



## AGENDA

Wisconsin Rapids Board of Education  
**Educational Services Committee**

510 Peach Street · Wisconsin Rapids, WI 54494 · (715) 424-6701

Katie Bielski-Medina, Chairperson  
John Benbow, Jr.  
Troy Bier  
Larry Davis  
John Krings, President  
Kathi Stebbins-Hintz  
Julie Timm

June 5, 2023

LOCATION: Board of Education Office, 510 Peach Street, Wisconsin Rapids, WI  
Conference Room A/B

TIME: 6:00 p.m.

- I. Call to Order
- II. Pledge of Allegiance
- III. Public Comment  
Persons who wish to address members of the Committee may make a statement pertaining to a specific agenda item. The Committee Chair will establish limits for speakers due to time constraints. Comments made by the public shall be civil in content and tone. Speakers bear the personal risk if comments made are defamatory, slanderous, or otherwise harmful to another individual. Please keep in mind that this is a Committee meeting of the Board open to the public, and not a public hearing.
- IV. Actionable Items
  - A. Health Curriculum Maps Grades 6 – 12
  - B. Health Curriculum Acquisition Grades K – 12
  - C. Science Curriculum Maps Grades 9 – 12
  - D. Science Curriculum Acquisition Grades 9 – 12
  - E. 2023-2024 Professional Development Day Calendar
  - F. Revised Supplemental Pay Plan
  - G. Carl Perkins Grant
  - H. The Department of Workforce Development (DWD) CTE Incentive Grant
  - I. Renaissance Learning Purchase Contract
- IV. Updates
  - A. WRPS/Boys & Girls Club ESSER III Summer School Grant
  - B. Student Engagement Facilitators 2022-2023 Recap
  - C. Student Travel
- V. Consent Agenda Items
- VI. Future Agenda Items/Information Requests

The Wisconsin open meetings law requires that the Board, or Board Committee, only take action on subject matter that is noticed on their respective agendas. Persons wishing to place items on the agenda should contact the District Office at 715-424-6701, at least seven working days prior to the meeting date for the item to be considered. The item may be referred to the appropriate committee or placed on the Board agenda as determined by the Superintendent and/or Board president.

With advance notice, efforts will be made to accommodate the needs of persons with disabilities by providing a sign language interpreter or other auxiliary aids, by calling 715-424-6701.

School Board members may attend the above Committee meeting(s) for information gathering purposes. If a quorum of Board members should appear at any of the Committee meetings, a regular School Board meeting may take place for purposes of gathering information on an item listed on one of the Committee agendas. If such a meeting should occur, the date, time, and location of the Board meeting will be that of the particular Committee as listed on the Committee agenda however, no deliberation or action will be taken by other Committees or the full Board of Education.



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**Educational Services Committee**

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**BACKGROUND**

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Troy Bier  
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TIME: 6:00 p.m.

- I. Call to Order
- II. Pledge of Allegiance
- III. Public Comment
- IV. Actionable Items
  - A. Health Curriculum Maps Grades 6 – 12

Roxanne Filtz, Director of Curriculum and Instruction, along with Amy Andrys, K-12 Health Education Curriculum Chairperson, will be present to share the proposed curriculum maps for the 6-12 Health Curriculum. Ms. Andrys and the 6-12 Health Education Subcommittee have been working to revise the 6-12 Health Curriculum Maps, centering their work on the Wisconsin State Standards/Health Literacy Standards. Ms. Andrys presented the proposed 6-12 curriculum maps to the District Council for Instructional Improvement (CII) on April 19, 2023. The CII unanimously voted to recommend proceeding to the School Board with the proposed curriculum maps for possible approval. Attachment A presents the proposed maps.

**The administration recommends adoption of the proposed 6-12 Health Curriculum Maps as presented beginning with the 2023-2024 school year.**

- B. Health Curriculum Acquisition Grades K-12

Ms. Filtz and Ms. Andrys have collaborated with the district K- 12 Health Curriculum Subcommittees to conduct research, implement pilot programs, and assess health curriculum resources. The overarching goal is to promote the consistent teaching of the District's approved health curriculum across all grade levels. Ms. Andrys will present the selected K – 12 curriculum resources which were shared with the District CII on April 19, 2023, and received approval on a 26 – 1 vote to proceed to the School Board for consideration and possible approval. The dissenting vote was explained with a comment stating that there is "concern with delivery of content by counselors who have their own curriculum within their profession and are not Tier I specialists;

taking away from their time to deliver Tier II and III services.” Other comments praised the collaboration between the counselors and classroom teachers in collaboratively delivering instruction. A public viewing of the materials was held on April 17, 2023, from 2:00–5:30 pm. Four community members and one school board member reviewed the proposed materials. Public comment regarding the resources shared included “Thank you for the excellent explanations and information on all of the materials presented,” and “I like the computer program for Quaver – very easy to use!”

The total request is \$73,209.43 and will be purchased through the District Curriculum Referendum Acquisition budget. Attachment B outlines the proposal.

**The administration recommends adoption of the proposed K-12 Health Curriculum resources as presented beginning with the 2023-2024 school year. The total amount of \$73,209.43 will be funded through the District Curriculum Acquisition Referendum budget.**

C. Science Curriculum Maps Grades 9 – 12

Ms. Filtz, along with Dave Bergerson, K-12 Science Education Curriculum Chairperson, will be present to share the proposed curriculum maps for the 9-12 Science Curriculum. Mr. Bergerson and the 9-12 Science Education Subcommittee have been working to revise the 9-12 Science Curriculum Maps, centering their work around the Next Generation Science Standards. Mr. Bergerson presented the proposed 9-12 curriculum maps to the District Council for Instructional Improvement (CII) on April 19, 2023. The CII unanimously voted to recommend proceeding to the School Board with the proposed curriculum maps for possible approval. Attachment C presents the proposed maps.

**The administration recommends adoption of the proposed 9 – 12 Science Education Curriculum Maps as presented, beginning with the 2023-2024 school year.**

D. Science Curriculum Acquisition 9 – 12

Mr. Bergerson has led his Science CII team through the process of evaluating current resources and considering any changes in curriculum delivery that might be needed for the 9 – 12 science curricula. The results of that process will be shared with the committee along with the proposed science acquisition that is shared as Attachment D. The CII unanimously approved sending the acquisition proposal to the school board for possible approval. A public viewing of the materials was held on April 17, 2023, from 2:00–5:30 pm. Four community members and one school board member reviewed the proposed materials. Public comment shared regarding the resources shared included “Nice book. Covers appropriate materials for the level.”

**The administration recommends adoption of the proposed 9 – 12 science curriculum resources as presented beginning with the 2023-2024 school year. The total amount of \$93,301.82 will be funded through the District Curriculum Referendum budget.**

E. 2023-2024 Professional Development Day Calendar

Attachment E sets out the proposed schedule for the Professional Development Days Calendar for the 2023-2024 school year. The schedule was developed with input from the Quality Educator Committee, the curriculum coordinators, the CII and the administrative team.

Professional Development Days are a valuable component in maintaining instructional excellence for our students. The purpose of Professional Days is to achieve the following:

- Meet the District and building professional development goals as set out in the WRPS Professional Development Plan
- Provide collaboration time for teachers
- Provide professional development for teachers at the building and district levels
- Provide a cost-effective means of offering professional development
- Provide professional development time without taking teachers out of the classroom.

**The administration recommends approval of the proposed Professional Development Day Schedule for the 2023-2024 school year.**

F. Revised Supplemental Pay Plan

Attachment F sets out the revisions to the Supplemental Pay Plan for teachers to begin with the 2023-2024 school year. Key changes to the plan include:

- The addition of earning District Educational Units (DEU) through completion of micro-credentials, as explained on page 5;
- Changing the allotment of hours allowed for individual reading during a book study or individual viewing during a webinar, as explained on page 9;
- Increasing the compensation for a completed DEU from \$125.00 to \$175.00 for the maximum amount earned per school year to move from \$750.00 to \$1,050.00. There has not been an increase in the dollar amount earned per DEU since the inception of DEUs in 2013-2014;
- Including the history of the Quality Educator Committee as summarized on page 20.

**The administration recommends the approval of the revised Supplemental Pay Plan as presented to begin with the 2023-2024 school year.**

G. Carl Perkins Grant

The purpose of the Carl Perkins Grant is to help prepare students for high-skill, high-wage, or high-demand occupations in current or emerging professions; promote the development of activities that integrate rigorous and challenging academic and career and technical instruction, linking secondary education and post-secondary education for career and technical education (CTE) students; provide technical assistance and



professional development related to best practices that improve CTE programs, services, activities, and quality of CTE educators, faculty, administrators, and counselors; and support partnerships between secondary schools, postsecondary institutions, local workforce investment boards, and business and industry. The 2023-2024 Carl Perkins Grant application will focus on gaps found in our CTE Comprehensive Local Needs Assessment in five CTE pathways: Agriculture, Business and Administration, Engineering, Manufacturing, and Family and Consumer Sciences Food & Beverage. Expenditures include professional development, dual credit course expansion including software and hardware for the courses, and equipment for the five CTE pathways.

**The administration recommends approval of the application for the Carl Perkins Grant for the 2023-2024 school year in the amount of \$52,942.00.**

H. The Department of Workforce Development (DWD) CTE Incentive Grant

The Department of Workforce Development (DWD) CTE Incentive Grant enables WRPS and area businesses and industry to provide apprenticeship opportunities and approved industry-recognized certifications for students. Lincoln High School (LHS) had ninety-five 2022 graduates earn industry-recognized certifications resulting in \$80,173.00 (Funds estimated from DWD's amount per student in 2021). These funds are allocated for the growth of Career & Technical Education programs and the expansion of opportunities for students to earn industry-based certifications.

**The administration recommends approval of the Department of Workforce Development Grant Technical Incentive Grant funds for approximately \$80,173.00.**

I. Renaissance Learning Purchase Contract

Wisconsin Rapids Public Schools would like to enter into an agreement with Renaissance Learning to purchase Renaissance products for the 2023-24 school year for a total cost of \$54,631.83. The products utilized by WRPS include Star Math, Star Reading, Star Early Literacy and Freckle Math.

