



**AGENDA**

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

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

Mary Rayome, Chairperson  
John Benbow, Jr.  
Katie Bielski-Medina  
Troy Bier  
Larry Davis  
Sandra Hett  
John Krings, President

August 5, 2019

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

TIME: 6:00 p.m.

- I. Call to Order
- II. Public Comment
- III. Actionable Items
  - A. Board Policy 343.46 – Early College Credit Program and Board Policy 343.46 Rule Early College Credit Program Procedures for First Reading
  - B. Elementary Social Studies Curriculum
  - C. Renaissance Learning Contract for 2019-20
  - D. Houghton Mifflin Harcourt Contract for 2019-20
- IV. Updates
  - A. Elementary Math Workbooks
  - B. Seclusion and Restraint Annual Report
  - C. Supplemental Pay Plan Update
- 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.



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**Educational Services Committee**

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**BACKGROUND**

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- I. Call to Order
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  - A. Board Policy 343.46 – Early College Credit Program and Board Policy 343.46 Rule Early College Credit Program Procedures for First Reading

The Early College Credit Program (ECCP) went into effect on July 1, 2018, and Board Policies 343.46 - Early College Credit Program and 343.46 Rule - Early College Credit Program Procedures were developed to coincide with statutory regulations tied to the implementation of ECCP and simultaneous elimination of the Course Options and Youth Options programs through 2017 Wisconsin Act 59. The Department of Public Instruction (DPI) recently created a new permanent rule version in Chapter PI 40 of the Wisconsin Administrative Code concerning the administration of the ECCP. This new rule essentially carries over the provisions of an Emergency Rule that had been in place since February 5, 2019. Most of the significant provisions affiliated with administering the ECCP program have already been incorporated into the initial Board policy version, and the suggested revisions as set out in Attachment A and Attachment B incorporate the additional clarity needed as a result of changes to PI 40.

The administration recommends approval of Board Policy 343.46 - Early College Credit Program and Policy 343.46 Rule - Early College Credit Program Procedures for first reading.

- B. Elementary Social Studies Curriculum

Jacob Bertagnoli, CII Sub-Committee Chairperson and Coordinator of Social Studies, will be present to share the proposed curriculum for K-5 Social Studies.

Over the past eight years the committee has followed the required process for curriculum development. They have utilized state and national standards, as well as research on best practice to create curriculum maps for elementary social studies. Attachment C sets out the grade 3 curriculum map for social studies as a sample for the other grade level and course maps.

The Social Studies CII Sub-Committee presented their proposed curriculum to the CII on April 25, 2019. The CII voted unanimously to recommend approval of the proposed K-5 Social Studies Curriculum. The actual vote tally and comments are set out in Attachment D.

The administration recommends approval of the proposed K-5 Social Studies Curriculum beginning with the 2019-20 school year.

C. Renaissance Learning Contract for 2019-20

Attachment E sets out a contract with Renaissance Learning to purchase Renaissance products for the 2019-20 school year. The products utilized by WRPS include STAR Math, STAR Reading, Accelerated Math and Accelerated Reading.

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 or not 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 are screened using the PALs screener. Students in grades six through twelve are screened using the Scholastic Reading Inventory (SRI).

Accelerated Math and Accelerated Reader are utilized with intervention students during their intervention time to help them achieve grade level standards. Accelerated Reader will be available to grade five students for this school year only.

The administration recommends approval of the contract with Renaissance Learning for the 2019-20 school year in the amount of \$33,061.20, to be paid for from curriculum acquisition funds.

D. Houghton Mifflin Harcourt Contract for 2019-20

Attachment F sets out a contract with Houghton Mifflin Harcourt to purchase a service contract, as well as upgrade software licenses, materials upgrades and professional development services for the 2019-20 school year, and beyond. The products utilized by WRPS in this contract include the Scholastic Reading Inventory (SRI) and READ 180. Both products have been utilized in the District since 2010.

The SRI is used to screen students between two and three times per year to determine student reading ability. The SRI is taken by students in grades six through twelve. The screening is especially useful in deciding whether or not a student needs intervention or acceleration in reading.

READ 180 is utilized as a reading intervention by students in grades six through twelve to help them achieve grade level reading standards.

Houghton Mifflin Harcourt is upgrading both the SRI and READ 180 requiring a more current version of Adobe Flash, new books and teacher resource materials, as well as staff training. The annual cost to the District of these products is \$4400, but because of the upgrades, the cost to the District in 2019-20 is significantly greater.

The administration recommends approval of the contract with Houghton Mifflin Harcourt for the 2019-20 school year for software support, upgraded materials, and professional development for the Scholastic Reading Inventory and READ 180 in the amount of \$35,565.95, to be paid for from curriculum acquisition funds, Fund 27 flow through dollars, and reading funds.

IV. Updates

A. Elementary Math Workbooks

During the 2011-12 School Year the Board of Education approved an elementary math acquisition which included the use of the Houghton Mifflin Harcourt Math Expressions program for grades k-5 students. This acquisition included the annual purchase of consumable workbooks for students.

Attachment G sets out the contract with Houghton Mifflin Harcourt for the purchase of Math Expressions consumable workbooks for grades K-5 students for the 2019-20 school year in the amount of \$51,173.70 to be paid for from curriculum acquisition funds.

B. Seclusion and Restraint Annual Report

Wisconsin Statute 118.305(4)(c) requires that an annual report be made to the School Board which includes the number of incidents of seclusion and of physical



restraint that took place in the schools during the previous school year, the total number of pupils who were involved in the incidents and the number of children with disabilities who were involved in the incidents. The report below sets out this information. Steve Hepp, Assistant Director of Pupil Services will be present to explain the report to the Committee.

General Information:

Seclusion and/or physical restraint may be used only when a student's behavior presents a clear, present and imminent risk to the physical safety of the student or others, and it is the least restrictive intervention feasible. Certain maneuvers and techniques are prohibited, and mechanical or chemical restraints may not be used. Seclusion rooms may not have locks, and rooms must be free of any objects or fixtures that may injure the student. If it is reasonably anticipated that restraint or seclusion may be used with a student with a disability, it must be included in the student's Individualized Education Program (IEP) and the IEP must also include positive interventions, supports and other strategies based on a functional behavioral assessment.

Historical & Current Data:

Number of:	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Seclusions	42	24	18	13	16	22
Restraints					48	41
Students	23	8	12	8	12	23
Students w/disabilities	19	6	10	8	12	20

District Resources:

- 4 Certified CPI trainers in house
- 101 Staff members trained since 2017 (majority special education)

Future Focus:

- Develop training cycle to ensure certifications remain current
- Prioritize training for new special education staff, administration, and general education staff

2019-20 Scheduled Trainings:

- Initial Trainings (12 hours) - September & spring
- Refresher Trainings (4 hours) - schedule refresher in all buildings, then move to 2 year cycle

C. Supplemental Pay Plan Update

On June 11, 2018, the Board of Education approved significant changes to the Supplemental Pay Plan that has been in place in the District since September of 2012. Some of the changes include providing only DEUs for attendance at District workshops and courses (no longer providing the choice of a \$14 per hour stipend), and expanding opportunities to obtain a DEU for activities such as curriculum writing and required attendance at a non-District workshop or class. Attachment H is the current Supplemental Pay Plan.

When these changes were made, the Board requested that an update be provided noting program costs and numbers of DEUs taken.

Attachment I sets out these comparisons. Attachment J sets out the list of District courses and workshops offered over the past four years. Brian Oswald, Director of Human Resources and Kathi Stebbins-Hintz, Director of Curriculum and Instruction will be present to discuss this topic.

#### V. 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.

#### VI. 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:

- Parent CII Representatives (September)
- ESSA Update (September)
- ACP Update (October)
- New Course/Curriculum Proposals – Discussion (October)
- 2018-19 Wisconsin School Assessment System (WSAS) Results
- ECCP/SCN (November)
- School & District Report Cards
- New Course/Curriculum Proposals – Decision (November)
- Library Update (December)
- Rise to Remember (January)
- Class Size Limits (January)
- Mid-Year AGR Report (February)
- Strategic Plan Updates (February)
- Student Travel Updates (February)

### 343.46 EARLY COLLEGE CREDIT PROGRAM

#### PURPOSE

The School District of Wisconsin Rapids supports providing quality educational opportunities to ensure District students graduate college and career ready. Consistent with state law, high school students who meet the eligibility requirements defined in applicable statutes, regulations and District policies, and who submit timely and complete applications and notices, may be permitted to enroll in one or more nonsectarian courses at an institution of higher education through the Early College Credit Program (ECCP).

#### DEFINITIONS

- A. Comparable Course. A comparable course means all of the following:
  - a. The high school course is offered during the period of time after the student notifies the Board of his or her intention to participate in the Early College Credit Program under Wisconsin law and prior to the student's graduation.
  - b. The high school course is available for enrollment.
  - c. The high school course content, as determined by curriculum guides, expectations, goals, scope and sequence, is equivalent to the content of the postsecondary course as determined by the postsecondary course syllabus, if available, and course description.
- B. Credit. A unit of measure given for the successful completion of a course of study as defined in Board of Education policy.
- C. Early College Credit Program. A program under Wisconsin law that allows Wisconsin public and private high school students to take one or more courses at an institution of higher education for high school and/or college credit.
- D. Institution of Higher Education (IHE). Institution of higher education shall refer to an institution within the University of Wisconsin System, a tribally controlled college, or a private, nonprofit institution of higher education located in Wisconsin.
- E. Successfully Completed or Successful Completion. For purposes of this policy, successfully completed or successful completion shall mean a student has completed the course with a passing grade.
- F. Term. For purposes of this policy, term shall mean either a semester or a trimester, as applicable.

#### IMPLEMENTATION

- A. The Superintendent of Schools or his/her designee shall establish administrative procedures for the administration of the Early College Credit Program, which shall include, but not be limited to:
  - a. Student eligibility for the program;
  - b. Guidelines for determining a student's good academic standing; and
  - c. To the extent not adequately addressed by state statutes or regulations, guidelines for determining whether a course that a student wishes to take through the ECCP is eligible for high school credit and/or is comparable to a course offered by the District.
  - d. Ensure that the District appropriately processes requests/applications related to the ECCP; and
  - e. Determines whether the District will approve individual applications and pay for specific courses based upon the criteria established in state law, any applicable state regulations and applicable District policies and procedures.
- B. Limitations on the District's responsibility for payment include the following:
  - a. If a student takes a course at an IHE that is comparable to a course offered in the District, the District will make no payment for the course. Instead, the student taking the comparable course, or the student's parent or guardian, is responsible for paying the

tuition and fees for the course. *A postsecondary course is considered to be comparable to a course offered by a high school if all of the following apply to the high school course:*

- i. *The high school course is offered or will be offered between the date the pupil submits a notice of intent to take the postsecondary course under the ECCP and the date the pupil is expected to graduate from high school; and*
  - ii. *The content of the high school course is at least 80 percent equivalent to the content of the postsecondary course as determined by comparing, if available, the curriculum guide, course expectations, course goals, and the scope and sequence of the high school course to the course syllabus, if available, and course description for the postsecondary course.*
- b. The District shall pay only such tuition, fees and course materials costs as are required by law. If the District is required to pay the IHE for the cost of a book or similar resource that is not a one-time use item, the student may be required to return the resource(s) to the District upon completion of the course.
  - c. Dual enrollment postsecondary program offerings by the District are exempt from counting towards the ECCP credit limit.
  - d. The District shall pay for no more than the equivalent of a combined total of 18 postsecondary semester credits per student for any courses that are taken through the Technical College Course Program (“Start College Now”) or the Early College Credit Program. Courses that the District paid for under the former Youth Options Program and/or Course Options Program count toward this credit limit. However, the limitation on total paid credits does not prohibit a student from:
    - i. Taking other courses through a postsecondary institution where the District has authorized the coursework under a separate program or separate source of authority; or
    - ii. Taking other District-approved high school courses, outside of the specific state programs, that may result in eligibility for postsecondary credit(s).
  - e. The District shall only pay for courses that are successfully completed. If a student receives a failing grade in a course or fails to complete the course, the student’s parent or guardian or the student, if over the age of 18, is responsible for reimbursing the District for the costs paid by the District. If this reimbursement is not made upon request, the student shall be ineligible for any further participation in the Start College Now Program and the Early College Credit Program.

