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

Some participants may join remotely, and both members of the media and the public can attend the meeting in person or watch the live stream on the Appleton Area School District YouTube Channel: https://www.youtube.com/channel/UCHo-l09YGgt4uKnCWYvt8Pw

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.

# 1. Meeting Opening

| | |
|---|---|
| Subject : | A. Roll Call |
| Meeting : | Jun 10, 2024 - Board of Education Meeting |
| Category : | 1. Meeting Opening |
| Type : | Procedural |

# Public Content

| | |
|---|---|
| Subject : | B. Pledge of Allegiance |
| Meeting : | Jun 10, 2024 - Board of Education Meeting |
| Category : | 1. Meeting Opening |
| Type : | Procedural |

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

| | |
|---|---|
| Subject : | A. Board Member Request to Remove Consent Agenda Item(s) for Separate Consideration |
| Meeting : | Jun 10, 2024 - Board of Education Meeting |
| Category : | 2. Approval of Agenda (GC-2: Governing Commitments) |
| Type : | Procedural |
| Subject : | B. Approval of Agenda |
| Meeting : | Jun 10, 2024 - Board of Education Meeting |
| Category : | 2. Approval of Agenda (GC-2: Governing Commitments) |
| Type : | Action, Procedural |

# 3. Special Presentation

| Subject : | A. None |
| --- | --- |
| Meeting : | Jun 10, 2024 - Board of Education Meeting |
| Category : | 3. Special Presentation |
| Type : | Presentation |

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

| Subject : | A. Public Input |
| --- | --- |
| Meeting : | Jun 10, 2024 - Board of Education Meeting |
| Category : | 4. 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 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

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

| Subject : | A. None |
| --- | --- |

| | |
|---|---|
| Meeting : | Jun 10, 2024 - Board of Education Meeting |
| Category : | 5. Board Development (GC-2.2: The Board will assure that its members are provided with training and professional support necessary to govern effectively.) |
| Type : | |

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

| | |
|---|---|
| Subject : | A. Business Services Update(s): AP Check Register-May 2024 |
| Meeting : | Jun 10, 2024 - Board of Education Meeting |
| Category : | 6. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.) |
| Type : | Discussion, Information, Report |

# Public Content

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

| | |
|---|---|
| Subject : | B. School/Student Services Update(s): 5K-5 STEM Curriculum; Intro to Education & Technology (6950) and Child Development (6880) Standards, Curriculum and Materials Adoption |
| Meeting : | Jun 10, 2024 - Board of Education Meeting |
| Category : | 6. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.) |
| Type : | Discussion, Information, Report |

# Public Content

Assistant Superintendent, Steve Harrisonwill report on School/Student Services itemsfor consideration.

## File Attachments

IFC- 5K-5 STEM Curriculum & Materials.pdf (39 KB)
5K-5 STEM Kindergarten Course Overview Curriculum Document Template (1).pdf (61 KB)
 5K-5 STEM First Grade Course Overview Curriculum Document Template (1).pdf (62 KB)
5K-5 STEM Second Grade Course Overview Curriculum Document Template (1).pdf (62 KB)
5K-5 STEM Third Grade Course Overview Curriculum Document Template (1).pdf (61 KB)

| | |
|---|---|
| Subject : | C. Personnel Services Update(s): Professional Educator New Hire(s), Contract Change(s), and Resignation(s); Administrative Hire(s) and Transfer(s) |
| Meeting : | Jun 10, 2024 - Board of Education Meeting |
| Category : | 6. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.) |
| Type : | Discussion, Information, Report |

# Public Content

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

**File Attachments**

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

| | |
|---|---|
| Subject : | A. Board Meeting Minutes from May 20, 2024 |
| Meeting : | Jun 10, 2024 - Board of Education Meeting |
| Category : | 7. Board's Consent Agenda (GC-2.4: The Board will use a consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss.) |
| Type : | Action, Minutes |

# Public Content

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

| | |
|---|---|
| Subject : | B. Expulsion Meeting Minutes from May 22, 2024 |
| Meeting : | Jun 10, 2024 - Board of Education Meeting |

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

# Public Content

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

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

| Subject : | A. 5K-5 STEM Curriculum |
|---|---|
| Meeting : | Jun 10, 2024 - Board of Education Meeting |
| Category : | 8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.) |
| Type : | Action |

## File Attachments

[IFC- 5K-5 STEM Curriculum & Materials.pdf (39 KB)](#)
[5K-5 STEM Kindergarten Course Overview Curriculum Document Template (1).pdf (61 KB)](#)
[ 5K-5 STEM First Grade Course Overview Curriculum Document Template (1).pdf (62 KB)](#)
[5K-5 STEM Second Grade Course Overview Curriculum Document Template (1).pdf (62 KB)](#)
[5K-5 STEM Third Grade Course Overview Curriculum Document Template (1).pdf (61 KB)](#)
[5K-5 STEM Fourth Grade Course Overview Curriculum Document Template (1).pdf (61 KB)](#)
[5K-5 STEM Fifth Grade Course Overview Curriculum Document Template (1).pdf (61 KB)](#)

| Subject : | B. Intro to Education & Technology (6950) and Child Development (6880) Standards, Curriculum and Materials Adoption |
|---|---|
| Meeting : | Jun 10, 2024 - Board of Education Meeting |
| Category : | 8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.) |
| Type : | Action |

## File Attachments

[IFC-6950&6880.pdf (48 KB)](#)
[Introduction to Education and Technology Course Overview Curriculum (1).pdf (102 KB)](#)
[Child Development Course Overview Curriculum Document REVISION2024 (1).pdf (89 KB)](#)
[Public Input Received - CTE Materials - 5.20.24 BOE (1).pdf (46 KB)](#)

| | |
|---|---|
| Subject : | C. Professional Educator New Hire(s) |
| Meeting : | Jun 10, 2024 - Board of Education Meeting |
| Category : | 8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.) |
| Type : | Action |

## File Attachments

[IFC Professional Educator New Hires 6-10-24.pdf (160 KB)](#)

| | |
|---|---|
| Subject : | D. Professional Educator Contract Change(s) |
| Meeting : | Jun 10, 2024 - Board of Education Meeting |
| Category : | 8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.) |
| Type : | Action |

## File Attachments

[IFC Professional Educator Contract Changes 6-10-24.pdf (107 KB)](#)

| | |
|---|---|
| Subject : | E. Professional Educator Resignation(s) |
| Meeting : | Jun 10, 2024 - Board of Education Meeting |
| Category : | 8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.) |
| Type : | Action |

## File Attachments

[IFC Professional Educator Resignations 6-10-24 (1).pdf (114 KB)](#)

| | |
|---|---|
| Subject : | F. Administrative Hire(s) |
| Meeting : | Jun 10, 2024 - Board of Education Meeting |
| Category : | 8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.) |

| | |
|---|---|
| Type : | Action |

## File Attachments

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

| | |
|---|---|
| Subject : | G. Administrative Transfer(s) |
| Meeting : | Jun 10, 2024 - Board of Education Meeting |
| Category : | 8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.) |
| Type : | Action |

## File Attachments

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

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

| | |
|---|---|
| Subject : | A. Business Services Report: None |
| Meeting : | Jun 10, 2024 - Board of Education Meeting |
| Category : | 9. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.) |
| Type : | Discussion, Information, Presentation, Report |
| Subject : | B. School/Student Services Report: Recognition of American Councils for International Education; Policy Update: 422.1-Rule International Exchange; Policy Update: 453.4 & 453.4 Rule- Administration of Drug Products /Medications to Students; Middle School ELA Materials Adoption |
| Meeting : | Jun 10, 2024 - Board of Education Meeting |
| Category : | 9. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.) |
| Type : | Discussion, Information, Presentation, Report |

# Public Content

Assistant Superintendent, Mike Hernandez, will present Recognition of American Councils for International Education and Policy Update: 422.1-Rule International Exchange items of information. Executive Director of Student Services, Laura Jackson, will present Policy Update: 453.4 & 453.4 Rule- Administration of Drug Products/Medications to Students item of information.

Assistant Superintendent, Steve Harrison and Director of ELA, Kelly Leopold will present the Middle School ELA Materials Adoption item of information.

**File Attachments**

[IOI-American Councils.docx.pdf (35 KB)](#)
[IOI- Policy Update 422.1.pdf (43 KB)](#)
[DRAFT of International Exchange 422.1 FINAL rev 7-24-23.docx.pdf (54 KB)](#)
[IOI-Policy 453.4 - Administration of Drug Products_ Medications to Students.docx.pdf (36 KB)](#)
[DRAFT Administration of Drug Products-Medications to Students 453.4.pdf (90 KB)](#)
[IOI- Middle School ELA.pdf (65 KB)](#)
[_KWKT- Middle School Materials Purchase- Amplify ELA (06_10_24).pdf (108 KB)](#)
[Public Input Received - Amplify ELA (6_10_24).pdf (69 KB)](#)

| | |
|---|---|
| Subject : | C. Personnel Services Report: Paid Time-Off (PTO) Update |
| Meeting : | Jun 10, 2024 - Board of Education Meeting |
| Category : | 9. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.) |
| Type : | Discussion, Information |

# Public Content

Chief Human Resources Officer, Julie King will provide an update on Paid Time-Off (PTO).

# 10. Board Business

| | |
|---|---|
| Subject : | A. AP Check Register-May 2024 |
| Meeting : | Jun 10, 2024 - Board of Education Meeting |
| Category : | 10. Board Business |
| Type : | Action, Report |
| Fiscal Impact : | Yes |
| Budgeted : | Yes |
| Subject : | B. Consent Agenda Item(s) Removed for Separate Consideration |
| Meeting : | Jun 10, 2024 - Board of Education Meeting |
| Category : | 10. Board Business |
| Type : | Action, Discussion, Procedural |

# 11. Items of Information

| | |
|---|---|
| Subject : | A. 2024-2025 Board of Education Meeting and Work Session Schedules |
| Meeting : | Jun 10, 2024 - Board of Education Meeting |
| Category : | 11. Items of Information |

Type :                                      Discussion, Information

**File Attachments**

[24-25 Board of Ed Calendar.pdf (267 KB)](#)
[24-25 Board of Ed Work Session Calendar.pdf (256 KB)](#)

# 12. Future Meetings

Subject :                                    A. Board Meeting: Monday, June 24, 2024 6:
                                             00 PM

Meeting :                                    Jun 10, 2024 - Board of Education Meeting

Category :                                   12. Future Meetings

Type :                                       Information

Subject :                                    B. Board Work Session: Wednesday, June 26,
                                             2024, 7:30AM

Meeting :                                    Jun 10, 2024 - Board of Education Meeting

Category :                                   12. Future Meetings

Type :                                       Information

# 13. Adjourn

Subject :                                    A. Motion to Adjourn the Meeting

Meeting :                                    Jun 10, 2024 - Board of Education
                                             Meeting

