



**Monday, May 8, 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](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](mailto:malottkayla@asd.k12.wi.us) or (920) 832-6126, at least 24-hours in advance of the meeting.**

## **1. Meeting Opening**

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<b>Subject</b>	<b>A. Roll Call</b>
Meeting	May 8, 2023 - Board of Education Meeting
Category	1. Meeting Opening
Type	Procedural

<b>Subject</b>	<b>B. Pledge of Allegiance</b>
Meeting	May 8, 2023 - Board of Education Meeting
Category	1. Meeting Opening
Type	Procedural

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

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<b>Subject</b>	<b>A. Board Member Request to Remove Consent Agenda Item(s) for Separate Consideration</b>
Meeting	May 8, 2023 - Board of Education Meeting

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

Type Procedural

**Subject B. Approval of Agenda**

Meeting May 8, 2023 - Board of Education Meeting

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

Type Action, Procedural

### **3. Special Presentation**

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**Subject A. 2022-2023 Student School Board Representatives Final Report: Utkarsha Marasini (East), Natalie Sheridan (North), and Sylvia Chang (West)**

Meeting May 8, 2023 - Board of Education Meeting

Category 3. Special Presentation

Type Information, Report

Student School Board Representatives will be thanked for their service to the School Board in the 2022-23 school year.

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

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**Subject A. Public Input**

Meeting May 8, 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.)**

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**Subject**                    **A. None**

Meeting                    May 8, 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.)**

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**Subject**                    **A. Business Services Update(s): AP Check Register-April 2023**

Meeting                    May 8, 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, Report

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

**Subject**                    **B. School/Student Services Update(s): 11th Grade U.S. History (#3070) Materials Purchase & Digital Resource- Social Studies: Civics, World History, Global Studies Humanities, U.S. History, AP U.S. History, American Studies, AP American Studies**

Meeting                    May 8, 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, Report

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

File Attachments

[IFC Social Studies US History \(3070\) purchase.pdf \(82 KB\)](#)

[IFC Social Studies digital resource.pdf \(83 KB\)](#)

**Subject**                    **C. Personnel Services Update(s): Professional Educator New Hire(s), Contract Change(s), and Resignation(s); Professional Educator Final Notice of Non-Renewal**

Meeting                    May 8, 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, Report

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

File Attachments

[IFC Professional Educator New Hires 5-8-23.pdf \(148 KB\)](#)

[IFC Professional Educator Contract Changes 5-8-23.pdf \(13 KB\)](#)

[IFC Professional Educator Resignations 5-8-23.pdf \(11 KB\)](#)

[IFC Professional Educator Final Notice of Non-Renewal 5-8-23.pdf \(12 KB\)](#)

**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.)**

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**Subject**                    **A. Board Meeting Minutes from April 24, 2023**

Meeting                    May 8, 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

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

**Subject**                    **B. Expulsion Hearing Minutes 4-17-23 Student A**

Meeting                    May 8, 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

**Subject**                    **C. Expulsion Hearing Minutes 4-17-23 Student B**

Meeting                    May 8, 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

**Subject**                    **D. Expulsion Hearing Minutes 4-27-23 Student C**

Meeting                    May 8, 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

**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.)**

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**Subject**                    **A. AP Check Register April-2023**

Meeting                    May 8, 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

Fiscal Impact            Yes

**Subject**                    **B. 11th Grade U.S. History (#3070) Materials Purchase**

Meeting                    May 8, 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 Social Studies US History \(3070\) purchase \(1\).pdf \(82 KB\)](#)

**Subject**                    **C. Digital Resource- Social Studies: Civics, World History, Global Studies Humanities, U.S. History, AP U.S. History, American Studies, AP American Studies**

Meeting                    May 8, 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 Social Studies digital resource.pdf \(83 KB\)](#)

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

Meeting                    May 8, 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 5-8-23.pdf \(148 KB\)](#)

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

Meeting                    May 8, 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 Contract Changes 5-8-23.pdf \(13 KB\)](#)

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

Meeting                    May 8, 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 Resignations 5-8-23.pdf \(11 KB\)](#)

**Subject**                    **G. Professional Educator Final Notice of Non-Renewal**

Meeting                    May 8, 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

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

**Subject A. Business Services Report: None**

Meeting May 8, 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 Information

**Subject B. School/Student Services Report: 7-12 STEM & 1st Grade ELA-Handwriting Instructional Materials Purchase; AGR Contract Transfer from Columbus to Highlands**

Meeting May 8, 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

Steve Harrison and Thai Xiong will present the 7-12 STEM Materials Purchase.

Steve Harrison and Carrie Willer will present the 1st Grade ELA- Handwriting Instructional Materials Purchase.

Assistant Superintendents Nan Bunnow and Matthew Zimmerman will present the AGR Contract Transfer from Columbus to Highlands.

File Attachments

[IOI AP Statistics, AP Cal.pdf \(85 KB\)](#)

[AP Stat, Calc AB and BC KWKT.pdf \(97 KB\)](#)

[Public Input Received - AP Mathematics Materials.pdf \(59 KB\)](#)

[IOI AP Chemistry and AP Physics.pdf \(86 KB\)](#)

[AP Chemistry and AP Physics KWKT.pdf \(96 KB\)](#)

[Public Input Received - AP Science Materials.pdf \(60 KB\)](#)

[IOI Precalculus.pdf \(78 KB\)](#)

[Precalculus KWKT.pdf \(95 KB\)](#)

[AASD Pre-Calculus Course Overview Curriculum Document.pdf \(63 KB\)](#)

[AASD Pre-Calculus Unit Overviews Unit 1-4.pdf \(109 KB\)](#)

[Public Input Received - Precalculus Materials.pdf \(52 KB\)](#)

[IOI Handwriting without tears, grade 1.pdf \(91 KB\)](#)

[Grade One KWKT ELA Handwriting Without Tears \(4 14 23\) \(1\).pdf \(273 KB\)](#)

[Public Input Received - Handwriting Without Tears Gr. 1 \(1\).pdf \(49 KB\)](#)

[IOI AGR Contract Transfer from Columbus to Highlands, 5-8-23.docx.pdf \(62 KB\)](#)

**Subject C. Personnel Services Update: None**

Meeting May 8, 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, Report

## 10. Board Business

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**Subject**                    **A. Naming of New Elementary School**

Meeting                    May 8, 2023 - Board of Education Meeting

Category                    10. Board Business

Type                        Discussion, Information

Superintendent, Greg Hartjes, will present the Naming of the New Elementary School.

File Attachments

[IOI - Naming of New Elementary School.docx.pdf \(72 KB\)](#)

[The Post Crescent Sat Feb 12 1927 .jpg \(1,930 KB\)](#)

**Subject**                    **B. Employee Handbook Revision-Substitution of Accrued, Paid Time for Family Medical Leave**

Meeting                    May 8, 2023 - Board of Education Meeting

Category                    10. Board Business

Type                        Action, Discussion, Information

File Attachments

[IFC-Employee Handbook Revision - Substitution of Accrued Paid time for Family Medical Leave.pdf \(85 KB\)](#)

[BOE 5-8-23 Handbook-Policy Revision.pdf \(118 KB\)](#)

**Subject**                    **C. Issuance of High School Diploma to Veteran**

Meeting                    May 8, 2023 - Board of Education Meeting

Category                    10. Board Business

Type                        Action, Discussion, Information

File Attachments

[Item For Consideration-HS Diploma.pdf \(62 KB\)](#)

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

Meeting                    May 8, 2023 - Board of Education Meeting

Category                    10. Board Business

Type                        Action, Discussion

## 11. Items of Information

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**Subject**                    **A. None**



Meeting May 8, 2023 - Board of Education Meeting

Category 11. Items of Information

Type Information

## **12. Future Meetings**

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**Subject A. Board Work Session: Wednesday, May 17, 2023, 7:30AM**

Meeting May 8, 2023 - Board of Education Meeting

Category 12. Future Meetings

Type Information

**Subject B. Board Meeting: Monday, May 22, 2023, 6:00 PM**

Meeting May 8, 2023 - Board of Education Meeting

Category 12. Future Meetings

Type Information

## **13. Adjourn**

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

Meeting May 8, 2023 - Board of Education Meeting

Category 13. Adjourn

Type Action, Procedural

## ITEM FOR CONSIDERATION

**Topic:** United States History (3070) - *United States History* by McGraw Hill.

**Background  
Information:**

The current textbook being used in the AASD 11th grade US History classroom has a 2005 copyright and does not reflect the past two decades of history. This has led to teachers seeking resources on their own, which can be difficult to vet contextually, but also to support our neediest learners that may be at a different reading level and/or English Learner. This textbook offers the teachers the capabilities of modifying the language and the reading level for the students. United States History - grade 11 course is a standards-based course (SBC), and teachers are already administering common district assessments in the fall, winter and spring. These assessments are document-based questions (DBQs) that require the analysis of primary and secondary resources so that students can state a claim and support their claim with appropriate evidence from the readings. Students also tie in content knowledge that they have learned in class.

**Fiscal Note:**

The cost is \$79,524.00 for 495 hard copies of the textbook (including a 6-year license for digital resources for the 495 + 165 more students), teacher editions, inquiry journals, and assessment (tests and formative quizzes) to be distributed at Appleton East, North, and West. The textbook is within the dollars allocated in the 2022-2023 AC&I budget. All instructional materials will be implemented during the 2023-24 school year.

**Instructional  
Impact:**

The framework in the textbook provides inquiry-based instruction with compelling questions, timelines, visuals, interactive maps, checks for understanding, and application. Students are able to make connections to today, understand multiple perspectives, and write and read like a historian. Additionally, the textbook is engaging, enriching, and relevant, and differentiates for varying student needs. Finally, the text allows for Social and Emotional learning and Culturally Linguistically Responsive teaching.

**Administrative  
Recommendation:**

Approve as submitted.

