APPLETON AREA SCHOOL DISTRICT
BOARD OF EDUCATION MEETING
Scullen Leadership Center
131 E. Washington Street, Suite 1A
Appleton, WI 54911
Time: 6:45 PM

A Fine Arts Reception will be held in the Board Room from 6:00-6:45 PM, featuring student artwork on display. Student artists and their families are invited to attend. The event is open to the public. The regular meeting will begin following the event.

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

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

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

Main Governing Board

1. Fine Arts Reception

Subject :	A. Held in the Board Room from 6:00 to 6:45 PM, prior to the Board meeting
Meeting :	Nov 13, 2023 - Board of Education Meeting
Category :	1. Fine Arts Reception
Type :	Recognition

2. Meeting Opening

Subject :	A. Call to Order (6:45 PM)
Meeting :	Nov 13, 2023 - Board of Education Meeting
Category :	2. Meeting Opening
Type :	Procedural

Public Content

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

Subject :   B. Roll Call

Meeting :   Nov 13, 2023 - Board of Education
                                   Meeting

Category :   2. Meeting Opening

Type :   Procedural

Public Content

Subject :   C. Pledge of Allegiance

Meeting :   Nov 13, 2023 - Board of Education
                                   Meeting

Category :   2. Meeting Opening

Type :   Procedural

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

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

Meeting :   Nov 13, 2023 - Board of Education Meeting

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

Type :   Procedural

Subject :   B. Approval of Agenda

Meeting :   Nov 13, 2023 - Board of Education Meeting

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

Type :   Action,Procedural

4. Special Presentation

Subject :   A. Student School Board Representative
                                   Report

Meeting :   Nov 13, 2023 - Board of Education Meeting

Category :   4. Special Presentation

Type :   Information,Recognition,Report

Public Content

Student School Board Representative, Joshua Hartlep,will provide updates from West High School.

Subject :   B. American Education Week

Meeting :   Nov 13, 2023 - Board of Education
                                   Meeting

Category :   4. Special Presentation

| Type : | Discussion,Information,Presentation |

Public Content

The District and Board of Education will recognize American Education Week.

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

Subject :	A. Public Input
Meeting :	Nov 13, 2023 - Board of Education Meeting
Category :	5. Public Input (GC-3.3: Initiate and maintain effective communication with the citizens.)
Type :	Procedural

Public Content

Public Input:
Members of the public wishing to address the Board may speak during public input or provide written comments 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 willbe 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
Board Policy 188 - Virtual Board Meetings in Emergency Situations

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

Subject :	A. None
Meeting :	Nov 13, 2023 - Board of Education Meeting
Category :	6. Board Development (GC-2.2: The Board will assure that its members are provided with training and professional support necessary to govern effectively.)

Type :	Discussion, Information, Presentation

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

Subject :	A. Business Services Update(s): AP Check Register-October 2023
Meeting :	Nov 13, 2023 - Board of Education Meeting
Category :	7. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)
Type :	Discussion,Information,Report

Public Content

Executive Director of Finance, Holly Burr, will report on the AP Check Register-October 2023 item for consideration.

Subject :	B. School/Student Services Update(s):Start College Now /Early College Credit-Spring 2024; Advanced Weight Training and Conditioning; Early Entrance to Kindergarten
Meeting :	Nov 13, 2023 - Board of Education Meeting
Category :	7. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)
Type :	Discussion,Information,Presentation

Public Content

Assistant Superintendent, Steve Harrison, will present the Start College/Early College Credit-Spring 2024 andAdvanced Weight Training and Conditioning items for consideration.

Executive Director of Student Services, Laura Jackson, will present the Early Entrance to Kindergarten item for consideration.

File Attachments

IFC-Start College Now_Early College Credit Program.pdf (39 KB)
SCN_ECCP for BOE - Sheet1.pdf (141 KB)
IFC-Advanced Weight Training.pdf (38 KB)
IFC Early Entrance Into Kindergarten.docx.pdf (44 KB)

Subject :	C. Personnel Services Update(s): Professional Educator

	New Hire(s), Resignation(s), and Contract Change(s)-Based on Professional Growth
Meeting :	Nov 13, 2023 - Board of Education Meeting
Category :	7. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)
Type :	Discussion,Information,Presentation

Public Content

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

File Attachments

IFC Professional Educator New Hires 11-13-23.pdf (153 KB)
IFC Professional Educator Resignation 11-13-23.pdf (102 KB)
IFC-Professional Educator Contract Change(s) (Based on Professional Growth).pdf (109 KB)

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

Subject :	A. Annual Budget Hearing Minutes from October 23, 2023
Meeting :	Nov 13, 2023 - Board of Education Meeting
Category :	8. Board's Consent Agenda (GC-2.4: The Board will use a consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss.)
Type :	Action,Minutes

Public Content

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

File Attachments

Budget Hearing Minutes 10-23-2023.pdf (78 KB)

Subject :	B. Board Meeting Minutes from October 23, 2023
Meeting :	Nov 13, 2023 - Board of Education Meeting
Category :	8. Board's Consent Agenda (GC-2.4: The Board will use a consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss.)
Type :	Action,Minutes

Public Content

Subject :	C. Expulsion Hearing Minutes from October 30, 2023
Meeting :	Nov 13, 2023 - Board of Education Meeting
Category :	8. Board's Consent Agenda (GC-2.4: The Board will use a consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss.)
Type :	Action,Minutes
Subject :	D. Expulsion Hearing Minutes from November 1, 2023
Meeting :	Nov 13, 2023 - Board of Education Meeting
Category :	8. Board's Consent Agenda (GC-2.4: The Board will use a consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss.)
Type :	Action,Minutes

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

Subject :	A. AP Check Register-October 2023
Meeting :	Nov 13, 2023 - Board of Education Meeting
Category :	9. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type :	Action
Fiscal Impact :	Yes
Budgeted :	Yes
Subject :	B. Start College Now/Early College Credit-Spring 2024
Meeting :	Nov 13, 2023 - Board of Education Meeting
Category :	9. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type :	Action

File Attachments

[IFC-Start College Now_Early College Credit Program.pdf (39 KB)](#)
[SCN_ECCP for BOE - Sheet1.pdf (141 KB)](#)

Subject :	C. Advanced Weight Training and Conditioning
Meeting :	Nov 13, 2023 - Board of Education Meeting
Category :	9. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type :	Action

File Attachments

[IFC-Advanced Weight Training.pdf (38 KB)](#)

Subject :	D. Early Entrance to Kindergarten
Meeting :	Nov 13, 2023 - Board of Education Meeting
Category :	9. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type :	Action

File Attachments

[IFC Early Entrance Into Kindergarten.docx.pdf (44 KB)](#)

Subject :	E. Professional Educator New Hire(s)
Meeting :	Nov 13, 2023 - Board of Education Meeting
Category :	9. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type :	Action

File Attachments

[IFC Professional Educator New Hires 11-13-23.pdf (153 KB)](#)

Subject :	F. Professional Educator Resignation(s)
Meeting :	Nov 13, 2023 - Board of Education Meeting
Category :	9. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)

Type :	Action

File Attachments

[IFC Professional Educator Resignation 11-13-23.pdf (102 KB)](#)

Subject :	G. Professional Educator Contract Change(s)-Based on Professional Growth
Meeting :	Nov 13, 2023 - Board of Education Meeting
Category :	9. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type :	Action

File Attachments

[IFC-Professional Educator Contract Change(s) (Based on Professional Growth).pdf (109 KB)](#)

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

Subject :	A. Business Services Report: None
Meeting :	Nov 13, 2023 - Board of Education Meeting
Category :	10. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)
Type :	Discussion,Information,Presentation,Report
Subject :	B. School/Student Services Report: Alternative Education and Service Curriculum & Materials Update; EL Curriculum & Materials Update; Middle Level Planning Update; Student Attendance Committee Update
Meeting :	Nov 13, 2023 - Board of Education Meeting
Category :	10. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)
Type :	Discussion,Information

Public Content

Assistant Superintendents Steve Harrison and Mike Hernandez as well as the Alternative Education Team will present the Alternative Education Curriculum & Materials Update items of information.

Amy Swick and Assistant Superintendent, Steve Harrison, will present the EL Curriculum & Materials Update items of information.

Assistant Superintendent, Sheree Garvey will present the Middle School Planning Update.

Superintendent Greg Hartjes, will present the Student Attendance Committee Update.

File Attachments

[IOI- 1810 EL Beginning Reading_Writing.pdf (36 KB)](#)
[1810 Beginning Reading_Writing KWKT.pdf (101 KB)](#)
[EL 1810R Course Overview.pdf (68 KB)](#)
[EL 1810W Course Overview.pdf (77 KB)](#)
[IOI- 1855 Project Success for Newcomers.pdf (36 KB)](#)
[_1855 Project Success for Newcomers Curriculum Document .pdf (94 KB)](#)
[1855 Project Success for Newcomers KWKT.pdf (102 KB)](#)
[IOI- Alternative Education Curriculum Update.pdf (45 KB)](#)
[AASD Alternative Programming - Board Presentation Nov. 13, 2023.pdf (2,443 KB)](#)
[KWKT- Alternative Education opportunities (11_13_23 BOE).pdf (103 KB)](#)
[Jump Start Course Overview Curriculum Document.pdf (66 KB)](#)
[Investigating Success 1 Course Overview Curriculum Document.pdf (72 KB)](#)
[Investigating Success 2 Course Overview Curriculum Document.pdf (67 KB)](#)
[Service Learning & Leadership 1 Course Overview Curriculum Document.pdf (58 KB)](#)
[Service Learning & Leadership 2 Course Overview Curriculum Document.pdf (59 KB)](#)
[Service Learning & Leadership 3 Course Overview Curriculum Document.pdf (59 KB)](#)
[Attendance Committee update for BOE - Nov 13.pdf (526 KB)](#)

Subject :	C. Personnel Services Report: None
Meeting :	Nov 13, 2023 - Board of Education Meeting
Category :	10. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)
Type :	Discussion, Information, Presentation, Report

11. Board Business

Subject :	A. Policy 131.1- Board Member Qualifications
Meeting :	Nov 13, 2023 - Board of Education Meeting
Category :	11. Board Business
Type :	Discussion,Information

Public Content

Board President, Kay Eggert, will present the updates to Policy 131.1-Board Member Qualifications update.

File Attachments

[DRAFT Board Member Qualifications 131.1 & Rule.pdf (40 KB)](#)

Subject :	B. Policy 672- Purchasing Procedures
Meeting :	Nov 13, 2023 - Board of Education Meeting

Category :	11. Board Business
Type :	Discussion,Information

Public Content

Executive Director of Finance, Holly Burr, will present the updates to Policy 672- Purchasing Procedures.

File Attachments

[IOI Purchasing Policy 672.pdf (40 KB)](#)
[DRAFT Purchasing Procedures 672.pdf (124 KB)](#)

Subject :	C. Community Linkages Committee Update
Meeting :	Nov 13, 2023 - Board of Education Meeting
Category :	11. Board Business
Type :	Discussion,Information

Public Content

Board members, Kristine Sauter, Edward Ruffolo, and Nick Ross will provide updates and information from the Community Linkages Committee Meetings.

Subject :	D. Creation of Board Committee for Policy Review
Meeting :	Nov 13, 2023 - Board of Education Meeting
Category :	11. Board Business
Type :	Discussion,Information

Public Content

Board President, Kay Eggert, will discuss further the Creation of a Board Committee for the purpose of policy review.

Subject :	E. Omolade Academy Charter School Contract Discussion
Meeting :	Nov 13, 2023 - Board of Education Meeting
Category :	11. Board Business
Type :	Discussion,Information

Public Content

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

Subject :	F. Consent Agenda Item(s) Removed for Separate Consideration
Meeting :	Nov 13, 2023 - Board of Education Meeting
Category :	11. Board Business
Type :	Action, Discussion

12. Items of Information

Subject :	A. None
Meeting :	Nov 13, 2023 - Board of Education Meeting
Category :	12. Items of Information
Type :	Information

13. Future Meetings

Subject :	A. Board Work Session: Wednesday, November 15, 2023, 7:30AM
Meeting :	Nov 13, 2023 - Board of Education Meeting
Category :	13. Future Meetings
Type :	Information
Subject :	B. Board Meeting: Monday, November 27, 2023 6:00PM
Meeting :	Nov 13, 2023 - Board of Education Meeting
Category :	13. Future Meetings
Type :	Information

14. Adjourn

Subject :	A. Motion to Adjourn the Meeting
Meeting :	Nov 13, 2023 - Board of Education Meeting
Category :	14. Adjourn
Type :	Action, Procedural

ITEM FOR CONSIDERATION

Topic: Start College Now/Early College Credit Program – 2nd Semester/Lawrence Term II/ 2023-24 Classes

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

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

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

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

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

Administrative Recommendation: Approve payment for student requests for post-secondary courses. This approval is for the 2nd semester/term II of 2023-24.