Category :                                   13. Adjourn

Type :                                       Action, Procedural

# ITEM FOR CONSIDERATION

**Topic:**    5K-5 STEM Curriculum and Materials

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

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

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

**Administrative
Recommendation**:    Approve as submitted.

**Contact
Person(s):**    Kristin Comerford, 920-852-5320 ext. 60171, comerfordkrist@aasd.k12.wi.us
Steve Harrison, Ph.D. 920-852-5320  ext. 60121, harrisonstepha@aasd.k12.wi.us

**BOE:** June 10, 2024

# Kindergarten Course Overview Curriculum Document

## Course Description

STEM (Science, Technology, Engineering and Mathematics) education is an interdisciplinary approach to student learning. Our students learn a variety of rigorous academic concepts and skills through the integration and application of science, technology, engineering, and mathematics. These authentic learning experiences make connections between our students' school and community while preparing them for the multi-dimensional challenges of tomorrow.

| Credits | Prerequisites |
|---|---|
| NA | NA |

| Board Approved | Revised |
|---|---|
| Pending 6/10/24 | |

## Required Assessments

District - Wide, Standards Based Common Summative Assessments

## Textbooks/Resources

| Course Essential Understandings | Course Relevance Questions |
|---|---|
| As a result of successfully completing this STEM course, students will understand that: <br><br> • Technology can be used as a tool for learning, exploration and problem solving. <br> • Design thinking is a concept. Students will learn to: <br>    ○ Identify a problem or be given a challenge <br>    ○ Brainstorm possible solutions <br>    ○ Draft a plan <br>    ○ Create <br>    ○ Test designs and make improvements <br>    ○ Share and reflect <br><br> Overall: <br><br> • STEM is about **curiosity and exploration**: STEM courses encourage students to ask questions, experiment, and explore the world around them. <br> • STEM promotes **communication and collaboration**: Activities are designed to include teamwork and communication. Students can learn from each other and share their ideas. <br> • STEM fosters **creativity and innovation**: Activities promote creativity and open-ended problem-solving. There's often more than one way to solve a problem in STEM! | • How do I communicate and collaborate with others? <br> • What does it mean to engage in critical thinking? <br> • How do I use critical thinking skills to persevere? <br> • What is the Engineering Design Process and how do I use it to complete a task or solve a problem? <br> • What is responsible and appropriate use of technology? <br> • How do I effectively use technology? <br> • What are STEM careers? |

## Unit Overviews

| Unit Name | Unit Description | Unit Relevance Question | Instructional Standards | Assessed Standards |
|---|---|---|---|---|
| Simple Machines | In this unit, students will learn what a simple machine is and how it can impact daily lives and work. | What is a gear? <br> What is a simple machine? <br> What is an inclined plane? <br> What is a pulley? <br> What is a lever? <br> How do gears work together? <br> How do simple machines work together? | K-5.CC.1 <br> K-5.CC.2 <br> K-5.CC.3 <br> K-5.ECT.1 <br> K-5.ECT.2 <br> BB1.c.1.e <br> ENG5.b.3.e | K-5.CC.1 <br> K-5.CC.2 <br> K-5.CC.3 |
| Coding, Programing & Robotics | In this unit, students will learn about unplugged programming, computational programming and sequencing while working with materials (ex:robots, trains) to complete a task. | What is code? <br> What is sequencing? <br> How does sequencing impact a program? <br> What is a bug in a program? <br> How do I debug a program? | K-5.CC.1 <br> K-5.CC.2 <br> K-5.CC.3 <br> K-5.ECT.1 <br> K-5.ECT.2 <br> K-5.TL.1 <br> K-5.TL.2 <br> AP1.a.1e <br> AP6.a.1.e | K-5.ECT.1 <br> K-5.ECT.2 <br> K-5.TL.1 <br> K-5.TL.2 |
| Mechanics & Structure | In this unit, students will explore structure and function through the engineering design process. | What is structure? <br> What does function mean? <br> How does structure and function impact each other? <br> What is the Engineering Design Process? | K-5.CC.1 <br> K-5.CC.2 <br> K-5.CC.3 <br> K-5.ED.1 <br> K-5.ED.2 <br> K-5.ED.3 | K-5.CC.1 <br> K-5.CC.2 <br> K-5.CC.3 <br> K-5.ED.1 <br> K-5.ED.2 <br> K-5.ED.3 |

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

# First Grade Course Overview Curriculum Document

## Course Description

STEM (Science, Technology, Engineering and Mathematics) education is an interdisciplinary approach to student learning. Our students learn a variety of rigorous academic concepts and skills through the integration and application of science, technology, engineering, and mathematics. These authentic learning experiences make connections between our students' school and community while preparing them for the multi-dimensional challenges of tomorrow.

| Credits | Prerequisites |
|---|---|
| NA | NA |

| Board Approved | Revised |
|---|---|
| Pending 6/10/24 | |

## Required Assessments

District - Wide, Standards Based Common Summative Assessments

## Textbooks/Resources

| Course Essential Understandings | Course Relevance Questions |
|---|---|
| As a result of successfully completing this STEM course, students will understand that:<br><br>● Technology can be used as a tool for learning, exploration and problem solving.<br>● Design thinking is a concept. Students will learn to:<br>　○ Identify a problem or be given a challenge<br>　○ Brainstorm possible solutions<br>　○ Draft a plan<br>　○ Create<br>　○ Test designs and make improvements<br>　○ Share and reflect<br><br>Overall:<br><br>● STEM is about **curiosity and exploration**: STEM courses encourage students to ask questions, experiment, and explore the world around them.<br>● STEM promotes **communication and collaboration**: Activities are designed to include teamwork and communication. Students can learn from each other and share their ideas.<br>● STEM fosters **creativity and innovation**: Activities promote creativity and open-ended problem-solving. There's often more than one way to solve a problem in STEM! | ● How do I communicate and collaborate with others?<br>● What does it mean to engage in critical thinking?<br>● How do I use critical thinking skills to persevere?<br>● What is the Engineering Design Process and how do I use it to complete a task or solve a problem?<br>● What is responsible and appropriate use of technology?<br>● How do I effectively use technology?<br>● What are STEM careers? |

## Unit Overviews

| Unit Name | Unit Description | Unit Relevance Question | Instructional Standards | Assessed Standards |
|---|---|---|---|---|
| Simple Machines | In this unit, students will learn what a simple machine is and how it can impact daily lives and work as a system. | What is a simple machine?<br>What is a gear?<br>What is an inclined plane?<br>What is a lever?<br>What is a screw?<br>How do simple machines work together as a system? | K-5.CC.1<br>K-5.CC.2<br>K-5.CC.3<br>K-5.ED.1<br>K-5.ED.2<br>K-5.ED.3<br>K-5.ECT.1<br>K-5.ECT.2<br>BB1.c.1.e<br>ENG5.b.3.e | K-5.CC.1<br>K-5.CC.2<br>K-5.CC.3<br>K-5.ED.1<br>K-5.ED.2<br>K-5.ED.3 |
| Coding,Programing & Robotics | In this unit, students will learn about coding, if/then conditionals, computational programming and sequencing while working with materials (ex. robot/trains) to complete a task. | What is code?<br>What is sequencing?<br>How does sequencing impact a program?<br>What is an if/then conditional and how does it impact a program?<br>What is an algorithm?<br>What is a bug in a program?<br>How do I debug a program? | K-5.CC.1<br>K-5.CC.2<br>K-5.CC.3<br>K-5.ECT.1<br>K-5.ECT.2<br>K-5.TL.1<br>K-5.TL.2<br>AP1.a.1e<br>AP6.a.1.e | K-5.ECT.1<br>K-5.ECT.2<br>K-5.TL.1<br>K-5.TL.2 |
| Mechanics & Structure | In this unit, students will gain a deeper understanding of the design process used by engineers to create structures. | What is the Engineering Design Process?<br>How can I apply the Engineering Design Process? | K-5.CC.1<br>K-5.CC.2<br>K-5.CC.3<br>K-5.ED.1 | K-5.CC.1<br>K-5.CC.2<br>K-5.CC.3<br>K-5.ED.1 |

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

# Second Grade Course Overview Curriculum Document

## Course Description

STEM (Science, Technology, Engineering and Mathematics) education is an interdisciplinary approach to student learning. Our students learn a variety of rigorous academic concepts and skills through the integration and application of science, technology, engineering, and mathematics. These authentic learning experiences make connections between our students' school and community while preparing them for the multi-dimensional challenges of tomorrow.

| Credits | Prerequisites |
|---|---|
| NA | NA |

| Board Approved | Revised |
|---|---|
| Pending 6/10/24 | |

## Required Assessments

District - Wide, Standards Based Common Summative Assessments

## Textbooks/Resources

| Course Essential Understandings | Course Relevance Questions |
|---|---|
| As a result of successfully completing this STEM course, students will understand that:<br><br>● Technology can be used as a tool for learning, exploration and problem solving.<br>● Design thinking is a concept. Students will learn to:<br> ○ Identify a problem or be given a challenge<br> ○ Brainstorm possible solutions<br> ○ Draft a plan<br> ○ Create<br> ○ Test designs and make improvements<br> ○ Share and reflect<br><br>Overall:<br><br>● STEM is about **curiosity and exploration**: STEM courses encourage students to ask questions, experiment, and explore the world around them.<br>● STEM promotes **communication and collaboration**: Activities are designed to include teamwork and communication. Students can learn from each other and share their ideas.<br>● STEM fosters **creativity and innovation**: Activities promote creativity and open-ended problem-solving. There's often more than one way to solve a problem in STEM! | ● How do I communicate and collaborate with others?<br>● What does it mean to engage in critical thinking?<br>● How do I use critical thinking skills to persevere?<br>● What is the Engineering Design Process and how do I use it to complete a task or solve a problem?<br>● What is responsible and appropriate use of technology?<br>● How do I effectively use technology?<br>● What are STEM careers? |

## Unit Overviews

| Unit Name | Unit Description | Unit Relevance Question | Instructional Standards | Assessed Standards |
|---|---|---|---|---|
| Simple Machines | In this unit, students will learn what a simple machine is and how it can impact daily lives and work as a system. | How do simple machines work together as a system?<br>How do we use simple machines to create a system and complete a challenge? | K-5.CC.1<br>K-5.CC.2<br>K-5.CC.3<br>K-5.ED.1<br>K-5.ED.2<br>K-5.ED.3<br>K-5.ECT.1<br>K-5.ECT.2<br>BB1.c.1.e<br>ENG5.b.3.e | K-5.CC.1<br>K-5.CC.2<br>K-5.CC.3<br>K-5.ECT.1<br>K-5.ECT.2 |
| Coding, Programing & Robotics | In this unit, students will learn about coding, if/then conditionals, computational programming and sequencing while working with materials (ex. humanoid robot/Scratch Jr) to complete a task. | How does sequencing impact a program?<br>How does if/then conditionals impact a program?<br>What is an algorithm?<br>What is a loop in a program?<br>How do I identify a bug in a program?<br>How do I debug a program? | K-5.CC.1<br>K-5.CC.2<br>K-5.CC.3<br>K-5.ECT.1<br>K-5.ECT.2<br>K-5.TL.1<br>K-5.TL.2<br>AP1.a.1e<br>AP6.a.1.e | K-5.ECT.1<br>K-5.ECT.2<br>K-5.TL.1<br>K-5.TL.2 |
| Mechanics & Structure | In this unit, students will gain a deeper understanding of the design process used by engineers to create structures. | How can I apply the Engineering Design Process?<br>How can I make improvements to my design? | K-5.CC.1<br>K-5.CC.2<br>K-5.CC.3<br>K-5.ED.1 | K-5.CC.1<br>K-5.CC.2<br>K-5.CC.3<br>K-5.ED.1 |