**Contact Person(s):**

Kelly Leopold, 920-832-6157 ext. 2179, [leopoldkelly@asds.k12.wi.us](mailto:leopoldkelly@asds.k12.wi.us)  
Steve Harrison, Ph.D., 920-832-6157 x2177, [harrisonstepha@asds.k12.wi.us](mailto:harrisonstepha@asds.k12.wi.us)

## ITEM FOR CONSIDERATION

- Topic:** Digital Resource- Social Studies: Civics, World History, Global Studies Humanities, U.S. History, AP U.S. History, American Studies, AP American Studies - *Stanford History Education Group (SHEG)*.
- Background Information:** Many of the AASD Secondary Social Studies courses are standards-based and incorporate required district common assessments. The assessments are either document-based questions (DBQs) or short answer questions (SAQs). Both require the analysis of primary and secondary sources, as well as communicating their learning; DBQs further require writing a claim and the evaluation of sources. Many of the DBQs that have been written for the fall/winter/spring district common assessments use sources from the [Stanford History Education Group](#). This is a pillar in the Social Studies education world. It has direct links to the National Council for Social Studies (NCSS) and the College, Career, and Civic Life (C3) Framework. The only other course utilized by several courses for district assessments is the AP College Board.
- Fiscal Note:** There is no cost for these digital materials. Though the documents are vetted by the Stanford History Education Group, Social Studies PLCs will further vet the sources using the Pause and Reflect Protocol to ensure their teacher clarity and cultural and linguistic responsiveness.
- Instructional Impact:** Social Studies courses that are not yet standards-based can confidently utilize SHEG as a resource for primary and secondary sources as they develop both common formative and summative assessments. Teachers will be able to incorporate structured academic controversies through activities and assessments. Civics teachers will utilize their creation of Civic Online Reasoning lessons and assessments. Students will learn to read and think like a historian, as well as evaluate sources. The skills that students will develop using the digital tool are: vocabulary development, contextualization, sourcing, corroboration, use of evidence, and periodization.
- Administrative Recommendation:** Approve as submitted.
- Contact Person(s):** Kelly Leopold, 920-832-6157 ext. 2179, [leopoldkelly@aad.k12.wi.us](mailto:leopoldkelly@aad.k12.wi.us)  
Steve Harrison, Ph.D., 920-832-6157 x2177, [harrisonstepha@aad.k12.wi.us](mailto:harrisonstepha@aad.k12.wi.us)

## ITEM FOR CONSIDERATION

**TOPIC:** Professional Educator New Hire(s)

**BACKGROUND INFORMATION:** The Professional Educators listed below are recommended for contractual positions for the 2023-2024 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>	<u>Salary</u>	<u>Effective Date:</u>
Lindsey R. Beaman	Special Ed-EBD	Huntley	100%	\$45,200	8/28/23
Lauren G. Davis	Elementary	TBD	100%	\$45,200	8/28/23
Thomas R. Friday	Health/Phy Ed	East	100%	\$50,350	8/28/23
Nicole L. Friesen	Elementary	TBD	100%	\$53,350	8/28/23
Kelsey J. Fulmer	Special Ed-SCEBD	Kaleidoscope	100%	\$45,200	8/28/23
Summer R. Howard	Social Worker	4K	80%	\$41,120	8/28/23
Cassandra S. Jimenez	English Learner	North	100%	\$49,900	8/28/23
Katie L. Johnson	Nurse	TBD	40%	\$18,080	8/28/23
Allison L. Schmiedel	Art	Edison/North/West	100%	\$45,200	8/28/23
Samantha M. Shoemaker	School Nurse	TBD	100%	\$45,200	8/28/23
Betsy A. Witthuhn	Elementary	TBD	100%	\$56,600	8/28/23

**Lindsey R. Beaman** received her Bachelor of Science in Education degree from UW-Madison with a major in Special Education. Currently, she is serving the District as a Special Education Paraprofessional at Huntley Elementary School.

**Lauren G. Davis** will receive her Bachelor of Science in Education degree from UW-Eau Claire with a major in Elementary Education. Currently, she is completing her Student Teacher with the Altoona School District.

**Thomas R. Friday** will receive his Master of Science degree from UW-La Crosse with a major in Physical Education Teaching. Currently, he is serving the School District of Holmen as a Substitute Teacher.

**Nicole L. Friesen** received her Bachelor of Science in Education degree from Marian University with a major in Early Childhood and Elementary Education. Currently, she is serving St. Edward Catholic School as a Grade 1 Teacher.

**Kelsey J. Fulmer** received her Bachelor of Arts degree from Lakeland College with a major in Broad Field Social Studies and History. Ms. Fulmer Currently, she is being hired under a one-year license with stipulations. Currently, she is serving the Seymour Community School District as a Substitute Teacher.

**Summer R. Howard** received her Master of Social Work degree from UW-Green Bay with a major in School Social Work. Currently, she is serving the Tigerton School District as a School Social Worker.

**Cassandra S. Jimenez** received her Bachelor of Science in Education degree from UW-Oshkosh with a major in English as a Second Language. Currently, she is serving the Menasha Joint School District as an English Learner Teacher.

**Katie L. Johnson** received her Bachelor of Science degree from Western Governors University with a major in Nursing. Ms. Johnson is being hired as a Temporary Employee for the 2023-2024 school year. Currently, she is serving the District as a Substitute School Nurse.

**Allison L. Schmiedel** received her Bachelor of Science in Education degree from UW-Green Bay with a major in Art. Currently, she is serving the Clintonville Public School District as an Art Teacher.

**Samantha M. Shoemaker** received her Bachelor of Science degree from UW-Milwaukee with a major in Nursing. Currently, she is serving the District as a temporary employee in a similar role Berry and Horizons Elementary Schools.

**Betsy A. Witthuhn** received her Bachelor of Science in Education degree from UW-Oshkosh with a major in Elementary Education. Currently, she is serving Rosarian Academy in West Palm Beach, Florida as a Grade 3 Teacher.

**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)

5/8/23

**ITEM FOR CONSIDERATION**

**TOPIC:** Professional Educator Contract Change(s)

**BACKGROUND INFORMATION:** Contract changes for the following individuals are recommended for the 2023-2024 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>	<u>Effective Date</u>
Amy B. Martell	Speech & Language	Ferber	80% to 75%	8/28/23
Meagan A. Orabutt	Social Worker	Wilson	100% to 80%	8/28/23
Gina L. Plosczynski	Social Worker	Einstein	50% to 40%	8/28/23
Kathryn E. Stanley	Alternative Education	Wilson	34% to 50%	8/28/23
Hannah L.S. Swick	Family & Consumer Science	East	50% to 40%	8/28/23

**FISCAL NOTE:** As indicated above

**ADMINISTRATIVE RECOMMENDATION:** Approval

**INSTRUCTIONAL IMPACT:** These assignment adjustments will assist in retaining staff and meeting student needs.

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

5/8/23

## ITEM FOR CONSIDERATION

**TOPIC:** Professional Educator Resignation(s)

**BACKGROUND INFORMATION:** The following Professional Educators have submitted a letter of resignation effective at the end of the 2022-2023 school year, unless otherwise noted.

**Darcy M. Brown** has been with the District for twenty-three years, most recently as a Special Education Teacher at North High School.

**Katherine M. Dudenhoefer** has been with the District for three years, most recently as a Special Education Teacher at Badger Elementary School.

**Mackenzie C. Gora** has been with the District for one year, most recently as a School Counselor at West High School and Renaissance School for the Arts.

**Hillary K. Haskell** has been with the District for nine years, most recently as an English Learner Teacher at North High School.

**Kay L. Huggins** has been with the District for twenty-five years, most recently as a Grade 2 Teacher at Ferber Elementary School.

**Lindsay V. Johnson** has been with the District for five years, most recently as an Instructional Coach at Jefferson Elementary School.

**Christopher R. Kellett** has been with the District for four years, most recently as a Grade 2 Teacher at Badger Elementary School.

**Kevin V. Vander Zanden** has been with the District for three years, most recently as a Dean of Students at Houdini Elementary School.

**FISCAL NOTE:** Dependent upon replacements

**ADMINISTRATIVE RECOMMENDATION:** Approval

**INSTRUCTIONAL IMPACT:** Qualified replacements will be procured

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

5/8/23

**ITEM FOR CONSIDERATION**

**TOPIC:** Professional Educator Contract - Final Notices of Non-renewal

**BACKGROUND INFORMATION:** Non-renewals are governed by §118.22, Wis. Stats., and the Professional Educator Handbook. On or before May 15 of the school year during which a teacher holds a contract, the board by which the teacher is employed shall give the teacher written notice of renewal or refusal to renew the teacher's contract for the ensuing school year. The educator listed below was hired with a one-year, temporary contract and is recommended for non-renewal of teaching contract for the 2023-2024 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>
Blanca L. Theimer	Grade 2-Bilingual	Appleton Bilingual School	100%

**FISCAL NOTE:** None

**ADMINISTRATIVE RECOMMENDATION:** Approval

**INSTRUCTIONAL IMPACT:** None

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

5/8/23



## ITEM OF INFORMATION

**Topic:** AP Statistics (9520), AP Calculus AB (9500), AP Calculus BC (9550): Standards, Curriculum, and Materials Adoption

### Background

**Information:** The Director of STEM (7-12) has been conducting secondary AASD math teacher input sessions to gather feedback that supports college-level math learning in alignment with the CollegeBoard Advanced Placement Program for AP Statistics and AP Calculus. Based on teacher input, materials were recommended for adoption for the 2023-24 school year in order to support the AP Statistics and AP Calculus resource requirement of providing a college-level mathematics textbook. The request is for the adoption of the updated instructional materials.

**Fiscal Note:** Instructional material recommendations include individual student access to student edition textbook, e-book, and online resources to support student learning, and support teachers in evaluating individual learning.

Sullivan, M., & Miranda, K. (2020). *Calculus for the AP Course*. [Third Edition]. New York: Bedford, Freeman & Worth Company  
ISBN: 978-1-319-24431-6

Starnes, D. S., & Tabor, J. (2020). *The Practice of Statistics for the AP Exam*. [Sixth Edition]. New York: Bedford, Freeman & Worth Company  
ISBN: 978-1-319-26929-6

The cost is \$62,957.48 for 6 years and is within the dollars allocated in the 2022-23 AC&I budget. The updated instructional material will be implemented during the 2023-24 school year.

