APPLETON AREA SCHOOL DISTRICT
BOARD OF EDUCATION MEETING
Scullen Leadership Center
131 E. Washington Street, Suite 1A
Appleton, WI 54911
Time: 6:30 PM

A Fine Arts Reception will be held in the Board Room from 6:00-6:30 PM, featuring student artwork on display. Student artists and their families are invited to attend. The event is open to the public. The regular meeting will begin following the event.

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 Clara Kopplinger, at kopplingerclar@aasd.k12.wi.us or (920) 832-6126, at least 24-hours in advance of the meeting.

1. Fine Arts Reception

Subject	**A. Held in the Board Room from 6:00 to 6:30 PM, prior to the Board meeting**
Meeting	Nov 14, 2022 - Board of Education Meeting
Category	1. Fine Arts Reception
Type	Recognition

2. Meeting Opening

Subject	**A. Call to Order (6:30 PM)**
Meeting	Nov 14, 2022 - Board of Education Meeting
Category	2. Meeting Opening
Type	Procedural

Following the Fine Arts Reception, Board President Kay Eggert will call the meeting to order and the live stream will begin.

Subject	**B. Roll Call**
Meeting	Nov 14, 2022 - Board of Education Meeting
Category	2. Meeting Opening
Type	Procedural

Subject	**C. Pledge of Allegiance**
Meeting	Nov 14, 2022 - Board of Education Meeting
Category	2. Meeting Opening
Type	Procedural

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

Subject	**A. Board Member Request to Remove Consent Agenda Items(s) for Separate Consideration**
Meeting	Nov 14, 2022 - Board of Education Meeting
Category	3. Approval of Agenda (GC-2: Governing Commitments)
Type	Procedural

Subject	**B. Approval of Agenda**
Meeting	Nov 14, 2022 - Board of Education Meeting
Category	3. Approval of Agenda (GC-2: Governing Commitments)
Type	Action, Procedural

4. Special Presentation

Subject	**A. Student School Board Representative Report**
Meeting	Nov 14, 2022 - Board of Education Meeting
Category	4. Special Presentation
Type	Information, Recognition, Report

Student School Board Representative Natalie Sheridan will provide updates from North High School.

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

Subject	**A. Public Input**
Meeting	Nov 14, 2022 - Board of Education Meeting
Category	5. Public Input (GC-3.3: Initiate and maintain effective communication with the citizens.)

Type   Procedural

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

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

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

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

Subject	**A. None**
Meeting	Nov 14, 2022 - Board of Education Meeting
Category	6. Board Development (GC-2.2: The Board will assure that its members are provided with training and professional support necessary to govern effectively.)
Type	Discussion, Information, Presentation

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

Subject	**A. Business Services Update(s): AP Check Register October 2022; Grants 2022-2023**
Meeting	Nov 14, 2022 - Board of Education Meeting
Category	7. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)
Type	Discussion, Information, Report

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

Subject	**B. School/Student Services Update(s): Proposed New Course - Culture of Health Care (6975) - Standards and Curriculum Adoption; Start College Now/Early College Credit Program – 2nd Semester/Lawrence Term 2/ 2022-23 Classes**
Meeting	Nov 14, 2022 - Board of Education Meeting
Category	7. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)

Type	Discussion, Information, Report

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

> File Attachments
> Culture of Healthcare Item for Consideration.pdf (24 KB)
> Item for Consideration - Term II- 2022-23 Start College Now Early College Credit Programs.pdf (32 KB)

Subject	**C. Personnel Services Update(s): Professional Educator Hire(s), Contract Change(s), and Contract Change(s) Based on Professional Growth; Administrative Resignation**
Meeting	Nov 14, 2022 - Board of Education Meeting
Category	7. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)
Type	Discussion, Information, Report

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

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

Subject	**A. Annual Budget Hearing Minutes from October 24, 2022**
Meeting	Nov 14, 2022 - Board of Education Meeting
Category	8. Board's Consent Agenda (GC-2.4: The Board will use a consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss.)
Type	Action, Minutes

Subject	**B. Board Meeting Minutes from October 24, 2022**
Meeting	Nov 14, 2022 - Board of Education Meeting
Category	8. Board's Consent Agenda (GC-2.4: The Board will use a consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss.)
Type	Action, Minutes

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

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

Subject	**A. AP Check Register October 2022**

Meeting	Nov 14, 2022 - Board of Education Meeting
Category	9. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action
Fiscal Impact	Yes
Budgeted	Yes

Holly Burr, Executive Director of Finance will recommend approval for the October 2022 AP check register.

Subject	**B. Grants 2022-2023**
Meeting	Nov 14, 2022 - Board of Education Meeting
Category	9. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action
Fiscal Impact	Yes
Budgeted	Yes

Holly Burr, Executive Director of Finance will recommend approval for the 2022-2023 Grants.

> File Attachments
> November Grants 2022-2023.pdf (216 KB)

Subject	**C. Proposed New Course - Culture of Health Care (6975) - Standards and Curriculum Adoption**
Meeting	Nov 14, 2022 - Board of Education Meeting
Category	9. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action

> File Attachments
> Culture of Healthcare Item for Consideration.pdf (24 KB)
> Culture of Healthcare Course Overview.pdf (457 KB)
> Culture of Health care KWKT.pdf (521 KB)

Subject	**D. Start College Now/Early College Credit Program – 2nd Semester/Lawrence Term 2/ 2022-23 Classes**
Meeting	Nov 14, 2022 - Board of Education Meeting
Category	9. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)

Type   Action

> File Attachments
> Item for Consideration - Term II- 2022-23 Start College Now Early College Credit Programs.pdf (32 KB)
> 2022-23 SCN_ECCP - Board - Term II - SEM 2.pdf (71 KB)

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

Meeting   Nov 14, 2022 - Board of Education Meeting

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

Type   Action

> File Attachments
> IFC Professional Educator New Hires 11-14-22.pdf (119 KB)

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

Meeting   Nov 14, 2022 - Board of Education Meeting

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

Type   Action

> File Attachments
> IFC Professional Educator Contract Changes 11-14-22.pdf (9 KB)

Subject   **G. Professional Educator Contract Change(s)-Based on Professional Growth**

Meeting   Nov 14, 2022 - Board of Education Meeting

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

Type   Action

> File Attachments
> IFC-Professional Educator Contract Changes (Based on Professional Growth).pdf (110 KB)

Subject   **H. Administrative Resignation**

Meeting   Nov 14, 2022 - Board of Education Meeting

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

Type	Action

File Attachments
IFC-Administrative Resignation.pdf (80 KB)

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

Subject	**A. Business Services Report: November 8, 2022 Referendum Election Results**
Meeting	Nov 14, 2022 - Board of Education Meeting
Category	10. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)
Type	Discussion, Information, Presentation, Report

Superintendent Greg Hartjes will report on the results from the November 8, 2022 Referendum Election.

