grade 4	33%	32%	34%
Grade 5	24%	24%	27%
Grade 6	32%	33%	38%
Grade 7	25%	29%	35%
Grade 8	24%	25%	29%

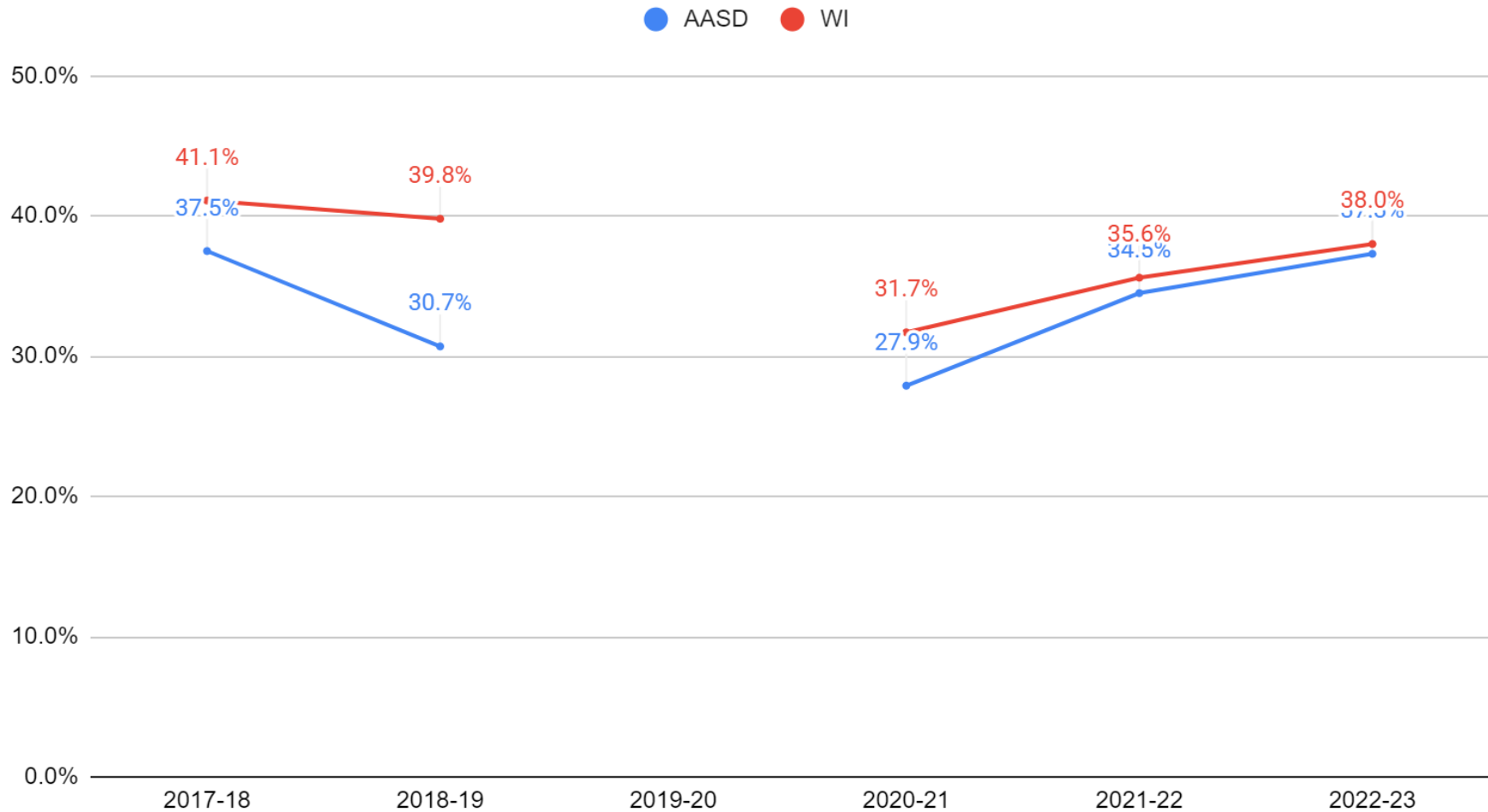
We will reduce gaps in students scoring On or Above Grade Level in Reading within identified demographic groups in grades 5K-8 on the i-Ready Assessment 3% (Program Analysis).

	2020-21 % Students Scoring On or Above Grade Level (Mid-year or Above)	2021-22 % Students Scoring On or Above Grade Level (Mid-year or Above)	2022-23 % Students Scoring On or Above Grade Level (Mid-year or Above)
SWOD	38%	39%	42%
SWD	14%	15%	18%
gap	24%	24%	24%

Not EL	38%	39%	42%
EL	9%	8%	10%
gap	29%	31%	32%
White	42%	43%	46%
Black	13%	14%	19%
gap	29%	29%	27%
Not Hispanic	36%	37%	41%
Hispanic	19%	18%	23%
gap	17%	19%	18%

Additional Context for i-Ready Assessment: The i-Ready Assessment is administered to AASD students in grades 5K-8 three times throughout the school year (fall/winter/spring) and is used as a progress monitoring measure to support the district's continuous school improvement process. The assessment was first piloted by a small number of elementary and middle schools during the 2018-19 school year, and the pilot was expanded to additional schools during the 2019-20 school year. Full implementation of the i-Ready Assessment among all district schools began during the 2020-21 school year.

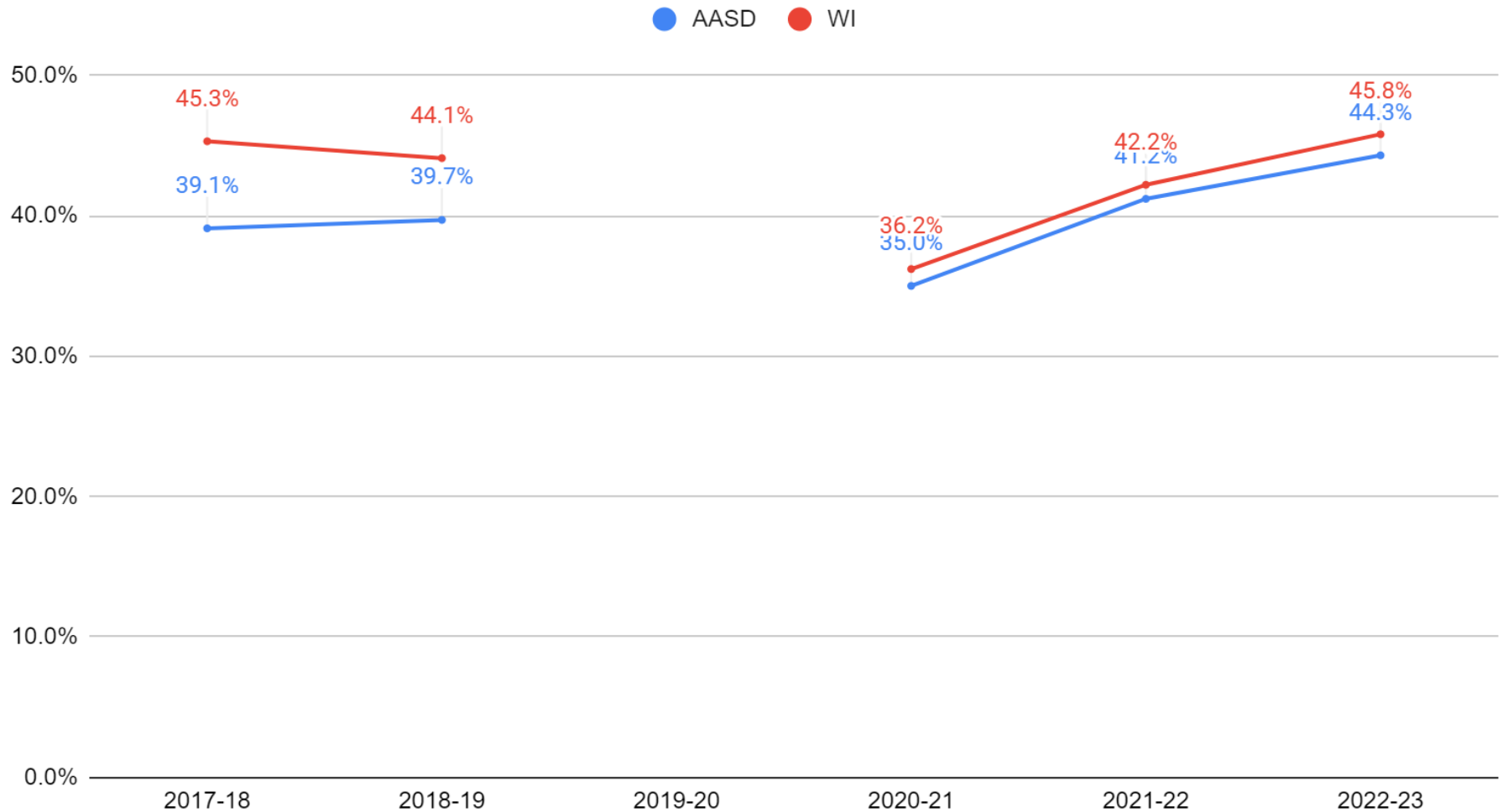
3rd-Grade WI Forward ELA (%Prof/Adv) - AASD and WI



We will increase the percentage of **3rd Grade** students scoring Proficient/Advanced on the WI Forward Exam in ELA by 1%.

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AASD	37.5%	30.7%	NA	27.9%	34.5%	37.3%
WI	41.1%	39.8%	NA	31.7%	35.6%	38.0%

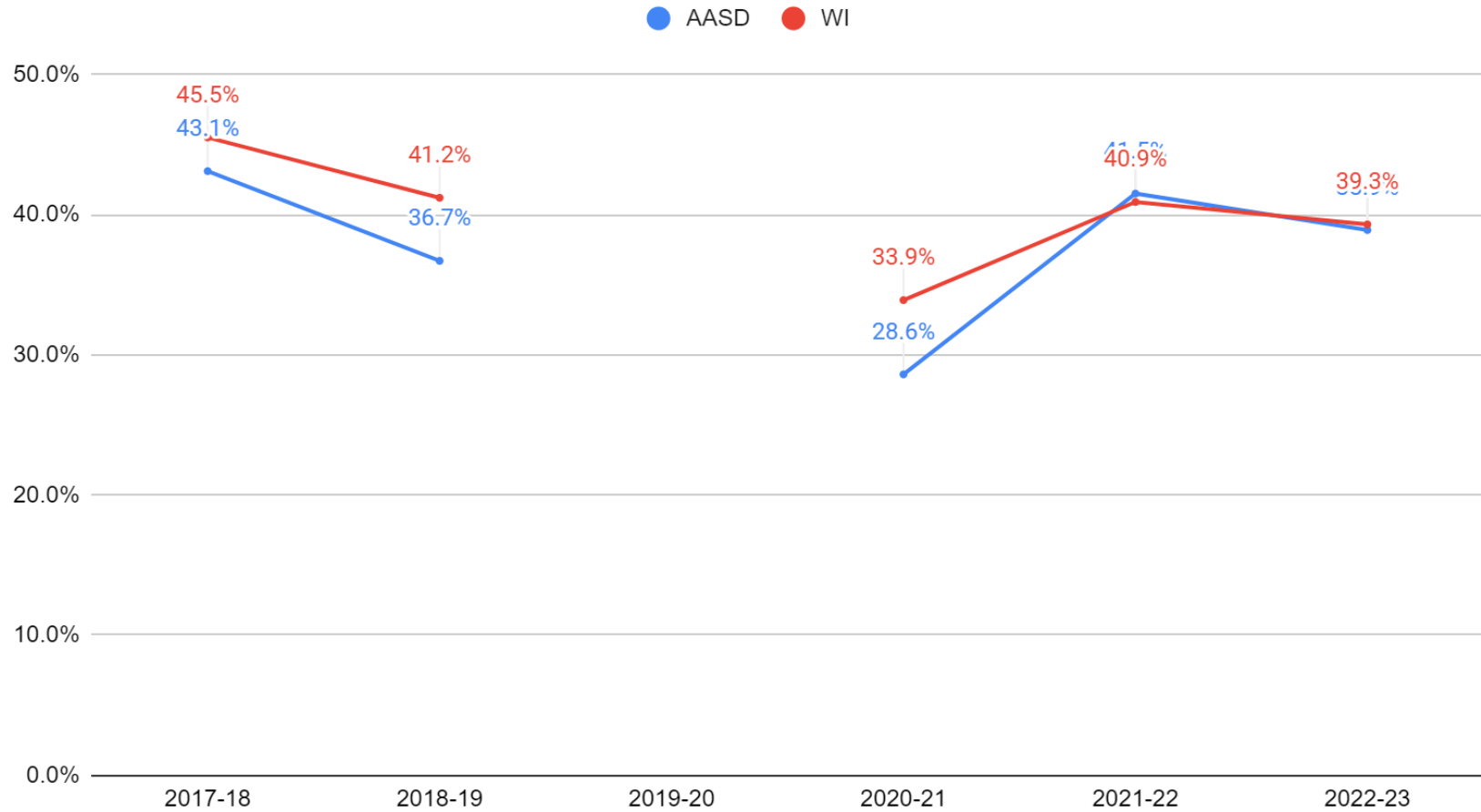
4th-Grade WI Forward ELA (%Prof/Adv) - AASD and WI



We will increase the percentage of **4th Grade** students scoring Proficient/Advanced on the WI Forward Exam in ELA by 1%.

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AASD	39.1%	39.7%	NA	35.0%	41.2%	44.3%
WI	45.3%	44.1%	NA	36.2%	42.2%	45.8%

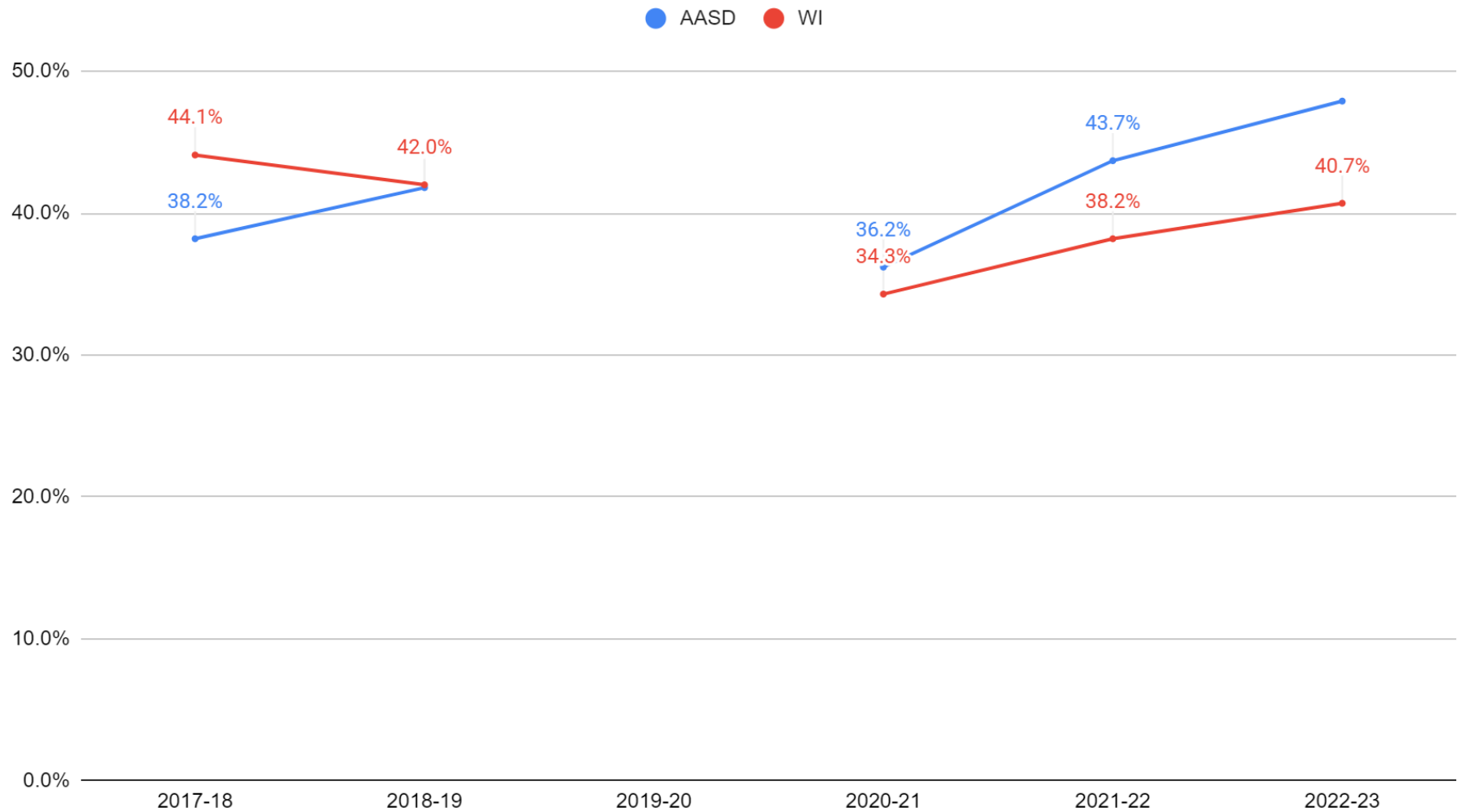
5th-Grade WI Forward ELA (%Prof/Adv) - AASD and WI



We will increase the percentage of **5th Grade** students scoring Proficient/Advanced on the WI Forward Exam in ELA by 1%.

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AASD	43.1%	36.7%	NA	28.6%	41.5%	38.9%
WI	45.5%	41.2%	NA	33.9%	40.9%	39.3%

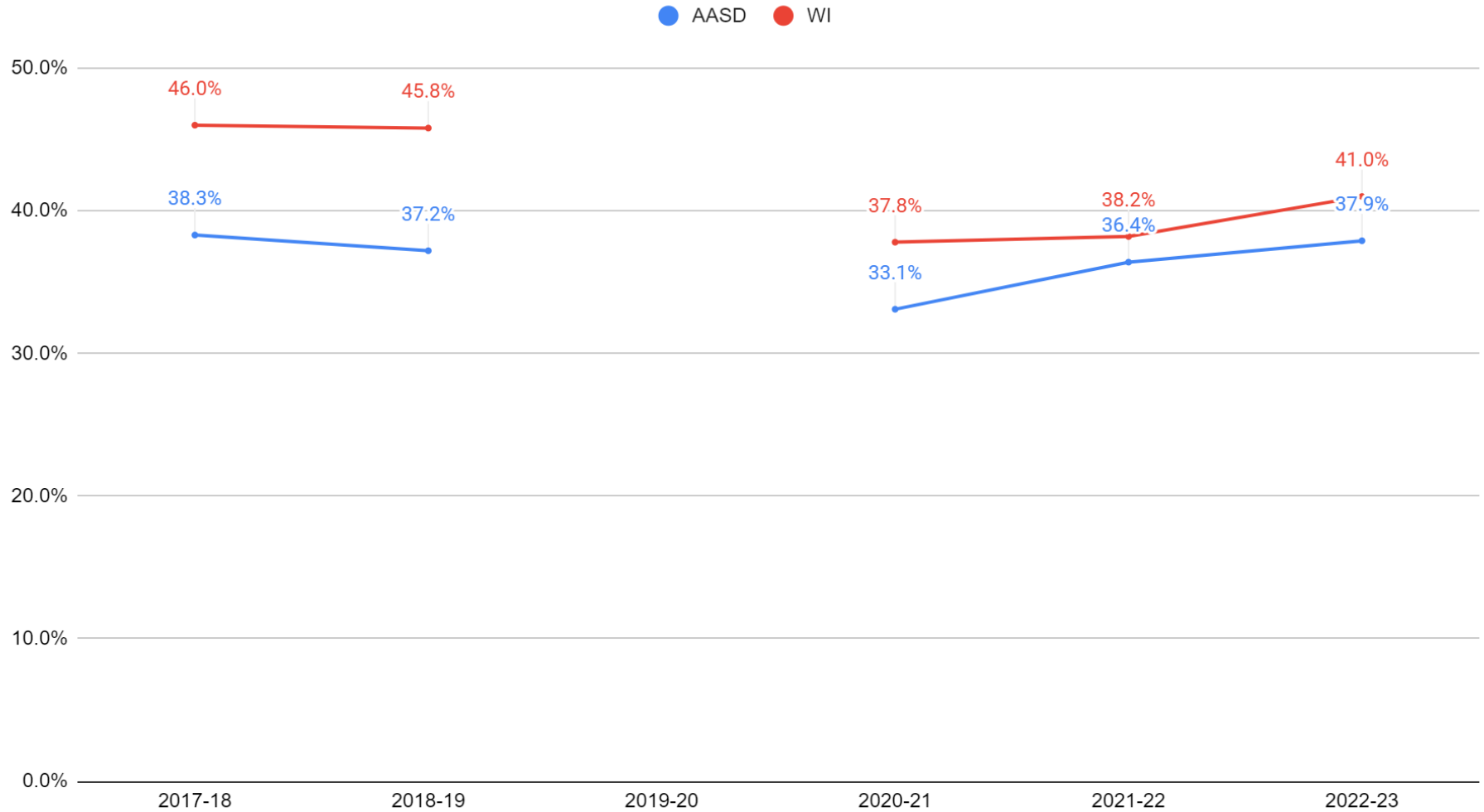
6th-Grade WI Forward ELA (%Prof/Adv) - AASD and WI



We will increase the percentage of **6th Grade** students scoring Proficient/Advanced on the WI Forward Exam in ELA by 1%.