### Instructional

**Impact:** Through the updated AP edition textbook, AASD's AP mathematics courses will meet the AP mathematics curriculum and resource requirement of the CollegeBoard. High school students will have the opportunity to take AP Statistics, AP Calculus AB and AP Calculus BC as a math elective with an opportunity to earn college credit with qualifying AP scores.

### Contact

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**AP Statistics (9520), AP Calculus AB (9500), AP Calculus BC (9550)  
Key Word Key Time (KWKT)**

<p><b>WHY</b> is there a need for an updated AP edition textbook?</p>	<p>There is a need for updated AP Statistics and AP Calculus textbooks. The current textbook used for AP Statistics, AP Calculus AB and AP Calculus BC are not the latest editions. The AP resource requirement as set by the College Board requires that teachers and students have access to a recently published college-level resource. The specified editions to meet the AP requirements include the updated sixth edition for AP Statistics and the third edition for AP Calculus AB and AP Calculus BC.</p>
<p><b>WHAT</b> changes are required for implementation?</p>	<p>Implementation of the AP Statistics, AP Calculus AB and AP Calculus BC curriculum to align with the AP course framework will require adoption of an updated textbook. The textbook selected is on the College Board list of approved textbooks to be used to ensure alignment of the content and skills in the textbook to the content and skills of the course sequence.</p>
<p><b>HOW</b> will the changes support student success?</p>	<p>It's important to not just look at being in compliance with AP requirements but how we provide our teachers and students with the resources to develop and apply math practices and course content.</p> <p>The updated editions will:</p> <ul style="list-style-type: none"> <li>● Ensure that teachers have a copy of the most recent edition of a college-level mathematics textbook to support instruction</li> <li>● Ensure that students have access to all essential resources to conduct college-level mathematics practices</li> <li>● The content and skills in the curriculum and materials are what colleges expected to see in any course labeled “AP”</li> <li>● Ensures a coherent scope and sequence that aligns to the AP courses while preparing students to do well on the AP exam.</li> </ul>

**AP Statistics:** Starnes, D. S., & Tabor, J. (2020). *The Practice of Statistics for the AP Exam*. [Sixth Edition]. New York: Bedford, Freeman & Worth Company

**AP Calculus AB and BC:** Sullivan, M., & Miranda, K. (2020). *Calculus for the AP Course*. [Third Edition]. New York: Bedford, Freeman & Worth Company

<b>Time Period of Public Input</b>
03/06/23 - 04/21/23
<b>Number and Breakdown of Responses Received (Supportive/Unsupportive)</b>
No responses were received during the time period of public input.
<b>Overall Themes Identified From Responses</b>
N/A

## ITEM OF INFORMATION

**Topic:** AP Chemistry (4250) and AP Physics (4560): Standards, Curriculum, and Materials Adoption

**Background**

**Information:** The Director of STEM (7-12) has been conducting secondary AASD science teacher input sessions to gather feedback that supports college-level science learning in alignment with the CollegeBoard Advanced Placement Program for AP Chemistry and AP Physics. Based on teacher input, materials were recommended for adoption for the 2023-24 school year in order to support the AP Chemistry and AP Physics resource requirement of providing a college-level textbook and inquiry-based lab activities for a balance of science investigations and conceptual understanding grounded in the disciplinary core ideas of physical science. The request is for the adoption of the updated instructional materials.

**Fiscal Note:** Instructional material recommendations include individual student access to student edition textbook, e-book, and online resources to support student learning, and support teachers in evaluating individual learning.

Knight, R. D., Jones, B., & Field, S. (2023). *College Physics*. [Fourth Edition Digital Update]. Hoboken, NJ: Pearson Education, Inc.  
ISBN: 978-0-13-757472-8

Zumdahl, S. S., Zumdahl, S. A., & Decoste, D. J. (2018). *Chemistry AP Edition*. [Tenth Edition, Digital Update]. Boston, MA: Cengage Learning.  
ISBN: 978-1-305-95773-2

The cost is \$21,750 for AP Chemistry for 5 years and \$19,710.00 for AP Physics for 6 years, and are both within the dollars allocated in the 2022-23 AC&I budget. The updated instructional material will be implemented during the 2023-24 school year.

**Instructional Impact:**

Through the updated AP edition textbook, AASD's AP science courses will meet the AP science curriculum and resource requirement of the CollegeBoard. High school students will have the opportunity to take AP Chemistry and AP Physics as a science elective with an opportunity to earn college credit with qualifying AP scores. Students will engage in science practices and hands-on, inquiry-based laboratory investigations to develop and apply their knowledge of biological concepts to real world questions or scenarios to help them become scientifically literate citizens.

**Contact**

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Dr. Steve Harrison, Assistant Superintendent of AC&I, 832-6157 x2177, [harrisonstepha@asds.k12.wi.us](mailto:harrisonstepha@asds.k12.wi.us))



## AP Chemistry (4250) and AP Physics (4560) Key Word Key Time (KWKT)

<b>WHY</b> is there a need for an updated AP edition textbook?	There is a need for updated AP Chemistry and AP Physics textbooks. The current textbook used for AP Chemistry and AP Physics are not the latest editions. The AP resource requirement as set by the College Board requires that teachers and students have access to a recently published college-level resource. The specified editions to meet the AP requirements include the updated tenth edition for AP Chemistry and the fourth edition for AP Physics.
<b>WHAT</b> changes are required for implementation?	Implementation of the AP Chemistry and AP Physics curriculum to align with the AP course framework will require adoption of an updated textbook. The textbook selected is on the College Board list of approved textbooks to be used to ensure alignment of the content and skills in the textbook to the content and skills of the course sequence.
<b>HOW</b> will the changes support student success?	It's important to not just look at being in compliance with AP requirements but how do we provide our teachers and students with the resources to develop and apply science practices and course content. The updated editions will: <ul style="list-style-type: none"><li>● Ensure that teachers have a copy of the most recent edition of a college-level mathematics textbook to support instruction</li><li>● Ensure that students have access to all essential resources to conduct college-level science practices and investigations</li><li>● The content and skills in the curriculum and materials are what colleges expected to see in any course labeled "AP"</li><li>● Ensures a coherent scope and sequence that aligns to the AP courses while preparing students to do well on the AP exams</li></ul>

**AP Chemistry (4250):** Zumdahl, S. S., Zumdahl, S. A., & Decoste, D. J. (2018). *Chemistry AP Edition*. [Tenth Edition, Digital Update]. Boston, MA: Cengage

**AP Physics (4560):** Knight, R. D., Jones, B., & Field, S. (2023). *College Physics*. [Fourth Edition Digital Update]. Hoboken, NJ: Pearson Education, Inc.

<b>Time Period of Public Input</b>
03/06/23 - 04/21/23
<b>Number and Breakdown of Responses Received (Supportive/Unsupportive)</b>
<ul style="list-style-type: none"><li>• No responses were received during the time period of public input.</li></ul>
<b>Overall Themes Identified From Responses</b>
<ul style="list-style-type: none"><li>• N/A</li></ul>

## ITEM OF INFORMATION

**Topic:** Precalculus (9400): Standards, Curriculum, and Materials Adoption

**Background**

**Information:** The Director of STEM (7-12) has been conducting secondary AASD mathematics teacher input sessions to gather feedback that supports implementing a standard-based math curriculum. Based on teacher input, the Precalculus curriculum was revised using the AASD standards-based course (SBC) development process and material was recommended for adoption during the 2023-24 school year in order to support the graphing functions, interpreting functions, manipulating functions, and solving functions in upper level high school mathematics. The request is for the adoption of the proposed course curriculum and materials.

**Fiscal Note:** Instructional material recommendations include individual student access to student edition textbook, e-book, and online resources to support student learning, and support teachers in evaluating individual learning.

Carter, J. A., Guevas, G. J., Day, R., Malloy, C. (2014). *Precalculus*. McGraw-Hill Education.  
ISBN: 978-0-07-664183-3

The cost is \$26,316 for 6 years and is within the dollars allocated in the 2022-23 AC&I budget. The updated instructional material will be implemented during the 2023-24 school year.

**Instructional**

**Impact:** High school students will learn mathematics standards and curriculum supported by mathematics resources that balance procedural fluency and conceptual understanding of Precalculus concepts; staff access to resources that support individualized mathematics instruction to meet student needs will be enhanced.

**Contact**

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Dr. Steve Harrison, Assistant Superintendent of AC&I, 832-6157 x2177, [harrisonstepha@asds.k12.wi.us](mailto:harrisonstepha@asds.k12.wi.us))



**Precalculus (9400)**  
**Key Word Key Time (KWKT)**

<p><b>WHY</b> is there a need for an updated curriculum and textbook?</p>	<p>Changes were made to the Precalculus curriculum to meet the AASD course development process as a standard-based course.</p>
<p><b>WHAT</b> changes were made?</p>	<p>The Course Overview was created to include:</p> <ul style="list-style-type: none"> <li>● Updated course description</li> <li>● Essential Understandings</li> <li>● Course Relevance Questions</li> <li>● Units and Unit Description</li> <li>● Instructional and Assessed Standards</li> </ul> <p>The Unit Overviews were created to include:</p> <ul style="list-style-type: none"> <li>● Learning Progressions of the concepts and skills of the standard</li> <li>● Learning and Language Intention</li> <li>● Success Criteria</li> <li>● Targeted Academic Vocabulary</li> <li>● Common Summative Assessments</li> </ul>
<p><b>HOW</b> will the changes support student success?</p>	<p>Having a standard-based Precalculus curriculum ensures that learning is by design and not by chance:</p> <ul style="list-style-type: none"> <li>● Consistency in what teachers are teaching and assessing across the district in all three high schools</li> <li>● Same grading practices</li> <li>● Clarifies learning intentions and success criteria of what students will be learning and how they will show that they have learned it</li> <li>● Opportunities for teachers to collaborate in PLC to calibrate common assessments to use data to drive instruction</li> <li>● Ensures a coherent scope and sequence aligned to standards and accessible to all student</li> </ul>



# Precalculus (9400) Course Overview Curriculum Document

## Course Description

Precalculus is a foundation course for calculus and other college-level mathematics classes. It is intended for students planning on pursuing higher levels of mathematics for a variety of careers in the areas of business, physical sciences, engineering, medical fields, social sciences, technical and computer fields, education, mathematics, actuarial study, etc. A student successfully completing this course would take AP Calculus or AP Statistics as their next math class. The course will cover a variety of upper level math topics with an emphasis on function analysis and trigonometry.