Star Math is used to screen students three times per year to determine student progress in mathematics. STAR Math is taken by students in grades two through high school geometry. The screening is especially useful in deciding whether a student needs intervention or acceleration in mathematics. In addition, student results on the STAR math assessment are used for reporting math achievement as required by the State for participation in the Achievement Gap Reduction (AGR) program. Students in other grades are screened in mathematics using different products. Students in kindergarten and grade one are screened using an assessment created by district math teachers. Students in math courses beyond geometry are screened using the Early Math Placement Tool (EMPT), which is an assessment that is designed to allow high school students to see how ready they are to pursue math courses at the post-secondary level.

Star Reading is used to screen students three times per year in grades two through five to determine student progress. The screening is especially useful in deciding

whether or not a student needs intervention or acceleration in reading. In addition, student results on the Star Reading assessment are used for reporting reading achievement as required by the State for participation in the Achievement Gap Reduction (AGR) program. Students in other grades are screened in reading using other products. Students in kindergarten through grade two will be screened using the Star Early Literacy screener. Students in grades six through twelve are screened using the Reading Inventory (RI).

Star Early Literacy is a computer-based assessment designed to measure early literacy skills of beginning readers. The assessment is adaptive, meaning that questions get harder or easier based on how children respond. Star Early Literacy measures students' understanding of the alphabetic principle and print concepts, as well as their ability to identify and discriminate between letters (visual discrimination). Star Early Literacy will replace the PALS Screener for grades K-2 as PALS has been removed from the market by its manufacturer.

Freckle Math by Renaissance helps K-12 teachers differentiate instruction to reach every student at their own level. The District uses Freckle Math to provide differentiated instruction in grades 6–8. This resource allows teachers to assign targeted activities to students that help fill learning gaps from previous grades as well as support current skills and concepts.

**The administration recommends approval of the contract with Renaissance Learning for the 2022-2023 school year in the amount of \$54,631.83, to be paid for with the ESSER III Formula Grant.**

## V. Updates

### A. Boys & Girls Club ESSER III Summer Grant Application and Implementation

The American Rescue Plan (ARP) of 2021 stipulates that states can allocate 1% of their total ARP funds towards evidence-based summer enrichment programs. These programs aim to address the academic, social, and emotional needs of students, particularly those with unfinished learning. As part of this initiative, school districts and community-based organizations can join forces with local education agencies (LEAs) to apply for the ESSER III Summer School Grant.

In line with this, Jennifer Allen, the Chief Executive Officer of the Boys & Girls Club of the Wisconsin Rapids Area (BGCWRA), in collaboration with Craig Broeren and Roxanne Filtz, successfully completed a grant application as part of a consortium between BGCWRA and WRPS. Their application was approved, resulting in a two-year grant award totaling \$176,000.00.

The overarching objective of this grant is to address summer learning loss and foster collaborative efforts to support all students. The BGCWRA has outlined three primary goals for their work: to demonstrate improvement in reading skills, enhance math skills, and cultivate a sense of belonging at the club. Ms. Allen and Ms. Filtz will provide the committee with a comprehensive overview of the consortium and elaborate on how WRPS intends to collaborate with this community-based organization to enhance the overall well-being of our students. Attachment G further details the work the grant addresses.

## B. Student Engagement Facilitators (SEF) 2022-2023 Recap

As part of the ESSER III Local Education Agency (LEA) Plan for WRPS, Student Engagement Facilitators were assigned to each of our elementary buildings as well as Pitsch Early Learning Center, WRAMS and LHS. The work of the SEFs has evolved as the year has progressed and the impact each has made on student achievement and their sense of belonging in the school family is immeasurable. Members of the SEF team will be present to showcase the work they have done this past school year and share their goals for the 2023-2024 school year with the committee.

## C. Student Travel

Along with Jeanne Olson, LHS music instructor, 52 LHS students traveled to Chicago on Saturday, May 20, 2023. They visited the Field Museum, Millennium Park, and the Cadillac Palace Theatre to see *Disney's Aladdin*. Live theatre demonstrates the combination of the Big Band, Dance, and Acting. This was a great opportunity for our students to see a live performance outside of Wisconsin Rapids.

After a successful State Leadership Conference (SLC) which was held in Green Bay on April 16-18, 2023, WRAMS FBLA has 13 competitors moving on to the National Leadership Conference (NLC) held on June 27 – July 2, 2023. The chapter also received 2nd place Outstanding Chapter in the State and Largest Chapter in the State. Only the top two place getters get to move on to the National Leadership Conference in Atlanta, Georgia. The FBLA group is advised by Christina Mitchell. Eleven students, one advisor, and one parent are looking forward to a great conference this summer when they travel to Atlanta, GA on June 27 through July 2, 2023.

## VI. Consent Agenda Items

Committee members will be asked to decide which items should be placed on the consent agenda for the regular Board of Education meeting.

## VII. Future Agenda Items/Information Requests

Agenda items are determined by the Committee Chair after consultation with appropriate administration depending upon other agenda items, presentation information, and agenda availability.

Future agenda items/information requests include, but are not limited to:

- Pupil Academic Standards (July)
- Achievement Gap Reduction Report (July)
- Future Forward and Reading Corps Summary (July)
- Seclusion and Restraint Report (August)
- Board Policy 354 Student Travel (August)
- Parent Council for Instructional Improvement Representative (September)
- ESSA Update (September)

Attachment A

At-a-Glance: 6-8 Health Curriculum

In 6th grade students have a 6 week long health class that meets every day and will cover 5 main units of health.

	Mental/ Emotional Health	Nutrition	Personal Health & Fitness	Substance Use Prevention	Human Growth & Development
<b>6th Grade</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify and state what values are.</li> <li><input type="checkbox"/> Be able to apply the DECIDE method to make important decisions for one's life that reflects values.</li> <li><input type="checkbox"/> Set personal and health goals for one's self.</li> <li><input type="checkbox"/> Identify and execute positive, health coping strategies when dealing with difficulty.</li> <li><input type="checkbox"/> Develop positive ways to deal with all types of conflict one may face.</li> </ul> <p>Key Vocabulary:</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students will name the three macronutrients in a balanced diet.</li> <li><input type="checkbox"/> Students will know what each of these nutrient groups does for the human body.</li> <li><input type="checkbox"/> What happens if your body does not get enough of this nutrient group?</li> <li><input type="checkbox"/> Students will name the three macronutrients in a balanced diet.</li> <li><input type="checkbox"/> Students will know what each of these nutrient groups does for the human body.</li> <li><input type="checkbox"/> What happens if your body does not get enough of this nutrient group?</li> <li><input type="checkbox"/> Students will be able to select foods to create a balanced meal using My Plate as a guideline.</li> <li><input type="checkbox"/> Students will identify foods they consume with the 5 categories found on My Plate.</li> </ul> <p>Key Vocabulary:</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students will learn being physically fit is being able to do all of the things you need to do and want to do on a daily basis without feeling fatigued.</li> <li><input type="checkbox"/> Students will learn that muscular strength, muscular endurance, flexibility, and cardiovascular fitness are the four components of physical fitness.</li> <li><input type="checkbox"/> Students will know the difference between anaerobic and aerobic exercise.</li> <li><input type="checkbox"/> Students will discuss ways of being active now and what activities will promote lifelong fitness.</li> <li><input type="checkbox"/> Students will learn about the warm-up, actual workout, and cool-down.</li> <li><input type="checkbox"/> Students will learn the formula for calculating different heart rates.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students will be able to explain the difference between medicines and other drugs.</li> <li><input type="checkbox"/> Students will identify situations of appropriate and inappropriate use.</li> <li><input type="checkbox"/> Students will identify and practice positive, effective refusal skills and strategies to say no, resist peer pressure, and keep themselves safe in situations of substance use.</li> <li><input type="checkbox"/> List and Describe resources that one can turn to in times of help.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students will learn the male and female sex cells.</li> <li><input type="checkbox"/> Organize the development of the embryo and fetus during the 36-39 week pregnancy.</li> <li><input type="checkbox"/> Students will learn that their genetic make-up consists of 23 chromosomes from each parent which determines their physical characteristics.</li> <li><input type="checkbox"/> Students will learn physical, emotional, and biological changes that will occur during puberty.</li> <li><input type="checkbox"/> Students will learn the importance of proper hygiene during their adolescent years.</li> </ul>

6-8 HEALTH CURRICULUM OVERVIEW



**At-a-Glance: 6-8 Health Curriculum**

*In 8th grade students will have a year long health class that meets every other day (opposite of P.E.) and will cover the 5 main units of health.*

8th Grade	Mental/ Emotional Health	First Aid/CPR	Diseases; Infectious & Non-Infectious	Substance Use Prevention	Human Growth & Development
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students will be able to define goals and set long and short term goals for themselves.</li> <li><input type="checkbox"/> Students will identify and implement the 6 skills of happiness.</li> <li><input type="checkbox"/> Students will be able to define self-esteem and create a plan to improve/maintain it.</li> <li><input type="checkbox"/> Students will be able to define stress.</li> <li><input type="checkbox"/> Students will be able to create a plan to prevent and/or reduce stress. (with positive, healthy strategies)</li> <li><input type="checkbox"/> Students will be able to define and identify self-harm.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students will learn and demonstrate the 3 C's of being a first (lay) responder.</li> <li><input type="checkbox"/> Students will learn and practice the SAMPLE evaluation.</li> <li><input type="checkbox"/> Students will learn how to assess someone for consciousness and how to respond accordingly.</li> <li><input type="checkbox"/> Students will learn and demonstrate the steps to assess for breathing and how to proceed based on findings.</li> <li><input type="checkbox"/> Students will learn CPR and practice via an online simulation.</li> <li><input type="checkbox"/> Students will perform</li> </ul>	<p><i>Infectious Diseases:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students will be able to identify and explain how pathogens can be transmitted.</li> <li><input type="checkbox"/> Students will be able to list and explain the different types of pathogens that can be transmitted. (bacteria, virus, fungi, protozoa)</li> <li><input type="checkbox"/> Students will be able to explain in detail the 3 major lines of defense of the body. (physical, inflammation, chemical)</li> <li><input type="checkbox"/> Students will be able to identify signs &amp; symptoms of the different illnesses and explain the progression</li> </ul> <p><i>Non-Infectious Diseases:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students will</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students will be able to define and explain the negative effects to the body and mind when substances are used/abused.</li> <li><input type="checkbox"/> Students will be able to state and identify reasons some use substances, and distinguish between "healthy", appropriate use and not.</li> <li><input type="checkbox"/> Students will be able to identify and demonstrate the 5 refusal skills.</li> <li><input type="checkbox"/> Students will be able to create their personal plan to be substance free.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students will learn and identify various types of relationships.</li> <li><input type="checkbox"/> Students will assess and identify their personal values.</li> <li><input type="checkbox"/> Students will apply the decision making method to situations of dating and relationships.</li> <li><input type="checkbox"/> Students will learn the difference between love and infatuation and identify traits of each to be applied in their own relationships.</li> <li><input type="checkbox"/> Students will understand different types of sex crimes; consequences of each, and how to advocate and protect oneself. (sexual harassment, sexting, sexual assault)</li> <li><input type="checkbox"/> Students will be able to define and distinguish what is meant by: biological sex, sexual intercourse, sexuality, sexual orientation and sexism.</li> <li><input type="checkbox"/> Students will apply correct terminology when discussing the above topics.</li> <li><input type="checkbox"/> Students will understand the</li> </ul>