% Prof.Adv.	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AASD	38.2%	41.8%	NA	36.2%	43.7%	47.9%
WI	44.1%	42.0%	NA	34.3%	38.2%	40.7%

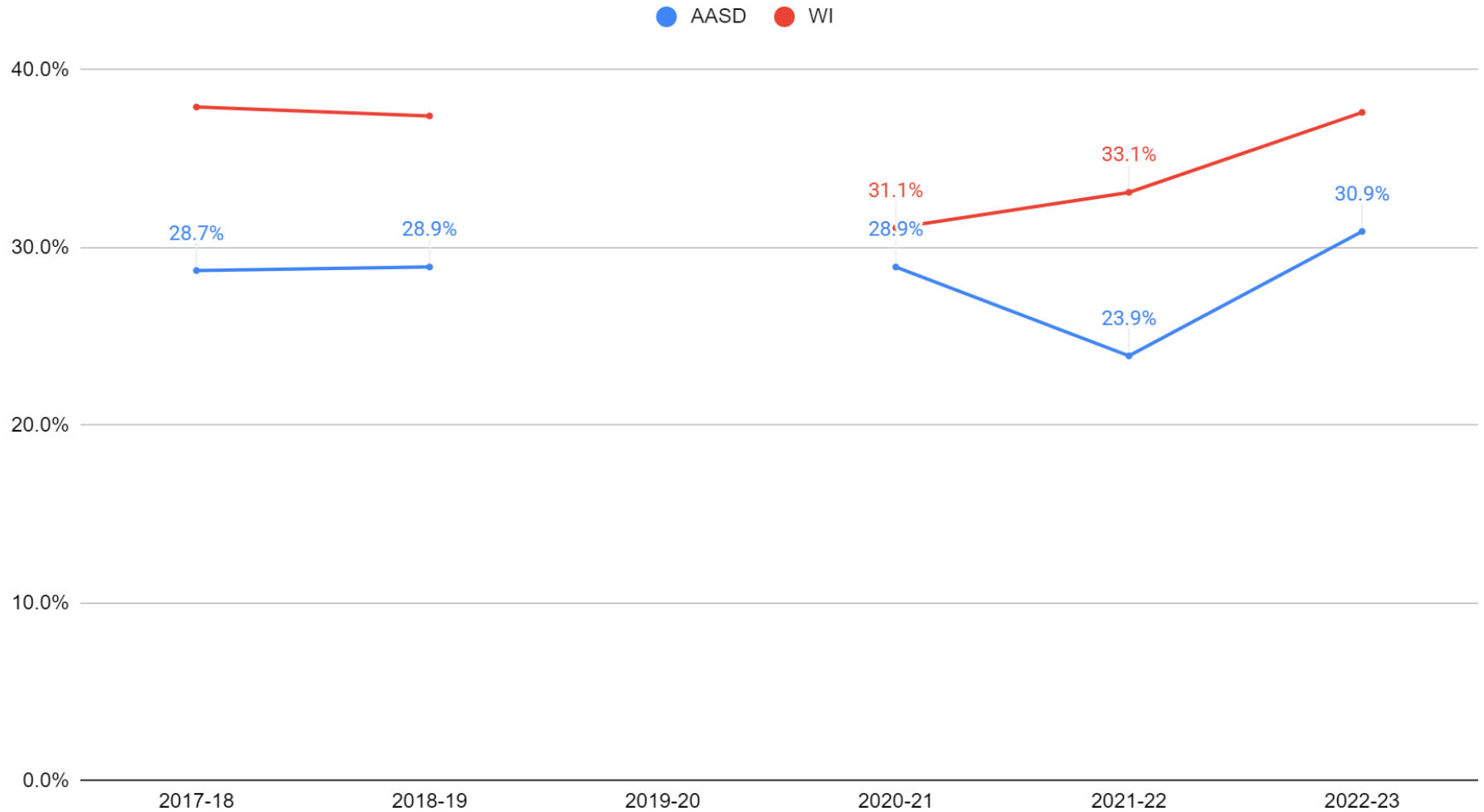
7th-Grade WI Forward ELA (%Prof/Adv) - AASD and WI



We will increase the percentage of **7th Grade** students scoring Proficient/Advanced on the WI Forward Exam in ELA by 1%.

% Prof.Adv.	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AASD	38.3%	37.2%	NA	33.1%	36.4%	37.9%
WI	46.0%	45.8%	NA	37.8%	38.2%	41.0%

8th-Grade WI Forward ELA (%Prof/Adv) - AASD and WI



We will increase the percentage of **8th Grade** students scoring Proficient/Advanced on the WI Forward Exam in ELA by 1%.

% Prof.Adv.	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AASD	28.7%	28.9%	NA	28.9%	23.9%	30.9%
WI	37.9%	37.4%	NA	31.1%	33.1%	37.6%

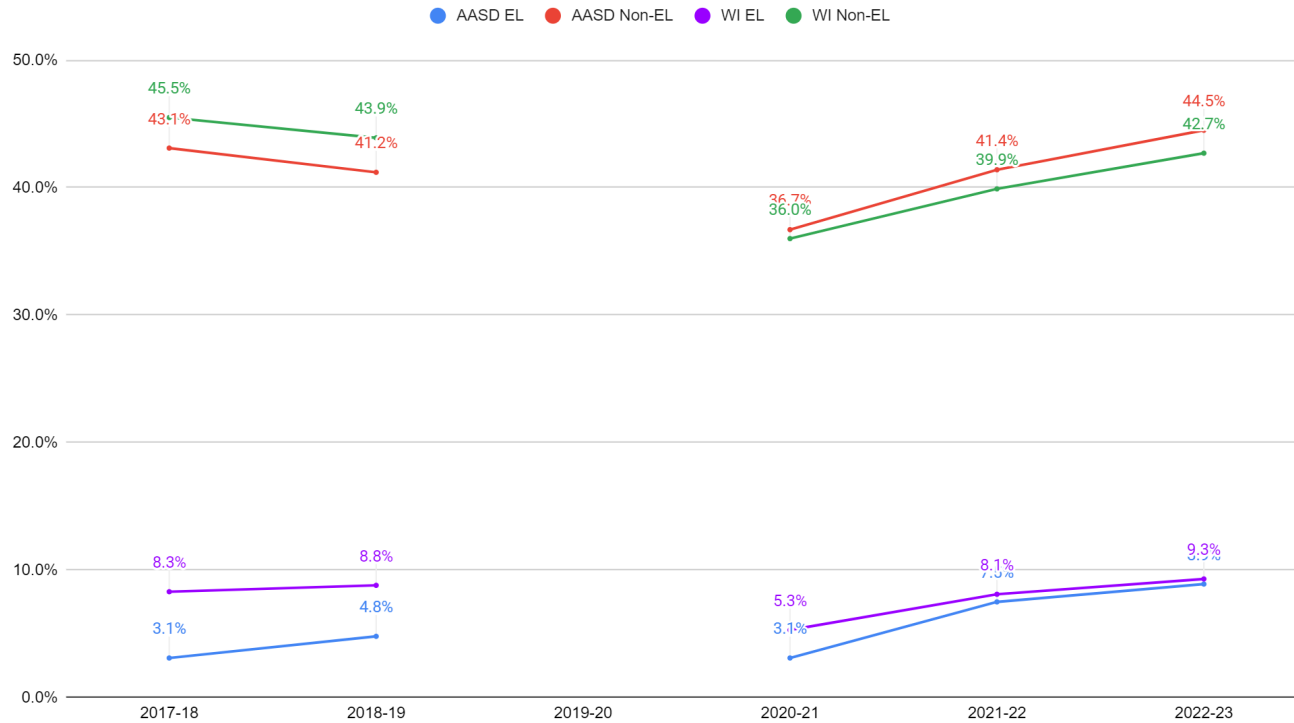
WI Forward - ELA- Grades 3-8 (Cohort Analysis)

We will increase the percentage of students scoring Proficient/Advanced in grades 3-8 on the WI Forward Exam in ELA by 1%.

	2017-18 %Prof/Adv AASD	2017-18 %Prof/Adv Statewide	2018-19 %Prof/Adv AASD	2018-19 %Prof/Adv Statewide	2019-20 %Prof/Adv AASD	2019-20 %Prof/Adv Statewide	2020-21 %Prof/Adv AASD	2020-21 %Prof/Adv Statewide	2021-22 %Prof/Adv AASD	2021-22 %Prof/Adv Statewide	2022-23 %Prof/Adv AASD	2022-23 %Prof/Adv Statewide
Class of 2032											37.3% (3rd grade)	38.0% (3rd grade)
Class of 2031									34.5% (3rd grade)	35.6% (3rd grade)	44.3% (4th grade)	45.8% (4th grade)
Class of 2030							27.9% (3rd grade)	31.7% (3rd grade)	41.2% (4th grade)	42.2% (4th grade)	38.9% (5th grade)	39.3% (5th grade)
Class of 2029					NA (3rd grade)	NA (3rd grade)	35.0% (4th grade)	36.2% (4th grade)	41.5% (5th grade)	40.9% (5th grade)	47.9% (6th grade)	40.7% (6th grade)
Class of 2028			30.7% (3rd grade)	39.8% (3rd grade)	NA (4th grade)	NA (4th grade)	28.6% (5th grade)	33.9% (5th grade)	43.7% (6th grade)	38.2% (6th grade)	37.9% (7th grade)	41.0% (7th grade)
Class of 2027	37.5% (3rd grade)	41.1% (3rd grade)	39.7% (4th grade)	44.1% (4th grade)	NA (5th grade)	NA (5th grade)	36.2% (6th grade)	34.3% (6th grade)	36.4% (7th grade)	38.2% (7th grade)	30.9% (8th grade)	37.6% (8th grade)

WI Forward - ELA- Grades 3-8 Gap Reduction - English Language Students (Program Analysis)

EL v. Non-EL Grades 3-8 % Proficient/Advanced (AASD v. WI)

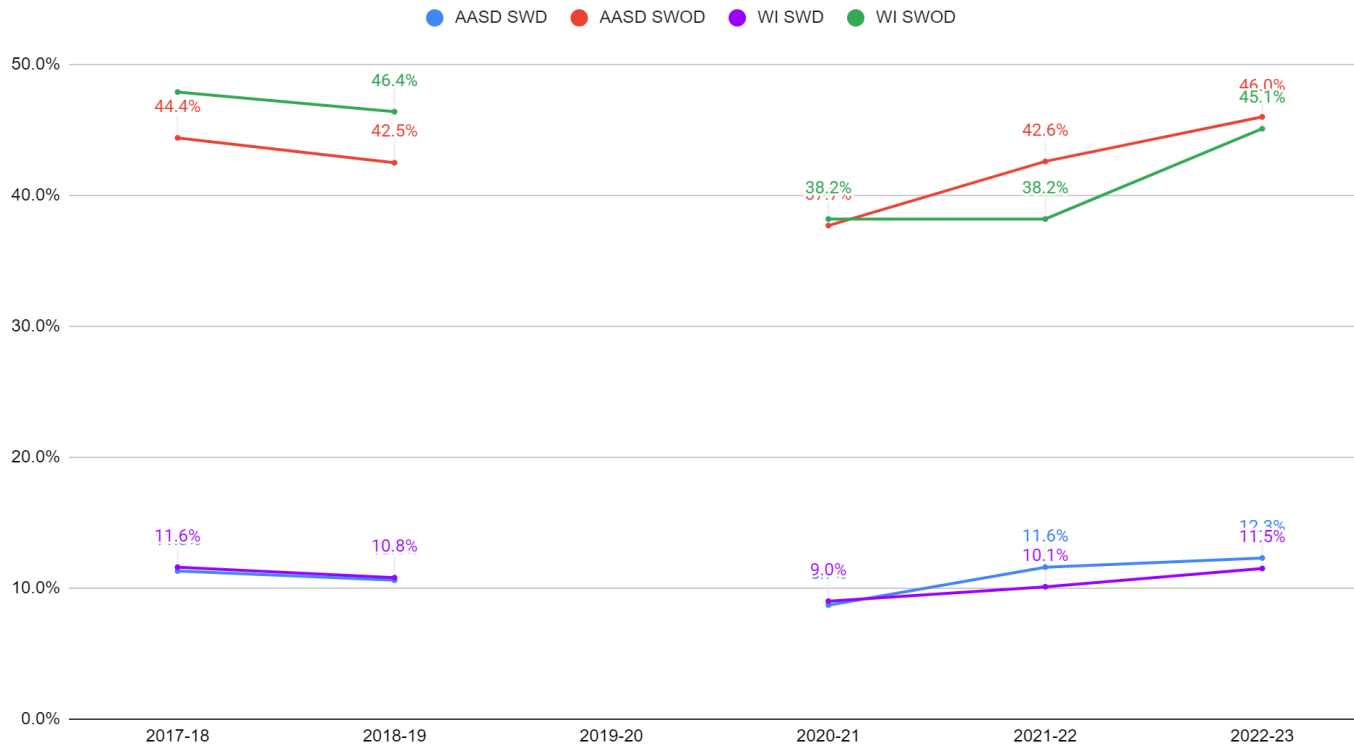


We will reduce gaps between **English Language Students (EL)** and **non-EL Students** scoring Proficient and Advanced in grades 3-8 (combined) on the WI Forward Exam in ELA by 3%.

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AASD Non-EL %Prof/Adv	43.1%	41.2%	NA	36.7%	41.4%	45.5%
AASD EL %Prof/Adv	3.1%	4.8%	NA	3.1%	7.5%	8.9%
Gap	40.0%	36.4%	NA	33.6%	33.9%	36.6%
WI Non-EL %Prof/Adv	45.5%	43.9%	NA	36.0%	39.9%	42.7%
WI EL % Prof/Adv	8.3%	8.8%	NA	5.3%	8.1%	9.3%
Gap	37.2%	35.1%	NA	30.7%	31.8%	33.4%

WI Forward - ELA- Grades 3-8 Gap Reduction - Students with Disabilities (Program Analysis)

SWD v. SWOD Grades 3-8 % Proficient/Advanced (AASD v. WI)

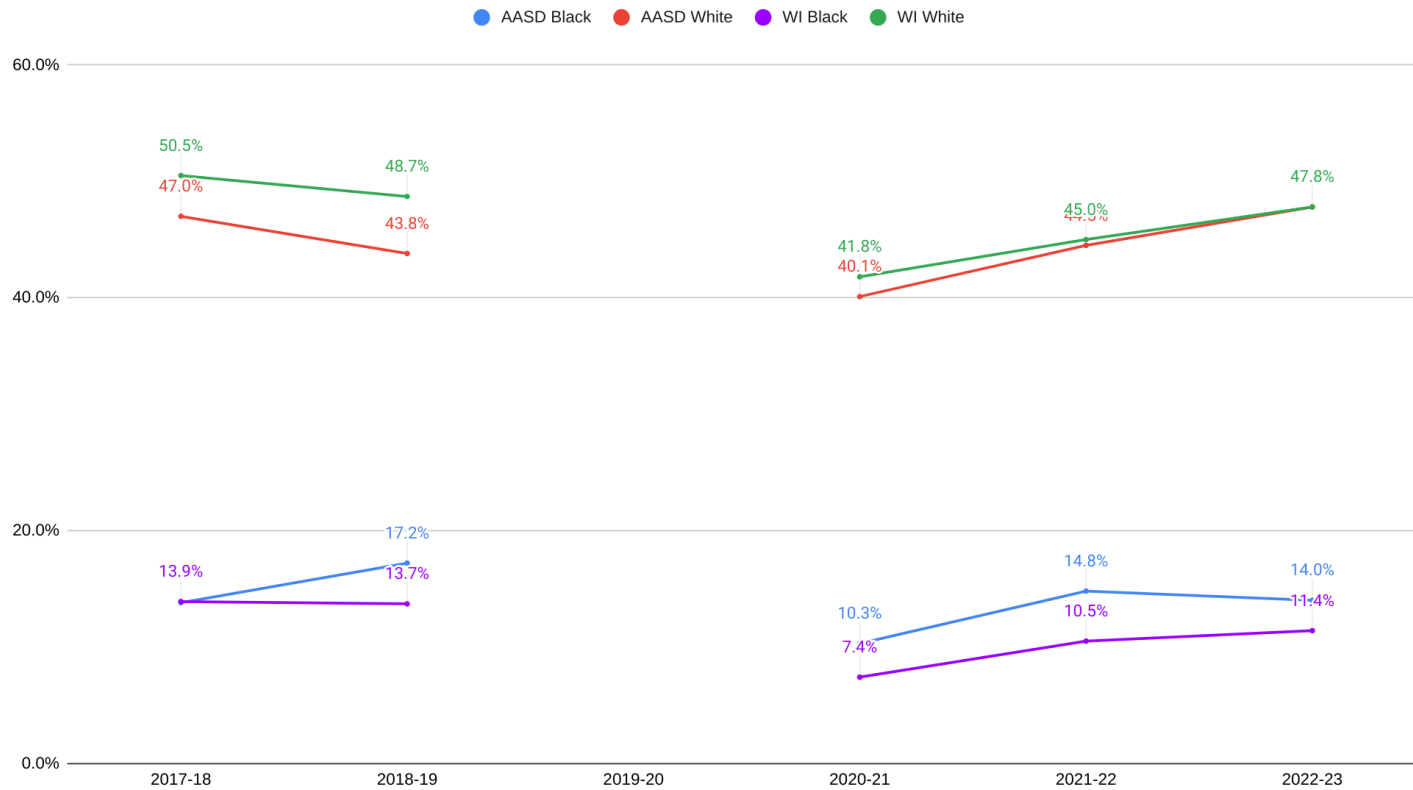


We will reduce gaps between **Students With Disabilities (SWD)** and **Students Without Disabilities (SWOD)** scoring Proficient and Advanced in grades 3-8 (combined) on the WI Forward Exam in ELA by 3%.

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AASD SWD %Prof/Adv	11.3%	10.6%	NA	8.7%	11.6%	12.3%
AASD SWOD %Prof/Adv	44.4%	42.5%	NA	37.7%	42.6%	46.0%
Gap	33.1%	31.9%	NA	29.0%	31.0%	33.7%
WI SWD %Prof/Adv	11.6%	10.8%	NA	9.0%	10.1%	11.5%
WI SWOD %Prof/Adv	47.9%	46.4%	NA	38.2%	38.2%	45.1%
Gap	36.3%	35.6%	NA	29.2%	32.3%	33.6%

WI Forward - ELA- Grades 3-8 Gap Reduction - Black and White Students (Program Analysis)

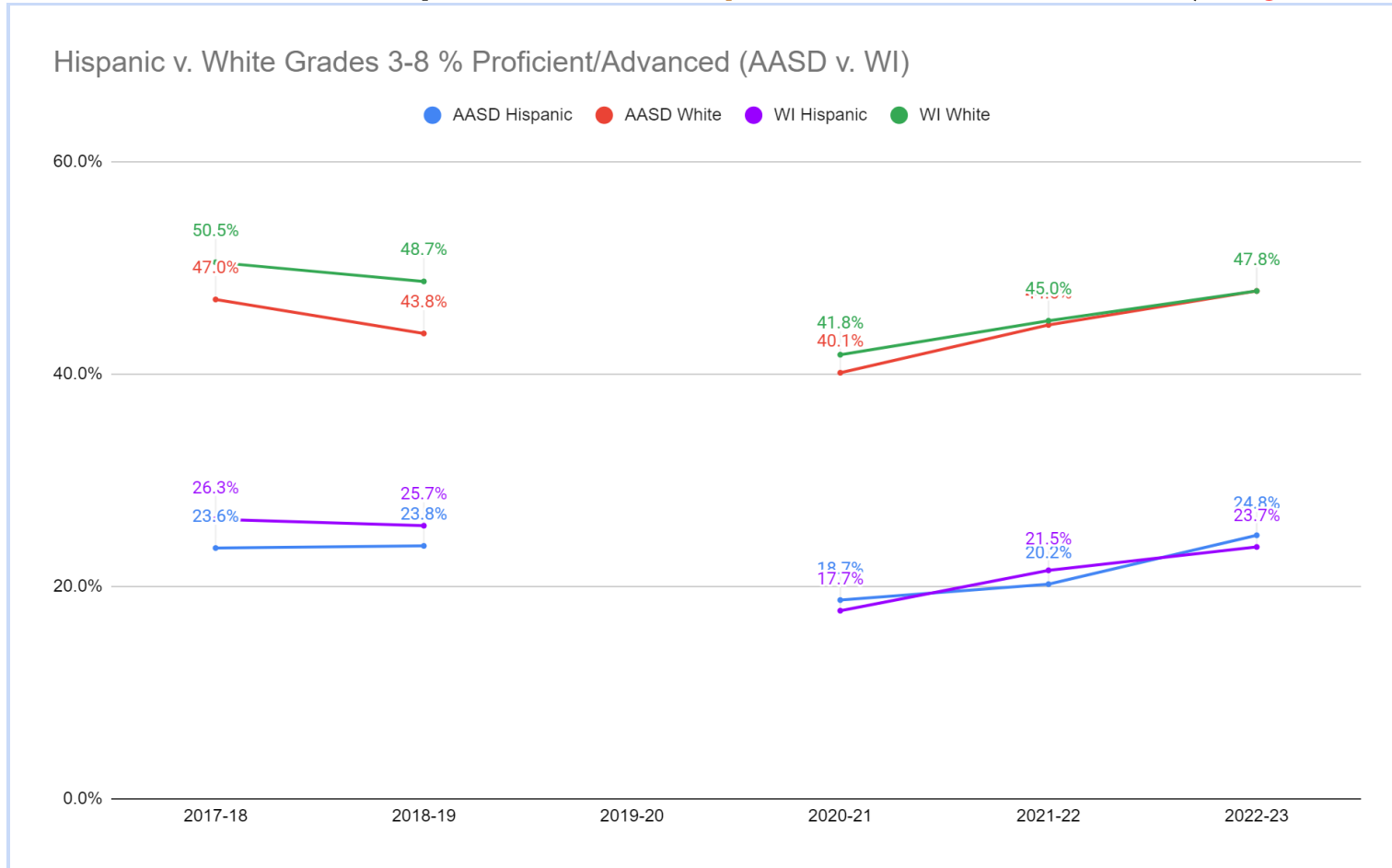
Black v. White Grades 3-8 % Proficient/Advanced (AASD v. WI)