### Credits

1.0

### Prerequisites

Algebra 2 for Precalculus (recommendation: successful completion of Algebra 2 for PC with a grade of B or higher)

### Board Approved

November 2009

### Revised

August 2016, April 2023

## Required Assessments

District-wide, standards-based common summative assessments

## Textbooks/Resources

Carter, J. A., Guevas, G. J., Day, R., Malloy, C. (2014). *Precalculus*. McGraw-Hill Education.  
ISBN: 978-0-07-664183-3

## Course Essential Understandings

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

- Functions can be solved, graphed, interpreted, and manipulated.
- Functions can be represented graphically or algebraically using tables, transformations, characteristics, and technology.
- Trig functions are ratios of sides of right triangles and allow you to find distances or angles that you could not have measured.
- Changes to the algebraic equation of a function cause predictable changes to the function's graph.
- Polar coordinates are an alternative way to specify location on the plane.
- Equations of conic sections can be reorganized and analyzed to produce adequate graphs.
- Matrices allow for a streamlined method for solving systems.

## Course Relevance Questions

What is a function and how does it function?

## Unit Overviews

Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
Unit 1 - Functions	In this unit, students will graph and analyze key features of functions with an emphasis on polynomial, rational functions, radical functions, exponential, and logarithmic functions. Students should be able to explain and interpret their analysis of key features of these functions through detailed explorations and examinations between multiple representations. In addition, students will apply a variety of techniques to solve equations and inequalities in both mathematical and real-world problems.	What are the similarities and differences among various functions and their representations?	G.1: Graphing Functions I.1: Interpreting Functions M.1: Manipulating Functions S.1: Solving Functions	G.1: Graphing Functions I.1: Interpreting Functions M.1: Manipulating Functions S.1: Solving Functions
Unit 2 - Trigonometry	In this unit, students will develop an understanding of the periodic nature of trigonometric functions. Students will build on their previous knowledge of special right triangles and trigonometry as they develop a conceptual understanding of the relationship between angle positions on a unit circle. Students will work in both radians and degrees to evaluate trigonometric functions at various angles on the unit circle as well as co-terminal values. Students will then graph trig functions and inverse trig functions as well as analyze the key features of the graphs of these functions. Finally, students will manipulate expressions and equations to simplify trig expressions, verify trig identities, and solve trig equations.	What are the relationships between the angles and sides of a triangle?	G.2: Graphing Trigonometric Functions, I.2: Interpreting Trigonometric Functions, M.2: Manipulating Trigonometric Functions, S.2: Solving Trigonometric Equations	G.2: Graphing Trigonometric Functions, I.2: Interpreting Trigonometric Functions, M.2: Manipulating Trigonometric Functions, S.2: Solving Trigonometric Equations
Unit 3 - Alternate Representations of Relations	In this unit, students will be introduced to vectors, parametric equations, and polar equations. Students will represent vectors graphically and algebraically. Students will apply trigonometry to their study of parametric equations and polar equations. For polar equations, students will be introduced to the polar coordinate system. For both parametric equations and polar equations, students will convert between the given equations and an equation in rectangular form. Students will graph these relations with and without technology.	How can alternative representations be used to express relations?	G.3: Graphing Alternate Representations of Relations, M.3: Manipulating Alternate Representations of Relations, S.3: Solving Equations	G.3: Graphing Alternate Representations of Relations, M.3: Manipulating Alternate Representations of Relations, S.3: Solving Equations

			involving Alternate Representations of Relations	involving Alternate Representations of Relations
Unit 4 - Essential Pre-Calculus Topics	In this unit, students will study conic sections: ellipses, circles, parabolas and hyperbolas. Students will extend their knowledge of sequences to the study of series. Students will calculate the $n$ th term and $n$ th partial sum of arithmetic and geometric sequences for both real world and mathematical situations. Students will represent series using sigma notation. Students will study matrices and their operations including matrix addition, subtraction, scalar multiplication, multiplication and inverses. Matrices will also be used to solve systems of equations.	How else are mathematical sets used or represented?	G.4: Graphing Conics I.4: Interpreting Conics and Sequences M.4: Manipulating Conics, Sequences/Series and Matrices S.4: Solving Involving Conics, Sequences/Series, and Matrices	G.4: Graphing Conics I.4: Interpreting Conics and Sequences M.4: Manipulating Conics, Sequences/Series and Matrices S.4: Solving Involving Conics, Sequences/Series, and Matrices

## PreCalculus Standards

Precalculus Standard Number	Precalculus Standard Name	Unit Standards
1	Graphing	<ul style="list-style-type: none"> <li>• G.1: I can graph functions and their transformations (power, polynomial, rational, exponential, logarithmic)</li> <li>• G.2: I can graph trigonometric functions and their transformations.</li> <li>• G.3: I can graph vectors, parametric, and polar equations.</li> <li>• G.4: I can graph a parabola, ellipse, hyperbola and circle.</li> </ul>
2	Interpreting	<ul style="list-style-type: none"> <li>• I.1: I can determine characteristics of functions from graphs and equations.</li> <li>• I.2: I can determine characteristics of trigonometric functions from graphs and equations.</li> <li>• I.4: I can determine the properties and characteristics of conics, sequences, and series.</li> </ul>
3	Manipulating/Evaluating	<ul style="list-style-type: none"> <li>• M.1: I can perform operations with functions using algebraic properties and theorems.</li> <li>• M.2: I can use identities and other appropriate techniques to rewrite equivalent forms of trigonometric expressions.</li> <li>• M.3: I can convert into another form (rectangular, parametric, polar, complex).</li> <li>• M.4: I can use algebraic techniques to convert between different forms of matrices, conics, sequences, and series.</li> </ul>
4	Solving	<ul style="list-style-type: none"> <li>• S.1: I can solve or evaluate equations and inequalities involving basic functions.</li> <li>• S.2: I can solve equations and triangles using trigonometry.</li> <li>• S.3: I can create equations to represent vector and parametric relations and solve them.</li> <li>• S.4: I can evaluate expressions and solve equations using appropriate techniques for matrices, conics, sequences and series.</li> </ul>

**PreCalculus Unit Overview**  
**Unit 1**

<b>Unit Name</b>	Functions
<b>Unit Description</b>	In this unit, students will graph and analyze key features of functions with an emphasis on polynomial, rational functions, radical functions, exponential, and logarithmic functions. Students should be able to explain and interpret their analysis of key features of these functions through detailed explorations and examinations between multiple representations. In addition, students will apply a variety of techniques to solve equations and inequalities in both mathematical and real-world problems.

**Standards (Write out the Standard Code and Language of the Standard)**

G.1: I can graph functions and their transformations (power, polynomial, rational, exponential, logarithmic).  
 I.1: I can determine and analyze characteristics of functions from graphs and equations.  
 M.1: I can do operations with functions using algebraic properties and theorems.  
 S.1: I can solve or evaluate equations and inequalities involving basic functions.

**Unit Relevance**

<b>Course Relevance Question</b>	What is a function and how does it function?
<b>Unit Relevance Question</b>	What are the similarities and differences among various functions and their representations?

Standard Code	Concepts (Nouns)	Skills (Verbs)	Learning Progression of the Standard
G.1	<ul style="list-style-type: none"> <li>• Transformations</li> <li>• Power functions</li> <li>• Polynomial functions</li> <li>• Rational Functions</li> <li>• Exponential Functions</li> <li>• Logarithmic Functions</li> </ul>	<ul style="list-style-type: none"> <li>• Graph Functions</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify the type of functions (power, polynomial, rational, exponential, logarithmic)</li> <li>2. Utilize parent functions and transformations, tables, and technology.</li> </ol>
I.1	<ul style="list-style-type: none"> <li>• Characteristics</li> <li>• Functions</li> <li>• Graphs</li> <li>• Equations</li> </ul>	<ul style="list-style-type: none"> <li>• Determine</li> <li>• Analyze</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify the characteristics of functions</li> <li>2. Interpret the characteristics of functions</li> <li>3. Develop equation of function given characteristics or graph</li> </ol>
M.1	<ul style="list-style-type: none"> <li>• Operations</li> <li>• Functions</li> <li>• Properties</li> <li>• Theorems</li> </ul>	<ul style="list-style-type: none"> <li>• Do operations</li> </ul>	<ol style="list-style-type: none"> <li>1. Perform operations (add/subtract/multiply/divide/inverses/composition)</li> <li>2. Apply average rate of change</li> <li>3. Apply remainder and factor theorems</li> <li>4. Apply logarithm properties</li> </ol>
S.1	<ul style="list-style-type: none"> <li>• Equations</li> <li>• Inequalities</li> <li>• Functions</li> </ul>	<ul style="list-style-type: none"> <li>• Solve</li> <li>• Evaluate</li> </ul>	<ol style="list-style-type: none"> <li>1. Solve equations (polynomial, rational, radical, exponential, logarithmic)</li> <li>2. Solve non-linear inequalities</li> <li>3. Evaluating function and inverse function values ie <math>f(2)</math></li> </ol>