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

# Third Grade Course Overview Curriculum Document

## Course Description

STEM (Science, Technology, Engineering and Mathematics)  education is an interdisciplinary approach to student learning. Our students learn a variety of rigorous academic concepts and skills through the integration and application of science, technology, engineering, and mathematics. These authentic learning experiences make connections between our students' school and community while preparing them for the multi-dimensional challenges of tomorrow.

| Credits | Prerequisites |
|---|---|
| NA | NA |

| Board Approved | Revised |
|---|---|
| Pending 6/10/24 | |

## Required Assessments

District - Wide, Standards Based Common Summative Assessments

## Textbooks/Resources

| | |
|---|---|

| Course Essential Understandings | Course Relevance Questions |
|---|---|
| As a result of successfully completing this STEM course, students will understand that:<br><br>● Technology can be used as a tool for learning, exploration and problem solving.<br>● Design thinking is a concept. Students will learn to:<br>  ○ Identify a problem or be given a challenge<br>  ○ Brainstorm possible solutions<br>  ○ Draft a plan<br>  ○ Create<br>  ○ Test designs and make improvements<br>  ○ Share and reflect<br><br>Overall:<br><br>● STEM is about **curiosity and exploration**:  STEM courses encourage students to ask questions, experiment, and explore the world around them.<br>● STEM promotes **communication and collaboration**:  Activities are designed to include teamwork and communication. Students can learn from each other and share their ideas.<br>● STEM fosters **creativity and innovation**:  Activities promote creativity and open-ended problem-solving. There's often more than one way to solve a problem in STEM! | ● How do I communicate and collaborate with others?<br>● What does it mean to engage in critical thinking?<br>● How do I use critical thinking skills to persevere?<br>● What is the Engineering Design Process and how do I use it to complete a task or solve a problem?<br>● What is responsible and appropriate use of technology?<br>● How do I effectively use technology?<br>● What are STEM careers? |

## Unit Overviews

| Unit Name | Unit Description | Unit Relevance Question | Instructional Standards | Assessed Standards |
|---|---|---|---|---|
| Coding,Programing & Robotics | In this unit, students will learn about coding, if/then conditionals, events, loops, computational programming and sequencing while working with materials (ex. humanoid robot, LEGO Spike Essential) to complete a task. | How does sequencing impact a program?<br>How does if/then conditionals impact a program?<br>What is an algorithm?<br>What is a loop in a program?<br>How do I identify a bug in a program?<br>How do I debug a program?<br>What is artificial intelligence? | K-5.CC.1<br>K-5.CC.2<br>K-5.CC.3<br>K-5.ECT.1<br>K-5.ECT.2<br>K-5.TL.1<br>K-5.TL.2<br>AP1.a.4.i<br>AP2.a.3.i<br>AP6.a.2.i | K-5.CC.1<br>K-5.CC.2<br>K-5.CC.3<br>K-5.ECT.1<br>K-5.ECT.2<br>K-5.TL.1<br>K-5.TL.2 |
| Mechanics & Structure | In this unit, students will gain a deeper understanding of the design process used by engineers to create structures. | How can I apply the Engineering Design Process?<br>How can I make improvements to my design? | K-5.CC.1<br>K-5.CC.2<br>K-5.CC.3<br>K-5.ED.1<br>K-5.ED.2<br>K-5.ED.3<br>K-5.ECT.1<br>K-5.ECT.2<br>ENG1a.3e<br>3-5ETS-1-1<br>3-5ETS-1-2<br>3-5ETS-1-3 | K-5.CC.1<br>K-5.CC.2<br>K-5.CC.3<br>K-5.ED.1<br>K-5.ED.2<br>K-5.ED.3 |

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

# Fourth Grade Course Overview Curriculum Document

## Course Description

STEM (Science, Technology, Engineering and Mathematics)  education is an interdisciplinary approach to student learning. Our students learn a variety of rigorous academic concepts and skills through the integration and application of science, technology, engineering, and mathematics. These authentic learning experiences make connections between our students' school and community while preparing them for the multi-dimensional challenges of tomorrow.

| Credits | Prerequisites |
|---|---|
| NA | NA |

| Board Approved | Revised |
|---|---|
| Pending 6/10/24 | |

## Required Assessments

District - Wide, Standards Based Common Summative Assessments

## Textbooks/Resources

| Course Essential Understandings | Course Relevance Questions |
|---|---|
| As a result of successfully completing this STEM course, students will understand that:<br><br>● Technology can be used as a tool for learning, exploration and problem solving.<br>● Design thinking is a concept. Students will learn to:<br>  ○ Identify a problem or be given a challenge<br>  ○ Brainstorm possible solutions<br>  ○ Draft a plan<br>  ○ Create<br>  ○ Test designs and make improvements<br>  ○ Share and reflect<br><br>Overall:<br><br>● STEM is about **curiosity and exploration**:  STEM courses encourage students to ask questions, experiment, and explore the world around them.<br>● STEM promotes **communication and collaboration**:  Activities are designed to include teamwork and communication. Students can learn from each other and share their ideas.<br>● STEM fosters **creativity and innovation**:  Activities promote creativity and open-ended problem-solving. There's often more than one way to solve a problem in STEM! | ● How do I communicate and collaborate with others?<br>● What does it mean to engage in critical thinking?<br>● How do I use critical thinking skills to persevere?<br>● What is the Engineering Design Process and how do I use it to complete a task or solve a problem?<br>● What is responsible and appropriate use of technology?<br>● How do I effectively use technology?<br>● What are STEM careers? |

## Unit Overviews

| Unit Name | Unit Description | Unit Relevance Question | Instructional Standards | Assessed Standards |
|---|---|---|---|---|
| Coding,Programing & Robotics | In this unit, students will apply coding and programming knowledge to complete a task. | How do I create an algorithm with if/then conditionals, loops, events and sequencing?<br>How do I debug a program?<br>What is artificial intelligence?<br>How do you use AI to program?<br>What sequenced instructions do I input to achieve a desired outcome? | K-5.CC.1<br>K-5.CC.2<br>K-5.CC.3<br>K-5.ECT.1<br>K-5.ECT.2<br>K-5.TL.1<br>K-5.TL.2<br>AP1.a.4.i<br>AP2.a.3.i<br>AP6.a.2.i | K-5.CC.1<br>K-5.CC.2<br>K-5.CC.3<br>K-5.ECT.1<br>K-5.ECT.2<br>K-5.TL.1<br>K-5.TL.2 |
| Mechanics & Structure | In this unit, students will gain a deeper understanding of the design process used by engineers to create structures. | How can I apply the Engineering Design Process?<br>How can I make improvements to my design? | K-5.CC.1<br>K-5.CC.2<br>K-5.CC.3<br>K-5.ED.1<br>K-5.ED.2<br>K-5.ED.3<br>K-5.ECT.1<br>K-5.ECT.2<br>ENG1a.3e<br>3-5ETS-1-1<br>3-5ETS-1-2<br>3-5ETS-1-3 | K-5.CC.1<br>K-5.CC.2<br>K-5.CC.3<br>K-5.ED.1<br>K-5.ED.2<br>K-5.ED.3 |

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

# Fifth Grade Course Overview Curriculum Document

## Course Description

STEM (Science, Technology, Engineering and Mathematics) education is an interdisciplinary approach to student learning. Our students learn a variety of rigorous academic concepts and skills through the integration and application of science, technology, engineering, and mathematics. These authentic learning experiences make connections between our students' school and community while preparing them for the multi-dimensional challenges of tomorrow.

| Credits | Prerequisites |
|---|---|
| NA | NA |

| Board Approved | Revised |
|---|---|
| Pending 6/10/24 | |

## Required Assessments

District - Wide, Standards Based Common Summative Assessments

## Textbooks/Resources

| Course Essential Understandings | Course Relevance Questions |
|---|---|
| As a result of successfully completing this STEM course, students will understand that:<br><br>● Technology can be used as a tool for learning, exploration and problem solving.<br>● Design thinking is a concept. Students will learn to:<br>  ○ Identify a problem or be given a challenge<br>  ○ Brainstorm possible solutions<br>  ○ Draft a plan<br>  ○ Create<br>  ○ Test designs and make improvements<br>  ○ Share and reflect<br><br>Overall:<br><br>● STEM is about **curiosity and exploration**: STEM courses encourage students to ask questions, experiment, and explore the world around them.<br>● STEM promotes **communication and collaboration**: Activities are designed to include teamwork and communication. Students can learn from each other and share their ideas.<br>● STEM fosters **creativity and innovation**: Activities promote creativity and open-ended problem-solving. There's often more than one way to solve a problem in STEM! | ● How do I communicate and collaborate with others?<br>● What does it mean to engage in critical thinking?<br>● How do I use critical thinking skills to persevere?<br>● What is the Engineering Design Process and how do I use it to complete a task or solve a problem?<br>● What is responsible and appropriate use of technology?<br>● How do I effectively use technology?<br>● What are STEM careers? |

## Unit Overviews

| Unit Name | Unit Description | Unit Relevance Question | Instructional Standards | Assessed Standards |
|---|---|---|---|---|
| Coding, Programing & Robotics | In this unit, students will apply coding and programming knowledge to complete a task. | How do I plan, create and solve a task using coding and robotics? What sequenced instructions do I input to achieve a desired outcome? How are coding & robotics impacting careers? | K-5.CC.1<br>K-5.CC.2<br>K-5.CC.3<br>K-5.ED.1<br>K-5.ED.2<br>K-5.ED.3<br>K-5.ECT.1<br>K-5.ECT.2<br>K-5.TL.1<br>K-5.TL.2<br>AP1.a.4.i<br>AP2.a.3.i<br>AP6.a.2.i | K-5.ED.1<br>K-5.ED.2<br>K-5.ED.3<br>K-5.ECT.1<br>K-5.ECT.2<br>K-5.TL.1<br>K-5.TL.2 |
| Mechanics & Structure | In this unit, students will apply the design process used by engineers to create structures. | How can I apply the Engineering Design Process? How can I make improvements to my design? How can I showcase my designs and share my knowledge and understanding with others? | K-5.CC.1<br>K-5.CC.2<br>K-5.CC.3<br>K-5.ED.1<br>K-5.ED.2<br>K-5.ED.3<br>K-5.ECT.1<br>K-5.ECT.2<br>ENG1a.3e<br>3-5ETS-1-1 | K-5.CC.1<br>K-5.CC.2<br>K-5.CC.3<br>K-5.ED.1<br>K-5.ED.2<br>K-5.ED.3<br>K-5. ECT.1<br>K-5.ECT.2 |

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

**ITEM FOR CONSIDERATION**

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

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

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

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

**Fiscal
Note:**               The cost of textbooks for Introduction to Education & Technology Course -
                      $3680 and Child Development Course $5520.