**6-8 HEALTH CURRICULUM OVERVIEW**

**At-a-Glance: 6-8 Health Curriculum**

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students will be able to identify the negative effects of self-harm and create more positive, healthy coping strategies for difficult situations.</li> </ul>	<p>hands-only CPR on a training device.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students will do an online simulation of AED use and identify where AED's are located in the building. They will also practice the steps to using one w/ a mock AED.</li> <li><input type="checkbox"/> Students will learn and train on various situations that could require first aid via online training simulations.</li> </ul>	<p>identify the 3 categories of risk factors and specific factors of each that can contribute to non-infectious illness/conditions.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students will understand the cardiovascular system; how it works and it's importance to overall quality of life.</li> <li><input type="checkbox"/> Students will explore and assess how certain conditions can attribute to heart disease.</li> <li><input type="checkbox"/> Students will learn their family history and make a plan to prevent heart disease for themselves.</li> <li><input type="checkbox"/> Students will understand what cancer is and how it affects the body.</li> <li><input type="checkbox"/> Students will learn the vast array of cancer types that can affect ones life.</li> <li><input type="checkbox"/> Students will explore what risk factors contribute to cancer and assess</li> </ul>	<p>difference in male and female reproductive structure and how each works in the process of reproduction.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students will be able to explain the process of conception, pregnancy and birth.</li> <li><input type="checkbox"/> Students will apply skills to understand the responsibility of being a parent.</li> <li><input type="checkbox"/> Students will learn and understand the methods that can be used to prevent unintended pregnancy.</li> <li><input type="checkbox"/> Students will evaluate what method would be best for them based on their values.</li> <li><input type="checkbox"/> Students will learn and understand the vast types of sexually transmitted diseases that can occur with unprotected intercourse and multiple partners.</li> <li><input type="checkbox"/> Students will set goals for themselves in regards to healthy relationships and sexual activity.</li> <li><input type="checkbox"/> Students will be able to explain the risks of teen pregnancy and advocate for themselves to prevent.</li> </ul>
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**6-8 HEALTH CURRICULUM OVERVIEW**

**At-a-Glance: 6-8 Health Curriculum**

			<p>and plan for a lifestyle to work to prevent cancer .</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Students will explore other non-infectious conditions and explain how they occur and how they affect ones quality of life.</li></ul>		
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6-8 HEALTH CURRICULUM OVERVIEW



## At-a-Glance 9-12 Health Curriculum

(.5 credit required of a health class in High School anytime between 9th-12th grade. Class is a Trimester long)

Topic/Unit: Wellness & Stress	
Essential Questions	Knowledge & Skills
What are the different personality types and the differences between them?	Identify Type A and Type B personalities.
What are stressors? What are ways to cope with stress?	Identify stressors and healthy ways to cope with stress.
What are the aspects of health?	Identify the aspects of health. (social, mental/emotional, spiritual, and physical)
What is the difference between health and wellness?	Analyze one's health vs. one's wellness.
What are the different risk factors (behavior, environmental, and hereditary) and examples of each?	Analyze and distinguish one's personal risk factors.
How do you develop a strategy to meet a short-or long-term goal?	Identify the four steps to behavior change.
<b>Vocabulary:</b> stress, distress, eustress, perception, optimist, pessimist, stressors, coping, risk factors (behavioral, environmental, and hereditary), decision making, aspects of health, wellness, values	

Topic/Unit: Mental/Emotional Health	
Essential Questions	Knowledge & Skills
What is good mental/emotional health?	Identify our own positive mental/emotional health aspects.  Identify behaviors that improve self-esteem.
What are some common mental health disorders and how do they impact one's life?  How can one seek treatment for a mental health disorder?	Define mental health disorders and distinguish the signs/symptoms of them.  Identify who and when a mental health disorder can affect a person.  Explain the impact a mental health disorder has on one's life and family.  Identify how one can seek treatment for a mental health disorder.
What are warning signs of suicide and how can you help?	Clarify signs of clinical depression.



	<p>Identify signs of suicidal behavior.</p> <p>Summarize your response to a suicidal friend.</p>
What are the stages of grief and how does one process grief (perception)?	<p>Describe each stage of grief.</p> <p>Summarize an experience with grief.</p>
<p><b>Vocabulary:</b> stages of grief (anger, shock/denial, depression/detachment, bargaining, dialogue, acceptance), self-esteem, depression, suicide, mental health disorders and treatments, defense mechanisms</p>	

<b>Topic/Unit: Alcohol, Tobacco, &amp; Other Drugs</b>	
Essential Questions	Knowledge & Skills
What are the categories of drugs or intoxicants?	Identify different drugs and intoxicants.
How does an individual's drug abuse impact them?	<ul style="list-style-type: none"> <li>• Patterns of addiction</li> <li>• BAC</li> <li>• Drug impact on unborn/fetus/FAS</li> </ul>
How does an individual's drug addiction impact those around them and the community?	<ul style="list-style-type: none"> <li>• Costs to society</li> <li>• Performance at work</li> <li>• Crime and community safety</li> <li>• Treatment availability and cost</li> </ul>
What are some alternatives to altering your mind with drugs?	<ul style="list-style-type: none"> <li>• Involvement in extracurricular activities</li> <li>• Making drug-free choices</li> </ul>
What are current drug trends and patterns of their use?	<p>Identify dangers of e-cigarettes</p> <p>Understand the medical implications of THC products</p>
<p><b>Vocabulary:</b> BAC, carcinogens, FAS, cirrhosis, addiction, binge drinking, A.A., leukoplakia, ala-non, stimulant, depressant, hallucinogens, spirits</p>	

**Topic/Unit: Nutrition**

Essential Questions	Knowledge & Skills
What are the six classes of nutrients and how do they affect the body?	Identify the six classes of nutrients and how they affect the body.
What are the basic dietary guidelines?	Determine how to use dietary guidelines.
How do you determine portion sizes?	Utilize a method to determine appropriate portion sizes.
Identify diverse nutrient food sources?	Consult nutrient food sources to help in food choice decision-making.
How do you read and decipher a food label?	Read and practice reading and understanding food labels.
How does the media affect our perception of healthy eating habits?	Discuss media impact on the perception of healthy eating and body image.
What are some indicators of someone with an eating disorder and how is it treated?	Understand signs and symptoms of eating disorders as well as treatment options.
How does one analyze their own eating habits to determine if it is healthy?	Create an analysis of one's own eating habits.
<b>Vocabulary:</b> vegan, vegetarian, body composition, calorie, nutrient, metabolism, BMI, diet, eating disorders	

**Topic/Unit: Fitness**

Essential Questions	Knowledge & Skills
What are the different types of exercise that one can engage in physical fitness?	Understand the difference between and define; endurance, aerobic, anaerobic, muscular strength.
How do you find your maximum heart rate? From there, how do you find your target heart rate zone?	Students will understand Maximum Heart Rate and be able to calculate theirs, and find their Target Heart Rate Zone for exercise.
What are the positive and negative effects of PED's?	Identify the effects of PRDs on the body.
What does a workout plan entail?	Identify the sequence of a workout plan and develop an appropriate workout plan for themselves.
How can you determine if your workout plan is working?	Identify indicators of a successful workout plan. Understand body composition.
<b>Vocabulary:</b> target heart rate, maximum heart rate, aerobic, anaerobic, muscular strength, muscular endurance, BMI, body composition, cardiovascular endurance	

Topic/Unit: Human Sexuality & Healthy Relationships	
Essential Questions	Knowledge & Skills
Vocabulary:	



Grade Level	Item	Vendor	Price/ea.	Oty.	Total
K-5	K-5 online curriculum materials/program	<a href="#">Quaver Health</a>	5 year subscription for K-5 district	all K-5 teachers, all buildings	\$66,885.00
K-5	<a href="#">Play it safe Curriculum</a>				\$1,225.00
K-5	<a href="#">Play it safe Workbooks for Kdng.</a>		5 yr. worth of workbooks for Kng.	1430	\$3,422.00
K-5	<a href="#">Where Oliver Fits</a>		\$17.99	7	\$125.93
6-12	24' Play Parachute	<a href="#">swww.com</a>	\$188.00	1	\$188.00
6-12	4 pack CPR maniquins	<a href="https://www.redc">https://www.redc</a>	\$454.50	3	\$1,363.50
<b>K-12 TOTAL</b>					<b>\$73,209.43</b>