**Unit Sequence of Learning Progressions**

1. Evaluating function and inverse function values ie  $f(2)$
2. Identify the characteristics of functions
3. Interpret the characteristics of functions
4. Develop equation of function given characteristics or graph
5. Apply average rate of change
6. Utilize parent functions and transformations, tables, and technology
7. Perform operations (add/subtract/multiply/divide/inverses/composition)
8. Identify the type of functions (power, polynomial, rational, exponential, logarithmic)
9. Solve equations (polynomial, rational, radical, exponential, logarithmic)
10. Apply remainder and factor theorems
11. Solve non-linear inequalities
12. Apply logarithm properties

Learning & Language Intentions (Targets)	Success Criteria
<ul style="list-style-type: none"> <li>I am learning to graph functions and their transformations(power, polynomial, rational, exponential, logarithmic, trig, inverse trig).</li> </ul>	<ul style="list-style-type: none"> <li>I can graph functions and their transformations(power, polynomial, rational, exponential, logarithmic, trig, inverse trig).</li> </ul>
<ul style="list-style-type: none"> <li>I am learning to find characteristics (Ex: end behavior, extrema, intercepts, discontinuity, domain, range, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>I can find characteristics (Ex: end behavior, extrema, intercepts, discontinuity, domain, range, etc.).</li> </ul>
<ul style="list-style-type: none"> <li>I am learning to find function values from a graph.</li> </ul>	<ul style="list-style-type: none"> <li>I can find function values from a graph.</li> </ul>
<ul style="list-style-type: none"> <li>I am learning to find combinations and compositions.</li> <li>I am learning to find an inverse function.</li> <li>I am learning to evaluate functions including inverse functions.</li> <li>I am learning to solve an equation (power, rational, exponential, logarithmic, trig).</li> <li>I am learning to use long or synthetic division to analyze a rational function (partial fractions).</li> <li>I am learning to solve rational or polynomial inequalities.</li> <li>I am learning to apply the definition and properties of logarithms.</li> </ul>	<ul style="list-style-type: none"> <li>I can find combinations and compositions.</li> <li>I can find an inverse function.</li> <li>I can evaluate functions</li> <li>I can evaluate functions including inverse functions.</li> <li>I can solve an equation (power, rational, exponential, logarithmic, trig).</li> <li>I can use long or synthetic division to analyze a rational function (partial fractions).</li> <li>I can solve rational or polynomial inequalities.</li> <li>I can apply the definition and properties of logarithms.</li> </ul>
Targeted Academic Vocabulary	Daily Lesson Relevance
<p>composition  continuous function  dilation  domain  end behavior  even function  extrema  function  interval notation  inverse function  limit  maximum  minimum  odd function  parent function  range  reflection  secant line  zeros  asymptotes  complex conjugates  extraneous solution  leading coefficient  leading term test  multiplicity  polynomial function  inequality  power function  quartic function  rational function  repeated zero  sign chart  synthetic substitution  turning point  common logarithm  continuous compound interest  exponential function  Logarithm  logistic growth function  natural base  natural logarithm  transcendental function</p>	<p>In this unit, students will graph and analyze key features of functions with an emphasis on polynomial, rational functions, radical functions, exponential, and logarithmic functions. Students should be able to explain and interpret their analysis of key features of these functions through detailed explorations and examinations between multiple representations. In addition, students will apply a variety of techniques to solve equations and inequalities in both mathematical and real-world problems.</p>
Application of Standards	
<b>Assessment Opportunities ( Performance Benchmarks on</b>	<b>Mastery of Standards (Common Summative Assessments)</b>

Practice Assessments)	
**Link to assessments	<a href="#">Functions from a Calculus Perspective</a> <a href="#">Power, Polynomial, and Rational Functions</a> <a href="#">Exponential and Logarithmic Functions</a>

Exemplar(s)		
Will complete at a later date when we get student work sample		

**PreCalculus Unit Overview**  
**Unit 2**

<b>Unit Name</b>	Trigonometry
<b>Unit Description</b>	In this unit, students will develop an understanding of the periodic nature of trigonometric functions. Students will build on their previous knowledge of special right triangles and trigonometry as they develop a conceptual understanding of the relationship between angle positions on a unit circle. Students will work in both radians and degrees to evaluate trigonometric functions at various angles on the unit circle as well as co-terminal values. Students will then graph trig functions and inverse trig functions as well as analyze the key features of the graphs of these functions. Finally, students will manipulate expressions and equations to simplify trig expressions, verify trig identities, and solve trig equations.

**Standards (Write out the Standard Code and Language of the Standard)**

G.2 I can graph trigonometric functions and their transformations.  
 I.2 I can determine and analyze characteristics of trigonometric functions from graphs and equations.  
 M.2 I can apply identities and other appropriate techniques to rewrite equivalent forms of trigonometric expressions.  
 S.2 I can solve equations and triangles using trigonometry.

**Unit Relevance**

<b>Course Relevance Question</b>	What is a function and how does it function?
<b>Unit Relevance Question</b>	What are the relationships between the angles and sides of a triangle?

Standard Code	Concepts (Nouns)	Skills (Verbs)	Learning Progression of the Standard
G.2	<ul style="list-style-type: none"> <li>Trigonometry</li> <li>Functions</li> <li>Transformations</li> </ul>	<ul style="list-style-type: none"> <li>Graph</li> </ul>	<ol style="list-style-type: none"> <li>Graph sine and cosine functions including inverses utilizing parent functions and transformations, tables, and technology.</li> <li>Graph tangent, cotangent, cosecant, secant functions utilizing parent functions and transformations, tables, and technology.</li> </ol>
I.2	<ul style="list-style-type: none"> <li>Trigonometry</li> <li>Functions</li> <li>Graphs</li> <li>Equations</li> <li>Characteristics</li> </ul>	<ul style="list-style-type: none"> <li>Determine</li> <li>Analyze</li> </ul>	<ol style="list-style-type: none"> <li>Identify the characteristics of trig functions</li> <li>Interpret the characteristics of trig functions</li> <li>Develop equation of trig function given characteristics or graph</li> </ol>
M.2	<ul style="list-style-type: none"> <li>Identities</li> <li>Trigonometry</li> <li>Expressions</li> </ul>	<ul style="list-style-type: none"> <li>Apply</li> <li>Rewrite</li> </ul>	<ol style="list-style-type: none"> <li>Define radian (conversion with degrees, understand and use of radians)</li> <li>Develop the unit circle and trig table to evaluate values of trig and inverse trig functions</li> <li>Apply and prove identities</li> </ol>
S.2	<ul style="list-style-type: none"> <li>Equations</li> <li>Triangles</li> <li>Trigonometry</li> </ul>	<ul style="list-style-type: none"> <li>Solve</li> </ul>	<ol style="list-style-type: none"> <li>Solve right triangle trigonometry</li> <li>Solve triangles with Law of Sines and Law of Cosines</li> <li>Solve trig equations</li> <li>Solve trig equations with identities</li> </ol>

**Unit Sequence of Learning Progressions**

- Solve right triangle trigonometry
- Define radian (conversion with degrees, understand and use of radians)
- Develop the unit circle and trig table to evaluate values of trig and inverse trig functions
- Graph sine and cosine functions including inverses utilizing parent functions and transformations, tables, and technology.
- Identify the characteristics of trig functions
- Interpret the characteristics of trig functions
- Develop equation of trig function given characteristics or graph
- Graph tangent, cotangent, cosecant, secant functions utilizing parent functions and transformations, tables, and technology.
- Solve triangles with Law of Sines and Law of Cosines
- Apply and prove identities
- Solve trig equations
- Solve trig equations with identities

Learning & Language Intentions (Targets)	Success Criteria
<ul style="list-style-type: none"> <li>I am learning to graph functions and their transformations (power, polynomial, rational, exponential, logarithmic, trig,</li> </ul>	<ul style="list-style-type: none"> <li>I can graph functions and their transformations (power, polynomial, rational, exponential, logarithmic, trig, inverse trig).</li> </ul>



inverse trig).	
<ul style="list-style-type: none"> <li>I am learning to determine characteristics and equations of a trig function given a graph.</li> </ul>	<ul style="list-style-type: none"> <li>I can determine characteristics and equations of a trig function given a graph.</li> </ul>
<ul style="list-style-type: none"> <li>I am learning to apply trig identities to simplify and rewrite trig expressions.</li> </ul>	<ul style="list-style-type: none"> <li>I can apply trig identities to simplify and rewrite trig expressions</li> </ul>
<ul style="list-style-type: none"> <li>I am learning to convert into another form (radian and degree).</li> <li>I am learning to apply the unit circle.</li> <li>I am learning to find missing sides or angles of a triangle.</li> </ul>	<ul style="list-style-type: none"> <li>I can convert into another form (radian and degree).</li> <li>I can apply the unit circle.</li> <li>I can find missing sides or angles of a triangle.</li> </ul>
<b>Targeted Academic Vocabulary</b>	<b>Daily Lesson Relevance</b>
amplitude angle of depression angle of elevation cosecant cosine coterminal angle Law of Cosines Law of Sines Period phase shift radian reference angle secant sine standard position tangent unit circle vertical shift cofunction difference identity double-angle identity half-angle identity odd-even identity Pythagorean identity quotient identity reciprocal identity sum identity	In this unit, students will develop an understanding of the periodic nature of trigonometric functions. Students will build on their previous knowledge of special right triangles and trigonometry as they develop a conceptual understanding of the relationship between angle positions on a unit circle. Students will work in both radians and degrees to evaluate trigonometric functions at various angles on the unit circle as well as co-terminal values. Students will then graph trig functions and inverse trig functions as well as analyze the key features of the graphs of these functions. Finally, students will manipulate expressions and equations to simplify trig expressions, verify trig identities, and solve trig equations.
<b>Application of Standards</b>	
<b>Assessment Opportunities ( Performance Benchmarks on Practice Assessments)</b>	<b>Mastery of Standards (Common Summative Assessments)</b>
**Link to assessments	<a href="#">Trigonometric Functions</a> <a href="#">Graphs of Trig Functions</a> <a href="#">Inverse Trig Functions and Laws of Sines and Cosines</a> <a href="#">Trig Identities and Solving Trig Equations</a> <a href="#">Formula sheet</a>
<b>Learning &amp; Language Intentions (Targets)</b>	<b>Success Criteria</b>

**Exemplar(s)**<https://docs.google.com/document/d/1BHuSu-8KEpFUTLRwHjyCbpmUaLgN5Zy/edit?usp=sharing&oid=105184009630500755810&rtpof=true&sd=true>

Will complete at a later date when we get student work sample		
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**PreCalculus Unit Overview**  
**Unit 3**

<b>Unit Name</b>	Alternate Representations of Relations
<b>Unit Description</b>	In this unit, students will be introduced to vectors, parametric equations, and polar equations. Students will represent vectors graphically and algebraically. Students will apply trigonometry to their study of parametric equations and polar equations. For polar equations, students will be introduced to the polar coordinate system. For both parametric equations and polar equations, students will convert between the given equations and an equation in rectangular form. Students will graph these relations with and without technology.