Subject	**B. School Services Report: Proposed EL Curriculum & Materials Update: Intermediate EL ELA (1820) and Project Success 2 (1860/1865)**
Meeting	Nov 14, 2022 - Board of Education Meeting
Category	10. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)
Type	Discussion, Information, Presentation, Report

Assistant Superintendent Steve Harrison and EL/Bilingual Coordinator Amy Swick will present on a proposed EL Curriculum & Materials Update.

File Attachments
EL Intermediate 1820 Item of Information (11_14_22 BOE).pdf (68 KB)
EL 1820 Course Overview.pdf (51 KB)
EL Intermediate 1820 KWKT.pdf (99 KB)
Public Input Received - 1820 EL Intermediate.pdf (52 KB)
1860_1865 Project Success 2 Item for Consideration (11_14_22 BOE).pdf (69 KB)
Project Success 2 Course Overview.pdf (56 KB)
1860_1865 Project Success 2 KWKT.pdf (100 KB)
Public Input Received - 1860_1865 Project Success 2.pdf (48 KB)

Subject	**C. School Services Report: Proposed Materials Update - HS ELA: AP English Literature and Composition (1270)**
Meeting	Nov 14, 2022 - Board of Education Meeting
Category	10. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)
Type	Discussion, Information, Presentation, Report

File Attachments
Item of Information ELA 12_ AP English Lit & Comp (1270) purchase.pdf (41 KB)
KWKT- AP English Lit & Comp (11_1_22).pdf (88 KB)
Public Input Received - AP English Lit & Comp.pdf (66 KB)

Subject	**D. Personnel Services Report: None**
Meeting	Nov 14, 2022 - Board of Education Meeting
Category	10. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)
Type	Discussion, Information, Presentation, Report

11. Board Business

Subject	**A. Consent Agenda Item(s) Removed for Separate Consideration**
Meeting	Nov 14, 2022 - Board of Education Meeting
Category	11. Board Business
Type	Action, Discussion

12. Items of Information

Subject	**A. None**
Meeting	Nov 14, 2022 - Board of Education Meeting
Category	12. Items of Information
Type	Information

13. Future Meetings

Subject	**A. Board Work Session: Wednesday, November 16, 2022, 7:30 AM**
Meeting	Nov 14, 2022 - Board of Education Meeting
Category	13. Future Meetings
Type	Information

Subject	**B. Board Work Session: Monday, November 28, 2022, 5:00 PM**
Meeting	Nov 14, 2022 - Board of Education Meeting
Category	13. Future Meetings
Type	Information

Subject	**C. Board Meeting: Monday, November 28, 2022, 6:00 PM**
Meeting	Nov 14, 2022 - Board of Education Meeting
Category	13. Future Meetings
Type	Information

14. Adjourn

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

Meeting	Nov 14, 2022 - Board of Education Meeting
Category	14. Adjourn
Type	Action, Procedural

Topic: 2022-2023 Grants

Background Information:

The Appleton Area School District has been awarded various grants for the 22-23 fiscal year. The name and amount of each grant is listed below:

Fund 11

DPI Alcohol and Drug Abuse Grant	$	25,000.00
School Based Mental Health Grant	$	65,000.00
School Health Workforce Development Grant Subgrant	$	124,843.47
Refugee School Impact Grant	$	35,700.00
Title I-A Grant	$	2,173,220.00
Title II-A Grant	$	370,369.00
Title III-A Grant	$	193,961.00
Title I-D Grant	$	3,409.00
Title IV-A	$	156,619.00
Carl Perkins/Career and Technical Education (CTE)	$	111,094.00

Fund 21

Wisconsin Dairy Farmers Fuel Up to Play 60	$	4,000.00

Fund 27

Ermin F. and Eddie C. Schroeder Grant	$	28,100.00
Special Education Incentive Grant Funding	$	53,502.96
IDEA-Preschool Grant	$	142,600.00
IDEA-Flow-Through Grant	$	3,772,758.00

Fund 29

Title VI-Indian Education Formula Grant	$	28,404.00

Fund 50

Fresh Fruit and Vegetable Program	$	38,853.00

Administrative Recommendation: Recommend Approval

DPI Alcohol and Drug Abuse Grant – The Department of Public Instruction has awarded the Appleton Area School District a grant in the amount of $25,000 for the AODA program. The discretionary grant program supports the development and expansion of the District-wide comprehensive, kindergarten through grade 12, alcohol and other drug abuse prevention and early intervention programming as part of a coordinated school health program.

School Based Mental Health Grant - The Wisconsin Department of Public Instruction has awarded the Appleton Area School a grant in the amount of $65,000 to provide school-based mental health services. The funds will be used for projects that involve collaboration with community mental health providers to create support systems for children, youth and families.

School Health Workforce Development Grant Subgrant – The Wisconsin Department of Health awarded CESA 6 grant funding to support school nursing and CESA 6 is providing subgrants to school systems. The Appleton Area School District will receive $114,660.37 for *Recruitment and Retention.* This is for support in recruiting and retaining school health staff to include school nurses, aides and other support staff. We will also receive an additional $10,183.10 for *Wellness, Training and Memberships.* This funding is made available to support school nurse wellness, as well as provide professional opportunities.

Refugee School Impact Grant – The Wisconsin Department of Children and Families has awarded the Appleton Area School District a grant in the amount of $35,700. The purpose of this grant is to help refugee children ages 5-18 succeed in school. It will also help refugee parents understand the school system and provide the support their children need to succeed.

Title I-A Grant – The Department of Public Instruction has awarded the Appleton Area School District a grant in the amount of $2,173,220. This grant is designed to close achievement gaps and ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education.