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

**Administrative
Recommendation**:     Approve as submitted.

**Contact
Person(s):**          Kristin Comerford, 920-852-5320 ext. 60171, comerfordkrist@aasd.k12.wi.us
                      Steve Harrison, Ph.D. 920-852-5320  ext. 60121, harrisonstepha@aasd.k12.wi.us

**BOE**: June 10, 2024

## Introduction to Education & Technology (6950)

| Time Period of Public Input |
|---|
| April 8, 2024 - May 17, 2024 |
| **Number and Breakdown of Responses Received (Supportive/Unsupportive)** |
| **0 Responses** |
| **Comments:**<br>● none |
| **Overall Themes Identified From Responses** |
| **Responses:**<br>● none |

## Child Development (6880)

| Time Period of Public Input |
|---|
| April 8, 2024 - May 17, 2024 |
| **Number and Breakdown of Responses Received (Supportive/Unsupportive)** |
| **0 Responses** |
| **Comments:**<br>● none |
| **Overall Themes Identified From Responses** |
| **Responses:**<br>● none |

# Child Development 6880 Course Overview Curriculum Document

## Course Description

This course is Transcripted through FVTC allowing students the opportunity to gain credits in order to eventually become a lead-teacher certified in a childcare setting or gain credit towards the Introduction to Teaching certificate. Students will explore expectations for themselves as future parents, and/or individuals who want to relate more successfully with children, including child care providers or teachers. Course competencies include: integrate strategies that support diversity and anti-bias perspectives; analyze development of infants and toddlers and potentially up to age 21; correlate prenatal conditions with development; summarize child development theories; analyze the role of heredity and the environment; examine culturally and developmentally appropriate environments for infants and toddlers and possibly to age 21, examine the role of brain development in early learning; examine caregiving routines as curriculum. Practical experiences include observations and sponsorship of a mini-nursery school or work directly with an AASD elementary school.

| Credits | Prerequisites |
|---|---|
| 1 | none |

| Board Approved | Revised |
|---|---|
| Pending Board Approval - 6/10/24 | |

## Required Assessments

District-wide, standards-based common summative assessments

## Textbooks/Resources

Marotz, Lynn and Allen, K. Eileen. Developmental Profiles: Pre-Birth Through Adolescence 8th ed. Cengage Learning 2016 (ISBN 9781305088313)
Christi Crosby Bergin, David Allen Bergin. Child and Adolescent Development in your Classroom, Topical Approach. Cengage 2025

| Course Essential Understandings | Course Essential Questions |
|---|---|
| As a result of successfully completing this course, students will:<br><br>● Integrate strategies that support diversity and anti-bias perspectives.<br>● Correlate prenatal conditions with development.<br>● Analyze development of infants and toddlers (conception to thirty-six months) and stages beyond up to age 21.<br>● Examine culturally and developmentally appropriate environments for infants and toddlers.<br>● Summarize child development theories.<br>● Examine the role of brain development in early learning (conception through thirty-six months) and stages beyond up to age 21.<br>● Examine caregiving routines and educator roles as curriculum.<br>● Analyze the role of heredity and the environment.<br>● Examine developmental and environmental assessment strategies for infants and toddlers, and up to age 21. | ● How do I apply child development theory to practice?<br>● How do I cultivate relationships with children, family, and the community?<br>● How do I assess child growth and development?<br>● What are best practices in teaching and learning?<br>● How do I demonstrate professionalism?<br>● How do I integrate health, safety, and nutrition practices? |

## Unit Overviews

| Unit Name | Unit Description | Unit Essential Question | Instructional Standards | Assessed Standards |
|---|---|---|---|---|
| Unit 1 - Themes and Theories of Child Development | Students will learn about theories of child development including theories from Erikson, Piaget, Maslow, Skinner, Bronfenbrenner, Bandura, Vygotsky, Freud, Gardner, Gesell, Lorenz, Bowlby, and Ainsworth. Students will focus on one theory of their choice to explain in depth. | How have theories and theorists influenced how childcare services are currently provided?<br><br>How will you apply theories of child development to various classroom situations? | EC1.b.2.h: Identify the historical contributions that have influenced how child care services are currently provided.<br><br>EC1.b.3.h: Apply theories of child development to various classroom situations. | EC1.b: Apply theories of developmentally appropriate practice to classroom situations. |
| Unit 2 - Conception, Prenatal Development, and Labor/Delivery | Students will learn about nature vs. nurture in regards to child development including genotype, phenotype, and epigenetics. Students will learn about prenatal development including conception, reproductive terminology, infertility & pregnancy loss, healthy development throughout pregnancy, effect of teratogens & birth defects, labor and delivery stages (APGAR). Students will learn about different careers in the field and the education requirements. | Are you able to distinguish the effect of heredity and environment on human growth and development?<br><br>How will you display understanding for human growth and development across the lifespan?<br><br>How will you show understanding of the reproductive system? | P1.d.7.h: Analyze biological processes related to prenatal development, birth and health of child and mother.<br><br>P1.d.9.h: Analyze the implications of alternatives to biological parenthood. | P1.d: Analyze factors related to preparing for parenthood. |

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

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

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

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

| Introduction to Education and Technology (#6950) Course Overview Curriculum Document |
|---|

| Course Description |
|---|
| This course is designed to engage students who have an interest in the teaching profession through the exploration of various field experiences. Students will gain experience working with diverse learners and environments. The course will study the history, development, organization, and practices of education as it applies to the individual, school, and society.  Students will examine their own educational backgrounds and analyze influences that have shaped them as members of society and potential educators. Students will learn to develop, teach, and evaluate lessons taught in a classroom setting. Students will also research technology trends and understand the impact it has on education. The Career and Technical Education Internship Job (9664J) can be taken simultaneously to obtain a paid AASD Teacher Assistant position within our elementary schools. Students will have the option to take this course for 3 UW-Oshkosh college credits or 6 Fox Valley Technical College Credits. |

| Credits | Prerequisites |
|---|---|
| 1<br>3 UW-Oshkosh college credits OR 6 FVTC credits | Junior/Senior |

| Board Approved | Revised |
|---|---|
| Pending Board Approval - 6/10/24 | June, 2024 |

| Required Assessments |
|---|
| District-wide, standards-based common summative assessments |

| Textbooks/Resources |
|---|
| Ryan,Cooper,Mason Bolick, Callahan. Those Who Can Teach. Cengage  2022 (ISBN 9780357518441 ) |
| Cennamo,Ross,Ertmer.Technology Integration for Meaningful Classroom. Cengage 2019 (ISBN 9781305960572) |

| Course Essential Understandings | Course Essential Questions |
|---|---|
| As a result of successfully completing this course, students can:<br><br>Unit 1: Experiencing Learning: The Individual<br>● Students will evaluate themselves as diverse individuals, learners, and community members.<br>● Students will determine how diversity enhances the classroom and the community.<br>● Students will recognize and establish a respectful environment for diverse populations of students in the classroom.<br>● Students will analyze roles and responsibilities of school personnel.<br>● Students will use a variety of digital resources and tools to construct knowledge.<br><br>Unit 2: Experiencing the classroom: The School and Society<br>● Students will analyze their strengths and areas for improvement as potential teachers.<br>● Students will evaluate the positive and negative aspects of the teaching profession.<br>● Students will defend effective teaching methodologies and strategies.<br>● Students will examine the science of teaching and learning.<br>● Students will analyze the components of the lesson plan.<br>● Students will describe the role of assessment in education.<br>● Students will examine components of classroom management.<br>● Students will use a variety of digital resources and tools to become an innovative designer and computational thinker.<br><br>Unit 3: Experiencing the teaching profession: The School and Society<br>● Students will identify and analyze the impact of key historical educational events in the United States.<br>● Students will evaluate various educational philosophies and begin developing their own personal philosophy of education.<br>● Students will analyze topics affecting education today<br>● Students will analyze the governance structure of their local, state, and national educational systems.<br>● Students will demonstrate how teachers can exhibit leadership as advocates and agents of change for education and their communities<br>● Students will use a variety of digital tools to become a creative communicator<br><br>Unit 4: Experiencing Technology in Education<br>● Students will explore how technologies can help students become empowered learners<br>● Students will explore components of Digital Citizenship<br>● Students will use digital tools to broaden perspectives and become | Unit 1: Experiencing Learning: The Individual<br>  **Overarching Compelling Question(s)**<br>What are the major impacts on demographics in education and what barriers arise within the growth and development of students?<br>  **Topical (supporting questions)**<br>How can I use my own experiences in learning to help me develop within the education profession?<br>What are the major roles and duties within a school?<br>What does confidentiality look like in a school setting?<br>What are valuable research strategies and how can I determine the credibility of the information?<br><br><br>Unit #2 Experiencing the classroom: The School and Society<br>  **Overarching Compelling Question(s)**<br>What education platform or experience should I pursue?<br>  **Topical (supporting questions)**<br>What are the different educational programs?<br>What is the history behind them and how have they evolved?<br>Which one best suits my interest within the pathway?<br>How do I construct a lesson plan and what are the components?<br>What does assessment mean and what are the different roles?<br>What are different classroom management strategies?<br>How can I design, collect, and analyze data to problem solve in education?<br><br>Unit #3 Experiencing the teaching profession: The School and Society<br>  **Overarching Compelling Question(s)**<br>How can I construct an effective and meaningful philosophy?<br>  **Topical (supporting questions)**<br>How has education reformed?<br>What is school choice?<br>What are some effective teaching methodologies and developmentally appropriate strategies?<br>How can I promote a respectful environment?<br>How can I develop positive and productive relationships with children?<br>How do I use digital tools to create and share content?<br>How do I start the job search for my future career?<br><br>Unit #4 Technology in Education<br>  **Overarching Compelling Question(s)**<br>How can information and technology literacy empower learners?<br>  **Topical (supporting questions)**<br>How can I utilize and select digital tools for the learning process?<br>What are the rights, responsibilities, and opportunities in an interconnected digital world? |

| global collaborators <br> ● Students will explore current trends in educational technology | How can I guarantee credibility and safety? <br> What is "fair use" and intellectual freedom? <br> What is censorship? <br> How can I use collaborative digital resources? <br> What are current classroom technology tools to support learning? <br> What are issues related to teaching and learning with technology? <br> What are pros and cons of the emerging technologies related to teaching and learning? |
|---|---|

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

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

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

**ITEM FOR CONSIDERATION**

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

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

| Name | Position | Location | FTE |
|---|---|---|---|
| Rebecca C. Bunker | English Language Arts | FCLA/North | 100% |
| Tyler J. Burkert | Special Ed-Cross Cat | TBD | 100% |
| Richard A. Case | Special Ed-Cross Cat | EHS | 100% |
| Brittani L. Feuerhelm | Special Ed-Cross Cat | NHS | 100% |
| Melissa M. Heisse | Special Ed-Cross Cat | Edison | 100% |
| Allison K. Karolewicz | School Counselor | Edison/Ferber | 80% |
| Brandi L. Kunst | Elementary | TBD | 100% |
| Jennifer A. Lehl | Kindergarten | Edison | 100% |
| Jennifer L. Morkin | Elementary | TBD | 100% |
| Amanda R. Schmidt | Speech & Language Pathologist | TBD | 100% |
| Lesley J. Wilz | Social Worker | Johnston | 50% |
| Tiffany A. Wimmer | Technology Education | Kaleidoscope | 100% |

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

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

**Administrative**
**Recommendation:**    Approval

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

# ITEM FOR CONSIDERATION

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

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

| Name | Position | Location | FTE |
|---|---|---|---|
| Gwendolyn L. Bohm | Music-Strings | Huntley/McKinley | 100% to 80% |
| Melissa A. Gurholt | Music-Strings | Columbus | 90% to 100% |
| Aaron C. Shoemaker | Dean of Students | Foster | 100% to 80% |
| Madelyn G. Wagner | Art | Einstein/Madison | 54% to 84% |

**Fiscal Note:**    As indicated above.

**Administrative
Recommendation:**    Approval

**Instructional
Impact:**    These assignment adjustments will meet student needs.

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

# ITEM FOR CONSIDERATION

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

**Background Information:** The following Professional Educators have submitted a letter of resignation effective at the end of the 2023-2024 school year, unless otherwise noted.