Instruct the Assistant Superintendent of ACI to notify involved parents and students of this action by November 15, 2023 as per state statute.

Contact Person(s): Dr. Steve Harrison, Assistant Superintendent for Assessment,   Curriculum & Instruction, harrisonstepha@aasd.k12.wi.us, 852-5300 ex 60121

BOE: 11/13/2023

Start College Now / Early College Credit Program for Spring '24 Semester/Term						
COURSE	*DESCRIPTION*	*COLLEGE/ UNIVERSITY*	*CREDIT*	*APPROVE*	*DENY*	*COMPARABLE COURSE*
Applied Science for Transportation	Engages students in hands-on activities relating the science principles involved with technical measurement, heating and cooling, fluid properties, electricity, and mechanical advantage to applications in the transportation industry.	FVTC	1	X		
ASL (American Sign Languange)	This course will introduce basic American Sign Language structure and study of deaf culture. Basic fingerspelling principles are also introduced.	UWM	3	X		
Auto Maintenance and Light Repair 2	Focuses on developing the skills needed to diagnose, service and repair vehicle braking systems with an introduction to ABS. Includes the development of skills needed to perform maintenance and repair of chassis and driveline related items	FVTC	4	X		
Beginning Arabic II	Enable student to be able to communicate in Modern Standard Arabic, both orally and in writing. Students will be introduced to the basic language skills: speaking, listening, reading, writing and culture, maintaining Arabic as means of communication.	Lawrence University	6	X		
Business and its Enviroment	The major components of the business enterprise and its resources, competitive and regulatory environment: pricing, profit, finance planning, controls, ethics, environmental impact, social responsibility and other important concepts: environmental issues that challenge the business leaders.	UW Green Bay	3	X		
Complex Sequences & Series	Complex numbers, sequences, convergance, series, power series, additional topics chosen from analysis, geometry, differential equations, and applied mathematics.	Lawrence University	6	X		
Crash Scene Investigation	This course will teach the importance of crash scene management as a crime scene management application. Students are exposed to response, recognition, documentation, collection and preservation of evidence techniques. Topics include reports, legal aspects, manual and laser measuring techniques, plotting methods, manual and computer-aided programming, evidence collection, approach speed, approach angle, crush evaluation, departure angle, drag factor, percent braking, post-collision speed, scrape, skid, test skids, etc.	FVTC	3	X		
Developing Human Services Professionals	Explore human services professions in public schools and community agencies. Complete observations and interviews with professionals working in the field as well as prepare and facilitate a mini session. Also includes an introduction to professional development, research skills and ethics in human services related professions.	UW Stevens Point	3		X	*Life Skills*
Device Repair and Maintenance	Covers configuring, maintaining, upgrading and repairing intel-based computers and exploring functions and interrelations between components. The course examines system configuration, component care, system improvement, troubleshooting and failure identificaiton.	FVTC	3		X	*Computer Maintenance & Repair*
Digital 1	Introduces digital electronics including Boolean, the operation of logic gates, and the theory of combination logic circuits. Laboratory activities are performed to verify the theory.	FVTC	1		X	*Digital Electronics*
Economics of the Modern World	An introduction to the study of economics that examines economic systems, global interdependence, and provides an orientation to economic concepts.	UW Green Bay	3	X		
Emergency Medical Technician - Basic	Presents and evaluates the knowledge and skills needed by ambulance personnel to respond to and treat cardiac arrest and critical medical and trauma situations. Extrication and ambulance operations are also covered. The course does include CPR certification.	FVTC	5	X		
English Composition I	Learners develop knowledge/skills in planning, organizing, writing, editing. Students will also analyze audience/purpose, use elements of research, format documents using standard guidelines, and develop critical reading skills. (Prerequisite: High school GPA greater/equal to 2.6; OR ACT Reading score greater/equal to 16 AND English greater/equal to 18; OR Next Gen Reading score greater/equal to 250 AND Writing score greater/equal to 260; OR "preparatory course(s)", contact academic advisor at 920-498-5444)	NWTC	3		X	*World Literature & Composition (1260); AP English Literature & Composition (1270); Genre Studies Literature & Composition (1320)*
General Anatomy and Physiology	Examines basic concepts of human anatomy and physiology as they relate to health sciences. Using a body systems approach, the course emphasizes the interrelationships between structure and function at the gross and microscopic levels or organization of the entire human body. It is intended to prepare health care professionals who need to apply basic concepts of whole body anatomy and physiology to informed decision-making and professional communication with colleagues and patients. (This course also provides the foundation, and is prerequisite to Advanced Anatomy and Physiology).	FVTC	4		X	*Anatomy & Physiology*

Course	Description	Institution	Credits	X	X	Equivalent
Global Politics and Society	This course explores political power and human connections on a global scale. The course covers concepts and ideas on the interaction of governments, organizations, and peoples across regions, cultures, and communities. The course helps students develop a global outlook on their future prospects as citizens and professionals in a globalized world.	UW Green Bay	3	X		
GMAW 2 (Gas Metal Arc Welding)	Teaches students to weld on stainless steel and aluminum sheet metal and plate. The student will be able to differentiate, select proper electrodes, shielding gases, and properly adjust parameters. Emphasis is placed on axial spray, pulse spray and short circuit mode of transfer depending on base metal. Upon completion of this course, the student will be able to weld in all positions, read some basic weld symbols, and have a basic understanding of written welding procedures.	FVTC	2	X		
GTAW Techniques (Gas Tungsten Arc Welding)	A study and operation of primarily gas tungsten arc welding on some mild steel, with the majority of work on stainless steel and aluminum. The student will learn about the different types of electrodes and shielding gases used in these processes. Students will be able to weld in all positions, read some basic weld symbols, and have a basic understanding of written welding procedures.	FVTC	2	X		
Health Aspects of Exercise and Nutrition	Examines physical fitness and proper nutrition as lifestyle choices in maintaining optimal health and minimizing health risks.	UW Milwaukee	3	X		
Human Diseases and Society	Impact of diseases in humans. Emphasizes the major diseases, their causes, individual effects, historical significance, and methods of control.	UW Green Bay	3	X		
Human Resource and Risk Managment	This course is applicable to organizations which utilize paid or volunteer staff and face multiple sources of risk to their functioning. Topical coverage will include risk assessment and planning as well as staff development, performance standards, and professional practices regarding proper interviewing, hiring, evaluation and dismissal procedures.	UW Green Bay	3	X		
Intro to Biochemistry	Covers organic and biological chemistry necessary for application within Nursing and other Allied Health careers. Emphasis is placed on recognizing the structure, physical properties and chemical reactions of organic molecules, body fluids and acids. Discussion of biological functions and their relationship to enzymes, proteins, lipids, carbohydrates and DNA. (Prereq: Gen Chemistry w/C or better OR 2 semesters lab-based high school chemistry w/C or better)	NWTC	4	X		
Intro to Psychology	Survey of theoretical foundations of human behavior such as sensation and perception, motivation, emotions, learning, personality, psychological disorders, therapy, stress, and human diversity in personal, social and vocational settings. (Prerequisite: Cumulative GPA of 2.6 or greater OR satisfactory reading and writing assessment scores OR 10-831-107, College Reading and Writing 1 with "B" or better OR Corequisite: 10-831-102, English Comp Prep)	NWTC	3		X	*Psychology/AP Psychology (3300/3320)*
Introduction to the Humanities	Major methods and ideas of the humanities, examined in selected works of literature, pl	UWGB	3		X	*Humanities (3500)*
Intro to Sociology	Survey of theoretical foundations of human behavior such as sensation and perception, motivation, emotions, learning, personality, psychological disorders, therapy, stress, and human diversity in personal, social and vocational settings. (Prerequisite: Cumulative GPA of 2.6 or greater OR satisfactory reading and writing assessment scores OR 10-831-107, College Reading and Writing 1 with "B" or better OR Corequisite: 10-831-102, English Comp Prep)	NWTC	3		X	*Sociology (3350)*
	Major sociological concepts and ideas and their application to contemporary societies.	FVTC UW Green Bay	3		X	*Sociology (3350)*
Introduction to Forensic Anthropology	Provides the student with information regarding forensic anthropology as it applies to the science of physical anthropology and the legal process. Students will learn how forensic anthropologists apply standard scientific techniques developed in physical anthropology to identify human remains, and to assist in the detection of crime. Students will be exposed to how the forensic anthropologists assist in locating and recovering suspicious remains, establish if the bones are human, how to determine the sex, race, age, stature, weight, and any pathology of the newly acquired skeleton, determine manner an dcause of death and, if homicide, identify the murderer.	FVTC	3	X		
Introduction to Human Biology	Basic concepts, principles, and processes in human biology: the origin of life, evolution, cells, biochemical processes, physiological systems, genetics and metabolism.	UW Green Bay	3	X		

Course	Description	Institution	Credits	X	X	Notes
Introduction to the SUDC Profession	Explore Characteristics that are incorporated into substance use counseling and practice. Determine personal values, beliefs, strengths and weaknesses. Analyze the eight practice dimensions used to effectively treat substance use disorders: Clinical Evaluation; Treatment Planning: Referral; Service Coordination; Counseling; Patient, Family and Community Education; Documentation; and Professional and Ethical Responsibilities. Evaluate legal and ethical issues surrounding substance use counseling. Evaluate information about Wisconsin licensing for substance use counseling.	FVTC	2	X		
Introductory Ethics	Development of moral ideas. Criticism of ethical theories and of social institutions such as state, property, and family.	UW Milwaukee	3	X		
Language of Medicine	Medical terms used in oral and written communication; reviews terminology by body system with emphasis on application.	UW Milwaukee	3	X		
Law and the Individual	The American legal system; its principles, processes, language, ethics and laws from the viewpoint of the individual, including family, personal injury, property, consumer, privacy, probate and administrative laws.	UW Green Bay	3	X		
Linear Algebra	The study of vector spaces, linear transformation, matrices, and applications. Topics include independence, dimension, rant-nullity, change of basis, eigenvectors and eigenvalues, determinants, and inner products	Lawrence University	6	X		
Multivariable Calculus	Techniques of integration, vector algebra in the plane and space, matrix algebra, functions of several variables, partial derivatives, double and triple integration, optimization.	Lawrence University	6	X		
Nursing Assistant	Prepares learners for entry-level employment as assistants to a licensed nurse in a hospital, nursing home, home health agency or community-based residential facility. Covers simple nursing tasks such as bathing and feeding patients, making beds and taking vital signs.	FVTC	3	X		
Oral /Interpersonal Communication	Focuses on developing effective listening techniques and verbal and non verbal communication skills through oral presentation, group activities and other projects. The study of self, conflict, and cultural contexts will be explored, as well as their impact on communication.	FVTC NWTC	3	X		
Physical Conditioning	Theory and practice of physical conditioning.	UW Milwaukee	3		X	*Personal Wellness 0047*
Psychology of Abnormal Behavior	A description and interpretation of behavior types considered deviant and/or maladaptive. Various methods of treatment, including psychotherapy are considered.	UW Oshkosh	3	X		
Spanish 300	With the Spanish Major and Minor, this course will be considered the first advanced conversation course. It will be based on both Latin American and Spanish cultural aspects through a selection of texts and audiovisual materials. This course is intended to build students' speaking skills, vocabulary, and understanding of Hispanic cultures.	UW Oshkosh	3	X		
The Family: Continuing Concerns	Examine research and theory that relate to complex concerns families face over time.	UW Stevens Point	3	X		
Women's Voices	An introductory and interdisciplinary course drawing upon diverse texts and methodologies representative of arts and humanities disciplines. Students will examine multicultural texts ranging from literature, feminist theory and analysis philosophical reflection, historical accounts, letters, diaries, memories, cultural critique, visual arts, film and others to build an understanding of the multiple scholarly approaches to the study of women's lives.	UW Green Bay	3	X		

ITEM FOR CONSIDERATION

Topic: Advanced Weight Training & Conditioning (0057): Standards, Curriculum, and Materials Adoption

Background Information: The Director of H&HP (K-12) has been conducting secondary AASD physical education teacher input sessions to gather feedback that supports implementing a new standard-based physical education curriculum. Based on teacher input, the Advanced Weight Training & Conditioning curriculum was developed using the AASD standards-based course (SBC) development process. The request is for the adoption of the proposed course curriculum.