Title II-A Grant - The Department of Public Instruction has awarded the Appleton Area School District a grant in the amount of $370,369. This funding is used to recruit, train and prepare candidates to become effective teachers in core academic areas.

Title III-A Grant - The Department of Public Instruction has awarded the Appleton Area School District a grant in the amount of $193,961. This grant is designed to improve the education of English learners. These funds may be used to provide supplemental services that improve the English language proficiency and academic achievements of English learners.

Title I-D Grant - (Neglected and Delinquent Program) – The Department of Public Instruction has awarded the Appleton Area School District a grant in the amount of $3,409. The purpose of this grant is to enable neglected, delinquent, and at-risk students to have the same opportunity as students in other Title I programs

Title IV-A Grant – The Department of Public Instruction has awarded the Appleton Area School District a grant in the amount of $156,619. The purpose is to ensure all students have access to high-quality educational experiences.

Carl Perkins/Career and Technical Education (CTE) – The Department of Public Instruction has awarded the Appleton Area School District a grant in the amount of $111,094 for the 2022-2023 school year. The purpose of this grant is to assist in improving secondary and postsecondary-level career and technical education programs.

Wisconsin Dairy Farmers Fuel Up to Play 60 – Dairy Farmers of Wisconsin awarded Huntley and Richmond Elementary Schools $2,000 each to activate their Fuel Up to Play 60 programs for the 2022-2023 school year. This program empowers students to lead their schools in fueling up with nutrient-rich foods like low fat and fat-free dairy foods, fruits, vegetables and whole grains and getting active every day.

Armin F and Eddie C. Schroeder Grant - The Community Foundation for the Fox Valley awarded the Appleton Area School District a grant in the amount of $28,100 on behalf of the Armin F. and Eddie C. Schroeder Fund. This grant is designated for the Special Education Department.

Special Education Incentive Grant Funding – The Department of Public Instruction has awarded the Appleton Area School District grant funding in the amount of $53,502.96. This is a categorical aid program created under the 2015 Act 55 to incentivize positive post-school outcomes for students with disabilities. The grant will be used to fund to PAES Lab.

IDEA Preschool Grant – The Department of Public Instruction has awarded the Appleton Area School District a continuing Preschool Entitlement grant in the amount of $142,600 for the 2022-2023 school year. This grant makes available special education and related services for children with disabilities ages 3 through 5.

IDEA Flow-Through Grant - The Department of Public Instruction has awarded the Appleton Area School District a Flow-Through grant in the amount of $3,772,758. The IDEA part B formula grant programs (sections 611 and 619) assist states in providing a free appropriate public education in the least restrictive environment for children with disabilities ages 3-21.

Title VI-Indian Education Formula Grant – The US Department of Education has awarded the Appleton Area School District a grant in the amount of $28,404. This grant supports local education agencies in their efforts to reform elementary and secondary school programs that serve Indian students.

Fresh Fruit and Vegetable Program – The Department of Public Instruction has awarded Part A of the Fresh Fruit and Vegetable Program funding in the amount of $38,853 to the Appleton Area School District. These funds permit the purchase of allowable food, supplies and labor for the period of July – September 2022.

Contact: Holly Burr
        Executive Director of Finance
        920-997-1399 ext. 2034

Board Action: November 14, 2022

<h1 style="text-align: center;">ITEM FOR CONSIDERATION</h1>

Topic: **Culture of Health Care (6975): Standards and Curriculum Adoption**

**Background
Information:**   In February of 2022, the district received notification that a dual enrollment course, People Skills for Health Professional(#6970), was no longer offered at FVTC. This notification, along with the information gained through the Career & Technical Education Comprehensive Local Needs Assessment, informed our decision to look for other Health Science Pathway Courses and Dual Enrollment opportunities. FVTC offers a Culture of Health Care course that meets the needs of course sequencing and dual enrollment. Staff are required to take this course prior to teaching this as a dual enrollment course.

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 will have the opportunity to build upon their knowledge of Careers within the Health Science pathway by developing the communication skills within a health care setting, exploring relationships and teamwork within healthcare and identifying standards of professionalism within the healthcare field.

**Administrative
Recommendation:**   Approve as submitted.

**Contact
Persons:**   Kristin Comerford, Coordinator Career Based Learning and
Career & Technical Education, 832-6157 x 2187 comerfordkrist@aasd.k12.wi.us

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

BOE: 11/14/2022

Culture of Healthcare (6975) Course Overview Curriculum Document

Course Description

This class introduces the culture of healthcare for students interested in working in various healthcare settings. Learners examine professionalism, interpersonal and written communication skills, problem-solving skills and patient privacy and confidentiality issues as they relate to healthcare.

Credits	Prerequisites
.5	Introduction to Health Occupations

Board Approved	Revised
Pending Board Approval (November 2022)	

Required Assessments

District-wide, standards-based common summative assessments

Textbooks/Resources

Makely, S. (2017).Professionalism in Health Care - A Primer for Career Success [5th Ed.]. Pearson
ISBN: 978-0-13-441567-3.

Course Essential Understandings	Course Essential Questions
As a result of successfully completing this course, students will understand that: ● The healthcare community needs to be explored and examined. ● Students can explore how to gain experience, knowledge, and skills to aid them in the healthcare setting. ● Employability skills are important in any healthcare setting. ● It is mandatory to protect patient privacy and confidentiality. ● They will be faced with different factors within decision making ● There is an organized process to solve problems in a healthcare setting to be applied. ● Demonstrating effective written communication skills in the healthcare setting is essential. ● Demonstrating effective interpersonal communication skills in the healthcare setting is necessary. ● Principles of customer service in the healthcare setting need to be integrated. ● Professional behaviors can start now by networking and making strong connections. ● Professional behavior as a member of the healthcare team needs to be demonstrated. .	● What are the different sections/elements to explore within the healthcare setting? ● What different opportunities can I explore now to gain experience in the health care setting? ● What employability skills are most important in the health care setting? ● What are the national standards to protect individual health information? ● What decision-making factors and steps should I follow? ● How can I develop skillful communication in the healthcare setting? ● How is customer service applied throughout the healthcare process? ● How can what I do now help pave the way for my future in healthcare?