**Standards (Write out the Standard Code and Language of the Standard)**

G.3 I can graph vectors, parametric, and polar equations.  
M.3 I can convert into another form (rectangular, parametric, polar, complex).  
S.3 I can create equations to represent vector and parametric relations and solve them.

**Unit Relevance**

<b>Course Relevance Question</b>	What is a function and how does it function?
<b>Unit Relevance Question</b>	How can alternative representations be used to express relations?

Standard Code	Concepts (Nouns)	Skills (Verbs)	Learning Progression of the Standard
G.3	<ul style="list-style-type: none"> <li>• Vectors</li> <li>• Parametric Equations</li> <li>• Polar Equations</li> </ul>	<ul style="list-style-type: none"> <li>• Graph</li> </ul>	<ol style="list-style-type: none"> <li>1. Graph parametric equations using tables and technology</li> <li>2. Represent vectors geometrically</li> <li>3. Graph polar equations using tables, symmetry and technology</li> </ol>
M.3	<ul style="list-style-type: none"> <li>• Rectangular Form</li> <li>• Parametric Form</li> <li>• Polar Form</li> <li>• Complex Form</li> </ul>	<ul style="list-style-type: none"> <li>• Convert</li> </ul>	<ol style="list-style-type: none"> <li>1. Convert into another form (rectangular, parametric, polar and complex)</li> </ol>
S.3	<ul style="list-style-type: none"> <li>• Vector Relations</li> <li>• Parametric Relations</li> </ul>	<ul style="list-style-type: none"> <li>• Create</li> <li>• Solve</li> </ul>	<ol style="list-style-type: none"> <li>1. Solving word problems with vector and parametric equations</li> </ol>

**Unit Sequence of Learning Progressions**

1. Graph parametric equations using tables and technology
2. Represent vectors geometrically
3. Solving word problems with vector and parametric equations
4. Graph polar equations using tables, symmetry and technology
5. Convert into another form (rectangular, parametric, polar and complex)

Learning & Language Intentions (Targets)	Success Criteria
<ul style="list-style-type: none"> <li>• I am learning to draw a vector diagram.</li> </ul>	<ul style="list-style-type: none"> <li>• I can draw a vector diagram.</li> </ul>
<ul style="list-style-type: none"> <li>• I am learning to graph parametric equations.</li> </ul>	<ul style="list-style-type: none"> <li>• I can graph parametric equations.</li> </ul>
<ul style="list-style-type: none"> <li>• I am learning to graph polar equations.</li> </ul>	<ul style="list-style-type: none"> <li>• I can graph polar equations.</li> </ul>
<ul style="list-style-type: none"> <li>• I am learning to convert into another form (rectangular, parametric, polar, complex).</li> <li>• I am learning to perform vector operations and solve vector problems.</li> <li>• I am learning to find missing sides or angles of a triangle.</li> </ul>	<ul style="list-style-type: none"> <li>• I can convert into another form (rectangular, parametric, polar, complex).</li> <li>• I can perform vector operations and solve vector problems.</li> <li>• I can find missing sides or angles of a triangle.</li> </ul>
Targeted Academic Vocabulary	Daily Lesson Relevance
parameter parametric curve parametric equation component form components	In this unit, students will be introduced to vectors, parametric equations, and polar equations. Students will represent vectors graphically and algebraically. Students will apply trigonometry to their study of parametric equations and polar equations. For polar equations, students will be introduced to the polar coordinate system. For both parametric equations and polar equations, students will

dot product equivalent vectors initial point magnitude opposite vectors orthogonal parallel vectors quadrant bearing resultant standard position terminal point true bearing unit vector vector absolute value of a complex number cardioid complex plane imaginary axis lemniscate limaçon polar axis polar coordinates polar coordinate system polar equation polar form polar graph pole rose spiral of Archimedes	convert between the given equations and an equation in rectangular form. Students will graph these relations with and without technology.
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**Application of Standards**

<b>Assessment Opportunities ( Performance Benchmarks on Practice Assessments)</b>	<b>Mastery of Standards (Common Summative Assessments)</b>
**Link to assessments	<a href="#">Vectors</a> <a href="#">Polar Coordinates and Complex Numbers (including Parametric Equations)</a>

**Exemplar(s)**

Will complete at a later date when we get student work sample		
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**PreCalculus Unit Overview  
Unit 4**

<b>Unit Name</b>	Essential Pre-Calculus Topics
<b>Unit Description</b>	In this unit, students will study conic sections: ellipses, circles, parabolas and hyperbolas. Students will extend their knowledge of sequences to the study of series. Students will calculate the nth term and nth partial sum of arithmetic and geometric sequences for both real world and mathematical situations. Students will represent series using sigma notation. Students will study matrices and their operations including matrix addition, subtraction, scalar multiplication, multiplication and inverses. Matrices will also be used to solve systems of equations.

**Standards (Write out the Standard Code and Language of the Standard)**

G.4 I can graph a parabola, ellipse, hyperbola and circle.
I.4 I can determine and analyze the properties and characteristics of conics, sequences, and series.
M.4 I can use algebraic techniques to convert between different forms of matrices, conics, sequences, and series.
S.4 I can evaluate expressions and solve equations using appropriate techniques for matrices, conics, sequences and series.

**Unit Relevance**

<b>Course Relevance Question</b>	What is a function and how does it function?
<b>Unit Relevance Question</b>	How else are mathematical sets used or represented?

Standard Code	Concepts (Nouns)	Skills (Verbs)	Learning Progression of the Standard
G.4	<ul style="list-style-type: none"> <li>Parabola</li> <li>Ellipse</li> <li>Hyperbola</li> <li>Circle</li> </ul>	<ul style="list-style-type: none"> <li>Graph</li> </ul>	1. Graph conic by its characteristics
I.4	<ul style="list-style-type: none"> <li>Conic Sections</li> <li>Sequence</li> <li>Series</li> </ul>	<ul style="list-style-type: none"> <li>Determine</li> <li>Analyze</li> </ul>	<ol style="list-style-type: none"> <li>Determine the type of conic</li> <li>Determine the characteristics and equations of conics</li> </ol>
M.4	<ul style="list-style-type: none"> <li>Algebraic Techniques</li> <li>Matrices</li> <li>Conic Sections</li> <li>Sequences</li> <li>Series</li> </ul>	<ul style="list-style-type: none"> <li>Convert</li> </ul>	<ol style="list-style-type: none"> <li>Writing equation of conics in standard form (general to standard form)</li> <li>Perform matrix operations</li> <li>Apply arithmetic and geometric sequence and series formulas</li> <li>Convert between explicit and recursive forms</li> </ol>
S.4	<ul style="list-style-type: none"> <li>Expressions</li> <li>Equations</li> <li>Matrices</li> <li>Conic Sections</li> <li>Sequences</li> <li>Series</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate</li> <li>Solve</li> </ul>	<ol style="list-style-type: none"> <li>Solve system of equations by matrices</li> <li>Solve for unknown quantities for sequences and series</li> <li>Evaluate a series (sigma notation)</li> </ol>

#### Unit Sequence of Learning Progressions

- Perform matrix operations
- Solve system of equations by matrices
- Graph conic by its characteristics
- Writing equation of conics in standard form (general to standard form)
- Determine the type of conic
- Determine the characteristics and equations of conics
- Apply arithmetic and geometric sequence and series formulas
- Convert between explicit and recursive forms
- Solve for unknown quantities for sequences and series
- Evaluate a series (sigma notation)

Learning & Language Intentions (Targets)	Success Criteria
<ul style="list-style-type: none"> <li>I am learning to graph a parabola, ellipse, hyperbola and circle.</li> </ul>	<ul style="list-style-type: none"> <li>I can graph a parabola, ellipse, hyperbola and circle.</li> </ul>
<ul style="list-style-type: none"> <li>I am learning to determine the characteristics and equation of a conic given the graph.</li> </ul>	<ul style="list-style-type: none"> <li>I can determine the characteristics and equation of a conic given the graph.</li> </ul>
<ul style="list-style-type: none"> <li>I am learning to write the standard form of a conic section.</li> </ul>	<ul style="list-style-type: none"> <li>I can write the standard form of a conic section.</li> </ul>
<ul style="list-style-type: none"> <li>I am learning to convert between explicit and recursive form.</li> <li>I am learning to generate arithmetic and geometric sequences and series.</li> <li>I am learning to evaluate series in sigma notation.</li> <li>I am learning to solve for unknown quantities for sequences and series.</li> <li>I am learning to write the partial fraction decomposition of a rational expression.</li> <li>I am learning to create and solve a system of equations.</li> </ul>	<ul style="list-style-type: none"> <li>I can convert between explicit and recursive form.</li> <li>I can generate arithmetic and geometric sequences and series.</li> <li>I can evaluate series in sigma notation.</li> <li>I can solve for unknown quantities for sequences and series.</li> <li>I can write the partial fraction decomposition of a rational expression.</li> <li>I can create and solve a system of equations.</li> </ul>
Targeted Academic Vocabulary	Daily Lesson Relevance
augmented matrix coefficient matrix determinant Gaussian elimination Gauss-Jordan elimination identity matrix inverse inverse matrix invertible partial fraction partial fraction decomposition reduced row-echelon form row-echelon form	In this unit, students will study conic sections: ellipses, circles, parabolas and hyperbolas. Students will extend their knowledge of sequences to the study of series. Students will calculate the $n$ th term and $n$ th partial sum of arithmetic and geometric sequences for both real world and mathematical situations. Students will represent series using sigma notation. Students will study matrices and their operations including matrix addition, subtraction, scalar multiplication, multiplication and inverses. Matrices will also be used to solve systems of equations.