C. Recovery of Tuition Paid by District for Courses Taken at IHE for Postsecondary Credit Only. If a student takes a course at an IHE for postsecondary credit only, and the course is not comparable to a course offered in the District, the student or the student’s parent or guardian shall pay to the District 25% of the tuition amount that the District is required to pay to the IHE, unless such 25% payment is determined to pose an undue financial burden on the student’s family under standards and procedures set by the Department of Public Instruction (DPI). *The DPI considers such cost to be an undue financial burden if the student is eligible for free and reduced-price lunch under federal meal program standards.* If applicable to a course and not waived pursuant to state law, the following provisions further govern the timing and method for making the 25% payment to the District:

- a. The student or his/her parent or guardian may make payment for such courses online through the parent portal of the District’s student information system. A small convenience fee is applied for each transaction.
- b. In addition to making payments online, payments can be made via cash, check or money order. Payments can be received during normal school hours in the main office of the building where the student attends school in the District.



- c. The District charges a fee for each check that is returned or denied payment by a financial institution. After a check is returned or denied payment, the District may refuse to accept payment by personal check in the future.
  - d. Unless the District's Business accounting office has agreed in writing to a different plan of scheduled payments, payment is due in full within 30 days of the date on which the District provides the student (or student's parent or guardian) with notification of the specific amount due. If a family wishes to arrange a payment plan, the family shall submit a request to the School office before the start of the course(s). If the District receives any payment from the student or the student's parent or guardian as a share of tuition, and it is later determined that the District is not responsible for paying tuition for the course, or if the amount received as payment exceeds the amount of the student's actual payment obligation, the District shall refund the appropriate amount to the student or his/her parent or guardian.
- D. In order for a student to avoid a payment obligation (where applicable) for a course taken through the ECCP, it is the sole responsibility of the student and his/her parent or guardian to ensure that the student withdraws from the course prior to the applicable IHE's withdrawal deadline so that the IHE will not charge the District any tuition for the course.
- E. If students withdraw from the postsecondary course within one week of the start of the course, they will be rescheduled for the appropriate high school courses, and no record of the postsecondary course will appear on the high school transcript. From the second week through the sixth week of the course, students may withdraw with no record of the postsecondary course on a high school transcript, but may not be able to reschedule a high school class to take its place. If students withdraw from the postsecondary course after the sixth week, the course will appear on the high school transcript and will show a grade of Withdraw/Failing.
- F. Unless otherwise required by law, the District is not responsible for providing transportation to IHE courses taken under this policy or paying for transportation-related costs. **Parents may choose to seek reimbursement of transportation costs through the Department of Public Instruction.**

**NOTICE**

- A. Information about the Early College Credit Program shall be provided to high school students annually by October 1. Early College Credit Program information shall also be included in the high school course description book and student expectations handbook.
- B. The District shall not discriminate in admission to any school, class, program or activity on the basis of sex, age, race, religion, color, national origin, ancestry, creed, pregnancy, marital status, parental status, homelessness, sexual orientation, gender identity, gender expression, physical, mental, emotional or learning disability/handicap, or any other legally-protected status or classification. Discrimination complaints shall be processed in accordance with established complaint procedures.

LEGAL REF: Sections 38.12(14) Wisconsin Statutes  
 115.385(4)  
 118.15(1)(b)  
 118.15(1)(d)  
 118.153(1)(a)  
 118.33  
 118.55

118.57  
120.12(17)  
PI 40, Wisconsin Administrative Code

CROSS REF.: 343.45 – Start College Now Program  
343.45 Rule – Start College Now Program Procedures  
343.46 Rule – Early College Credit Program Procedures  
345.5 – Graduation Requirements

APPROVED: November 12, 2018  
TBD

### 343.46 RULE EARLY COLLEGE CREDIT PROGRAM PROCEDURES

#### ELIGIBILITY TO ATTEND INDIVIDUAL COURSES AT INSTITUTIONS OF HIGHER EDUCATION (IHE)

- A. In addition to meeting any other applicable eligibility requirements, a student who wishes to enroll in a course through an IHE under the Early College Credit Program (ECCP) must:
  - a. Submit all required notices, parent permissions (if student is under 18) and college applications on a timely basis; and
  - b. Be enrolled as a high school student.
- B. An IHE may deny a high school student admission to the IHE or registration in a specific course at the IHE for any of the reasons provided by law.
- C. A student participating in the Early College Credit Program may attend only one IHE in any postsecondary semester.
- D. A student who is participating in the Early College Credit Program in any postsecondary semester may not simultaneously participate in the Start College Now Program.

#### COURSE APPLICATION PROCESS

- A. Any District student interested in attending individual courses at an IHE under the Early College Credit Program must complete all of the following to start the application process:
  - a. A student must notify their high school counselor of the student's intention to participate in the Early College Credit Program by completing the appropriate form.
    - i. This notification shall subsequently be submitted to the Director of Curriculum & Instruction for final approval.
    - ii. In addition to any other required information, the initial notice must indicate whether the student intends to take the course(s) for high school credit, postsecondary credit or both.
    - iii. A separate notification form must be completed and processed for each postsecondary semester that a student applies to participate in the Early College Credit Program.
    - iv. This notification must be made by February 1 for summer semester/session postsecondary courses; by March 1 for ~~summer and~~ fall postsecondary semester courses; and by October 1 for spring postsecondary semester courses.
  - b. Students must apply to an IHE during the school term prior to enrollment in the IHE.
  - c. If the student who intends to take an IHE course is under the age of 18, student's parent or guardian must provide signed permission for the student to participate in the ECCP.
- B. As soon as such information is available, the student shall further notify their high school counselor if the student has been:
  - a. Admitted to the IHE to which the student applied;
  - b. Successfully enrolled in and registered to attend individual courses; and
  - c. If any of the course information provided on the initial notification has changed.
- C. Students are required to cooperate with the District in providing any information that may be necessary to determine their eligibility for the ECCP and process individual course requests.
- D. Upon receiving a student's written notification of intent to participate in the ECCP, the high school counselor shall process the student's request, including determining the following:
  - a. Whether a student meets the minimum eligibility criteria for participation in the Program;
  - b. Whether the student will be eligible to receive high school credit for the successful completion of a proposed course and, if so, how much high school credit;
  - c. Whether a proposed course is comparable to a course already offered in the District; and



- d. Whether the proposed course and any resulting credit meets any of the District's high school graduation requirements.
- E. The District shall notify the student's parent or guardian, or the student if age 18 or older, of the District's determination regarding approval/credit status of postsecondary coursework and the right to appeal a negative determination made by the District to the State Superintendent of Public Instruction within 30 days of the decision.
  - a. Provided that none of the course information submitted on the student's initial notice of intent has changed, such notice shall normally be issued by April 15 for initial notices that were received by February 1 for summer courses; by May 15 for initial notices that were received by March 1 for ~~summer~~ and fall courses; and by November 15 for initial notices that were received by October 1 for spring courses.
  - b. If the District determines that it is impractical to provide notice of the District's course-related determinations in the regular timeframe identified immediately above, such notice shall, at a minimum, be issued at least 30 days before the beginning of the IHE semester in which the student will be enrolled for the course(s).

**SATISFACTION OF GRADUATION REQUIREMENTS AND AWARING HIGH SCHOOL CREDIT FOR IHE COURSES**

- A. The determination of whether a course satisfies a high school graduation requirement shall be made with reference to District policies that set forth such requirements and by applying the standards and guidelines that the District applies to its own course offerings and to courses that are submitted for a similar assessment by students who are transferring into the District.
- B. ~~Pending the development of any new state regulations applicable to the Early College Credit Program that address the granting of high school credit for a course taken at an IHE under this policy, or the adoption of other specific local standards for such credit determinations, the District shall apply the mandatory and discretionary standards for granting credit that are found in PI 40.07(1) of the Wisconsin Administrative Code, as such standards were in effect as of December 31, 2017.~~ The District shall evaluate a postsecondary course for high school credit using the same method and criteria used to approve a course the District offers for high school credit in accordance with the following:
  - a. The District may deny high school credit for an IHE course if any of the following apply:
    - i. The District offers a comparable course. Although a student may still elect to take an IHE course that the District has determined is comparable to a District course, the District is not responsible for paying any portions of the costs related to such a course. A postsecondary course is considered to be comparable to a course offered by a high school if all of the following apply to the high school course:
      - 1. The high school course is offered or will be offered between the date the pupil submits a notice of intent to take the proposed postsecondary under the ECCP and the date the pupil is expected to graduate from high school; and
      - 2. The content of the high school course is at least 80 percent equivalent to the content of the postsecondary course, as determined by comparing, if available, the curriculum guide, course expectations, course goals, and the scope and sequence of the high school course to the course syllabus, if available, and course description for the postsecondary course.
    - ii. The course repeats the course content for which a student has already received a passing grade and high school credit. At least 80 percent of the postsecondary



- course covers content for which a student has already received high school credit.
- iii. ~~The course repeats the content of a postsecondary course that the student has already taken and failed.~~ The postsecondary course covers content previously offered to the student in a different postsecondary course offered under the ECCP, and the student received a failing grade in that course.
- b. If credit is not denied for any of the reasons identified above, the District will grant high school credit for an IHE course if the course meets any of the District's high school graduation requirements, as identified in District policies, and if any of the following conditions apply:
    - i. The course is complementary to, consistent with or expands on a course of study or sequence of courses offered by the District.
    - ii. The course expands an opportunity for the student to move to another level of an academic or vocational course of study.
    - iii. The course curriculum meets or exceeds the same standards for rigor and content as other courses approved by, but not offered by, the District for credit toward graduation.
    - iv. The postsecondary course supports rather than prevents a student from completing high school graduation requirements.
  - C. In order for a student to receive high school credit for a course taken at an IHE under the Early College Credit Program, the student must complete the course and receive a passing grade, as determined by the IHE. It is the responsibility of the parent or guardian of a student, or the student if age 18 or older, to notify the District if they do not enroll and attend an ECCP course for which they were approved to participate in. Additionally, it is the responsibility of the student to provide an official transcript of the grade received for the course, or to confirm with the high school registrar that the school has received grading information directly from the IHE.
  - D. To the extent required by state regulations, or to the extent the District does not adopt a different rule for any course-credit conversions that are not addressed by state regulations, a student shall be granted  $\frac{1}{4}$  high school credit per 1 postsecondary semester of conversion-eligible postsecondary credit for a course taken under the ECCP.

#### APPEALS OF DISTRICT DECISIONS

If a parent or guardian of a student, or the student if age 18 or older, who has submitted an application under the Early College Credit Program disagrees with the decision of the high school counselor regarding comparability of courses, satisfaction of high school graduation requirements, or the number of high school credits to be awarded, the determination letter will inform the party of their right to appeal a negative determination made by the District to the State Superintendent of Public Instruction within 30 days of the decision. In order to work collaboratively with the parent/guardian to seek a timely and amicable resolution, the District requests an appeal first to the Superintendent of Schools prior to submitting an appeal to the State Superintendent of Public Instruction.