We will reduce gaps between **Black and White Students** scoring Proficient and Advanced in grades 3-8 (combined) on the WI Forward Exam in ELA by 3%

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AASD Black %Prof/Adv	13.8%	17.2%	NA	10.3%	14.8%	14.0%
AASD White %Prof/Adv	47.0%	43.8%	NA	40.1%	44.5%	47.8%
Gap	33.2%	26.6%	NA	29.8%	30.3%	33.8%
WI Black	13.9%	13.7%	NA	7.4%	10.5%	11.4%
WI White %Prof/Adv	50.5%	48.7%	NA	41.8%	45.0%	47.8%
Gap	36.6%	35.0%	NA	34.4%	34.5%	36.4%

WI Forward - ELA- Grades 3-8 Gap Reduction - Hispanic and White Students (Program Analysis)



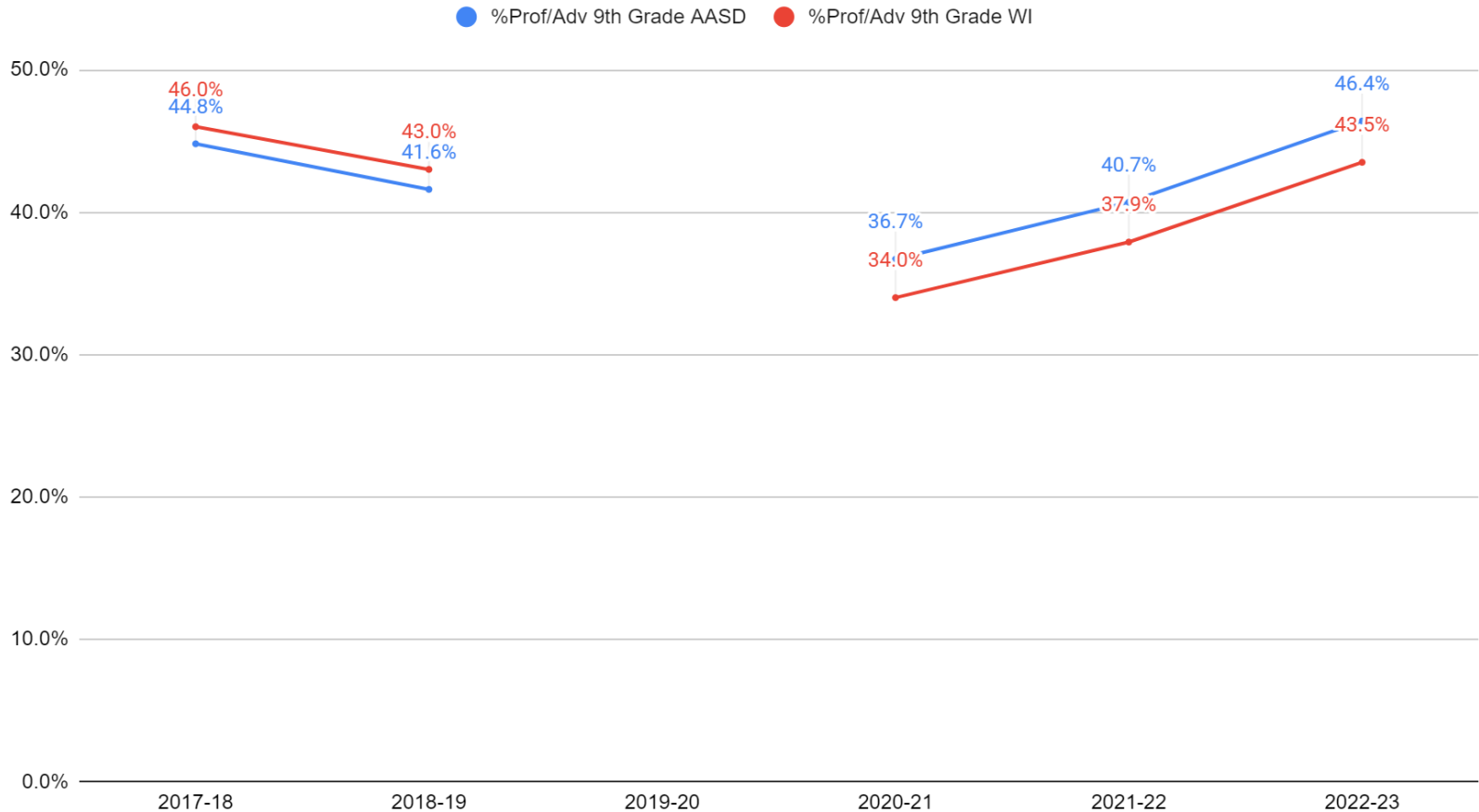
We will reduce gaps between **Hispanic and White/Non-Hispanic Students** scoring Proficient and Advanced in grades 3-8 (combined) on the WI Forward Exam in ELA by 3%

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AASD Hispanic %Prof/Adv	23.6%	23.8%	NA	18.7%	20.2%	24.8%
AASD White/Non-Hispanic %Prof/Adv	47.0%	43.8%	NA	40.1%	44.6%	47.8%
Gap	23.4%	20.0%	NA	21.4%	24.4%	23.0%
WI Hispanic	26.3%	25.7%	NA	17.7%	21.5%	23.7%
WI White/Non-Hispanic %Prof/Adv	50.5%	48.7%	NA	41.8%	45.0%	47.8%
Gap	24.2%	23.0%	NA	24.1%	23.5%	24.0%

Additional Context for WI Forward Exam: The WI Forward exam is administered annually to all students in grades 3-8 throughout the state of Wisconsin during the months of March and April. Due to the state-mandated school closures and rapid transition to virtual instruction during March 2020, the WI Forward Exam was not administered during the 2019-20 school year. As a result, values of NA (not administered) are used.

ACT Aspire (2018 - 2022) and Pre-ACT (2023+) - Reading - Grades 9-10 (Program Analysis)

%Prof/Adv 9th Grade AASD and %Prof/Adv 9th Grade WI

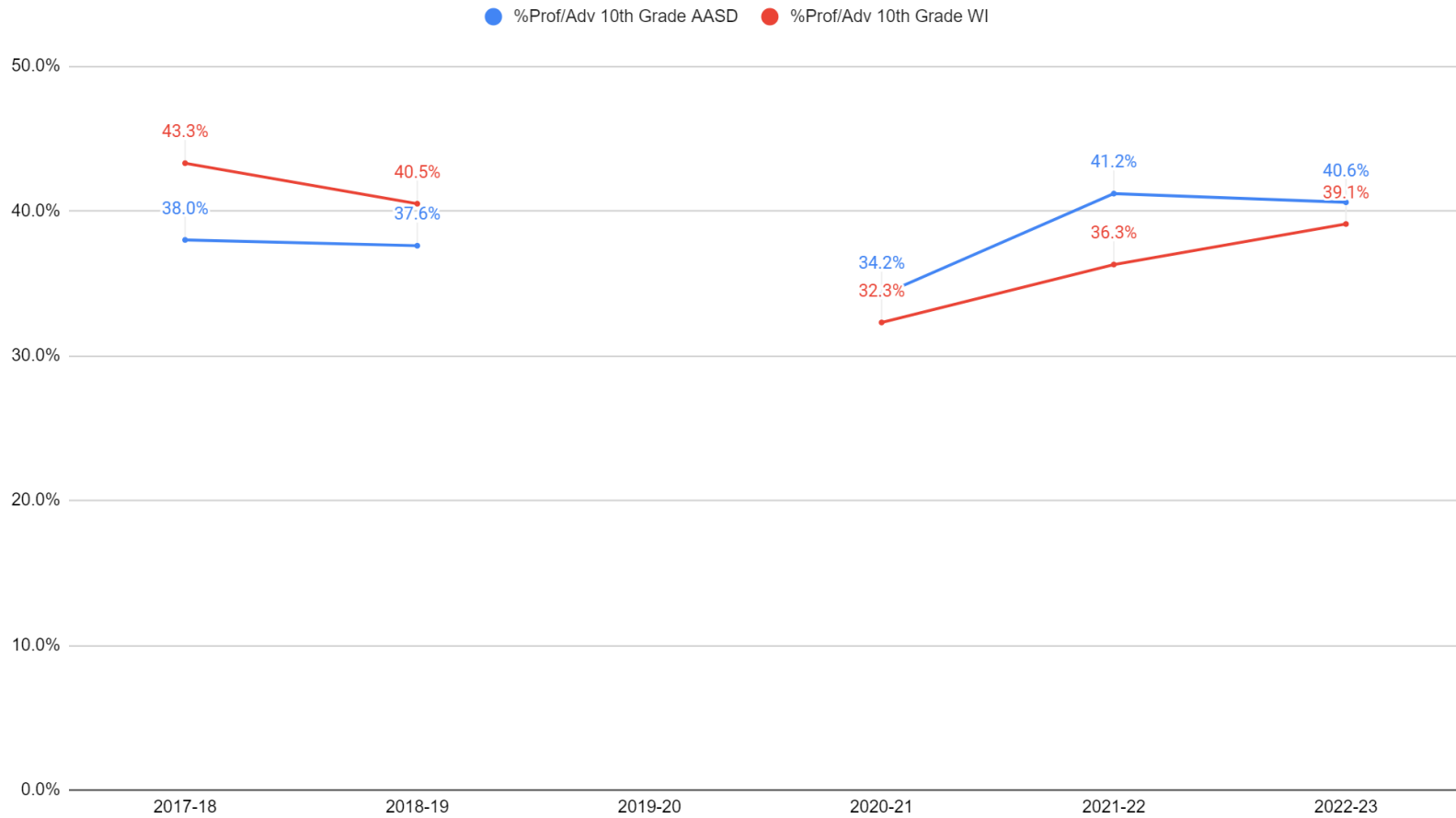


Note: 2017-18 through 2021-22 (ACT Aspire); 2022-23 (Pre-ACT)

We will increase the percentage of students scoring Proficient/Advanced in grade 9 on the ACT Aspire/PreACT Assessment in ELA by 1%.

	2017-18	2018-29	2019-20	2020-21	2021-22	2022-23
%Prof/Adv 9th Grade AASD	44.8%	41.6%	NA	36.7%	40.7%	46.4%
%Prof/Adv 9th Grade WI	46.0%	43.1%	NA	34.0%	37.9%	43.5%

%Prof/Adv 10th Grade AASD and %Prof/Adv 10th Grade WI



Note: 2017-18 through 2021-22 (ACT Aspire); 2022-23 (PreACT)

We will increase the percentage of students scoring Proficient/Advanced in grade 10 on the ACT Aspire/PreACT Assessment in ELA by 1%.

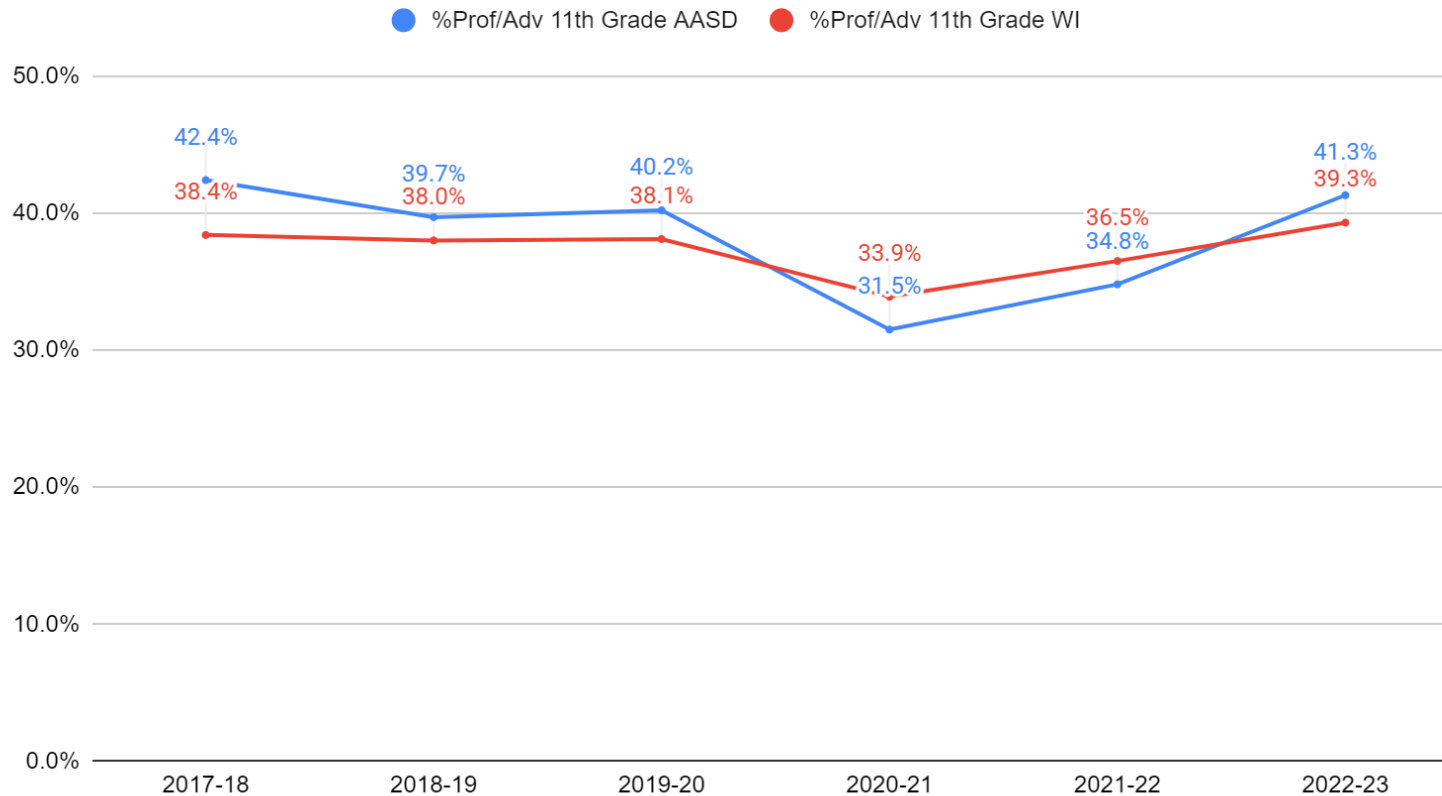
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
%Prof/Adv 10th Grade AASD	38.0%	37.6%	NA	34.2%	41.2%	40.6%
%Prof/Adv 10th Grade WI	43.3%	40.5%	NA	32.3%	36.3%	39.1%

Additional Context for ACT Aspire/PreACT: The ACT Aspire is administered annually to all students in grades 9-10 throughout the state of Wisconsin during the months of April and May. Due to the state-mandated school closures and rapid transition to virtual instruction during March 2020, the ACT Aspire was not administered during the 2019-20 school year. As a result, values of NA (not administered) are used.

Starting with the 2022-23 school year, the ACT Aspire was replaced with the PreACT.

ACT with Writing - ELA - Grade 11 (Program Analysis)

%Prof/Adv 11th Grade AASD and %Prof/Adv 11th Grade WI



We will increase the percentage of students scoring Proficient/Advanced in grade 11 on the ACT Assessment in ELA by 1%.

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
%Prof/Adv 11th Grade AASD	42.4%	39.7%	40.2%	31.5%	34.8%	41.3%
%Prof/Adv 11th Grade WI	38.4%	38.0%	38.1%	33.9%	36.5%	39.3%

Additional Context for ACT with Writing: The ACT with Writing is administered annually to all students in grade 11 throughout the state of Wisconsin in March.

Information Only - Average ELA Score on ACT with Writing

	2020-21 AASD	2020-21 Statewide	2021-22 AASD	2021-22 Statewide	2022-23 AASD	2022-23 Statewide
Grade 11 Average ELA Score	17.4	18.0	18.1	18.1	18.5	18.4

ACT Aspire & ACT with Writing - ELA - Grades 9-11 (Cohort Analysis)

We will **increase the percentage** of students **scoring Proficient/Advanced by GRADUATION COHORT** on the **ACT Assessment Suite in ELA by 1%**.

	2020-21 %Prof/Adv AASD	2020-21 %Prof/Adv Statewide	2021-22 %Prof/Adv AASD	2021-22 %Prof/Adv Statewide	2022-23 %Prof/Adv AASD	2022-23 %Prof/Adv Statewide
Class of 2026					46.4% (Pre-ACT 9th grade)	43.5% (Pre-ACT 9th grade)
Class of 2025			40.7% (Aspire 9th grade)	37.9% (Aspire 9th grade)	40.6% (Pre-ACT 10th grade)	39.1% (Pre-ACT 10th grade)
Class of 2024	36.7% (Aspire 9th grade)	34.0% (Aspire 9th grade)	41.2% (Aspire 10th grade)	36.3% (Aspire 10th grade)	41.3% (ACT 11th grade)	39.3% (ACT 11th grade)

Success for
Every Student,
Every Day



**Appleton Area School District
Results Monitoring Report
R-2.1.2 Mathematics**

SUPERINTENDENT CERTIFICATION:

With respect to Results Policy 2.1.2 Mathematics, the Superintendent certifies that the information is accurate and complete and that the Organization is:

☐ **Making Reasonable Progress**

☒ **Making Reasonable Progress with noted exception(s): See Executive Summary below**

☐ **Failing to make Reasonable Progress**

Key:

 = indicator achieved

 = indicator not achieved as outcome remained the same as the year before or improved but not to the desired level

 = indicator not achieved as the outcome was lower than the year before

Executive Summary/Analysis:

The evidence, as submitted below, provides assurance to the Board that the District provides instructional programming that supports students in their personal growth and achievement in increasingly challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity in Mathematics. In addition, the measures directly support the District's Continuous School Improvement Process as illustrated through the annual AASD Scorecard.

4K Summary/Analysis: 4K students in the Appleton Area School District continue to achieve at high levels in mathematics according to TS Gold results. Results for six of the seven objectives within the TS Gold assessment indicate over 90% of 4K students are meeting the widely held expectations for 4K students in mathematics.

5K-6 Summary/Analysis: At the program level, all grade levels (with the exception of fourth grade) experienced an increase in students scoring at the proficient/advanced levels on the WI Forward Assessment when compared to 2022 results. At the cohort level, only fifth-grade and sixth-grade students demonstrated an increase in the percentage of students scoring at the proficient/advanced levels when compared to the same group of students in 2022.

Middle School Summary/Analysis: At the program level, there was an increase in the percentage of students in seventh and eighth-grade scoring at the proficient/advanced levels on the WI Forward Assessment when compared to 2022 results. In contrast, when compared to how seventh and eighth-grade students did as a cohort during the 2022 school year, there was a decrease in the percentage of students scoring as proficient/advanced.

High School Summary/Analysis: The PreACT replaced the ACT Aspire during the 2022-23 school year as the state assessment for students in grades 9-10 for mathematics. At the program level, results for 9th-grade students have plateaued over the last three years with approximately 34% of students scoring at the proficient/advanced levels. 10th-grade students outperformed 2022 results in mathematics both at the program and cohort levels while also slightly above the state average. ACT scores for 11th-grade students in mathematics are similar to those from 2021-22 with approximately 27% of students scoring as proficient/advanced.

Gap Analysis Summary/Analysis: Persistent score gaps continue to exist between students in focus demographic groups when compared to their peers (EL/non-EL, SWD/SWOD, Black/White, Hispanic/Not Hispanic). Among the four focus demographic groups, test score gaps continue to be most significant between Black and White students in the AASD.

Notes or exceptions, if any:

Signed: _____ Date: _____

Superintendent

BOARD ACTION:

With respect to Results Policy 2.1.2 Mathematics, the Board finds that the organization is:

_____ **Making Reasonable Progress**

_____ **Making Reasonable Progress with noted exception(s):**

_____ **Failing to make Reasonable Progress**

Summary Statements of the Board, if any:

Signed: _____ Date: _____
Board President

Document submitted: _____ Re-submitted: _____

R-2.2 Results Policy: Academic Performance

Each student will be literate, numerate, and able to integrate and apply the knowledge, skills, and competencies acquired across all academic disciplines.

2.1 Each student will demonstrate personal growth and achievement in increasingly challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity when enrolled in disciplines, including:

2.1.2 Mathematics

SUPERINTENDENT Interpretation:

- **Each student** shall mean all Full Academic Year (FAY) students enrolled 5K-12 in the Appleton Area School District. Every Student, Every Day.
- **Literate** shall mean the ability to read, write, speak, and listen in ways that will allow us to communicate effectively to a variety of different audiences and to make sense of the world.
- **Numerate** shall mean the ability to access, use and interpret and communicate mathematical information and ideas, to engage in and manage the mathematical demands of various situations in adult years. To be numerate is to confidently and effectively use mathematics to meet the everyday demands of life.
- **Able to integrate and apply** shall mean to combine what is learned in the classroom, whether it's theory or technique, with a solution to real-world problems.
- **Skills** and **competencies** shall mean combinations of knowledge, skills and attitudes that students develop and apply for successful learning, living and working. They emphasize aspects of learning that apply within and across all subject areas.
- **Academic disciplines** shall mean core academic subject areas. The content to be mastered by students in each of these areas is defined by the state and district learning standards.
- **Personal growth** shall mean how much academic progress a student has made between two points in time.
- **Personal achievement** shall mean individual performance based on the mastery of district adopted grade-level academic standards or from grade-level expectations on identified measures/assessments.