Unit Overviews

Unit Name	Unit Description	Unit Essential Question	Instructional Standards	Assessed Standards
Unit 1 - The Healthcare Industry and Your Role	Whether you are preparing for your first job or gaining the knowledge and skills you need for career advancement, you've made a good decision choosing a healthcare occupation. Working in health care offers lots of benefits and opportunities.	What are the four benefits of working in the healthcare industry? What are two reasons why healthcare workers must be aware of current trends and issues in the healthcare industry?	CD1: Students will consider, analyze, and apply an awareness of self, identity, and culture to identify skills and talents.	CD1a: Identify personal strengths, aptitudes, and passions.
Unit 2- Work Ethic and Performance	No job is insignificant and no worker is unimportant in health care. Most people are familiar with the critical roles that doctors, nurses, and pharmacies play in healthcare. But patients and the general public may not be familiar with the roles of caregivers such as medical assistants, nuclear medicine technologists, and occupational therapists, just to name a few. This unit will explore work ethic and job performance in all areas of health care.	Why do healthcare workers need to have a systems perspective? Why must healthcare workers function within the legal scope of practice for the state in which they are employed?	HSF4: Students will demonstrate how employability skills enhance their employment opportunities and job satisfaction.	HSF4a: Demonstrate personal traits of healthcare professionals and positive work behaviors for retaining employment in the healthcare industry.
Unit 3 - Personal Traits and the Health Care Professional	Professionalism brings together who you are as a person and how you contribute those traits in the workplace. Before you can achieve success "doing" something, you have to "be" something, and being a healthcare professional depends greatly on who you are as a person. It takes a long time to develop a good reputation and only a split second to lose it. Much of this comes down to your character and personal values.	How does your character affect your reputation as a healthcare professional? What are three important questions to ask yourself when making difficult ethical decisions?	HSF4: Students will demonstrate how employability skills enhance their employment opportunities and job satisfaction.	HSF4a: Demonstrate personal traits of healthcare professionals and positive work behaviors for retaining employment in the healthcare industry.

		What are three examples of complex ethical, moral, and legal dilemmas in health care?		
Unit 4 - Relationships, Teamwork, and Communication	It is important to think about how healthcare professionals work with other people. Your interactions with other people and the relationships you form with coworkers are the basis for success in the workplace. Interdependence is essential. No one person can do it all. Only groups of people working together can get the job done well.	Explain the concept of interdependence among healthcare workers. What are three ways to strengthen relationships at work? What are the four essential elements for communication to take place?	HSF2: Students will apply various methods of giving and obtaining health care information and communicate effectively both orally and in writing.	HSF2a: Apply the concepts of effective verbal and non-verbal communication in the healthcare setting.
Unit 5 - Cultural Competence and Patient Care	One of the challenges in forming effective working relationships is getting along with people who you might see as different from you. You're probably familiar with the term diversity as it relates to racial differences. Diversity includes other kinds of differences as well, based on cultural differences such as gender, age, or the era in which you grew up, ethnic background, sexual orientation, religious beliefs, socioeconomic status, physical or mental conditions, occupation, neighborhood, family size, language and more.	How can bias result in health care disparities for members of minority cultural groups? What are ways to provide good customer service for hospitalized patients and their visitors? Why do healthcare workers need to be culturally competent?	HSF4: Students will demonstrate how employability skills enhance their employment opportunities and job satisfaction.	HSF4a: Demonstrate personal traits of healthcare professionals and positive work behaviors for retaining employment in the healthcare industry.
Unit 6 - Professionalism and Your Personal Life	Good personal skills free you up to concentrate on your career. Many of your personal skills transfer to the workplace and influence your reputation as a professional. This includes your personal image, personal health and wellness, and the ability to manage your time, finances, and stress and adapt to change.	Explain how personal skills affect your success as a healthcare worker. Describe how your personal image affects patient care. What is self-care so important for health care workers?	LE1: Students will apply leadership in real-world, family, community, and business industry applications.	LE1a: Implement leadership skills to accomplish team goals and objectives LE1c: Identify the role of community service and service learning in family, community, business and industry.
Unit 7- The Practicum Experience	A practicum is a real-life learning experience obtained through working on-site in a healthcare facility while enrolled as a student. Schools and educational programs use different terms for the practicum experience. In this unit, we will explore different types of experiences such as clinicals, externship, internship, professional experiences, and so forth.	What is the purpose of a practicum? What is the connection between your performance on a practicum and securing employment reference at graduation? What criteria should be considered when evaluating your performance and assigning a grade for your practicum?	CD1: Students will consider, analyze, and apply an awareness of self, identity, and culture to identify skills and talents.	CD1b: Demonstrate effective decision-making, problem-solving, and goal setting. CD1c: Interact effectively with others in similar and diverse teams CD1d: Apply a range of relevant decision-making strategies.
Unit 8-Employment and Professional Development	Finding a job is the next step in applying what you've learned in school. Developing job-seeking skills will help you identify the best employment opportunities.	What factors should you consider when identifying your occupational preferences? What are the characteristics of effective leaders? Why is it important to have a career advancement plan?	CD2: Students will identify the connection between educational achievement and work opportunities in order to reach personal and career goals. HSF4: Students will demonstrate how employability skills enhance their employment opportunities and job satisfaction	CD2a: Apply academic experiences to the world of work, inter-relationships, and the community. CD2b: Assess attitudes and skills that contribute to successful learning in school and across the lifespan. HSF4.c.6.h: Use multiple resources to locate healthcare job opportunities connected to career goals or plans.

Culture of Health Care: Key Word Key Time (KWKT)

WHY were changes made to the Health Science Pathway?	Changes were made to the CTE - Health Science Pathway to be responsive to:
	   (1) Students' opportunities to Dual Enrollment Courses.
	   (2) Students' opportunities to course sequencing within a Pathway.
	
	As part of Carl Perkins funding, a certified Career Pathways must meet specific components to qualify for funding specific to the Size, Scope, and Quality of a pathway. The Health Science Pathway must offer 3 out of the 5 components to qualify for funding:
	● At least two high school CTE Courses
	● Work Based Learning option
	● Dual Enrollment
	● CTSO (Career Technical Student Organization)
	● Industry Recognized Credential
	
	The current course offering, People Skills for Health Professionals(#6970), is not being offered as a dual enrollment course and is no longer taught at FVTC. This course was Board approved in July of 2003. To ensure we are current with changes in Health Careers, the decision was made to seek out a different course for AASD students.
	