LEGAL REF: Sections 38.12(14) Wisconsin Statutes  
 115.385(4)  
 118.15(1)(b)  
 118.15(1)(d)  
 118.153(1)(a)  
 118.33  
 118.55  
 118.57

120.12(17)  
PI 40, Wisconsin Administrative Code

CROSS REF.: 343.45 – Start College Now Program  
343.45 Rule – Start College Now Program Procedures  
343.46 – Early College Credit Program  
345.5 – Graduation Requirements

APPROVED: November 12, 2018  
**TBD**

## **Note on the Organization of This Curriculum**

The Third Grade Social Studies Curriculum is a comparative study highlighting common themes among global cultures and appreciating the differences between them. Unit 0 and Unit 1 are meant to establish a foundation for students to complete their comparative study. Unit 0 is a review of content and skills covered K - 2 about communities and establishes a common vocabulary for future units. Unit 1 introduces students to the key features of communities in the United States and will serve as the basis for comparison when studying communities in China, Egypt, and Australia (in units 2 - 4). These final units are organized in a consistent fashion around topics - first covering geography, then culture, government, and the economy. While there is an expectation that students gain exposure to these topics in each country, you do have a significant degree of flexibility in how you cover this information. Having students complete research on curriculum topics, create country profile presentations, or dividing classes into small thematic interest groups to share their findings should all be considered best practice. Feel free to use the resources accompanying this curriculum in a way that is best for your students.

When comparing geography, culture, government, and communities of the United States to those of China, Egypt, and Australia, standards in ELA could also be addressed in the areas of Speaking and Listening, Reading Literature, Reading Informational Texts, Range, Quality and Complexity of Text, Language, and Writing. These can be supported through research, display of understandings gathered through research and presentations of the new learning. ISTE standards in the areas of Empowered Learner, Knowledge Constructor, Innovative Designer, Creative Communicator, and Global Collaborator could all be met through group presentation work within these units.

### 03 Curriculum Map

#### Unit 0 - Communities Review

Essential Questions	Concept/Content Coverage	Skills/Best Practice	Common District Resources	Common Areas for Integration	Standards
	<p>People live in communities</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A place where people live, work and play</li> </ul> <p>There are different types of communities</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Urban</li> <li><input type="checkbox"/> Rural</li> <li><input type="checkbox"/> Suburban</li> <li><input type="checkbox"/> Tribal</li> </ul> <p>Every community faces unique challenges</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Garbage</li> <li><input type="checkbox"/> Firefighters</li> <li><input type="checkbox"/> Housing needs</li> <li><input type="checkbox"/> Plowing roads</li> </ul> <p>The communities we live in are located in Wisconsin Rapids, Wisconsin, and the United States.</p>	<p>Compare and Contrast</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How people live, work, and play in various communities</li> <li><input type="checkbox"/> Two product markets found in our local community (i.e. Paper and Cranberries)</li> <li><input type="checkbox"/> The types of communities</li> </ul> <p>Cause and effect</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The measures communities take in order to solve their problems</li> </ul> <p>Geo-Spatial Awareness</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Differentiate between city, state, country</li> <li><input type="checkbox"/> Write your global address</li> </ul>			<p>SS.Geog2.a.3</p> <p>SS.PS3.b.3-4</p> <p>SS.Econ2.a.3-4</p>
<p><b>Need to Know Vocabulary:</b> Urban, Suburban, Rural, Community</p> <p><b>Nice to Know Vocabulary:</b> Goods, Services</p>					



## Unit 1 - The United States

Essential Questions	Concept/Content Coverage	Skills/Best Practice	Common District Resources	Common Areas for Integration	Standards
How do geography, climate, and resources affect the way people live and work?	<p>The geography of the United States is varied</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Parts of a map (Title, Key, Cardinal Directions, Latitude/Longitude)</li> <li><input type="checkbox"/> Major U.S. landforms</li> <li><input type="checkbox"/> Weather patterns</li> </ul> <p>Some people live in urban communities, and others in rural communities</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Population distribution</li> <li><input type="checkbox"/> Positive and negative effects on the environment</li> </ul>	<p>Geo Spatial Awareness</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Location of major landforms in the U.S. and surrounding area</li> <li><input type="checkbox"/> Identify U.S. weather patterns</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Determine population distribution and compare to physical geography</li> <li><input type="checkbox"/> Introduce environmental concerns i.e. water availability,</li> </ul>			SS.Geog1.b.i SS.Geog2.a.3 SS.Geog5.a.3-4 SS.PS1.a.i SS.PS2.a.i SS.PS3.b.3-4 SS.PS4.a.i SS.Econ2.a.3-4 SS.Econ2.c.3 SS.Econ4.a.3 SS.Econ4.c.3 SS.Hist1.a.i SS.Hist1.b.i
How do the roles, responsibilities, rights, and privileges of people and groups vary under different political and economic systems?	<p>A government establishes order in communities. The U.S. government is called a Democracy</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Democratic principles - elections, majority rules</li> <li><input type="checkbox"/> The U.S. Constitution and Bill of Rights</li> <li><input type="checkbox"/> Branches of government</li> <li><input type="checkbox"/> Public places (schools)</li> </ul> <p>The government grants citizens of communities the freedom to buy and sell</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Goods and services found at the market</li> <li><input type="checkbox"/> Specialized markets in the U.S. (i.e. cranberries in WR vs. oranges in FL)</li> <li><input type="checkbox"/> Locally produced vs. Globally produced</li> </ul>	<p>Cause and Effect</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The need for governments</li> <li><input type="checkbox"/> Model the democratic process by choosing a topic of your choosing.</li> </ul> <p>Compare and Contrast</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Goods and services</li> <li><input type="checkbox"/> Product specialization in two or more regions</li> <li><input type="checkbox"/> Locally produced product vs. "globalized" product</li> </ul>			

**Need to Know Vocabulary:** Democracy, Executive, Legislative, Judicial, Citizen

**Nice to Know Vocabulary:** Rules, Laws, Election, Voting, Congress, Rights, Responsibility, Public vs. Private, Latitude, Longitude, Population, Atlas, Equator, Prime Meridian, Hemisphere, Political vs. Physical Map

## Unit 2: World Communities - China

Essential Questions	Concept/Content Coverage	Skills/Best Practice	Common District Resources	Common Areas for Integration	Standards
<p>How do geography, climate, and resources affect the way people live and work?</p> <p>How do the roles, responsibilities, rights, and privileges of people and groups vary under different political and economic systems?</p>	<p>Like the U.S., China is a country</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> China's location</li> </ul> <p>The physical geography and natural resources impacts where people live</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Major landforms</li> <li><input type="checkbox"/> Weather patterns</li> <li><input type="checkbox"/> Population distribution</li> </ul> <p>People in China also live in urban and rural communities:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Urban</li> <li><input type="checkbox"/> Rural</li> <li><input type="checkbox"/> Suburban</li> </ul> <p>Chinese communities have a unique culture originating in ancient times</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Language(s)</li> <li><input type="checkbox"/> Food</li> <li><input type="checkbox"/> Religious traditions</li> <li><input type="checkbox"/> Historic buildings/places</li> <li><input type="checkbox"/> Transportation</li> </ul> <p>China's government provides order in communities using a system called Communism.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Private property (or lack thereof)</li> </ul> <p>Community members in China have important jobs</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Industrial jobs vs. agricultural jobs</li> <li><input type="checkbox"/> Chinese goods sold in U.S. markets</li> </ul>	<p>Geo Spatial Awareness</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> China's location on a map vs. the United States</li> <li><input type="checkbox"/> Major landforms and weather patterns in China and surrounding area</li> <li><input type="checkbox"/> Population distribution compared to physical geography</li> </ul> <p>Compare and Contrast</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communities in the United States vs. China</li> <li><input type="checkbox"/> Environmental concerns in Chinese communities vs. U.S.</li> <li><input type="checkbox"/> Chinese cultural traditions vs. U.S. cultural traditions</li> <li><input type="checkbox"/> The Chinese government's approach to creating order within its country vs. U.S.</li> <li><input type="checkbox"/> Jobs in China vs. Jobs in U.S.</li> <li><input type="checkbox"/> How humans affect their environment in the United States and China</li> </ul>			<p>SS.Geog1.a.4-5            SS.Geog1.b.i            SS.Geog2.a.3            SS.Geog2.b.5            SS.Geog2.d.4-5            SS.Geog3.b.4            SS.Geog5.a.3-4</p> <p>SS.BH1.a.4            SS.BH1.b.4            SS.BH2.b.4            SS.BH2.a.4-5            SS.BH3.a.5</p> <p>SS.PS3.b.3-4            SS.PS3.c.4-5            SS.PS3.d.5            SS.PS4.b.5</p> <p>SS.Econ4.e.3            SS.Econ4.b.4-5</p>
<p><b>Need to Know Vocabulary:</b> Asia, Pacific Ocean, Gobi Desert, Yangtze/Yellow River, Beijing</p> <p><b>Nice to Know Vocabulary:</b> Mandarin, Rice Farming, Chopsticks, Pagoda, Ancestors, Communist Party, Great Wall of China</p>					

### Unit 3: World Communities - Egypt

Essential Questions	Concept/Content Coverage	Skills/Best Practice	Common District Resources	Common Areas for Integration	Standards
How do geography, climate, and resources affect the way people live and work?	<p>Like the U.S., Egypt is a country</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Egypt's location on a map</li> </ul> <p>Egypt's physical geography and natural resources impacts where people live</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Major landforms</li> <li><input type="checkbox"/> Weather patterns</li> <li><input type="checkbox"/> Population distribution</li> </ul> <p>People in Egypt also live in urban and rural communities</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Urban</li> <li><input type="checkbox"/> Rural</li> <li><input type="checkbox"/> Suburban</li> </ul>	<p>Geo-Spatial Awareness</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Egypt's location on a map vs. the United States</li> <li><input type="checkbox"/> Major landforms and weather patterns in Egypt and surrounding area</li> <li><input type="checkbox"/> Population distribution compared to physical geography</li> </ul> <p>Compare and Contrast</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communities in the United States vs. Egypt</li> </ul>			<p>SS.Geog1.b.i            SS.Geog2.a.3            SS.Geog5.a.3-4</p> <p>SS.PS1.a.i            SS.PS2.a.i            SS.PS3.b.3-4            SS.PS4.a.i</p> <p>SS.Econ2.a.3-4            SS.Econ2.c.3            SS.Econ4.a.3            SS.Econ4.c.3</p> <p>SS.Hist1.a.i            SS.Hist1.b.i</p>
How do the roles, responsibilities, rights, and privileges of people and groups vary under different political and economic systems?	<p>Egyptian communities have a unique culture originating in ancient times</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ancient Egypt</li> <li><input type="checkbox"/> Religion/language</li> <li><input type="checkbox"/> Dress</li> <li><input type="checkbox"/> Food</li> <li><input type="checkbox"/> Transportation</li> <li><input type="checkbox"/> Historic buildings/places</li> </ul> <p>Egypt's government used a dictator to establish order in communities. Now they are trying a new system.</p> <p>Community members in Egypt have important jobs</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Oil production</li> <li><input type="checkbox"/> Exports vs. Imports</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Egypt's cultural traditions vs. U.S. cultural traditions</li> <li><input type="checkbox"/> Egypt's approach to creating order within its country vs. U.S.</li> <li><input type="checkbox"/> Jobs in Egypt vs. Jobs in U.S.</li> </ul>			
<p><b>Need to Know Vocabulary:</b> Eastern Hemisphere, Africa, Cairo, Sahara Desert, Nile River</p> <p><b>Nice to Know Vocabulary:</b> Pharaoh, Hieroglyphs, Pyramids, Sphynx</p>					