- **Increasingly challenging levels of complexity** shall mean moving along the continuum of learning from acquisition to application.
- **Higher order thinking skills of:**
 - **Knowledge** shall mean recognizing and recalling facts.
 - **Comprehension** shall mean understanding what facts mean.
 - **Application** shall mean using the facts, rules, concepts, and ideas.
 - **Analysis** shall mean breaking down information into component parts.
 - **Synthesis** shall mean the ability to put parts together to form a new whole.
 - **Evaluation** shall mean justifying the value of information and ideas.
 - **Creativity** shall mean the ability to produce new and original ideas, connections, and solutions to problems.
- **Increasingly challenging levels of complexity** shall mean moving along the continuum of learning from acquisition to application.
- **Mathematics** shall mean the development of conceptual understanding and procedural fluency through the study of quantity (number operations), structure (algebra and algebraic thinking), space (geometry), and change (measurement and data).

Indicators to be Used:

- **TS Gold** - An observation-based assessment system for children from birth through kindergarten. The assessment blends ongoing observational assessment for all areas of development and learning with performance tasks for selected predictors of school success in the areas of literacy and numeracy. TS Gold is administered in the fall and spring to students in 4K.
- **i-Ready Diagnostic** - An adaptive, online, criterion-referenced assessment that measures students' grade-level foundational skills and progress in Mathematics:
 - Numbers & Operations,
 - Algebra & Algebraic Thinking
 - Measurement & Data
 - Geometry

The assessment is administered to students in grades 5K-8 in the fall, winter, and spring of each school year.

- **Forward Exam** – The Wisconsin state assessment for students in grades 3-8 in ELA and Mathematics; 4, 8, and 10 in Social Studies; and 4 and 8 in Science. The Mathematics portion of the WI Forward Exam measures proficiency within the following domains:
 - Geometry
 - Measurement & Data
 - Number & Operations in Base Ten

- o Number & Operations - Fractions
 - o Operations & Algebraic Thinking
- **ACT Aspire** - nationally normed summative assessment that is used to highlight progress toward ACT College Readiness Standards and Benchmarks. ACT Aspire assesses student readiness in English, math, reading, science and writing. ACT is taken once a year each spring. Data from the ACT Aspire arrives several months after the assessment is taken, and is used to clarify school-based measures related to the AASD Scorecard. This assessment is administered to students in grades 9-10 and measures student ACT College Readiness within the following areas:
 - o **Preparing for Higher Math**
 - Number & Quantity
 - Algebra
 - Functions
 - Geometry
 - Statistics & Probability
 - o **Integrating Essential Skills**
 - o **Modeling**
- **PreACT** - PreACT Secure is a summative assessment given to 9th and 10th grade students that is aligned to the ACT and the ACT College and Career Readiness Standards. Pre-ACT Secure measures what students have learned in the areas of English, Reading, Mathematics, and Science. The PreACT Secure closely mirrors the ACT in many ways, including implementation, test delivery, scoring, and reporting. PreACT Secure scores predict how students will perform on the ACT when they reach 11th grade and their readiness for college-level coursework.
- **ACT with Writing** - nationally normed summative assessment that consists of four multiple-choice tests: English, math, reading, and science; and a 30-minute essay test that measures writing skills. ACT results arrive several months after the assessment is taken, and are used to clarify school-based measures related to the AASD Scorecard. This assessment is administered to students in grade 11 and measures student ACT College Readiness within the following areas:
 - o **Preparing for Higher Math**
 - Number & Quantity
 - Algebra
 - Functions
 - Geometry
 - Statistics & Probability
 - o **Integrating Essential Skills**
 - o **Modeling**

Definition of Terms:

- **Norm-referenced** - Assessments that are used to compare students' progress to others in their peer group. This group may contain students in the same grade across the state or nation, or other categories such as special education, disability status, English learners, gifted students, and more. Most commonly, norm-referenced tests use a national peer group.
- **Criterion-referenced** - A criterion-referenced test is designed to measure a student's academic performance against some standard or criteria. This standard or criteria is predetermined before students begin the test. Schools or districts choose a standard, such as a percent of items answered correctly or a state test benchmark, as the criteria for the test. The student's score then shows the progress they have made toward the agreed-upon standard--if they fall short, they must continue to work toward the standard.
- **Targeted Growth** - Typical Growth is the average annual growth of students at each grade and placement level on the i-Ready Assessment. Typical Growth allows you to see how a student is growing compared to average student growth at the same grade and placement level.
- **On or above grade level** - Reflects understanding of skills and knowledge expected at each grade level based on the criteria established with the state academic standards for a particular content area.
- **Identified Demographic Groups**
 - EL (English Learners)
 - Not EL (All other students who are not English Learners)
 - SWD (Students with Disabilities)
 - SWOD (Students without Disabilities)
 - Black
 - White
 - Hispanic
 - White/Non-Hispanic
- **WI Forward Exam Ranges:**
 - **Advanced** – Student demonstrates thorough understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
 - **Proficient** – Student demonstrates adequate understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
 - **Basic** – Student demonstrates partial understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
 - **Below Basic** – Student demonstrates minimal understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.

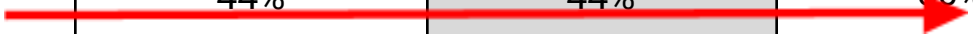
- **ACT Aspire Mathematics Score** - The averages of the scores from the Number and Quantity, Algebra, Functions, Geometry, Statistics and Probability, Integrating Essential Skills, Justification and Explanation, and Modeling portions of the ACT Aspire test
- **ACT with Writing Mathematics Score** - The averages of the scores from the Number and Quantity, Algebra, Functions, Geometry, Statistics and Probability, Integrating Essential Skills, Justification and Explanation, and Modeling portions of the ACT Aspire test
- **ACT with Writing Performance Level Scale Scores for Math**
 - **Below Basic** – 1-16
 - **Basic** – 17-21
 - **Proficient** – 22-27
 - **Advanced** – 28-36
- **Gaps** - The disparity in academic performance between groups of students
- **FAY** - Full academic year of enrollment. This is specific to students with "continuous enrollment beginning within the first ten days of the school year without an enrollment lapse of ten or more consecutive days.
- **Observation-based Assessment** - An assessment that involves obtaining evaluative information through direct observation of the learner's specific actions
- **Cohort Analysis** - Examines longitudinal data for the [same group of students over a period of time](#).
 - **Example:** 2020-21 5K students compared to 2021-22 1st-grade students compared to 2022-23 2nd-grade students

	2020-21 % students meeting Typical Growth	2021-22 % students meeting Typical Growth	2022-23 % students meeting Typical Growth
5K	18%	46%	55%
Grade 1	26%	47%	57%
Grade 2	41%	57%	65%
Grade 3	50%	60%	68%
Grade 4	51%	61%	58%
Grade 5	50%	59%	57%

- **Program Analysis** - Examines longitudinal data for the same grade level over a period of time.

Example:

	2020-21 % Students Scoring On or Above Grade Level (Mid-year or Above)	2021-22 % Students Scoring On or Above Grade Level (Mid-year or Above)	2022-23 % Students Scoring On or Above Grade Level (Mid-year or Above)
Grade 1	44%	44%	50%



SUPERINTENDENT Evidence of Reasonable Progress:

Teaching Strategies GOLD - Mathematics - Grade 4K (Program Analysis)

We will increase by 3% the percentage of 4K students Meeting or Exceeding the widely held expectations of a 4K student in:

- Uses number concepts and operations (Objective #20)
- Explores and describes spatial relationships and shapes (Objective #21)
- Compares and measures (Objective #22)

TS GOLD Objective	Spring 2021 (% Meeting or Above)	Spring 2022 (% Meeting or Above)	Spring 2023 (% Meeting or Above)
20a Counts	83%	87%	91%
20b Quantifies	78%	91%	85%
20c Connects numerals with their quantities	88%	91%	90%
21a Understands spatial relationships	89%	94%	97%
21b (Understands shapes	86%	92%	90%
22a Measures objects	92%	96%	96%
22b Measures time and money	96%	96%	97%

i-Ready Assessment - Mathematics - Grades 5K-8 (Cohort Analysis)

We will increase the percentage of students in grades 5K-8 on the i-Ready Diagnostic who reach their typical growth in Mathematics (growth expected within one or more year) by the end of the academic year by 1% (Cohort Analysis).

	2020-21 % Meeting Typical Growth	2021-22 % Meeting Typical Growth	2022-23 % Meeting Typical Growth
5K	31%	49%	54%
Grade 1	32%	49%	58%

Grade 2	36%	53%	52%
Grade 3	41%	48%	58%
Grade 4	43%	53%	52%
Grade 5	47%	62%	59%
Grade 6	50%	64%	67%
Grade 7	39%	51%	51%
Grade 8	33%	46%	51%

We will **reduce gaps in students reaching typical Growth in Mathematics** within **identified demographic groups** in **grades 5K-8** on the **i-Ready Assessment** by **3%**.

	2020-21 % Students Meeting Typical Growth	2021-22 % Students Meeting Typical Growth	2022-23 % Students Meeting Typical Growth
SWOD	40%	54%	57%
SWD	33%	48%	50%
gap	7%	6%	7%
Not EL	40%	54%	57%
EL	29%	47%	52%
gap	11%	7%	5%
White	42%	55%	59%
Black	31%	45%	46%
gap	11%	10%	13%

Not Hispanic	40%	53%	57%
Hispanic	31%	47%	51%
gap	9%	6%	6%

(Cohort Analysis)

We will increase the percentage of students scoring On or Above Grade Level in Mathematics in grades 5K-8 on the i-Ready Assessment by 1% (Cohort Analysis).

	2020-21 % Students Scoring On or Above Grade Level (Mid-year or Above)	2021-22 % Students Scoring On or Above Grade Level (Mid-year or Above)	2022-23 % Students Scoring On or Above Grade Level (Mid-year or Above)
5K	65%	54%	57%
Grade 1	45%	47%	45%
Grade 2	33%	35%	37%
Grade 3	33%	32%	36%
Grade 4	31%	33%	34%
Grade 5	29%	36%	36%
Grade 6	26%	31%	35%
Grade 7	18%	21%	24%
Grade 8	20%	20%	23%

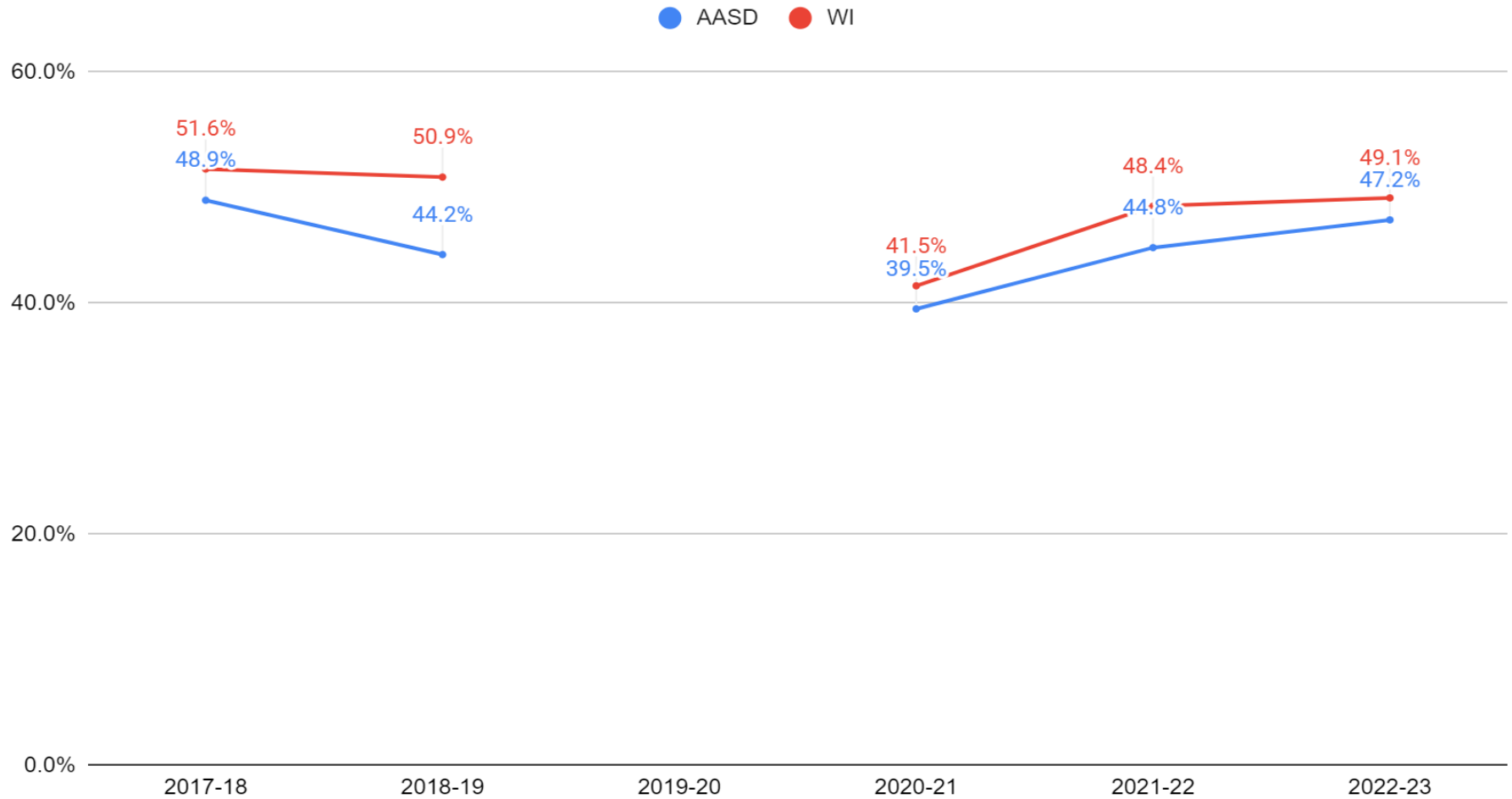
We will reduce gaps in students scoring On or Above Grade Level in Mathematics within identified demographic groups in grades 5K-8 on the i-Ready Assessment 3%.

	2020-21 % Students Scoring On or Above Grade Level (Mid-year or Above)	2021-22 % Students Scoring On or Above Grade Level (Mid-year or Above)	2022-23 % Students Scoring On or Above Grade Level (Mid-year or Above)
SWOD	37%	37%	39%
SWD	16%	17%	19%
gap	21%	20%	20%
Not EL	37%	37%	39%
EL	10%	8%	10%
gap	27%	29%	29%
White	41%	41%	43%
Black	11%	12%	13%
gap	30%	29%	30%
Not Hispanic	35%	36%	38%
Hispanic	18%	17%	20%
gap	17%	19%	18%

Additional Context for i-Ready Assessment: The i-Ready Assessment is administered to AASD students in grades 5K-8 three times throughout the school year (fall/winter/spring) and is used as a progress monitoring measure to support the district's continuous school improvement process. The assessment was first piloted by a small number of elementary and middle schools during the 2018-19 school year, and the pilot was expanded to additional schools during the 2019-20 school year. Full implementation of the i-Ready Assessment among all district schools began during the 2020-21 school year.

WI Forward - Mathematics - Grades 3-8 (**Program Analysis**)

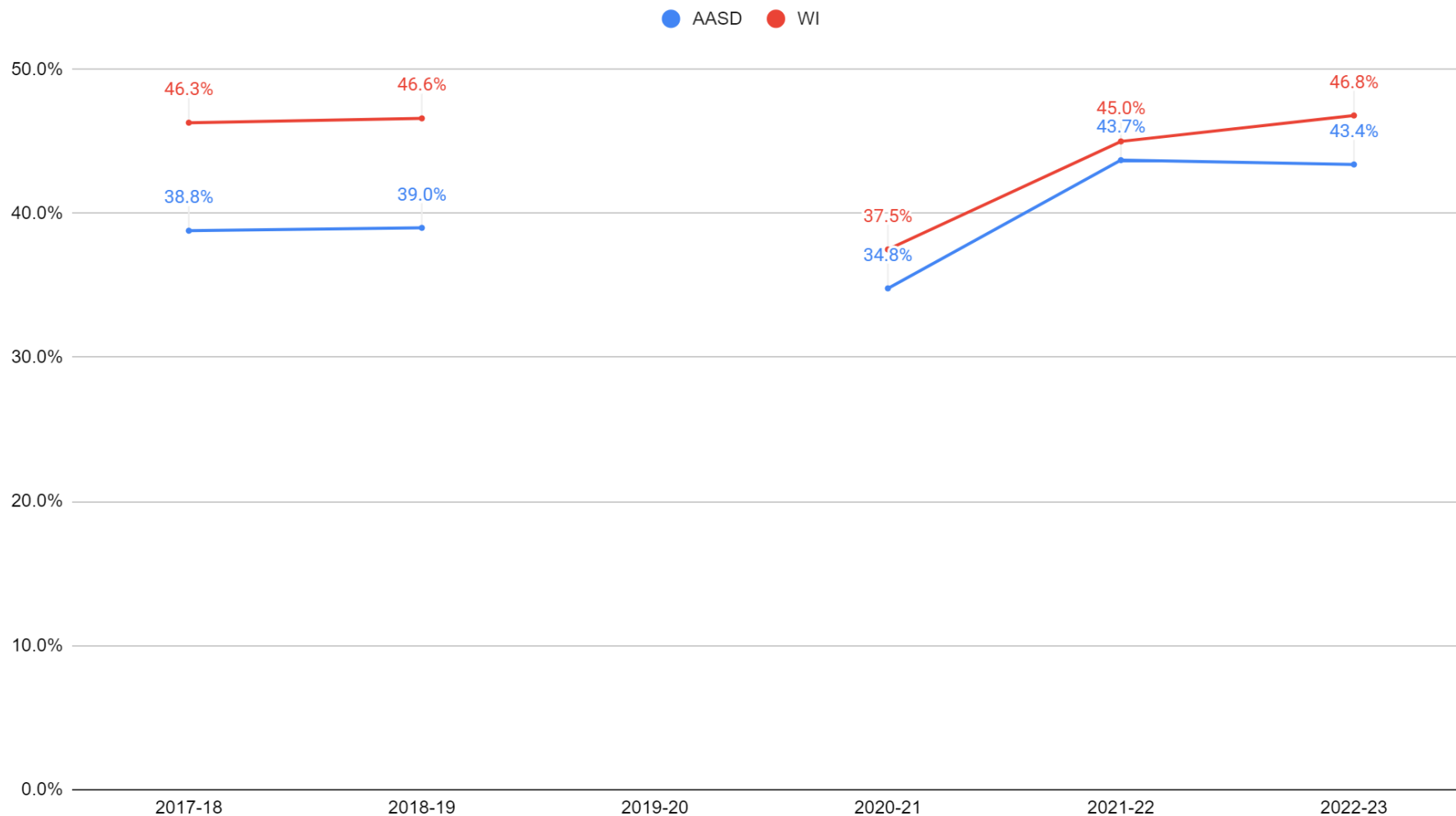
3rd-Grade WI Forward MATH (%Prof/Adv) - AASD and WI



We will increase the percentage of **3rd Grade** students scoring Proficient/Advanced on the WI Forward Exam in **Mathematics** by 1%.

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AASD	48.9%	44.2%	NA	39.5%	44.8%	47.2%
WI	51.6%	50.9%	NA	41.5%	48.4%	49.1%

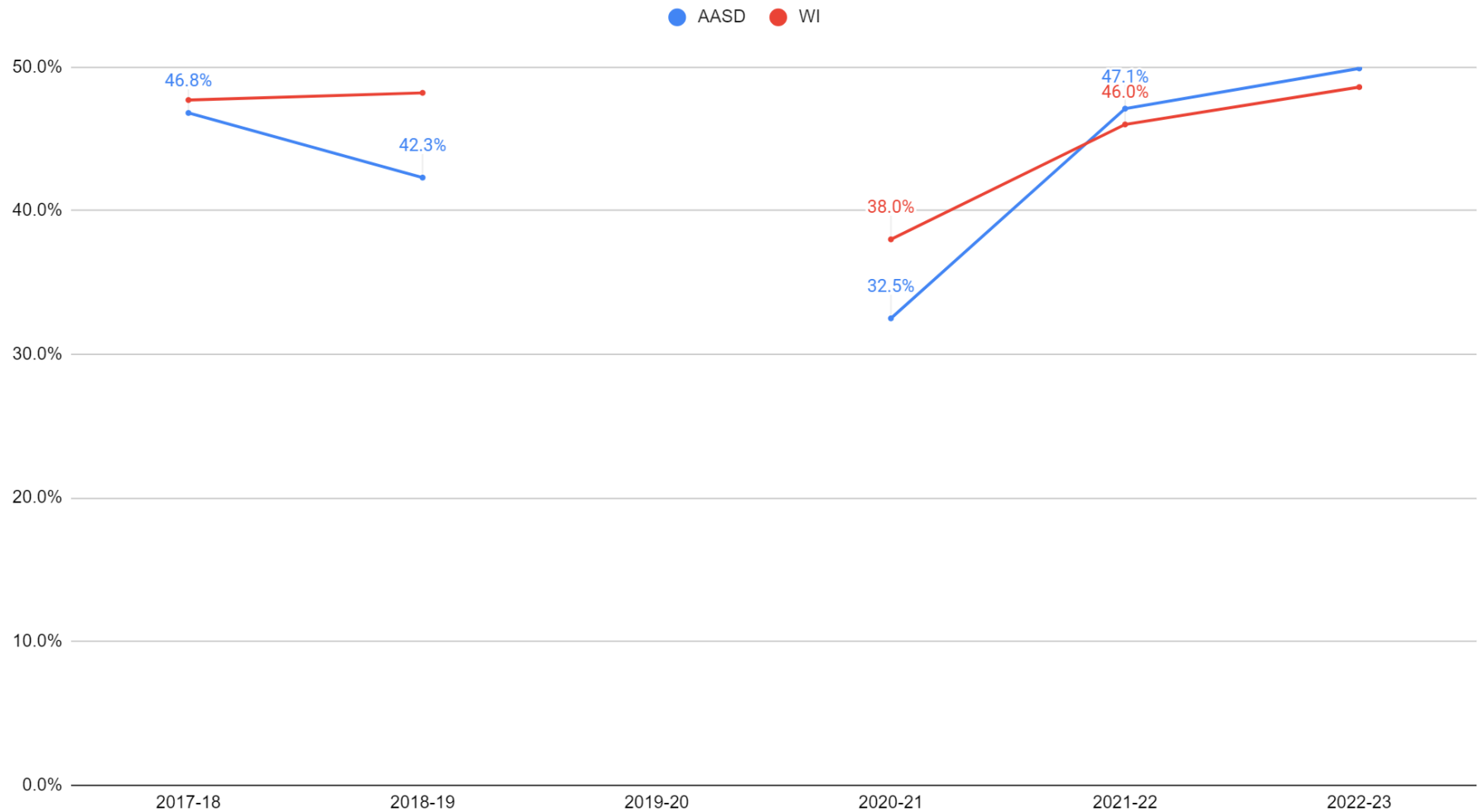
4th-Grade WI Forward MATH (%Prof/Adv) - AASD and WI



We will increase the percentage of **4th Grade** students scoring Proficient/Advanced on the WI Forward Exam in **Mathematics** by 1%.