Instructional Impact: High school students will learn physical education standards and curriculum supported by advanced weight training skills and techniques to maintain a healthy and balanced approach to training. Students will understand the "why" of targeting specific muscle groups to increase muscle strength and size while focusing on injury prevention and nutrition to optimize performance.

Fiscal Note: The course will use equipment within the weight room and no additional text and materials are required. No additional fiscal responsibility to run this course.

Administrative Recommendation: Administration recommends approval as submitted.

Contact Person(s):   Dr. Thai Xiong, Director of STEM (7-12) and H/HP (K-12), 852-5300 x60173, xiongthai@aasd.k12.wi.us
Dr. Steve Harrison, Assistant Superintendent of AC&I, 852-5300 x60121, harrisonstepha@aasd.k12.wi.us

BOE: 11/13/23

ITEM FOR CONSIDERATION

Topic: Request for Early Entrance Into Kindergarten

**Background
Information:**   The parent of a student requested early entrance into kindergarten based on the following:

- The family moved to Appleton after the start of the school year.
- The student previously completed a full year of 4K and one-quarter of 5K in the school system they previously attended.
- Assessment information from previous school records indicates that they have attained grade-level appropriate proficiency in academic skills.
- The student displayed social, emotional, and academic skills appropriate to kindergarten.
- Per board Policy 421-School Entrance Ages and Early Admission, the student's birthday falls in the range eligible for early entrance.
- 421-Rule Section A, number 2, item a. applies to this situation qualifying the student for early admission.
  "Early admission to five-year-old kindergarten may be granted if the child has started a certified five-year-old kindergarten program. This will generally apply to a transfer student from a state with a later entrance date than Wisconsin's or a student who has been granted early admission by another Wisconsin district. The same will apply to a child who requests early admission to first grade." (Board Policy 421 - Rule 421 A.2.a.)

**Instructional
Impact:**   The student will be able to continue their education by building on their past schooling experiences.

**Fiscal
Note:**   No unusual expenses due to the early entrance of this student.

**Administrative
Recommendation:** The site and district administration recommend that the student be permitted to enroll in kindergarten early.

**Contact
Person(s):**   Executive Director of Student Services, Laura Jackson (920) 852-5300 ext. 60241

BOE: 11/13/2023

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

Topic: Professional Educator New Hire(s)

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

Name	_Position_	_Location_	_FTE_	_Effective Date:_
Anna E. Kafka	Kindergarten	McKinley	100%	11/14/23
Justin J. Oshefsky	Technology Education	Wilson/Magellan	100%	10/31/23

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

Administrative
Recommendation: Approval

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

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

ITEM FOR CONSIDERATION

Topic: Professional Educator Resignation(s)

**Background
Information:** The following Professional Educator has submitted a letter of resignation:

        Kelly M. Endter has been with the District for twenty-one and one-half years, most recently as a English Language Arts Teacher at West High School. Kelly's resignation is effective at the close of the Wednesday, November 22, 2023, workday.

Fiscal Note: Dependent upon replacement.

**Administrative
Recommendation:** Approval

**Instructional
Impact:**   A qualified replacement will be procured.

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

BOE: 11/13/23

ITEM FOR CONSIDERATION

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

**Background
Information:**

The District recognizes the importance of continued professional development of staff to positively impact instruction and student success. Through Master's degree coursework, educators learn new strategies and best practices to incorporate in their classrooms. They also have the opportunity to collaborate with other professionals to connect theory, practice, and student outcomes. As a result, educators gain knowledge and experience to enhance their teaching skills and provide high quality educational experiences for students.

The Employee Handbook outlines additional compensation for educators who have completed a pre-approved Master's degree program.

**Instructional
Impact:**   None

**Fiscal
Impact:**   The total cost to the budget for this fiscal year is $35,800.

**Administrative
Recommendation:**   To approve seven (7) educator contract adjustments for the 2023-2024 school year to reflect Master's degree compensation in accordance with the Employee Handbook.

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

BOE: 11/13/23

APPLETON AREA SCHOOL DISTRICT
Public Hearing – 2023-2024 Budget Presentation

1. Meeting Opening
A. Roll Call
President Kay Eggert called the Public Hearing to order at 6:00 PM.
Members present: Kay Eggert, Pheng Thao, Jason Kolpack. Kristine Sauter, Nick Ross, Edward Ruffolo, and James Bacon

2. Budget Presentation
A. 2022-2023 Budget Summary Recap
Holly Burr, Executive Director of Finance for the Appleton Area School District, began the Budget presentation by presenting a recap of the 2022-2023 fiscal year budget. She reported that this was our second year of the Biennial State budget, and we did not see a change in the Revenue Limit. The State aid and general Tax Levy were up slightly from the previous year. There was an increase in the levy for private vouchers. We also did receive ESSER funding of about $6,800,000. Another increase we saw was a positive effect from the rise in the interest rates, so we saw more interest income than what was originally budgeted.

The total expenditures (unaudited) were $246,637,532, which included all funding such as general fund operations, special education, any special projects, and capital projects. And this year, we also started referendum construction, debt repayments and restructuring, food service functions and community services, including two of our community schools. The 2022-2023 expense changes include our ESSER related expenses totaling $6.8 million; compensation increases totaling *$3.7* million (pay scales and staffing changes); and health insurance increases totaling *$2 million*.

We ended the year with a change to our fund balance of about *$5 million*. *$6 million* of this was due to starting self-funded health insurance in January of 2023. With a self-funded plan, it is allowed and recommended to keep a reserve for future costs in health care. This *$6 million* is specifically reserved for healthcare costs and can't be used for anything else. With that, we had -*$1 million* overall. That would have been more, but as mentioned earlier, we had an increase in interest earnings over budget of about *$1 million* due to the jump in interest rates last year. Also, Summer School expenses were no longer covered by regular expenses and transferred back to our regular budget.

The tax levy totaled *$74,490,616*, which calculated to a tax levy rate (mill rate) of *$7.10*, which was the lowest in over 35 years and *$.58* lower than the state average. The tax levy included *$5 million* to pay on debt. Issuance of new debt for construction totaled *$90* million. The year end debt balance total was *$75.2 million*.

B. 2023-2024 Enrollment
This year's 3rd Friday count is down slightly from last year totaling *15,205*. This number reflects the actual students we are educating in the District and is impacted by open enrollment. Students that open-enrolled into the District this year are *1,855*. Students that open-enrolled out of the District are 963. This leaves us a positive net difference of +892. Greg Hartjes commented that of the 6 largest districts in the State, we are the only district

that has a positive net difference between out and in. And out of the more Urban districts in the State we have the most difference in positive out and in. Our students that enroll out of the District, as you would imagine, are local, Kimberly, Hortonville, Menasha, and also virtual schools, as there is a growing number in the State.

C. 2023-2024 Proposed Budget
This year we are proposing a total budget of *$309* million. This number is largely due to construction costs. We have over *$50* million anticipated in construction costs for the current school year.

When discussing the Revenue Limit, it is the total amount of combined state equalization aid and property taxes that we are allowed to receive. This year it increased to *$11,000* per pupil and Appleton was at *$10,256*, so we saw an increase of *$744* per pupil and this will increase by an additional *$325* dollars for the 2024-2025 school year. Also, State Equalization Aid increased, we passed an Operational Referendum in 2022 and Private School Vouchers increased by *$1,848,722* to a total of *$7,461,107*. All these components factored into the total revenue limit calculation.

State Equalization Aid is based on last year's spending, District student membership, property values and total allocation by the State. Our State equalization aid will increase *$6,134,924* (6.23%) to *$104,558,048*.

This year's tax levy will increase *$3,693,793* to *$78,184,409*. A large part of this is due to the private school vouchers increase of *$1,848,772*. It also includes *$12,768,252* million for future debt repayment, which is down slightly this year.

$168.4 million is our Revenue Limit. After subtracting out Equalization Aid of *$105.7* million, our Property Tax Levy for general operations is *$62.7* million. We add in *$12.8* million for our referendum debt repayment and *$2.7* million for our Community Services fund. Those amounts added together total *$78.2* million.

This year we not only saw an increase in allocation in aid from the State, but an increase to the school levy tax credits. This is not always known or seen. This is not money the District gets, but rather a tax break for the taxpayers to lessen the amount or impact of a tax levy. This year the state budget included about *$1 billion* dollars in school levy tax credits. An estimated increase for residents in the Appleton Area School District is about *$3 million*. The State is putting the money into a tax credit instead of equalization aid. We don't think taxpayers will ultimately see an increase in their taxes, but it is a very complicated to figure out for individual residents.

Per state statute, the Board must adopt a budget and tax levy before November 1, with certification to the Municipalities occurring by November 10.

The property tax rate history showing the amount and state average was included, as this year will be the lowest since we started tracking the numbers at *$6.53*. But as you can see, the levy itself continues to climb, as do the property tax values.

Holly Burr broke down some specifics in the budget. The General and Special Education Fund is our main operating fund, making up over 80% of our total budget. We are projecting an increase in revenues of approximately *$8* million to a total of *$207,970,715*. Local revenues are up about *$4.9* million. State aid and grants are up *$5.2* and Federal grants are down *$1.86* million. The largest portion of our funding comes from State aid, followed by Local revenues, Interdistrict funds (such as open enrollment) and finally, Federal grants.

The General Fund expenditures proposed are salary increases of 6.3 *million*, benefit increases of *$2.9 million*, and purchased services increases of *$2.4 million*. This is a little larger than normal due to high inflation rates. The total comes to *$211,234,051*.

Regarding the Fund Balance, we are ending the 2022-2023 at *$64,502,204*, with revenue expenses of *$3,263,335*. The projected 2022-2023 ending balance is *$61,238,869*.

For the 2023-2024 school year, we would like to keep this balance around 25% of expenditures. The current balance of *$61.2 million* is about 29%. Remembering that $6 million of that is reserved for self-funded health insurance. This year's revenues are projected to be less than our expenditures by *$3.3* million, meaning we have a deficit balance again. We will be using this amount out of our fund balance to balance the budget for the year. This is a strategic, planned, and fiscally responsible way to maintain a healthy fund balance, while not affecting programs at the schools.

Lastly, other funds include:

Funds 21 & 29	Other Special Projects	$ 3,337,850
Fund 39	Referendum Debt	$13,718,252
Fund 41 & 49	Capital Projects	$53,260,000
Fund 50	Food Service	$ 9,404,000
Fund 80	Community Service	$ 2,731,178

3. Public Input
A. Public Input
Kay Eggert asked for any questions or comments related to the Budget Public Hearing

4. Adjourn
A: Motion to adjourn
Kay Eggert adjourned the Public Hearing at 6:42 PM.

ITEM OF INFORMATION

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

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

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

**Contact
Person(s):**   Amy Swick, Ed.D. EL/Bilingual Coordinator, 920-832-1729
swickamy@aasd.k12.wi.us
Steve Harrison, Ph.D., Assistant Superintendent of AC&I, 832-6157 x2177,
harrisonstepha@aasd.k12.wi.us)

BOE: 11/13/23

1810 EL Beginning Reading/Writing: Key Word Key Time (KWKT)

WHY were changes made to the 1810 Beginning EL Reading/Writing curriculum?	The AASD provides EL courses at the high school level to support students with proficiency levels ranging from level 1 (entering) to level 5 (bridging). 1810 EL Beginning Reading/Writing was revised in the summer of 2023. ● 1810 Beginning EL Reading/Writing ● 1855 Project Success for Newcomers ● 1820 Intermediate EL ● 1830 Intermediate to Advanced EL ● 1840 Advanced EL ● 1860/1865 Project Success 2 Changes were made to the 1810 Beginning EL Reading/Writing curriculum to be responsive to current research in standards-based instructional practices and updated WIDA language standards.
WHAT changes were made?	Revision of the curriculum document includes the following: ● Addition of updated ELA standards in Reading, Writing, Speaking, Listening, and Language, as well as a focus on WIDA English Language Development Standard 1 ● Relevant and rigorous texts ● Course Essential Questions ● Four Instructional Units in 1810 Reading ● Eight Instructional Units in 1810 Writing ● Students may remain in 1810 for 2 years
HOW will the changes support student success?	1810 Beginning EL Reading/Writing will support Newcomer student success and provide a guaranteed and viable curriculum for our Newcomers and Students with a Refugee Background: ● Consistent curriculum ● Foundational English language skills- vocabulary, grammar, sentence structure, phonics ● Opportunities for collaboration and discussion using academic language ● Improve academic and social English language proficiency ● Improve reading, writing, listening, and speaking skills

EL Basic Reading (1810) Course Overview Curriculum Document

Course Description

Students will build reading and comprehension skills and develop confidence in reading and writing in order to be successful in academic settings. Students will develop collaborative skills and strengthen English speaking, reading, writing, and listening skills. Students build foundational English language skills. Students will explore and experiment with vocabulary, grammar, English language skills to express themselves in a school setting. Social and academic language are applied through the use of multiple genres.