### Unit 4: World Communities - Australia

Essential Questions	Concept/Content Coverage	Skills/Best Practice	Common District Resources	Common Areas for Integration	Standards
How do geography, climate, and resources affect the way people live and work?	<p>Like the U.S., Australia is a country</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Australia's location</li> </ul> <p>Australia's physical geography and natural resources impacts where people live</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Major landforms</li> <li><input type="checkbox"/> Weather patterns</li> <li><input type="checkbox"/> Population distribution</li> </ul> <p>People in Australia also live in urban and rural communities</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Urban</li> <li><input type="checkbox"/> Rural</li> <li><input type="checkbox"/> Suburban</li> </ul> <p>Australian communities have a unique culture originating in ancient times</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Historic Australia</li> <li><input type="checkbox"/> Religion/language</li> <li><input type="checkbox"/> Food/Dress</li> <li><input type="checkbox"/> Transportation</li> <li><input type="checkbox"/> Historic buildings/places</li> </ul> <p>Australia's government establishes order in communities using a system similar to ours:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Constitutional monarchy</li> <li><input type="checkbox"/> Prime minister/parliament</li> </ul> <p>Community members in Australia have important jobs</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mining-coal &amp; gold</li> <li><input type="checkbox"/> Farming-sheep &amp; cattle</li> <li><input type="checkbox"/> Tourism-Great Barrier Reef</li> </ul>	<p>Geo-Spatial Awareness</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Australia's location on a map vs. the U.S.</li> <li><input type="checkbox"/> Major landforms and weather patterns in Australia and surrounding area</li> <li><input type="checkbox"/> Population distribution compared to geography</li> </ul> <p>Compare and Contrast</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communities in the United States vs. Australia</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Australia cultural traditions vs. U.S. cultural traditions</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Australia's approach to creating order within its country vs. U.S.</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Jobs in Australia vs. jobs in U.S.</li> <li><input type="checkbox"/> How humans affect their environment in the United States and Australia</li> </ul>		<p>SS.Geog1.b.i SS.Geog2.a.3 SS.Geog5.a.3-4</p> <p>SS.PS1.a.i SS.PS2.a.i SS.PS3.b.3-4 SS.PS4.a.i</p> <p>SS.Econ2.a.3-4 SS.Econ2.c.3 SS.Econ4.a.3 SS.Econ4.c.3</p> <p>SS.Hist1.a.i SS.Hist1.b.i</p>	
How do the roles, responsibilities, rights, and privileges of people and groups vary under different political and economic systems?					
<p><b>Need to Know Vocabulary:</b> Pacific Ocean, Aborigines, Sydney, Great Barrier Reef, Outback  <b>Nice to Know Vocabulary:</b> Sydney Opera House, Uluru (Ayer's Rock), Parliament, Prime Minister</p>					



**Council for Instructional Improvement Ballot**  
**April 25, 2019**  
**Part III**

1. Social Studies (K-5) Curriculum

25 Yes 0 No 0 Unsure

Comments:

- Looks good.
- Looks great.
- This was a lot of work. The elementary teachers will be very happy with this.
- Great job.
- This is EXCELLENT! Absolutely LOVE the "Common District Resources" tab.
- Well done!
- Looks clean and cut! Needs an activity!
- This is amazingly well organized and easy to follow. Great work!
- Well thought out.



**Purchase Order**  
**WISCONSIN RAPIDS SCHOOL DISTRICT**  
 510 PEACH STREET  
 WISCONSIN RAPIDS, WISCONSIN 54494  
 PHONE (715) 424-6705 - FAX (715) 422-6070

SHOW THIS NUMBER ON ALL SHIPMENTS,  
 CORRESPONDENCE, OR INVOICES

**PO# 20002834**

**DATE: 07/29/19**

PAGE NO: 1 Of 1

PO TYPE:  
 VENDOR: 616  
 PHONE:

REQ: 00038368

**Attachment E**

EMAIL:

Renaissance Learning Inc.  
 PO Box 8036  
 Wisconsin Rapids WI 54494

BUYER:

SHIP TO: Central Storage  
 2510 Industrial Street  
 Wisconsin Rapids WI 54495

VENDOR ACCOUNT:

CONTACT: Stebbins-Hintz

SITE: Central Office

COPY

SPECIAL INSTRUCTIONS:

**Please send the following, freight charges prepaid. Cancel back orders not received by \_\_\_\_\_**

QTY	UOM	DESCRIPTION	UNIT PRICE	AMOUNT
1.00		Per Purchasing Policy #672 - Preferred Vendor - For Board Approval August 12, 2019 - See Attachment		
		Quote #2131083 created 7/10/19, including Accelerated Math 2.0, Accelerated Reader 360, Star Math, and Star Reading	33,061.2000	33,061.20
		<b>TOTAL:</b>		33,061.20
*****				
For School District of Wisconsin Rapids use only				
		0-10-103-362-110000-808-000000-2	1,918.00	
		0-10-104-362-110000-808-000000-2	1,984.00	
		0-10-105-362-110000-808-000000-2	1,984.00	
		0-10-107-362-110000-808-000000-2	2,645.00	
		0-10-109-362-110000-808-000000-2	1,322.20	
		0-10-112-362-110000-808-000000-2	2,314.00	
		0-10-113-362-110000-308-000000-2	2,645.00	
		0-10-119-362-110000-000-000000-2	1,058.00	
		0-10-200-362-120000-808-000000-2	7,273.00	
		0-10-400-362-120000-808-000000-2	9,257.00	
		0-10-819-362-120000-808-000000-2	661.00	

**THE STATE OF WISCONSIN AND ALL ITS AGENCIES ARE EXEMPT FROM ALL FEDERAL, STATE, AND LOCAL TAXES, SEC. 77-54 PLEASE ACCEPT OUR PO AS EVIDENCE OF OUR EXEMPT STATUS**

Signed:

# RENAISSANCE®

Quote

# 2131083

PO Box 8036, Wisconsin Rapids, WI 54495-8036  
Phone: (800) 338-4204 | Fax: (877) 280-7642  
Federal I.D. 39-1559474  
[www.renaissance.com](http://www.renaissance.com)

**Wisconsin Rapids Public Schools - 155231**  
510 Peach St  
Wisconsin Rapids, WI 54494-4663  
Contact: Kathi Stebbins-Hintz - (715) 424-6700  
Email: [kathi.stebbins@wrps.net](mailto:kathi.stebbins@wrps.net)

Reference ID: 365653

Created: 07/10/2019

## Quote Summary

School Count: 11

Renaissance Products & Services Total	\$56,237.20
Applied Discounts	\$(23,176.00)
Shipping and Processing	\$0.00
Sales Tax	\$0.00
<b>Grand Total</b>	<b>USD \$33,061.20</b>

**This quote includes: Renaissance Accelerated Math, Renaissance Accelerated Reader 360, Renaissance Star Math and Renaissance Star Reading.**

To receive applicable discounts, all orders included on this quote must be received at the same time.

By signing below, you


- agree that this Quote, any other quotes issued to you during the Subscription Period and your use of the Applications, the Hosting Services and Services are subject to the Renaissance Terms of Service and License located at <https://doc.renlearn.com/KMNet/R003981304GH3CB5.pdf> which are incorporated herein by reference;
- consent to the Terms of Service and License; and
- consent to the collection, use, and disclosure of the personal information of children under the age of 13 as discussed in the applicable Application Privacy Policy located at <https://www.renaissance.com/privacy-policy/>.

To accept this offer and place an order, please sign and return this Quote.

Renaissance will issue an invoice pursuant to this Quote on the Invoice Date you specify below. If no Invoice Date is listed, Renaissance will issue an invoice within 30 days from the date of this Quote. If your organization requires a purchase order prior to invoicing, please check the box below and issue your purchase order to the Renaissance address below no later than 15 days prior to the Invoice Date. Payment is due net 30 days from the Invoice Date.

If your billing address is different from the address at the top of this Quote, please add that billing address below.

Please check here if your organization requires a purchase order prior to invoicing: [  ]

Renaissance Learning, Inc.	Wisconsin Rapids Public Schools - 155231
	By:
Name: Ted Wolf	Name:
Title: VP - Corporate Controller	Title:
Date: 07/10/2019	Date:
	Invoice Date:

**Mail:** PO Box 8036, Wisconsin Rapids, WI 54495-8036

**Fax:** (877)280-7642

**Email:** [electronicorders@renaissance.com](mailto:electronicorders@renaissance.com)

# RENAISSANCE®

Quote

# 2131083

PO Box 8036, Wisconsin Rapids, WI 54495-8036  
Phone: (800) 338-4204 | Fax: (877) 280-7642  
Federal I.D. 39-1559474  
[www.renaissance.com](http://www.renaissance.com)

Phone: (877)444-3172

If changes are necessary, or additional information is required, please contact your account executive Ronda Oyen at (866)846-0756, Thank You.

# RENAISSANCE®

Quote

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[www.renaissance.com](http://www.renaissance.com)

This quote is valid for 30 days. All quotes and orders are subject to availability of merchandise. Professional development expires one year from purchase date. Alterations to this quote will not be honored without Renaissance approval. Please note: Any pricing or discount indicated is subject to change with alterations to the quote. Tax has been estimated and is subject to change without notice. Unless you provide Renaissance with a valid and correct tax exemption certificate applicable to your purchase of product and the product ship-to location, you are responsible for sales and other taxes associated with this order.

United States government and agency transactions into Arizona: The Tax or AZ-TPT item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Arizona Transaction Privilege Tax ("TPT"). The incidence of the TPT is on Renaissance Learning for the privilege of conducting business in the State of Arizona. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Hawaii residents only: Orders shipped to Hawaii residents will be subject to the 4.166% (4.712% O'ahu Is.) Hawaii General Excise tax. United States government and agency transactions into Hawaii: The Tax or General Excise Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Hawaii General Excise Tax. The incidence of the General Excise Tax is on Renaissance Learning for the privilege of conducting business in the State of Hawaii. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

New Mexico residents only: Orders shipped to New Mexico residents will be subject to the 5.125% (Location Code: 88-888) Gross Receipts tax. United States government and agency transactions into New Mexico: The Tax or Gross Receipts Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the New Mexico Gross Receipts Tax. The incidence of the Gross Receipts Tax is on Renaissance Learning for the privilege of conducting business in the State of New Mexico. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Students can become their most amazing selves – only when teachers truly shine. Renaissance amplifies teachers' effectiveness in the classroom – transforming data into actionable insights to improve learning outcomes. Remember, we're here to ensure your successful implementation. Please allow 30-90 days for installation and set-up.



# RENAISSANCE®

PO Box 8036, Wisconsin Rapids, WI 54495-8036  
 Phone: (800) 338-4204 | Fax: (877) 280-7642  
 Federal I.D. 39-1559474  
 www.renaissance.com

Quote  
 # 2131083

## Quote Details

### Central Oaks Academy - Virtual - 7142252

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
<b>Renaissance Applications</b>					
Star Math Subscription Renewal	09/01/2019 - 08/31/2020	117	\$4.85	\$(22.70)	\$544.75
Star Reading Subscription Renewal	09/01/2019 - 08/31/2020	87	\$4.85	\$(12.66)	\$409.29
<b>Platform Services</b>					
Annual All Product Renaissance Platform Renewal	09/01/2019 - 08/31/2020	1	\$750.00	\$0.00	\$750.00
<b>Professional Services</b>					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
<b>Central Oaks Academy - Virtual Total</b>				<b>\$(35.36)</b>	<b>\$1,704.04</b>

### Grant Elementary School - 155244

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
<b>Renaissance Applications</b>					
Accelerated Math Live with 2.0 Student Subscription Renewal	09/01/2019 - 08/31/2020	240	\$6.60	\$(1,552.00)	\$32.00
Accelerated Reader 360 Subscription Renewal	09/01/2019 - 08/31/2020	240	\$9.90	\$(2,071.08)	\$304.92
Star Math Subscription Renewal	09/01/2019 - 08/31/2020	162	\$4.85	\$(31.43)	\$754.27
Star Reading Subscription Renewal	09/01/2019 - 08/31/2020	162	\$4.85	\$(23.57)	\$762.13
<b>Platform Services</b>					
Annual All Product Renaissance Platform Renewal	09/01/2019 - 08/31/2020	1	\$750.00	\$0.00	\$750.00
<b>Professional Services</b>					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
<b>Grant Elementary School Total</b>				<b>\$(3,678.08)</b>	<b>\$2,603.32</b>