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AASD	38.8%	39.0%	NA	34.8%	43.7%	43.4%
WI	46.3%	46.6%	NA	37.5%	45.0%	46.8%

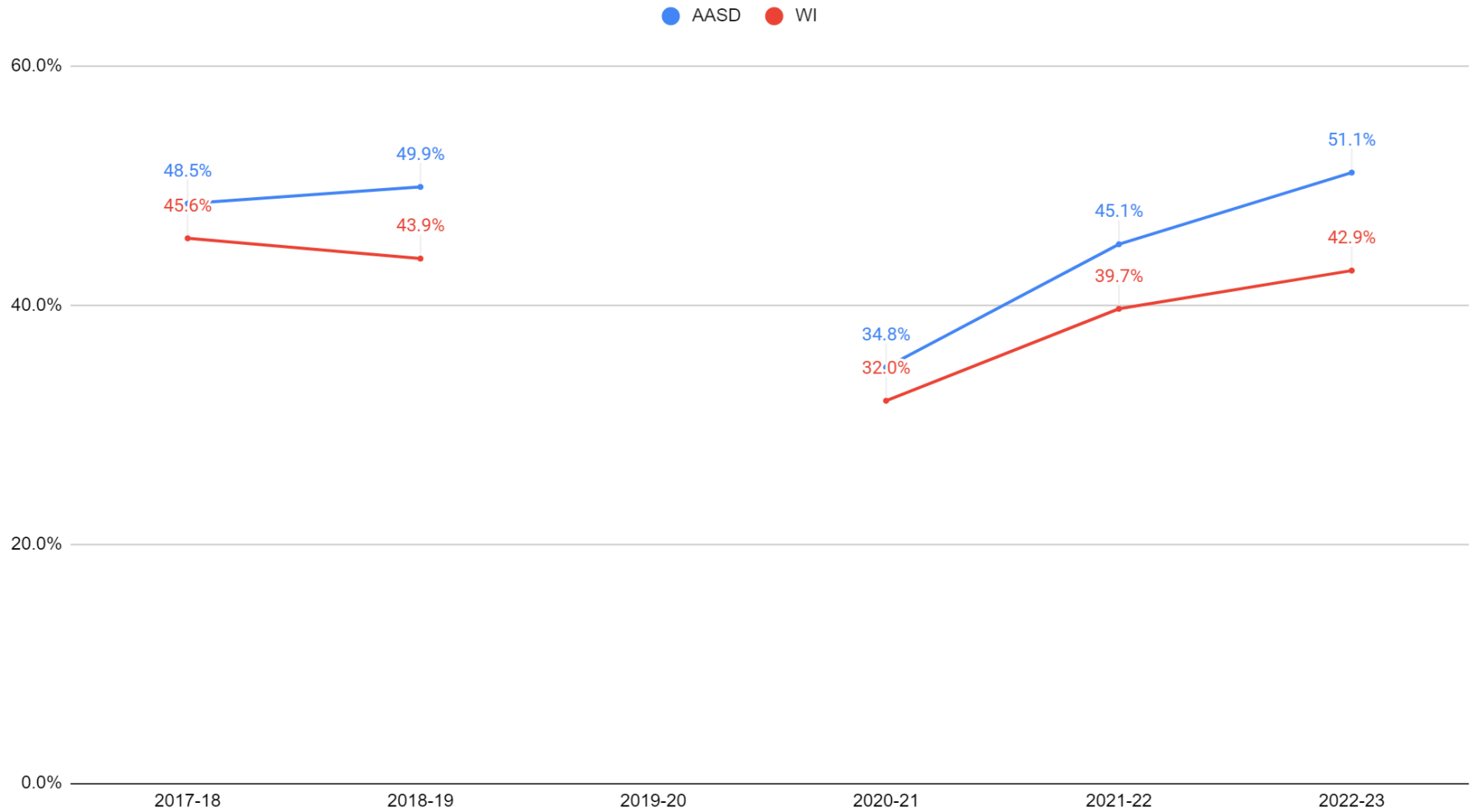
5th-Grade WI Forward MATH (%Prof/Adv) - AASD and WI



We will increase the percentage of **5th Grade** students scoring Proficient/Advanced on the WI Forward Exam in **Mathematics** by 1%.

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AASD	46.8%	42.3%	NA	32.5%	47.1%	49.9%
WI	47.7%	48.2%	NA	38.0%	46.0%	48.6%

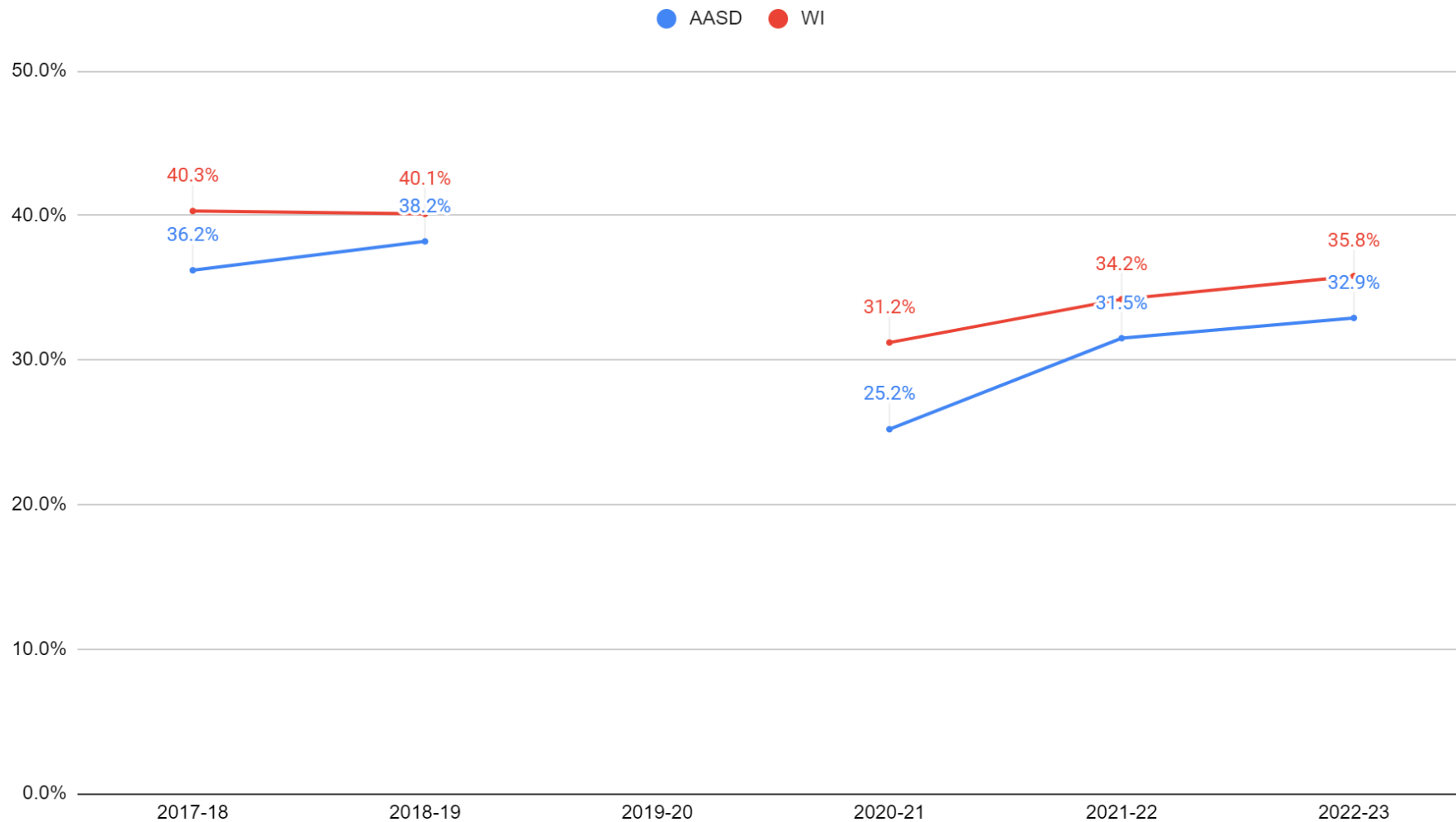
6th-Grade WI Forward MATH (%Prof/Adv) - AASD and WI



We will increase the percentage of **6th Grade** students scoring Proficient/Advanced on the WI Forward Exam in **Mathematics** by 1%.

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AASD	48.5%	49.9%	NA	34.8%	45.1%	51.1%
WI	45.6%	43.9%	NA	32.0%	39.7%	42.9%

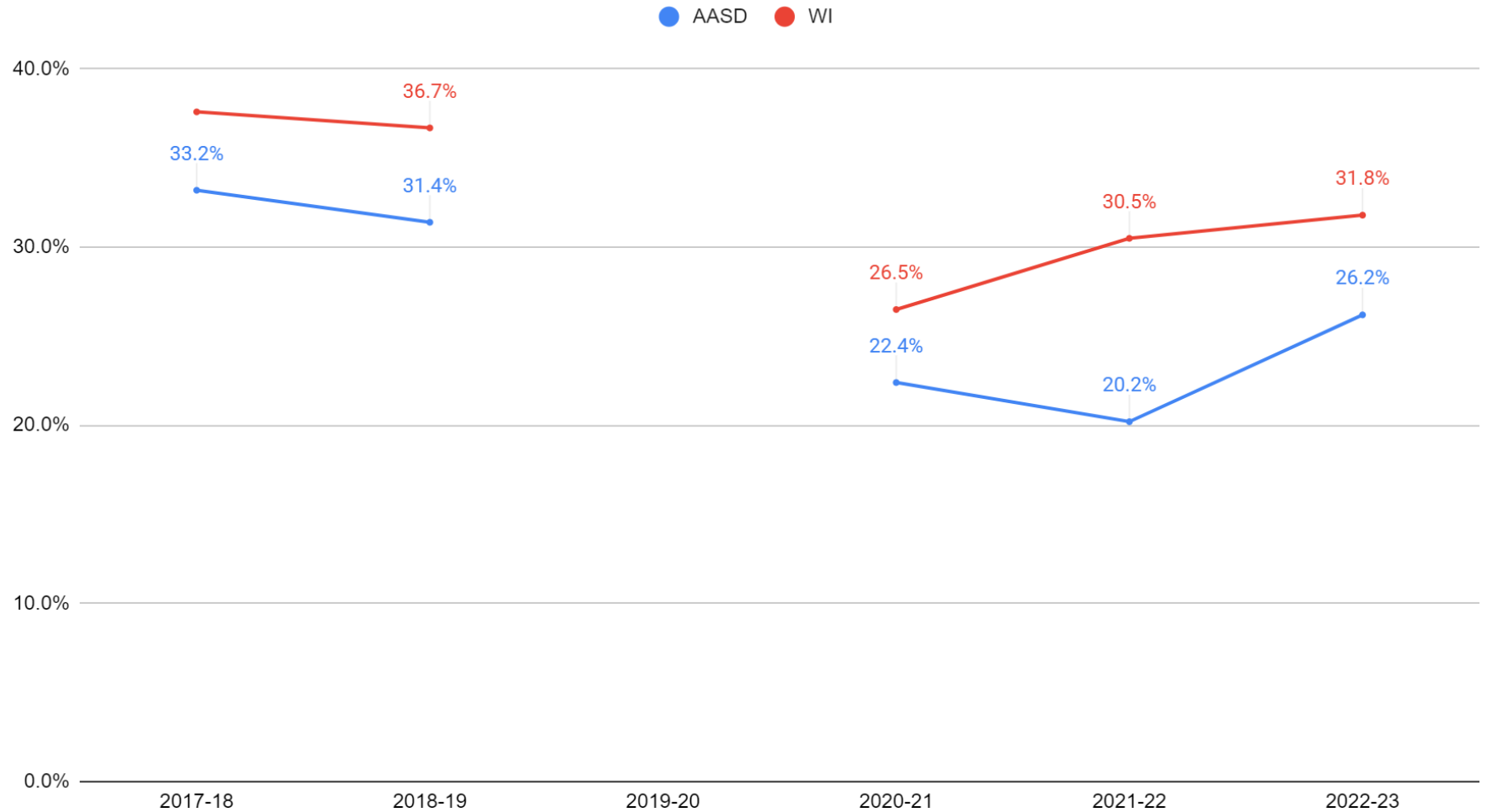
7th-Grade WI Forward MATH (%Prof/Adv) - AASD and WI



We will increase the percentage of **7th Grade** students scoring Proficient/Advanced on the WI Forward Exam in **Mathematics** by 1%.

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AASD	36.2%	38.2%	NA	25.2%	31.5%	32.9%
WI	40.3%	40.1%	NA	31.2%	34.2%	35.8%

8th-Grade WI Forward MATH (%Prof/Adv) - AASD and WI



We will increase the percentage of **8th Grade** students scoring Proficient/Advanced on the WI Forward Exam in **Mathematics** by 1%.

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AASD	33.2%	31.4%	NA	22.4%	20.2%	26.2%
WI	37.6%	36.7%	NA	26.5%	30.5%	31.8%

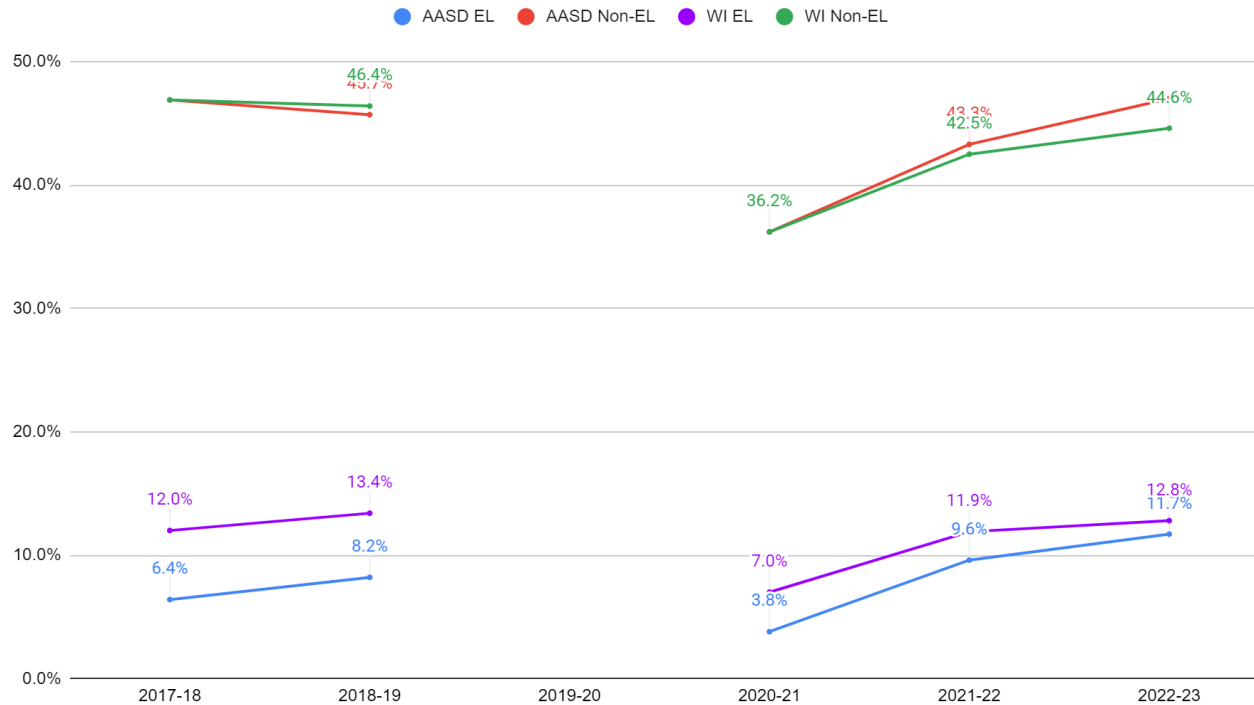
WI Forward - MATH - Grades 3-8 (Cohort Analysis)

We will increase the percentage of students scoring Proficient/Advanced in grades 3-8 on the WI Forward Exam in ELA by 1%.

	2017-18 %Prof/Adv AASD	2017-18 %Prof/Adv Statewide	2018-19 %Prof/Adv AASD	2018-19 %Prof/Adv Statewide	2019-20 %Prof/Adv AASD	2019-20 %Prof/Adv Statewide	2020-21 %Prof/Adv AASD	2020-21 %Prof/Adv Statewide	2021-22 %Prof/Adv AASD	2021-22 %Prof/Adv Statewide	2022-23 %Prof/Adv AASD	2022-23 %Prof/Adv Statewide
Class of 2032											44.2% (3rd grade)	49.1% (3rd grade)
Class of 2031									44.8% (3rd grade)	48.4% (3rd grade)	43.4% (4th grade)	46.8% (4th grade)
Class of 2030							39.5% (3rd grade)	41.5% (3rd grade)	43.7% (4th grade)	45.0% (4th grade)	49.9% (5th grade)	48.6% (5th grade)
Class of 2029					NA (3rd grade)	NA (3rd grade)	34.8% (4th grade)	37.5% (4th grade)	47.1% (5th grade)	46.0% (5th grade)	51.1% (6th grade)	42.9% (6th grade)
Class of 2028			44.2% (3rd grade)	50.9% (3rd grade)	NA (4th grade)	NA (4th grade)	32.5% (5th grade)	38.0% (5th grade)	45.1% (6th grade)	39.7% (6th grade)	32.9% (7th grade)	35.8% (7th grade)
Class of 2027	48.9% (3rd grade)	51.6% (3rd grade)	39.0% (4th grade)	46.6% (4th grade)	NA (5th grade)	NA (5th grade)	34.8% (6th grade)	32.0% (6th grade)	31.5% (7th grade)	34.2% (7th grade)	26.2% (8th grade)	31.8% (8th grade)

WI Forward - MATH - Grades 3-8 Gap Reduction - English Language Students (Program Analysis)

EL/Non-EL (Grades 3-8) % Proficient/Advanced - WI Forward MATH (AASD and WI)

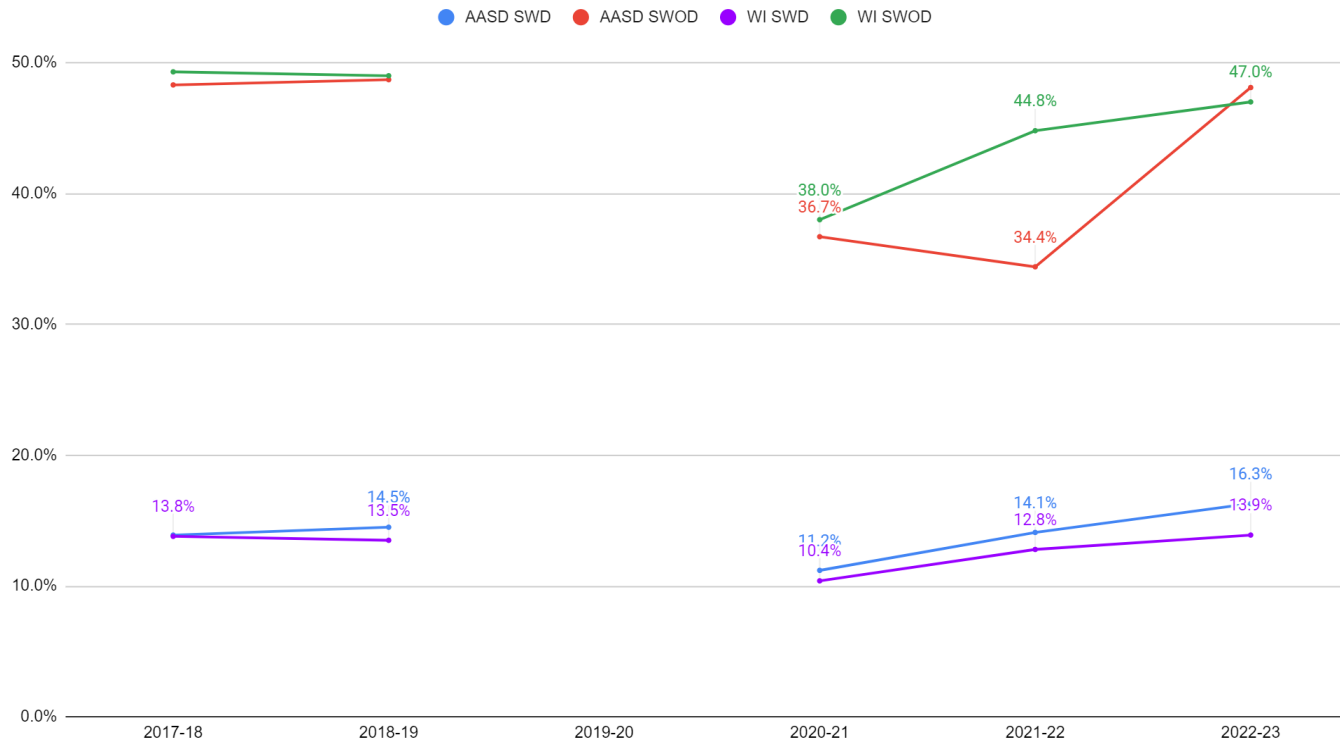


We will reduce gaps between **English Language Students (EL)** and **non-EL Students** scoring Proficient and Advanced in grades 3-8 (combined) on the WI Forward Exam in MATH by 3%.