The complexity of reading, writing, speaking, listening, and vocabulary tasks are dependent upon students' prior experiences, prior knowledge, and English language development.

Credits	Prerequisites
One ELA Credit/Year	None

Board Approved	Revised

Required Assessments

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

Textbooks/Resources

Resources: Edge Textbook, Inside Textbook, Side by Side Textbook
Supplemental: Inside Phonics, National Geographic Leveled Readers, Foundations Reading Library Leveled Readers, Page Turners Leveled Readers, Tales from Many Cultures (Penny Cameron)

Course Essential Understandings	Course Essential Questions
As a result of successfully completing this course, students will: ● Understand written language related to familiar topics ● Describe ideas or concepts using phrases and short sentences ● Use structure and function of academic dialogue to show understanding of material ● Develop English reading skills and an interest in reading **Language Objective:** English Language Development Standard 1: ● Language for Social and Instructional purposes within the school setting English Language Development Standard 2: ● Language for Language Arts	● How can I learn to read in English? ● What do words and phrases look like and sound like in English? ● What helps me understand what I am reading? ● How do I show that I understand what I read? ● How can I connect to what I read?

Unit Overviews

Unit Name	Unit Description	Unit Essential Question	Instructional Standards	Assessed Standards
All About Me	Students will read texts relating to their life while creating English phonemic awareness, building vocabulary, and creating the foundation for learning basic academic and social English.	How do we communicate information about ourselves in English?	R.9-10.2 R.9-10.3 W.9-10.1 L.9-10.2b L.9-10.4	R.9-10.2 R.9-10.3 W.9-10.1 L.9-10.2b L.9-10.4
What makes us wise?	Students will read folktales as well as non-fiction biographies while continuing to build phonemic awareness, vocabulary, and build upon the foundation of the students' emerging knowledge of social and academic English. Students will focus on lessons that can be learned from texts, as well as if characters and important figures can be considered "wise".	What lessons do people learn in their lives? How can stories teach us lessons? How do I remember and understand new words?	R.9-10.1 R.9-10.2 R.9-10.9 W.9-10.9 SL.9-10.4 L.9-10.4	R.9-10.1 R.9-10.2 R.9-10.9 W.9-10.9 SL.9-10.4 L.9-10.4
Global Village	Students will read non-fiction texts while continuing to build phonemic awareness, vocabulary, and build upon the foundation of the students' emerging knowledge of social and academic English. Students will focus on finding important details from texts. Students will interpret visual data present in non fiction articles about a variety of global topics.	How do I find and represent important information about our world? What are some defining features of various cultures around the world? How are they similar and different? How do I use charts, graphs, and pictures to help me understand a text? How do I remember and understand new words?	R.9-10.1 R.9-10.2 W.9-10.2B SL.9-10.1A L.9-10.4	R.9-10.1 R.9-10.2 W.9-10.2B SL.9-10.1A L.9-10.4
Stories about Real Life	Students will read realistic fiction texts while continuing to build phonemic awareness, vocabulary, and build upon the foundation of the students' emerging knowledge of social and academic English. Students will build their understanding of the elements of plot while	How does understanding the structure of a narrative help me understand what I read? What connections can I make to	R.9-10.2 R9-10.3 W9-10.1 SL9-10.1A L.9-10.4	R.9-10.2 R.9-10.3 W.9-10.1 SL.9-10.1A L9-10.4

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

EL Basic Writing (1810) Course Overview Curriculum Document

Course Description

This course primarily focuses on growing students' understanding of English grammar, syntax, and the foundational structures and functions of academic English. Through collaborative speaking and writing activities, students practice all four language domains to show understanding. Students will explore and experiment with vocabulary, grammar, and English language skills to express themselves in a school setting. Social and academic language are learned in the context of grammatical structure and conventions.

The complexity of reading, writing, speaking, listening, and vocabulary tasks are dependent upon students' prior experiences, prior knowledge, and English language development.

Credits	Prerequisites
One ELA Credit/Year	None

Board Approved	Revised

Required Assessments

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

Textbooks/Resources

Resources: Focus on Grammar 1 - An Integrated Skills Approach (text & workbook) Semuela Eckstut
Side by Side 1 (text & workbook) - Steven J. Molinsky and Bill Bliss
English in Action 1 and 2 (text & workbook) - Barbara H. Foley and Elizabeth R. Neblett
Step-by-Step Writing: A Standards Based Approach - Books 1 & 2 - Linda Lonon Blanton
Supplemental: More Grammar Practice 1 - Thomson Heinle publishers

Course Essential Understandings	Course Essential Questions
As a result of successfully completing this course, students will: ● Write about a topic at the sentence and paragraph level clearly, with good organization ● Be able to use phrases and clauses to converse with other students using academic English about a topic they're studying ● Improve both academic and social English proficiency ● Improve writing skills and develop an interest in reading and writing ● Use the studied grammar concepts correctly when speaking and writing **Language Objective:** English Language Development Standard 1: ● Communicate for Social and Instructional purposes within the school setting	● How do I effectively communicate with others through writing? ● How can I learn to write in English? ● What are the rules for writing in English?

Unit Overviews

Unit Name	Unit Description	Unit Essential Question	Instructional and Assessed Standards
Information About You	Students will explore level appropriate vocabulary and grammar structures while writing about themselves, their families, and their lives.	● What words in English are used to talk about school? ● What grammar conventions form the present tense in English? ● What words in English describe me and my family?	W2B L4 L5 L6
Describing Family and Home	Students will explore level appropriate vocabulary and grammar structures while describing themselves, their families, and their home lives using descriptive language	● What is the present tense? ● What are the rules for writing in the present tense? ● What are prepositions and what do they do? ● What are possessive adjectives and what do they do? ● What words are used in English to describe my family and my home?	W2B L4 L5 L6
Explain How to Do Something	Students will explore level appropriate vocabulary and grammar structures while writing about everyday tasks and writing out directions to follow processes.	● How do I remember and understand food and cooking words? ● How do I give and follow directions? ● What words in English show a sequence?	W2B L4 L5
Holidays and Celebrations	Students will explore time and space specific level appropriate vocabulary and grammar structures while writing about the countries, nationalities and celebrations of their home cultures as well as the home cultures of their classmates.	● How do I remember and understand new words? ● What holidays do we celebrate and why? When do those holidays happen? ● Where are we from and what similarities and differences do we bring to our classroom?	W2B L4 L5 L6
Persuade your Classmates	Students will explore level appropriate persuasive	● How do I remember and understand new words?	W2A W3C

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

ITEM OF INFORMATION

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

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

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

Contact
Person(s):   Amy Swick, Ed.D. EL/Bilingual Coordinator, 920-832-1729
swickamy@aasd.k12.wi.us
Steve Harrison, Ph.D., Assistant Superintendent of AC&I, 832-6157 x2177,
harrisonstepha@aasd.k12.wi.us)

BOE: 11/13/23

Project Success for Newcomers (1855) Course Overview Curriculum Document

Course Description

This course is designed for newcomer level 1 and 2 English Learners. Project Success for Newcomers integrates reading, writing, listening and speaking, and language. Students will use social and academic language to demonstrate respect and responsibility in their everyday lives, to communicate effectively and work collaboratively with diverse groups, and to think creatively and critically when making informed decisions and applying their learning. The major focus of this course is the application of Career Technical Standards and English Language Development Standard 1: Language for Social and Instructional Purposes through literature and informational texts using authentic, community-embedded learning opportunities. Students may remain in this course for up to 2 years.

Credits	Prerequisites
One Elective Credit / Year	none

Board Approved	Revised

Required Assessments

ACCESS 2.0

Textbooks/Resources

Welcome Newcomers book set / What is a Community?
Supplemental: Newsela (online resource) / Xello (online resource) / Individual Student Planners
Experiential field trips to: Local businesses, Universities and colleges, Volunteer opportunities, Job shadow opportunities

Course Essential Understandings	Course Essential Questions
As a result of successfully completing this course, students will understand that: **Act Responsibly & Respectfully** - Manage time and project deadlines effectively to complete tasks on time - Make ethical choices in both personal and school-wide expectations - Participate actively and show reliability, accountability, and punctuality **Communicates Effectively & Works Collaboratively** - Communicate appropriately across various settings to engage diverse audiences - Work collaboratively with others to complete tasks, solve problems, resolve conflicts, provide information, and offer support - Be open to ideas and opinions of others - Respond openly and effectively to different ideas, groups, and opinions of others **Thinks Critically & Creatively** - Apply informed decision making and reasoning that leads to ideas, innovation and personal growth - Seek and evaluates feedback in order to make necessary adjustments **Language Objective:** English Language Development Standard 1: ● Language for Social and Instructional purposes within the school setting	● What does it mean to be a successful and responsible student in the United States? ● What does it mean to be a positive and productive member of society in the United States? ● How do I overcome barriers to effectively communicate with others? ● How do I choose and negotiate a successful life path?

Unit Overviews

Unit Name	Unit Description	Unit Essential Question	Instructional Standards	Assessed Standards
First Cycle (A)				
Unit #1- School Success	Students will discuss school culture and ways to be successful in a US high school setting. They will develop skills for organization, studying, and effective communication with staff and peers. Students will create realistic smart goals at their current proficiency level and track their outcomes.	● What skills are needed to be successful in a high school setting? ● How do I create a realistic goal? ● How do I track my progress on a goal? ● How do I communicate with my teachers and peers?	4C3.a.11.h CD1.b.6.h CD1.d.5.h SL.9-10.1c	CD1.b.6.h
Unit #2 - Virtues and Ethics in My Life	Students will read/view a variety of texts or other media that highlight virtues and ethics to determine how virtues and ethics have an impact on their world.	● What are virtues? ● What virtues are important to me?	IMT2.b4.h EHS1A12H R.9-10.2 SL.9-10.1	IMT2.b.4.h

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

1855 EL Project Success for Newcomers: Key Word Key Time (KWKT)

WHY were changes made to the 1855 EL Project Success for Newcomers curriculum?	The AASD provides EL courses at the high school level to support students with proficiency levels ranging from level 1 (entering) to level 5 (bridging). 1855 EL Project Success for Newcomers was revised in the summer of 2023. ● 1810 Beginning EL Reading/Writing ● 1855 Project Success for Newcomers ● 1820 Intermediate EL ● 1830 Intermediate to Advanced EL ● 1840 Advanced EL ● 1860/1865 Project Success 2 Changes were made to the 1855 EL Project Success for Newcomers curriculum to be responsive to current research in standards-based instructional practices and updated WIDA language standards.
WHAT changes were made?	Revision of the curriculum document includes the following: ● Addition of updated ELA standards in Reading, Writing, Speaking, Listening, and Language, as well as a focus on WIDA English Language Development Standard 1 ● Focus on Career and Technical Standards ● Relevant and rigorous texts ● Course Essential Questions ● Six instructional unit across 2 years ● Students may remain in Project Success for Newcomers for 2 years
HOW will the changes support student success?	1855 Project Success for Newcomers will support Newcomer student success and provide a guaranteed and viable curriculum for our Newcomers and Students with a Refugee Background: ● Consistent curriculum ● Application of WI Career Technical Standards ● Opportunities for collaboration and discussion using academic language ● Improve academic and social English language proficiency ● Improve reading, writing, listening, and speaking skills

ITEM OF INFORMATION

Topic: Alternative Education Curriculum Updates: (9908) Investigating Success 1, (9905) Investigating Success 2, (9910) Jump Start

Service Learning Elective Curriculum Updates: (3610) Service Learning & Leadership 1, (3620) Service Learning & Leadership 2, (3630) Service Learning & Leadership 3

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

In conjunction with the Alternative Education Department, district administration is recommending the approval of the following courses that directly support our students in need of Alternative Education services:
- (9908) Investigating Success 1
- (9905) Investigating Success 2
- (9910) Jump Start

Additionally, district administration is recommending approval of the following service learning elective courses for students in grades 10-12 in order to provide opportunities to build student leadership capacity while also providing peer support to students in the 9th grade:
- (3610) Service Learning & Leadership 1
- (3620) Service Learning & Leadership 2
- (3630) Service Learning & Leadership 3

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

**Contact
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BOE: 11/13/23

Alternative Education Programming

What does Alternative Education* look like in the AASD?