### Grove Elementary School - 155198

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
<b>Renaissance Applications</b>					
Accelerated Math Live with 2.0 Student Subscription Renewal	09/01/2019 - 08/31/2020	240	\$6.60	\$(1,552.00)	\$32.00
Star Math Subscription Renewal	09/01/2019 - 08/31/2020	144	\$4.85	\$(27.94)	\$670.46
Star Reading Subscription Renewal	09/01/2019 - 08/31/2020	144	\$4.85	\$(20.95)	\$677.45
<b>Platform Services</b>					

# RENAISSANCE®

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 Federal I.D. 39-1559474  
[www.renaissance.com](http://www.renaissance.com)

## Quote

### # 2131083

Annual All Product Renaissance Platform Renewal	09/01/2019 - 08/31/2020	1	\$750.00	\$0.00	\$750.00
<b>Professional Services</b>					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
<b>Grove Elementary School Total</b>				<b>\$(1,600.89)</b>	<b>\$2,129.91</b>

Howe Elementary School - 155181					
Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
<b>Renaissance Applications</b>					
Accelerated Math Live with 2.0 Student Subscription Renewal	09/01/2019 - 08/31/2020	240	\$6.60	\$(1,552.00)	\$32.00
Accelerated Reader 360 Subscription Renewal	09/01/2019 - 08/31/2020	240	\$9.90	\$(1,892.88)	\$483.12
Star Math Subscription Renewal	09/01/2019 - 08/31/2020	200	\$4.85	\$(38.80)	\$931.20
Star Reading Subscription Renewal	09/01/2019 - 08/31/2020	200	\$4.85	\$(29.10)	\$940.90
<b>Platform Services</b>					
Annual All Product Renaissance Platform Renewal	09/01/2019 - 08/31/2020	1	\$750.00	\$0.00	\$750.00
<b>Professional Services</b>					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
<b>Howe Elementary School Total</b>				<b>\$(3,512.78)</b>	<b>\$3,137.22</b>

Lincoln High School - 155174					
Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
<b>Renaissance Applications</b>					
Star Math Subscription Renewal	09/01/2019 - 08/31/2020	900	\$4.85	\$(174.60)	\$4,190.40
<b>Platform Services</b>					
Annual All Product Renaissance Platform Renewal	09/01/2019 - 08/31/2020	1	\$750.00	\$0.00	\$750.00
<b>Professional Services</b>					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
<b>Lincoln High School Total</b>				<b>\$(174.60)</b>	<b>\$4,940.40</b>

Mead Elementary School - 155253					
Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
<b>Renaissance Applications</b>					
Accelerated Math Live with 2.0 Student Subscription Renewal	09/01/2019 - 08/31/2020	240	\$6.60	\$(1,552.00)	\$32.00
Accelerated Reader 360 Subscription Renewal	09/01/2019 - 08/31/2020	240	\$9.90	\$(1,952.28)	\$423.72



# RENAISSANCE®

Quote

# 2131083

PO Box 8036, Wisconsin Rapids, WI 54495-8036  
 Phone: (800) 338-4204 | Fax: (877) 280-7642  
 Federal I.D. 39-1559474  
[www.renaissance.com](http://www.renaissance.com)

Star Math Subscription Renewal	09/01/2019 - 08/31/2020	213	\$4.85	\$(41.32)	\$991.73
Star Reading Subscription Renewal	09/01/2019 - 08/31/2020	213	\$4.85	\$(30.99)	\$1,002.06
<b>Platform Services</b>					
Annual All Product Renaissance Platform Renewal	09/01/2019 - 08/31/2020	1	\$750.00	\$0.00	\$750.00
<b>Professional Services</b>					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
<b>Mead Elementary School Total</b>				<b>\$(3,576.59)</b>	<b>\$3,199.51</b>

## River Cities High School - 3423502

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
<b>Renaissance Applications</b>					
Star Math Subscription Renewal	09/01/2019 - 08/31/2020	50	\$4.85	\$(9.70)	\$232.80
<b>Platform Services</b>					
Annual All Product Renaissance Platform Renewal	09/01/2019 - 08/31/2020	1	\$750.00	\$0.00	\$750.00
<b>Professional Services</b>					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
<b>River Cities High School Total</b>				<b>\$(9.70)</b>	<b>\$982.80</b>

## THINK Academy - 154967

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
<b>Renaissance Applications</b>					
Accelerated Math Live with 2.0 Student Subscription Renewal	09/01/2019 - 08/31/2020	240	\$6.60	\$(1,552.00)	\$32.00
Accelerated Reader 360 Subscription Renewal	09/01/2019 - 08/31/2020	240	\$9.90	\$(2,130.48)	\$245.52
Star Math Subscription Renewal	09/01/2019 - 08/31/2020	110	\$4.85	\$(21.34)	\$512.16
Star Reading Subscription Renewal	09/01/2019 - 08/31/2020	110	\$4.85	\$(16.01)	\$517.49
<b>Platform Services</b>					
Annual All Product Renaissance Platform Renewal	09/01/2019 - 08/31/2020	1	\$750.00	\$0.00	\$750.00
<b>Professional Services</b>					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
<b>THINK Academy Total</b>				<b>\$(3,719.83)</b>	<b>\$2,057.17</b>

## Washington Elementary School - 155160

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
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# RENAISSANCE®

PO Box 8036, Wisconsin Rapids, WI 54495-8036  
 Phone: (800) 338-4204 | Fax: (877) 280-7642  
 Federal I.D. 39-1559474  
[www.renaissance.com](http://www.renaissance.com)

## Quote

### # 2131083

<b>Renaissance Applications</b>					
Accelerated Math Live with 2.0 Student Subscription Renewal	09/01/2019 - 08/31/2020	240	\$6.60	\$(1,552.00)	\$32.00
Accelerated Reader 360 Subscription Renewal	09/01/2019 - 08/31/2020	240	\$9.90	\$(1,843.38)	\$532.62
Star Math Subscription Renewal	09/01/2019 - 08/31/2020	231	\$4.85	\$(44.81)	\$1,075.54
Star Reading Subscription Renewal	09/01/2019 - 08/31/2020	231	\$4.85	\$(33.61)	\$1,086.74
<b>Platform Services</b>					
Annual All Product Renaissance Platform Renewal	09/01/2019 - 08/31/2020	1	\$750.00	\$0.00	\$750.00
<b>Professional Services</b>					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
<b>Washington Elementary School Total</b>				<b>\$(3,473.80)</b>	<b>\$3,476.90</b>

<b>Wisconsin Rapids Middle School - 155247</b>					
<b>Products &amp; Services</b>	<b>Subscription Period</b>	<b>Quantity</b>	<b>Unit Price</b>	<b>Discount</b>	<b>Total</b>
<b>Renaissance Applications</b>					
Accelerated Math Live with 2.0 Student Subscription Renewal	09/01/2019 - 08/31/2020	240	\$6.60	\$(1,552.00)	\$32.00
Star Math Subscription Renewal	09/01/2019 - 08/31/2020	1,068	\$4.85	\$(207.19)	\$4,972.61
<b>Platform Services</b>					
Annual All Product Renaissance Platform Renewal	09/01/2019 - 08/31/2020	1	\$750.00	\$0.00	\$750.00
<b>Professional Services</b>					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
<b>Wisconsin Rapids Middle School Total</b>				<b>\$(1,759.19)</b>	<b>\$5,754.61</b>

<b>Woodside Elementary School - 155236</b>					
<b>Products &amp; Services</b>	<b>Subscription Period</b>	<b>Quantity</b>	<b>Unit Price</b>	<b>Discount</b>	<b>Total</b>
<b>Renaissance Applications</b>					
Accelerated Math Live with 2.0 Student Subscription Renewal	09/01/2019 - 08/31/2020	240	\$6.60	\$(1,552.00)	\$32.00
Star Math Subscription Renewal	09/01/2019 - 08/31/2020	245	\$4.85	\$(47.53)	\$1,140.72
Star Reading Subscription Renewal	09/01/2019 - 08/31/2020	245	\$4.85	\$(35.65)	\$1,152.60
<b>Platform Services</b>					
Annual All Product Renaissance Platform Renewal	09/01/2019 - 08/31/2020	1	\$750.00	\$0.00	\$750.00
<b>Professional Services</b>					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
<b>Woodside Elementary School Total</b>				<b>\$(1,635.18)</b>	<b>\$3,075.32</b>

# RENAISSANCE®

PO Box 8036, Wisconsin Rapids, WI 54495-8036  
Phone: (800) 338-4204 | Fax: (877) 280-7642  
Federal I.D. 39-1559474  
[www.renaissance.com](http://www.renaissance.com)

Quote  
# 2131083

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# Purchase Order

## WISCONSIN RAPIDS SCHOOL DISTRICT

510 PEACH STREET  
 WISCONSIN RAPIDS, WISCONSIN 54494  
 PHONE (715) 424-6705 - FAX (715) 422-6070

SHOW THIS NUMBER ON ALL SHIPMENTS,  
 CORRESPONDENCE, OR INVOICES

PO# 20002833

DATE: 07/29/19

PAGE NO: 1 Of 1

PO TYPE:

VENDOR: 1464

REQ: 00038370

PHONE: (800)225-5425

Fax: (800)269-5232

EMAIL:

Houghton Mifflin Harcourt  
 9205 SouthPark Center Loop  
 Orlando FL 32819

BUYER:

SHIP TO: Central Storage  
 2510 Industrial Street  
 Wisconsin Rapids WI 54495

Attachment F

VENDOR ACCOUNT:

**COPY**

CONTACT: Wilhorn/CO

SITE: Central Office

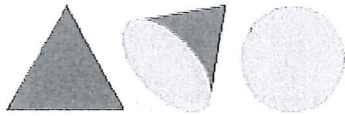
SPECIAL INSTRUCTIONS:

Please send the following, freight charges prepaid. Cancel back orders not received by

QTY	UOM	DESCRIPTION	UNIT PRICE	AMOUNT
1.00		Per Purchasing Policy #672 - Preferred Vendor - For Board Approval August 12, 2019 - See Attachment		
		Quote #007037799 created 1/1/19, including upgrades for READ 180, Scholastic Reading Inventory, Student Reading Inventory, Student Materials, HMH Services Product Support and Implementation Training	35,565.9500	35,565.95
		<b>TOTAL:</b>		35,565.95
***** For School District of Wisconsin Rapids use only				
		0-10-200-313-221300-912-000000-2	2,296.00	
		0-10-200-362-120000-808-000000-2	8,678.00	
		0-10-200-362-122110-902-000000-2	2,460.00	
		0-10-400-313-221300-912-000000-2	3,304.00	
		0-10-400-362-120000-808-000000-2	11,641.00	
		0-10-400-362-122110-902-000000-2	3,300.00	
		0-10-819-362-120000-808-000000-2	846.95	
		0-10-819-362-122110-902-000000-2	240.00	
		0-27-200-362-158000-341-000000-2	1,148.00	
		0-27-400-362-158000-341-000000-2	1,540.00	
		0-27-819-362-158000-341-000000-2	112.00	
		0.10.819.313.221300.912	224.00	

THE STATE OF WISCONSIN AND ALL ITS AGENCIES ARE EXEMPT FROM ALL FEDERAL, STATE, AND LOCAL TAXES, SEC. 77-54 PLEASE ACCEPT OUR PO AS EVIDENCE OF OUR EXEMPT STATUS

Signed:



# Houghton Mifflin Harcourt

Proposal

Prepared For

## Wisconsin Rapids School Dist

510 Peach St

Wisc Rapids WI 54494

Attention:

Jennifer Wilhorn

[jennifer.wilhorn@wrps.net](mailto:jennifer.wilhorn@wrps.net)

For the Purchase of:

## READ 180 Universal Upgrade

Prepared By

Shauna Burgmeier

[shauna.burgmeier@hmhco.com](mailto:shauna.burgmeier@hmhco.com)