<p>singular matrix  square system  axis of symmetry  conic section  conjugate axis  co-vertices  directrix  ellipse  focus  hyperbola  locus  major axis  minor axis  parabola  transverse axis  vertex  arithmetic means  arithmetic sequence  common difference  common ratio  geometric sequence  nth partial sum  sequence  series  sigma notation</p>	
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**Application of Standards**

<b>Assessment Opportunities ( Performance Benchmarks on Practice Assessments)</b>	<b>Mastery of Standards (Common Summative Assessments)</b>
**Link to assessments	<a href="#">Conic Sections</a> <a href="#">Matrices</a> <a href="#">Sequences and Series</a>

**Exemplar(s)**

Will complete at a later date when we get student work sample		
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**Precalculus 9400:** Carter, J. A., Guevas, G. J., Day, R., Malloy, C. (2014). *Precalculus*. McGraw-Hill Education.

<b>Time Period of Public Input</b>
03/06/23 - 04/21/23
<b>Number and Breakdown of Responses Received (Supportive/Unsupportive)</b>
<ul style="list-style-type: none"><li>• No responses were received during the time period of public input.</li></ul>
<b>Overall Themes Identified From Responses</b>
<ul style="list-style-type: none"><li>• N/A</li></ul>

## ITEM OF INFORMATION

- Topic:** English Language Arts- Grade One material purchases for handwriting resources
- Handwriting Without Tears My Printing Book Student Workbook, by Learning Without Tears: 2022 Student Edition
  - Handwriting Without Tears My Printing Book Teacher Edition , by Learning Without Tears: 2022 Edition

**Background Information:** Currently, first grade teachers do not have a district supplied handwriting workbook or teacher edition to support universal handwriting instruction with their students. First grade teachers were surveyed by ACI from March 21st to March 28th, 2023 to gauge support of a district provided material resource, and specifically the Handwriting Without Tears Grade One edition. Currently, Handwriting Without Tears is used by our Kindergarten and Grade Three teachers. Forty-two of sixty grade one teachers in our district responded to the survey. Their feedback is as follows:

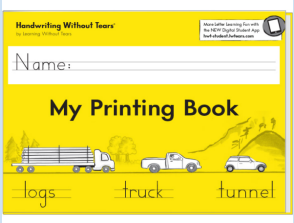
- 100% of teachers responded that 1st grade students need instruction and practice in handwriting
- 85.7% responded that they would support ACI providing this particular resource as it aligns to what is being used at Kindergarten and Grade Three

**Fiscal Note:** The cost for the My Printing Book 2022 Student Edition workbook to be used at the grade one level is \$12,699.00. The cost for the Teacher Edition of the My Printing Book 2022 Edition to be used at the grade one level is \$1,374.45 with an additional combined shipping cost of \$1,407.35. The total purchase for both the workbook and teacher editions, and shipping has a combined cost of \$15,480.80. The cost is within the dollars allocated in the 2023-2024 AC&I budget. All instructional materials will be implemented during the 2023-24 school year.

**Instructional Impact:** Students in grade one will receive functional practice in printing to meet Wisconsin Standards for Writing (W.K.6): *With guidance and support from adults, students will learn to produce writing through printing (including forming most printed upper- and lowercase letters), cursive, and/or typing.* These resources will support students in reaching this instructional standard and assist teachers in delivering universal instruction across all our elementary buildings. With instruction and guided practice, students will develop automatic and comfortable handwriting skills with speed, ease, and clarity of message that will transcend all subjects and all grade levels.

**Contact Person(s):** Carrie Willer, PhD 920-832-6157 ext. 2180, [willercarrie@asdk12.wi.us](mailto:willercarrie@asdk12.wi.us)  
Steve Harrison, PhD 920-832-6157 ext. 2177, [harrisonstepha@asdk12.wi.us](mailto:harrisonstepha@asdk12.wi.us)

**English Language Arts: Material Purchase- Handwriting Without Tears Student Workbook & Teacher Edition for Gr. One**

<p><b>WHY</b> would we like to purchase a Gr. 1 handwriting workbook and Teacher Edition within the AASD?</p>	<p>AASD currently does not offer universal instruction nor provide a material resource in handwriting at the First Grade level. Families, community members and educators have shared concerns that first grade students need universal instruction in printing. First grade teachers were surveyed by ACI from March 21st to March 28th to gage their support of a material resource. 42 of 60 first grade teachers responded. Their feedback is as follows:</p> <ul style="list-style-type: none"> <li>• 100% of teachers responded that 1st grade students need instruction and practice in handwriting</li> <li>• 85.7% responded that they would support ACI providing this resource</li> </ul> <p>Additional teacher feedback included the following:</p> <ul style="list-style-type: none"> <li>• We like Handwriting W/Out Tears and it is the resource used at Kindergarten and Gr. 3</li> <li>• We desperately need a universal resource for consistency and fidelity as we are creating or buying our own resource</li> <li>• This resource is easy to use</li> </ul> <p>Therefore, with strong teacher support, we are seeking approval to purchase the 2022 editions of both the Grade One student and teacher Handwriting Without Tears copies.</p>
<p><b>WHAT</b> are some of the features for this edition?</p> 	<p>The following features are evident in the My Printing Book Student Workbook 2022 edition:</p> <ul style="list-style-type: none"> <li>• Students practice lowercase letters in words and sentences on different styles of lines</li> <li>• Lessons designed to be practiced in 15 minutes</li> <li>• Left and Right Hand friendly instruction</li> <li>• Digital instruction opportunities for teachers</li> <li>• Home-School opportunities for additional practice</li> <li>• Teacher lesson plans incorporating letter review with words and sentences</li> </ul>
<p><b>HOW</b> was public input solicited prior to making the administrative recommendation to the Board?</p>	<p>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 <a href="#">AASD website</a> as well as through the superintendent’s family communication letter.</p>
<p><b>HOW</b> will these books be resourceful for Grade One classroom teachers, and those specialist teachers who provide handwriting instruction for out of grade level students?</p>	<p>The Handwriting Without Tears student workbooks accompany the Teacher Edition manual to provide wrap-around instructional support. The workbook offers targeted practice for students in Grade One, and those students working at these levels with needed handwriting practice to meet Wisconsin State Writing Standards (W.K.6): <i>With guidance and support from adults, students will learn to produce writing through printing (including forming most printed upper- and lowercase letters), cursive, and/or typing.</i></p>

**English Language Arts: Materials Purchase- Handwriting Without Tears Student Workbooks For Gr. 1**

<b>Time Period of Public Input</b>
04/25/23 - 06/07/23
<b>Number and Breakdown of Responses Received (Supportive/Unsupportive)</b>
No responses have been received to date. A final report of input will be presented at the June 12th Board Meeting with the Item for Consideration.
<b>Overall Themes Identified From Responses</b>
<ul style="list-style-type: none"><li>• N/A</li></ul>



## ITEM OF INFORMATION

**Topic:** Achievement Gap Reduction (AGR) Contract Transfer from Columbus to Highlands

**Background Information:**

The Appleton Area School District Leadership Team is recommending a transfer of the Columbus Elementary [Achievement Gap Reduction \(AGR\)](#) program contract to Highlands Elementary starting with the 2023-2024 school year. This change will allow us to extend to Highlands the AGR program benefit of reduced class size in grades Kindergarten through grade 3, while also continuing to provide AGR reduced class sizes at Columbus.

Columbus will continue to be considered an AGR school for staffing purposes, retaining AGR-level staffing of 18:1 or 30:2 at grades K, 1, 2, and 3 through district-funded FTE. However, it will no longer be considered an AGR school for state designation/reporting purposes.

Highlands will become an AGR school per state designation, maintaining 18:1 or 30:2 classroom ratios in grade Kindergarten through grade 3 and providing professional development on small group instruction. They will follow the guidelines of the AGR program, including the creation of performance objectives and reporting progress to the AASD Board of Education at the end of each semester.

For more information about this recommendation, please [visit this link](#) for additional background information and communication timeline.

**Contact Persons:**

Nan Bunnow, 920-832-6301, [bunnownanette@asd.k12.wi.us](mailto:bunnownanette@asd.k12.wi.us)  
Matt Zimmerman, 920-832-6142, [zimmermanmatth@asd.k12.wi.us](mailto:zimmermanmatth@asd.k12.wi.us)

BOE: 05/8/2023

## ITEM OF INFORMATION

**Topic:** Naming of New Elementary School

**Background  
Information:**

In 1999, the Appleton Area School District (AASD) purchased the property where our new elementary school will be constructed. At that time, an agreement to purchase the property was signed by AASD Superintendent of Business Services, Mike Clark, and the sellers of the property, Richard and Alice Van Handel. Item #8 of the agreement states that the “Buyer agrees to name any elementary school constructed on the property, Sandy Slope Elementary”.

District Policy 940 states that the names of school district facilities can be very meaningful. A school or district facility’s name is often intended to represent its character, history, or goals and aspirations. As public buildings in which the entire community makes an investment, its name may also represent an attempt to reflect its connections to the broader community.

Naming of School District facilities is the responsibility of the Board of Education and shall be by majority vote of the Board. Community input is desired and highly valued; however, the Board has final authority over the name of any District facility. The following criteria shall be considered when evaluating any proposed name:

- The manner in which the proposed name reflects the mission, vision and ideals of the District.
- The extent to which the proposed name will have significant meaning to the Appleton Area School District community.
- The extent to which the name is likely to retain significance for future students and other future members of the Appleton Area School District community.
- The extent to which the name compliments and does not conflict or cause confusion with the names of other District facilities or other nearby public or private schools.