*Please note a change in language in AASD from *At-Risk* to *Alternative Education*.

Investigating Success 1 and 2

Bolt Academy

Jump Start

Higher Ground Program

Quest Program

Attendance Supports: Check and Connect

Dream Team

Leadership Opportunities

Flexible Scheduling

GPS Education Partners Program

Tier 2 Academic Supports

Option 3/Credit Rescue

Community Service Learning

Central Program

Work Credit / Employability Skills

Mentorship

GED Options #2 Program

Post-Secondary Planning

Credit Recovery

Mental Health Supports

Who do we serve?

AASD Alternative Education programming serves students who:

- Are credit deficient

- Were serviced in alternative programming at previous school placement

- Has attendance concerns

- Is 2+ years behind grade-level peers in basic skill level

- Is a teen parent

- Is adjudicated

- Requires flexibility in scheduling due to day treatment or other specific concerns

- Have been referred through SST teams

- Have other extenuating circumstances that require our care
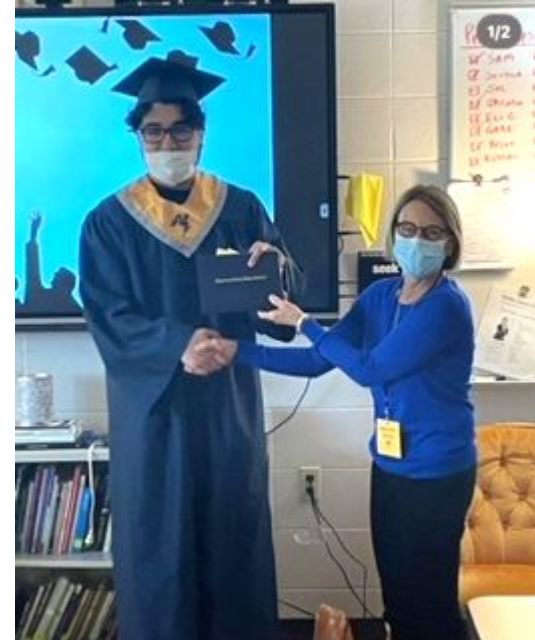
Adapted from DPI Entrance Criteria for Identifying Students At-Risk of not Graduating with peers.

JUMPSTART™

Opportunities for Students:

- Enjoy a nutritious breakfast
- Check in with each other
- Say "Good Morning" to each other
- Talk about our lives
- Hold each other accountable
- Respect & learn from each other
- Interact with members of our school and community

Role of the Instructors:

- Welcome the students each day!
- Support the students & be their "Soft Landing"
- Be a Trusted Adult to students
- Connect students to school resources if needed
- Help meet the basic needs of the students; ensure school readiness
- *Creative use of supervision assignments*
- *Out-of-the-box thinking when accessing groceries and other resources for students*

Self-actualization
desire to become the most that one can be

Esteem
respect, self-esteem, status, recognition, strength, freedom

Love and belonging
friendship, intimacy, family, sense of connection

Safety needs
personal security, employment, resources, health, property

Physiological needs
air, water, food, shelter, sleep, clothing, reproduction

Maslow's hierarchy of needs

JumpStart Voices

Brandi
Appleton West High School

Investigating Success 1 & 2

WHAT A *wonderful* THOUGHT it is THAT SOME OF THE *best* DAYS *of our lives* HAVEN'T HAPPENED *yet.*

THE BEST IS YET TO COME

TOMORROW IN BELIEVE IS TO GARDEN A PLANT TO

2016-2017 Investigating Success

America
Alicia
Gracie
Austin Giselle
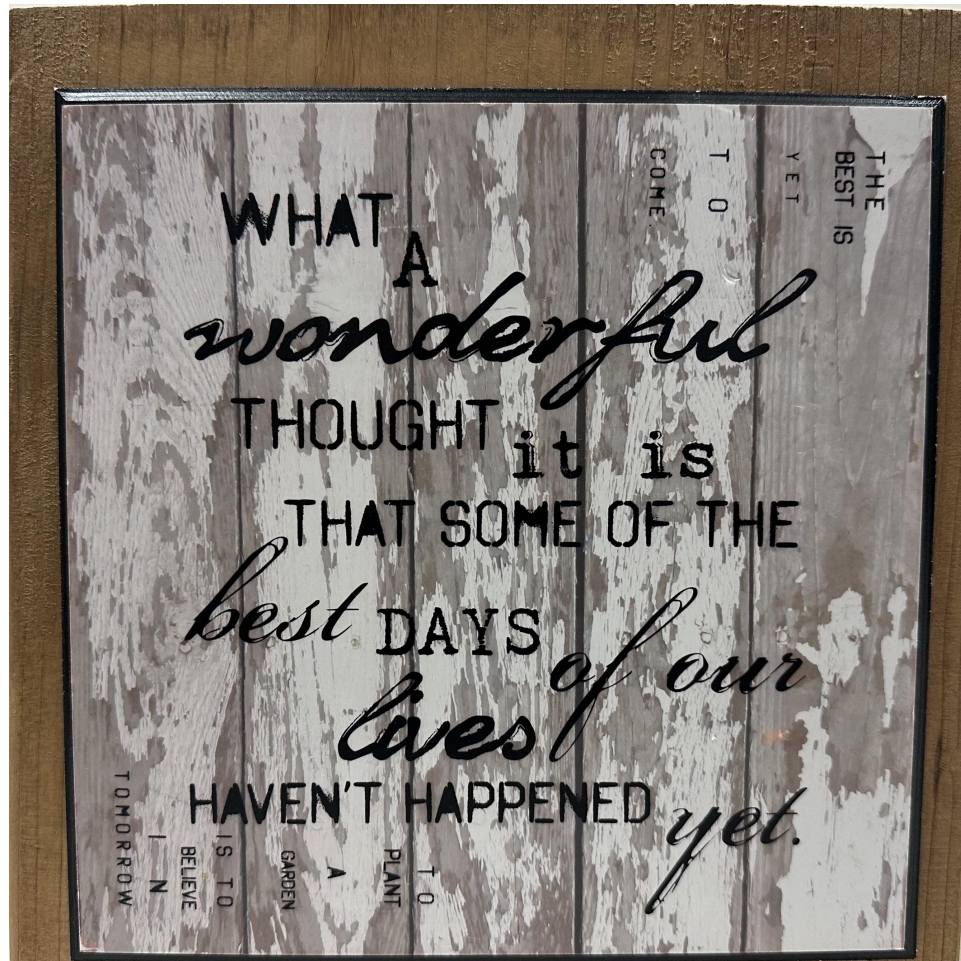
Service Learning & Leadership 1, 2, 3

DREAM Team Academic Support Data

	2021	**2022**	**2023**
Quarter 1	33%	30%	30%
Semester 1	14%	12.5%	
Semester 2	10%	6%	

This programming has allowed us to identify the students who need additional support so we can be more proactive and effective in supporting students' academic progress towards graduation.

Service Learning & Leadership 1, 2, 3

DREAM Team School Connectedness Data

- 10 question survey on connectedness

- 9 out of 10 questions averaged 3 or higher
  - I have attended a school sponsored activity   3.3
  - Involved or plan to be involved in a club/activity   3.1
  - Adult at East who knows and cares about me   3.2
  - I have an upperclassman I can ask questions   3.1

Reported by Ninth Graders (244 of 398 students) on a 4 point likert scale after 6 weeks of universal lessons from student leaders

Service Learning & Leadership 1, 2, 3

Representation   Three year change agents   Growth

Alternative Education Curriculum Updates: (9908) Investigation Success 1, (9905) Investigation Success 2, (9910) Jump Start

Service Learning Elective Curriculum Updates: (3610) Service Learning & Leadership 1, (3620) Service Learning & Leadership 2, (3630) Service Learning & Leadership 3

WHY are we proposing new courses for students in the Alternative Education Program?	Rooted in the idea that students cannot be academically successful if they are not physically in school and/or prepared for their day, these classes seek to establish a firm foundation upon which academic success can be built. From the basics of a warm welcome and the soft landing of a personal daily check-in, to pushing students to achieve their fullest potential through self-regulation, success concepts, well-being, mindset and many other personal development strategies, **Jump Start** and **Investigating Success** launches students forward as they engage fully in their own school experience.
WHY are we proposing new service learning elective courses for upperclassmen to support 9th-grade students?	Educational research shows that students who are successful in their freshman year are more likely to graduate high school. These courses provide a proactive approach to universally supporting ninth grade students while offering inclusive leadership opportunities for all students in order to reflect the representation of the school community. The overarching goal of these courses is to leverage the peer mentoring/leadership model to onboard ninth graders' learning of the school culture and operations through building connections at school, improving academic success, and encouraging extra-curricular involvement. Ultimately, this proactive approach should decrease the number of students who need alternative education support in the future.

WHAT are the components that will be included in each of the courses?	The major components within each Alternative Education course include:
	● **(9908) Investigating Success 1 & (9905) Investigating Success 2**
	  ○ Creating a Classroom Community (1 & 2)
	  ○ Self-Management (Self-Regulation) (1 & 2)
	  ○ Success Concepts (1 & 2)
	  ○ Mindsets (1 & 2)
	  ○ Well-being (2)
	  ○ Four Disciplines of Execution (2)
	  ○ Strengths, Goals, and Motivation (1)
	  ○ Values, Goals, and Motivation (2)
	  ○ Organization System (1)
	  ○ Time Management (1 & 2)
	  ○ Attendance and Punctuality (1 & 2)
	  ○ Self-Advocacy (1)
	  ○ Executive Function (1)
	  ○ Culture of Secondary Education (2)
	  ○ Labels, Stereotypes, and Power (2)
	  ○ Interdependence and Resources (2)
	  ○ Procrastination and SCARF (2)
	  ○ NASA Problem Solving (2)
	  ○ Behavior Change (2)
	  ○ Flow (2)

- Scripts (2)
- Final Portfolio (1 & 2)

- **Jump Start (9910)**
  - Eating Nutritious Food
  - Getting Good Sleep
  - Having Healthy Relationships
  - Making Positive Decisions
  - Looking Forward to the Future

The major components within each Service Learning elective course include:
- **(3610) Service Learning & Leadership 1, (3620) Service Learning & Leadership 2, (3630) Service Learning & Leadership 3**
  - Develop self awareness and reflection skills to enhance personal growth.
  - Develop interpersonal skills to demonstrate leadership in order to accomplish DREAM Team goals and objectives.
  - Develop an understanding of one's connection to the broader community through inclusivity as well as knowledge of the school culture and operations.
  - Implement strategic practices to positively impact freshmen learning and school connectedness.

HOW will we assess the students in each of the varying courses?	The assessed standards will include:
	 • **(9908) Investigating Success 1 & (9905) Investigating Success 2**
	    ○ Self-awareness
	    ○ Problem solving and choices
	    ○ Interdependence and resources
	    ○ Lifelong learning and self-regulation
	    ○ Cognitive and affective theories
	    ○ Health concepts
	    ○ Career and Life Skills
	
	 • **Jump Start (9910)**
	    ○ Nutrition Standards
	    ○ Health Standards
	    ○ Wisconsin Common Career Technical Standards
	
	 • **Guided Literacy**
	    ○ ELA Grade 11 & 12 standards
	
	 • **(3610) Service Learning & Leadership 1, (3620) Service Learning & Leadership 2, (3630) Service Learning & Leadership 3**
	    ○ Self-awareness and reflection skills
	    ○ Interpersonal skills
	    ○ Connection to the broader community
	    ○ Impact learning and school connectedness
	    ○ 90 periods of service learning and leadership credit expectations

JUMP START (9910) Course Overview Curriculum Document

Course Description

Jump Start provides a soft landing for students (Grades 9-12) with unique needs (ie: social, academic, emotional, attendance). A student who has been referred to Jump Start will benefit from support as they develop skills to become more aware of self, interact more positively within the school environment, and prepare more effectively for the future.