**PLEASE SUBMIT THIS PROPOSAL WITH YOUR PURCHASE ORDER.**



Houghton Mifflin Harcourt

Attention:

Jennifer Wilhorn

[jennifer.wilhorn@wrps.net](mailto:jennifer.wilhorn@wrps.net)

HMH Confidential and Proprietary

Customer Experience  
9205 South Park Center Loop  
Orlando, FL 32819  
FAX: 800-269-5232  
[k12orders@hmhco.com](mailto:k12orders@hmhco.com)



**Proposal for  
Wisconsin Rapids School Dist  
READ 180 Universal Upgrade**

ISBN	Title	Price	Quantity	Value of all Materials	Value of Free Materials	Value of Charged Materials
<b><u>HMH Reading Inventory</u></b>						
<b>Materials and Services</b>						
6001406	9780545123082 HMH Reading Inventory Hosting Service	\$4.00	2,710	\$10,840.00		\$10,840.00
<b>Total for Materials and Services</b>				<b>\$10,840.00</b>		
<b>Total for HMH Reading Inventory</b>				<b>\$10,840.00</b>		
<b><u>READ 180 Universal Stage B</u></b>						
<b>Non-Coaching Bundles</b>						
6002280	9781328003928 READ 180 Universal Stage B Upgrade Kit with 60 Perpetual Licenses	\$15,000.00	1	\$15,000.00	\$6,000.00	\$9,000.00
<i>Includes: READ 180 Universal Teacher Bookshelf, Stage B READ 180 Universal Real Book 15-Pack, Stage B (4) READ 180 Universal Independent Reading Library, Stage B (NATIONAL) READ 180 Universal Perpetual Teacher Technology License, Stage B (2) READ 180 Universal NG Student Upgrade License, Stage B (60)</i>						
<b>Total for Non-Coaching Bundles</b>				<b>\$9,000.00</b>		
<b>Add-on Licenses</b>						
3017262	9780545890106 READ 180 Universal Stage B Real Book	\$29.95	5	\$149.75	\$59.90	\$89.85
	9781328003607 READ 180 NG to Universal Student Conversion License	\$99.00	5	\$495.00	\$198.00	\$297.00
<b>Total for Add-on Licenses</b>				<b>\$386.85</b>		
<b>Total for READ 180 Universal Stage B</b>				<b>\$9,386.85</b>		
<b><u>READ 180 Universal Stage C</u></b>						
<b>Non-Coaching Bundles</b>						
6002643	9781328010568 READ 180 Universal Stage C Next Generation Upgrade Kit with 15 Student Licenses	\$9,500.00	1	\$9,500.00	\$3,800.00	\$5,700.00
<i>Includes:\nREAD 180 Universal Teacher Bookshelf, Stage C\nREAD 180 Universal Real Book 15-Pack, Stage C\nREAD 180 Universal Independent Reading Library, Stage C (NATIONAL)\nREAD 180 Universal Perpetual Teacher Technology License, Stage C (2)\nREAD 180 Universal NG Student Upgrade License, Stage C (15)</i>						
<b>Total for Non-Coaching Bundles</b>				<b>\$5,700.00</b>		
<b>Add-on Licenses</b>						
3012001	9781328003379 READ 180 Universal Stage C Real Book	\$29.95	1	\$29.95	\$11.98	\$17.97
	9781328003614 READ 180 NG to Universal Student Conversion License	\$99.00	1	\$99.00	\$39.60	\$59.40
<b>Total for Add-on Licenses</b>				<b>\$77.37</b>		
<b>Total for READ 180 Universal Stage C</b>				<b>\$5,777.37</b>		
<b><u>Implementation Services</u></b>						
<b>Implementation Training</b>						
3026608	9780545899475 Read 180 Universal Getting Started In Person	\$2,800.00	1	\$2,800.00		\$2,800.00
1652274	9780544889699 Houghton Mifflin Harcourt Technical Services Consultative Day Onsite	\$2,800.00	1	\$2,800.00		\$2,800.00
<i>Tech Services experts support your HMH technical implementation onsite with customized services such as beginning-of-year planning, end-of-year reporting, data management best practices, and rostering. Our Technical Services team ensures your programs and technology work efficiently for optimal results in your classrooms, schools and districts.</i>						
<b>Total for Implementation Training</b>				<b>\$5,600.00</b>		



**Houghton Mifflin Harcourt**

Attention:  
Jennifer Wilhorn  
jennifer.wilhorn@wrps.net  
HMH Confidential and Proprietary

Customer Experience  
9205 South Park Center Loop  
Orlando, FL 32819  
FAX: 800-269-5232  
k12orders@hmc.com

**Wisconsin Rapids School Dist  
READ 180 Universal Upgrade**

ISBN	Title	Price	Quantity	Value of all Materials	Value of Free Materials	Value of Charged Materials
<b>Total for Implementation Services</b>				<b>\$5,600.00</b>		
<b>Technical Services</b>						
<b>Hosting Services</b>						
	9780545209182 HMH Services Set-up Fee	\$1,500.00	1	\$1,500.00		\$1,500.00
<i>Hosting Services Set-up Fee - required one time for a new district SAM database configuration. Multiple programs and schools may be added with no additional charge once the district is set up.</i>						
6001409	9780545123129 READ 180 Technical Services: SAM Hosting	\$30.00	81	\$2,430.00		\$2,430.00
<b>Total for Hosting Services</b>				<b>\$3,930.00</b>		
<b>Total for Technical Services</b>				<b>\$3,930.00</b>		

*Proposal Summary*

<b>Total Savings:</b>	<b>\$10,109.48</b>
<b>Subtotal Purchase Amount:</b>	<b>\$35,534.22</b>
<b>Shipping &amp; Handling (1.50%):</b>	<b>\$31.73</b>
<b>Total Cost of Proposal (PO Amount):</b>	<b>\$35,565.95</b>



**Houghton Mifflin Harcourt**

Attention:  
Jennifer Wilhorn  
jennifer.wilhorn@wrps.net  
HMH Confidential and Proprietary

Customer Experience  
9205 South Park Center Loop  
Orlando, FL 32819  
FAX: 800-269-5232  
k12orders@hmhco.com

# Wisconsin Rapids School Dist READ 180 Universal Upgrade

**Total Cost of Proposal (PO Amount): \$ 35,565.95**

Thank you for considering HMH as your partner. We are committed to providing an excellent experience and delivering ongoing, high-quality service to our customers. To meet these goals, we want to ensure you are aware of the below Terms of Purchase. These terms help us process your order quickly, efficiently, and accurately, ensuring successful delivery and implementation of our solutions.

- Please return this cost proposal with your signed purchase order that matches product, prices and shipping charges.
- Provide the exact address for *delivery* of print materials. The shipping address may be your district warehouse or individual school sites, but it is essential that this is accurate.
- Please supply the name of each important district point of contact for all aspects of the solution including their direct contact information (email/phone):
  - o Point of Contact for Print materials
  - o Point of Contact for Digital materials
  - o Point of Contact for Scheduling Professional Development

- Please confirm that we have the correct 'Ship to' and 'Sold to' information on the cost proposal.

**Ship to:**

Wisconsin Rapids School District  
510 Peach St  
Wisconsin Rapids WI 54494-4663

**Sold to:**

Wisconsin Rapids School District  
510 Peach St  
Wisconsin Rapids WI 54494-4663

- Please provide funding start and end dates.
- Please note that all products and services will be billed upon the processing of your purchase order.
- Our payment terms are 30 days from the invoice date.
- Print subscription material quantities may be adjusted across grades for like products, to accommodate enrollment fluctuations, quantities cannot be adjusted between different programs or copyrights.
- Our standard shipping terms are FOB Shipping Point. The shipping term for your proposal is FOB Shipping Point.
- Should any of these Terms of Sale conflict with any preprinted terms on your purchase order, the HMH terms of service shall apply.

Thank you in advance for supplying us with the necessary information at time of purchase.

Our goal is to ensure your success throughout the duration of this agreement, which starts with a highly successful delivery of our solution.

For greater detail, the complete Terms of Purchase may be reviewed here: <http://www.hmhco.com/common/terms-conditions>

**Date of Proposal: 1/1/2019**

**Proposal Expiration Date:7/31/2019**



## Houghton Mifflin Harcourt



**Houghton Mifflin Harcourt**

Attention:  
Jennifer Wilhorn  
jennifer.wilhorn@wrps.net  
HMH Confidential and Proprietary

Customer Experience  
9205 South Park Center Loop  
Orlando, FL 32819  
FAX: 800-269-5232  
k12orders@hnhco.com



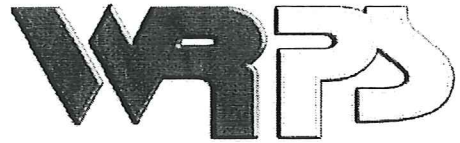
Office Use Only: 1464

# School District of Wisconsin Rapids

Reset Form

Print Form

## Wisconsin Rapids, Wisconsin



### Payment Request Form

#### Payment To:

Name:  Date:

Address:

Attn:  City:

State:  Zip/Postal Code:

**Using the Payment Request Form:** To use this form, fill in the appropriate fields, then print the form with the print button. Once the form has been printed, attach the receipt to the printed form, and give to the appropriate person for approval. If the version of Adobe being used doesn't allow you to fill out the form on the computer, print out the form, and fill it in by hand.

Description of Items Purchased	Total
Payment of attached two invoices, 954155469 & 954180365 dated 12/31/18. Deferred payment requested and accepted	51,173.70
December 21, 2018, with payment due by July 31, 2019. - <i>Elementary Math Workbooks</i>	
PAY EARLY PREFERRED VENDOR - <i>Purchasing Policy #672</i>	
<i>Prior Yr Bd Approval - 8/12/19 Bd Update</i>	
10-112-472-110000-808: \$8700.00	
10-113-472-110000-808: \$9209.70	
<b>Total</b>	<b>51,173.70</b>

Building:

Account Number:  \$

Account Number:  \$

Account Number:  \$

Account Number:  \$

Account Number:  \$

Requested By: Kathi Stebbins-Hintz

Approved By:   
(Administrator)

(Business Administrative Assistant)





# Houghton Mifflin Harcourt

Proposal

Prepared For

## Wisconsin Rapids School Dist

Attention:

Kim Akey

kimberly.akey@wrps.net

For the Purchase of:

## Math Expressions Common Core ©2013

Prepared By

Shauna Burgmeier

shauna.burgmeier@hnhco.com

Coupon Code: PRODPB5

**PLEASE SUBMIT THIS PROPOSAL WITH YOUR PURCHASE ORDER.**



**Houghton Mifflin Harcourt**

Coupon Code: PRODPB5

Attention:

Kim Akey

kimberly.akey@wrps.net

HMH Confidential and Proprietary

Customer Experience

9205 South Park Center Loop

Orlando, FL 32819

FAX: 800-269-5232

k12orders@hnhco.com

## Wisconsin Rapids School Dist Math Expressions Common Core ©2013

ISBN	Title	Price	Quantity	Value of all Materials	Value of Free Materials	Value of Charged Materials
<b>Grade K</b>						
Student						
1497529	9780547824789 Math Expressions 2013 Student Activity Book Collection (Softcover) Grade K	\$28.40	325	\$9,230.00	\$461.54	\$8,768.50
<b>Total for Student</b>				<b>\$8,768.50</b>		
<b>Total for Grade K</b>				<b>\$8,768.50</b>		
<b>Grade 1</b>						
Student						
1497523	9780547824727 Math Expressions 2013 Student Activity Book Collection (Softcover) Grade 1	\$28.40	380	\$10,792.00	\$539.65	\$10,252.40
<b>Total for Student</b>				<b>\$10,252.40</b>		
<b>Total for Grade 1</b>				<b>\$10,252.40</b>		
<b>Grade 2</b>						
Student						
1497524	9780547824734 Math Expressions 2013 Student Activity Book Collection (Softcover) Grade 2	\$28.40	355	\$10,082.00	\$504.14	\$9,577.90
<b>Total for Student</b>				<b>\$9,577.90</b>		
<b>Total for Grade 2</b>				<b>\$9,577.90</b>		
<b>Grade 3</b>						
Student						
1497525	9780547824741 Math Expressions 2013 Student Activity Book Collection (Softcover) Grade 3	\$28.40	365	\$10,366.00	\$518.35	\$9,847.70
<b>Total for Student</b>				<b>\$9,847.70</b>		
<b>Total for Grade 3</b>				<b>\$9,847.70</b>		
<b>Grade 4</b>						
Student						
1497526	9780547824758 Math Expressions 2013 Student Activity Book Collection (Softcover) Grade 4	\$28.40	300	\$8,520.00	\$426.04	\$8,094.00
<b>Total for Student</b>				<b>\$8,094.00</b>		
<b>Total for Grade 4</b>				<b>\$8,094.00</b>		
<b>Grade 5</b>						
Student						
1497475	9780547824178 Math Expressions 2013 Activity Workbook Grade 5	\$13.55	360	\$4,878.00	\$243.95	\$4,633.20
<b>Total for Student</b>				<b>\$4,633.20</b>		
<b>Total for Grade 5</b>				<b>\$4,633.20</b>		

**Proposal Summary**



**Houghton Mifflin Harcourt**

Coupon Code: PRODPB5

Attention:  
Kim Akey  
kimberly.akey@wrps.net  
HMH Confidential and Proprietary

Customer Experience  
9205 South Park Center Loop  
Orlando, FL 32819  
FAX: 800-269-5232  
k12orders@hnhco.com

**Wisconsin Rapids School Dist  
Math Expressions Common Core ©2013**

ISBN	Title	Price	Quantity	Value of all Materials	Value of Free Materials	Value of Charged Materials
		<b>Total Savings:</b>		\$2,693.67		
		<b>Subtotal Purchase Amount:</b>		\$51,173.70		
		<b>Shipping &amp; Handling (0.00%):</b>		\$0.00		
		<b>Total Cost of Proposal (PO Amount):</b>		\$51,173.70		



**Houghton Mifflin Harcourt**  
Coupon Code: PRODPB5

Attention:  
Kim Akey  
kimberly.akey@wrps.net  
**HMH Confidential and Proprietary**

Customer Experience  
9205 South Park Center Loop  
Orlando, FL 32819  
FAX: 800-269-5232  
k12orders@hmhco.com

**Wisconsin Rapids School Dist  
Math Expressions Common Core ©2013**

ISBN	Title	Price	Quantity	Value of all Materials	Value of Free Materials	Value of Charged Materials
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<b>Total Cost of Proposal (PO Amount): \$ 51,173.70</b>
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 Wisconsin Rapids WI 54494-4663

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 510 Peach St  
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**Date of Proposal: 12/6/2018**

**Proposal Expiration Date: 1/20/2019**



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Attention:  
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 kimberly.akey@wrps.net  
**HMH Confidential and Proprietary**

Customer Experience  
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 Orlando, FL 32819  
 FAX: 800-269-5232  
 k12orders@hmhco.com



**Wisconsin Rapids School Dist**

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## Supplemental Pay Plan for Professional Development

Beginning with the 2018-19 school year:

I. DEUs:

Professional Staff will receive \$125 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.

- 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.
- There will be no carryover of DEUs or credits from one school year to the next.
- The number of DEUs and hours toward DEUs earned will be placed on the Employee Portal.
- All professional development completed for Supplemental Pay will be reflective of District and Building Professional Development Goals.
- 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	Professional Staff may sign up for a district workshop/course online in one of two ways: (1) Respond to the course/workshop e-mail announcement with Google Form; or (2) Use the WRPS Professional Development Calendar located on the District website. <ul style="list-style-type: none"> <li>• Proof of completed hours or DEUs will be submitted to the Curriculum Department by workshop/course facilitators. No paperwork proving hour or DEU completion needs to be submitted to the Human Resources Department by professional staff taking courses/workshops.</li> <li>• Proof of credits completed and final grades for district sponsored courses will be submitted to the Curriculum Department by the course facilitator.</li> </ul>

		<ul style="list-style-type: none"> <li>District courses/workshops could include book studies, curriculum writing, 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) or \$18/hour	Course must have been approved by the CII and Board of Education before eligible for this compensation. Hours are to be submitted to the Director of Curriculum when completed.
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.
Curriculum Development/ Curriculum Writing	1 hour = 1 hour toward a DEU or \$18/hour	Hours must be pre-approved by the relevant CII Sub-Committee Chairperson. Hours are to be submitted to the Director of Curriculum when completed.



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)
- \$27/hour for workshops (instructional hours)
- DEU or hours toward DEU

If there is more than one facilitator, the pay will be divided equally among each facilitator.

For more information about offering a DEU, see the Request to Offer DEUs form found on the WRPS website.

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 **December 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.
- Professional Staff enrolled in a Master's Degree program must submit a "Graduate Course Compensation Request Form" two weeks prior to the start of each class taken in the program.
- Professional Staff enrolled in a Master's Degree program must submit an official 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.
- 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 (\$1250 in October and \$1250 in February) with proof of current certification to the Director of Human Resources by June 15 each year.

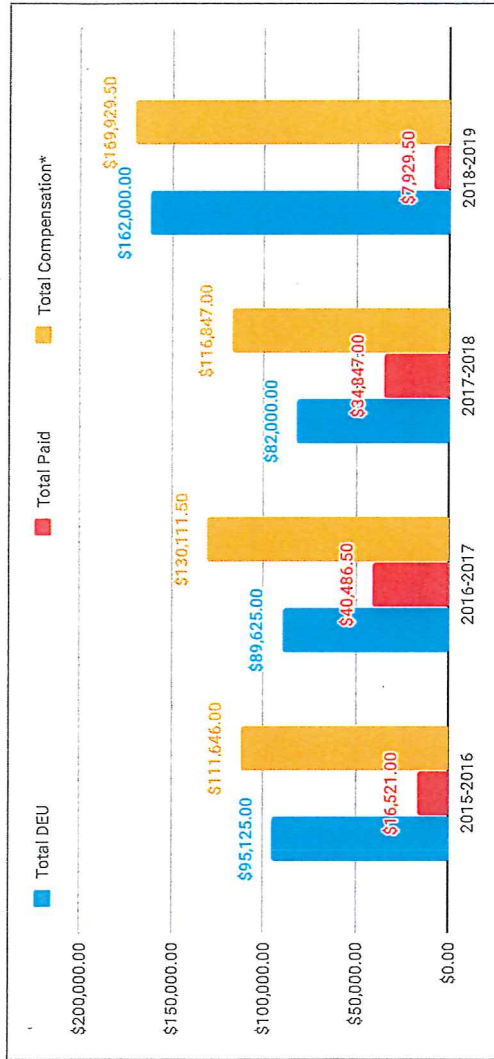


- V. Supplemental pay (with the exception of Master's Degree – see II above) will be added to salaries beginning with the first payroll of the school year, following the year in which the educational units are completed. Supplemental pay will be paid as a percentage of a professional staff member's full-time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

Total DEU & Credit Compensation by Year

Year Earned	Total Teachers	Total DEU Teacher Compensated	Percentage	Total Master's	Total NBCL	Total Classes Offered	Total DEU (Credits + Master's + NBCL + DEU)	Total Paid Per Year	Total Compensation*
2015-2016	376	193	51.00%	5	--	91	\$95,125.00	\$16,521.00	\$111,646.00
2016-2017	364	228	63.00%	4	--	67	\$89,625.00	\$40,486.50	\$130,111.50
2017-2018	362	180	50.00%	3	--	71	\$82,000.00	\$34,847.00	\$116,847.00
2018-2019	369	270**	73.00%	3	5	80	\$162,000.00	\$7,929.50	\$169,929.50



\*\* Years of Experience - 2018-19

- 0-5 Years 29.00%
- 6-10 Years 10.00%
- 11-15 Years 19.00%
- 16-20 Years 16.00%
- 21+ Years 26.00%

\*Total compensation does not include instructor compensation

## 2015-16 Classes (91 classes offered)

Accelerated Math 2.0 Training
Appy Hour: Getting the Most Out of Google Drive!
AR 360
AR 360 Advanced
Assessment Strategies for Standards-Based Grading
Atomic Learning - You choose what to explore!
Augmented Reality and QR Codes in the Classroom (Follow-Up)
Blended Online Teaching and Learning
Book Leveling: What are the Different Characteristics at Each Level
Building a Conscious Discipline School Family
Business and Education: A Partnership
Common Mental Health Disorders in Children
Conscious Discipline Book Study
Conscious Discipline Brain State Model
Cooperating Teacher Training
Create Your Own ClassPad
Creating YouTube Playlists
Curling - Exposure & Incorporating Into Our Classes
Current Research on Adolescent Psychology
Current Research on Adolescent Psychology II
Differentiating Math Instruction Using Prodigygame.com
East EE Tech Support
eduCanon - Interactive Video Instruction
Educator Book Club
EE: The Summary Year
Exploration of the Newly Revised <u>First Six Weeks of School</u>
Exploring Flocabulary
Exploring Google Classroom
Exploring Google Extensions & Apps
Fresh Grade Support Sessions
Fun With Reading Strategies
Getting to Know STAR Scores & Reports
Giving Children a Voice in Their Learning
Google Classroom Refresher
Guided Reading Refresher
I'm Teaching What?
Integrating Literacy and Science w/Picture Perfect Science Lessons
Interactive Math Journals
Introduction to Writing Units of Study
Journeys
Journeys Follow-Up
Journeys Follow-Up PD Session
Leveling, Organizing and Cataloging Book Rooms and Classroom Libraries
Making the Most of Your Standards Grade Book
Math Create & Take
Math Intervention - Make and Take
Math Make and Take Class



## 2015-16 Classes (91 classes offered)

Music Department Curriculum Mapping and Assessment

New Teacher Orientation

Non-Violent Crisis Intervention Training

Non-Violent Crisis Intervention Training

Non-Violent Crisis Intervention Training

PE Curriculum Mapping

Putting Professional Learning into Practice

Reading Units of Study

Reading Units of Study Follow-Up

Reading Units of Study Pilot Group

Responsive Classroom Advanced Course

SAIL: Planning The First 100 Days

Science Exploration in 4K

Self-Regulated Strategy Development (Writing Intervention)

Service Learning Experience

Staff Webpage Tech Support

Student Growth Percentile

Summer Innovative Institute

Supporting Math Fact Fluency

Teaching Children from Hard Places

Teaching in Central Wisconsin

Teaching Science in WRPS, K-12

Teaching Students from Poverty: Poverty II

Teaching Students: When it is Hard to Remember!

Techtastic Workshop

Technology Tuesday

The Culture of Poverty: Poverty I

The First Six Weeks of School Follow-up Workshop

The Impact of Domestic Violence on Children

Trust-Based Relational Intervention (TBRI)

Using Collections in Your Classroom

Using "Kahoot!" to Enhance Student Learning

Using Prodigygame.com to Differentiate Math Instruction

Using Siftr (web/phone/tablet app) as a Classroom Tool

Using Siftr (web/phone/tablet app) as a Classroom Tool

Using Smart Notebook 11

What tech tools do you want to explore?