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AASD Non-EL %Prof/Adv	46.9%	45.7%	NA	36.2%	43.3%	47.0%
AASD EL %Prof/Adv	6.4%	8.2%	NA	3.8%	9.6%	11.7%
Gap	40.5%	37.5%	NA	32.4%	33.7%	35.3%
WI Non-EL %Prof/Adv	46.9%	46.4%	NA	36.2%	42.5%	44.6%
WI EL % Prof/Adv	12.0%	13.4%	NA	7.0%	11.9%	12.8%
Gap	34.9%	33.0%	NA	29.2%	30.6%	31.8%

WI Forward - MATH- Grades 3-8 Gap Reduction - Students with Disabilities (Program Analysis)

SWD/SWOD (Grades 3-8) % Proficient/Advanced - WI Forward MATH (AASD and WI)

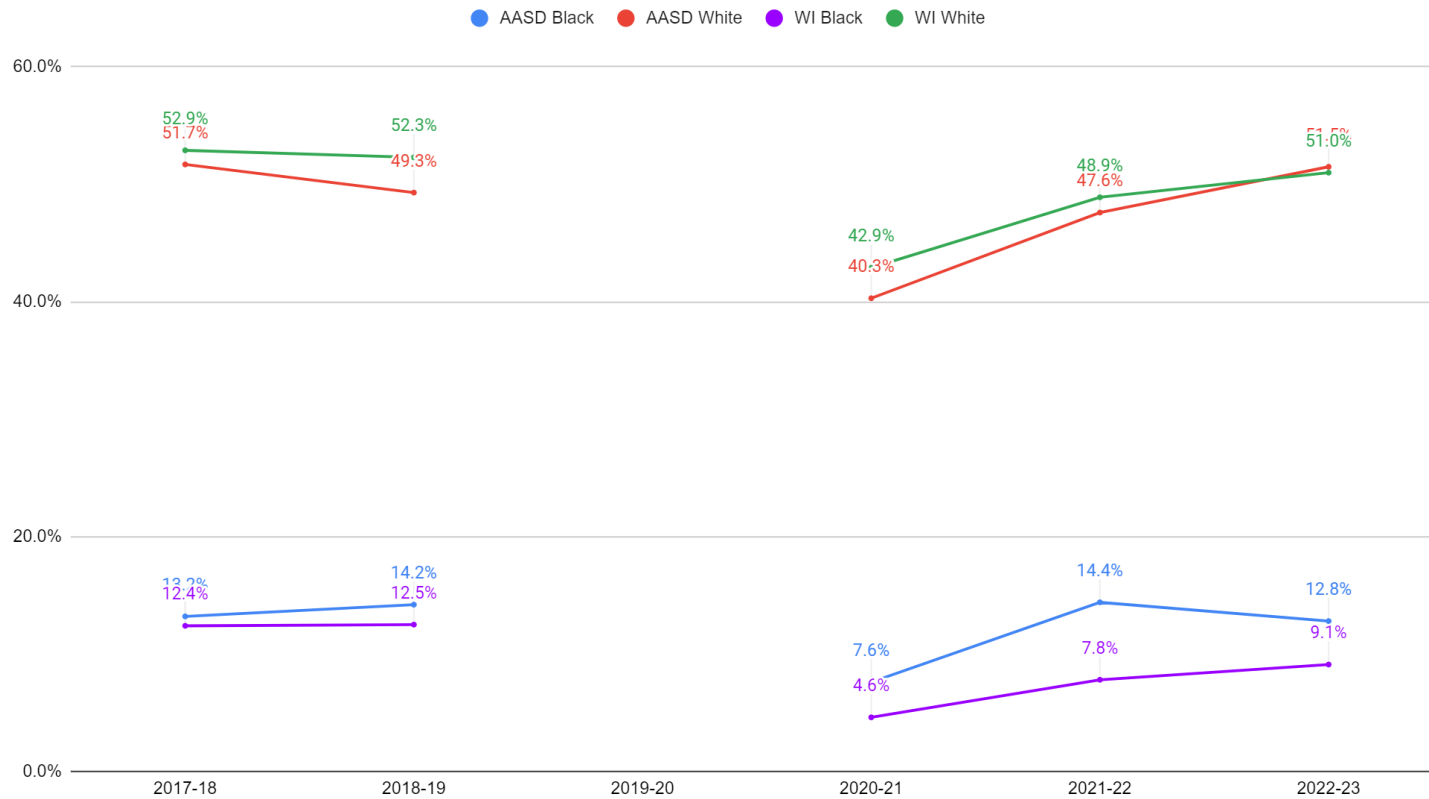


We will reduce gaps between **Students With Disabilities (SWD)** and **Students Without Disabilities (SWOD)** scoring Proficient and Advanced in grades 3-8 (combined) on the WI Forward Exam in MATH by 3%.

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AASD SWOD %Prof/Adv	48.3%	48.7%	NA	36.7%	34.4%	48.1%
AASD SWD %Prof/Adv	13.9%	14.5%	NA	11.2%	14.1%	16.3%
Gap	34.4%	34.2%	NA	25.5%	20.3%	31.8%
WI SWOD %Prof/Adv	49.3%	49.0%	NA	38.0%	44.8%	47.0%
WI SWD % Prof/Adv	13.8%	13.5%	NA	10.4%	12.8%	13.9%
Gap	35.5%	35.5%	NA	27.6%	32.0%	33.1%

WI Forward - MATH - Grades 3-8 Gap Reduction - Black and White Students (Program Analysis)

Black/White (Grades 3-8) % Proficient/Advanced - WI Forward MATH (AASD and WI)

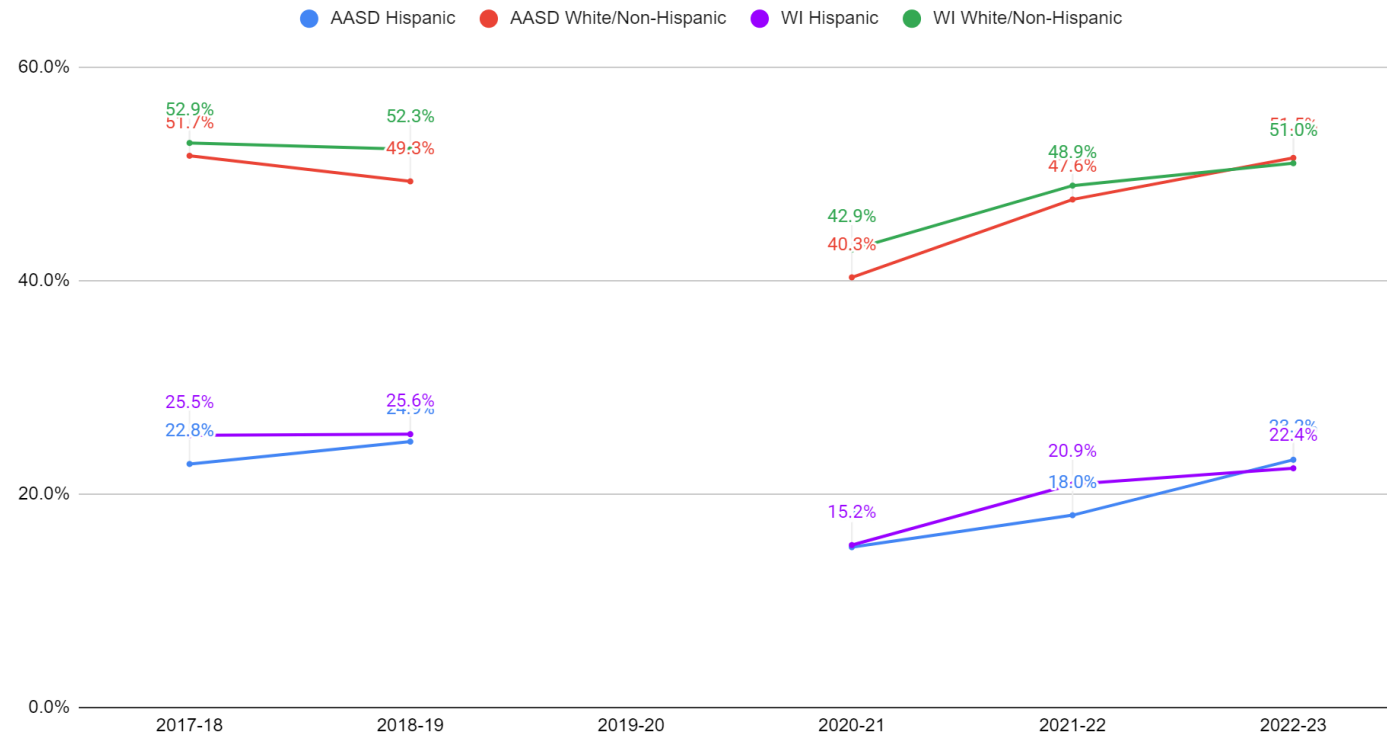


We will reduce gaps between **Black and White Students** scoring Proficient and Advanced in grades 3-8 (combined) on the WI Forward Exam in MATH by 3%

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AASD Black %Prof/Adv	13.8%	17.2%	NA	10.3%	14.5%	12.8%
AASD White %Prof/Adv	47.0%	43.8%	NA	40.1%	44.6%	51.5%
Gap	33.2%	26.6%	NA	29.8%	30.1%	38.7%
WI Black	13.9%	13.7%	NA	7.3%	10.5%	9.1%
WI White %Prof/Adv	50.5%	48.7%	NA	41.8%	45.0%	51.0%
Gap	36.6%	35.0%	NA	34.5%	34.5%	41.9%

WI Forward - MATH - Grades 3-8 Gap Reduction - Hispanic and White Students (Program Analysis)

Hispanic/White/Non-Hispanic (Grades 3-8) % Proficient/Advanced - WI Forward MATH (AASD and WI)



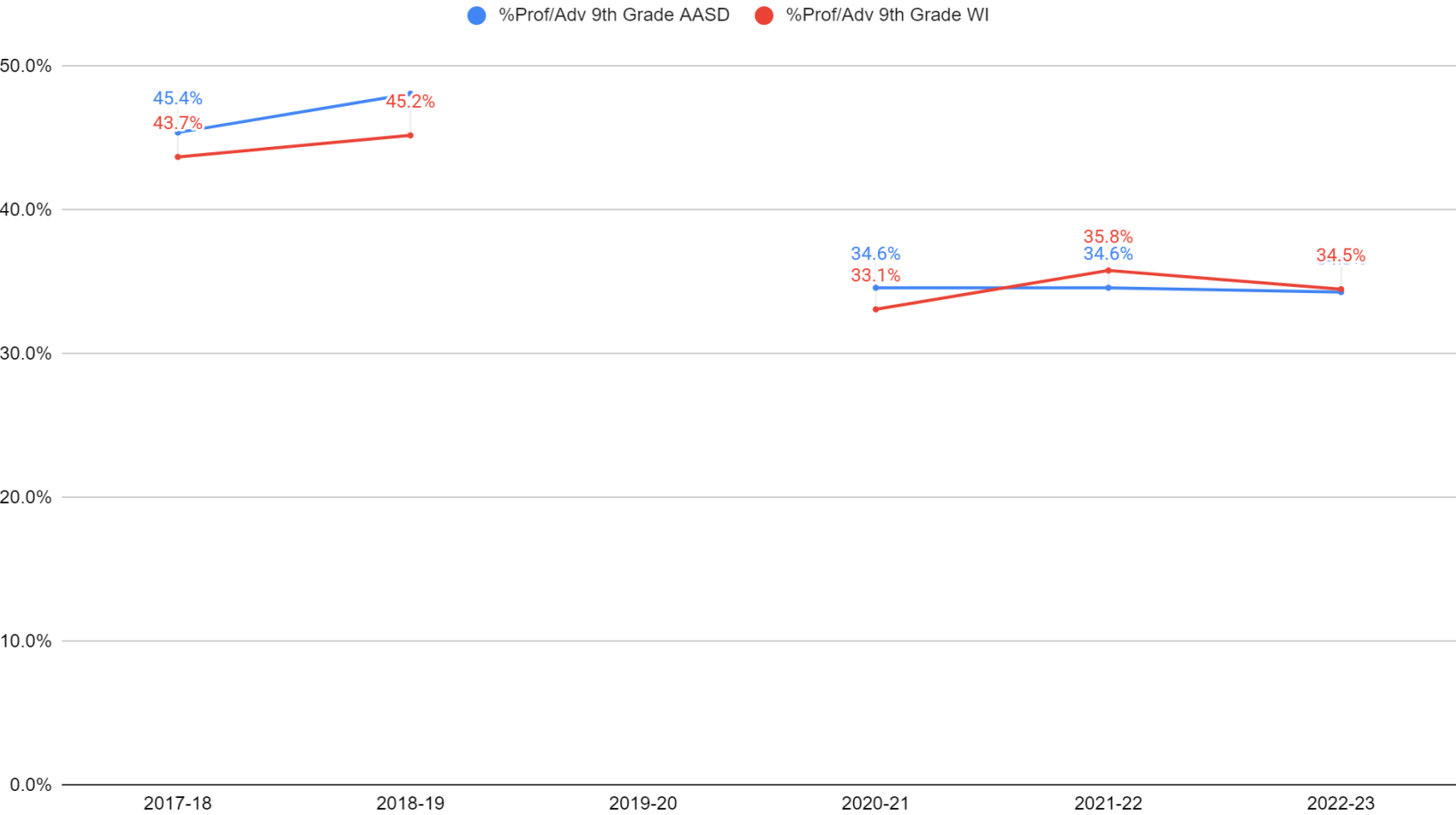
We will reduce gaps between **Hispanic and White/Non-Hispanic Students** scoring Proficient and Advanced in grades 3-8 (combined) on the WI Forward Exam in ELA by 3%

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AASD Hispanic %Prof/Adv	22.8%	24.9%	NA	15.0%	18.0%	23.2%
AASD White/Non-Hispanic %Prof/Adv	51.7%	49.3%	NA	40.3%	47.6%	51.5%
Gap	28.9%	24.4%	NA	25.3%	29.8%	28.3%
WI Hispanic	25.5%	25.6%	NA	15.2%	20.9%	22.4%
WI White/Non-Hispanic %Prof/Adv	52.9%	52.3%	NA	42.9%	48.9%	51.0%
Gap	27.4%	26.7%	NA	27.7%	28.0%	28.6%

Additional Context for WI Forward Exam: The WI Forward exam is administered annually to all students in grades 3-8 throughout the state of Wisconsin during the months of March and April. Due to the state-mandated school closures and rapid transition to virtual instruction during March of 2020, the WI Forward Exam was not administered during the 2019-20 school year. As a result, values of NA (not administered) are used.

ACT Aspire (2018 - 2022) and PreACT (2023+) - Mathematics- Grades 9-10 (Program Analysis)

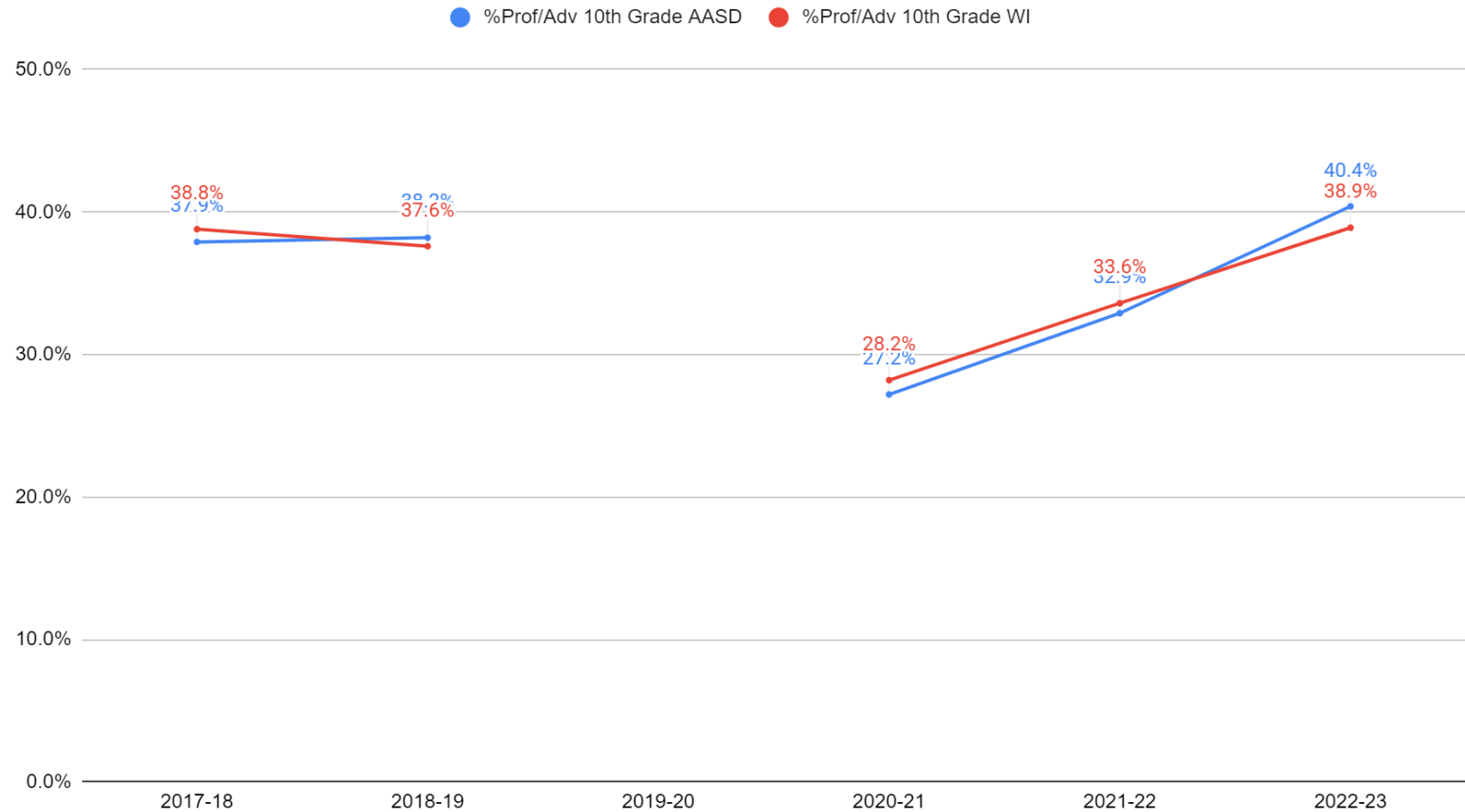
ACT Aspire/PreACT MATH %Prof/Adv 9th Grade (AASD and WI)



We will increase the percentage of students scoring Proficient/Advanced in grade 9 on the ACT Aspire/PreACT Assessment in MATH by 1%.

	2017-18	2018-29	2019-20	2020-21	2021-22	2022-23
%Prof/Adv 9th Grade AASD	45.4%	48.1%	NA	34.6%	34.6%	34.3%
%Prof/Adv 9th Grade WI	43.7%	45.2%	NA	33.1%	35.8%	34.5%

ACT Aspire/PreACT MATH %Prof/Adv 10th Grade (AASD and WI)



We will increase the percentage of students scoring Proficient/Advanced in grade 10 on the ACT Aspire/PreACT Assessment in MATH by 1%.