Credits	Prerequisites
.5 Elective	None

Board Approved	Revised

Required Assessments

None

Textbooks/Resources

No Textbooks Required

Course Essential Understandings	Course Relevance Questions
As a result of successfully completing this course, students will understand: ● Self-reflection and identification of strengths, growth areas, and strategies for improvement ● Components of healthy lifestyle choices ● Goal-setting	● How do I understand myself? ● How do I interact with my school environment? ● How do I plan for my future?

Unit Overviews

Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
To eat good food…	In this unit, students will discover how food fuels their bodies. Students will understand healthy food choices, how to access affordable best choices, and how to eat to optimize how a student feels.	How does what I eat impact how I feel (mentally and physically)? What healthy goal(s) can I set for myself regarding nutrition? What foods should I eat and drink? How does drinking water impact my health/body? Where can I access affordable, healthy food in my community?	**Nutrition:** C.12.3 E.12.3 E.12.5 **Health:** 1:4:A2 1:4:A3 2:4:A2 2:4:A4 5:4:A1 5:4:B2 5:4:B3 . 6:4:A1 7:4:B1.	1:4:A2
To get good sleep…	In this unit, students will discover how sleep affects their mental and physical well-being. Students will develop strategies for better sleep.	How is mental health related to sleep? Do my sleep habits affect my physical health? Do I have control of my sleep quality?	**Health:** 1:4:A2 1:4:A3 1:4:A5 2:4:A1 2:4:A2 2:4:A3 2:4:A4 2:4:A5 7:1:A1	1:4:A3
To have healthy relationships…	In this unit, students will discover how healthy relationships can support overall well-being. Students will initially understand their own mental wellness status. Students will learn how to initiate and maintain productive relationships, as well as problem-solve conflict resolution strategies. Finally, students will understand how positive relationships with peers, school staff, and trusted adults will foster a more comfortable school experience.	How does my personality impact how I communicate with others? How do healthy and unhealthy relationships impact my wellbeing? How can I maintain positive relationships? Is there an adult in school I feel comfortable talking to? What can I do when I'm in a conflict with a friend, peer, family member, lover, etc.?	**Health:** 4:4:A1 4:4:A2 4:4:A3 4:4:B1 4:4:B2 4:4: B3 WI School Mental Health Framework	4:4:A1

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

Investigating Success 1 (9908) Course Overview Curriculum Document

Course Description

Investigating Success 1 provides a supportive environment for students with unique needs (ie: attendance, mental health, school connectedness). This course is designed to introduce students to concepts that can positively impact success in the school environment as well as in life.

Credits	Prerequisites
.5 Elective	None

Board Approved	Revised

Required Assessments

District-wide, standards-based common summative assessments

Textbooks/Resources

No Textbooks Required

Course Essential Understandings	Course Relevance Questions
As a result of successfully completing this course, students will: ● Demonstrate the ability to use self-awareness skills to enhance success. ● Analyze the influence of various factors in order to problem solve and make choices that enhance success. ● Identify and utilize resources available to enhance success. ● Discover ways to stay on course to meet lifelong learning goals. ● Experiment with applying overall health concepts to live a well-balanced life. ● Continuously grow in self-management to demonstrate academic and personal success with goal setting, organization, time management, attendance, punctuality, and self-advocacy. ● Demonstrate the ability to use the career and life skills established by Appleton Area School District.	How can self-management, having a growth mindset (problem solving), and utilizing my resources (tools and people), help me experience success as a lifelong learner? How can I continue to grow in managing myself to demonstrate academic and personal success in the following areas? ● Goal setting ● Organization ● Time management ● Attendance and punctuality ● Self-Advocacy

Unit Overviews

Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
Introduction: Creating A Classroom Community	In this unit, students will explore and develop the cultural norms and expectations we will use during our journey together in this class so all students can feel safe, be engaged learners, and understand how they fit into our classroom culture.	What are the cultural norms and expectations for this class? How can I feel safe and fit into our classroom culture as a learner?	AE1 CLS1	AE1 CLS1
Self-Management (Self-Regulation)	In this unit, students will learn about the concept of self-management, how their brains function best (healthy behaviors), and develop self-management as a skill with health behaviors.	How is my brain today (self-management)? ● Physical Activity ● Nutrition (breakfast) ● Mental/Emotional state ● Avoid Substance use ● Sleep What is the I AM ME Journey with health behaviors? ● Identify health behaviors that keep me healthy ● Make a list of what you can do to keep yourself healthy ● Explain the importance of taking responsibility for your health.	AE1 AE2 AE6	AE2 AE6
Success Concepts	In this unit, students will explore the idea of success, who or what influences their ideas of success, and write their own definition of success.	What is success? Who or what influences our ideas of success? What is my definition for success?	AE1 AE2	AE1 AE2
Mindsets	In this unit, students will learn about Carol Dweck's Growth Mindset research and apply their	What is Growth Mindset Theory?	AE1 AE2 AE3	AE1 AE2

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

Investigating Success 2 (9905) Course Overview Curriculum Document

Course Description

Investigating Success 2 provides a soft landing for students with unique needs (ie: attendance, mental health, school connectedness). This course is designed to introduce students to concepts that can positively impact success in the school environment as well as in life. Integration of current theory and evidence-based research allows students to study and apply effective strategies to their own lives.

Credits	Prerequisites
.5 Elective	None

Board Approved	Revised

Required Assessments

District-wide, standards-based common summative assessments

Textbooks/Resources

No Textbooks Required

Course Essential Understandings	Course Relevance Questions
As a result of successfully completing this course, students will: ● Demonstrate the ability to use self-awareness skills to enhance success. ● Analyze the influence of various factors in order to problem solve and make choices that enhance success. ● Identify and utilize resources available to demonstrate interdependence skills that support success. ● Discover ways to stay on course to meet lifelong learning goals and demonstrate the ability to be a self-regulated learner. ● Comprehend cognitive and affective theories to enhance academic success. ● Experiment with applying overall health concepts to live a well-balanced life. ● Demonstrate the ability to use the career and life skills established by Appleton Area School District.	How can integrating current theory and evidence-based research help me experience success as a lifelong learner? How can applying effective strategies from current theory and evidence-based research help me live a healthy well-balanced life of well-being?

Unit Overviews

Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
Introduction: Creating A Classroom Community	In this unit, students will explore and develop the cultural norms and expectations we will use during our journey together in this class so all students can feel safe, be engaged learners, and understand how they fit into our classroom culture.	What are the cultural norms and expectations for this class? How can I feel safe and fit into our classroom culture as a learner?	AE1 CLS1	AE1 CLS1
Self-Management (Self-Regulation)	In this unit, students will learn about the concept of self-management, how their brains function best (healthy behaviors), develop self-management as a skill with health behaviors, and monitor their growth of self-management with a chosen health behavior.	How is my brain today (self-management)? ● Physical Activity ● Nutrition (breakfast) ● Mental/Emotional state ● Avoid Substance use ● Sleep What is the I AM ME Journey with health behaviors? ● **I**dentify health behaviors that keep me healthy ● **A**ct on the health behaviors ● **M**onitor the impact of the health behavior ● **M**ake a list of what you can do to keep yourself healthy ● **E**xplain the importance of taking responsibility for your health.	AE1 AE2 AE6	AE2 AE6
Success Concepts	In this unit, students will explore the idea of success, complete a self-assessment activity to identify beliefs and behaviors that support success, explore who or what influences their ideas of success, and write their own definition of success.	What is success? Who or what influences our ideas of success? What is my definition for success?	AE1 AE2	AE1 AE2
Well-being	In this unit, students will learn about Martin Seligman's Well-being Theory (PERMA), determine if success brings long	What is Martin Seligman's Well-being Theory (PERMA)?	AE1 AE2	AE1 AE2

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

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

Service Learning & Leadership 1 (3610) Course Overview Curriculum Document

Course Description

Service Learning & Leadership 1 Team Leaders develop an awareness of personal strengths and leadership skills to practice service learning. Leaders will understand the connection they have to our school, and the value they bring in making our school community a better place. Leaders will inspire learning and school connectedness for our freshmen within an inclusive and supportive environment. Curriculum training for student leaders will rotate on a three year cycle: care, lead, contribute. Year one student leaders will learn about their strengths, connection within the broader school community, and explore who they are as a leader. This course is available to students in grades 10 - 12.

Credits	Prerequisites
.5 Elective	10th - 12th Grade and approved Service Learning & Leadership Student Leader application Requirements: Upholds AASD Code of Conduct

Board Approved	Revised

Required Assessments

District-wide, standards-based common summative assessments

Textbooks/Resources

No Textbooks Required

Course Essential Understandings	Course Relevance Questions
As a result of successfully completing this course, students will: ● Develop self awareness and reflection skills to enhance personal growth. ● Develop interpersonal skills to demonstrate leadership in order to accomplish Service Learning & Leadership Team goals and objectives. ● Develop an understanding of one's connection to the broader community through inclusivity as well as knowledge of the school culture and operations. ● Implement strategic practices to positively impact freshmen learning and school connectedness.	How can self awareness, reflection, and interpersonal skills help me continue my personal growth and experience success as a leader? How can my connection to the broader community enhance inclusivity and my ability to guide 9th graders' understanding of the school culture and operations? How can applying strategic leadership practices help me positively impact freshmen learning and school connectedness?

Unit Overviews

Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
Round 0 - Student Leader Training	Student leaders will receive training in the following areas: ● Care: with great leadership comes great responsibility and every leader will recognize their role in creating a positive change in our school community ● The connection they have to our school community and the value they bring to help make our school community a better place. ● The vision for Service Learning & Leadership Team and how we measure success so that leaders can make connections with 9th graders and the various stakeholders (administration, staff, families and the greater school community) ● Their role on their student leader team and how they are measured for success, so that they can be prepared to teach lessons. ● Their role as a student mentor in supporting ninth graders with achieving academic and personal success. Task specific training related to meeting the needs of different stakeholders: ● Monthly Trainings: Advisors to student leaders ● Team Building Activities: leader to leader and leader to ninth graders ● Communication and connection with students and families: postcards, birthday cards ● Building Tours: connections with 9th graders and transfer students to our school community ● Academic support for 9th graders and their families: Open House and Explore Night ● Community outreach for support: fundraising ● Connection with 9th graders through extra-curricular involvements: Fall/Winter events attendance	What connections do I currently have within our school community? What value do I bring to helping make our school community a better place? How does my role as a Service Learning & Leadership Team student leader inspire learning and school connectedness with ninth graders? How do I apply my leadership strengths to various team settings? How do I build relationships with various stakeholders as a leader within my school community?	DT.1abcd DT.2abcd DT.3abcd DT.4abcd	DT.1 DT.2 DT.3 DT.4

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

Service Learning & Leadership 2 (3620) Course Overview Curriculum Document

Course Description

Service Learning & Leadership 2 Team Leaders develop an awareness of personal strengths and leadership skills to practice service learning. Leaders will understand the connection they have to our school, and the value they bring in making our school community a better place. Leaders will inspire learning and school connectedness for our freshmen within an inclusive and supportive environment. Curriculum training for student leaders will rotate on a three year cycle: care, lead, contribute. Year two student leaders will strengthen their interpersonal skills and build greater competency as a leader. This course is available to students in grades 11 - 12.

Credits	Prerequisites
.5 Elective	11th - 12th Grade, approved Service Learning & Leadership Student Leader application, and completion of Service Learning & Leadership Leadership 1 Requirements: Upholds AASD Code of Conduct

Board Approved	Revised

Required Assessments

District-wide, standards-based common summative assessments

Textbooks/Resources

No Textbooks Required

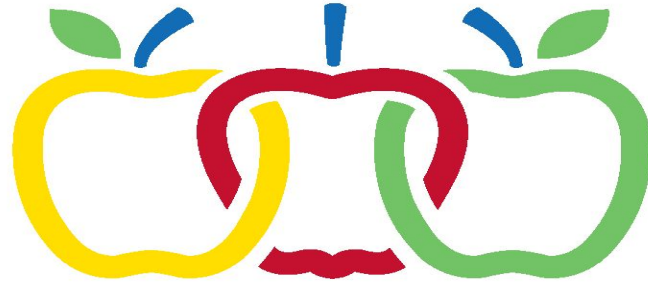| Course Essential Understandings	Course Relevance Questions
As a result of successfully completing this course, students will: ● Develop self awareness and reflection skills to enhance personal growth. ● Develop interpersonal skills to demonstrate leadership in order to accomplish Service Learning & Leadership Team goals and objectives. ● Develop an understanding of one's connection to the broader community through inclusivity as well as knowledge of the school culture and operations. ● Implement strategic practices to positively impact freshmen learning and school connectedness.	How can self awareness, reflection, and interpersonal skills help me continue my personal growth and experience success as a leader? How can my connection to the broader community enhance inclusivity and my ability to guide 9th graders' understanding of the school culture and operations? How can applying strategic leadership practices help me positively impact freshmen learning and school connectedness?