	The addition of the Culture of Health Care course will ensure we meet the requirement of two courses along with providing a dual enrollment offering within our Health Science Pathway.

WHAT changes were made?	The change that will be in effect for the 2023-24 School year: ● Removal of course: People Skills for Health Professional(#6970) ● Offering: Culture of Health Care Course(#6975)
HOW will the changes support student success?	A strong Health Science Pathway will support student success and provide: ● Opportunities to explore the Health Science Pathway with a course sequencing of two courses. ● Dual Enrollment opportunity for students ● Ensure Perkins funding to support the Health Science Pathway

Item for Consideration

Topic: Start College Now/Early College Credit Program – 2nd Semester/Lawrence Term 2/ 2022-23 Classes

Background Information: The Start College Now/Early College Credit Program (SCN/ECCP) allows students in grades 11 and 12 to take courses at institutions of higher learning at district expense to a maximum of 18 post-secondary credits. SCN/ECCP students typically apply for access to multiple courses (and multiple institutions) to improve chances of a successful class match. Student options are in practice limited based on postsecondary criteria (e.g. space in class, pre-testing qualification, schedule). While students may apply to multiple institutions, they may, by statute, attend only one institution per term. Students approved for courses at district expense must be accepted and registered at the institution of higher education. Grades must become part of high school transcript and GPA.

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

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

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

Administrative Recommendation: Approve payment for student requests for post-secondary courses. This approval is for the 2nd semester/term 2 of 2022-23.

Instruct the Assistant Superintendent of ACI to notify involved parents and students of this action by November 15, 2022 as per state statute.

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

Contact Person: Steve Harrison, Ph.D., Assistant Superintendent for ACI
harrisonstepha@aasd.k12.wi.us; 832-6157 ex 2177

BOE: 11-14-2022

SCHOOL	COURSE	COLLEGE/ UNIVERSITY	CREDIT	HS CREDIT TO EARN	APPROVE	DENY	COMPARABLE COURSE
VNS	Introduction to Gender Studies	Lawrence	6 units		X		
North	Nursing Assistant	FVTC	3		X		
North	Nursing Assistant	FVTC	3		X		
North	Emergency Medical Technician	FVTC	5		X		
West	Nursing Assistant	FVTC	3		X		
West	Nursing Assistant	FVTC	3		X		
West	Nursing Assistant	FVTC	3		X		
West	Data Access for Programmers	FVTC	3		X		
West	C# Intro to Programming	FVTC	3		X		
West	C# Intermediate Programming	FVTC	3		X		
West	Network Essentials	FVTC	3		X		
West	HTML5	FVTC	3		X		
West	Cascading Style Sheets	FVTC	3		X		
WCA	Oral/Interpersonal Communications	Western Technical College	3			X	
WCA	Microbiology	Western Technical College	4		X		
North	Nursing Assistant	FVTC	3		X		
North	Medical Law, Ethics, and Professsion	FVTC	3		X		
North	Culture of Healthcare	FVTC	2		X		
North	Digital Literacy for Healthcare	FVTC	2		X		
North	Understanding Addiction	FVTC	3		X		
North	Human Diseases for Healthcare Professions	FVTC	3		X		
North	Emergency Medical Technician	FVTC	5		X		
North	Medical Terminology	FVTC	3		X		
WCA	Introduction to Philosophy	UW Eau Claire	3		X		
WCA	Survey of the Criminal Justice System	UW Eau Claire	3			X	
WCA	Introduction to Politics	UW Eau Claire	3			X	
WCA	Women and World Religions	UW Eau Claire	3		X		
WCA	American Sign Language IV	UW Eau Claire	3		X		
WCA	Introduction to Child Life	UW Eau Claire	3			X	
WCA	Busting Language Myths	UW Eau Claire	3		X		
WCA	Introduction to Communication Sciences & Disorders	UW Eau Claire	3		X		
WCA	Introduction to Literature	UW Eau Claire	3			X	
WCA	Introduction to Sociology	UW Eau Claire	3			X	
WCA	Introduction to Psychology	UW Eau Claire	3			X	
WCA	Sociology 101	UW Milwaukee	3			X	
WCA	Survey of Health Professionals	UW Milwaukee	3			X	6960 Introductions to Health Occupations
WCA	Intro to Interpersonal Communication	UW Milwaukee	3			X	
WCA	Women & Gender Studies	UW Milwaukee	3		X		

East	**Conservation of Culture and Natural Resources**	UW Parkside	3		X		
East	**Environmental Sustainability**	UW Green Bay	3		X		
East	**Energy and Society**	UW Green Bay	3		X		
East	**Food and Nutritional Health**	UW Green Bay	3		X		
East	**World Food and Population Issues**	UW Green Bay	3		X		
East/Tesla	**Early Civilizations**	UW Oshkosh Fox Cities	3			X	
East/Tesla	**Foundations of Physics**	UW Oshkosh Fox Cities	3/4		X		
East/Tesla	**Computer Applications**	UW Oshkosh Fox Cities	3			X	5000 Computer Applications
East/Tesla	**American Government & Politics**	UW Oshkosh Fox Cities	3			X	
East/Tesla	**General Economics**	UW Oshkosh Fox Cities	3			X	
East/Tesla	**General Psychology**	UW Oshkosh Fox Cities	3			X	
North	**Nursing Assistant**	FVTC	3		X		
North	**Nursing Assistant**	FVTC	3		X		
West	**Differential Equations**	UW Oshkosh	3		X		
West	**Linear Algebra**	UW Oshkosh	3		X		
WCA	**Introduction to Sociology**	UW Milwaukee	3			X	
Appleton eSchool	**Beginning Japanese II**	Lawrence	6 units		X		
Appleton eSchool	**Beginning Intermediate Japanese**	Lawrence	6 units		X		
North	**Nursing Assistant**	FVTC	3		X		

ITEM FOR CONSIDERATION

TOPIC: Professional Educator New Hire(s)

BACKGROUND INFORMATION: The Professional Educators listed are recommended for contractual positions for the 2022-2023 school year:

Name	*Position*	*Location*	*FTE*	*Salary*	*Effective Date:*
Stephanie S. Albrecht	Special Ed-AUT	Huntley	100%	$32,938	11/7/22
Samuel A. Shackelford	Math	Einstein	100%	$41,947	11/15/22
Samantha M. Shoemaker	School Nurse	District	100%	$36,544	10/17/22

Stephanie S. Albrecht received her Bachelor of Science in Education degree from UW-Oshkosh with a major in a dual major in Elementary and Special Education. Ms. Albrecht is being hired as a "Temporary Employee" under a one-year license with stipulations for the remainder of the 2022-2023 school year. Most recently, she served Acceptional Minds, LLC as a County Coordinator.