**Julie L. Cone** has been with the District for one year, most recently as a Special Education Teacher at Horizons Elementary School and Foster Elementary Charter School.

**Kaelynn M. Disch** has been with the District for five years, most recently as a Math Teacher at West High School. Ms. Disch's resignation is effective at the end of the Friday, June 21, 2024, workday.

**Meghan D. Gallardo** has been with the District for seven years, most recently as an Itinerant Speech & Language Pathologist.

**Abby D. Honick** has been with the District for three years, most recently as a Title I Literacy Interventionist at Franklin Elementary School. Ms. Honick's resignation is effective at the end of the Wednesday, July 3, 2024, workday.

**Jennifer A. Morales** has been with the District for fourteen years, most recently as a Dean of Students at Foster Elementary Charter School.

**Roxanne Parker** has been with the District for twelve years, most recently as a English Language Arts/Social Studies Teacher at Einstein Middle School.

**Sara M. Smet** has been with the District for eight years, most recently as a Special Education Teacher at Huntley Elementary School.

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

**Abbie K. Lindbom** – Grade 6 English Language Arts/Social Studies at Wilson Middle School.

**Instructional Impact:** Qualified replacements will be procured.

**Fiscal Impact:** Dependent upon replacements.

**Administrative Recommendation:** Approval

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

**BOE:** June 10, 2024

**ITEM FOR CONSIDERATION**

**Topic:**              Administrative Hire(s)

**Background
Information:**      The individual listed below has been recommended for a contractual
position starting July, 1, 2024.

**Nicholas J. Winch** is recommended for the Principal position at Classical Charter
School. Mr. Winch most recently served as Dean of Students at Maplewood
Middle School in Menasha.

**Instructional
Impact:**          This highly qualified candidate will ensure the continuation of quality instruction
and student support.

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

**Administrative
Recommendation:**   Approval

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

**BOE:** June 10, 2024

**ITEM FOR CONSIDERATION**


**Topic:**                         Administrative Transfer(s)

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

**David R. Nitka** is recommended for the Associate Principal position at Madison Middle School with a 260-day contract. Mr. Nitka has been with the District for three years, most recently as the Associate Principal at Highlands Elementary.

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

**Fiscal Impact:**         Dependent upon replacement.

**Administrative
Recommendation:**     Approval

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

**ITEM OF INFORMATION**


**Topic:**                    Recognition for **American Councils for International Education
                              (American Councils)**


**Background
Information:**            In the spring of 2023, **American Councils for International Education
                              (American Councils)** requested to place a foreign exchange student in
                              AASD for the 2023-2024 school year. At that time, **American Councils** was
                              not currently on the District's approved list of International Exchange
                              Sponsoring Organizations. As per AASD Board Policy 422.1 and 422.1
                              -Rule (International Exchange), student exchange organizations not
                              currently on the AASD's approved list, may be granted a school year trial
                              period and tuition-free status.

                              The Sponsoring Organizations on our list must be also included on the
                              International Educational Travel and Exchange Programs advisory list
                              developed by the Council on Standards for International Educational
                              Travel (CSIET).

**Contact
Person(s):**              Michael Hernandez, Assistant Superintendent, (920) 832-6301
                              hernandezmicha@aasd.k12.wi.us


**BOE:** June 10, 2024

**ITEM OF INFORMATION**

**Topic:**              Policy Update:  International Exchange 422.1-Rule

**Background
Information:**    The Appleton Area School District recognizes the importance of
                  international exchange for individual students as well as the school
                  community. One update has been made to align with current district and
                  state practices.

  ● **Update to the list of Sponsoring Organizations.**

**Contact
Person(s):**      Mike Hernandez, Assistant Superintendent, (920) 832-6301,
                  hernandezmicha@aasd.k12.wi.us

**BOE:** June 10, 2024

INTERNATIONAL EXCHANGE


The Appleton Area School District recognizes the importance of international exchange for individual students as well as the school community. Requests for program recognition will be made through the Assistant Superintendent – School Services, who will review the request and present a recommendation to the Board of Education for approval. Only students sponsored by exchange programs included on the International Educational Travel and Exchange Programs advisory list developed by the Council on Standards for International Educational Travel (CSIET) will be considered for enrollment.

To facilitate these exchanges, no tuition charges will be levied for students who attend the Appleton Area Schools under the sponsorship of a Board approved student exchange organization.


Cross Reference:     International Exchange, 422.1–Rule

Legal Reference:     Wisconsin State Statute 121.84 (1) (c)


Adoption Date:    September 14, 1987

Amended Dates:  June 27, 1994, May 22, 2006, November 26, 2012, May 23, 2016, June 13, 2022, and July 24, 2023

INTERNATIONAL EXCHANGE
Procedures

**Sponsoring Organizations**

Organizations seeking approval from the Board of Education must be included on the International Educational Travel and Exchange Programs advisory list developed by the Council on Standards for International Educational Travel (CSIET). The Board of Education recognizes the following student exchange programs and has granted tuition free status to students who attend the Appleton Area School District schools under their sponsorship:

- ✔ Academic Foundation for International Cultural Exchange (AFICE)
- ✔ AFS USA
- ✔ American Councils for International Education (American Councils)
- ✔ American Institute for Foreign Study (AIFS)
- ✔ ASPECT Foundation
- ✔ ASSE and World Heritage International
- ✔ AYUSA Global Youth Exchange
- ✔ Council for Educational Travel (CETUSA)
- ✔ Council on International Education Exchange (CIEE)
- ✔ Cultural Homestay International
- ✔ EF High School Exchange Year
- ✔ Forte International Exchange Association (FIEA)
- ✔ German American Partnership Program (GAPP)
- ✔ International Cultural Exchange Services (ICES)
- ✔ International EXPERIENCE (iE-USA)
- ✔ International Student Exchange (ISE)
- ✔ Nacel Open Door
- ✔ Northwest Student Exchange (NWSE)
- ✔ Program of Academic Exchange (PAX)
- ✔ Reflections International
- ✔ Rotary International
- ✔ STS Foundation
- ✔ Youth for Understanding (YFU)

Student exchange programs not recognized by the Board of Education will apply to the Assistant Superintendent - School Services, who will review the program's components with the high school principals.  Among the components to be reviewed are:

- the academic and English language proficiency requirements of the organization
- the location and responsibilities of the organization's contact person
- the code of conduct guidelines established for students

If the results of the program review are positive, the Assistant Superintendent - School Services will make a recommendation to the Board of Education. The recommendation will be for a school year trial period. Following an end of the year review completed by the

same administrators, a recommendation for continuing recognition may be made to the Board of Education.

Failure of sponsoring organizations to abide by the guidelines stated in this policy may result in future nonparticipation in international exchange programs with the Appleton Area School District.

**Admission of International Exchange Students**
1. Complete informational packets requesting placement for the first semester of the school year must be received by June 30. Requests for second semester placements must be received by November 30. All requests shall be submitted to the Assistant Superintendent - School Services and reviewed with the High School Principal.

2. International exchange students must be placed by an organization approved by the Board of Education.

3. Sponsoring organizations are responsible for handling all student procedures and documents required by Federal and State government. A J1 visa allows the student tuition-free status. No other visa will be acceptable for nonresident, tuition-free status.

4. Placement will be for an entire academic school year.

5. Any organization placing an international student must have a local coordinator who serves as a liaison between the organization and the school(s). The coordinator must provide a copy of the organizational guidelines for the individual exchange program.

6. The Appleton Area School District reserves the right to limit the total number of international students for the year and the number from each country.

**Students**
1. The Appleton Area School District reserves the right to accept/reject placement of an international exchange student based on the criteria stated herein.

2. Students who have graduated will not be accepted.

3. Students must demonstrate academic accomplishments and sufficient English speaking and writing skills that will allow them to be successful students without special tutoring assistance.

4. International exchange students must carry a full academic load.

5. The Appleton Area School District does not grant official diplomas to international exchange students.

6. The student, host family, and/or organization will be expected to pay all normal school expenses. These expenses would include matriculation, yearbook, activity, and participation fees.

7. International exchange students accepted under this policy and these procedures shall be treated as resident students and will be expected to adhere to all rules and regulations of the school they attend. The Appleton Area School District reserves the right to terminate an international exchange student's enrollment when determined that the student's continued enrollment would be detrimental to the international student, other students, and/or school personnel.

Adoption Date:    September 14, 1987
Amended Dates:  June 27, 1994, May 22, 2006, November 26, 2012, May 23, 2016, June 13, 2022, July 24, 2023 and June 24, 2024

# ITEM OF INFORMATION

**Topic:**          Policy 453.4 - Administration of Drug Products/ Medications to Students
                    Consider revision to include naloxone, an opioid antagonist in policy 453.4
                    and the related 453.4 Rule to be used in the event that any person in the
                    school presents with the signs/symptoms of an overdose.

**Background
Information:**       Currently policy 453. 4 and the related 453.4 Rule allow for the
                    administration of non-prescription medications for students in grades 7-12
                    with parental consent. It is recommended that the policy be revised to
                    include students in grade 6. This would allow parents to provide consent for
                    their 6th grade student to receive the following stock medications in the
                    health room at school: acetaminophen, ibuprofen, diphenhydramine, and
                    calcium carbonate.

                    The administrative rule states "Stock naloxone will  be stored in the school
                    office or health room, will not leave school grounds, and will be  checked
                    and documented monthly by the school nurse."  It is recommended that
                    this be revised to indicate that naloxone is also located in the Naloxone
                    Overdose Reduction Kit which is near the AED in the school.