Unit Overviews

Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
Round 0 - Student Leader Training	Student leaders will receive training in the following areas: ● Lead: leaders can have an impact on one person at a time; they will practice self-awareness and apply this learning to various team settings ● The connection they have to our school community and the value they bring to help make our school community a better place. ● The vision for Service Learning & Leadership Team and how we measure success so that leaders can make connections with 9th graders and the various stakeholders (administration, staff, families and the greater school community) ● Their role on their student leader team and how they are measured for success, so that they can be prepared to teach lessons. ● Their role as a student mentor in supporting ninth graders with achieving academic and personal success. Task specific training related to meeting the needs of different stakeholders: ● Monthly Trainings: Advisors to student leaders ● Team Building Activities: leader to leader and leader to ninth graders ● Communication and connection with students and families: postcards, birthday cards ● Building Tours: connections with 9th graders and transfer students to our school community ● Academic support for 9th graders and their families: Open House and Explore Night ● Community outreach for support: fundraising ● Connection with 9th graders through extra-curricular involvements: Fall/Winter events attendance	What connections do I currently have within our school community? What value do I bring to helping make our school community a better place? How does my role as a Service Learning & Leadership Team student leader inspire learning and school connectedness with ninth graders? How do I apply my leadership strengths to various team settings? How do I build relationships with various stakeholders as a leader within my school community?	DT.1abcd DT.2abcd DT.3abcd DT.4abcd	DT.1 DT.2 DT.3 DT.4
Round 1	In this phase, student leaders will provide six weeks of universal instruction to ninth graders in the following areas:	How can I effectively support incoming ninth graders as they transition to high school?	DT.1abcd DT.2abcd DT.3abcd	DT.1 DT.2 DT.3

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

Service Learning & Leadership 3 (3630) Course Overview Curriculum Document

Course Description

Service Learning & Leadership 3 Team Leaders develop an awareness of personal strengths and leadership skills to practice service learning. Leaders will understand the connection they have to our school and the value they bring in making our school community a better place. Leaders will inspire learning and school connectedness for our freshmen within an inclusive and supportive environment. Curriculum training for student leaders will rotate on a three year cycle: care, lead, contribute. Year three student leaders will model what leadership is for newer leaders and relationally differentiate their influence within a variety of contexts. This course is available to students in grade 12.

Credits	Prerequisites
.5 Elective	12th Grade, approved Service Learning & Leadership Student Leader application, and completion of Service Learning & Leadership Leadership 2. Requirements: Upholds AASD Code of Conduct

Board Approved	Revised

Required Assessments

District-wide, standards-based common summative assessments

Textbooks/Resources

No Textbooks Required

Course Essential Understandings	Course Relevance Questions
As a result of successfully completing this course, students will: ● Develop self awareness and reflection skills to enhance personal growth. ● Develop interpersonal skills to demonstrate leadership in order to accomplish Service Learning & Leadership Team goals and objectives. ● Develop an understanding of one's connection to the broader community through inclusivity as well as knowledge of the school culture and operations. ● Implement strategic practices to positively impact freshmen learning and school connectedness.	How can self awareness, reflection, and interpersonal skills help me continue my personal growth and experience success as a leader? How can my connection to the broader community enhance inclusivity and my ability to guide 9th graders' understanding of the school culture and operations? How can applying strategic leadership practices help me positively impact freshmen learning and school connectedness?

Unit Overviews

Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
Round 0 - Student Leader Training	Student leaders will receive training in the following areas: ● Contribute: leaders will ask the question, "How do I want to be remembered (legacy)?" and demonstrate servant leadership within the school community ● The connection they have to our school community and the value they bring to help make our school community a better place. ● The vision for Service Learning & Leadership Team and how we measure success so that leaders can make connections with 9th graders and the various stakeholders (administration, staff, families and the greater school community) ● Their role on their student leader team and how they are measured for success, so that they can be prepared to teach lessons. ● Their role as a student mentor in supporting ninth graders with achieving academic and personal success. Task specific training related to meeting the needs of different stakeholders: ● Monthly Trainings: Advisors to student leaders ● Team Building Activities: leader to leader and leader to ninth graders ● Communication and connection with students and families: postcards, birthday cards ● Building Tours: connections with 9th graders and transfer students to our school community ● Academic support for 9th graders and their families: Open House and Explore Night ● Community outreach for support: fundraising ● Connection with 9th graders through extra-curricular involvements: Fall/Winter events attendance	What connections do I currently have within our school community? What value do I bring to helping make our school community a better place? How does my role as a Service Learning & Leadership Team student leader inspire learning and school connectedness with ninth graders? How do I apply my leadership strengths to various team settings? How do I build relationships with various stakeholders as a leader within my school community?	DT.1abcd DT.2abcd DT.3abcd DT.4abcd	DT.1 DT.2 DT.3 DT.4

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

Attendance Committee Update
BOE Meeting - November 13, 2023

Meeting #1 - October 11th

Working together, students, families, staff, and community will ensure that each graduate is academically, socially, and emotionally prepared for success in life. Every Student, Every Day.

Dean of Students   **Social Worker**   **School Counselor**

Math Interventionist   **Literacy Interventionist**

Coaches   **Club Advisors**   **School Psychologist**

Cultural Advisors   **Interpreters**   **Paraprofessionals**   **LMC Specialist**

Assistant Principal   **Principal**   **Youth Advocate**
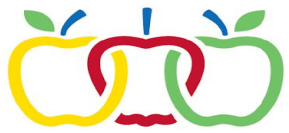
IMPACT OF STUDENT ABSENTEEISM
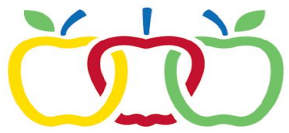
HOW QUICKLY TIME ADDS UP … DAYS

1 or 2 days per week doesn't seem like much, but …

If a student misses…	That equals…	Which is…	And over 13 years of schooling, that's…
1 day every 2 weeks	20 days per year	4 weeks per year	Nearly 1 ½ years
1 day per week	40 days per year	8 weeks per year	Over 2 ½ years
2 days per week	80 days per year	16 weeks per year	Over 5 years
3 days per week	120 days per year	24 weeks per year	Nearly 8 years

ATTENDANCE DATA

CHRONIC ABSENTEEISM DATA

Missing 10% or more of total school days, including both excused and unexcused absences. Missing 10% of a full school year is equal to 18 days.

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
4K/Elementary	5.6%	5.9%	N/A*	N/A**	27.4%	14.0%
Middle	6.9%	7.8%	N/A*	N/A**	25.1%	17.6%
High School	12.2%	13.1%	N/A*	N/A**	33.9%	25.5%

Because of the state-mandated school closures and rapid transition to virtual instruction during March of 2020 Chronic Attendance/ Habitual Truancy second semester attendance data is not comparable to other school year data.
**Data from the 20-21 school year is also not comparable to other school year data due to the transition across our schools from virtual, to hybrid, to in-person learning.*

Meeting #2 - October 25th

- Responded to Questions
- Shared research on attendance
- District policy and State statute

CHRONIC ABSENTEEISM DATA - ETHNICITY

Students missing 10% or more of total school days, including both excused and unexcused absences, by ethnicity:

Ethnicity	Enrollment	Chronically Absent	Percent
American Indian or Alaskan Native	99	62	63%
Asian	1,871	301	16%
Black or African American	776	368	47%
Hispanic/Latino	1,921	632	33%
Two or more races	938	282	30%
White	9,600	1480	15%
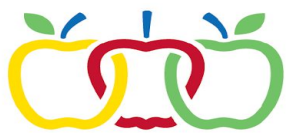
AASD 4-year Graduation Rates

Year	Caucasian	Hispanic	African - Am
Class of 2017	87.3%	77.7%	67.8%
Class of 2018	91.8%	77.6%	65.4%
Class of 2019	91.1%	76.9%	69.1%
Class of 2022	89.6%	75.4%	69.6%
Class of 2023	91.1%	75.4%	62.9%
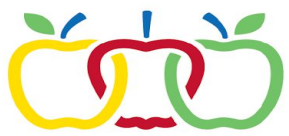
OVERVIEW OF STATE STATUTE 118.16

Provides: expectations for how schools and school districts inform parents, and meet with parents/guardians about a pupil's truancy.

Identifies: additional ways districts can address truancy, ways districts shall, and things the district cannot do when addressing truancy.

Requires: the school board to establish an attendance policy.
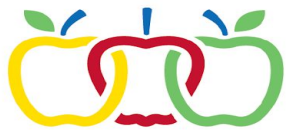
A child who is found to be habitually truant shall be subject to one or more of the following dispositions:

(1)   An order for the child to attend school.

(2)   Suspension of the child's operating privilege, as defined in Section 340.01(40), Wis. Stats., as may be amended from time to time, for not less than 30 days nor more than one (1) year. The court shall immediately take possession of any suspended license and forward it to the State Department of Transportation together with a notice stating the reason for and the duration of the suspension.

(3)   An order for the child to be placed in a teen court program as described in sec. 938.342 Wis. Stats.

(4)   A forfeiture of not less than fifty dollars ($50.00) nor more than five hundred dollars ($500.00). All or part of the forfeiture plus costs may be assessed against the person, the parents or guardian of the person, or both.
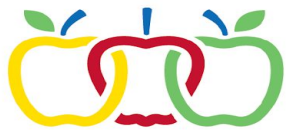
Meeting #3 - November 8th

- Attendance practices prior to 2019-2020

- Attendance practices 2019-2023

- Current attendance practices/supports

2023-2024 SCHOOL YEAR

- ➢ 1.0 District Attendance Coordinator
- ➢ Alternative Ed attendance support - middle & high schools
- ➢ August Staff Development for site Attendance Teams
- ➢ Collaboration with counties
- ➢ TRAC support
- ➢ Cultural advisors
- ➢ STAR advisors
- ➢ School-based mental health services
- ➢ Site attendance teams
- ➢ Check & Connect Attendance Mentors
- ➢ Attendance incentives

SCHOOL BOARD ELECTIONS

~~BOARD MEMBER QUALIFICATIONS~~

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

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

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

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

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

Board Member Qualifications

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

- Be a citizen of the United States
- Be at least 18 years of age on election day
- Have lived in the Appleton Area School District ~~10 days before the date of election~~ for at least 28 consecutive days prior to filing a Declaration of Candidacy
- Not be convicted of a felony, unless pardoned

Candidate Information

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

- Actions necessary to become a formal candidate (filing dates, required signatures, etc.)
- Campaign Finance Laws
- Expectations of Board members (ethical behavior, legal limitations, etc.)
- Knowledge of the District (District operations, budget, educational matters, etc.)
- Other laws related to candidacy and incumbency, especially those that deal with potential conflicts of interest (Legal Ref: 946.13 – Private interest in public contract; Code of Ethics 19.42 and 19.41 through 19.59)

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

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

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

Adoption Date: November 22, 1993
Revised: November 27, 2023

BOARD MEMBER QUALIFICATIONS

Procedures

Candidate Information

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

- Actions necessary to become a formal candidate (dates, required signatures, etc.)
- Campaign finance laws
- Other laws related to candidacy and incumbency, especially those that deal with potential conflicts of interest (Legal Ref: 946.13 - Private interest in public contract; Code of Ethics 19.42 and 19.41 through 19.59)
- Expectations of Board members (ethical behavior, legal limitations, etc.)

District Information

Board of Education candidates will be provided information upon request, including (but not limited to) current education issues, District organizational structure and operations, and budget.

Sources of information include:

Board of Education Members
Superintendent
Executive Administrative Assistant to Superintendent/Board
Community Relations Coordinator
District Citizens Advisory Council

Adoption Date: November 22, 1993
Revised: November 27, 2023

ITEM OF INFORMATION

Topic: Policy 672 - Purchasing Procedures

Background

Information: Policy 672-Purchasing Procedures and associated Rule were originally adopted in 1990 with one update in 2016.