## Attachment C

## WRPS Science Curriculum Overview

Grade Level	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Physical Science Topics  <a href="#">Link to NGSS Standards</a>	<b>Pushes and Pulls</b> <ul style="list-style-type: none"> <li>Force,</li> <li>Motion,</li> <li>Position</li> </ul> <a href="#">NGSS:Pushes and Pulls</a>	<b>Waves - Light &amp; Sound</b> <ul style="list-style-type: none"> <li>Vibrations</li> <li>Light</li> <li>Sound</li> </ul> <a href="#">NGSS:Light and Sound</a>	<b>Matter</b> <ul style="list-style-type: none"> <li>Properties</li> <li>Solids, Liquids, Gases</li> <li>Heating/Cooling</li> <li>Changes to Matter</li> </ul> <a href="#">NGSS:Structure &amp; Properties of Matter</a>	<b>Forces &amp; Interactions</b> <ul style="list-style-type: none"> <li>Force &amp; Motion</li> <li>Magnets</li> <li>Electrostatics</li> </ul> <a href="#">NGSS:Forces &amp; Interactions</a>	<b>Waves</b> <ul style="list-style-type: none"> <li>Mechanical Waves</li> <li>Sound</li> </ul> <b>Energy</b> <ul style="list-style-type: none"> <li>Speed &amp; Energy</li> <li>Collisions &amp; Energy</li> <li>Forms &amp; Conversions</li> <li>Natural Resources</li> </ul> <a href="#">NGSS:Energy</a> <a href="#">NGSS:Waves</a>	<b>Matter</b> <ul style="list-style-type: none"> <li>Particle Model</li> <li>Conservation of Mass</li> <li>Phys/Chem Changes</li> <li>Identification &amp; Properties</li> </ul> <a href="#">NGSS:Structure and Properties of Matte</a>
Life Science Topics	<b>Animals, Plants &amp; Their Environment</b> <ul style="list-style-type: none"> <li>Basic Overview</li> </ul> <a href="#">NGSS: K-Life Science</a>	<b>Structure and Function</b> <ul style="list-style-type: none"> <li>Animals Focus</li> <li>External Parts</li> <li>Behaviors</li> <li>Variation</li> </ul> <a href="#">NGSS: 1-Life Science</a>	<b>Ecosystems - Relationships</b> <ul style="list-style-type: none"> <li>Plants</li> <li>Habitats</li> </ul> <a href="#">NGSS: Ecosystems</a>	<b>Ecosystems</b> <ul style="list-style-type: none"> <li>Survival of Organisms</li> <li>Fossils</li> <li>Adaptations of Organisms</li> <li>Environmental Changes</li> </ul> <a href="#">NGSS: Ecosystems</a>  <b>Life Cycles &amp; Traits</b> <ul style="list-style-type: none"> <li>Various Life Cycles</li> <li>Traits and populations</li> <li>Traits and environment</li> <li>Variation &amp; survival</li> </ul> <a href="#">NGSS: Life Cycles &amp; Traits</a>	<b>Structure &amp; Function</b> <ul style="list-style-type: none"> <li>Light and Seeing</li> <li>Plant &amp; Animal Structures/Adaptations</li> <li>Senses - Stimulus/Response</li> </ul> <a href="#">NGSS: 4th Life Science</a>	<b>Ecosystems: Matter &amp; Energy</b> <ul style="list-style-type: none"> <li>Energy from Sun</li> <li>Plants and Matter</li> <li>Matter movement/recycling</li> </ul> <a href="#">NGSS: Ecosystems - Matter and Energy</a>
Earth Science Topics	<b>Weather &amp; Climate</b> <ul style="list-style-type: none"> <li>Daily Weather</li> <li>Severe Weather</li> <li>Light &amp; Heat</li> </ul> <a href="#">NGSS:Weather &amp; Climate</a>	<b>Space - Patterns &amp; Cycles</b> <ul style="list-style-type: none"> <li>Patterns in sky</li> <li>Light &amp; Seasons</li> </ul> <a href="#">NGSS:Space Systems</a>	<b>Processes that shape Earth</b> <ul style="list-style-type: none"> <li>Quick vs Slow</li> <li>Erosion</li> <li>Land &amp; Water (maps)</li> </ul> <a href="#">NGSS:Earth Systems</a>	<b>Weather &amp; Climate</b> <ul style="list-style-type: none"> <li>Weather Conditions</li> <li>Climates of the World</li> <li>Weather Hazards</li> </ul> <a href="#">NGSS: Weather &amp; Climate</a>	<b>Processes that Shape Earth</b> <ul style="list-style-type: none"> <li>Rock Layers &amp; Fossils</li> <li>Weathering/Erosion</li> <li>Earth Feature Maps</li> <li>"non-weather" Disasters</li> </ul> <a href="#">NGSS: Earth Systems</a>	<b>Earth Systems -</b> <ul style="list-style-type: none"> <li>Earth's "Spheres" (hydro-, litho-, atmo-, bio-)</li> <li>Water</li> <li>Community Involvement</li> </ul> <a href="#">NGSS: Earth Systems 5th</a>  <b>Stars &amp; Solar System</b> <ul style="list-style-type: none"> <li>Gravity</li> <li>Star Brightness &amp; Distance</li> <li>Periodic Changes (several)</li> </ul> <a href="#">NGSS: Space 5th</a>
Engineering	Structural Engineering & the Three Little Pigs  <a href="#">NGSS:K-2 Engineering</a>	Bioengineering Unit  <a href="#">NGSS:K-2 Engineering</a>	Chemical Process Engineering Unit: A Playdough Process  <a href="#">NGSS:K-2 Engineering</a>	Transportation Engineering Unit: Maglev Trains  <a href="#">NGSS: 3-5 Engineering</a>	Geotechnical Engineering Unit: A Stick in the Mud - Evaluating a Landscape  <a href="#">NGSS: 3-5 Engineering</a>	Aerospace Engineering Unit: A Long Way Down - Designing Parachutes  <a href="#">NGSS: 3-5 Engineering</a>

## WRPS Science Curriculum Overview

Grade Level/Course	6th Grade Comprehensive Natural Science 6	7th Grade Comprehensive Natural Science 7	8th Grade Comprehensive Natural Science 8	9-12 Courses
<b>Physical Science Topics</b>  NGSS <a href="#">6-8</a>  <a href="#">9-12</a>	<b>Waves</b> <ul style="list-style-type: none"> <li>Light as a Wave</li> <li>Electromagnetic Spectrum</li> <li>Light Energy Transfer - Heat</li> <li>Light in the Solar System</li> <li>Sound Waves</li> </ul> <b>Motion, Work, and Machines</b> <ul style="list-style-type: none"> <li>Motion</li> <li>Newton's Laws</li> <li>Work and Energy</li> </ul>	<b>Electricity and Magnetism</b> <ul style="list-style-type: none"> <li>Introduction to the Atom</li> <li>Magnetism</li> <li>Static Electricity</li> <li>Electric Current</li> <li>Electromagnetism</li> <li>Renewable and nonrenewable energy sources</li> </ul>	<b>Nature of Matter and Chemistry</b> <ul style="list-style-type: none"> <li>Substances and Properties</li> <li>Atoms and Periodic Table</li> <li>Chemical Changes and Reactions</li> <li>Heat, Temperature and Kinetic Theory</li> </ul>	Chemistry 1 (0.5 cr) Chemistry 2 (0.5 cr) Chemistry 3 (0.5 cr) AP Chemistry (1.0 cr) Conceptual Physics (0.5 cr) Physics: Force and Motion (0.5 cr) Physics: Forms of Energy (0.5 cr) Physics 101 (1.0 cr) - UWSP Credit General Physics 1 (1.0 cr) - MSTC Dual Credit Topics in Physical Science (0.5 cr) Physical Science and Society (0.5 cr)
<b>Life Science Topics</b>  NGSS <a href="#">6-8</a>  <a href="#">9-12</a>	<b>Interdependence of Life</b> <ul style="list-style-type: none"> <li>Parts of Ecosystems/Biomes</li> <li>Adaptations</li> <li>Invasive Species and Biomes of the World</li> <li>Food Webs</li> <li>Food Science</li> <li>Factors influencing ecosystems</li> </ul>	<b>Cellular Basis of Life</b> <ul style="list-style-type: none"> <li>Cell</li> <li>Levels of Organization</li> <li>Plants</li> <li>Nervous and digestive systems</li> </ul>	<b>BioChem, Genetics &amp; Heredity</b> <ul style="list-style-type: none"> <li>Traits and Life's DNA code</li> <li>Mendelian Genetics</li> <li>Pedigree Charts</li> <li>Genetic Mutations and Disease</li> </ul> <b>Organization and Changes in Life Forms</b> <ul style="list-style-type: none"> <li>Changes through time (geologic time)</li> <li>Classification</li> <li>Darwinian Principles of Natural Selection and Evolution</li> </ul>	Microbiology (0.5 cr) Macrobiology (0.5 cr) Biotechnology Explorations (0.5 cr) Human Anatomy & Physiology (0.5 cr) Principles of Biomedical Science (1.0 cr) - PLTW Human Body Systems (1.0 cr) - PLTW Environmental Science 1 (0.5 cr) Environmental Science 2 (0.5 cr) AP Environmental Science (0.5 cr) Topics in Life Science (0.5 cr) Life Science and Society (0.5 cr)
<b>Earth Science Topics</b>  NGSS <a href="#">6-8</a>  <a href="#">9-12</a>	<b>Astronomy</b> <ul style="list-style-type: none"> <li>Gravity</li> <li>Earth and Sun</li> <li>Moon in Motion</li> <li>Solar System</li> <li>Stars</li> <li>Lunar Missions</li> <li>Theory vs. Law</li> </ul>	<b>Law of Conservation of Mass through Earth Cycles</b> <ul style="list-style-type: none"> <li>Plate Tectonics</li> <li>Rock Cycle</li> <li>Water Cycle</li> <li>Weather</li> <li>Natural Resources</li> <li>Human impact on environment</li> </ul>		Earth's Structure and Processes (0.5 cr) Physical Geology (0.5 cr) Meteorology, Oceanography, and Climatology (0.5 cr) Astronomy (0.5 cr)
<b>STS (other)</b> <a href="#">6-8</a>  <a href="#">9-12</a>	<b>Science Processes</b> <ul style="list-style-type: none"> <li>Inquiry and the Nature of Science</li> <li>Measurement</li> <li>Safety</li> </ul>	<b>Science Process</b> <ul style="list-style-type: none"> <li>Inquiry</li> <li>Developing Science Skills</li> <li>Explore Science Careers</li> </ul>	<b>Science Processes and Patterns</b> <ul style="list-style-type: none"> <li>Inquiry and the Nature of Science</li> <li>Measurement, Safety</li> <li>Science and Society</li> </ul>	