Samuel A. Shackelford received his Master of Science in Education degree from UW-Oshkosh with a major in Teaching and Learning. Mr. Shackelford is being hired as a "Temporary Employee" for the remainder of the 2022-2023 school year. Most recently, he served the New London School District as a Math Teacher.

Samantha M. Shoemaker received her Bachelor of Science degree from UW-Milwaukee with a major in Nursing. Ms. Shoemaker is being hired as a "Temporary Employee" for the remainder of the 2022-2023 school year. Most recently, she served the District as a Substitute School Nurse.

FISCAL NOTE: As indicated above

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 positions.

CONTACT PERSON: Julie King, (920) 997-1399 (ext. 2042)

11/14/22

<div align="center">**ITEM FOR CONSIDERATION**</div>

TOPIC: Professional Educator Contract Change(s)

BACKGROUND INFORMATION: Contract changes for the following Professional Educators are recommended for the 2022-2023 school year:

Name	Position	Location	FTE	Effective Date
Hilary K. Haskell	English Learner	North	60% to 100%	11/14/22-6/5/23
Hannah M. Malone	Music-Strings	Classical	100% to 108%	8/24/22-6/5/23
Margaret C. Scheffler	Special Ed-EBD	PRIDE	100% to 120%	8/24/22-6/5/23

FISCAL NOTE: As indicated above

ADMINISTRATIVE RECOMMENDATION: Approval

INSTRUCTIONAL IMPACT: These assignments will meet the needs of students.

CONTACT PERSON: Julie King, (920) 997-1399 (ext. 2042)

11/14/22

ITEM FOR CONSIDERATION

TOPIC: Professional Educator Contract Change(s) (Based on Professional Growth)

BACKGROUND INFORMATION: The District realizes the importance of professional development in educator growth and, in turn, student success. Through coursework, educators gain exposure to new strategies and best practices that they can incorporate into their classrooms. In addition, these programs offer educators an opportunity to collaborate with other professionals to connect theory, practice, and student outcomes. As a result, teachers are better skilled to offer students diverse learning opportunities that will prepare them to meet content standards. In recognition of this work, the Employee Handbook outlines additional compensation for earning a Master's Degree

2022-23 Semester I Contract Changes
Total Expenditure: $153,275
Number of Educators Receiving a Contract Change: 30

FISCAL NOTE: $153,275 annually

CONTACT PERSONS: Julie King, 920-997-1399 (x2042)

11/14/22

ITEM FOR CONSIDERATION

TOPIC: Administrative Resignation

BACKGROUND INFORMATION: The following administrator has submitted a letter of resignation effective November 18, 2022.

Pa Lee Moua has been with the District for 4 and one-half years, most recently as the Diversity, Equity and Inclusion Officer.

FISCAL NOTE: Dependent upon replacement

INSTRUCTIONAL IMPACT: A qualified replacement will be procured.

ADMINISTRATIVE RECOMMENDATION: Approval

CONTACT PERSON: Julie King, 920-997-1399 (ext. 2042)

11/14/22

<p align="center">**ITEM OF INFORMATION**</p>

Topic: **EL Intermediate 1820: Standards and Curriculum Adoption**

**Background
Information:**   Amy Swick, EL/Bilingual Coordinator, has been working with AASD High School 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
Persons:**   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: 11/14/22

EL Intermediate (1820) 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 on the foundational English language skills learned in previous EL courses. Students will explore and experiment with new vocabulary, grammar, and English language skills to express themselves in a school setting. Social and academic language are applied through the use of multiple genres.

Credits	Prerequisites
One ELA Credit/Year	None

Board Approved	Revised
Pending Board Approval (November, 2022)	

Required Assessments

District-wide, standards-based common assessments, ACCESS 2.0

Textbooks/Resources

Resources: Persepolis by Marjane Satrapi, The Breadwinner Graphic Novel by Deborah Ellis, Welcome to the New World by Jake Halpern and Michael Sloan, Weight of Water by Sarah Crossan, Crossover by Kwame Alexander, Just Right Words Slam Poetry by Elizabeth Winchester, Inside Out and Back Again by Thanhha Lai, Home of the Brave by Katherine Applegate, Somos Latinas: Voices of Wisconsin Latina Activists, My Havana by Rosemary Wells, Malala: My Story of Standing Up for Girls' Rights, Drawing from Memory by Allen Say, Adrift at Sea: A Vietnamese Boy's Story of Survival

Course Essential Understandings	Course Essential Questions
As a result of successfully completing this course, students will: ● Write about a topic clearly with good organization ● Be able to converse with other students using academic English about a topic they're studying ● Improve both academic and social English proficiency ● Improve reading skills and develop an interest in reading and writing **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 does learning English affect and improve our communication skills? ● How does literature expand my understanding of myself and others? ● How does the language used in formal written expression differ from the language used in social situations?