**Contact
Person(s):**        Laura Jackson, Executive Director of Student Services, (920) 852-5317,
                    jacksonlaura@aasd.k12.wi.us


**BOE:** June 10, 2024

# ADMINISTRATION OF DRUG PRODUCTS/MEDICATIONS TO STUDENTS

Drug products/medications are given to students in the school setting, including alternative  placements, to continue or maintain a medical therapy which promotes health, prevents  disease, relieves symptoms of illness, or aids in diagnosis. Parent(s)/guardian(s) should  administer medications to students outside of the school day whenever possible.

The Appleton Area School District (AASD) shall administer medication in accordance with Wisconsin State Statutes §§ 118.29, 118.291, 118.292, 121.02(1)(g) and 939.25(1). The  District may administer prescription medication to a student in compliance with the written instruction of a licensed practitioner, as defined by Statute § 118.29, and written consent  from the student's parent/guardian.

Administration of nonprescription medication requires the written instruction and consent of  the student's parent/guardian. A request to administer a nonprescription medication in a  dosage other than the recommended therapeutic dose must also be accompanied by the  written approval of a licensed practitioner.

For the safety and protection of all students, substances that are not United States Food and  Drug Administration (FDA)-approved will not be administered in the school setting.

Students with asthma may possess and self-administer a metered dose or dry powder inhaler  with the written approval of a licensed practitioner and parent/guardian.

Students with epinephrine auto-injectors may possess and self-administer for the purpose of  treating a severe allergic reaction to include anaphylaxis with the written approval of a licensed practitioner and parent/guardian.

Two doses of adult (0.3 mg) stock epinephrine auto-injectors and two doses of pediatric (0.15  mg) stock epinephrine auto-injectors will be available at each school location, not including   community 4K sites. The stock epinephrine auto-injectors must remain on school grounds,  and will not be taken off campus (i.e. field trips). If an individual appears to be experiencing  a severe allergic reaction, dial "911" or the emergency medical service provider. Any individual  who is trained on the proper administration of an epinephrine auto-injector may administer  epinephrine to the individual experiencing the severe allergic reaction. Individuals receiving
the epinephrine injection should be transported to the local emergency department by ambulance.

Naloxone nasal spray will be available at each school location, not including community 4K  sites. The naloxone will remain on school grounds and will not be taken off campus (i.e. field  trips). If an individual shows signs of an opioid overdose or if an overdose is suspected  immediately dial "911" for emergency services. Any AASD staff member who

is properly  trained following a Department of Public Instruction approved training in the administration   of naloxone spray may administer naloxone to the individual who is showing signs of an opioid  overdose.


A school administrator will authorize in writing any school employee to administer oral and  non-oral prescription or nonprescription medication to students. With the exception of stock  epinephrine auto-injectors, administration of non-oral medication or medication by means  other than ingestion may be done by any school employee with proper training and evaluation.   Determining such individuals will be the joint responsibility of the building administrator and   the school nurse. Employees, other than health care professionals, who are authorized to give  non-oral medication, will receive training approved by the District and the Department of  Public Instruction (DPI).

School employees, other than school nurses, who are authorized and trained to administer  medication are immune from civil liability for his or her acts or omissions in administering  medication to a student unless the act or omission constitutes criminal negligence which is  defined in state law as a "high degree of negligence" (§ 939.25 (1), Wis. Stats). School nurses  are regulated by Chapter 441, the Nurse Practitioner Act.

The school administrator who authorizes an employee to administer oral medication and who   has received required training for administering non-oral medications will be immune from  civil liability for the action authorized, unless a court determines that the action constitutes  criminal negligence which is defined in state law as a "high degree of negligence" (§ 939.25  (1), Wis. Stats).

Procedures for obtaining and filing written instructions and consents for medication administration, and the protocols for storage, administration and documentation are delineated in this policy's Administrative Rule.

Legal References: Wisconsin State Statutes §§ 118.29, 118.291, 118.292, 121.02(1)(g),  and 939.25(1), Wisconsin Administrative Code N. 6.03(3); Chapter 441


Adoption Date: May 9, 1994

Amended Dates: April 24, 2000; March 14, 2011; August 27, 2012; November 10, 2014; October 24, 2016; April 25, 2022, April 24, 2023 and June 24, 2024

ADMINISTRATION OF DRUG PRODUCTS/MEDICATIONS TO STUDENTS

Procedures

I. Training of Designee

A school administrator will authorize in writing any school employee to administer oral and non-oral prescription or nonprescription medication to students in compliance with Wisconsin State Statutes §§ 118.29 and 118.291. Employees, other than school nurses, who are authorized to administer non-oral medications to students will receive training approved by the District and DPI, when available. Administration of non-oral medication or medication by means other than ingestion may be done by any school employee with proper training, and evaluation. Determining such individuals will be the joint responsibility of the building administrator and the school nurse.

School personnel should complete the knowledge portion of the medication administration training for required routes (non-oral) at least every 4 years and more frequently if needed as provided on the DPI website. Skill training for the required routes of administration must occur at initiation of the medication assignment and should be repeated annually thereafter. This training is provided by the District.

II. Consent to Administer

A. Prescription Medications

Parent/guardian is responsible for providing the school with a completed medication form for each medication administered at school (forms HS-017, HS-018. The statement must include:

- Student name, date of birth
- Medication name, dose, route, frequency, time/conditions, duration, directions
- Reason for medication
- Precautions, possible untoward reactions, and/or interventions
- Name of licensed practitioner
- Parent/guardian signature, licensed practitioner signature, date

Requests must be renewed each school year or more often if changes in dosage occur. The required forms must be completed and submitted each school year, even if no changes in medication or dosing have occurred. All changes will be noted on the medication administration record (form HS-018a), dated and initialed by the designee. The prescribing licensed practitioner may be notified by school personnel when the parent/guardian requests the discontinuation of any

medication at school.

Medications must be supplied by the parent/guardian in the original pharmacy-labeled package and the package name of the student, prescriber, prescription drug product, dose, effective date, and the directions in a legible format. All controlled substances must be delivered to the school by a parent/guardian, or other adult.

The school nurse shall be informed by school personnel of all students receiving medication and any changes in dosage. The school nurse will review the medication record periodically and use professional judgment in contacting the practitioner, school personnel, or parent/guardian to resolve inconsistencies in administration directions.

B. Nonprescription Medications

Nonprescription medication (over-the-counter) which is FDA approved can be administered at school (refer to Section V. for all field trip and activities off school premise). A written, signed statement from the parent/guardian must be on file at the school authorizing school personnel to administer a nonprescription medication (form HS-018).

Nonprescription medication must be supplied in the original manufacturer's package by the parent/guardian. The package must list the ingredients and recommended therapeutic dose in a legible format with the student's name affixed.

If a nonprescription medication is requested to be administered in a dosage other than the recommended therapeutic dose or is intended for long-term use on a daily basis, it must be accompanied by the written approval of a licensed practitioner.

A limited amount of stock medications will be available in the health room for students in grades 6 7 12 with the approval of the District Medical Advisor. These medications are acetaminophen, ibuprofen, diphenhydramine, and calcium carbonate. If a parent/guardian wishes for their student to receive as needed medications from this supply, they will be required to give consent through on-line registration or in writing using the following form "Consent for Administering Stock Medications at School."

C. Alternative Medication

For the safety and protection of all students, alternative medications (i.e., food supplements and natural products) will not be given in the school setting.

D. Antineoplastics, Oral Chemotherapeutic Agents, and Other Hazardous Drugs

Permission to administer medications in these drug categories may be granted upon  review by the building administrator and school nurse in consultation with the  District   medical advisor after consideration of safe handling and disposal precautions.

E. Research Medication

Medication prescriptions that do not fall within the established FDA guidelines for pediatric use and/or dosing may fall into the following two categories:

• Off label medications are those FDA approved medications prescribed for non approved indications in children.

• Pediatric experimental or investigational drugs are those medications currently involved in clinical trials. These medications are undergoing formal study to determine the efficacy and safety of pediatric dosing, but they do not have FDA approval.

Requests to administer research medication in school will be evaluated on an individual basis by the school nurse. The following materials will be required from the  prescribing licensed practitioner:

1. Information regarding the protocol or a study summary from the research organization
2. Signed parent/guardian permission
3. Reporting requirements
4. Any follow-up required nursing actions to be taken at school
5. Additional information/documentation may be requested as needed

Permission to administer medications in these drug categories may be granted upon  review by the building administrator and school nurse in consultation with the District  medical advisor. The District reserves the right to refuse to administer the medication.

F. Stock Epinephrine Auto-Injectors

Stock Epinephrine Auto-Injectors will be available in District school buildings for the  health and safety of all individuals with known and unknown allergic reactions to foods  or other environmental items.

A stock epinephrine auto-injector should be retrieved for use when symptoms of anaphylaxis are identified:

● Difficulty swallowing or tightening of the throat
● Difficulty breathing
● Nausea and vomiting

- Swelling of the face or extremities
- Skin rash, hives

Available doses are the adult (0.30 mg) dose and the pediatric (0.15 mg) dose. If an  individual appears to be experiencing a severe allergic reaction, the protocol is to dial  "911" or the emergency medical service provider. Any individual who is trained to use  an epinephrine auto-injector to administer epinephrine may do so to the individual
experiencing the severe allergic reaction. Individuals receiving the epinephrine injection should be transported to the local emergency department by ambulance.

G. Stock Naloxone Nasal Spray

Stock naloxone nasal spray will be available in District School Buildings for the safety  of all individuals. Naloxone is a medication that is an opioid antagonist that rapidly  reverses an opioid-related drug overdose and has no effect on someone who does not  have opioids in their system.

Stock naloxone nasal spray should be retrieved for use when the symptoms of an opioid-related drug overdose are identified:

- Unconsciousness
- Very small pupils
- Slow or shallow breathing
- An inability to speak
- Faint heartbeat
- Limp arms and legs
- Pale skin
- Purple lips and fingernails
- Vomiting

If an individual appears to be experiencing an opioid-related drug overdose the protocol is to  dial "911". An individual trained to administer naloxone through a DPI approved training may do so to the individual who is showing signs of an opioid-related drug overdose. Individuals  receiving naloxone should be transported to the local emergency room by ambulance.

III. Self-Administered Medications

A. Students with asthma may possess and self-administer metered dose inhalers or dry  powder inhalers for the purpose of preventing or alleviating the onset of asthmatic  symptoms. The student must have the written approval of a licensed practitioner and  the written approval of the student's parent/guardian (form HS-017). A copy of this  approval will be present in the student's school and maintained in the behavioral  record (Wisconsin State Statute § 118.291).

B. Students may possess and self-administer a prescription medication upon the

written approval of a licensed practitioner and the written approval of the student's parent/guardian (form HS-017). A copy of this approval will be present in the student's school and maintained in the behavioral record.

The student will possess no more than the daily supply of the medication at a time and the medication must be in the original pharmacy-labeled package.