Attachment D

Course	Purchasing from...	# needed	Description	Unit Price	Total Price	Sub Totals	
All	Capital microscope	50	Digital Scales (Ohaus Scout? - 420g capacity, 0.01g) SKU 30456411	\$464.00	\$23,200.00		
Bio	Capital Microscope	15	Hot plates with stirrers and Digital Display (CMS Digital Hotplate Stirrer - CMS HPS)	\$294.75	\$4,421.25		
Bio	Capital Microscope	55	Microscopes (Accu-Scope)	\$399.00	\$21,945.00		
Chem	Capital microscope	1	analytical balance (Ohaus PX224- 220g capacity, 0.0001g)	\$2,500.00	\$2,500.00		
Chem	Capital microscope	30	Benchmark Digital Hotplate H3760-H	\$250.40	\$7,512.00		
E & S	Capital Microscope	1	Ohaus SKX2202 (2200g x 0.01g)	\$1,017.60	\$1,017.60	\$60,595.85	
Bio	Pearson	40	Marieb Essentials of Human Anatomy & Physiology texts		\$6,674.00	\$6,674.00	
Chem	Vernier	12	VSP-EM-FIBER Fiberoptic Spectrometer Sensor	\$91.18	\$1,094.16		
Chem	Vernier	16	PH-BTA pH probes	\$96.03	\$1,536.48		
Chem	Vernier	10	VRM-BTD radiation monitor	\$193.03	\$1,930.30		
Chem	Vernier	4	GDX-SPEC-EM emission spectrometer	\$931.00	\$3,724.00		
Chem	Vernier	16	COL-BTA colorimeter	\$124.16	\$1,986.56		
Chem	Vernier	4	CB-USB-C-MINI Mini- USB- C Cable	\$9.00	\$36.00		
Physics	Vernier	4	GDX-TMP-TP Go Direct Temp Probe - Teacher Pack (8)	\$685.08	\$2,740.32		
Physics	vernier	28	GDX-MD Go Direct Motion Sensor	\$110.58	\$3,096.24		
Physics	Vernier	2	GDX-VPG Go Direct Photogate	\$95.00	\$190.00		
Physics	Vernier	14	GDX-VOLT Go Direct Voltage Probe	\$76.63	\$1,072.82		
Physics	Vernier	14	GDX-LC Go Direct Light & Color Sensor	\$86.33	\$1,208.62		
Physics	Vernier	14	GDX-3MG Go Direct Mag Field Sensor	\$72.75	\$1,018.50		
Physics	Vernier	14	GDX-SND Go Direct Sound Sensor	\$92.15	\$1,290.10		
Physics	Vernier	14	GDX-CUR Go Direct Current Sensor	\$86.33	\$1,208.62		
Physics	Vernier	14	GDX-RMS Go Direct Rotary Motion Sensor	\$183.33	\$2,566.62		
Physics	Vernier	2	GDX-FOR Go Direct Force and Acceleration Sensor	\$119.00	\$238.00		
Physics	Vernier	2	BLK Bumper and Launcher Kit	\$99.00	\$198.00		
Physics	Vernier	2	DTS-MASS Dynamics Track System	\$349.00	\$698.00	\$25,833.34	
	Vernier		Shipping and Handling per quote		198.63		
					<b>Grand Total</b>	<b>\$93,301.82</b>	

**Professional Development Days Schedule  
2023-24**

Attachment E

	Time	Responsibility
August 21 - 25, 2023 One Optional Day	7:45 - 3:15	Working in Classrooms (Serves as an Inservice Day)
August 28, 2023	8:00 - 9:15	District Welcome Back
	9:30 - 11:30	K-12 Mental Health Literacy Information in PAC
	12:30 - 3:15	District Grade Level/Content Area Teams @ Lincoln
August 29, 30 and 31, 2023	7:45 - 11:00	<i>1 day is building directed; other 2 dates are treated as historical inservice days with meetings and/or classroom set-up</i>
	12:00 - 3:15	
December 1, 2023	7:45 - 11:00	District
	12:00 - 3:15	Recordkeeping - Off Campus Option w/logging of 3.25 hours
January 15, 2024	7:45 - 11:00	Building
	12:00 - 3:15	Collaboration/PLC                      Mentor/New Colleague Collaboration
March 1, 2024	7:45 - 11:00	District
	12:00-3:15	Recordkeeping - Off Campus Option w/logging of 3.25 hours
April 19, 2024	7:45 - 11:00	Building
	12:00 - 3:15	Collaboration/PLC
June 4, 2024	Afternoon	Recordkeeping
June 5, 2024	Full Day	Building Wrap Up / Check Out



### **Professional Development Day Understandings:**

- All teachers will follow the above schedule on Professional Development Days.
- Professional staff will not be released for practices or rehearsals on professional days until 3:15.

### **Elementary Parent Involvement Evenings:**

All elementary staff must be in attendance for two hours for the spring parent involvement evening. Compensatory time for this will be provided through one of the following options:

1. December 1 Recordkeeping Afternoon - can be completed off-campus while recording 3.25 hours
2. March 1 Recordkeeping Afternoon - can be completed off-campus while recording 3.25 hours
3. June 4 Recordkeeping
4. June 5 Building Wrap Up - Check Out

### **The purpose of professional days is to achieve the following:**

- Meet the district and building level professional development goals as set out in the WRPS Professional Development Plan.
- Provide collaboration time for teachers.
- Provide professional development for teachers at the building and District levels.
- Provide a cost effective means of providing professional development.
- Provide professional development time without taking teachers out of the classroom.

### **Definitions:**

**Building PD Initiatives** - Building based activities that are determined by each building's Leadership Team and explained in the building's Professional Development Plan.

**Teacher Collaboration** - Two or more teachers working together to evaluate student performance (analyze assessments), plan lessons and units, or enhance teaching strategies. Special and individual projects may be approved at the discretion of the building principal. Administrators or teachers may plan a meeting, but teachers **may choose** whether or not to attend.

**District/Grade Level Meetings** - Activities determined by Curriculum Department, teacher leaders, CII Chairs, and administration.

**Professional Learning Community (PLCs):** An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. The three ideas that drive the PLC process include a focus on learning, a collaborative culture and collective responsibility, and a results orientation. PLCs are committed to identifying Essential Learning Outcomes (ELOs), administering common assessments to measure student progress toward those ELOs, and collaborating and modifying instruction based on data collected to improve outcomes on common assessments.



# **WISCONSIN RAPIDS PUBLIC SCHOOLS**

## **Wisconsin Rapids Public Schools Supplemental Pay Plan\District Educational Units (DEUs)**

*The Supplemental Pay Plan and DEU Process Simplified*

*Revised 2022-2023 School Year  
Revised 2023-2024 School Year*

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**If you have additional questions after reviewing the content linked in this document, please reach out to your building Quality Educator Committee representative:**

Leslie Anderson, SEF Representative/Howe	Cindy Bates, Grove
Phil Bickelhaupt, Director of Technology	Craig Broeren, Superintendent
Melanie Kozlowski, RCHS	Kelly Look, Washington
Teresa Matulewicz, THINK	AJ Miller, Mead
Samantha Mlodik, Grant	Miranda Moody, LHS
Brian Oswald, Director of Human Resources	Ronald Rasmussen, Secondary Administration
Kelly Schaeffer, Elementary Administration	Scott Sigourney, WREA
Becky Steckbauer, Woodside	Teri Thomas, Pitsch
Amy Ulrich, Howe	Amanda Van De Hey, WRAMS
Jennifer Wilhorn, Assistant Director of Curriculum/COA	

## ***Background***

The Wisconsin Rapids Public Schools Professional Learning Plan is the navigation system for our WRPS comprehensive professional learning system. As written in the publication, *Comprehensive Professional Learning Systems: A Workbook for Districts and States*, a comprehensive professional learning system is the engine that powers educator learning.

Our goal as a district is to create the conditions and structures in which effective professional learning works and link that professional learning to other systems that function in a state, school system, or school. The professional learning plan is our guidance system that sets the destinations, gives directions, and provides progress indicators and other information to support the journey. A professional learning plan establishes short - and long-term plans for professional learning and implementation of that learning. The WRPS PD plan is intended to guide individuals and schools in developing learning experiences designed to achieve outcomes for educators and students.

## ***History of the DEU (District Educational Units) Process***

Discussion of the current DEU process began in May of 2018. The purpose of the DEU process is to allow teachers to engage in learning opportunities that:

- Promote the District Strategic Plan
- Promote the District Professional Development Plan
- Promote the building level Professional Development Plan
- Allow teachers to grow in their field
- Improve student learning
- Allow teachers to take part in activities that will enhance their salaries

The main goal of the DEU process is to encourage as many professional staff as possible to share their expertise and move the learning of the entire district forward. Collaboration and instruction led by colleagues and peers is proven to be the best model to move student success forward as a result of adult learning. Teacher-led learning is influenced by beliefs, experiences, and practices. Students can't learn if teachers are not learning.



## Limitations on DEU Hours Earned

Educators will “max out” at 6 DEUs per school year (72 hours). However, they can carry over 11.5 hours above the 72 hours into the next school year. So, realistically, in a very busy year, a person could earn 83.5 hours of District Educational Units, use 6 DEUs for one year and start the next school year with 11.5 hours already “in the bank”.

In addition, every college credit that is earned in a program that has been pre-approved by Human Resources equals 12 hours towards a DEU or 1 DEU. Therefore, each 3 credit class is worth 3 DEUs. In the past, those “maxing out” on DEU hours through college credits have not been able to carry any hours into the next school year. However, beginning with the 2021-2022 school year, if a person earns 6 DEUs because they are enrolled in a Master's program, they still could earn 11.5 additional hours to “bank” for the upcoming school year. However, banked hours can only be carried over for ONE year. So, if a person is enrolled in a 2 year program, this is a possible scenario that could occur.

YEAR 1: Individual maxes out DEU hours because they turn proof of completion of 6 credits (2 3 credit classes) to Human Resources. In addition, this individual earned 1 full DEU because they took a DEU offering sponsored by the district. So at the end of YEAR 1 this person will receive credit for 6 DEUs and carry over the maximum of 11.5 hours to YEAR 2.