WRAMS Summer Tech Academy

Words Their Way

Words Their Way Pilot Group

Writing a PDP for Licensure

Writing Units of Study

Writing Units of Study Pilot Group

Writing Units of Study Scoring Session



## 2016-17 Classes (67 Classes Offered)

21st Century Creative Classrooms  
7 Skills of Conscious Discipline  
Advanced Placement Vertical Alignment  
Assessment in the Writing Units of Study  
Breakout EDU  
Children's Book Club for 3-5 Teachers  
Children's Book Club for K-2 Teachers  
Computer Numerical Control Devices  
Crisis Prevention Intervention - Refresher  
CTE Tech Prep Summer Institute 2017  
Digging Deep with Writing Units of Study  
Educator Effectiveness: The Summary Year  
Engaging Students From all Backgrounds  
English IV Curriculum  
First Aid, CPR and AED Training  
Follow Up Discussion from Brett Bowers' Visit  
Fuel Up to Play 60 Grant Writing Workshop  
Google Classroom  
Google Classroom Part 2...and Other Fun Google Stuff  
How to Learn Math for Teachers - Jo Boaler (SECONDARY)  
I'm Teaching What?  
IEP Writing Workshop  
Integrating Literacy and Science w/Picture Perfect Science Lessons  
Jo Boaler's How to Learn Math for Teachers  
Journeys Follow-Up Session  
Journeys Language & Literacy Training  
K-12 Counseling Curriculum Mapping  
Kahoot! In the Classroom  
Leveling, Organizing and Cataloging Book Rooms and Classroom Libraries  
LHS SAIL Team  
Lifeguarding, CPR, AED & First Aid  
Mentor Texts  
MIDNIGHT RUN by Kevin Honeycutt Book Study  
MIND UP Study Group  
Moving Forward with Skyward  
New Teacher Orientation and Seminars  
Non-Violent Crisis Intervention  
Non-Violent Crisis Intervention Refresher  
Non-Violent Crisis Intervention Training  
Non-Violent Crisis Intervention Training  
Open Tech Hours  
Open Tech Night  
Open Tech Night  
Organizing and Cataloging Book Rooms and Classroom Libraries  
Paper Tigers

## 2016-17 Classes (67 Classes Offered)

PDP Refresher Course for Professional Educators

Purposeful Play Book Study

QR Codes in the Classroom

Responsive Classroom Advanced Course: Engaging Academics

Skyward Standards Gradebook - Adding Assignments

Strategies to Support Reading

Teacher Webpage

Teaching Children from Hard Places

Teaching in Central Wisconsin

Teaching Students from Poverty: Poverty II

Teaching the NGSS

Technology Professional Development

The Literacy Continuum

Understanding Students from Poverty

Update on Collections

Using eResources: Audiobooks, eBooks & Multimedia/Interactive eBooks

Using Lucidchart to Improve Instruction, Increase Student Learning, and Engage Students

Using Project Learning Schoolwide

Writer's Workshop

Writing a PDP for Licensure Course 1

WRPS Tech Camp - 2016

WTEA Reflection & Implementation

## 2017-18 Classes (71 Classes Offered)

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9/11 Remembrance Walk  
7 Skills of Conscious Discipline  
Adding Assignments to Standards Gradebook  
ATEA Reflection and Implementation  
Automotive Technology Tools  
Breakout!  
Business and Education Part II: An Externship  
Classroom Libraries 3-5  
Classroom Libraries K-2  
Classroom Library Review  
Common Language, Common Goals  
Common Language, Common Goals Part II  
Common Psychotropic Medications  
Conscious Discipline - Understanding and Teaching Emotional Self-Regulation  
Creating Math Assessments for Report Cards  
Curling - Building a Community Partnership  
Curling in the Classroom/Tennis - Registering Your Program  
Educator Effectiveness: The Summary Year  
Elementary Teacher Tools  
Exploring Children's Literature in the Character Tournament  
Fuel Up to Play 60 Grant Writing  
Fun with The Writing Strategies Book  
How to Learn Math for Teachers - Jo Boaler  
I'm Teaching What?  
Increasing Student Engagement  
Launching and Supporting Co-Teaching in Elementary Classrooms  
Lesson Recording via Screencastify  
LHS Breakfast & Learn and After School Snack & Learn  
LHS Sail Team  
Literacy Lessons  
Literacy Lessons (Spring)  
Make Peer Observation Work for You  
Math Expressions Training  
Meeting the Needs of Students with Emotional/Behavioral Disabilities  
Mindfulness Strategies for the Elementary Classroom  
New Colleague Orientation  
Newsela PRO  
Non-Violent Crisis Intervention Initial Training  
Non-Violent Crisis Intervention Refresher Training  
Number Talks: Strengthen Mathematical Accuracy, Efficiency, and Flexibility  
Online Communication with Families: Updating Webpages and Posting Homework  
Open Online Training - Hoonuit (formerly Atomic Learning)  
Paper Tigers/Resilience  
Purposeful Play Book Study  
Reading Units of Study Collaboration



## 2017-18 Classes (71 Classes Offered)

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Reading Units of Study Training  
Reading Units of Study, Planning & Discussion  
Resilience Viewing and Discussion  
Responsive Classroom Course  
SAIL Year Three  
Science Essential Elements: Intro and Integration  
State & National Convention Share Out  
Students from Poverty: Creating Awareness, Understanding and Equity  
Summer Institute 2017  
Tackle Chronic Behavior with "The Behavior Code"  
Teaching the CTE Standards Summer 2017  
The Nutured Heart Approach - Transforming the Difficult Child  
Using Math Boxes to Support Number Sense  
Using Various Slideshow/Video Tools  
Visuals to Support Curriculum  
Welcoming Technology and Art into the Elementary Classroom  
What's New in Children's Literature (3-5)  
What's New in Children's Literature (K-2)  
What's New with Google?  
Words Their Way in the Classroom  
Words Their Way Roundtable Discussions  
Words Their Way Training  
World Languages Department Curriculum Writing  
Writing Units in the Real World  
Writing Units Work Days  
Xtra Math Start-Up



## 2018-19 Classes (80 classes offered)

2018 Teaching the CTE Standards

2nd Grade - If/Then - Reading

2nd Grade - If/Then - Writing

4K Introduction to the Nurtured Heart Approach

4K/EC Parent Communication Tools

7 Skills and Powers of Conscious Discipline

A Collaborative 4th and 5th Grade Approach

A Guide to the Reading Workshop

A Project-Based Approach to Teaching & Learning

Acellus Training

ACP 2018

Applying the 4C's to Secondary ELA

Art for All - Elementary

Art of Education On-line Winter Conference

Breakout Box / Breakout.edu

Building Assessments for Human Geography: Term 2

Building Human Geography Assessments, Term 1

Business & Education Part II: An Externship

Classroom Management in Art, Music and PE: Book Study

Co-Teaching Efficacy

Conscious Discipline - Refresher/Ongoing Support

Conscious Discipline - Understanding & Teaching Emotional Self-Regulation

Conscious Discipline Book Study @ Grant

Cross Cutting Concepts of Science - A Deep Dive

Curriculum Exploration

EdTech Tools for the Middle School Classroom

Educator Effectiveness (EE): The Summary Year

Exploring Google and Other Tech Tools

Exploring Responsive Classroom

Exploring the Reading Units

Exploring Your Classroom Library

Fish Hotel - 3rd Grade Ecosystems

Fitnessgram - Parent Communications

Fostering Resilient Learners Book Study/Action Team

Fostering Resilient Learners Part II - The 3 Rs: Relationship, Responsibility and Regulation

Fuel Up to Play 60 Grant Writing

Fuel Up to Play 60 Program Advisor Training Camp

Helping Children Be More Resilient, Successful & Healthy

I'm Teaching What? Summer or Fall

Implementing the 4 C's to Develop Course Content Within Canvas

Integrating Reading & Writing for 5th Grade Nonfiction Units

Introduction to Read & Write for Google Chrome

## 2018-19 Classes (80 classes offered)

iPad and Technology in Art

Kindergarten If/Then Unit Writing

LHS Kung Fu Canvas Training

Math Differentiation for Elementary

Math Expressions: Pacing, Planning, and Prepping

Math Intervention Best Practice Support

Mental Health & Behavior Canvas Course

Navigating Elementary Special Education

Non-Violent Crisis Intervention

Non-Violent Crisis Intervention

Orff Schulwerk Processes, Techniques, & Applications

Open Online Training - Hoonuit

Open Online Training - Hoonuit

Parent Education Planning

Planning Small Groups within the Reading Workshop

Power Up: Making the Shift to 1:1 Teaching and Learning--PART 3: TRANSFORM

Power Up: Making the Shift to 1:1 Teaching and Learning - PART 1: ENRICH

Power Up: Making the Shift to 1:1 Teaching and Learning - PART 2: EXTEND

Purposeful Play Book Study

Read & Write for Google Chrome

Reading Units of Study Follow Up 3-5

Reading Units of Study Follow Up K-2

Reading Units of Study Roundtables

Resource Manager - Site Essentials Training & Implementation

Running Records Refresher

SAIL School Improvement Planning

Science and Engineering Practices

SEED (Seeking Educational Equity and Diversity)

Shared Reading and Read Alouds

Teachers "Don't Flip Your Lid"

Teaching and Assessing Number Sense

Teaching in Central Wisconsin/New Colleague Orientation

Teaching Human Geography

Tip of the Iceberg: Starting the Conversation about Race and Equity in Education

Understanding Student Mental Health Issues

Words Their Way in the Classroom

Words Their Way Make and Take

Writing Units of Study Planning Sheets

**Trauma Sensitive Schools Training  
2018-19**

<b>Session</b>
10/23 One DEU Class, Central
10/30 One DEU Class, Central
11/01 After School, 3:15 - 6:15 p.m., EJH IMC
11/06 One DEU Class, Central
11/13 One DEU Class, Central
11/27 After School, 4:15 - 7:15 p.m., Grant
11/30 PD Day, noon - 3:00 p.m., WRAMS, LMC
12/13 After School, 3:15 - 6:15 p.m., Central
12/17 After School 4:15 - 7:15 p.m., Central
01/02 PD Day: noon - 3:00 p.m., LHS, Room 210
01/08 After School, 4:15 - 7:15 p.m., Grove LMC
01/10 Two DEU Class; 4:30 - 7:30 p.m., Central A/B
01/17 After School, 3:15 - 6:15 p.m., EJH IMC
01/21 After School, 3:15 - 6:15 p.m., LHS Room 263
01/24 Two DEU Class; 4:30 - 7:30 p.m., Central A/B
01/28 Two DEU Class; 4:30 - 7:30 p.m., Central A/B
01/30 After School, 4:15 - 7:15 p.m., Central
02/07 After School, 3:15 - 6:15 p.m., Central
02/12 After School, 4:15 - 7:15 p.m., Central
02/19 After School, 4:15 - 7:15 p.m., Mead LMC
02/21 Two DEU Class; 4:30 - 7:30 p.m., Central A/B
02/28 Two DEU Class; 4:30 - 7:30 p.m., Central A/B
03/01 PD Day: noon - 3:00 p.m., EJH Library
03/06 After School, 3:15 - 6:15 p.m., Central
03/07 After School, 4:15 - 7:15 p.m., Central, A/B
03/11 After School, 3:15 - 6:15 p.m., WRAMS
03/12 After School, 4:15 - 7:15 p.m., Central A/B
03/14 After School, 4:15 - 7:15 p.m., Central
03/20 After School, 3:15 - 6:15 p.m., Central A/B



<b>Session</b>
03/21 After School, 3:15 - 6:15 p.m., Central or EJH IMC
03/21 Two DEU Class; 4:30 - 7:30 p.m., Central A/B
04/02 After school, 4:15 - 7:15 p.m., EJH IMC
04/03 After School, 3:15 - 6:15 p.m., Central
04/04 Two DEU Class; 4:30 - 7:30 p.m., Central A/B
04/09 After School, 4:15 - 7:15 p.m., THINK, LMC
04/11 After School, 4:15 - 7:15 p.m., Woodside, IMC
04/16 After School, 3:15 - 6:15 p.m., Central
04/17 After School, 4:15 - 7:15 p.m., Central A/B
5/02 Two DEU Class; 4:30 - 7:30 p.m., Cravings
5/09 After School, 4:15 - 7:15 p.m., EJH IMC
5/14 After School, 4:15 - 7:15 p.m., EJH IMC