C. A student may possess and self-administer an epinephrine auto-injector for the purpose of treating a severe allergic reaction, including anaphylaxis that requires the administration of epinephrine to avoid severe injury or death. The student must have written approval of a licensed practitioner and written approval of the student's parent/guardian (HS-017). A copy of this approval will be present in the student's
school and maintained in the behavioral record (Wisconsin State Statute § 118.292). If a student administers epinephrine, dial "911" or an emergency medical service provider.

D. A student may possess and self-administer nonprescription medications. A written statement identifying the medication and granting permission for self-administration is to be signed by the parent/guardian and maintained in the behavioral file. (HS-017).

Factors to be considered will be:

● Type of medication
● Reason for medication
● Age of student

IV. Expired Medications

Parents/guardians are strongly encouraged to supply a medication that will not expire during the school year. For the safety of our students, expired medications should not be administered at school.

V. Administration of Medications for Field Trips

Field trips may include school sponsored activities off school grounds, athletics, student groups or clubs, and any overnight events/field trips where a student has a medication on file that may need to be given. If a student is receiving medication at school on a daily basis, or on an as-needed basis, it is the responsibility of the staff person who is organizing the field trip to ensure that the student receives the medication per the parent/guardian/physician consents, and as indicated by the parent on the field trip permission form.

All information regarding student medication administration is confidential and must be protected accordingly.

The procedures below outline steps to ensure that students receive their required medications.

A. Field Trips – Regular School Day

<u>Prior to the field trip</u>
- A minimum of one staff person who is attending the field trip must have successfully completed the applicable DPI approved training depending on the medication needs of the students and the AASD skills training checklist with the  school nurse. Current training documentation must be on file with the District prior  to the date of the field trip.
- The staff person organizing the field trip must provide a list of participating students  to the school secretary or designee prior to the event. The school secretary or  designee will review the list of students and determine which students have  medications at school.
- Parents/guardians are required to complete the medication portion of the field trip  permission slip indicating if medications are required.

<u>Day of field trip</u>
- The medication will be prepared by the school secretary or designee. The daily medication dose will be put into a white envelope or Ziploc bag with the student's  name, organizing staff person's name, and time to be given. The envelope or bag will include a field trip medication form with the student's name, name of  medication, dose and time to be given, special instructions, and a place for the  organizing staff person to sign that the medication was administered (see attached  form HS-029a).
- It is the responsibility of the organizing staff person to see that the medication is  given on time and that the child takes the medication. The organizing staff person   will sign the form to document the time the medication was administered. "As  needed" medications, such as asthma inhalers, if used by the student, will follow  the same procedure.

<u>After the field trip</u>
- The organizing staff person will return all forms and all medication to the school secretary or designee promptly upon return from the event.
- The school secretary or designee will document on the medication record that the  medication was administered, sign their initials and the initials of the staff person that administered the medication, and note the time the medication was  administered. The field trip medication form may be stapled to the medication  record.

B. Field Trips – Extended Beyond Regular School Day

Field trips that extend beyond the regular school day may require more doses of a

medication to be administered that are not normally given during the school day. If additional medications and/or doses are required, consents for those medications  must be on file prior to departure.

- The parent/guardian must provide the medication in a pharmacy labeled bottle (prescription) or over the counter packaging (non-prescription). The required paperwork must be completed (HS-017 or HS-018) indicating all doses and times  the medication is to be administered. Only the amount of medication needed on  the field trip should be sent.
- The school secretary or designee may consult with the school nurse regarding questions/organization of the medication.
- It is the responsibility of the organizing staff person to see that the medication is administered on time and that the student successfully takes the medication. The  staff person administering the medication on the field trip will document on the  field trip medication form all doses of medication that are administered. The   Regular School Day "Prior to the field trip" protocols (detailed above) must be  completed prior to the trip.
- Emergency medications (i.e., asthma inhalers, EpiPens, glucagon) should be accessible to the student while on a field trip.
- Upon return from the field trip, forms and medication will be returned to the school  secretary or designee.
- The school secretary or designee will document on the medication record that the  medication was administered, sign their initials and the initials of the staff person,  and note the time the medication was administered. The field trip medication form  may be stapled to the medication record.

VI. Medication Storage

Medication will be stored in a secure location. Medication which needs to be accessible to  the student will be stored in an appropriate location per student need (i.e., emergency  medications) and stored to maintain quality (i.e., refrigeration). For the safety of our  students, the AASD will not store and administer extra medications for instances when a  dose was missed at home.

Building stock epinephrine auto-injectors will be stored in or near the AED cabinet and in  the school office, will not leave the school grounds, and will be checked and documented  monthly by the staff person completing the AED check. The staff person will also maintain  a schedule for tracking stock epinephrine status and expiration dates. ~~Stock naloxone will  be stored in the school office or health room, will not leave school grounds, and will be   checked and documented monthly by the school nurse.~~ Stock naloxone will  be stored in the school office or health room and in the Naloxone Overdose Reduction Kit, and will be  checked and documented monthly by the school nurse.

The parent/guardian or student with parent/guardian permission shall pick up unused portions of medication within seven days after the completion of the school year, when a  student transfers out of the district, or when medications have been discontinued. After  seven days and documentation of written or verbal notification to

the parent/guardian,  medications will be given to the Student Resource Officer (SRO) for disposal or destroyed
pursuant to Medical Advisor or pharmaceutical instructions.

## VII. Medication Disposal

The safe disposal of medication can prevent diversion and protect the environment. If at  all possible, medications should be returned to the student's parent/guardian who has the prescription for the medication. When returning the medication is not possible, the  school must assume responsibility to manage the pharmaceutical waste. Schools must  follow state law for businesses and institutions for managing waste.

There are four categories of medications for management of disposal:

1. Controlled Substances (e.g. narcotic pain medication and stimulant medications): schools will turn this waste over to the SRO.
2. Hazardous Medication Waste: schools may take advantage of the state hazardous waste contract to manage hazardous waste medications. The building engineers should be contacted for this disposal.
3. Infectious Medication Waste (e.g. Sharps containers): Contact the Building Engineer to  properly dispose of Sharps containers.
4. Non-hazardous Medication Waste (e.g. Tylenol, antibiotics etc.): May be disposed of  in a licensed solid waste landfill. District employees should mix the medication with an undesirable substance such as kitty litter or coffee grounds and place in disposal  container with a lid. The medication can then be placed in the trash.

## VIII. Documentation

An accurate individual student record of administered medication will include:

● Demographic data such as name, birthdate, grade, school year.
● Medication name, dose, date/time given, date of expiration if applicable.
● Signature of person administering.
● Dose changes will be dated, with the signature of the designee and reviewed by the school nurse.
● Exceptions (i.e., absent, no school, refused) will be documented on the individual student record.
● Errors (i.e., wrong student, wrong time, wrong medication, wrong dose, wrong route) will be documented on the Medication Incident Review Form (HS-019)
● For controlled substances, school office personnel shall verify the amount of the medication delivered by counting and documenting individual units of medication in  the presence of the parent/guardian or adult who delivers it or another staff person.  The parent/guardian or adult delivering the medication shall verify the medication  count by initialing the medication administration form.

Situations that are not considered medication errors include: students who refuse to

consume or are unable to tolerate the medication, lack of supply of the medication from the parent/guardian, and a medication held by a parent. These situations are documented in the medication log and the parent/guardian is notified.

The Student Medication Record (form HS-018a) including consent forms will be maintained in the student's behavioral record after discontinuation of the medication.

IX. Allergy Environment

The District cannot guarantee an allergy free environment, but recognizes that the risk of accidental exposure to allergens can be reduced in the school setting. The District is committed to working cooperatively with students, parents/guardians and medical providers to minimize accidental exposure to known allergens and improve safety in the learning environment.

The focus of allergy management will be on prevention, education, awareness, communication and emergency response. The District will ensure that interventions and individual health care plans for students with allergies are based on medically accurate information to the extent information is known to the District and evidenced-based practices.

X. Rights and Responsibilities

Authorized school personnel have the responsibility to:

● See that the medication is given within 30 minutes before or after the time specified by parent/guardian and prescribing licensed practitioner.
● Maintain the medication administered at school in a secure place which also maintains medication quality (i.e., refrigeration for liquid antibiotics).
● Report to the school nurse any dose changes, inconsistencies, medication side effects or medication errors. In the event of a drug administration error, parent/guardian and school nurse will be notified, and the licensed practitioner notified if parent/guardian or school nurse determines it is required or necessary under the circumstances. The Medication Incident Review Form (HS-019) shall be completed by the employee involved within 24 hours of the incident.
● Have access to the Administration of Drug Products/Medications to Students Policy 453.4 for immediate reference. Document all medication administered or reason medication was not administered (i.e., absent, refusal, error).
● Respect confidentiality. Student medication administration information is confidential and must be protected accordingly.

Authorized school personnel have the right to refuse to administer medication to students when the medication administration procedures as described in Section II above have not been completed.

The school nurse has the responsibility to:

● Review medications and any changes in medications administered at school when

informed by designated school personnel of new medication or of any changes.

- Use professional judgment in carrying out the policy.
- Verify skills competency for administration of non-oral medications.

XI. Distribution of Policy and Liability Waiver

- All school employees who are authorized and trained to administer medication to a student shall have access to this policy and shall be advised that, pursuant to the provision in Wisconsin State Statutes §§ 118.29, 118.291, 118.292 that they are immune from civil liability for any acts or omissions in administering a prescription or nonprescription medication to a student in accordance with this policy unless he or she is a healthcare professional or the act or omission constitutes criminal negligence which is defined in state law as a "high degree of negligence" (§ 939.25 (1), Wis. Stats).
- The school administrator who authorizes an employee to administer a prescription or nonprescription medication to a student is immune from civil liability for the act of authorization unless it constitutes criminal negligence which is defined in state law as a "high degree of negligence" (§ 939.25 (1), Wis. Stats).
- With the exception of the administration of emergency epinephrine auto-injectors as outlined above, a person administering a medication by means other than ingestion to a student is not immune from civil liability if he or she has not received DPI-approved training. The authorizer is not immune from civil liability if he or she authorizes a person who has not received DPI-approved training to administer medication by means other than ingestion to a student.

Refer to DPI Medication Training and Resources and accompanying District forms.

Adoption Date: May 9, 1994

Amended Date: April 24, 2000; March 14, 2011; August 27, 2012; November 10, 2014; October 24, 2016; April 25, 2022, April 24, 2023, and June 24, 2024

# ITEM OF INFORMATION

**Topic:** Middle School: Materials Purchase- *Amplify ELA* for ELA Grade 6 (1060), ELA Grade 7 (1070), and ELA Grade 8 (1080).

**Background Information:** One of the action steps of the 5K-12 ELA Program Evaluation in 2022-2023 was to find a comprehensive knowledge building program for grades 5K-8. A Secondary ELA Resource Adoption Team was formed that worked alongside the elementary team. After much research, discussion, virtual presentations, a curriculum resource fair, and a few visits to other Wisconsin School districts, the team evaluated and selected Amplify ELA. The team was looking for a flexible scope and sequence, teacher clarity components, opportunities for differentiation, digital components, skill development aligned to Wisconsin ELA standards, and integration with Canvas, and found all in Amplify ELA. This comprehensive program will be used for grades 6-8 at the middle level.