YEAR 2: Individual continues to earn Master's credits and once again maxes out at 6 DEUs earned because of completing 2 three-credit classes within the Master's Program, but has NOT taken any new DEU classes in YEAR 2. At the end of YEAR 2, this person CANNOT roll over the 11.5 hours originally earned in YEAR 1. Additional hours can only roll over one year.

### Another Scenario:

Same as above, but in YEAR 2, the individual not only takes 6 credits, but also earns 8 hours of DEU time because they took part in a District sponsored DEU opportunity. At the end of Year 2, this person can then roll over the extra 8 hours, but CANNOT roll over any part of the 11.5 from YEAR 1.

There is no alternative district compensation for DEU hours earned beyond the allotted 6 full DEUs with the carryover of 11.5 hours. For example, when DEU hours are offered, you cannot receive a stipend or pay for hours beyond what is allotted.

### Retirement/Resignation and DEU Hours

If an individual retires or resigns at the end of a school year, there is no option for a “buy out” of DEU hours earned. DEU compensation can only be used to increase an employee's base salary.

## Alternate Way to Earn DEU Hours: Micro-Credentialing

Micro-credentials are a form of digital certification that verifies a person's mastery of a specific skill or competency. For educators, micro-credentials can be an effective way to enhance professional development. Micro-credentials can be a more flexible and affordable alternative to traditional professional development.

WRPS is going to implement a **pilot program** of micro-credentials to be used toward DEU hours for the 2023-2024 school year. There are several credible sites for education-related micro-credentials. Examples of modules can be found on the Professional Development page that is listed under Curriculum on the WRPS website.

Professional staff will be able to submit a request to participate in a micro-credential certification course. Within the request, the staff will have to tie the course to one of the following: a district goal of the district professional development plan, a particular building goal, or the staff member's individual PPG or SLO as outlined in *My Growth Journey*.

Each micro-credential can range in time spent from a couple of hours to up to 15 hours. In addition, a participant must receive a passing grade to receive the certificate. Please Note: A **MAXIMUM** of 12 hours will be awarded for **EACH** micro-credential module EVEN IF the class has an approximate completion time of more than 12 hours. (Most of the NEA/WEAC micro-credentials anticipate 15 approximate hours, but you would receive a maximum of 12 - even if it took you longer to complete.) If a micro-credential module has an estimate of less than 12 hours to complete, you will receive the estimated time toward a DEU.

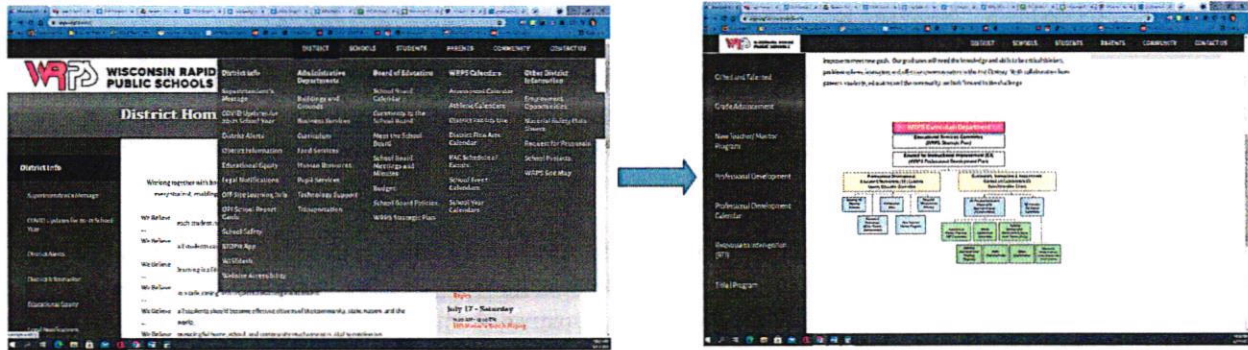
For the 2023-2024 school year, participants can earn all 6 of their DEUs through the micro-credential process.

### **IMPORTANT TO REMEMBER:**

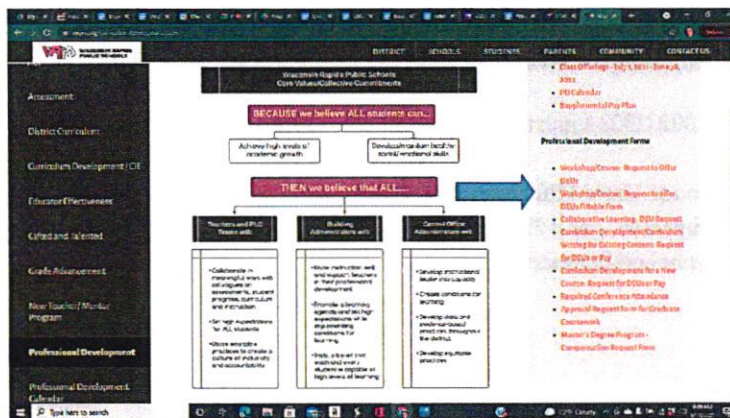
1. Micro-credential opportunities **MUST** be pre-approved by the Curriculum/Technology offices. This is done by completing **this form** and waiting for an approval notice from the curriculum secretary. Do not start your work before receiving approval. No credit will be given "after the fact".
2. You will have 60 days from the approval date to complete the work. You will not receive partial credit for work completed. Your request will be voided if the certificate is not turned in within the 60-day window from the time of approval.
3. Any course approved during the school year 2023-2024 must be completed before June 15, 2024. Courses cannot be carried over between school years.
4. You must turn in your certificate of completion to Carole Pfahning in the Curriculum office upon completion. This can be done via Blue Bin, in person, or a PDF format.
5. Micro-credentials are completed individually, not collaboratively.

## How Do I Create a Request? Where Are Those Forms?

All forms necessary to complete the DEU request process are located on the District webpage. Go to the District HOMEPAGE. Under Administrative Departments you will find the Curriculum headline. When you click on the Curriculum heading you will find, along the left-hand side, toward the bottom, a tab for Professional Development. Click that tab.



Along the right hand side of the page you will find the headings for the different types of forms that you will need. The forms will be linked here. Just click on the form that best describes your request. (the purpose of each form is described on the next pages). Complete the Google Form. The Director of Curriculum will review all requests for approval, revision, or non-approval.





## What is a DEU Course or Workshop?

The WRPS District Educational Unit process enables district professionals to offer DEU workshops or courses that promote the goals of the district as a whole. The procedure for the process is defined below:

1. A professional staff member designs a workshop or course that promotes the learning of the organization.
2. The course or workshop must be detailed in its description - answering these questions:
  - What are the identified student learning needs that this course/workshop will address?
  - What is the goal of the DEU?

How is this goal aligned with either the District Strategic Plan, the District Professional Development Plan or a particular Building or Department or Grade Level Professional Development Plan?

If the DEU does not align to any of these, how do you feel the DEU request will move the district forward as a whole?

- What is the direct impact on student learning as a result of this course?
- What are the resources used to facilitate the new learning?
- What learning is facilitated by the workshop/course coordinator during face to face or virtual meeting times?
- What are the Action Steps that will be followed?
- If there is online work, what specifically will be accomplished during the online work time?
- How will the facilitator ensure that the online work is being completed as described?

[Here is the Link to request a DEU Workshop or Course](#)

## What Is A Collaborative Learning DEU Request?

The WRPS DEU process enables district professionals to offer Collaborative Learning DEU opportunities that promote the goals of the district as a whole. There are instances when a small group of professionals want to get together to take part in active collaborative learning. Examples would be:

- ❖ A third-grade team comes together to discuss the new social studies curriculum that is being implemented. There is shared learning and discovery of the materials
- ❖ The music department would like to implement a new way to lead music lessons. They come together as a group to define how it will look and to create an outline of the procedure.
- ❖ The phy ed department purchases “plickers” and wants to meet to discuss ways that they have used them successfully in their classrooms and research additional ways to use the devices
- ❖ Creating common assessments could fall under this category
- ❖ Book studies and watching a webinar together and working through the learning together will fall in this category

Applications for Collaborative Learning DEU requests must be submitted to the Director of Instruction *at least 7 days prior* to the collaboration.

The procedure for the process of creating a Collaborative Learning Request is defined below:

1. A professional staff member completes the request for a Collaborative Learning experience. This person becomes the **Contact Person** for the request. The request must be detailed in its description - answering these questions:
  - What are the identified student learning needs that this course/workshop will address?
  - What is the goal of the Collaborative Learning Experience?
  - How is this goal aligned with either the District Strategic Plan, the District Professional Development Plan or a particular Building or Department or Grade Level Professional Development Plan?
  - What are the resources used to facilitate the collaboration?
  - How will this work enhance student learning?
  - What are the desired outcomes from this request?
  - What is the end “product” from this Collaborative Learning exercise?

*See next page for additional clarifications regarding book studies and webinars.*

## Additional Clarifications for Book Studies and Webinars:

*The district recognizes the value of collaborative learning around a book study or a webinar/webinar series. Since the purpose of DEUs is to collaborate, there is a limit to the number of hours allocated for reading or viewing. Up to one-third of the total DEU hours can be attributed to individual reading or viewing. For example, a 6-hour book study would allow up to 2 hours for individual reading. A 12-hour webinar would allow up to 4 hours for individual viewing. A small group can watch an entire webinar together and discuss it as they go along. All the time spent together watching and discussing would count toward DEUs.*

The Curriculum Department can spend up to \$400.00 per Book Study. The remaining amount will need to come from building budgets or individually purchased. Please reach out to the curriculum director if you need to purchase books for this offering.

[Here is the Link to Request Collaboration](#)



## What Is Curriculum Development/Curriculum Writing For Existing Content?

The WRPS DEU process enables district professionals to offer DEU opportunities that promote curriculum writing for existing content. Examples of such instances would be:

- ❖ Creating a new unit(s) for an existing course
- ❖ An ELA course is using a new novel and curriculum for that novel study needs to be created
- ❖ A teacher is teaching a new subject or a new course for the first time

Participants can receive hours toward DEUs or choose to be paid the curriculum rate of \$18.00 an hour. There is a **maximum** of 2 full DEUs (24 hours total for ALL involved) for this offering or 24 hours total for pay (to be split among all participants).