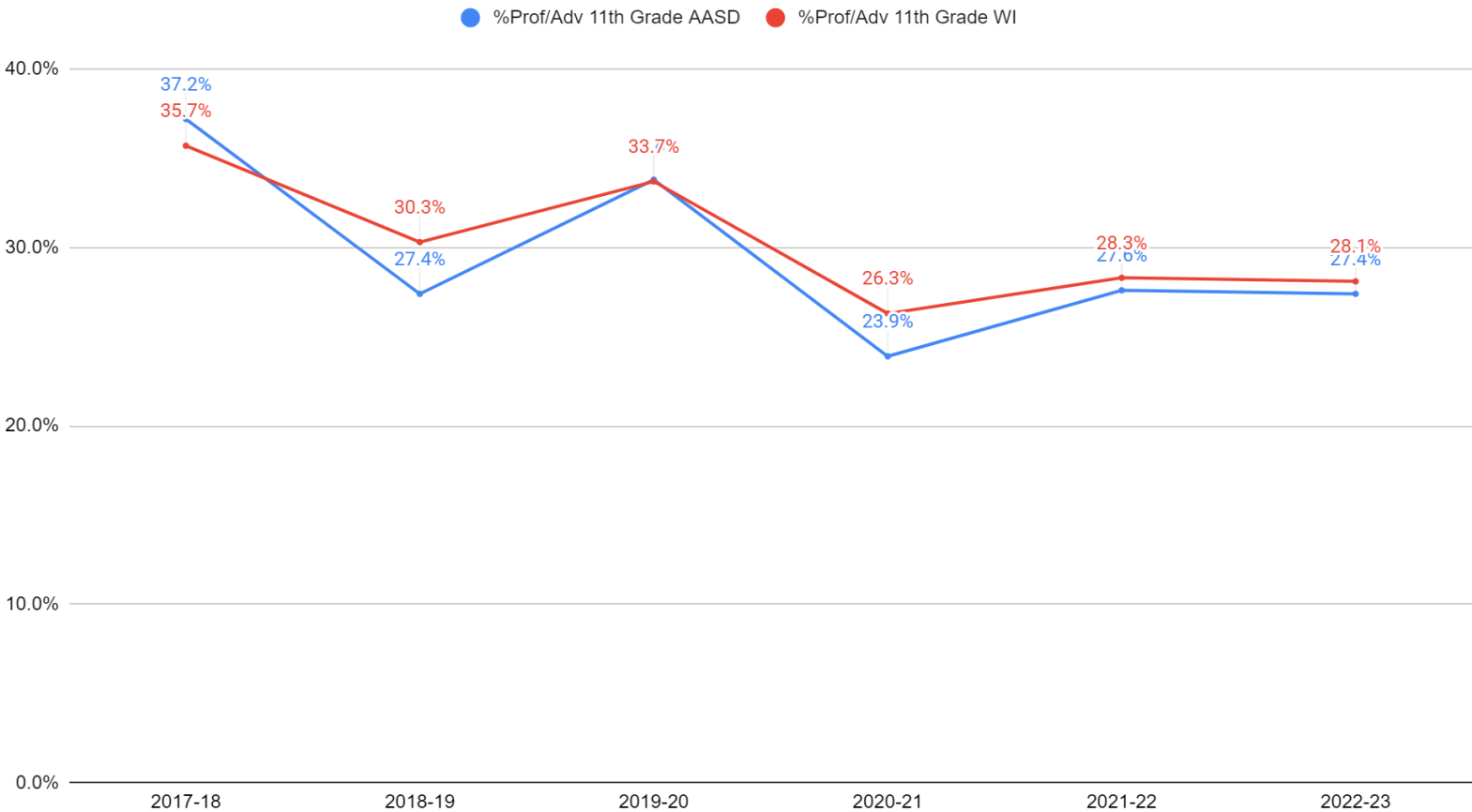
	2017-18	2018-29	2019-20	2020-21	2021-22	2022-23
%Prof/Adv 10th Grade AASD	37.9%	38.2%	NA	27.2%	32.9%	40.4%
%Prof/Adv 10th Grade WI	38.8%	37.6%	NA	28.2%	33.6%	38.9%

Additional Context for ACT Aspire: The ACT Aspire is administered annually to all students in grades 9-10 throughout the state of Wisconsin during the months of April and May. Due to the state-mandated school closures and rapid transition to virtual instruction during March of 2020, the ACT Aspire was not administered during the 2019-20 school year. As a result, values of NA (not administered) are used.

During the 2022-23 school year, the ACT Aspire was replaced with the PreACT Secure.

ACT with Writing - MATH - Grade 11 (Program Analysis)

ACT MATH %Prof/Adv 11th Grade (AASD and WI)



We will increase the percentage of students scoring Proficient/Advanced in grade 11 on the ACT Assessment in MATH by 1%.						
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
%Prof/Adv 11th Grade AASD	37.2%	27.4%	33.8%	23.9%	27.6%	27.4%
%Prof/Adv 11th Grade WI	35.7%	30.3%	33.7%	26.3%	28.3%	28.1%

Information Only - Average Mathematics Composite Score on ACT with Writing

	2020-21 AASD	2020-21 Statewide	2021-22 AASD	2021-22 Statewide	2022-23 AASD	2022-23 Statewide
Grade 11 Mathematics Composite Score	18.6	19.1	19.1	19.2	19.0	19.1

ACT Aspire & ACT with Writing - MATH - Grades 9-11 (Cohort Analysis)

We will increase the percentage of students scoring Proficient/Advanced by GRADUATION COHORT on the ACT Assessment Suite in MATH by 1%.

	2020-21 %Prof/Adv AASD	2020-21 %Prof/Adv Statewide	2021-22 %Prof/Adv AASD	2021-22 %Prof/Adv Statewide	2022-23 %Prof/Adv AASD	2022-23 %Prof/Adv Statewide
Class of 2026					34.5% (Pre-ACT 9th grade)	39.1% (Pre-ACT 9th grade)
Class of 2025			34.6% (Aspire 9th grade)	35.8% (Aspire 9th grade)	40.4% (Pre-ACT 10th grade)	32.2% (Pre-ACT 10th grade)
Class of 2024	34.6% (Aspire 9th grade)	33.1% (Aspire 9th grade)	32.9% (Aspire 10th grade)	33.6% (Aspire 10th grade)	27.4% (ACT 11th grade)	28.1% (ACT 11th grade)

SCHOOL BOARD ELECTIONS

School Board members are public officials who are elected or appointed to office as provided under state law.

In order for an otherwise eligible candidate's name to appear on a ballot for a Board seat at a spring election, a candidate must complete and file all of the required ballot access forms in a timely fashion. In addition to other required forms, candidates for the Appleton Area School District, Board of Education are required to circulate and obtain sufficient nomination paper signatures in order to appear on the ballot. A candidate must file a minimum of 100 valid signatures and may submit no more than 200 total signatures.

The Office of the District Administrator shall be the designated filing location for all forms, petitions, oaths of office, and other filings related to Board elections.

There is no plan of apportionment for Appleton Area School District, Board of Education seats; all seats are considered "at large."

A regular term of office for a Board member is three years, commencing on the 4th Monday of April.

Board Member Qualifications

Any elector of the Appleton Area School District is an eligible candidate for School Board membership. To be an eligible elector, one must meet the following qualifications:

- Be a citizen of the United States
- Be at least 18 years of age on election day
- Have lived in the Appleton Area School District for at least 28 consecutive days prior to filing a Declaration of Candidacy
- Not be convicted of a felony, unless pardoned

Candidate Information

Candidates for Board of Education membership are encouraged to become familiar with:

- Actions necessary to become a formal candidate (filing dates, required signatures, etc.)
- Campaign Finance Laws

- Expectations of Board members (ethical behavior, legal limitations, etc.)
- Knowledge of the District (District operations, budget, educational matters, etc.)
- Other laws related to candidacy and incumbency, especially those that deal with potential conflicts of interest (Legal Ref: 946.13 – Private interest in public contract; Code of Ethics 19.41 through 19.59)

Relevant information and data will be supplied to candidates running for the Board in adherence to established procedures. Aspiring Board of Education candidates can also request information at the Office of the District Administration.

Cross References: Board Member Authority and Responsibility, 161
School Board Member Orientation, 162
Board Member Conflicts of Interest, 165.1

Legal References: Wisconsin State Statutes 120.06(2), 6.02, and 120.42

Adoption Date: November 22, 1993

Revised: November 27, 2023

PURCHASING POLICY

The purchasing function shall be under the direction of the Executive Director of Finance.

The purchasing function is intended to administer and facilitate the purchasing program in accordance with local, state, and federal regulations and good purchasing practices.

Cross References: Purchasing Procedures, 672-Rule 1
Fixed/Capital Assets and Property Inventory Procedures,
672-Rule 2
Insurance Requirements, 672-Exhibit 1 & 2
Uniform Grant Guidance Manual (UGG)

Legal References: Wisconsin State Statutes 120.10 and 120.16

Adoption Date: November 26, 1990

Amended Date: June 27, 2016

Revised: November 27, 2023

PURCHASING PROCEDURES

1. RATIONALE

The purpose of a purchasing procedure is to ensure the School District funds are appropriately spent in the most cost-effective manner and that the purchase has been approved by the required administrative hierarchy. The procedure will also assist District employees in understanding the purchasing process.

2. DEFINITIONS

Skyward is the financial accounting software that the School District uses for all business accounting.

Request for Purchase Order is the initial purchase request that an employee submits to their principal or department head. Once the request for a purchase order is approved, it is entered into the Skyward system or sent down to the Business Office to be processed.

Purchase Order (PO) is a document issued by the School District that authorizes a purchase transaction. The PO sets forth the descriptions, quantities, prices, discounts, dates, and other terms and conditions.

P-Cards are also used to make purchases. These requests are made verbally, emailed, or requested on a p-card request form to the principal or department head. Once approved, the principal or department head or an appointed person will proceed with the purchase.

3. ACCEPTABLE METHODS OF PROCUREMENT

The following three methods are acceptable methods of procurement.

A. Micro-purchase supplies and services of \$10,000 or less do NOT require quotes to be received. An effort should be made to distribute these purchases evenly to qualified suppliers. Purchase orders and P-Cards can be used for micro-purchases.

B. **Small purchases** from supplies or other property and services in excess of \$10,000 and do not exceed \$250,000 may use the micro-purchase method or if practical and prudent do quotes but NO pricing analysis. If used, price or rate quotations must be obtained from an adequate number of qualified sources. The \$250,000 threshold is inflation-adjusted periodically

and could change in the future. Purchase orders can be used for small purchases.

C. **Large purchases:** purchases of \$250,000 or greater. Use one of the three methods which will be most effective.

1. Competitive Sealed Bids: Invitation for Bid (IFB)

- The procurement value is expected to be \$250,000 or more
- The product or service can be completely described in the agency's bid specifications
- The award of a contract can be made primarily based on price alone.

2. Competitive Proposal: Request for Proposal (RFP)

- Procurements are expected to be over \$250,000 and are of such a complex and technical nature (i.e., consulting, research and development, etc.) that they cannot be fully described in bid specifications.

-The award of the contract must be based on evaluation factors other than price, but the price must be a primary evaluation factor.

- Evaluation factors must be clearly described in the agency's bid specifications; in the case of a competitive proposal, this is called a Request for Proposal (RFP).

- Agency requests the respondent details how the objective can best be attained. Therefore, in addition to a cost proposal, a respondent to an RFP also submits a technical proposal that describes the methods the respondent will employ in carrying out the project described in the RFP. It also relates these methods back to their underlying costs, as described in the respondent's cost proposal.

3. Noncompetitive proposals (sole source) Procurement by noncompetitive proposals is procurement through solicitation of a proposal from only one source and may be used only when one or more of the following circumstances apply:

- The item is available only from a single source
- A public emergency for the procured goods or services will not permit a delay resulting from a competitive bidding process
- The Federal or State Agency authorizes the contracting agency to use noncompetitive procurements in response to its written request

- After solicitation, only one bid or proposal is received, and/or competition is determined inadequate
- Use of an existing contractor/vendor may be considered if the proprietary vendor has been used within the last three years on a similar large project at the district.

4. ADDITIONAL PROCUREMENT ITEMS

- Bid bonds and performance bonds may be required at the discretion of the Executive Director of Operations for any large contracts.
- Providers of contracted services shall furnish certificates of insurance for Worker's Compensation insurance and adequate property and casualty insurance appropriate for minimal or large exposures.
- Contracts for services such as legal, banking, insurance, pupil transportation, food service auditing, and cleaning may be let for terms not to exceed five (5) years and may be renewed or extended for (1) year terms at the discretion of the Executive Director of Finance.
- All lease/purchase agreements for items of equipment that exceed five (5) years in duration must have Board approval.
- Fixed/Capital Assets – any single item of furniture, fixtures, equipment or project that adds value to a fixed asset - reference the Fixed/Capital Assets and Property Inventory Procedures.

5. PURCHASE ORDER PROCESS

- Teachers and staff create the request for purchase order using the district's form or the system.
- All requests are approved by the building principal, department head and if applicable, the grant administrator who will also review for allowability.
- Request for purchase order is sent down to the Business Service to approve the allowability and the account number.
- After the request for purchase order is approved, the business office will process.
- It is up to the requester to make sure that the item is received.
- When the product or services are received, the receiver checks off the items received on the packing slip against the PO.
- An invoice will come into Business Services with the PO number listed.
- Payment will be processed by Business Services.

6. P-CARD PROCESS

- Teachers and staff request the use the p-card through their administrator or designee.

- The designee will then purchase the item(s) or service or sign the p-card out to the staff member to purchase in person.
- When the item(s) or service is received/complete, the staff member will forward the paperwork to the designee to process.
- Once processed, the p-card statement and all applicable documents will be sent down to the Business office for final approval and processing.

7. DEBARMENT AND SUSPENSION

Non-federal entities are prohibited from contracting with or making subawards under “covered transactions” to parties that are suspended or debarred or whose principals are suspended or debarred. “Covered transactions” include procurement contracts for goods and services awarded under a grant or cooperative agreement that are expected to equal or exceed \$25,000.

All non-procurement transactions entered into by a recipient (i.e., subawards to subrecipients), irrespective of award amount, are considered covered transactions, unless they are exempt as provided in 2 CFR section 180.215.

This verification may be accomplished by:

- Checking the Excluded Parties List System (EPLS) maintained by the General Services Administration (GSA). EPLS is no longer a separate system; however, the OMB guidance and agency implementing regulations still refer to it as EPLS and is available at <https://www.sam.gov/portal/public/SAM/>, or
- Collecting a certification from the entity, or
- Adding a clause or condition to the covered transaction with that entity. The subrecipient cannot make a contract to parties listed on the EPLS through the System for Award Management (SAM). SAM contains the list of names of parties debarred, suspended, or otherwise excluded by federal agencies.

FIXED/CAPITAL ASSETS AND PROPERTY INVENTORY PROCEDURES

The District shall maintain a continuous inventory of all District-owned equipment and supplies, including computing devices every two (2) years and Generally Accepted Accounting Principles (GAAP) reporting requirements.

It shall be the duty of the Director of Business Services and the Business and Auxiliary Services Specialist to ensure that inventories are recorded systematically and accurately, and property records of equipment are updated and adjusted annually by reference to purchase orders and withdrawal reports.

For purposes of this procedure:

Equipment: tangible personal property (including information technology systems) having a useful life of more than one (1) year and a per-unit acquisition cost which equals or exceeds \$100,000 unless purchased with federal dollars, then the per-unit acquisition cost equals or exceeds \$5,000.00

Capital assets: include equipment as well as the following:

- A. land, buildings (facilities), and intellectual property (including software) whether acquired by purchase, construction, manufacture, lease-purchase, exchange, or through capital leases
- B. additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations or alterations to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)

Supplies: for inventory purposes, no items will be counted whose total acquisition cost is less than \$100,000.00

Computing devices: machines used to acquire, store, analyze, process, and publish data and other information electronically, including accessories for printing, transmitting and receiving, or storing electronic information. Examples of computing devices include laptops, smartphones, tablets, etc. Computing devices are classified as equipment if their acquisition cost meets the above-mentioned equipment threshold. Computing devices that do not meet the acquisition cost threshold are considered supplies. Regardless of whether a computing device is classified as an equipment or supply, it must be counted during the inventory.

Equipment and computing devices acquired under a Federal award will vest upon acquisition to the District shall align with Part 200, §200.313 Equipment for the purchase and disposal of assets as stated:

A. The property shall be used in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by the Federal award.

1. When no longer needed for the original program or project, the property may be used in other activities in the following order of priority: (1) activities under a Federal award from the Federal awarding agency which funded the original program or project; then (2) activities under Federal awards from other Federal awarding agencies.

2. During the time that property is used on the project or program for which it was acquired, the District must also make the property available for use on other projects or programs currently or previously supported by the Federal program, provided that the use will not interfere with the work on the original project or program.

B. The property shall not be encumbered without the approval of the Federal awarding agency or the passthrough entity.

C. The property may only be used and disposed of in accordance with the provisions of the Federal awarding agency or the pass-through entity and Policy 7300 and Policy 7310 and AG 7310.

D. Property records shall be maintained that include a description of the property, a serial number or other identification number, the source of funding for the property (including the FAIN), title entity, acquisition date, cost of the property, percentage of Federal participation in the project costs for the award under which the property was acquired, the location, use, and condition of the property, and ultimate disposition data, including date of disposal and sale price of the property, in accordance with this policy.

E. A physical inventory of the property must be taken and results reconciled with property records at least once every two (2) years, in accordance with this policy.

F. A control system shall be developed to provide adequate safeguards to prevent loss, damage, or theft of the property. Any such loss, damage, or theft shall be investigated.

G. Adequate maintenance procedures shall be implemented to keep the property in good condition.

Adoption Date: November 26, 1990

Amended Date: June 27, 2016

Revised: November 27, 2023

INSURANCE REQUIREMENTS FOR APPLETON AREA SCHOOL DISTRICT

“Minimal Exposure Jobs”

It is hereby agreed and understood that the insurance required by the Appleton Area School District is primary coverage and that any insurance or self-insurance maintained by the Appleton Area School District, its officers, board members, agents, employees or authorized volunteers will not contribute to a loss.

I. General Liability Coverage

A. Limits and Form of Coverage

1. Commercial General Liability

- (a) \$2,000,000 general aggregate
- (b) \$1,000,000 products – completed operations aggregate
- (c) \$1,000,000 personal injury and advertising injury
- (d) \$1,000,000 each occurrence limit
- (e) Coverage must be an occurrence form

B. Appleton Area School District shall be named as additional insured.

NOTE: Appleton Area School District requires 30-day written notice of cancellation, non-renewal, or material change in the insurance coverage.

C. A copy of the Certificate of Insurance must be on file with the School District. An updated certificate must be sent each year upon policy renewal.

D. Must include Premises and Operations Liability.

E. Must include Broad Form Property Damage including Completed Operations

F. Requirements from Contractors:

- 1. Must include Independent Contractors Coverage (Owners & Contractors protective)
- 2. If used in the course of work, coverage for Owned, Hired, or Non-Owned Snowmobile Liability.
- 3. If used in the course of work, coverage for Owned, Hired, or Non-Owned Watercraft Liability.

4. Must include coverage for any liability or claim that may be incurred under U. S. Longshoremen's and Harbor Worker's Act, Admiralty (Jones) Act, and Federal Employee Liability Act, when applicable.
5. Must include Explosion, Collapse and Underground Coverage
6. Must include Broad Form Blanket Contractual
7. Must include Personal Injury (Group A, B, C) and delete Employment exclusion
8. Must include product and completed Operations Coverage for 2 years after final payment.

II. Umbrella Coverage for Construction Contractors:

A. For Construction Contractors:

1. Limits: \$5,000,000 each occurrence / \$5,000,000 aggregate
2. \$10,000 self-insured maximum retention
3. Appleton Area School District shall be named as additional insured.
4. Coverage must be an occurrence form
5. A copy of the Certificate of Insurance must be on file with the Business Office. An updated certificate must be sent each year upon policy renewal.
6. Must cover over all legal and assumed liability for personal injury, property damage (direct or consequential), and advertising liability, anywhere in the world. Also, must cover over at least the General Liability, Comprehensive Automobile Liability, and Employers' Liability.
7. Must include Explosion, Collapse and Underground Coverage
8. Must include Broad Form Blanket Contractual
9. Must include personal Injury (Group A, B, C) and delete Employment exclusion
10. Must include product and completed Operations Coverage for 2 years after final payment
11. General aggregate must apply separately to each project/location

NOTE: Appleton Area School District requires 30-day written notice of cancellation, non-renewal, or material change in the insurance coverage.

B. For all other vendors:

1. Limits: \$2,000,000 each occurrence / \$2,000,000 aggregate
2. \$10,000 self-insured maximum retention
3. Appleton Area School District shall be named as additional insured.
4. Coverage must be an occurrence form.

5. A copy of the Certificate of Insurance must be on file with the Business Office. An updated certificate must be sent each year upon policy renewal.
6. Must cover over all legal and assumed liability for personal injury, property damage (direct or consequential), and advertising liability, anywhere in the world. Also, must cover over at least the General Liability, Comprehensive Automobile Liability, and Employers' Liability.

NOTE: Appleton Area School District requires 30-day written notice of cancellation, non-renewal, or material change in the insurance coverage.

III. Comprehensive Automobile Coverage

- A. Limits: \$1,000,000 combined single limit for Bodily Injury and Property Damage each accident.
OR
Limits: \$100,000 each person / \$300,000 each accident for Bodily Injury and at least \$10,000 for Property Damage – only if personal automobile.
- B. Must cover any auto including Owned, Non-Owned and Hired automobiles.
- C. Appleton Area School District shall be named as additional insured.
- D. A copy of the Certificate of Insurance must be on file with the Business office. An updated certificate must be sent each year upon policy renewal.

NOTE: Appleton Area School District requires 30-day written notice of cancellation, non-renewal, or material change in the insurance coverage.

IV. Workers Compensation and Employers Liability

- A. Must carry coverage for Statutory Workers Compensation and Employers Liability limit of: \$100,000 each Accident / \$500,000 Disease Policy Limit / \$100,000 Disease/Each Employee
- B. Must include coverage for occupational disease, sickness, and death
- C. Must include Broad Form All States Endorsement/other states endorsement
- D. A copy of the Certificate of Insurance must be on file with the Business Office. An updated certificate must be sent each year upon policy renewal.
- E. Appleton Area School District shall be named as additional insured.

NOTE: Appleton Area School District requires 30-day written notice of cancellation, non-renewal, or material change in the insurance coverage.

V. Aircraft Liability (including Helicopter) – Owned, Non-owned, or Hired

- A. If this exposure shall exist, the limits must be at least \$8,000,000 combined single limit for bodily injury (including passenger liability) and property damage.
- B. Appleton Area School District shall be named as additional insured.
- C. Any liability exclusions relating to slung cargo must be deleted.
- D. A copy of the Certificate of Insurance must be on file with the Business Office. An updated certificate must be sent each year upon policy renewal.

NOTE: Appleton Area School District requires 30-day written notice of cancellation, non-renewal, or material change in the insurance coverage.

VI. Builder's Risk/Installation Floater

- A. Appleton Area School District will not assume responsibility for loss, including loss of use, for damage to property, materials, tools, equipment, and items of a similar nature which are being either used in the work being performed by the contractor or are to be installed or erected by the contractor, unless otherwise agreed to by both parties.

If coverage is desired for this exposure, the contractor may, at his own cost, procure insurance to cover same or the Appleton Area School District may choose to procure this coverage.