Unit Overviews

Unit Name	Unit Description	Unit Essential Question	Instructional Standards	Assessed Standards
Unit #1 - MyJourney	Students will explore how characters in various narratives overcome obstacles in their lives and relate the character's journey experience to their own life.	What character traits allow individuals to overcome obstacles? How does my personal journey connect to the journeys of others portrayed in literature?	R 9-10.2 R 9-10.3 R 9-10.4 R 9-10.6 W.2 W.7 SL.4 L.2	R 9-10.2 R 9-10.3 R 9-10.4 R 9-10.6 W.2 W.7 SL.4 L.2
Unit #2 - Poetry and Verse in the World Around Me	Students will read poetry by diverse authors, analyze themes, and create poetry to express themselves.	How do poets express themselves? How can I express my emotions and ideas through poetry?	R.9-10.5 R9-10.4 R9-10.2 R9-10.6 W9-10. 2 W9-10.1	R.9-10.5 R9-10.4 R9-10.2 R9-10.6 W9-10. 2
Unit #3 - Windows and Mirrors in Memoirs	Students will read and discuss memoirs with the goal of gaining perspective on their own life and the life of others. Students will write their own memoirs with a connection to their own life and journey.	What personal experiences do authors choose to write about? How does reading about others' personal experiences impact me as a reader/student? How are we connected as individuals through our experiences?	R.9-10.1 R.9-10.6 W.9-10.3 L.9-10.5 SL.9-10.1	R.9-10.1 R.9-10.6 W.9-10.3 L.9-10.5 SL.9-10.1

EL Intermediate 1820: Key Word Key Time (KWKT)

WHY were changes made to the EL Intermediate 1820 curriculum?	The AASD provides EL courses at the high school level to support students with proficiency levels ranging from level 1 (entering) to level 5 (bridging). 1820 Intermediate EL was previously updated in 2014. ● 1810 Basic EL ● 1855 Project Success for Newcomers ● 1820 Intermediate EL ● 1830 Intermediate to Advanced EL ● 1840 Advanced EL ● 1860/165 Project Success 2 Changes were made to the 1820 EL Intermediate curriculum to be responsive to current research in standards-based instructional practices and updated WIDA language standards.
WHAT changes were made?	Revision of the curriculum document includes the following: ● Addition of updated ELA standards in Reading, Writing, Speaking, Listening, and Language, as well as a focus on WIDA English Language Development Standard 1 and Standard 2 ● Relevant and rigorous texts ● Course Essential Questions ● Three Units aligned to Grades 9-10 WI ELA Standards
HOW will the changes support student success?	1820 Intermediate EL will support student success and provide a guaranteed and viable curriculum across the district for all students: ● Consistent curriculum at all high school sites (East, North, West) ● Opportunities for collaboration and discussion using academic language ● Improve academic and social English language proficiency ● Improve reading, writing, listening, and speaking skills

English Learners: Materials Purchase- 1820 EL Intermediate

Persepolis by Marjane Satrapi, The Breadwinner Graphic Novel by Deborah Ellis, Welcome to the New World by Jake Halpern and Michael Sloan, Weight of Water by Sarah Crossan, Crossover by Kwame Alexander, Just Right Words Slam Poetry by Elizabeth Winchester, Inside Out and Back Again by Thanhha Lai, Home of the Brave by Katherine Applegate, Somos Latinas: Voices of Wisconsin Latina Activists, My Havana by Rosemary Wells, Malala: My Story of Standing Up for Girls' Rights, Drawing from Memory by Allen Say, Adrift at Sea: A Vietnamese Boy's Story of Survival

Time Period of Public Input
09/15/22 - 10/28/22
Number and Breakdown of Responses Received (Supportive/Unsupportive)
3 Total Responses: 2 Supportive Response/1 Unsupportive Response
Overall Themes Identified From Responses
Responses: - All of these titles are amazing and valuable. This is particularly true for our students of color throughout Appleton, who deserve to read stories by people like them. Some have challenging content, for sure, but what a great opportunity to have meaningful conversations with our students!!   - A well-written book (Crossover) that probably reflects the basketball culture of young teens well.   - This book (Persepolis) serves no purpose. As an adult knowing some of the history of Iran and the Shah, I could not follow any story. It just leaves you with a feeling of defeat. Not worth anyone's time.

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<div align="center">**ITEM OF INFORMATION**</div>

Topic: **1860/1865 Project Success 2: Standards and Curriculum Adoption**

**Background
Information:**   Amy Swick, EL/Bilingual Coordinator, has been working with AASD High School 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
Persons:**   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: 11/14/22

Project Success 2A & 2B (1860/1865) Course Overview Curriculum Document

Course Description

This course is designed for intermediate to advanced proficiency English Learners. Project Success 2 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.

Credits	Prerequisites
One Elective Credit / Year	None

Board Approved	Revised
November 23, 2020	November, 2022

Required Assessments

ACCESS 2.0

Textbooks/Resources

Chop Wood Carry Water by Joshua Medcalf, The Code: The Five Secrets of Teen Success by Mawi Asgedom

Course Essential Understandings	Course Essential Questions
As a result of successfully completing this course, students will: **Content Objectives:** **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 for me to be a positive and productive member of society? ● How do I choose and negotiate a successful life path?

Unit Overviews

Unit Name	Unit Description	Unit Essential Question	Instructional Standards	Assessed Standards
YEAR 2A- 1860				
1860- Unit #1 - **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. Following analysis, they will present a virtue that is meaningful to them.	How do the virtues an individual possess impact the world around them? How do the virtues I possess impact the world around me?	R.9-10.1 R.9-10.7 W.9-10.9 SL.9-10.4 L.9-10.6 CD1D6H CD1D5H 4C3A11H EHS1A12H	R.9-10.1 R.9-10.7 W.9-10.9 SL.9-10.4 L.9-10.6 CD1D6H CD1D5H 4C3A11H EHS1A12H
1860- Unit # 2- **Emotional Self-Awareness and Executive Function**	Students will compare and contrast a variety of informational texts to reflect on their everyday actions and choices and identify what their role is in their future academic success.	How do my everyday actions and choices affect my ability to be successful? What is academic success? What is emotional self-awareness and why is it important?	W2 W8 L4 SL1 4C1A-7H 4C1A-6M 4C1A- 9H CD1.b.6.h	W2 W8 L4 SL1 4C1A-7H 4C1A-6M 4C1A- 9H CD1.b.6.h
Year 2B - 1865				

1865- Unit #3 - **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)	How do I choose a career? What is the connection between my education and a career? How do I define success? What is it like to be a _____?	W4 W5 W7 SL1 L1 CD1A-3H CD4A	W4 W7 SL1 L1 CD1A-3H CD4A
1865- Unit # 4- **Community and Current Events**	In this unit, students will develop and use their abilities to become responsible, productive, and ethical members of a global society. 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.	What is the role of an informed community member? 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? How do the issues in my community connect to global issues?	R2 R6 R9 W5 W6 W10 SL2 SL4 L3 L4 LE1C-7H GCA1B GCA1C	R6 R9 W10 SL4 L3 LE1C-7H GCA1B GCA1C