**Fiscal Note:** AC&I would be purchasing classroom sets of textbooks and readers to be dispersed among the three middle schools and potential charter schools (Fox River Academy, Classical, and Kaleidoscope Academy). The purchase would also include digital access for six years, all teacher resources, and 1 and a half days of professional development for teachers, as well as one half day of professional development for leaders. The cost without the charter schools included is $273,588.72.  The implementation of this instructional material is yet to be finalized.

**Instructional Impact:** The instructional impact will allow for SEL, grammar, and poetry integration, flexibility and choice in novel studies, and daily lessons that incorporate vocabulary building, collaboration in interpretation, and development & presentation of ideas, while allowing for student reflection and independent work time. Teachers will continue to commonly, summatively assess the four domains: speaking & listening, reading, writing, and language; however, there is additional opportunity for common formative assessments.

**Course Overview Documents:**
- ELA Grade 6 (#1060)
- ELA Grade 7 (#1070)
- ELA Grade 8 (#1080)

**Contact Person(s):** Kelly Leopold, 920-832-6157 ext. 60172, leopoldkelly@aasd.k12.wi.us
Steve Harrison, Ph.D., 920-852-53007 x60121, harrisonstepha@aasd.k12.wi.us

**BOE**: June 10, 2024

**English Language Arts:** Middle School: Materials Purchase- *Amplify ELA* for ELA Grade 6 (1060), ELA Grade 7 (1070), and ELA Grade 8 (1080).

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| **WHY** did the middle level ELA Adoption Team select Amplify ELA for future implementation? | A team of middle school ELA teachers (regular, EL, and SPED), curriculum support specialists, instructional coaches, and a site leader discussed the importance of the following items in a comprehensive knowledge building program: <br><br> • Scope and Sequence that allows for flexibility <br> • Teacher Clarity <br>  ○ Essential Questions <br>  ○ Relevancy <br>  ○ Academic Vocabulary <br>  ○ Formative and Summative Assessments <br> • Incorporation of rich text <br> • Differentiation & Accessibility (Special Education and EL Supports and Resources) <br> • Digital Resources for teachers and students <br> • Skill Development that aligns to the Wisconsin ELA State Standards <br> • Integration with Canvas |
| **WHAT** are the components that will be included in each of the courses? | The components include: <br> • Grammar Instructional Scope & Sequence <br> • Novel Studies (full novel or excerpt of novel Interactive Read Aloud, as well as other suggested choice reading for independent reading and literature circles that align to each unit) *Audio also available for all texts <br> • Daily Lesson <br>  ○ Vocabulary Builder <br>  ○ Collaboration to interpret text <br>  ○ Development and presentation of ideas <br>  ○ Reflection <br>  ○ Independent Work <br> • Digital Library (650 classic and contemporary fiction and nonfiction texts) <br> • Poetry in America (3 lessons in each grade level) <br> • Story Writing <br> • Graphic Organizer Toolkit <br> • SEL embedded throughout the curriculum <br> • Formative and Summative Assessments |
| **HOW** will we assess the students in each of the varying courses? | Amplify ELA incorporates: <br> • Feedback on formative and summative assessments that helps determine needs for Tier 2 intervention <br> • Writing Rubrics and Exemplars <br> • Independent Reading Guides <br> • Formative Writing <br>  ○ Productivity (number of words written) <br>  ○ Focus (one claim, one idea) <br>  ○ Use of Evidence <br>  ○ Conventions <br> • Formative Assessment to support student learning <br>  ○ Independent Reading Comprehension |

- ○ Exit Tickets
  - ○ Measures before FLEX Day instruction to determine groupings and assignments
- Summative: Reading, Essays (Argumentative, Informative, Narrative)
- Alignment to Wisconsin ELA State Standards
  - ○ Speaking & Listening
    - ■ Comprehension & Collaboration
    - ■ Presentation of Knowledge & Ideas
  - ○ Reading
    - ■ Key Ideas and Details
    - ■ Craft & Structure
    - ■ Integration of Knowledge & Ideas
  - ○ Writing
    - ■ Text Types and Purposes
    - ■ Production and Distribution
    - ■ Inquiry to Build and Present Knowledge
  - ○ Language
    - ■ Knowledge of Language
    - ■ Conventions of Standardized English
    - ■ Vocabulary Acquisition and Use

**English Language Arts:** Middle School: Materials Purchase- *Amplify ELA* for ELA Grade 6 (1060), ELA Grade 7 (1070), and ELA 8 (1080).

| Time Period of Public Input |
|:---:|
| 04/22/24 - 06/04/24 |
| **Number and Breakdown of Responses Received (Supportive/Unsupportive)** |
| 1 Total Response: **0 Comments**<br>**1 Supportive / 0 Unsupportive** |

# Board of Education
## Meeting Schedule
### 2024-2025

**APPLETON AREA SCHOOL DISTRICT**

| | | |
|---|---|---|
| **\*Monday, July 15, 2024** | **Regular Meeting, Scullen Leadership Center** | **6:00 PM** |
| **Monday, August 12, 2024** | **Regular Meeting, Scullen Leadership Center** | **6:00 PM** |
| **Monday, August 26, 2024** | **Regular Meeting, Scullen Leadership Center** | **6:00 PM** |
| **Monday, September 9, 2024** | **Regular Meeting, Scullen Leadership Center** | **6:00 PM** |
| **Monday, September 23, 2024** | **Regular Meeting, Scullen Leadership Center** | **6:00 PM** |
| **Monday, October 14, 2024** | **Regular Meeting, Scullen Leadership Center** | **6:00 PM** |
| **\*Monday, October 28, 2024** | **Public Hearing - 2024-25 Annual Budget** <br> **Regular Meeting, Scullen Leadership Center** | **6:00 PM** <br> **\*6:45 PM** |
| **\*Monday, November 11, 2024** | **Regular Meeting, Scullen Leadership Center** | **\*6:45 PM** |
| **Monday, November 25, 2024** | **Regular Meeting, Scullen Leadership Center** | **6:00 PM** |
| **Monday, December 9, 2024** | **Regular Meeting, Scullen Leadership Center** | **6:00 PM** |
| **Monday, January 13, 2025** | **Regular Meeting, Scullen Leadership Center** | **6:00 PM** |
| **Monday, January 27, 2025** | **Regular Meeting, Scullen Leadership Center** | **6:00 PM** |
| **Monday, February 10, 2025** | **Regular Meeting, Scullen Leadership Center** | **6:00 PM** |
| **Monday, February 24, 2025** | **Regular Meeting, Scullen Leadership Center** | **6:00 PM** |
| **Monday, March 10, 2025** | **Regular Meeting, Scullen Leadership Center** | **6:00PM** |
| **\*Monday, March 31, 2025** | **Regular Meeting, Scullen Leadership Center** | **\*7:00 PM** |
| **Monday, April 14, 2025** | **Regular Meeting, Scullen Leadership Center** | **6:00 PM** |
| **Monday, April 28, 2025** | **Regular Meeting, Scullen Leadership Center** | **6:00 PM** |
| **Monday, May 12, 2025** | **Regular Meeting, Scullen Leadership Center** | **6:00 PM** |
| **\*Monday, May 19, 2025** | **Regular Meeting, Scullen Leadership Center** | **6:00 PM** |
| **Monday, June 9, 2025** | **Regular Meeting, Scullen Leadership Center** | **6:00 PM** |
| **Monday, June 23, 2025** | **Regular Meeting, Scullen Leadership Center** | **6:00 PM** |

AASD Board of Education meetings are typically held on the second and fourth Monday of each month at 6:00 PM in the Scullen Leadership Center, 131 E. Washington Street, Suite 1A, Appleton, WI
\*unless otherwise noted or announced.
Regular Board of Education meetings are also available via a live stream broadcast on the Appleton Area School District YouTube Channel: https://www.youtube.com/channel/UCH0-l09YGgt4uKnCWYvt8Pw.

Please check the individual meeting agenda on BoardDocs
(https://go.boarddocs.com/wi/aasd/Board.nsf/Public) for current meeting information.
Please call (920)852-5300, ext. 60111 for more information.

# Board of Education
## Work Session Schedule
### 2024-2025

| | | |
|---|---|---|
| **Monday, July 15, 2024** | **Pre-Meeting Work Session** | **4:00 - 5:45 PM** |
| **Monday, August 12, 2024** | **Pre-Meeting Work Session** | **4:00 - 5:45 PM** |
| **Wednesday, August 21, 2024** | **Stand-Alone Work Session** | **9:00 - 11:00 AM** |
| **Monday, September 9, 2024** | **Pre-Meeting Work Session** | **4:00 - 5:45 PM** |
| **Wednesday, September 18, 2024** | **Stand-Alone Work Session** | **7:30 - 10:30 AM** |
| **Monday, October 14, 2024** | **Pre-Meeting Work Session** | **4:00 - 5:45 PM** |
| **Wednesday, October 23, 2024** | **Stand-Alone Work Session** | **7:30 - 10:30 AM** |
| **Wednesday, November 20, 2024** | **Stand-Alone Work Session** | **7:30 - 10:30 AM** |
| **Wednesday, December 18, 2024** | **Stand-Alone Work Session** | **7:30 - 10:30 AM** |
| **Monday, January 13, 2025** | **Pre-Meeting Work Session** | **4:00 - 5:45 PM** |
| **Wednesday, February 19, 2025** | **Stand-Alone Work Session** | **7:30 - 10:30 AM** |
| **Wednesday, March 19, 2025** | **Stand-Alone Work Session** | **7:30 - 10:30 AM** |
| **Monday, April 14, 2025** | **Pre-Meeting Work Session** | **4:00 - 5:45 PM** |
| **Wednesday, April 23, 2025** | **Stand-Alone Work Session** | **7:30 - 10:30 AM** |
| **Monday, May 12, 2025** | **Pre-Meeting Work Session** | **4:00 - 5:45 PM** |
| **Wednesday, May 21, 2025** | **Stand-Alone Work Session** | **7:30 - 10:30 AM** |
| **Monday, June 9, 2025** | **Pre-Meeting Work Session** | **4:00 - 5:45 PM** |
| **Wednesday, June 18, 2025** | **Stand-Alone Work Session** | **7:30 - 10:30 AM** |

AASD Board of Education Work Session meetings will be held at the
Scullen Leadership Center, 131 E. Washington Street, Suite 1A, Appleton, WI.

As with all meetings of the Board, work sessions are open to the public in accordance with
Wisconsin Open Meetings Law.  Members of the public are welcome to attend.

Board of Education Work Sessions are conducted for the purpose of information gathering and in-depth
discussion. Official Board actions are reserved for Board of Education meetings only;
there is no official action of the Board taken during a work session.

Please call (920)852-5300, ext. 60111 for more information.