School buildings which may be named include, but are not limited to, a school that is newly constructed; remodeled; or converted from a facility previously used for a different purpose.

- The Board may solicit potential names from the public, including students, staff and residents of the community.
  - Suggested names shall be submitted in writing to the Board and include the rationale for the proposal.
- Proposals should minimally address the criteria referenced above.
- The Board may solicit community input on proposed names prior to a final decision

Sandy Slope School was the name of a school that was located on the site of our current North High School. The first mention of the school dates back to 1919, when the Sandy Slope School District was a rural Grand Chute district and not part of the AASD. The original school building was replaced by a new school on the site in 1927 and served students in the area until it was closed in the late 1940's. The seller of the property, Richard Van Handel, attended Sandy Slope School, which is why he put Item #8 in the purchase agreement.

**Contact**

**Person(s):**

Greg Hartjes, 920-832-6126

## SCHOOL HISTORY IS OUTLINED BY DISTRICT CLERK

### Walter Lowenhagen Traces District's Progress at Dedi- cation

The history of Sandy Slope school, district 6, town of Grand Chute, was traced by Walter Lowenhagen, clerk of the school board, at the dedication of the new school building Thursday evening. Construction of the building was started last fall and completed a few weeks ago at a cost of approximately \$5,000.

The history of the school dates back to the earliest period of Wisconsin history, he pointed out, as it was this part of the state, between Green Bay and Kaukauna, that was first visited by the French missionaries and fur traders about 15 years after the Pilgrims set foot on Plymouth Rock.

Joseph Mitchell, he recalled, was clerk of the school's first district, organized when Appleton was a country village. Other settlers associated with the early history of the town were Joe Burzelle, Joe La Beau, Frank Vande Bogart and a Mr. Merity.

"We in the Sandy Slope school

district can look with pride upon the years that have watched families grow up and move away, years that have witnessed as large an enrollment as 45 at one time," he said. "If I had the time. It would be a pleasure to tell where some of those people have gone, what they have done, how they have prospered, and what parts they have played in building up our community and our state.

#### WORE OUT SCHOOLHOUSE

"We have worn out a schoolhouse in this district in the interests of our children. The time came when the old building would no longer meet our requirements, and just as when more prosperous times permitted our grandfathers to leave their ox teams to rest in the barns when they hitched up the shining carriage to go to church or to town, so our greater needs have brought us to a time when the old schoolhouse, battered by many season, and showing the signs of wear given by hundreds of busy feet through the long years, no longer pleased the eye nor met the needs of our children.

"In the course of time our district laid its plans for a new building, the result of which you see tonight. We did not wish to squander money on useless decorations, and we asked our architect to plan for us a building that would meet every requirement of the state building code as to comfort and sanitation, and to leave out the frills.

"We feel that we have given the district a substantial building, and it is the hope of the school board that a

## ROOSEVELT PAPER HAS BASKETBALL EDITION

A special basketball edition was issued at the mid-winter number of Roosevelt News, monthly paper of the Roosevelt junior high school. A review of the basketball season is a feature of the front page of the issue.

A cartoon contest was announced. Entries will close for the competition Feb. 16, when the best cartoons will be selected and prizes awarded. Club notes, humor, exchanges and a page written by eighth grade students are included in the paper.

new pride will result in its school, and that a new interest will be aroused in the homes to the end that the growing boys and girls may be inspired with a desire to fit themselves well for their life work."

He stressed the important part played by the teacher in the educational program of the district. The trust of the parents is placed in the teacher, and it is necessary that she be interested in her pupils and inspire worthy thoughts in them if she is to fulfill her true duties, he pointed out.

Other speakers on the program were George S. Dick, state supervisor of rural school; A. G. Meating, county superintendent of schools; and Miss Mae Strelke, teacher. An ice cream social followed the dedicatory program.

## ITEM FOR CONSIDERATION

**TOPIC:** Employee Handbook Revision-Substitution of Accrued, Paid Time for Family Medical Leave

**BACKGROUND INFORMATION:** The Employee Handbook and the District's Family and Medical Leave Act Policy conforms and complies with the requirements of the Federal Family and Medical Leave Act (FMLA) and the Wisconsin Family Medical Leave Act (WFMLA). These requirements include providing eligible employees with unpaid Family Medical Leave (FML) up to 12 weeks (60 days) in accordance with Federal Law. In addition, employees can substitute accrued, paid leave time for up to 2 weeks or 10 of those days (State law).

In an effort to support and retain staff, administration will be bringing forward a recommendation to enhance the FML benefit. The recommendation will be to increase the amount of accrued, paid time an employee can substitute from 2 weeks (10 days) to up to 12 weeks (60 days). Unpaid leave is not affordable to some employees. Although this revision may impact only a small number of staff it is often our staff that are experiencing significant challenges in caring for a family member who needs it most. This revision is intended to increase employee satisfaction and staff morale by supporting an employee during a challenging time.

**INSTRUCTIONAL IMPACT:** This revision will reduce the need for intermittent leaves allowing for consistent coverage of absences and/or provide adequate time for staff to care for family, which will enhance employee wellbeing and ultimately their effectiveness at work.

**FISCAL NOTE:** Based on previous years' trends the fiscal impact is estimated to be between \$23,000 to \$80,000 annually which is dependent on the number of employees accessing FML beyond 10 days.

**ADMINISTRATIVE RECOMMENDATION:** The recommendation is to increase the amount of accrued, paid time an employee can substitute for approved Family Medical Leaves for family members from 2 weeks (10 days) to up to 12 weeks (60 days) as an Employee Handbook and District Policy revision (attached).

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

5/8/23

## EMPLOYEE HANDBOOK AND DISTRICT POLICY REVISION: Substitution of Pay for FMLA (p. 39)

### Sick Leave (Employee or Qualifying Employee Family Member Serious Health Conditions) FMLA

~~The District's FMLA procedures allow employees to use accrued sick leave or other paid time, in lieu of the unpaid time.~~ The amount of paid time that can be substituted for an employee's own serious illness or his/her immediate family member's serious illness is determined by FMLA guidelines and will be outlined in your communication with Human Resources for employees who qualify for FMLA.

~~If the employee does not qualify for FMLA, the District allows the employee to use accrued sick leave up to the maximum allowed by FMLA if the same process is followed and the reason for the leave would have qualified under FMLA reasons. However, other FMLA benefits would not apply.~~

### Substitution of Paid Leave during FMLA and/or WFMLA – Change in practice

Under WFMLA employees may elect to substitute any type of employer provided paid leave (vacation, personal day, or sick leave) during WFMLA.

Under FMLA, an employee may be eligible to substitute, or the Employer may require that the employee substitute, some forms of Employer-provided paid leave during FMLA leave.

The District's FMLA procedures allow employees to use accrued (or earned) sick leave or other paid time, during an approved FMLA leave. The amount of paid time that can be substituted for an employee's own serious illness or other approved FMLA absence is up to 12 weeks (60 days) total. This time is prorated for less than full time employees determined by FMLA law and will be outlined in your communication with Human Resources for employees who qualify for FMLA.

Employees on FMLA who exceed the 12 weeks for their own serious health condition, may qualify to continue on a Medical Leave (see p. 43).

### Continuation of Benefits – additional information for clarification

During any period of FMLA/WFMLA leave, an employee will be retained in the employee's elected group benefit plans on the same basis as if the employee had been continuously employed under the employee's leave period. To continue group coverage, the employee must continue to make any contributions that the employee made to the plan before taking leave.

~~If the employee does not qualify for FMLA, the District allows the employee to use accrued sick leave up to the maximum allowed by FMLA if the same process is followed and the reason for the leave would have qualified under FMLA reasons. However, other FMLA benefits would not apply.~~

**If an employee with paid time does not qualify for FMLA**, the District allows the employee to use accrued sick leave up to the maximum allowed by FMLA if the same process is followed and the reason for the leave would have qualified under FMLA reasons. However, FMLA benefits would not apply to unpaid time, including district contribution to health, dental, life, and long-term disability.

## District Policy 535 - Family Medical Leave Absence

V. Substitution of Paid Leave: **FMLA leave is unpaid. However**, employees may use, or may be required to use (to the extent permitted by law), accrued paid leave during a period of unpaid FMLA leave. This paid leave includes vacation time. Paid leave is only available for substitution for unpaid periods of leave if the employee has accrued a current right to **FMLA leave** the benefit. To accrue a right to **FMLA leave** a benefit, the employee must meet all eligibility requirements needed to receive the benefit, as defined under the terms of the benefit policy, and have a present right to the benefit. Contingent or discretionary benefits or paid leave is not accrued leave for purposes of substitution. Paid time used will not be available later for use by the employee. Extensions of leave will not be permitted except as required by law.

## Item For Consideration

**Topic:** Issuance of High School Diploma to Veteran

**Background  
Information:**

A Wisconsin Law, 1999 Wisconsin Act 73, provides school boards the authority to award a high school diploma to a veteran who left high school to join our armed forces during a war period. We recently received a request to award a diploma to Armin Barth. Supporting documentation has been provided for a diploma to be issued by one of our high schools.

Armin Barth left high school before completion of the usual high school graduation requirements to serve in the armed forces of our country during a war period. Under AASD Board Policy 345.62, this individual meets the criteria for the awarding of a diploma. Commendations are extended to this gentleman for serving our country.

Armin Arlyn Barth, date of birth 12-25-1927, was a student at Roosevelt Junior High School during the 1941-1942 school year. Following the attack on Pearl Harbor, at the age of 14, Armin enlisted in the US Merchant Marines in 1942, leaving school and thus not being able to complete his education. In the summer of 1945, at the age of 17, Armin joined the US Marine Corps as a truck driver and continued his service in the Pacific until 1947. Armin remained in the US Marine Corps Reserve until 1950.

**Fiscal**

**Note:** There is no cost for this request.

**Instructional**

**Impact:** There is no instructional impact.

**Administrative**

**Recommendation:** Approve as submitted.

**Contact**

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