If the Appleton Area School District purchases the coverage, the contractor will assume the Appleton Area School District's deductible per loss.

- B. If coverage is purchased by the contractor:
 - 1. Appleton Area School District shall be named as additional insured
 - 2. A copy of the certificate of insurance shall be on file with the school district.
 - 3. An updated certificate shall be sent each year upon policy renewal

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- (e) Coverage must be an occurrence form

B. Appleton Area School District shall be named as additional insured.

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If coverage is desired for this exposure, the contractor may, at his own cost, procure insurance to cover same or the Appleton Area School District may choose to procure this coverage.

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- B. If coverage is purchased by the contractor:
 - 1. Appleton Area School District shall be named as additional insured
 - 2. A copy of the certificate of insurance shall be on file with the school district.
 - 3. An updated certificate shall be sent each year upon policy renewal

NOTE: Appleton Area School District requires 30-day written notice of cancellation, non-renewal, or material change in the insurance coverage.

Policy Type: Operational Expectations

Financial Administration

The Superintendent shall not cause or allow any financial activity or condition that materially deviates from the budget adopted by the Board, that cause or allow any fiscal condition that is inconsistent with achieving the Board's **Results** priorities or meeting any **Operational Expectations** goals; or that jeopardizes the financial health of the district.

The Superintendent will:

1. Assure that payroll and legitimate debts of the district are promptly paid when due.
2. Assure that all ~~non-bid~~ micro and small purchases are ~~based upon comparative prices of items of similar value, including consideration of both cost and long-term quality.~~ made in accordance with established purchasing policies and procedures.
3. Assure that all ~~transactions~~ large purchases in excess of ~~\$100,000, \$250,000~~, including the purchase of supplies, materials and equipment, and any contracted services except professional services, are based on ~~a competitive bid process.~~ established purchasing procedures.
4. Coordinate and cooperate with the Board's appointed financial auditor for an annual audit of all district funds and accounts.
5. Make all reasonable efforts to collect any funds due to the district from any source.
6. Keep complete and accurate financial records by funds and accounts in accordance with Generally Accepted Accounting Principles.
7. Publish a financial condition statement annually.

The Superintendent may not:

8. Expend more funds than have been received in the fiscal year unless revenues are made available through other legal means, including the use of fund balances, the authorized transfer of funds from reserve funds or from tax anticipation notes.
9. Indebt the District.
10. Permanently transfer money from one dedicated fund to another.
11. Allow any required reports to be overdue or inaccurately filed.

Adopted: June 14, 2021

Revised: July 26, 2021

Revised: December 11, 2023

**Monitoring Method: External Report
Internal Report**

Monitoring Frequency: Annually

Success for
Every Student,
Every Day



**Appleton Area School District
Operational Expectations Monitoring Report
OE-6 Financial Administration**

SUPERINTENDENT CERTIFICATION:

With respect to Operational Expectations Policy 6, Financial Administration, the Superintendent certifies that the following information is accurate and complete, and the District is:

- ☐ **Compliant**
- ☐ **Compliant with the exceptions noted**
- ☐ **Non-Compliant**

Compliant Indicators	Noncompliant Indicators
Total Indicators:	

Executive Summary/Analysis:

Notes or exceptions, if any:

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Operational Expectations Policy OE-6, Financial Administration, 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 - 6: Financial Administration

The Superintendent shall not cause or allow any financial activity or condition that materially deviates from the budget adopted by the Board; cause or allow any fiscal condition that is inconsistent with achieving the Board’s **Results** or meeting any **Operational Expectations** goals; or places the long-term financial health of the district in jeopardy.

SUPERINTENDENT Interpretation:

The Board values a well-managed, balanced budget with expenditures that are consistent with District goals and support the achievement of the Board's Results policies and Operational Expectations policies.

- **Financial activity** shall mean any action conducted by District employees that is conducted on behalf of the District and incurs a monetary cost.
- **Materially deviates** (greater than 5%) shall mean causing the District to expend more in a budget category than the annual appropriation resolution adopted by the Board of Education or as amended by the Board of Education through supplemental appropriations.
- **Fiscal condition** shall mean the cash flow position needed to meet financial obligations.
- **Long-term financial health** shall mean the ability of the District to meet its monetary obligations for the current fiscal year and preserving a fund balance that provides for monetary requirements for the ensuing fiscal year.

OE – 6.1 The Superintendent will assure that payroll and legitimate debts of the district are promptly paid when due.

SUPERINTENDENT Interpretation:

- **Payroll** shall mean monies owed to employees as a result of contracts with the District or services rendered.
- **Legitimate debts** shall mean legal obligations due for goods or services performed in compliance with terms and conditions outlined in district policy, contracts or agreements.
- **Promptly paid** shall mean covering District financial obligations within the time period noted in contracts, district policy and financing arrangements, and within a time period that maintains or improves the District's credit rating.

SUPERINTENDENT Indicators of Compliance:

We will know we are compliant when:

- 6.1.1-** 100% of employees are accurately and timely paid.
- 6.1.2-** 100% of payroll related liabilities are accurately and timely paid in accordance with timeframes established by the IRS, WRS and Wisconsin Department of Revenue.
- 6.1.3-** 100% of invoices have been reviewed for completeness and appropriateness and judged to be accurate before a vendor is paid. Proof of receipt of materials or services is evident on the invoice.
- 6.1.4-** 100% of the District long-term debt General Obligation bonds are paid in accordance with the bond debt service schedules.

**In
Compliance****Not in
Compliance**

SUPERINTENDENT Evidence of Compliance:

-

OE – 6.2 The Superintendent will assure that all ~~non-bid~~ micro and small purchases are ~~based upon comparative prices of items of similar value, including consideration of both cost and long term quality~~ made in accordance with established purchasing policy and procedures.

SUPERINTENDENT Interpretation:

- ~~• Non-bid purchases shall mean purchases costing less than \$100,000, but more than \$5,000.~~
- ~~• Comparative prices shall mean three or more quotes are obtained.~~
- **Established purchasing policy and procedures** shall mean Policy 672 - Purchasing and 672-Rule - Purchasing Procedures will be followed for all material and service purchases of the District that are less than \$250,000 for single items/contracts.

SUPERINTENDENT Indicators of Compliance:

We will know we are compliant when:

- 6.2.1-** All purchases costing ~~more than \$5,000, but less than \$100,000;~~ less than \$10,000 and less than \$250,000 respectively, ~~will be comparatively priced with three or more quotes. Individual departments will track costing on a spreadsheet that will be submitted to the Chief Financial Officer for approval. will be~~ completed in accordance with 672-Rule - Purchasing Procedures.

**In
Compliance**

**Not in
Compliance**

SUPERINTENDENT Evidence of Compliance:

-

OE – 6.3 The Superintendent will assure that all ~~transactions~~ large purchases in excess of ~~\$100,000;~~ \$250,000. including the purchase of supplies, materials and equipment, and any contracted services except professional services, are based on ~~a competitive bid process~~ established purchasing procedures.

SUPERINTENDENT Interpretation:

- **Contracted services** shall mean work that is completed by ~~non-AASD~~ vendors (not AASD employees).
- **Professional services** shall mean architects, accountants, engineers, lawyers, teachers, etc.
- ~~Competitive bid process shall mean three or more bids were obtained~~
- **Established purchasing procedures** shall mean Policy 672 - Purchasing and 672-Rule - Purchasing Procedures.

SUPERINTENDENT Indicators of Compliance:

We will know we are compliant when:

- 6.3.1- ~~95% of competitively bid~~** Purchases of supplies, materials, or equipment in the amount of ~~\$100,000~~ \$250,000 or more are awarded to the most reasonable and responsible bid submitted by a qualified supplier, taking into consideration the needs of the District, the quality of materials (services) desired, and their contribution to the District program/school in accordance with established purchasing procedures. Compliance with purchasing procedures will be ~~as~~ documented by the Business Services Department.

**In
Compliance**

**Not in
Compliance**

SUPERINTENDENT Evidence of Compliance:

-

OE – 6.4 The Superintendent will coordinate and cooperate with the Board's appointed financial auditor for an annual audit of all district funds and accounts.

SUPERINTENDENT Interpretation:

- **Coordinate and cooperate with** shall mean to provide all information to the auditors as requested to enable the auditors complete an annual Comprehensive Annual Financial Report following the end of each fiscal year.
- **All district funds and accounts** shall mean all financial information and records contained in the accounting financial software.

SUPERINTENDENT Indicators of Compliance:

We will know we are compliant when:

**In
Compliance**

**Not in
Compliance**

6.4.1- The District's appointed financial auditing firm completes the annual independent audit and presents an "Unqualified Opinion" report to the Board of Education prior to January 31st following the fiscal year end.		
SUPERINTENDENT Evidence of Compliance:		
OE – 6.5 The Superintendent will make all reasonable efforts to collect any funds due the district from any source.		
SUPERINTENDENT Interpretation: • Reasonable efforts shall mean internal procedures and contracted external efforts to include a variety of methods depending on amounts of uncollected funds. • Source shall mean funding mechanisms of state and federal government, students, employees, vendors and any other financially related party.		
SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: 6.5.1- Uncollected funds (non-student) have been processed through collection efforts including reminder letters, phone calls, penalties for late payments, collection agencies, liens and attorney involvement. The cost (either monetarily and/or time resources) of collection efforts has been weighed against the amount to be collected and a purposeful decision has been made about whether or not to write off a receivable. The District's Director of Auxiliary Services generates a report of outstanding balances for review by the Board. 6.5.2- Uncollected student funds have been processed through collection efforts including reminder letters, phone calls, and individual conferences. A report will be generated, and reviewed by the Board, showing uncollected funds at the end of each year, and will indicate that reasonable efforts were made to collect funds.	In Compliance	Not in Compliance

SUPERINTENDENT Evidence of Compliance: •		
OE – 6.6 The Superintendent will keep complete and accurate financial records by funds and accounts in accordance with Generally Accepted Accounting Principles.		
SUPERINTENDENT Interpretation: • Keep complete and accurate financial records shall mean the District will account for all financial resources and expenditures per the Financial Policies and Procedures account structure and report to the public using Generally Accepted Accounting Principles. • Generally Accepted Accounting Principles shall mean guidelines and standards for financial reporting promulgated by the Federal Accounting Standards Board.		
SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: 6.6.1- The independent financial auditors express an <i>“unqualified opinion”</i> on the basic financial statements and conformity with accounting principles generally accepted in the United States of America. 6.6.2- The audit report contains a fiscal year report of receipts and expenditures of each fund with designated program reports in accordance with the Financial Policies and Wisconsin Uniform Financial Accounting Requirements. The supplemental Schedules for each fund will be in the format prescribed by the Wisconsin Department of Public Instruction and shall be in agreement with the audited financial statements of the school district. 6.6.3- The independent financial auditors confirm in the audit report that the District is in conformity with the Financial Accreditation audit process required by the Department of Education to ensure compliance with budgetary, accounting and reporting requirements.	In Compliance	Not in Compliance

SUPERINTENDENT Evidence of Compliance:

-

OE – 6.7 The Superintendent will publish a financial condition statement annually.

SUPERINTENDENT Interpretation:

- **Publish a financial condition statement annually** shall mean publishing an easily read complete audit report statement of net assets, statement of activities, balance sheet and reconciliation of the governmental funds consistent with generally accepted accounting principles and audited in accordance with generally accepted auditing standards by a firm of licensed certified public accountants.
- **Publishing** shall mean producing hard copy print for the Board of Education and for review by the public, and available on the District website.

SUPERINTENDENT Indicators of Compliance:

We will know we are compliant when:

- 6.7.1-** The District publishes a complete set of financial statements and a report consistent with generally accepted accounting principles and audited in accordance with generally accepted auditing standards by a firm of licensed certified public accountants.
- 6.7.2-** The statements and reports are published in print for the Board and copies made available to the public, and are posted for download on the District's website.

**In
Compliance**

**Not in
Compliance**

SUPERINTENDENT Evidence of Compliance:

-

OE – 6.8 The Superintendent may not expend more funds than have been received in the fiscal year unless revenues are made available through other legal means, including the use of fund balances, the authorized transfer of funds from reserve funds or from tax anticipation notes.

SUPERINTENDENT Interpretation:

- **Expend more funds than made available** shall mean spend more money at the fund level than was budgeted and originally adopted by the Board or as amended by the Board of Education through supplemental appropriations.
- **Legal means** shall mean the use of appropriation resolution authorizing expenditures, use of fund balance, and transfers of interfund borrowing.

SUPERINTENDENT Indicators of Compliance:

We will know we are compliant when:

6.8.1- As reported in the annual financial audit, expenditures at the fund level do not exceed appropriation amounts originally adopted, or as amended by the Board of Education through supplemental appropriations.

6.8.2- There is no violation of state law or notification of a violation in connection with expenditures exceeding appropriations as determined by external auditors.

**In
Compliance**

**Not in
Compliance**

SUPERINTENDENT Evidence of Compliance:

-

OE – 6.9 The Superintendent may not indebt the District.

SUPERINTENDENT Interpretation:

- **Indebt the district** shall mean incurring short (within the current fiscal year) or long term (beyond the current year) financial obligations that are not planned for and approved by the Board or, in the case of a bond election or mill levy override, by the community.

SUPERINTENDENT Indicators of Compliance:

We will know we are compliant when:

6.9.1- As reported in the annual financial audit, there are no short or long term financial obligations or debts except those that have been approved by the Board.

6.9.2- The external auditors make no reference to unapproved material obligations remaining unpaid 60 days after the close of the fiscal year.

**In
Compliance**

**Not in
Compliance**

6.9.3- All payment registers are approved by the Board within 60 days of the close of a month.		
SUPERINTENDENT Evidence of Compliance: •		
OE – 6.10 The Superintendent may not permanently transfer money from one dedicated fund to another.		
SUPERINTENDENT Interpretation: • Dedicated funds include the General fund, Grants fund, Trust/Special Revenue fund, Special Education fund, Non-Referendum Debt fund, Referendum Debt fund, Capital Projects fund, Food Service fund, and Community Service fund.		
SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: 6.10.1- As reported in the annual financial audit, no funds were permanently transferred from one dedicated fund to another without Board approval.	In Compliance	Not in Compliance
SUPERINTENDENT Evidence of Compliance: •		
OE – 6.11 The Superintendent may not allow any required reports to be overdue or inaccurately filed.		
SUPERINTENDENT Interpretation:		

- **Overdue or inaccurately filed** shall mean all deadlines will be met or an extension requested and reports will be filed as accurately as possible with the most current information and knowledge available.

SUPERINTENDENT Indicators of Compliance:	In Compliance	Not in Compliance
We will know we are compliant when: 6.11.1- The external auditors find there to be no material internal control weaknesses inherent in the District's financial system.		
SUPERINTENDENT Evidence of Compliance: •		

Policy 523.11 replaces policy 522.1 below:

522.1

**~~DRUG-FREE
WORKPLACE~~**

~~The Appleton Area School District is committed to maintaining a drug free workplace. Therefore, the manufacture, distribution, dispensing, possession, or use of alcohol or controlled substance by an employee during the workday or while engaged in extra duty assignments, shall be strictly prohibited.~~

~~All employees shall be expected to abide by the provisions of this policy. In addition, staff members employed through a federal project shall notify the district administrator of any criminal drug statute conviction occurring in the workplace within five days of such conviction. The district administrator shall notify the appropriate federal agency from which the federal funds were received of the conviction within 10 days.~~

~~Any employee who violates this policy shall be subject to disciplinary action in accordance with the provisions of the current employee agreement, or other procedures established by the Board.~~

~~This policy shall be published annually and distributed to all employees of the district. In addition, staff development programs shall be planned which inform employees about the dangers of drug abuse in the workplace; any available drug counseling, rehabilitation, and employee assistance programs; and penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.~~

~~Cross Reference: Employee Agreement, Employee Assistance
Program Legal References: _____~~

~~_____ Drug Free Workplace Act of 1988~~

~~34.CFR Part 85, Subpart F~~

~~(Regulations Implementing Drug Free Workplace Act)~~

~~125.09 Alcohol Possession on School Grounds~~

Adoption Date: October 9, 1989

Amended Date: June 23, 2008

EMPLOYEE ALCOHOL AND DRUG TESTING

Any drug and alcohol testing of District employees shall be conducted using procedures that reasonably protect the privacy interests of the employee and the integrity of the test results. Employees' compliance and cooperation with the District's policies and procedures regarding alcohol and drug testing is required as a condition of employment.

Employee Drug and Alcohol Testing Based on Individualized Circumstances

If a supervisor or administrator has actual knowledge of or reasonable suspicion concerning an employee's employment-related manufacture, distribution, dispensing, possession or use of alcohol or controlled substances in violation of District policy or any applicable law (e.g., use on the job or being under the influence upon reporting for work or while working), the employee may be required to submit to testing for alcohol and/or controlled substances.

Although other facts and circumstances may also create or support an individualized determination to require such testing when reasonable suspicion is based on observations of an employee's appearance, behavior, speech, or body odors, such observations shall be (1) documented; (2) reasonably occurring at the same time of the determination of individualized suspicion and the directive to submit to testing; and (3) based on reasonably-specific physical, behavioral, speech, and performance indicators that have been shown by reliable authorities to be signs of possible drug or alcohol use, including but not limited to indicators of the chronic effects of the use of controlled substances.

Reasonable suspicion to require testing may not be based on information about an employee's lawful use of a lawful product that occurred off District premises and during nonworking hours unless such use has a legally sufficient connection or nexus to the employee's work-related responsibilities or his/her obligations under applicable law or District policies.

If an individual remains employed by the District after the District's determination that the employee violated applicable laws or District policies related to alcohol or controlled substances, then, to the extent permitted by law, the District may condition the employee's return to work and/or his/her continued employment on submitting to and passing one or more drug and/or alcohol tests. The employee will be informed of any such conditions in writing.

Consequences

Under its authority as an employer, the district reserves the right to impose consequences for violations of District policies or rules regarding drugs and alcohol, including for test results that provide evidence of such a violation. In addition to any consequences that may be required by applicable laws, possible consequences include referral to drug and alcohol counseling or rehabilitation programs, reassignment, monitoring plans, discipline (up to and including termination), and/or, if determined to be appropriate, referral to law enforcement officials.

If an employee refuses a District directive to submit to a test for alcohol or controlled substances that is permitted or required under applicable law, or refuses to cooperate with the testing procedures, the employee is subject to consequences for the refusal, which may include (1) consequences defined by any applicable state or federal laws; (2) the drawing of adverse factual inferences related to the matter being addressed by the directive; and (3) other consequences that apply to failed tests and to other violations of the District's policies or rules related to drugs and alcohol in the workplace.

Legal References: Wisconsin Statutes 111.35 and 346.63
Administrative Code Trans 300.16

**Federal Laws
and Regulations:** 41 U.S.C. Chapter 81, 21 C.F.R Part 1308

Adoption Date: December 11, 2023

ITEM OF INFORMATION

Topic: Act 143 Compliance - Office of School Safety

**Background
Information:**

2017 Wisconsin Act 143 requires public and private schools to submit required information to the Office of School Safety. Every school board or governing body must file the following information annually with the Department of Justice's Office of School Safety:

- the date(s) of the required annual School Violence Drill(s) during the previous year, including certification that the school board or governing body reviewed a required written evaluation of the school violence drill(s).
- a copy of its School Safety Plan, including the most recent date on which the school board or governing body reviewed and approved the school safety plan;
- the date of the most recent school safety plan training (required under 118.07(4)(c)), and the number of attendees
- the most recent date on which the school board or governing body consulted with a local law enforcement agency to conduct required on-site safety assessments.

**Instructional
Impact:**

Ensuring school safety for students and staff is a priority.

**Contact
Person(s):**

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BOE: 11/27/23

2023-24 EMERGENCY MANAGEMENT FORMS

Due September 15	Emergency Contacts	Emergency Management Team	Evacuation Procedure	Entrance Control Plan	School Behavior Response Team Plan	School Safety Assessment (Audit Checklist)	SSIT & TAT Teams	School Staff Safety Training	School Violence Safety Drill Form (Due Oct. 1)	Reminders/Notes
APM	X	X	X	X	X	X	X	X	X	
Badger	X	X	X	X	X	X	X	X	X	
Berry	X	X	X	X	X	X	X	X	X	
Classical	X	X	X	X	X	X	X	X	X	
Columbus/ABS	X	X	X	X	X	X	X	X	X	
Dunlap	X	X	X	X	X	X	X	X	X	
Edison	X	X	X	X	X	X	X	X	X	
Ferber	X	X	X	X	X	X	X	X	X	
Foster	X	X	X	X	X	X	X	X	X	
Franklin	X	X	X	X	X	X	X	X	X	
Highlands/Odyssey	X	X	X	X	X	X	X	X	X	
Horizons	X	X	X	X	X	X	X	X	X	
Houdini	X	X	X	X	X	X	X	X	X	
Huntley	X	X	X	X	X	X	X	X	X	
Jefferson/Fox River	X	X	X	X	X	X	X	X	X	
Johnston	X	X	X	X	X	X	X	X	X	
McKinley	X	X	X	X	X	X	X	X	X	
Richmond	X	X	X	X	X	X	X	X	X	
Einstein	X	X	X	X	X	X	X	X	X	
Kaleidoscope	X	X	X	X	X	X	X	X	X	
Madison	X	X	X	X	X	X	X	X	X	
Wilson/Magellan	X	X	X	X	X	X	X	X	X	
Valley New School	X	X	X	X	X	X	X	X	X	
WCA	X	X	X	X	X	X	X	X	X	
East/Tesla/eSchool	X	X	X	X	X	X	X	X	X	
North/FCLA	X	X	X	X	X	X	X	X	X	
West/A-Tech/RSA	X	X	X	X	X	X	X	X	X	
Central	X	X	X	X	X	X	X	X	X	

Updated 11/15/23