1860/1865 Project Success 2: Key Word Key Time (KWKT)

WHY were changes made to the EL Intermediate 1820 curriculum?	The AASD provides EL courses at the high school level to support students with proficiency levels ranging from level 1 (entering) to level 5 (bridging). 1860/1865 Project Success 2 was revised in 2020 to update the course title from 1865 to 1860/1865. ● 1810 Basic EL ● 1855 Project Success for Newcomers ● 1820 Intermediate EL ● 1830 Intermediate to Advanced EL ● 1840 Advanced EL ● 1860/165 Project Success 2 Changes were made to the 1860/1865 Project Success 2 curriculum to be responsive to current research in standards-based instructional practices and updated WIDA language standards.
WHAT changes were made?	Revision of the curriculum document includes the following: ● Addition of updated ELA standards in Reading, Writing, Speaking, Listening, and Language, as well as a focus on WIDA English Language Development Standard 1 ● Focus on WI Career and Technical Standards ● Relevant and rigorous texts ● Course Essential Questions ● Four Instructional Units across 2 years
HOW will the changes support student success?	1860/1865 Project Success 2 will support student success and provide a guaranteed and viable curriculum across the district for all students: ● Consistent curriculum at all high school sites (East, North, West) ● Opportunities for collaboration and discussion using academic language ● Focus on Career and Life skills to support academics ● Improve academic and social English language proficiency ● Improve reading, writing, listening, and speaking skills

English Language: Materials Purchase- 1860/1865 Project Success 2:
Chop Wood Carry Water by Joshua Medcalf, The Code: The Five Secrets of Teen Success by Mawi Asgedom

Time Period of Public Input
09/15/22 - 10/28/22
Number and Breakdown of Responses Received (Supportive/Unsupportive)
1 Total Responses: 1 Supportive Response/0 Unsupportive Responses
Overall Themes Identified From Responses
Responses: ● The Code- Fantastic! Should be required reading. One book that runs counter to the current overwhelming message of you can't succeed because you are a victim.

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ITEM OF INFORMATION

Topic: AP English Literature and Composition (1270) - *Literature & Composition Essential Voices, Essential Skills for the AP Courses* by Bedford, Freeman & Worth High School Publishers.

Background Information: The AP English Literature and Composition - grade 12 course is not yet a standards-based course (SBC); however, to remain in compliance with the College Board, our textbook resource must remain current. There were changes to the AP exam, and this third edition has all the new necessary components. The framework in the textbook provides a description of what students should know and be able to do to qualify for college credit or placement. Additionally, the textbook helps provide the skills students need to help them learn to read texts critically.

Fiscal Note: The cost is $20,562.00 for 200 hard copies of the textbook (including digital resources) to be distributed at Appleton East, North, and West, as well as at Renaissance School for the Arts. The textbook is within the dollars allocated in the 2022-2023 AC&I budget. All instructional materials will be implemented during the 2022-23 school year.

Instructional Impact: This textbook will prepare students for the AP exam by engaging them in reading and writing skill development throughout nine thematic chapters that include a wide variety of text: non-fiction, fiction, poetry, images, and classic and contemporary literature. This textbook offers diversity in voice, support for EL learners, as well as modeling and revision guidance for essay writing, while guiding students in interpreting, analyzing, and composing.

Administrative Recommendation: Approve as submitted.

Contact Person(s): Kelly Leopold, 920-832-6157 ext. 2179, leopoldkelly@aasd.k12.wi.us
Steve Harrison, 920-832-6157 x2177, harrisonstepha@aasd.k12.wi.us

BOE: 11/14/22

English Language Arts: Materials Purchase- ELA 12: AP English Literature and Composition (1270) - *Literature & Composition Essential Voices, Essential Skills for the AP Courses* by Bedford, Freeman & Worth High School Publishers.

WHY will this new edition be an appropriate instructional resource for the AP English Literature and Composition teachers?	The textbook offers: ● Engaging thematic anthology for flexibility ● Differentiation to address students' needs ● Full alignment to the new AP Course and Exam ● Reading and writing skills development ● Timeless themes (such as identity and culture) ● Critical thinking guidance ● Organized thematic chapters ○ central text, classic text, texts in context, short fiction, diverse collection of poetry (16th century to present day) ● Wide range of essential voices from the past and present

WHAT are the skills and knowledge scaffolded throughout the text?	The skills include:
	● Explaining the function of
	    ○ Character
	    ○ Setting
	    ○ Plot and structure
	    ○ Narrator or speaker
	    ○ Word choice, imagery, and symbols
	    ○ Comparison
	● Developing textually substantiated arguments about interpretations of a part or all of a text
	    ○ Short fiction
	    ○ Poetry
	    ○ Longer fiction or drama
	    ○ Non-fiction
	    ○ Visual texts

HOW was public input solicited prior to making the administrative recommendation to the Board?	Copies of proposed instructional materials were made available to the public for over 30 days in order to submit written public input. Notification of requested feedback also publicized through the AASD website as well as through the superintendent's family communication letter.

HOW will this resource help to prepare students for the AP exam?	The textbook provides:
	● Scaffolded step-by-step instruction
	● AP Tips
	● Guidance for revising
	● Modeled student essays
	● Talkbacks (thought-provoking prompts and responses to challenge students in their interpretation of the text)
	● Multiple-choice Practice
	● Suggestions for writing
	    ○ AP-style exam FRQs
	    ○ Multimodal assignments
	    ○ Research projects
	    ○ Creative writing ideas

	- Key context and visuals to help readers navigate unfamiliar contexts (EL readers)
	- Expanded question sets for all reading to provide targeted practice
	    - Understanding and interpreting (foundation for analysis)
	    - Analyzing language, style and structure
	    - Topics for composing

English Language Arts: Materials Purchase- ELA 12: AP English Literature and Composition (1270) - *Literature & Composition Essential Voices, Essential Skills for the AP Courses* by Bedford, Freeman & Worth High School Publishers.

Time Period of Public Input
09/14/22 - 10/27/22
Number and Breakdown of Responses Received (Supportive/Unsupportive)
1 Total Responses: 0 Supportive Responses/ 1 Unsupportive Response
Overall Themes Identified From Responses
Response: repeated harmful discussion topics; concern for teens suffering from depression