Since the last update, there have been significant changes in accounting and auditing procedures as well as to the rules and regulations when using State or Federal funds. Policies should be written in broad terms to cover various circumstances. They set parameters for decision-making but leave room for flexibility. Policies explain the "why" behind an action. Additionally, most policies have associated procedures or guidelines that cover the process or the "how" of an action and at a minimum include who has responsibility for the process, basic steps that need to be followed, and any limitations.

The revised purchasing policy has taken into consideration these definitions. The related procedures for purchasing and fixed asset inventory have also been revised based on current working processes within the AASD, recommendations from our auditors, and Federal and State grant guidelines. The recommended policy and associated procedures were developed in cooperation with several departments in the District that do the largest amount of purchasing and/or processing of purchasing by the sites. In the revision process, the policies of other Districts were reviewed for comparison purposes. Rules required by Federal grants (as documented in the AASD Uniform Grant Guidance Manual - Purchasing, page 12) were also considered and included in the Policy and related procedures.

The revised policy removes a named position (A specialist (buyer)) that hasn't existed in the District in many years and updates language to better reflect the current purchasing function in the District.

The Rule-672 would be removed and replaced with Purchasing Procedures. These were written to be in compliance with Federal and State regulations, to facilitate practical and prudent purchasing process, and competitive pricing when appropriate without causing undue burden with little or no return on investment to the District. The procedures also allow for honoring long-standing partnerships with local vendors. Specific dollar thresholds have been established for different procurement methods.

The only change to the Fixed Assets Procedures is to change the dollar threshold for a single piece of equipment to $100,000. This was a recommendation from our auditors based on the size of our District and that as a government unit there is no tax consequence to setting this threshold at a higher level for purchases funded with local

and/or State funds. Any equipment purchased with Federal funds would still have to follow the Federal rules for asset acquisition and reporting.

Insurance requirements for contracted services would remain the same and continue to be used with these agreements.

Fiscal Impact: There will be no fiscal impact as the procedures currently being followed will continue.

Contact Person(s): Holly Burr (920-852-5305)

BOE: 11/13/23

Attachments:

Purchasing Policy
Purchasing Procedures
Fixed Asset Procedures
Insurance Requirements
AASD Uniform Grant Guidance

PURCHASING ~~PROCEDURES~~ POLICY

~~The purchasing function shall be centralized under the direction of the Chief Financial Officer. A specialist (buyer) with expertise in pertinent State Statutes, market conditions, ethical conduct, effective and practical purchasing practices, and supplies and materials used by schools shall be employed.~~

~~The centralized purchasing function is intended to facilitate competitive pricing, accommodate economy of scale in purchasing, result in clear and uniform specifications, establish standards of quality, insure selection of qualified vendors and contractors, guarantee fair and ethical treatment thereof, provide uniform input in support of the accounting system, and serve as a source of information to principals for budget development.~~

~~Cross References: Purchasing Procedures, 672-Rule~~
~~Insurance Requirements, 672-Exhibit~~
~~Relations with Local Government Agencies, 882~~

~~Legal References: Wisconsin State Statutes 120.12(24), 120.13(5), (33) and 120.44~~

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

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

Cross References: Purchasing Policy, 672-Rule
Insurance Requirements, 672-Exhibit 1 & 2
Relations with Local Government Agencies, 882
Uniform Grant Guidance Manual (UGG)

Legal References: Wisconsin State Statutes 120.12(24), 120.13(5), (33) and 120.44

Adoption Date: November 26, 1990

672-Rule

PURCHASING ~~PROCEDURES~~ POLICY
Procedures

~~A minimum of three telephonic or written quotations should be obtained for the purchase of an item or contracted service costing up to $10,000 when practical and prudent. Formal bidding procedures shall be utilized for items or services exceeding $10,000.~~

~~Bid bonds and performance bonds may be required at the discretion of the Chief Financial Officer or as required by law.~~

~~Providers of contracted services shall furnish certificates of insurance for Worker's Compensation insurance and adequate property and casualty insurance appropriate for minimal or large exposures. (See attached specifications, 672-Exhibit)~~

~~Warehousing of supplies and materials shall be limited to those purchased in large quantities for economy of scale, with large volume of consumption with a total inventory turnover within one year, or which promote efficiency for maintenance personnel.~~

~~Contracts for services such as legal, banking, insurance, pupil transportation, food service auditing, and cleaning may be let for terms not to exceed three (3) years, and may be renewed or extended upon review by the Board of Education.~~

~~All lease/purchase agreements for items of equipment which exceed three (3) years in duration must have Board approval.~~

~~Purchases with funds from student activity accounts are not required to be made through the buyer but are encouraged. Such purchases should be approved in advance by a majority of the student membership of the organization or activity, faculty advisor, and/or principal. Principals and faculty advisors are responsible for ethical conduct with vendors, solvency of the respective organization/activity, and safeguarding of student activity funds. Student activity funds are not to be expended for goods or services which do not directly benefit the membership of the respective organization unless documented by the minutes of a formal meeting of the membership.~~

~~Donations from booster clubs and PTA's are to be expended according to written instructions of the respective booster club.~~

1. **RATIONALE**

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

2. **DEFINITIONS**

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

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

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

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

3. **ACCEPTABLE METHODS OF PROCUREMENT**

The following three methods are acceptable methods of procurement.

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

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

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

1.   **Competitive Sealed Bids: Invitation for Bid (IFB)**
    ・The procurement value is expected to be $250,000 or more
    ・The product or service can be completely described in the agency's bid specifications
    ・The award of a contract can be made primarily based on price alone.

2. **Competitive Proposal: Request for Proposal (RFP)**

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

        -The award of the contract must be based on evaluation factors other than price, but the price must be a primary evaluation factor.
        - Evaluation factors must be clearly described in the agency's bid specifications; in the case of a competitive proposal, this is called a Request for Proposal (RFP).

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

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

    ・The item is available only from a single source

    ・A public emergency for the procured goods or services will not

    permit a delay resulting from a competitive bidding process

    ・The Federal or State Agency authorizes the contracting agency to use noncompetitive procurements in response to its written request

    ・After solicitation, only one bid or proposal is received, and/or competition is determined inadequate

    ・Use of an existing contractor/vendor may be considered if the proprietary vendor has been used within the last three years on a similar large project at the district.

4. __ADDITIONAL PROCUREMENT ITEMS__

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

5. __PURCHASE ORDER PROCESS__

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

6. __P-CARD PROCESS__

- Teachers and staff request the use the p-card through their administrator or designee.
- The designee will then purchase the item(s) or service or sign the p-card out to the staff member to purchase in person.
- When the item(s) or service is received/complete, the staff member will forward the paperwork to the designee to process.

- Once processed, the p-card statement and all applicable documents will be sent down to the Business office for final approval and processing.

7. **DEBARMENT AND SUSPENSION**

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

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

This verification may be accomplished by:

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

FIXED/CAPITAL ASSETS AND PROPERTY INVENTORY PROCEDURES

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

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

For purposes of this procedure:

Equipment: tangible personal property (including information technology systems) having a useful life of more than one (1) year and a per-unit acquisition cost which

equals or exceeds $100,000 unless purchased with federal dollars, then the per-unit acquisition cost equals or exceeds $5,000.00

Capital assets: include equipment as well as the following:

A. land, buildings (facilities), and intellectual prope1ty (including software) whether acquired by purchase, construction, manufacture, lease- purchase, exchange, or through capital leases

B. additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations or alterations to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)

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

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

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

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

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

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

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

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

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

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

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

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

Adoption Date: November 26, 1990
Amended Date: June 27, 2016
Revised: November 27, 2023

Exhibit (1)

INSURANCE REQUIREMENTS
FOR APPLETON AREA SCHOOL DISTRICT

"Minimal Exposure Jobs"

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

I. General Liability Coverage

    A. Limits and Form of Coverage

        1. Commercial General Liability

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

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

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

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

    D. Must include Premises and Operations Liability.

    E. Must include Broad Form Property Damage including Completed Operations

    F. Requirements from Contractors:

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

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

II. Umbrella Coverage for Construction Contractors:

A. For Construction Contractors:

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

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

B. For all other vendors:

1. Limits: $2,000,000 each occurrence / $2,000,000 aggregate

2. $10,000 self-insured maximum retention

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

4. Coverage must be an occurrence form.

5. A copy of the Certificate of Insurance must be on file with the Business Office. An updated certificate must be sent each year upon policy renewal.

6. Must cover over all legal and assumed liability for personal injury, property damage (direct or consequential), and advertising liability, anywhere in the world. Also, must <u>cover over</u> at least the General Liability, Comprehensive Automobile Liability, and Employers' Liability.

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

III. Comprehensive Automobile Coverage

A. Limits: $1,000,000 combined single limit for Bodily Injury and Property Damage each accident.
   OR
   Limits: $100,000 each person / $300,000 each accident for Bodily Injury and at least $10,000 for Property Damage – only if personal automobile.
B. Must cover any auto including Owned, Non-Owned and Hired automobiles.

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

D. A copy of the Certificate of Insurance must be on file with the Business office. An updated certificate must be sent each year upon policy renewal.

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

IV. Workers Compensation and Employers Liability

A. Must carry coverage for Statutory Workers Compensation and Employers Liability limit of: $100,000 each Accident / $500,000 Disease Policy Limit / $100,000 Disease/Each Employee

B. Must include coverage for occupational disease, sickness, and death

C. Must include Broad Form All States Endorsement/other states endorsement

D. A copy of the Certificate of Insurance must be on file with the Business Office. An updated certificate must be sent each year upon policy renewal.

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

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

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

A. If this exposure shall exist, the limits must be at least $8,000,000 combined single limit for bodily injury (including passenger liability) and property damage.

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

C. Any liability exclusions relating to slung cargo must be deleted.

D. A copy of the Certificate of Insurance must be on file with the Business Office. An updated certificate must be sent each year upon policy renewal.

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

VI. Builder's Risk/Installation Floater

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

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

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

B. If coverage is purchased by the contractor:

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

    2. A copy of the certificate of insurance shall be on file with the school district.

    3. An updated certificate shall be sent each year upon policy renewal

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

Exhibit (2)

INSURANCE REQUIREMENTS
FOR APPLETON AREA SCHOOL DISTRICT

"Large Exposure Jobs"

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

I. General Liability Coverage

A. Limits and Form of Coverage

1. Commercial General Liability

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

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

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

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

D. Must include Premises and Operations Liability.

E. Must include Broad Form Property Damage including Completed Operations

F. Requirements from Contractors:

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

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

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

4. Coverage must be an occurrence form

5. A copy of the Certificate of Insurance must be on file with the Business Office. An updated certificate must be sent each year upon policy renewal.

6. Must cover over all legal and assumed liability for personal injury, property damage (direct or consequential), and advertising liability, anywhere in the world. Also, must cover over at least the General Liability, Comprehensive Automobile Liability, and Employers' Liability.

7. Must include Explosion, Collapse and Underground Coverage

8. Must include Broad Form Blanket Contractual

9. Must include personal Injury (Group A, B, C) and delete Employment exclusion

10. Must include product and completed Operations Coverage for 2 years after final payment

11. General aggregate must apply separately to each project/location

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

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6. Must cover over all legal and assumed liability for personal injury, property damage (direct or consequential), and advertising liability, anywhere in the world. Also, must <u>cover over</u> at least the General Liability, Comprehensive Automobile Liability, and Employers' Liability.

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

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OR
Limits: $100,000 each person / $300,000 each accident for Bodily Injury and at least $10,000 for Property Damage – only if personal automobile.

B. Must cover any auto including Owned, Non-Owned and Hired automobiles.

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

D. A copy of the Certificate of Insurance must be on file with the Business office. An updated certificate must be sent each year upon policy renewal.

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

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B. Must include coverage for occupational disease, sickness, and death

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

A. If this exposure shall exist, the limits must be at least $8,000,000 combined single limit for bodily injury (including passenger liability) and property damage.

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

C. Any liability exclusions relating to slung cargo must be deleted.

D. A copy of the Certificate of Insurance must be on file with the Business Office. An updated certificate must be sent each year upon policy renewal.

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

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

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

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

B. If coverage is purchased by the contractor:

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

2. A copy of the certificate of insurance shall be on file with the school district.

3. An updated certificate shall be sent each year upon policy renewal

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