The procedure for the process of creating a Curriculum Writing for Existing Content Request is defined below:

1. A professional staff member completes the request for a Curriculum Writing for Existing Content experience. This person becomes the Contact Person for the request.
2. The request must be detailed in its description - answering these questions:
  - Why is this time necessary?
  - What are the intended outcomes of this request?
  - Who will be working together?
  - What is the end product? What will be created?
  - How will this affect student learning?

[Here is a link to request Curriculum Writing for Existing Content](#)

## What Is Curriculum Development/Curriculum Writing For A New Course?

The WRPS DEU process enables district professionals to offer DEU opportunities that promote curriculum writing for NEW courses. **These courses must be approved by the WRPS School Board before any compensation is given for writing curriculum.**

The procedure for the process of creating a Curriculum Writing for Existing Content Request is defined below:

1. A professional staff member completes the request for a Curriculum Writing for Existing Content experience. This person becomes the Contact Person for the request.
2. The request must be detailed in its description - answering these questions:
  - Who is all involved in the process?
  - When was the course approved by the School Board
  - When will the content writing take place?

[Here is the link to Request Curriculum Writing for a New Course](#)

## What Is Earning DEUs for Required Conference Attendance?

The WRPS DEU process enables district professionals to earn DEU credits if they **are required** to attend a training by the district AND that individual is not earning any other credit for attending the conference. Examples of such instances would be:

- ❖ A teacher is struggling in a certain area of their teaching and needs to refine their practice. Therefore, a building principal requires that teacher to attend a certain conference.
- ❖ A teacher is on an Educational Improvement Plan and attending a particular conference is part of that improvement plan.
- ❖ A teacher is teaching a new subject or a new course for the first time and the department coordinator, building principal or Director of Curriculum mandates that person to attend a training or conference related to that new placement.

The procedure for the process of creating a Curriculum Writing for Existing Content Request is defined below:

1. The person who is REQUIRING the attendance of the teacher at the conference or training completes the *Professional Staff Required Conference Attendance* form and has the teacher sign the form.
2. The description of the conference or training must be detailed.
3. The rationale for requiring attendance must be clearly stated on the form

[Here is the form to request DEU Compensation for Required Conference Attendance](#)



## *Supplemental Pay Plan - Explained*

Beginning with the 2023-24 school year:

### I. DEUs:

Professional Staff will receive ~~\$125.00~~ \$175 added to their salary rate per DEU completed between **July 1** and **June 30** of a given school year, for up to six DEUs or a maximum of ~~\$750~~ \$1050.

*Whenever the Human Resources Department receives notification from the Curriculum Department that a class has been completed and all proper paperwork is turned in, the Human Resources department will update the Employee Portals to reflect completed DEU hours. The facilitator of each activity must submit the completed timesheet to the Curriculum Secretary once the DEU is completed. If you notice that a large timespan has occurred from when a class was completed and your hours are not reflected, please **FIRST** contact the facilitator of the DEU class that you took. All DEU hours completed in one school year will not be compensated until the next school year.*

- This applies only to professional development beyond the professional staff member's contracted school day.
- No more than eleven and one-half hours toward a DEU may be carried over from one school year to the next school year.

*This carry-over will be reflected in your employee portal. Hours can only carry over for ONE year - for instance, you cannot take 6 years to earn 1 full DEU by taking 2 hours each year.*

- There will be no carryover of **FULL DEUs** or credits from one school year to the next.


*A DEU cannot start in one school year (i.e. June 2022) and finish in the next school year (i.e. August 2022).*

- The number of DEUs and hours toward DEUs earned will be placed on the Employee Portal.  
*Individual staff members are responsible for checking their Employee Portals PRIOR to June 30th of each school year to make sure their hours are recorded. Once a new pay period starts, changes to DEUs from prior years cannot be made. The Human Resources department updates the Employee Portals after the Facilitator has turned in the hours earned for a class and the Curriculum Department approves the hours earned.*
- All professional development completed for Supplemental Pay will be reflective of District and Building Professional Development Goals.

*DEU opportunities must be substantive and align with District PD and Strategic Plan Goals. The new DEU Offering Forms will be more clear in what is needed in order for the DEU to be approved and offered. For example, learning one technology teaching tool and developing a lesson plan that uses that tool will not be counted for more than 2 hours toward a DEU. DEU offerings will include:*

- *Learning objectives*
- *Action Steps*
- *End product that illustrates the learning*

- Teachers will no longer have the option to be paid at the hourly rate of \$14.00 for professional development activities when a DEU or hours toward a DEU are offered; teachers retain the option of being paid \$18.00 per hour for curriculum writing and curriculum development for new courses.

Activity	Value	Information
District Courses/Workshops	12 Hours = 1 DEU	<p>Professional Staff may <b>sign up</b> for a district workshop/course on-line in one of two ways: (1) Respond to the course/workshop email announcement from Carole Pfahning that includes the sign up Google Form; or (2) Use the WRPS Professional Development Calendar located on the District website.</p>  <p>Proof of completed hours or DEUs will be submitted to the Curriculum Department by workshop/course facilitators. <b>No paperwork proving hour or DEU completion needs to be submitted to the Human Resources Department by professional staff taking courses/workshops.</b></p> <ul style="list-style-type: none"> <li>• District courses/workshops could include book studies, curriculum writing, approved online courses/workshops, study groups, etc.</li> <li>• The District will work towards developing courses that are accessible online and/or in a virtual or blended format (when possible) which will be eligible for DEUs and/or hours towards DEUs.</li> </ul>
Approved College Credits (Courses not sponsored by WRPS)	1 Credit = 1 DEU	<p>Professional Staff enrolling in credit courses not sponsored by the District must receive approval from Human Resources by submitting a “Approval Request Form” two weeks prior to the first class. The form is available at the WRPS web site.</p> <ul style="list-style-type: none"> <li>• Professional staff must submit an official grade report or transcript showing completed credits to the Director of Human Resources no later than <b>July 15</b> of the year in which said compensation begins.</li> <li>• There will be no carryover of credits from one school year to the next.</li> </ul>



Additional Certifications or Licenses - Directed by District (During Non-Contracted Time)	Hours needed for certification/ license: 1 hour = 1 hour toward a DEU	This must be approved by Human Resources before starting the certification/licensure program.
Writing Curriculum for a New Course that Has Been Approved	24 hours = 2 DEUs (per course, not per person)	Course <b>must have been approved</b> by the CII and Board of Education <b>before</b> eligible for this compensation. <i>The proper form must be completed and sent to the Director of Curriculum prior to the work being completed. Hours are to be submitted to the Director of Curriculum for compensation when the work is completed.</i>
Attendance at a workshop/conference - Directed by District (During Non- Contracted Time)	Hours at conference: 1 hour = 1 hour toward a DEU	Attendance at conferences that are paid for by the District, but not directed by the District, does not constitute hours towards a DEU. However, after attending the conference, groups of teachers are encouraged to propose a DEU eligible class to meet, study, and implement what was learned at the conference.  <i>If a staff member is <b>required</b> to attend a course that takes place outside of contracted working hours, then the district will pay for the course <b>and</b> provide DEU hours to the staff member. The proper paperwork must be filled out ahead of time by the administrator requiring the attendance.</i>
Curriculum Development/ Curriculum Writing	1 hour = 1 hour toward a DEU	Hours must be pre-approved by the relevant CII Sub-Committee Chairperson.  <i>Proper forms must be completed and submitted to the Curriculum Department prior to the work being completed. Hours are to be submitted to the Director of Curriculum when completed.</i>

II. Facilitator Compensation:

Professional staff will be compensated for teaching workshops/courses in one of the following ways:

- \$800/credit of full DEU (enrollment minimum 8)
  - *If less than 8 participants, the DEU may not be allowed to run*
  - *Under certain circumstances, we will allow the DEU to run with less than 8 registered (the target audience is too small). In these cases, the facilitator will receive the total number of DEU hours or \$27.00 an hour.*
- \$27/hour for workshops that are less than 12 hours (instructional hours)
- DEU or hours toward DEU

If there is more than one facilitator, the pay will be divided equally among each facilitator.  
*If there is more than one facilitator and both choose Hours Toward a DEU, then BOTH facilitators will receive the total number of hours. If they choose the \$800.00 stipend, then BOTH will split the stipend. If ONE chooses hours and ONE chooses the stipend, then the person choosing the hours receives the TOTAL number of hours and the other receives half of the paid stipend.*

For more information about offering a DEU, see the Request to Offer DEUs form found on the WRPS website and explained earlier in this document



## III. Master's Degree:

Professional Staff will receive \$5,000 added to their salary for an approved Masters Degree program completed prior to **August 31** or **January 31**.

Professional Staff will be compensated for only one Master's Degree unless a staff member is directed by the Superintendent or their designee to complete a second master's degree.

- Professional Staff enrolling in a master's program must receive prior approval from Human Resources by completing the "Master's Degree Form." The form is available at the WRPS website. This form outlines the classes the individual is planning to take throughout the program so only ONE form needs to be completed.

*This form is NOT to be confused with the form that requests compensation for taking college classes. There are TWO separate forms. The Purpose of the "Master's Degree Form" is to provide Human Resources with a plan for completing a degree: What is the program you are enrolling in? Why are you pursuing this particular degree? Outline the courses you plan to take during your program.*

*This paperwork MUST be approved by Human Resources and on file in Human Resources prior to starting any coursework if you are planning to receive compensation for your Masters degree upon completion (see note above regarding compensation) or you are going to turn in the coursework for DEU hours.*

- *Each year, an individual can turn in up to (six) 6 credits for compensation (i.e. 72 hours toward DEUs - or \$750.00 added to their base salary). A person needs to only submit an Approval Request for Graduate Coursework form for up to six (6) credits since they can only receive compensation for up to 6 credits (72 hours) per school year.*
- Professional Staff enrolled in a Master's Degree program *or wishing to take any college courses* must submit an "Approval Request Form" **two weeks prior to the start of each class taken in the program that they wish to receive compensation upon completion.**
- *If a Professional Staff member is requesting that college credits earned will go toward DEU hours, then that* Professional Staff enrolled in a Master's Degree program must submit a grade report or transcript showing completed credits to the Director of Human Resources no later than **July 15** of the year in which said compensation begins.  
*Coursework is completed in spring of 2021-2022 and the individual wants the coursework to be compensated for DEU hours during the 2022-2023 school year, then the grades must be submitted no later than July 15, 2022.*
- Professional Staff enrolled in a Master's Degree program must submit an official transcript showing a completed Master's Degree to the Director of Human Resources no later than **September 30** or **January 31** of the year in which said compensation begins.
- If proof of masters completion is submitted on or before **January 31**, supplemental pay will be \$2,500 the first year and \$5,000 thereafter.

## IV. National Board Certification:

Professional Staff will receive \$2500 paid as a stipend two times per year (First September and First February payrolls), (\$1250 and \$1250) with proof of current certification to the Director of Human Resources by **June 15 each year** that the National Board certification is active.

## V. Supplemental pay (with the exception of Master's Degree – see II above) will be added to salaries beginning with the first payroll of the school year following the year in which the educational units are completed. Supplemental pay will be paid as a percentage of a professional staff member's full-time equivalency in a given year.

*It is the employee's responsibility to check the employee portal prior to June 15th of each year to ensure that DEU hours are recorded correctly.*

## VI. There will be no retroactive pay for DEU activities/recurring pay (national board certification, etc.) above that begin in 2018-19.

## VII. This compensation plan is subject to review by the Board of Education.

Approved by Board of Education: September, 2012; August, 2013; December, 2014; October, 2015; January, 2017; January, 2018; June, 2018; April, 2019

August 2021

### Supplemental Pay Plan/DEU Frequently Asked Questions

Question/Concern/Comment	Response
<p>If I am retiring, may I participate in a DEU for pay versus for DEU credit? If I am maxed out in DEU hours, can I take a DEU for pay?</p>	<p>We do not offer DEU participation for pay any longer as a district - even if you are retiring or “maxed out”. All DEU class offerings will receive DEU hour credit for participation. Facilitators have a payment option. You can carry over 11.5 hours to the next school year.</p>
<p>We have more than one facilitator for our DEU class. What are the options for compensation in this case?</p>	<p>All facilitators have several options:</p> <ol style="list-style-type: none"> <li>1. All facilitators could receive the full DEU hours compensation if all are involved in planning and presenting the entire class (if the class is worth 2 DEUs, each facilitator would receive 2 DEUs).</li> <li>2. If one facilitator wants to receive pay and the rest want DEU, the one receiving a pay stipend will receive partial pay, divided by number of facilitators. (2 total facilitators - one wants pay and the other DEU credit - one receives pay (\$400.00) and the second will receive full DEU credit)</li> <li>3. If multiple facilitators request pay, the pay is split evenly among all facilitators.</li> </ol>
<p>Can New Teachers, who officially begin in August, take part in a summer DEU BEFORE their official start date, and still get credit?</p>	<p>Yes. If they have committed to the District and have been Board approved, they may take DEU classes for credit the summer before they officially begin.</p>
<p>How are summer conferences or conferences held on non-contracted days (i.e. Saturdays) handled within the Supplemental Pay Plan/DEU process?</p>	<ol style="list-style-type: none"> <li>1. If a person chooses to attend a conference on their own in the summer, they <u>will not</u> receive DEU credit for that conference.</li> <li>2. A staff member can talk with their building administrator or Director of Instruction to discuss the conference and explain how the conference adheres to District or Building Goals and a decision can be made after that conversation. This discussion must occur BEFORE the conference. DEU hours will not be awarded after the fact.</li> <li>3. If an administrator REQUIRES a person to attend a summer conference, then the district will pay for the conference registration as well as provide DEU hours as a stipend for the person.</li> </ol>
<p>What is the role of the facilitator?</p>	<p>When the facilitator develops a DEU, it is the responsibility of the facilitator to specifically narrate what <b>their role</b> is - how they will instruct the class. <b>It is more than offering the class and managing the attendance.</b> What EXACTLY will the facilitator do to push the learning of the participants, to offer new insights, to help the participants learn and grow? Also, the DEU proposal needs to outline how the work, products, projects, learning will be shared within the class, (i.e. through group discussions, through learning journals, through the development of lessons, etc.). These ideas will be outlined in the Request to Offer form.</p>



<p>What are the options to offer DEUs and learning opportunities in the Rapids District?</p> <p>All of these forms are found on the District Webpage - under Curriculum and then under Professional Development.</p>	<p>The facilitator may receive the same DEU hours as the course or may choose to be paid - \$27.00 an hour (less than 8 participants) OR \$800.00 for a full DEU that has been approved with 8 or more participants.</p> <p><b><u>Collaborative Learning/Book Study/Webinar.</u></b>                  This would be used if the organizer is reading and learning along with the class and whose only extra role is to set up the collaboration and report the attendees at the end. The work is done collaboratively by all in attendance.                  If a person has read a book previously, and then chooses to lead a book study for colleagues that combines the reading with extra teaching - i.e. videos, sharing of projects, directed questions, - then that class would qualify as a DEU. If it is a Book Study with the collaborative reading and discussion of a book, it qualifies under this label.</p> <p><b><u>Curriculum Writing for an Existing course.</u></b>                  This would be used if there are changes made to an existing course and work is being done collaboratively. For example, the English II team at LHS is developing a new unit to be used in the existing English II class. All collaborators would receive DEU hours or pay at \$18.00 an hour. The Director of Curriculum would have final approval of the amount of compensation.</p> <p><b><u>Curriculum Writing for a NEW CLASS that has received School Board approval.</u></b>                  The full curriculum would not be written unless the course is approved. Collaborators could share up to 2 full DEUs (24 hours) that would be split evenly among those writing the curriculum.</p>
<p>How many participants must attend a DEU in order for the facilitator to receive the \$800.00 Stipend?</p>	<p>There must be a minimum of 8 active participants in order for a facilitator to receive the \$800.00 stipend. Any less will result in a \$27.00 an hour stipend for the facilitator.</p>
<p>What kinds of topics can be addressed in a DEU proposal in order for the proposal to be approved?</p>	<p>All DEU requests must adhere to either the District, Building or Department/Grade Level goals. In addition, the DEU hours must be hours that actual work is going on. A DEU offering must be substantive in nature to qualify for 12 hours of District Educational Units. If a tool is taught, i.e. a technology tool, and that teaching only takes 45 minutes - 1 hour, then 11 hours will not be awarded for teachers to create lessons with that tool as part of the collaborative DEU. However, one hour could be granted to create lessons with that particular tool. For example, if a DEU is granted to teach Doodle Poll, it would only be worth about 1 hour. Teaching Doodle Poll and guiding a presentation for how Doodle Polls can be used in the classroom to promote engagement takes between 10-20 minutes. There could be an additional 30 minutes granted to allow the participants to create 3-5 polls that would fit in their lesson for a total of 1 hour for this particular DEU.</p>

## History of the Quality Educator Committee

- The Quality Educator Committee was formed in August of 2012 for the following purpose:
  - Develop the annual District Professional Development Plan and gain CII approval of the plan prior to May 1 of each school year.
  - Develop the annual Professional Development Day schedule. Assist in planning and executing Professional Development Days and assess the effectiveness of Professional Development activities.
  - Develop the DPI Professional Development Day waiver, and gain CII and School Board approval. *(no longer applicable)*
  - Develop the criteria and approval process for credits, DEUs and Masters programs. Review and assess the effectiveness of the criteria and approval process on an ongoing basis. Gain CII and Board approval as necessary. (Now referred to as the Supplemental Pay Plan)
  - Review and suggest necessary changes on an ongoing basis to the following three programs and the documents in which they are described: New Teacher-Mentor Program, WRPS Professional Development Program, WRPS Teacher Assessment Program. Gain CII and Board approval as necessary.
  - Support PI-34 Professional Development Plan process, as well as the Wisconsin Master Educator Assessment Process, including maintaining a group of trained PDP team members, and providing support seminars for those pursuing National Board Certification. *(no longer applicable)*
  
- The QEC has now evolved to its current state with the following purposes/expectations:
  - Each District Building is represented on the QEC with the expectation that the building representative takes information from the committee BACK to the building level for discussion and reports ideas and feedback to the QEC committee.
  - Develops the District PD plan which is then taken to the Administration Team for suggestions before being presented to the District CII in April and ultimately the Educational Services Committee and full School Board.
  - Reviews the Supplemental Pay Plan and discusses concerns that arise regarding the DEU process adopted by the district.
  - Review and suggest necessary changes on an ongoing basis to the following programs and the documents in which they are described: New Teacher-Mentor Program and the WRPS Teacher Assessment Program (Educator Effectiveness).

After reviewing this document, if you still cannot find an answer, then please contact your Building QEC Representative first (listed on Page 1 of this document). If you cannot get an answer from them, then please reach out to Roxanne Filtz, Director of Curriculum and Instruction, at [roxanne.filtz@wrps.net](mailto:roxanne.filtz@wrps.net), or Lori Stanton, administrative assistant in Human Resources, at [lori.stanton@wrps.net](mailto:lori.stanton@wrps.net).



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**BOYS & GIRLS CLUB**  
OF THE WISCONSIN RAPIDS AREA

Attachment G

# ESSER III Summer Grant

Awarded \$176,000

\$88,000 per summer for 2023 & 2024

Partnered with WRPS on data collection and program outcomes

## 3 Goals:



### • Show improvement to reading skills

- o Small group reading
- o Reading program to fit all members' needs
- o Partnering with WRPS for curriculum
- o Pulse check surveys

### • Show improvement to math skills

- o Math Hoops program
- o Pulse check surveys



### • Increase sense of belonging at the Club

- o Full time SEL (Social Emotional Learning) Coordinator at Club
- o Partnering with WRPS for curriculum
- o Minimum of one family night per summer
- o Pulse check surveys



## Funding Covers:

- Wages for all staff running programs
- Wages for Directors that oversee programs and track outcomes
- Program supplies for each month as well as field trips